

# Close-up

TEACHER'S BOOK

B1

Katrina Gormley

SECOND EDITION

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**Close-up B1 Teacher's Book, Second Edition**

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<b>12</b> The Body Beautiful p 147–158	multiple-choice questions, choosing the best option	body-related words	adjectives, adverbs, <i>so</i> & <i>such</i>	multiple-choice questions (pictures), keeping calm
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Writing Reference: p 176–181  
Speaking References: p 182–183

Speaking	Vocabulary	Grammar	Writing	Video
talking about family, describing photos, describing in detail	collocations & expressions	countable & uncountable nouns, quantifiers	email, using abbreviations, including all the information, inviting, asking for a reply, writing about special events	One Woman's Choice
talking about food & restaurants, describing photos, using different adjectives, using adjectives	word formation	<i>used to &amp; would, be used to &amp; get used to</i>	review, ordering adjectives, making your writing interesting, recommending, adjectives for food & restaurants	Greek Olives
talking about the environment, listening to instructions, opening discussions	prepositions, reading a multiple choice text first	articles	informal email, planning your work, friendly openings & endings, useful phrases	Swimming with Sharks
relationships, problem solving, considering advantages & disadvantages, giving advice	phrasal verbs	temporals	story (1), thinking of ideas, organising a story / ideas, describing people	Man's Best Friend
talking about homes, general conversations, expanding on the topic, talking about a topic	collocations & expressions	future plans & events, future predictions	informal letter, replying to a letter, using informal language, accepting/ rejecting invitations, responding to news, making suggestions	Living in Venice
talking about sport, decision making, giving opinions, agreeing & disagreeing asking if someone agrees, giving your opinions	word formation	second conditional, <i>if</i>	sentence transformation (1), clauses of purpose, transforming sentences	Water Sports Adventure
describing photos, talking about extreme situations, paraphrasing	prepositions, collocations & expressions	question tags, subject & object questions, negative questions	story (2), using narrative tenses, creating suspense, reviewing your writing	Coast Guard School
talking about free-time activities, decision making, talking about all the options, talking about possibility	phrasal verbs	modals & semi-modals (2)	postcard, linking words & phrases, writing the correct amount, writing a postcard	Young Adventurers
talking about technology, decision making, making a decision, deciding	prepositions	the passive voice: gerunds, infinitives & modal verbs	sentence transformation (2), using collocations, checking the meaning	Mars Rovers
talking about entertainment, describing photos, talking about a photo, describing people, places & things	phrasal verbs	reported speech: questions, commands & requests	letter or story, ordering ideas, choosing the right question, free-time activities	Steel Drums
talking about school and education, decision making, changing opinions, changing your mind	collocations & expressions, prepositions	gerunds, infinitives	report, remembering common errors, checking for common errors, introducing & closing reports, school facilities and equipment, after-school activities	The Maasai Teacher
talking about your body, general conversations, interacting with your partner, talking about health and fitness	phrasal verbs	comparison of adjectives & adverbs	dramatic stories, making stories more interesting, leaving enough time, relationships	The Memory Man



# Introduction to Close-up

## Introduction to Close-up

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

### Course Components

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

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

#### Each unit also contains:

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

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

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

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

#### Close-up B1 Workbook

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

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

#### Close-up B1 Teacher's Book

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

#### Close-up B1 online teacher zone

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



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

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

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

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

# 1 Family Ties

<b>Reading:</b>	true/false, reading the exam question first
<b>Vocabulary:</b>	family-related words, collocations & expressions
<b>Grammar:</b>	present simple, present continuous, stative verbs, countable & uncountable nouns, quantifiers
<b>Listening:</b>	multiple-choice questions (pictures), identifying differences
<b>Speaking:</b>	talking about family, describing photos, describing in detail
<b>Writing:</b>	email, using abbreviations, including all the information, inviting, asking for a reply, writing about special events

## Unit opener

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

## Reading

### A

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

## Suggested answers

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

### B

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

## Answers

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

## Teaching Tip

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

### C

- Ask students to read the instructions and the options A–C. Explain that each of the options links to three of the four sections marked in the text.
- Ask students to read the text again and to match headings A, B or C to the correct sections numbered 1–4.
- Ask students to do the task individually, but check answers as a class.

## Answers

2B 3A 4C

### Word Focus

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

### D

- Draw students' attention to the *Exam Close-up* box and tell them that these boxes are used throughout the book to give them tips about how to do specific tasks.
- Tell students to read the box and then ask a student to explain what it says in his or her own words to the rest of the class. Explain that they have already read through the text twice, so they can now go on to the task.
- Ask students to read the instructions, questions 1–10 in the *Exam Task* box and their options T (True) or F (False). Explain anything the students don't understand.
- Explain to students that they should try to underline the parts of the text *Meet the ancestors* that refer to each of the questions. Point out that the *Exam Task* questions follow the same order as the text.

### E

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

## Answers

1T	6T
2T	7F
3F	8F
4F	9T
5T	10T

### F

#### Extra class activity

- If time allows, ask students to make their own family tree about their own families.
- Explain to students that this activity introduces them to new vocabulary from the reading text.
- Ask students to look at the words in bold and to scan the text again to find the underlined words. Ask them to say each of the words after you. Correct their pronunciation where necessary.
- Remind them that they should always try to work out the meaning of a word from the context it is in and ask them to read the sentences each word is in.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 to be like somebody
- 2 to have a similar appearance
- 3 transfer to the next generation
- 4 family member
- 5 to discover or learn
- 6 to try to find

### Teaching Tip

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

### Ideas Focus

- Explain to students that they are going to discuss some questions about the family. Ask them to read the two questions.
- Ask students to work in pairs to discuss the questions and encourage them to use their own experience to help support their reasons.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes you hear at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to give their opinions on one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Vocabulary

### A

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they should read sentences 1–6 and their meanings a–f quickly before writing any answers.

## Answers

- 1 grandmother
- 2 niece
- 3 cousins
- 4 nephew
- 5 aunt
- 6 step-mother

### B

- Say all of the words in the yellow wordbanks to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and check that they understand what they have to do. Explain to students that the words are similar in some way, but that only two of the three are needed to complete the sentences.



# 1 Family Ties

- Ask students to do the task individually, but check answers as a class.
- When answers have been checked, ask students to write sentences of their own with the words that weren't used in the task.

## Answers

- |                          |                       |
|--------------------------|-----------------------|
| 1 tall, slim             | 6 nervous, relax      |
| 2 build, overweight      | 7 easy-going, scruffy |
| 3 blonde, straight       | 8 reliable, clever    |
| 4 elderly, middle-aged   |                       |
| 5 generous, hard-working |                       |

## C

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

## Answers

- |              |                |
|--------------|----------------|
| 1 height     | 5 elderly      |
| 2 weigh      | 6 kind         |
| 3 easy-going | 7 young        |
| 4 nervous    | 8 hard-working |

## Ideas Focus

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

## Answer

Students' own answers

## Grammar

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

## A

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

## Answers

1c 2b 3d 4a

## Be careful!

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

## Answer

Students' own answers

## B

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

## Answers

1d 2c 3b 4a 5e

### C

- Ask students to read the instructions and elicit that stative verbs are verbs we use only in the simple tenses.
- Ask students to read the sentences and underline the verbs.

## Answers

1 hates 2 understands 3 smell 4 owns

### D

- Ask students to read through the rule and fill in the missing word.

## Answer

simple

### Teaching Tip

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

<b>Emotions:</b>	dislike, like, hate, love, prefer
<b>States of the mind:</b>	appear, believe, forget, hope, realise, seem, think, understand
<b>Possession:</b>	belong to, have, own, possess

### E

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

## Answer

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

Now read the Grammar Reference on pages 161–162 (1.1–1.4) with your students.

### F

- Ask students to read the instructions and check that they understand what they have to do. Elicit that all verbs are either stative verbs or verbs that can be both stative and action verbs.
- Ask students to read sentences 1–8 without choosing an answer. Encourage them to think about the general meaning of each sentence so that they know which answer might fit, in terms of meaning. Also tell them to underline any adverbs of frequency and time expressions and to think about which tenses they are usually used with.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### G

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

## Answers

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

## Listening

### A

- Write *how?*, *where?* and *who?* on the board and ask students to glance at the sets of pictures in A to decide which question words might go with each set of pictures (*1 how 2 where 3 who*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit from students what each picture shows.
- Ask students to do the task individually, but check answers as a class.

## Answers

1a violin	2c library
1b television	3a old woman
1c bicycle	3b middle-aged woman
2a supermarket	3c middle-aged man
2b car park	

### B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the pictures in A again and match them to these questions.

## Answers

1 Option 2	3 Option 1
2 Option 3	

### C

- Ask students to read the instructions and check that they understand that they will be answering questions 1–3 in task B using the three sets of pictures A, B and C in task A, they have just discussed. Point out that the conversations will follow the order of the questions, however, and not the order of the pictures.



# 1 Family Ties

- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to write any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

1b (in the car park) 2a (her grandmother)  
3a (practising the violin)

### D

- Ask students to read the information in the *Exam Close-up* box. Tell them to look at the *Exam Task* quickly. Remind them that it is important to study each picture before they listen to the recording. This means that they will be better prepared to answer the questions in the *Exam Task*.
- Ask students to read the instructions and make sure they understand what they have to do. Ask students how they should mark their answers (*by circling the correct letter A, B or C, in the corresponding picture*).
- Give students time to study the six sets of pictures and answer any questions they may have about them. Ask them to make notes about the differences, similarities or connections between the pictures.

### E

- Play the audio for the first question and then ask students to write their answer down before playing it again to check the answer with the class. Ask students to justify the correct answer before playing the rest of the recording.
- Play the recording once all the way through, pausing if necessary, and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Check the answers as a class and ask students to justify their answers.

### F

- Play the recording again to check the answers.

## Answers

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

## Speaking

### A

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

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

### B

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task on their own and then to check their answers with a partner.

## Answers

a 1	f B
b 1	g 2
c B	h 2
d B	i 1
e B	j B

## Useful Expressions

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

### C

- Say all of the words in the yellow wordbank to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read sentences 1–7 without filling in the gaps. Encourage them to think about the general meaning of each sentence so that they know which word from the wordbank might fit, in terms of meaning.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 background	5 behind
2 on	6 left
3 next to	7 right
4 foreground	

### D

- Tell students to read the information in the *Exam Close-up* box. Ask them why they should look at the photos for a moment before speaking (*so that the person listening understands their ideas better*).
- Tell students how the kind of details they give in their answers will allow them to expand their answers.
- Remind students that they should describe the people and activities that they see in photographs as fully as possible. They can use adjectives to describe people and things, e.g. what they are wearing, their personality, etc.
- Students should also use prepositions to say where things are in the photograph.



## Answers

Students' own answers

### Ideas Focus

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

## Answers

Students' own answers

## Vocabulary

### A

- Write *make an excuse* and *have an excuse* on the board and ask students what the difference between the two is (*make an excuse is to explain the reason for an incorrect action, whereas have an excuse is to have a good reason for an incorrect action*). Explain to students that these expressions are collocations and that in English there are many expressions like these and that they should always try to pay attention to which words can be used with other words naturally in English. Point out that *pay attention* is another collocation. Tell students that *make* and *have* are verbs, whereas *excuse* is a countable noun. Explain that they are going to look at collocations with certain verbs that can go with nouns, other verbs and prepositions + nouns or verbs.
- Ask students to read the instructions and make sure they understand they have to use each verb only once.
- Ask students to do the task individually and then compare their answers with a partner. Check answers as a class.

## Answers

- |        |        |
|--------|--------|
| 1 pay  | 4 get  |
| 2 keep | 5 fall |
| 3 have |        |

### B

- Ask students to read through all the sentences 1–10 before filling in any answers so that they understand the meaning of each sentence. Tell them to look at the verb in bold that comes before each gap, so they know where to look for the answer in A. Point out that there are ten sentences, so they will use each collocation in A only once.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### C

- Ask students what happens at traditional weddings in their country. Encourage them to discuss how long weddings last, what the couple wears, what they eat at the reception and any other interesting events that take place. If students are interested, you could encourage them to discuss any unusual weddings they have been to or if they have been at a wedding that followed different customs to the ones they are used to in their country.
- Ask students to look at the photo and ask them to describe what is happening.
- Ask students to read through all the sentences before filling in any answers so that they understand the meaning of each sentence.
- Point out that there are ten sentences, so they will use each collocation from task A only once.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                     |                      |
|---------------------|----------------------|
| 1 getting a divorce | 6 keep a secret      |
| 2 fall to pieces    | 7 keep a diary       |
| 3 have/sympathy     | 8 getting married    |
| 4 pay/a visit       | 9 have a family      |
| 5 fall in love      | 10 paid/a compliment |

### Ideas Focus

- Tell students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each student to answer one question until each pair has had a turn.
- Write any mistakes that students make on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

## Grammar

### A

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

# 1 Family Ties

- Ask them how the picture makes them feel and why. Write the nouns *relationship*, *love*, *grandfather* and *grandson* (or the family words the students used for the old man and baby) on the board. Ask them which word doesn't have a plural form in this context (*love*).
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

## Answers

1C 2C 3U 4U 5C

### B

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

## Answers

- 1 Countable
- 2 Uncountable

### C

- Ask students to read the instructions and then ask them to work in pairs.
- Check the answer as a class.

## Answers

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

### D

- Explain to students that the words and phrases in the yellow wordbank are called quantifiers and can be used with countable and uncountable nouns to express quantity (*how much there is or how many there are of something*).
- Ask students to read the instructions. Explain that there are certain quantifiers that can only be used with countable nouns, others that can only be used with uncountable nouns and others which can be used with both countable and uncountable nouns.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## Teaching Tip

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

Now read the Grammar Reference on page 162 (1.5–1.7) with your students.

## Be careful!

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

### E

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

## Answers

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

### F

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

## Suggested answers

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



## G

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

## Answers

- |           |          |
|-----------|----------|
| 1 an      | 5 some/a |
| 2 an      | 6 some   |
| 3 some    | 7 a/an   |
| 4 an/some | 8 some   |

## Writing an email

## A

- Ask students to quickly read the *Learning Focus* on using abbreviations. Read through the information together and ask students for examples of other abbreviations.
- Ask students to look at the instructions for task A and make sure that they understand it.
- Ask students to read each sentence carefully and to pay attention to the overall meaning of the sentence to see how they can re-write the sentences.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 I look like my mother's side of the family, i.e. my grandmother, my aunt and my cousins.
- 2 It's mum's 35th birthday next week.
- 3 Carol lives in the UAE.
- 4 Please bring food, e.g. fruit, sandwiches or hotdogs.
- 5 I'm seeing Dr Andrews at 4 pm
- 6 Mr Jones says lessons start at 8.45 (in the morning).
- 7 62, Greendale St, London, UK.
- 8 Buses leave at 10.00 am, 11.00 am, 12.00 am, etc.

## B

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

## Answers

- 1 I have to write an email.
- 2 One of my relatives will read it.
- 3 I am writing to invite one of my relatives to a special family get-together.

## Teaching Tip

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

## C

- Ask students to read the email quickly to answer the questions below.
  - Who has the writer written to? (*her uncle*)
  - What family get-together is described? (*a party for her dad's 50th birthday*)
  - What is special about the event? (*it's a surprise*)
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should underline the following:

Hi Uncle Sam,

How are you?

We're having a surprise party on Saturday 11th April at 6pm because it's Dad's 50th birthday. Can you come?

All the family are coming, as well as Dad's friends.

I hope you can come too. Let me know.

Love,

Rashida

## D

- Ask students to read 1–8 and answer any questions they might have.
- Do the first one together as a class and ask them whether Rashida has dealt with the task properly.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should tick the following: 1, 2, 3, 4, 7, 8

## E

- Explain to students that before they begin a piece of writing, they should plan it carefully. Ask them to look back at the example email on page 14 and to say how many paragraphs it has (*four*). Explain that each paragraph deals with separate information. Elicit that this makes the writing clearer for the reader to follow.
- Ask students to look back at task C and the abbreviations they underlined.
- Make sure students understand that they should match 1–6 with a–f depending on the information in the email.
- Ask students to do the task individually, but check answers as a class.



# 1 Family Ties

## Answers

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

### F

- Ask students to read the *Exam Close-up* box and check that they understand what they have to do. Remind them that this email is to a friend and so it should be informal and they can use abbreviations in it.
- Ask students to do the task individually, but check as a class.

## Suggested answer

**Greeting:** Hi, Paula,

**Paragraph 1:** Ask Paula how she is and say why you are writing

**Paragraph 2:** Give details about when the party is, the time of the party and where it will take place

**Paragraph 3:** Give more details about the party

**Paragraph 4:** Ask Paula to reply to your invitation

**Signing off:** Love, Bob

### Useful Expressions

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

### G

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to re-read the *Exam Close-up* box and the *Exam Task*.
- Remind students to underline any information in the *Exam Task* that they need to include in their email.

## Suggested answer

**Greeting:** Hi, Paula,

**Paragraph 1:** How are you? We are having a party at our house to celebrate the end of the school year.

**Paragraph 2:** It's on Saturday 11th August, 6pm.

**Paragraph 3:** I have invited a lot of people from our class, including Lucy, Sarah and Rebecca.

**Paragraph 4:** Please do come! Please can you reply by 8th July.

**Signing off:** Love, Mary

# 1 One Woman's Choice

## General Note

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

## Background Information

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

## Before you watch

A

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

## Answers

Students' own answers

## While you watch

B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask students to read statements 1–6 and to underline any key words and phrases they find. Ask students to predict what kind of choice Flora might be making.
- To check students understand where Tanzania is, draw their attention to its position on the globe in the top-right corner of the page.
- Play the video through without stopping and ask students to make a note of their answers as they are watching. Then ask students to compare their answers with a partner and to justify any answers they have that are different.

- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

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

## After you watch

C

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

## Answers

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

## Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Ask students to work in pairs and explain that they should both give their opinions on the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Encourage students to discuss the points raised as a class.

## Answers

Students' own answers

# 2 Food, Food, Food!

<b>Reading:</b>	choosing the correct option, multiple-choice questions
<b>Vocabulary:</b>	food-related words, word formation
<b>Grammar:</b>	past simple, past continuous, <i>used to</i> & <i>would</i> , <i>be used to</i> & <i>get used to</i>
<b>Listening:</b>	multiple-choice questions, listening for numbers
<b>Speaking:</b>	talking about food & restaurants, describing photos, using different adjectives, using adjectives
<b>Writing:</b>	review, ordering adjectives, making your writing interesting, recommending, adjectives for food & restaurants

## Unit opener

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

### Background Information

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

## Reading

- Ask students to quickly look at the three pictures on pages 18 and 19 and ask them how they are related (*The picture bottom left on page 18 shows an olive branch with olives which is the raw material, the second picture on page 18 shows olive oil being poured from a container and the third picture on page 19 shows bottles of oil in the manufacturing plant which are almost the finished product.*)
- Ask students if olives and olive oil are popular in their country.

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

### A

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

### Background Information

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

## Answers

1c 2a 3a 4c

### B

- Ask students to read the instruction and to check their answers to the quiz in task A.

### C

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

## Answers

1 an adjective 2 preposition 3 verb 4 noun



## Word Focus

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

## D

- Read words 1–5 to the students and ask them to say them after you. Correct their pronunciation where necessary. Then ask students to scan the text to find and underline these words.
- Explain to students that they should carefully read the sentence each word appears, in the text to try to understand its meaning before matching them with definitions a–e.
- Ask students to do the task individually, but check answers as a class.
- If time allows, ask students to write sentences of their own using these words.

## Answers

1c 2b 3a 4e 5d

## Teaching Tip

You could expand this task further by asking students to find some words they may not know in the text and to find definitions for them. Ask them to write out what they think the definition could be and then check in a dictionary.

## E

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to re-read the gapped sentence in task C.
- Ask students to read options 1–4 to find the correct word to fill each gap in task C.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 good 2 for 3 protects 4 infection

## F

- Ask students to read the information in the *Exam Close-up* box and that they understand the information given.
- Ask students to read the sentences in the reading text with the gaps.

## G

- Ask students to read the *Exam Task* instructions and check that they understand what they have to do.
- Encourage students to read through all sentences before selecting their answer and to pay attention to the words immediately before and after each gap.
- Ask students to do the task individually, but check as a class.

## Answers

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

## Ideas Focus

Ask students to read the questions and answer any questions they might have.

- Ask students to work in pairs and explain that they should both give their opinions on the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Encourage students to discuss the points raised as a class.

## Answers

Students' own answers

## Vocabulary

## A

- Ask students to read the instructions and make sure that they understand what they have to do. They should look at the food pyramid carefully so they can number the ten items listed.
- Do item 1 (pizza) together as a class.
- Ask students to do the task individually, but check answers as a class.
- After checking the answers, ask students to say what the other food items are that they didn't have to number. (*From top to bottom: ice cream cone/cornet, fish, cheese, milk, peas, carrots, apple, orange, yellow pepper, tomato, pear, strawberry, bananas, spaghetti, loaf of bread, slice of bread*)
- Ensure that students can spell all the foods in English.

## Answers

- top most item
- row 5, first item on the left
- row 4, second item from the left
- bottom row, second item from the left
- row 6, first item on the left
- second row from the bottom, second item from the right
- bottom row, the furthest right
- row 2, on the right
- row 4, first item on the left
- bottom row, first item on the left

# 2 Food, Food, Food!

## B

- Ask students to read the instructions and explain that they are going to complete the table with the food listed in task A, to the type of group the food belongs to.
- Give students some time to study the table.
- Ask students to do the task individually, but check answers as a class.

## Answers

Grains and cereals: wheat, rice, sweetcorn  
Fruit and vegetables: aubergine, broccoli  
Protein and dairy: eggs, chicken  
Sugar and fat: pizza, cupcake, croissant

## C

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

## Answers

1 bread	5 breakfast
2 lunch	6 mix
3 kitchen	7 fridge
4 meat	8 knife

## D

- Explain to students that the words missing from each sentence comes from task C.
- Encourage students to read through all sentences before filling in any answers and to pay attention to the words immediately before and after each gap.

## Answers

1 fry	5 peel
2 bowl	6 chop
3 dessert	7 stir
4 fridge	8 chew

## E

- Ask students to look at the picture of the Shaolin monk and to read the accompanying caption. Ask them for their reaction to it and to say what it tells us about life today. (*The picture shows a contrast of lifestyles and shows us that western eating habits have spread to traditional Asian communities.*)
- Ask students to read the title of the text in C (*The story of the hamburger*) and ask them what they expect it to be about. Ask them if they know the history of the hamburger. Accept any answer at this stage.
- Ask students to skim through the text without circling any answers and ask them how many stories about the origins of the hamburger it contains (*three*).

- Explain to students that they should read the text and select an option to fill in the gap. They should think about the meaning of the word carefully before circling their answer.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## Grammar

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

## A

- Ask students to look at sentences in 1–3 and elicit which sentence has a regular verb in the Past Simple.

## Answers

2 cooked

## B

- Ask students to match the Past Simple a–c, with the sentences 1–3 in A.
- Ask students to read the uses of the Past Simple in a–c and answer any questions they might have. Explain that they should pay attention to time expressions and time references in sentences 1–3 when matching up their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2c 3a

## C

- Ask students to look at the verbs in bold in sentences 1–4 and elicit that they are all in the Past Continuous, apart from *rang* in sentence 4, which is in the Past Simple.
- Ask students what the infinitive form of each main verb is (*watch, cook, rain, blow, shake, make, chop, ring*) and elicit that the last consonant in *chop* is doubled to form the present participle form. Ask them which other verbs they know that do this (e.g. *travel, shop, stop, drop, hop*).
- Ask students how we form the Past Continuous.



## Answer

The Past Continuous is formed with *was* followed by the main verb with *-ing* in the first and third person singular (*I, he, she, it*) and with *were* plus the main verb with *-ing* for second person singular/plural, and first and third person plural (*you, we, they*).

### D

- Ask students to read the uses of the Past Continuous in a–d and answer any questions they might have.
- Ask students to match sentences a–d with 1–4 in C.
- Remind them to pay attention to any time expressions and time references in sentences 1–4 when matching up their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2d 3a 4c

### Be Careful

- Ask students to read the information in *Be careful!* and revise verbs that are stative. Remind students that some stative verbs can also be used as action verbs, but that their meaning changes.

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

### E

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

## Answers

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

### F

- Ask students to read the instructions and make sure they understand they will have to use both the Past Simple and Past Continuous tenses here.
- Explain to students that they should read each sentence through before writing any answers as they must think about which tense both verbs in each sentence will go in as one will affect the other.

- Remind students to look at the Irregular Verb list on pages 174 and 175 and to look back at A & B on this page and the Grammar Reference on page 163 if they need any help.

## Answers

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

### G

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

## Answers

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

## Listening

### A

- Explain to students that in this part of the lesson, they will be practising their listening skills. Explain that in some listening tasks the correct answers may be numbers. Point out that this is important for listening to specific information involving numbers in everyday life, for example talking about dates and times when we make appointments or plans, or giving measurements or prices.
- Ask students to look at the instructions and make sure they understand what they have to do.
- Choose students at random to read a number to you. Correct any pronunciation problems.



# 2 Food, Food, Food!

- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to write any missing answers.

## Answers

1b 2a 3c 4c 5b

### B

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

## Suggested answers

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

### C

- Read the information in the *Exam Close-up* box to the students and explain that in task D, they will hear a recording about a restaurant festival and they have to read the questions and the three multiple-choice options. They should make notes next to each option as they listen. Elicit that their notes should include information such as who someone is, when something will take place, what numbers, dates, prices, etc. refer to.

### D

- Play the recording all the way through and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Explain that for each question, they should circle the correct option a, b or c.
- Ask students to read the instructions and to underline important words and numbers. Then ask them what they will listen to (*an interview*), what it will be about (*a restaurant festival*) and how many questions they will have to answer (6).
- Give students time to study the questions and options.

### E

- Play the recording again and ask students to check their answers and to fill in any missing answers.

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

## Answers

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

## Speaking

### A

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

## Answers

Students' own answers

### B

- Ask students to read the instructions and make sure they understand what they should do.
- Encourage students to read the whole sentence before circling any answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                   |             |
|-------------------|-------------|
| 1 delicious       | 5 bitter    |
| 2 overcooked      | 6 processed |
| 3 spicy           | 7 grilled   |
| 4 tasty/colourful | 8 cold      |

## Useful Expressions

- Read the *Useful Expressions* to the students.
- Explain that they are useful phrases to help you think about positive or negative ways to describe the things you can see.
- If you have time, you could ask students to write full sentences with two or three of the structures here and photos 1 and 2 in the Exam Task.

### C

- Ask students to read the *Exam Close-up* box.
- Explain that they will make a list of all the food and what they can see in each photo in the Exam Task.
- Explain that they have to choose adjectives from task 1 to describe them.

## Answers

Students' own answers

## D

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task. (*Student A looks at photograph 1 and describes what he or she can see. Student B listens. Then student B describes photograph 2 and student A listens.*)
- Ask students to work in pairs and explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about the photograph. Ask the other Student A's if they agree, or if they have something else to add.
- Follow the same procedure for Student B.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

## Teaching Tip

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

## Ideas Focus

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

## Answers

Students' own answers

## Vocabulary

## A

- Ask students to read the instructions and check that they understand what they have to do.

- Explain to students that they should read through the table quickly before writing any answers.
- Explain that where there is a cross (x) there is no answer in that cell.
- Ask students to do the task individually and then to compare their answers with a partner. Then check answers as a class.

## Answers

1 colour	6 customer
2 taste	7 mix
3 traditional	8 trend
4 decide	9 brightness
5 choose	10 varied

## B

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they have to fill the gap using words from task A.
- Encourage students to read through all sentences before selecting their answer and to pay attention to the words immediately before and after each gap.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 colourful	6 tasty
2 customers	7 trendy
3 choose	8 vary
4 bright	9 choice
5 traditional	

## C

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



- Explain that they should use the word in bold on the same line as each gap in the appropriate part of speech. Explain that this means they will have to change the suffix of the words and in some cases make spelling changes. Do the first one or two together as a class if necessary.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## Ideas Focus

- Ask students to read the questions.
- Ask students to work in pairs to discuss them.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to write a short description like the one in task C about a famous baker's, restaurant or café in their country. Encourage them to use the vocabulary from this lesson in their description.

## Answers

Students' own answers

## Grammar

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

### A

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

## Answers

Sentence 2 should be ticked.

### B

- Ask students to complete the rule and to look back at the sentences in task A in order to help them.

## Answers

Answers in order of appearance: *used to*, *would*

### C

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

## Answers

1b 2a

### D

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

## Answers

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

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

### E

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

## Answers

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

### F

- Ask students to read each sentence and to fill in the gap. Then they should look at the three options to decide which one is the correct answer.
- Encourage students to look back at tasks A to D and the Grammar Reference to help them if they need it. Tell them to pay attention to the words immediately before and after the gaps in each of the options, especially the forms and tenses of the verbs and the preposition *to*, as well as the general meaning of each sentence.



- Encourage students to read back through the sentences putting in their answers to check that they fit.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Writing: a review

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

A

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

Answers

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

B

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

Answers

1T 2T 3F 4T 5T

C

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

Answers

- |                     |                     |
|---------------------|---------------------|
| 1 grey, tasteless   | 5 sweet and tasty   |
| 2 new Italian       | 6 easy-going, small |
| 3 modern, colourful | 7 lovely red cotton |
| 4 small, healthy    | 8 young friendly    |

D

- Ask students to read the questions 1–5 before they read the review again so that they know what information they need to pay attention to.
- Encourage students to underline relevant information in the text where appropriate.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 Yes, it is. The title includes the name of the restaurant and the words 'a good choice' means that the restaurant is a good place to go to. This lets the reader know that the review will be a positive one.
- 2 by asking direct questions
- 3 aubergine: healthy, sweet and tasty; pasta: delicious
- 4 the interior of the restaurant and how it's decorated, the waiters
- 5 hungry shoppers; i.e. people who want something to eat while they are out shopping

E

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

Answers

- Paragraph 1: d  
Paragraph 2: a  
Paragraph 3: c  
Paragraph 4: b

# 2 Food, Food, Food!

## F

- Ask students to read the *Exam Close-up* box and the *Exam Task*. Check that they understand what they have to do.
- Ask students why they should use lots of different vocabulary in their writing (*to make it more interesting*).
- Remind students that they should look back at their writing task when they have finished it to make sure they have carried it out properly.
- Ask students to do the task individually, but check the answer as a class. Ask students to justify their answer.

## Answers

a negative review (you were very unhappy with your meal)

## G

- Ask students to read the *Useful Expressions* before they do the task individually and then compare their answers with a partner. Encourage them to justify any answers they have that are different.
- Check answers as a class.

## Answers

### Recommending

I highly recommend: P

I wouldn't/don't recommend: N

It's the perfect place / café / restaurant for ... P

It's the worst ... N

### Adjectives for food

bitter: N

undercooked: N

overcooked: N

colourful P

delicious: P

unhealthy N

bland N

processed: N

tasty: P

tasteless: N

### Adjectives for restaurants

scruffy: N

dirty: N

trendy: P

bright: P

old-fashioned: N

expensive: N

slow: N

unfriendly: N

rude: N

- Remind students that the words and phrases here can be used for reviews.
- Elicit that in their review, they will mainly use the ones they marked as negative.

## H

- Ask students to work in pairs to discuss any restaurants they have been to that they weren't happy with. Encourage them to discuss the food they had and why it wasn't good, as well as any other information about the restaurant that they didn't like. Give students help with any food vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their review in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for reviews on page 180.

## Plan

Para 1: Introduce the restaurant.

Para 2: Describe the meal you ate.

Para 3: Give other details about the restaurant.

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

## Suggested answers

### The Crab: a place to stay away from!

Have you heard of the seafood restaurant, The Crab? I heard about it from friends and decided to pay it a visit.

I went on a Friday night when I was the only customer. I ordered a healthy green salad as a starter and seafood pasta for my main. The salad was so disgusting I couldn't eat it. The pasta was overcooked and there was little seafood in this bland dish.

The Crab is colourless and the waiters slow and rude. The menu is limited and the prices are totally unreasonable.

The quality and price of the food, along with the terrible service, make The Crab one of the worst places I have ever eaten in. I definitely wouldn't recommend you visiting this restaurant.

## Teaching Tip

Remind students that they should read and edit their review carefully before handing it in. Tell them they should check for errors in spelling, grammar, syntax, vocabulary and punctuation. They should also make sure that the content is relevant to the task and that they have written within the word limit given of 100 words.





# 2 Greek Olives

## General Note

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

## Background Information

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

## Before you watch

A

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

## Answers

Students' own answers

## While you watch

B

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

## Answers

1F 2T 3F

C

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

## Answers

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

## After you watch

D

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

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers



# Review 1

## Units 1 & 2

### Objectives

- To revise vocabulary and grammar from Units 1 and 2.

### Revision

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

### Vocabulary Revision

- Write the verbs *fall, get, have, keep* and *pay* on the board and elicit the collocations students learnt with these verbs in Unit 1. Remind students that there is a list of collocations & expressions that appear in the book on page 183 for their reference.
- Ask students to explain the difference between the following pairs of words: *look like/looks, slim/overweight, middle-aged/elderly, easy-going/hard working, grill/fry, starter/main course, bowl/plate*.
- Ask students to spend one minute looking at the table in A on page 24. Draw the table on the board and write the verbs down the left-hand side. Ask students to write in the nouns and adjectives that go with each of the verbs. Then revise their meanings.
- Ask students to tell you in their own words about elephants that they read about in Unit 1. Try to make sure they revise *height, tall, weigh, build, beard, straight, jealous, generous, scruffy, unkind, lazy, reliable, honest, nervous*.

### Grammar Revision

- Write the sentences below on the board and ask students to say which tense they are in and if they are in the affirmative, negative or question form. Then revise all forms and uses of these tenses as well as the time expressions used with them.
  - She's not visiting Granddad this afternoon. (*Present Continuous, negative*)
  - We saw the bride and groom. (*Past Simple, affirmative*)
  - Is Mum in the living room? (*Present Simple, question form*)
  - They weren't sitting in the garden at 5 o'clock. (*Past Continuous, negative*)
- Ask students what kind of verbs can't be used in the continuous tenses (*stative verbs*). Then ask them which stative verbs they know and make a list of them on the board. Make sure they revise *know, have* and *be*. Then ask them which verbs can be both stative and action verbs with a change of meaning. Make sure they revise *have, think* and *see*.
- Write the words below on the board and ask students to say which ones are countable and which are uncountable.
 

bread (*unc*), cheese (*unc*), chocolate (*unc*), restaurant (*c*), hamburger (*c*), olive (*c*), olive oil (*unc*), coffee (*unc*), spaghetti (*unc*), chef (*c*).
- Then ask students to write sentences of their own with these words and quantifiers such as *a/an, the, some, any, a little, a few, much, many*, etc.
- Ask students what the difference is, if any, between the pairs of sentences below. Then revise the affirmative, negative and question forms of *would + bare infinitive, used to, be used to* and *get used to*.
  - I used to visit Aunt Helen every Saturday.
  - I would visit Aunt Helen every Saturday. (*They both mean the same as they talk about a past habit.*)
  - Are you used to living next door to Alice?
  - Did you use to live next door to Alice? (*The first sentence asks whether someone has become familiar with a current situation whereas the second sentence asks whether or not a situation happened in the past.*)

### Vocabulary

#### A

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

## Answers

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

### B

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

## Answers

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

### C

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

## Answers

- |            |             |
|------------|-------------|
| 1          | 4           |
| a decision | a customary |
| b decide   | b custom    |
| 2          | 5           |
| a choosy   | a brighten  |
| b choice   | b bright    |
| 3          | 6           |
| a mixture  | a variety   |
| b mix      | b vary      |

### D

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

## Answers

1 for 2 after 3 like 4 out 5 down

## Grammar

### A

- Explain to students that they should read each sentence through before filling in any answers and pay attention

to any time expressions as these will help them decide which tense is most appropriate. They should also look for negative adverbs and question marks and write negative sentences or questions accordingly.

- Encourage students to read through their sentences once they have finished to check their answers.
- Tell students to look back at pages 9 and 21 and Grammar References 1.1–1.4 on pages 161–162 and 2.1–2.4 on page 163 for a reminder if they need to.

## Answers

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

### B

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

## Answers

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

### C

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

## Answers

- |                      |                           |
|----------------------|---------------------------|
| 1 used to eat out    | 5 are not used to looking |
| 2 'll get used to    | 6 would read              |
| 3 is used to cooking |                           |
| 4 didn't use to eat  |                           |



# 3 The Wonders of Nature

<b>Reading:</b>	multiple-choice questions, understanding text types
<b>Vocabulary:</b>	environment-related words, prepositions, reading a multiple-choice text first
<b>Grammar:</b>	present perfect simple, present perfect continuous, articles
<b>Listening:</b>	gap-fill, thinking about the answers first
<b>Speaking:</b>	talking about the environment, listening to instructions, opening discussions
<b>Writing:</b>	informal email, planning your work, friendly openings & endings, useful phrases

## Unit opener

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

### Background Information

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

## Reading

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

### Background Information

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

#### A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to work in pairs to take turns to ask and answer each other the ideas listed.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to discuss one of the options and repeat until each pair has had a turn.

## Answers

Students' own answers

#### B

- Ask students to read the instructions and make sure they know what they have to do.
- Explain to students that they should decide if each option in A, gives facts, entertains the reader, is educational or gives personal opinions.
- Ask students to work with a partner to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to discuss one of the options and repeat until each pair has had a turn.

## Answers

Students' own answers



Word Focus

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

C

- Ask students to read the instructions and make sure they understand what they have to do. Explain that there might be more than one answer.
- Ask students to do the task individually, but check answers as a class.

Answers

Where: books/magazine/website/blog;  
Information type: gives facts/is educational

D

- Ask students to read the Exam Close-up box. Explain that identifying the type of text can help to understand the information in it.
- Then ask students to read the Exam Task and explain to students that the task is multiple choice and that they should answer a, b, c or d.
- Ask students to read through the questions before reading the text, so that they know what information to look out for.
- Ask students to read the text again and to underline key words related to the questions while reading.

E

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

Answers

1b 2d 3c 4a 5b

F

- Ask students to read the statements and explain any words they don't understand.
- Ask students to work in pairs to discuss the statements and then ask each pair to tell the rest of the class what they think.
- You might like to give them more information about the picture using the Background Information box below.

Answers

3 The Great Barrier Reef is one of the seven wonders of the natural world, not the ancient world.

Students' own answers

Background Information

The Great Barrier Reef has been a UNESCO World Heritage Site since 1981.  
The seven wonders of the natural world are: the Aurora Borealis, the Grand Canyon, Paricutin, Victoria Falls, the Great Barrier Reef, Mount Everest and the Harbour of Rio de Janeiro.  
The seven wonders of the ancient world are: the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum of Halicarnassus, the Colossus of Rhodes and the Lighthouse of Alexandria.  
Students can find a complete list of World Heritage sites at <http://whc.unesco.org>.

Ideas Focus

- Ask students to read the two questions.
- Ask them to work in pairs to discuss the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students make on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

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

Answers

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

B

- Ask students to read the instructions and check that they understand them. Explain that they are going to read the text *What's new?*, and then match the words 1–8 with the words a–h. Explain that the matched words are phrases from the text.
- Ask students to do the task individually, but check answers as a class.

Answers

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

## C

- Ask students to read the instructions and check that they understand them. Explain that they are going to match sentences 1–8 with sentences a–h.
- Ask students to read sentences 1–8 and a–h. Encourage them to read all the sentences before they write any answers. Tell students they should pay attention to the personal pronouns in a–h and whether they are singular or plural as this will help them decide which sentence in 1–8 it logically follows on from.
- Ask students to read each pair of sentences once they have finished to make sure the sentences make sense together.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers

## Grammar

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

## Present Perfect Simple

### A

- Ask students to look at the verbs in bold in sentences 1–4 and elicit that they are in the Present Perfect Simple. Ask students what the infinitive form of these verbs are (*win, complete, do and lose*). Elicit that all these verbs, apart from *complete*, have irregular past participles.
- Elicit how we form the Present Perfect Simple in the affirmative. (*It is formed with the Present Simple of have - the auxiliary verb - and the past participle of the main verb.*) Write sentence 4 on the board, *I've lost my map of the rainforest*. To help students understand the Present Perfect Simple, draw their attention to the form present + past participle. Remind students that the Present Perfect links the present moment with the past by describing an event or state that started in the past and continues in the present.
- Then elicit how the negative of the Present Perfect Simple is formed using sentence 3 in the task (*have / has + not + past participle*). Point out we can use *have not* or *haven't* + past participle.

### B

- Ask students to read the instructions and that they understand what they have to do (to match a–d with 1–4 in task A).
- Ask students to read the uses of the Present Perfect Simple in a–d and answer any questions they might have.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2a 3c 4d

## Be careful!

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

## Present Perfect Continuous

### C

- Ask students to look at the verbs in bold in the sentences in 1–3 and elicit that they are in the Present Perfect Continuous. Ask students what the infinitive form of these verbs are (*walk, recycle, travel*).
- Elicit how the Present Perfect Continuous is formed. (*The Present Perfect of the verb to be (have / has been) + the present participle of the main verb (base + -ing).*) Write an example on the board, e.g. *She has been running*.



- Then elicit how the negative of the Present Perfect Continuous is formed. (*The Present Perfect of the verb to be (have / has been) + not + the present participle of the main verb (base + -ing).*) Again, we can use not or haven't / hasn't.) Write under the first example, *She has not been running. She hasn't been running.*

- D**
- Ask students to read the uses of the Present Perfect Continuous in a–c and answer any questions they might have. Explain that they are going to match sentences a–c with sentences 1–3 in task C. Explain that they should pay attention to any time expressions and time references in task C sentences 1–3 when matching up their answers.
  - Ask students to do the task individually, but check answers as a class.

## Answers

1b 2c 3a

### Be careful!

- Write the sentences below on the board and ask students to look at the first sentence and say if Sabrina is still typing emails. (Yes)
  - Sabrina has been typing emails all day.
  - Sabrina has written ten emails today.
- Ask students the same question about the second sentence (No)
- Remind students that we use the Present Perfect Continuous to say how long for an activity that is still happening and the Present Perfect Simple to say how much, how many or how many times for completed actions.

Now read the Grammar Reference on pages 163–164 (3.1–3.6) with your students.

## E

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

## Answers

1b 2a 3b 4a 5c

## F

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

## Answers

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

## G

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

## Answers

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

### Teaching Tip

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

## Listening

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



# 3 The Wonders of Nature

## A

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

## Answers

Students should tick 3 and 6.

- 3 a colour  
6 a sense

## B

- Explain to students that they are now going to listen to a talk about the Great White Shark. Ask them to read sentences 1–6 in A again and to underline any key words in the sentences that they should listen out for.
- Encourage students to think of other ways the information in each sentence could be phrased.
- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

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

## C

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the information in the *Exam Close-up* box. Ask them to quickly look at the task in D and to think of a word or phrase that could go in each gap in the *Exam Task*.

## D

- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.

## E

- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

- |               |                |
|---------------|----------------|
| 1 4           | 4 bones        |
| 2 species     | 5 100 million  |
| 3 information | 6 in danger of |

## Speaking

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

## A

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

## Answers

Students' own answers

## B

- Ask students to read the *Exam Close-up* box about listening to instructions.
- Ask students to read the instructions and make sure they understand what they have to do.
- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.

## Answers

- 1 school 2 projects 3 protect 4 different 5 decide  
6 best

Useful Expressions

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

C

- Ask students to look at the pictures in D and spend a minute deciding what would be involved in each one.
- Check students understand what *recycling bins*, *aluminium*, *beach clean-up*, *pollution*, *campaign*, *cycling*, *planting trees* and *setting up a website* mean.
- Ask students to read the instructions again before starting so that they know exactly what they should do.
- Explain that they are to match the verbs 1–5 with the words/phrases a–e, by looking at the pictures.
- Ask students to work in pairs.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

1d 2e 3c 4a 5b

D

- Explain to students that task C gave them some helpful vocabulary to use when talking about the pictures in the *Exam Task*, for example, *I think we should plant some trees*.
- In pairs, ask students to discuss the pictures in the *Exam Task*, using the matched verbs and words in Task C to help them.
- Go round the class monitoring students to make sure they are carrying out the task properly.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Vocabulary

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Elicit that the words in brackets are prepositions.
- Ask students to do the task individually, but check as a class.

Answers

- |         |           |
|---------|-----------|
| 1 after | 6 in      |
| 2 on    | 7 onto    |
| 3 over  | 8 at      |
| 4 to    | 9 into    |
| 5 from  | 10 before |

B

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

Answers

- |          |        |
|----------|--------|
| 1 before | 5 to   |
| 2 over   | 6 in   |
| 3 from   | 7 onto |
| 4 into   | 8 at   |

C

- Ask students to read the *Exam Close-up* box. Elicit that the *Exam Task* is a multiple choice activity.
- Ask students to look at the picture in the top right corner of page 38 and the title of the text in the *Exam Task* to discuss how they are related. Ask students how the picture makes them feel.
- Explain to students that in American English there is another word for *rubbish* and ask if they know what it is (*garbage*).
- Ask students to skim through the *Exam Task* text without answering any questions at this stage in order to find out what the 'Great Garbage Patch' is, where it is and how something good may come out of it (*It's a massive island of plastic rubbish floating in the Pacific Ocean. It extends from California to Hawaii and almost reaches Japan. There's a possibility the waste may be turned into fuel one day.*).
- Ask students how the garbage patch can be dangerous. Elicit that fish and other sea creatures can become trapped in it, or eat some of it and through the food chain humans end up eating it. This waste also produces chemicals that affect marine life, such as fish and coral reefs, and eventually humans.

D

- Ask students to read the text again to decide which option best completes each gap. Point out that all the items are prepositions.



# 3 The Wonders of Nature

- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them more information about the picture using the *Background Information* box below.

## Answers

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

### Background Information

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

### Ideas Focus

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

## Answers

Students' own answers

### Teaching Tip

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

## Grammar

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

### Articles

#### A

- Ask students to look at the words in bold in 1–6 and elicit that they are all nouns.
- Ask students to look at 1–4 and think about what words come before the nouns.
- Ask students to read sentences 1–4 again before writing answers.
- Ask students to do the task individually, but check answers as a class.
- Remind students that the articles will come immediately before the nouns, but some nouns might not require an article.

## Answers

- 1 definite article
- 2 indefinite article
- 3 definite article
- 4 indefinite article

#### B

- Ask students to read sentences a–f and explain that they should match a–f with the sentences 1–6 in task A.
- Check that the students understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

#### C

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

## Answers

Answers in order of appearance:  
a / an, the, a / an, the



**Be careful!**

- Ask students to look back at the Reading text on pages 32–33 to find examples of when an article is used or not used: with a country (*Australia – Para 3*), with a chain of islands (*the Philippines – Para 5*), with a natural feature (*The Great Barrier Reef – Para 3*), with a superlative adjective (*The biggest – Para 3 heading*)
- Read through the *Be careful!* information with the class and explain anything they don't understand.
- Ask them to look again at task C on page 38 and find further examples of the uses of the definite and indefinite article. (In the order they appear: *the environment, the Pacific Ocean, California, Hawaii, Japan, The Great Garbage Patch, the chemicals (specific chemicals), the 100 million tonnes of waste, the plastic soup*)

Now read the Grammar Reference on page 165 (3.7 & 3.8) with your students.

**D**

- Encourage students to read each sentence through before writing any answers as some answers will be dependent on other answers.
- Encourage students to look back at A–C and the Grammar Reference for help if necessary while doing the task.
- Ask students to do the task individually, but check answers as a class.

**Answers**

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

**E**

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

**Answers**

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

**Background Information**

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

**Writing: an informal email**

- Write *endangered species, global warming and environmental pollution* on the board and ask students what they have in common (*They are all phenomena which negatively affect our planet.*).
- Ask students to work in pairs or small groups to discuss how these phenomena relate to each of the three pictures on pages 40 and 41 (*The first picture shows people cycling, which helps to keep the air clean. The second picture shows a honeybee, whose natural habitat is in danger from new buildings and roads. The third picture shows penguins on an ice floe which is melting due to global warming.*). Encourage them to discuss how the three pictures might relate to each other (*Environmental pollution causes the destruction of natural habitats and can lead to species becoming endangered or extinct. It also causes an increase in greenhouse gases which in turn leads to global warming.*).
- Ask students what they do to help the environment and whether their school has an environmental group.
- Tell students to read the information in *Useful Expressions*. Ask students to give you some examples of how to start an informal email or letter or how to end them.

**A**

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

**Answers**

Students' own answers

# 3 The Wonders of Nature

B

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

## Answers

- 1 an email to a friend
- 2 what people do in your country to protect the planet
- 3 information about what people do to protect the planet in your country
- 4 informal

C

- Ask students to read sentences 1–4 before looking back at the example email to decide which ones are true and which ones are false. Encourage them to find suitable information in the text to justify their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

1T 2F 3T 4T

D

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

## Answers

a2 b3 c4 d1

## Useful Expressions

- Read the words and phrases in *Useful Expressions* to students and ask them to repeat them after you. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to work in pairs and to practise asking each other the questions in *Useful Expressions*.

E

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the *Exam Close-up* box and the *Exam Task*.
- Remind students to underline any information in the *Exam Task* that they need to include in their email.

F

- Ask students to complete the task and to remember to make a plan for their email in class.
- Ask students to do the task individually, but check answers as a class. Explain to students that they should use the Writing Reference and checklist for emails on page 176 to help them.

## Suggested answers

Hi Laura,

How are you?

That project sounds fun! Canada has many examples of renewable energy. One of the biggest sources comes from wind power. We have about 3,000 wind turbines across the country.

Another source, which is not as popular, is solar energy. This is where the sun heats solar panels placed on buildings, as a result they light or heat that area. The problem with this energy source is that it's sometimes cloudy here, which is why it is not as popular.

Good luck with your poster. Send me a picture when you are finished.

Bye!  
Carl

# 3 Swimming with Sharks

## General Note

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

## Background Information

There are over 360 different species of sharks in the world's oceans. They range in size from the dwarf lantern shark which can be as small as 17 cms long to the whale shark which can be up to 12 m long. Most sharks live in seawater, but there are a few species which also live in freshwater. Sharks' teeth are continually replaced throughout their lives and it is estimated that some sharks go through 30,000 teeth in their lifetime. In recent years, shark tourism has blossomed in Florida, the Bahamas and Australasia. Diving without a cage in shark-infested waters is an activity which has caused a lot of controversy as many people feel that it is too dangerous to get close to these animals without any protection. However, supporters feel that they are aware of and accept the possible risks involved. In 2008, an Austrian tourist in the Bahamas became the first person to die as a direct result of a shark bite during an organised dive.

## Before you watch

A

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

## Answers

Students' own answer

## While you watch

B

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

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

## Answers

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

## After you watch

C

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

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers



# 4 Special Relationships

<b>Reading:</b>	true/false, worrying about new words
<b>Vocabulary:</b>	relationship-related words, phrasal verbs
<b>Grammar:</b>	relative clauses: defining & non-defining, temporals
<b>Listening:</b>	true/false, listening for similar words
<b>Speaking:</b>	relationships, problem solving, considering advantages & disadvantages, giving advice
<b>Writing:</b>	story (1), thinking of ideas, organising a story/ideas, describing people

## Unit opener

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

## Reading

### A

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

### Suggested answers

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

### B

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

### Suggested answers

guide dogs, watch/guard dogs, sniffer dogs, hunting dogs, sheepdogs, SAR (*search-and-rescue*) dogs.

### C

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

### Answer

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

### Word Focus

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

### D

- Read the information in the *Exam Close-up* box to the students and explain anything they don't understand. Explain that sometimes they will read a text which will have words in it that they have not seen before. It is always necessary to understand all the words in a text to answer questions. Remind students that they can use a dictionary to help them find the meaning of new words.
- Ask students to read the *Exam Task* and underline key words in the ten sentences that will help them find the answers in the text.
- Ask students to read the instructions and questions 1–10 in the *Exam Task* again and answer any questions they might have. Make sure students realise that they should write the T (*True*) or F (*False*) after each sentence.
- Ask students to do the task individually, but check answers as a class.

## Answers

1T 2T 3T 4T 5T 6F 7T 8T 9F 10T

### E

- Read the words in the yellow word box to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to find the underlined words in the text. Remind them to look at the meaning in context to help them decide which word has which meaning.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |               |
|-------------|---------------|
| 1 obedient  | 4 lovely      |
| 2 dangerous | 5 beneficial  |
| 3 strong    | 6 astonishing |

### Ideas Focus

- Ask a student the first question and ask other students if they agree or have anything to add. Encourage the whole class to participate.
- Read the second question aloud and invite students to give their opinions. They should give their reasons for their views.

## Answers

Students' own answers

### Teaching Tip

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

## Vocabulary

### A

Ask the students to read the instructions and check that they understand what they have to do.

- Explain that they need to match the word *to*, *with*, *of* and *on* with the correct words.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                |            |
|----------------|------------|
| in love with   | jealous of |
| agree with     | ashamed of |
| angry with     | proud of   |
| rely on        | listen to  |
| keen on        | similar to |
| concentrate on | belong to  |

### B

- Ask the students to read the instructions and check they understand what they have to do.
- Explain that they need to complete the table with the words from A.

## Answers

Verb + preposition  
agree with  
rely on  
concentrate on  
listen to  
belong to

Adjective + preposition  
in love with  
angry with  
jealous of  
ashamed of  
proud of  
keen on  
similar to

### C

- Ask students to look at the picture and read the accompanying caption. Ask them what they know about Mount Everest and if they know anything about the Sherpa guides.
- If students don't know who the Sherpas are, ask them to skim through the text without writing any answers at this stage to find out.
- Ask students why the title of the text is appropriate (*The passage talks about how climbers in the Himalayas are helped by the Sherpas. The climbers successes led to a new relationship being established between mountaineers and Sherpas as not only did Sherpas help mountaineers, but the mountaineers also did all they could to help Sherpas. The title is also appropriate in a literal sense as Mount Everest is covered in snow and ice.*).
- Ask students to read the instructions and check that they understand what they have to do. Explain that they will fill in the gaps using words from A.
- Ask students to read the sentences carefully and pay attention to the words before or after the gap.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 rely 2 proud 3 jealous 4 listen 5 agree 6 similar

### D

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will fill in the gaps using words from B.
- Ask students to read the sentences carefully before doing the task and pay attention to the words before or after the gap.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |               |           |
|---------------|-----------|
| 1 similar     | 5 belong  |
| 2 concentrate | 6 ashamed |
| 3 proud       | 7 rely    |
| 4 keen        | 8 agree   |



# 4 Special Relationships

### Ideas Focus

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

### Answers

Students' own answers

### Grammar

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

### Relative Clauses: defining & non-defining

#### A

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

### Answers

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

#### B

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

### Answers

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

#### C

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

### Answers

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

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

#### D

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

### Answers

a1 b2

### Be careful!

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

### Answers

Paragraph A – These foods sometimes bring insects and diseases which could be dangerous for plants or animals. 'which' could be replaced by 'that'.

Paragraph C – Jessie is a whippet that visits very sick children. 'that' could be replaced by 'who'. There are many different kinds of animals that help people. 'that' could be replaced by 'which'.

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

Now read the Grammar Reference on page 165 (4.1–4.3) with your students.

#### E

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



Answers

- 1 whose

2 which

3 where
- 4 when

5 that

6 whose

F

- Ask students to read the instructions and make sure they understand what they have to do.
- Explain that they should use the words *who*, *which* and *where* to write sentences with the prompts.
- Ask students to do the task individually, but check answers as a class.

Suggested answers

- 1 A mobile phone is something which we use to call friends.

2 The cinema is a place where we watch films.

3 A zoo is a place where we see animals.

4 A teacher is a person who teaches young people.

5 A gorilla is an animal which lives in Africa.

6 A doctor is a person who makes people feel better.

7 A pool is a place where we go swimming.

8 A camera is something which we use to take photos.

G

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

Answers

- 1 whose

2 which

3 when
- 4 where

5 which

Background Information

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

Teaching Tip

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

Listening

A

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

Answers

respect someone	P	be jealous	N
feel ashamed	N	argue with	N
trust someone	P	feel let down	N
be angry	N	be impressed	P
be proud	P	be disappointed	N

Teaching Tip

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

B

- Ask students to read the instructions and make sure they understand what they have to do.
- Elicit that students have to write a or b in the boxes beside each speaker.
- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

Answers

1b 2b 3a 4a

# 4 Special Relationships

## C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Remind students of how the phrases in B paraphrased what the speakers said. Point out that in listening tasks at this level, they are expected to be able to work out how the way in which someone speaks, as well as what they say, affects the answer. Explain that when we speak, our emotions are usually obvious to the listener.
- Ask students to read the six sentences in the *Exam Task* and explain anything they don't understand.
- Ask them to underline any key words and think about the synonyms they might hear on the recording.

## D

- Ask students to read the instructions and sentences 1–6 again and answer any questions they might have. Explain that they will hear a boy called Danny and a girl called Cathy talking about different people in their family. Decide if each sentence is correct or incorrect.
- Elicit that students should write T (*True*) or F (*False*) for each sentence.
- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.

## E

- Play the recording again and ask students to check their answers to D and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

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

## Speaking

## A

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

## Answers

Students' own answers

## B

- Ask students to read the instructions and sentences 1–6.
- Explain to students that they will listen to the sentences and must decide if each one gives advice, an order or makes a suggestion. They should write A (*advice*), O (*order*) or S (*suggestion*) for each one.
- Play the recording once all the way through and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers they have that are different.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.
- Check the answers as a class.

## Answers

1A 2S 3O 4A 5S 6A

## C

- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
- Then ask students to read the *Exam Task* and think about what the problem is. Invite students to tell you their ideas.
- Point out to students that although there are no right or wrong answers for the *Exam Task*, they must be able to provide logical explanations for the answer(s) they give.

## Useful Expressions

- Ask students to read *Useful Expressions* before they do the *Exam Task*.
- Point out that these expressions will help them to give advice and state their opinions in a helpful and supportive way. Explain that using the imperative to tell someone what to do wouldn't be appropriate for this task.
- Ask students to work with a partner, talk about the problem together and decide what would be best for Mark to do.
- Remind students to use the words in *Useful Expressions* to help them.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to tell the class their solution to the problem and their reasons why.
- Write any structural mistakes that students make on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Ideas Focus

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



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

Answers

Students' own answers

Vocabulary

A

- Remind students that when they come across new vocabulary, they should try to make a note not only of the meaning of the word, but also of its various parts of speech.
- Ask students to read the instructions and check they understand what they have to do.
- Explain that they should match the phrasal verbs 1–8 with their meanings a–h.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to read the instructions and make sure they understand what they have to do. Explain that they will use the phrasal verbs in A to complete the sentences.
- Ask students to read the sentences carefully and pay attention to the words before or after the gap. They should try to think of a phrasal verb which follows or precedes the words, without filling in any answers at this stage.
- Ask students to read the sentences again, this time for meaning, and to write their answers. Once they have finished, encourage them to read each sentence one last time to make sure their answers make sense.
- Ask students to do the task individually, but check answers as a class.

Answers

- |                 |                |
|-----------------|----------------|
| 1 ask Julia out | 5 hang out     |
| 2 broke up      | 6 to make up   |
| 3 look up to    | 7 put me down  |
| 4 get on        | 8 let you down |

C

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

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

Teaching Tip

You might like to point out to students that these phrasal verbs are listed with their meanings on page 185 for their reference.

Answers

- |              |                 |
|--------------|-----------------|
| 1 get on     | 5 letting, down |
| 2 hang out   | 6 broke up      |
| 3 put, down  | 7 make up       |
| 4 look up to | 8 ask, out      |

Ideas Focus

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

Answers

Students' own answers

Grammar

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

Temporals

A

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



# 4 Special Relationships

## Answers

Students should underline:

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

### B

- Ask students to read the sentences in A again and to answer the question in B.

## Answer

Present tenses

### C

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

## Answer

Present

### Teaching Tip

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

### Be careful!

- Read through the *Be careful!* information and make sure that students understand why the Present Perfect Simple is used for emphasis when it is important to show that one action happens before another.
- Point out that the word *when* is also used to emphasis this. Give further examples. (*You can go to your friend's house when we have had lunch. Lucy can do her homework when she has finished setting the table.*)

Now read the Grammar Reference on page 165 (4.4) with your students.

### D

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

## Answers

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

### E

- Ask students to read sentences 1–6 and explain that they have to write in the correct temporal.
- Read aloud the temporals and ask students to say a sentence containing one of them to show their understanding of how they are used.
- Ask students to do the task individually, but check answers as a class

## Answers

- |               |               |
|---------------|---------------|
| 1 By the time | 5 by the time |
| 2 Before      | 6 until       |
| 3 As soon as  | 7 before      |
| 4 as soon as  | 8 Until       |

### F

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

## Answers

Students' own answers

## Writing: a story (1)

- Ask students to read the information on organising stories and answer any questions they may have about what they have read.

### A

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read through sentences 1–6 without writing any answers and think about which of the expressions from the wordbank would complete each one.
- Ask students to do the task individually and then compare their answers with a partner. They should note any differences they have and make any changes.
- Check answers as a class.

## Answers

- |                    |              |
|--------------------|--------------|
| 1 Once upon a time | 4 Suddenly   |
| 2 It all started   | 5 Meanwhile  |
| 3 At first         | 6 In the end |

- B**
- Ask students to read the instructions and make sure they understand what they have to do.
  - Explain that their English teacher has asked them to write a story called *A true mystery*.
  - Ask students to do the task individually, but check answers as a class.

### Answers

- 1 No, he/she hasn't.  
2 A true mystery.

- C**
- Ask students to read the instructions and make sure they understand what they have to do.
  - Ask students to look at the *Learning Focus* box to remind them about how a story is organised.
  - Ask students to do the task individually, but check answers as a class.

### Answers

- 1b 2d 3a 4c

- D**
- Ask students to read the example story again before doing the task.
  - Ask students to do the task individually, but check answers as a class.

### Answers

- 1F 2F 3T 4F

- E**
- Read all the *Useful Expressions* to the students and ask them to repeat them. Correct their pronunciation where necessary.
  - Ask students to read the five sentences and think about which of the words they have just read in *Useful Expressions* could complete each one. Point out that more than one answer might be possible.
  - Ask students to do the task individually, but compare their answers with a partner.
  - Check answers as a class.

### Answers

- |             |           |
|-------------|-----------|
| 1 cold      | 4 nervous |
| 2 late      | 5 evening |
| 3 tall/slim |           |

- F**
- Ask students to read the *Exam Task* and think about what their teacher has already given them.
  - Check the answer as a class.

### Answer

The first line of the story.

- G**
- Ask students to read the information in the *Exam Close-up* box. Ask them to look again at the *Exam Task*, then read and underline the important words in the *Exam Close-up* box.
  - In pairs, ask the students to think of ideas for a beginning, middle and end for their story.
  - Give students time to make a plan for their story in class, but set the writing task for homework. An example plan is shown below.

### Answers

#### Example plan

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

Para 2: Give background details about the main character.

Para 3: Describe the main event.

Para 4: Introduce a twist in the story.

Para 5: Bring the story to an end.

- Explain to students that they should look at the *Useful Expressions* again before they do the *Exam Task*.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually.

#### H

- Ask students to read the instructions and complete the *Exam Task*.

### Answers

A girl was walking home one day. It was a lovely summer's day, with a warm breeze in the air. The girl had been to town to buy a new book about a magical forest. She loved to read about magic and adventure.

All of a sudden, the flowers and trees around her began to move. They started to sing and dance, pulling her along to join in. The birds from the trees started to fly about whilst singing along with the flowers.

Suddenly, the girl woke up. She had fallen asleep in the warm sun, reading her new book.

# 4 Man's Best Friend

## General Note

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

## Background Information

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

## Before you watch

### A

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

## Answers

Students' own answers

## While you watch

### B

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

## Answers

1b 2d 3c 4a

### C

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

## Answers

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

## After you watch

### D

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

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers



# Review 2

## Units 3 & 4

### Objectives

- To revise vocabulary and grammar from Units 3 and 4.

### Revision

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

### Vocabulary Revision

- Write the words below on the board and ask students to collocate them with a noun to create a collocation related to environmental issues: conservation (areas), fossil (fuel), endangered (species), climate (change), renewable (energy), natural (habitat), solar (power), power (stations)
- Ask students which phrasal verbs they remember from Units 3 and 4. Make sure they revise *look up to*, *ask out*, *break up with*, *let down*, *make up*, *hang out*, *go out* and *put down*. Tell them to think of a sentence for each one and to write them in their notebooks.
- Write the words below on the board and ask students to write the correct prepositions: concentrate (on), similar (to), in love (with), jealous (of), proud (of), angry (with), (after) years of something, (at) the moment, get (onto) something, turn (into) something, take action (on) something)
- Write the following on the board and ask students to unscramble the words to make nouns.
  - MASTER (STREAM)
  - ICEGAL (GLACIER)
  - FIFLC (CLIFF)
  - LAYVEL (VALLEY)
  - TRESFORINA (RAINFOREST)
  - VEAC (CAVE)
  - NDOP (POND)
  - STOCA (COAST)

### Grammar Revision

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

## Vocabulary

### A

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

### Answers

1 conservation	7 conservation
2 source	8 endangered
3 cave	9 stream
4 renewable	10 ideas
5 fossil	11 survived
6 power	12 physical

### B

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

### Answers

1 obedient	6 complicated
2 embarrassed	7 domesticated
3 astonishing	8 ashamed
4 talented	9 suspicious
5 protected	10 beneficial

### C

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

### Answers

1 up	6 up
2 with	7 out
3 off	8 on
4 out	9 on
5 down	10 down

## Grammar

### A

- Ask students to read the instructions and then read the verbs in the yellow wordbank to them and make sure they understand their meanings.
- Encourage students to read the sentences without filling in any answers at this stage and to underline the subjects of the missing verbs and any time expressions. Explain that these will help them to get the correct tense in the correct form.

- Tell students to look back at page 35 and Grammar References 3.1–3.6 on pages 163–164 for a reminder they need to.

### Answers

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

### B

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

### Answers

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

### C

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

### Answers

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



## 5

## A Place to Call Home

Reading:	short texts, multiple-choice questions, eliminating answers
Vocabulary:	home-related words, collocations & expressions
Grammar:	<i>will, be going to</i> , future plans & events, future predictions
Listening:	multiple-choice questions, understanding technical or specific words
Speaking:	talking about homes, general conversations, expanding on the topic, talking about a topic
Writing:	informal letter, replying to a letter, using informal language, accepting/rejecting invitations, responding to news, making suggestions

## Unit opener

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

## Background Information

Uchisar Castle cave in Cappadocia is located in the Nevsehir Province of central Turkey. This magnificent area, which was designated a world heritage site in 1985, was formed by deposits from erupted volcanoes 3–9 million years ago. These deposits became eroded by wind over time to form spectacular chimneys.

The rock was soft enough for people to dig into and to make homes for themselves. Among the first people to live in the rock houses were early Christians who used Cappadocia's underground cities as hiding places from the Roman army. Today, the area is a popular tourist site and consists of Aksaray-Ihlara Valley, Goreme National Park and Open Air Museum, Underground Cities and Soganli Valley. For more information visit: <http://travel.nationalgeographic.com/travel/world-heritage/cappadocia>.

## Reading

- Ask students to look at the pictures on page 58 and ask them to describe what the people in them are doing. Ask them if they know what the jobs are that the people are doing and encourage them to think about the sort of problems that they have to deal with.

## A

- Ask students to read the instructions and make sure they understand what they have to do.
- Explain that they should match the problem 1–5 with the person a–e.
- Ask students to compare their answers with a partner when they have finished. If there is Internet access in the classroom or school, you could allow students to go online to check their answers.
- Check answers as a class.
- Once answers have been checked, ask students if the problems encountered by the people are the same as those they discussed earlier.

## Answers

1c 2e 3a 4b 5d

## B

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that, in pairs, they will tell their partner about a building problem they have in their home, and their partner will suggest who they could call for help.
- Ask students to refer to the pictures on page 58 to help (*builder, cleaner, electrician, painter, plumber*).
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to explain their answer until each pair has had a turn.

## C

- Ask students to read the instructions and elicit that they understand what they have to do.
- Ask students to read texts 1–5 before they write their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- In a newspaper or the window of a newsagent's
- On a mobile phone
- On a noticeboard, wall or door at the gym
- On a computer
- On a table or stuck to a fridge door



# 5 A Place to Call Home

## Word Focus

- Ask students to look at the words in red in the texts on page 59 and to re-read the sentences they are found in. Remind students that when they don't know the meaning of a word, they should look carefully at the sentence it is found in to work out its meaning. Ask students to work in pairs to decide what each of the words mean.
- Read each of the words to the students and ask them to repeat them after you. Correct their pronunciation where necessary.

## D

- Students should read the *Exam Close-up* box about eliminating answers. Explain that these tips are important as they provide important information to help them in the exam.
- Students should then read sentences and questions 1–5 in the *Exam Task* and underline the key words.
- Ask students to read the *Exam Task* again and the five texts.
- Tell them to read each of the options a–c after each of the sentences or questions and then choose the correct answer.
- Ask students to do the task individually, but check as a class.

## Answers

1c 2b 3a 4b 5c

## Ideas Focus

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

## Answers

Students' own answers

## Vocabulary

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

## A

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

## Answers

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

## B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to read the options carefully before circling their answer.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Ask students to explain why one of the words is the odd one out in each group.

## Answers

- |          |          |
|----------|----------|
| 1 garden | 4 keys   |
| 2 lift   | 5 garage |
| 3 fridge | 6 wall   |

## C

- Ask students to read the instructions and check they understand what they have to do.
- Ask students to carefully read the sentences and to pay attention to the words before and after the gap and try to think of a word, without filling in any answers yet.
- Ask students to do the task individually, but check as a class.

## Answers

- |            |               |
|------------|---------------|
| 1 tent     | 5 cottage     |
| 2 block    | 6 living room |
| 3 detached | 7 garage      |
| 4 window   | 8 sink        |

## Ideas Focus

- Ask students to work in pairs and to take it in turns to answer the question. Encourage them to justify their answers.
- As a class, ask each pair the question and repeat until each student has answered.

## Answers

Students' own answers

## Grammar

- Ask students to look at the picture in the top right-hand corner of page 61 and to imagine that they are going to visit it.
- Ask them to work in pairs to say what it will be like there and what they might be able to see and do there.

A

- Ask students to read sentences 1–7 and answer any questions they might have.
- Ask students to do the task individually, but check answers as a class.

### Answers

1A 2N 3A 4A 5A 6Q 7N

B

- Ask students to read the instructions and check they understand what they have to do.
- Ask students to read a–g and then to re-read 1–7 in A.
- Ask students to do the task individually, but check answers as a class.

### Answers

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

Be careful!

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

C

- Ask students to read sentences 1 and 2 and answer any questions they might have. Elicit that they have to make the sentences negative.
- Ask students to do the task individually, but check answers as a class.

### Answers

- 1 They're not going to build a block of flats here next year.
- 2 That wall is very safe. It isn't going to fall down.

D

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

### Answers

1a 2b

Now read the Grammar Reference on page 166 (5.1 & 5.2) with your students.

E

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

## Answers

Students' own answers

### Teaching Tip

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

F

- Ask students to read the instructions and make sure they understand what they have to do.
- Elicit that they should complete the sentences with the correct form of *will* or *going to* and the verb in brackets.
- Ask students to do the task individually, but check answers as a class.

### Answers

- |                        |                     |
|------------------------|---------------------|
| 1 are you going to put | 5 are going to fall |
| 2 will you close       | 6 will finish       |
| 3 are working          | 7 will clean        |
| 4 will not do          | 8 will turn         |

G

- Ask students to read the instructions and make sure they understand that they are free to complete the sentences with their own ideas in an appropriate tense.
- Ask students to read the beginnings of the sentences to decide whether they need to use *will* or *be going to*.
- Ask students to do the task individually, but check answers as a class.

### Answers

Students' own answers

## Listening

A

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

### Answers

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

B

- Ask students to read the instructions and the words and phrases 1–5.
- Play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.



# 5 A Place to Call Home

## C

- Play the recording again and ask students to check their answers and to complete any missing answers.
- Discuss how they knew which was the correct answer, for example *crushing* and *trapping* in 1 matches *fell on top* and *couldn't escape* in 1b.
- Check the answers as a class.

## Answers

1b 2a 3a 4b 5a

## D

- Ask students to read the information in *Exam Close-up*.
- Explain that they don't have to know every word in the questions or on the recording and that they should focus on understanding the general meaning. Remind them that before they listen to the interview in E, they should take time to read the questions and choices and to think of other ways of expressing the main ideas so that they are well-prepared for the interview.
- Ask them to quickly look at the *Exam Task* and see if there are any words that they do not understand.
- Ask students to read the instructions and check that they understand what they have to do. Ask them to think about what the listening task might involve from what they have read in the *Exam Close-up* box.

## E

- Ask the students to read the instructions in the *Exam Task* and explain that they are going to an interview between some students and an engineer. The students are to select the best answer a, b or c for questions 1–6.
- Play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.

## F

- Play the recording again and ask students to check their answers and to decide on any answers they haven't already chosen.
- Check the answers as a class.

## Answers

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

## Speaking

### Useful Expressions

- Ask students to read the *Useful Expressions* before they do A.
- Point out that these expressions will help them to talk about their home.

## A

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

## Answers

Students' own answers

## B

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

## Answers

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

## C

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



D

- Ask students to read the information in the *Exam Close-up* box. Answer any questions they have about it. Then ask students to read the *Exam Task* and check that they understand what they have to do.
- Stress the importance of thinking about what they want to say for a few moments before they speak in order to organise their ideas. Ask students to think of three different questions about their partner's house, flat or neighbourhood. This will also help them remember what they want to say so that they don't confuse the listener or themselves.
- Remind them that they are asked to take turns talking about the different rooms in their house and their favourite room and then ask any questions about their partner's home.
- Ask students to do the task in pairs and give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to answer the *Exam Task* in front of the class.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## Vocabulary

A

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

## Answers

Students should cross out the following:

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

## Teaching Tip

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

Remind them that there is a list of all collocations and expressions found in *Close-up* on page 182.

B

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

## Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1 make your bed       | 6 moved house         |
| 2 take a bath         | 7 move with the times |
| 3 make a mess         | 8 takes a bath        |
| 4 move house          | 9 doing the dishes    |
| 5 doing the housework | 10 take a break       |

C

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words in the yellow box to the students and explain that they have to complete 1–10 using these words, without looking at A and B.
- Ask students to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

## Answers

- |        |        |
|--------|--------|
| 1 take | 5 move |
| 2 take | 6 make |
| 3 make | 7 do   |
| 4 move | 8 do   |

## Ideas Focus

- Ask students to look at the statements. Encourage students to look back at the task as they discuss their answers.
- Ask students to work in pairs to take it in turn to discuss their views with their partner. Encourage them to justify their answers.
- As a class, ask each pair to share their views and repeat until each pair gives their view.

## Answers

Students' own answers

# 5 A Place to Call Home

## Grammar

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

### A

- Ask students to read sentences 1–3.
- Ask students to do the task individually, but check answers as a class.

### Answers

- 1 present continuous
- 2 present continuous
- 3 present simple

### B

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

### Answers

1b 2c 3a

### C

- Ask students to read sentences 1–3.
- Ask students to do the task individually, but check answers as a class.

### Answers

- 1 The plumber will finish the bathroom by Friday, I think.
- 2 The painter is working very hard. *I think he's going to finish by lunchtime.*
- 3 Be careful! You might / could break the window.

### D

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they have to complete the statements with the forms for making predictions.
- Ask students to do the task individually, but check answers as a class.

## Answers

We use *be going to* when there is evidence for the prediction in the present situation.  
We use *will* for future predictions we can't be sure of.  
We use the modal verbs *could/might* for predictions we believe but don't have any evidence for.

Now read the Grammar Reference on pages 166–167 (5.1 & 5.4) with your students.

### E

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that students should match 1–6 with a–f.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### F

- Ask students to read the instructions and make sure they understand what they have to do. Explain that they will use no more than three words to complete the sentences.
- Ask students to read the sentences carefully and pay attention to the words before or after the gap and try to think of what would follow or precede the words, without filling in any answers at this stage.
- Ask students to read the sentences again, this time for meaning, and to write their answers. Once they have finished, encourage them to read each sentence one last time to make sure their answers make sense and they have used the correct tenses.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |               |                   |
|---------------|-------------------|
| 1 going to    | 4 is showing      |
| 2 are meeting | 5 start           |
| 3 leaves      | 6 is intending to |

### G

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that students should answer the questions 1–8 using *will, be going to, might or could*.
- Point out to students that they should answer the questions so that they are true about themselves.
- Monitor to see they are completing the task correctly.
- Ask students to do the task individually, but check answers as a class, by asking students to read out one or two of their answers to the class.

## Answers

Students' own answers

# Writing: an informal letter

- Ask students how often they send a letter to friends and relatives and ask them what kind of things they write about if they do. Explain that in this lesson, they are going to prepare to reply to a letter to a friend in English.
- Read the information on replying to a letter and answer any questions they might have.

A

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

## Suggested answers

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

B

- Ask students to read the writing task and then read Robbie's letter to Kirk.
- Ask students to underline what they have to respond to in Robbie's letter.
- Ask students to do the task individually, but check answers as a class.

## Answers

Hi Kirk,

How are you?

Guess what, we're moving house next week! Our new house is a cottage. It's really old and interesting and I like it but I'm a bit worried I won't like being in the countryside. I also don't know if there are any people my age who live nearby.

By the way, Mum says we're having a housewarming party at the end of August. Can you come?

I really hope you can – we'll need help with the music! Maybe you could bring some of your amazing collection? Do you want to be DJ?

Bye for now,  
Robbie

C

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask them to think of ways they could respond to the sections they underlined. Ask them to write notes and compare with a partner.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- Ask each pair to share what they would write for one of the underlined sections and repeat until each pair has had a turn.

## Answers

Students' own answers

D

- Ask students to read the letter. Ask them if Kirk included similar responses to those they and their partner discussed.
- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.

## Answers

Students' own answers

E

- Ask students to skim through Kirk's letter again and to answer the questions.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 yes 2 no 3 yes



# 5 A Place to Call Home

## F

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students that they should always make a plan for their writing before they begin.
- Explain students should match 1–5 with a–e.
- Ask students to do the task individually, but check answers as a class.

## Answers

1e 2d 3c 4a 5b

## G

- Read the information in the *Exam Close-up* box to students and answer any questions they might have. Explain that they should remember to use friendly expressions and informal language in the exam, when writing informal letters.
- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask them to complete the *Useful Expressions* with the phrases.

## Answers

2 Accepting / Rejecting invitations  
3 Responding to news  
1 Making suggestions

## H

- Ask students to read the instructions and the writing task. Before they begin planning, ask students to underline key words and phrases in the letter and to write down a reply to these.
- Give students time to make a plan for their letter in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for informal letters on page 177.

## Answers

Hi Jenny,

It's so nice to hear from you. I can't believe it's been a month since you left.

Don't worry about starting at your new school. I know it is scary moving somewhere new, but I know you'll be fine. I bet there will be lots of people in your new classes to get to know.

Why don't you join an after school club? You can meet people that like the same things as you. You should join the music club, you are good at playing the violin.

Let me know how it goes.

Speak to you soon!  
Katie



# 5 Living in Venice

## General Note

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

## Background Information

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

## Before you watch

A

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

## Answers

- 1 gondola
- 2 gondolier
- 3 canal

## While you watch

B

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

- Ask students who they think Fabrizio Copano and Gino Penzo might be.
- Play the video the whole way through without stopping and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

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

## After you watch

C

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

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers

# 6 Ready, Steady, Go!

<b>Reading:</b>	matching, matching descriptions
<b>Vocabulary:</b>	sport-related words, word formation
<b>Grammar:</b>	conditionals: zero & first, second conditional, <i>if</i>
<b>Listening:</b>	multiple-choice questions (pictures), identifying emotions
<b>Speaking:</b>	talking about sport, decision-making, giving opinions, agreeing & disagreeing, asking if someone agrees, giving your opinions
<b>Writing:</b>	sentence transformation (1), clauses of purpose, transforming sentences

## Unit opener

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

## Reading

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

## Suggested answers

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

### A

- Ask students to look at the picture of the girl in the top right-hand corner of page 70 and ask them what she's doing (*canoeing/rafting*).
- Ask students if they think the girl needs to be fit to do such a sport. Ask them to justify their opinions.
- Ask students to work with a partner and discuss whether they think they are fit or not and why.
- Ask students at random to report to the class if their partner thinks they are fit or not.
- Then ask students to continue working with their partner and discuss what watersports they have tried or if they prefer to do sports on land.
- As a class, ask students to tell you which watersports they have done or what other sport or sports they prefer to do.

### B

- Ask students to read the instructions.
- Give students about five minutes to write down why they think people do sports.
- Ask students to work with a partner and to take it in turns to say the reasons they have come up with.
- Check answers as a class.

## Answers

Students' own answers

### C

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the descriptions 1–5 in the *Exam Task*, and underline any reasons they give for wanting to do sport.
- Ask students to do the task individually, but check the answers as a class.

## Answers

- 1 Juan is very interested in the environment and would like to study the oceans when he's older. He'd like to do an activity that will help him to explore the seas.
- 2 Inga has been doing snow sports all her life, so she wants to try something else. She wants to spend time exploring the countryside around her village.
- 3 Mario is new to the area and wants to meet people his age. He's a good athlete who loves basketball and football but he'd like to try something a bit different.
- 4 Cheryl really enjoys discovering new things, so she doesn't want to do any of the usual sports. She's fit and wants to do something that will push her body.
- 5 Nigel is shy and isn't really interested in sports but his doctor has told him he needs to get fit. Nigel wants to see results for his hard work.

## Word Focus

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



## Answers

- |               |              |
|---------------|--------------|
| 1 competitors | 4 confidence |
| 2 instructor  | 5 enjoyment  |
| 3 athletic    | 6 succeed    |

### Ideas Focus

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

## Answers

Students' own answers

### Background Information

Zac Sunderland was the youngest person to sail round the world for only a few weeks. Unfortunately for him when Michael Perkham finished his voyage, less than a couple of months later, he took over from Sunderland as the world's youngest person to complete the voyage. Jessica Watson's voyage was more impressive than those of Sunderland and Perkham. Not only was she younger (16), but she completed her voyage solo and without making any stops. Both Sunderland and Perkham had to stop on several occasions during their voyages for repairs and to stock up on supplies. When Watson completed her voyage, Michael Perkham went on board her boat to congratulate her.

## Vocabulary

### A

- Read the words in the yellow wordbank to students and ask them to repeat them.
- Correct their pronunciation where necessary.
- Ask students to read the instructions and explain that this task is about word groups.
- Explain to students that we normally use *go* with sports that end in *-ing*, e.g. *go swimming*, *go skateboarding*. We use *play* with board games and sports that use a ball, e.g. *play football*, and we use *do* with other sports where the person is interested in their own performance, e.g. *do yoga*. Also, if the sport is an exercise or we do it at a gym, we use *do*, e.g. *do pilates*, *do aerobics*.
- Ask students to do the task individually, but check answers as a class. Write the answers on the board in three columns so students can add other sports to them if you complete the Teaching Tip below.

## Answers

go: running, skiing, swimming, cycling, snowboarding  
play: volleyball, tennis, basketball  
do: judo, gymnastics, aerobics, weightlifting

- Ask students to read the information in the *Exam Close-up* box and explain anything they don't understand.
- Elicit that this is a matching task and explain that it is important that they look for similar words and expressions in the texts. (*Explain that the students will read advertisements a–h and decide which of these sports would most suit questions 1–5.*)
- Explain that in order to do this task well, they must read all the texts closely to find the relevant information.
- Ask students to read the first description (1) in the *Exam Task* and underline any key words. Ask students to do the same for descriptions 2–5 individually.

## Suggested answers

Juan is very interested in the environment and would like to study the oceans when he's older. He'd like to do an activity that will help him to explore the seas.

- Ask the students to read the instructions and check that they understand what they have to do.
- Explain that they have to match the descriptions of people (1–5) with the various sports activities (a–h), but not all the sports activities will be answers to 1–5.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2d 3h 4a 5c

### Background Information

**Paddleboarding** is a sport that takes place on the surface of the sea, close to the shore. It is thought to have been founded by Thomas Edward Blake in the 1930s. It involves kneeling on a surfboard and using your arms to move through the water. The boards used in paddleboarding are between 3.5 and 5.8 metres long.

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

- Ask the students to read the instructions and check that they understand what they have to do. Answer any questions that they may have about the task.
- Explain that this is a gap fill task and that they should complete the sentences with the correct form in brackets in the yellow wordbank.
- Ask students to skim read the sentences carefully and pay attention to the words before or after each gap without filling in any answers at this stage.
- Encourage them to re-read the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check as a class.

# 6 Ready, Steady, Go!

## Teaching Tip

You could expand this task further by asking students to add to the 'go', 'play' and 'do' list.

### B

- Ask students to discuss with a partner which sports they both take part in.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask each pair to discuss the question and repeat until each pair has had a turn.

### C

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that all these words are related to sports.
- Ask students to read 1–7 through for gist before filling in any answers. Point out that one word from the yellow wordbank will complete each one.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |           |              |
|-----------|--------------|
| 1 referee | 5 net        |
| 2 track   | 6 team       |
| 3 stick   | 7 tournament |
| 4 cap     |              |

### D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read each sentence, without filling in any answers at this stage, and to pay attention to the words before and after the gaps.
- Ask students to do the task individually, but check as a class.

## Answers

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

## Ideas Focus

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

## Answers

Students' own answers

## Grammar

- Ask the questions below at random round the class, making sure that all students answer at least one question.
  - If you could take up any sport, which would you choose?
  - If it snows, what do you do?
  - If you play basketball, what do you wear?
  - If you were on the slopes, what sport would you probably be doing?
  - If your favourite team play well this season, how will you feel?
  - If it's sunny and warm this weekend, where will you go swimming?
- Elicit that all these questions used conditionals and explain that you will revise the zero and first conditionals in this lesson.

## Conditionals: Zero & First

### A

- Ask students to read the sentences for the zero and first conditionals and decide which tenses the verbs in bold are in.
- Ask students to read through the four questions before writing any answers and then look back at the sentences and bear in mind the tenses used in each one.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the adverts on pages 70 and 71 to find examples of the zero and first conditionals (a: *If you like surfing and rowing, you'll definitely love this.* – First conditional. *If you're fit and you love a challenge, try it* – First conditional)

## Answer

- |                     |
|---------------------|
| 1 First conditional |
| 2 Zero conditional  |
| 3 Zero conditional  |
| 4 First conditional |

## Be careful!

- Ask students to read the information in the *Be careful!* box and ask them if the sentences in A have commas (yes). Ask them to rewrite the sentences so that they don't have to use a comma (e.g. *You stay in shape if you exercise regularly.*)

Now read the Grammar Reference on page 167 (6.1 & 6.2) with your students.



- Ask students to read the instructions and check that they understand what they have to do.
- Explain that students are going to revise the use of Zero Conditional from the prompts 1–6.
- Ask students to the task individually, but check answers as a class.

Suggested answers

- 1 If you hit the ball past the other player, you get a point.
- 2 If you boil water, it evaporates.
- 3 If you mix orange and brown, you get yellow.
- 4 If you sunbathe for hours, you burn.
- 5 If you get to the end first, you win the race.
- 6 If you eat too much, you get fat.

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that students are going to revise the use of the First Conditional by matching 1–6 with a–f.
- Ask students to the task individually, but check answers as a class.

Suggested answers

- 1 You should drink some water if you are thirsty.
- 2 I might put on a sweatshirt if I feel cold.
- 3 If Josh is hungry, he'll eat something nutritious.
- 4 If you are tired, we'll take a short break.
- 5 If you want to win, you must try your hardest.
- 6 If you do not want to be late for the race, you should catch the bus on time.

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

Answers

- |              |              |
|--------------|--------------|
| 1 don't know | 4 is raining |
| 2 comes      | 5 do         |
| 3 don't have | 6 will love  |

Teaching Tip

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

Listening

A

- Ask students to look at the picture in the top right corner of the page and to discuss questions 1–3 with a partner.
- Ask students to do the task individually, but discuss their ideas as a class.

Answers

Students' own answers

B

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

Answers

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

Teaching Tip

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

C

- Read the information in the *Exam Close-up* box to students and ask them to pay special attention to the speakers' tone of voice and the pictures in the *Exam Task* when listening to these items.
- Ask students to look at the pictures in the *Exam Task* carefully and identify the emotions the pictures show.
- Ask students to do the task individually, but discuss their ideas as a class.

D

- Explain to students that they will hear six separate conversations and that they will hear the question before each conversation. Explain that they should match each conversation with picture a–c in each question.
- Ask students to read questions 1–6 and to look at their options. Answer any questions they might have.



- Play the recording once the whole way through and ask students to choose their answers. Then ask students to compare their answers with a partner.

## E

- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class.

## Answers

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

## Speaking

### A

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

## Answers

Students' own answers

### B

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

### C

- Ask students to compare their answers with a partner.
- Check answers as a class.

## Answer

Students' own answers

## Useful Expressions

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

## D

Read the information in the *Exam Close-up* box to student and explain anything they don't understand.

- Ask students to look at the pictures in the *Exam Task* and to spend a minute deciding what each one shows and what activity is featured in each one.
- Ask students to work with a partner and read the instructions before starting so that they know exactly what they should do.

## E

- Remind them that the expressions in *Useful Expressions* can help them to communicate effectively.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to describe which sport they recommend (*and why*) and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

## Teaching Tip

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

## Ideas Focus

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

## Answers

Students' own answers

## Vocabulary

### A

- Ask students to read the instructions and elicit that they have to complete the table.

## Answers

- |              |                 |
|--------------|-----------------|
| 1 definition | 6 concentration |
| 2 compete    | 7 deep          |
| 3 assistance | 8 supervision   |
| 4 freedom    | 9 endanger      |
| 5 follow     | 10 properly     |

B

- Ask students to read the instructions and make sure that they understand what they have to do.
- Explain that they will fill the gaps 1–10 with the correct form of words from A.
- Ask students to skim read the text first, from start to finish, for gist before writing any answers. Tell them to pay attention to the words before or after the gap and try to think which form of the word is needed to fit the meaning.
- Explain that they have to write the correct form of the words in capitals to the right of the text in the gaps.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |              |               |
|--------------|---------------|
| 1 definition | 6 concentrate |
| 2 compete    | 7 depth       |
| 3 assistance | 8 supervision |
| 4 freedom    | 9 dangerous   |
| 5 followers  | 10 properly   |

C

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they should fill the gaps in the sentences with words from A.
- Ask students to read all the sentences before filling in any gaps and to pay attention to the words before or after the gap.
- Ask students to do the task individually, but check as a class.

## Answers

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

### Ideas Focus

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

- they went to a match to cheer a friend on.
- they couldn't concentrate during an important match.
- their team was playing in the cup final and it was called off.
- a new sporting activity turned out to be more dangerous than they had thought.
- they didn't have time to warm up before doing a sporting activity.

## Grammar

### Conditionals: Second

- Explain to students that we use the second conditional to talk about the results of an action or situation:
  - that probably won't happen now or in the future
  - that we know will not happen now or in the future
  - to give advice.

A

- Ask students to read the instructions and check that they understand what they have to do.
- if necessary, remind students of the rules for the Second Conditional.
- Ask students to do the task individually, but check answers as a class.

## Answer

past simple

B

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

## Answer

1c 2a 3b

C

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

## Answer

1 could 2 unless

Now read the Grammar Reference on page 167 (6.3 & 6.4) with your students.

D

- Ask students to read the instructions and elicit that they will only use the Second Conditional here.
- Remind students that they can look back at A, B and C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.



# 6 Ready, Steady, Go!

## Suggested answers

- 1 If I had a bike, I wouldn't have to get the bus to the football club.
- 2 He wouldn't be overweight if he got some exercise.
- 3 If she was good at running, she would get chosen for team.
- 4 If we had some money, we could buy new team uniforms.
- 5 If we had enough players, we wouldn't have to cancel the match.
- 6 If the people had tickets, they could come into the stadium.

### E

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the second sentence that they write has to have the same meaning as the first.
- Remind students that they can look back at A, B and C in the Grammar box and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Suggested answers

- 1 Unless you say sorry to the referee, you will be off the team.
- 2 Unless Stella starts practising, she won't be able to play in the match.
- 3 If you don't get lots of exercise, you might get fat.
- 4 If they don't leave right now, they will miss the start of the competition.
- 5 Unless James scores soon, we'll have to take him off the pitch.
- 6 Unless I start eating properly, I could get ill.

### F

- Ask students to read the pairs of sentences.
- Encourage them to think how the words in brackets relate to the missing information.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 were/wouldn't play
- 2 will he win
- 3 open/will see
- 4 will make
- 5 would you do/would run

## Writing: sentence transformation

- Read the information on clauses of purpose to students and explain anything they don't understand. Remind them that we use these words and phrases to explain why someone does something or why something happens.
- Ask students to look at the pictures on pages 78 & 79 and elicit what activities they show (*running and cycling*).
- Ask students to work in pairs to discuss what skills participants in these activities need and whether or not they feel these are suitable activities for people their own age. Encourage students to use the clauses of purpose listed in the *Learning Focus* box during their discussion.

### A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to read the sentences carefully first and pay attention to the words before or after the gaps without filling in any answers at this stage.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the instructions for the writing task and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

## Answers

1T 2F 3T 4T 5F

### C

- Ask students to read the instructions and elicit that a student has completed three sentences for the task in B. Students are to check that the student has followed the instructions correctly to answer the questions.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students' own answers

### D

- Ask students to correct sentences 1–3 from task C.
- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.



## Answers

- 1 correct, although cyclists could be used instead of competitors
- 2 correct
- 3 *fall* is the wrong tense - *fell*

## E

- Ask students to complete sentences 1–2 from options a–d.
- Ask students to do the task on their own and then compare their answers with a partner.
- Check answers as a class.

## Answers

1d 2c

## F

- Read the *Exam Close-up* box about transforming sentences to the students. Ask students if they have any questions.
- Explain to students that the task here is to complete the second sentence so that it means the same as the first sentence.
- Ask students to read the *Exam Task* before they read the *Exam Close-up* box again, so that they understand what they should do.
- Ask students to read through the sentences so that they know what information to pay attention to and underline the key words.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 healthy 2 your 3 on 4 over 5 thirsty

# 6 Water Sports Adventure

## General Note

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

## Background Information

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

## Before you watch

### A

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

## Answers

Students' own answers

## While you watch

### B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask them to read sentences 1–6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen. Explain that they will hear these exact sentences on the video and that they should listen out for the specific words highlighted in red.
- To check students understand where Washington and Oregon are, draw their attention to their position on the globe in the top-right corner of the page.
- Play the video all the way through without stopping and ask students to circle their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.

- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

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

## After you watch

### C

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

## Answers

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

### D

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

## Answers

Students' own answers

# Review 3

## Units 5 & 6

### Objectives

- To revise vocabulary and grammar from Units 5 and 6.

### Revision

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

### Vocabulary Revision

- Ask students to explain the difference between the following pairs of words: *straw/netting*, *attic/balcony*, *terraced house/detached house*, *bungalow/cottage*.
- Ask students to work in pairs or small groups to make a list of as many sports-related words as possible and to revise their meanings. Make sure they revise *referee*, *stick*, *course*, *pitch*, *track*, *racket*, *bat*, *helmet*, *umpire*, *tournament* and *goal-post*.
- Write the verbs *make*, *move*, *do* and *take* on the board and ask students which expressions related to homes they have learnt with these verbs (*make a mess/your bed*, *move house/with the times*, *do the housework/the dishes*, *take a bath/a break*).
- Ask students to think of another way of saying *Ready*, *Steady*, *Go!* (*On your marks*, *get set*, *go!*). Then write the following words on the board and ask them to write down the noun, adjective or adverb for the words (*define*, *compete*, *assist*, *free*, *follow*, *concentrate*, *deepen*, *supervise*, *endanger*).

### Grammar Revision

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

### Vocabulary

#### A

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



Suggested answers

- 1 referee (A 'plumber' is someone who mends water leaks, a 'builder' is someone who does repairs to a house or builds new houses but a referee is someone who judges sports matches.)
- 2 cottage (An 'attic' and a 'garage' are parts of a house, but a 'cottage' is a kind of house.)
- 3 hire ('Sofa' and 'bed' are items of furniture, but 'hire' means to pay money to use something for a specific length of time.)
- 4 wall (A 'pitch' and a 'track' are places where sports events take place, but a 'wall' is a side of a building.)
- 5 helmet (A 'racket' and a 'bat' are instruments used in sports for hitting balls with, but a 'helmet' is a type of protective headgear.)
- 6 lift (A 'course' and a 'court' are places where sports events take place, but a 'lift' takes people from floor to floor in a building.)
- 7 gymnastics ('Tournament' and 'race' are sporting events that take place over a period of time and have various sessions, but 'gymnastics' is a specific sport.)
- 8 win ('Achieve' and 'succeed' are used when talking about aims or goals, but 'win' is used to talk about something specific such as a match or a competition)

B

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

Answers

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

C

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

Answers

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

Grammar

A

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

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

B

- Encourage students to read through the first and second parts of the sentences before attempting to match any answers.
- Ask them to underline the verbs and consider which tenses they are in and which conditional might be used in each sentence.
- Tell students to look back at pages 73 and 77 and Grammar References 6.1–6.4 on page 167 for a reminder if they need to.

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

C

- Encourage students to read through the sentences before filling in any answers.
- Ask them to underline the verbs and consider which tenses they are in and which conditional might be used in each sentence. Remind them to pay attention to any question marks that appear and to write question forms of the verbs accordingly.

- |                    |                                |
|--------------------|--------------------------------|
| 1 were you         | 7 get                          |
| 2 would you buy    | 8 arrive                       |
| 3 would you choose | 9 did not/didn't<br>have to do |
| 4 had listened     | 10 would not/<br>wouldn't fall |
| 5 won't play       |                                |
| 6 come             |                                |

# 7 Extreme Situations

<b>Reading:</b>	multiple-choice questions, reading for general understanding
<b>Vocabulary:</b>	words related to extreme situations, prepositions, collocations & expressions
<b>Grammar:</b>	past perfect simple, past perfect continuous, question tags, subject & object questions, negative questions
<b>Listening:</b>	gap-fill, checking spelling
<b>Speaking:</b>	describing photos, talking about extreme situations, paraphrasing
<b>Writing:</b>	story (2), using narrative tenses, creating suspense, reviewing your writing

## Unit opener

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

## Reading

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

A

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

## Answers

- The people in the story are the crew, the Uruguayan players, and their friends and relatives.
- They were in Montevideo, Uruguay.
- They were going to Santiago in Chile.
- Students' own answers.

B

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

## Answers

Students' own answers

## Word Focus

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

C

- Ask students to read the instructions and then read the *Exam Close-up* box.
- Then ask students to look at items 1–5 in the *Exam Task* and underline the key words.
- Read the information in the *Exam Close-up* box to students and explain anything they don't understand.
- Ask students to do the task individually, but check answers as a class. Explain that they should check their answers to multiple-matching tasks by underlining the part of the text where they find the answer and writing the question number next to it. Explain that this will allow them to check their answers at a glance.
- If students seem interested, you might like to give them further information using the *Background Information* box below.



# 7 Extreme Situations

## Answers

- 1b
- 2c (But instead of a valley, they saw more of the same snowy peaks. Lots of them. They weren't near the end of the mountains; they were in the middle of them. What could they do now?)
- 3d (But Parrado had a solution: Vizintin could return to the plane and he and Canessa would take his food.)
- 4a (Soon, they saw a few cans on the ground and some farm animals in a field. They knew there must be people somewhere nearby.)
- 5c (Two months after the crash, after they had waited for summer to arrive, three of the passengers, Roberto Canessa, Nando Parrado and Antonio Vizintin, left to search for help.)

### Background Information

Following the crash of Flight 571, a search party was sent out by three countries. However, it was unsuccessful as the plane was painted white, so was therefore camouflaged against the snow. As a result, the search party was called off after eight days. Immediately after the crash, five people were dead and seven people were missing. By the 24<sup>th</sup> of October, 11 days after the crash, there were 17 dead and 27 survivors. It was on this day that the survivors heard on a transistor radio that the search party had been called off and they knew that the only way to get out was to send a group of survivors for help. On the 29<sup>th</sup> October, an avalanche fell on part of the remaining plane, causing the deaths of another 8 people. The survivors, who by now had no food left, took the tough decision of cutting flesh from the dead passengers to eat in order to keep themselves alive until help came. The group of survivors decided to wait until the arrival of spring and warmer weather, which was nearly seven weeks away, before beginning the expedition to get help.

### D

- Ask students to read the instructions and make sure they understand that the correct word for each sentence 1–6 is found in the yellow wordbank.
- Remind students that they should pay attention to the words directly before and after the gaps to help them decide the correct word.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |          |
|-------------|----------|
| 1 crash     | 4 save   |
| 2 survive   | 5 reach  |
| 3 cope with | 6 search |

### E

- Ask students to write some more sentences in their notebook, using the words in D (*cope with, search, survive, save, crash and reach*).

### Ideas Focus

- Ask students to read the two questions and answer any questions they might have.
- Ask students to work in pairs, or small groups, to discuss the two questions. Encourage them to think about issues such as keeping warm, finding food, staying safe and getting help.
- Ask each pair or group to tell the rest of the class how they think they would cope being lost in a foreign country or manage without the item they could not survive without.

## Answers

Students' own answers

## Vocabulary

### A

- Ask students to read the instructions and explain that the students should match the definitions 1–8 with the words in the yellow wordbank.
- Students match the words to the definitions individually, but check as a class.

## Answers

- |              |               |
|--------------|---------------|
| 1 companion  | 5 journey     |
| 2 explorer   | 6 destination |
| 3 expedition | 7 limit       |
| 4 strength   | 8 conditions  |

### B

- Ask students to look at the picture and the title of the text and ask them if they know who this person is. If they don't, ask them what he seems to be doing in the picture and why he might be described as extraordinary.
- Then ask students to skim through the text to find out what this man has achieved.
- Elicit that the students have to use the words 1–8 from A, to fill in the gaps. Remind students that they should pay attention to the words directly before and after the gaps to help them decide the correct word.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the *Background Information* box below.

## Answers

- |               |             |
|---------------|-------------|
| 1 explorer    | 5 strength  |
| 2 expedition  | 6 limit     |
| 3 destination | 7 companion |
| 4 conditions  | 8 journey   |



## Background Information

Following his father's death from cancer, Ed Stafford decided to walk from the source of the Amazon River to the outlet at the sea in order to raise money for cancer research. His journey started on 2<sup>nd</sup> April 2008 and ended 860 days later on 9<sup>th</sup> August 2010. On the final day of his journey, he and Cho Sanchez Rivera, who joined Ed four months into his expedition, walked 85 kilometres and dived into the sea to mark the end of their experience.

### C

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

## Answers

1 die 2 give up 3 get on 4 panic 5 go along 6 help

### D

- Elicit that the students have to use one of the words a–c to fill in the gaps. Remind students that they should pay attention to the words directly before and after the gaps to help them decide the correct word.
- Ask students to do the task individually, but check answers as a class.
- You could also activate the vocabulary in this lesson further by asking students to talk in pairs about Ed Stafford and his journey. Encourage them to use vocabulary from A, B and C in order to do this.
- If you have Internet access in the classroom or school, you could ask students to visit [www.edstafford.org](http://www.edstafford.org) in order to find out more information about him. Alternatively, you could ask them to discuss another explorer that they admire.

## Answers

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

## Ideas Focus

- Ask students to read the questions and to work in pairs to discuss the ideas and say whether they agree with them or not.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Discuss ideas as a class making sure that everyone participates.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

## Students' own answers

## Grammar

- Ask the questions below at random round the class, making sure each student answers at least one question.
  - What had you done by 10 o'clock this morning?
  - What had you been doing before the lesson?
  - What sports had you tried before your last birthday?
  - What had you learnt about the plane crash in the Andes by the end of the text?
  - Where had the plane been travelling to when it crashed?
- Explain to students that these questions used the Past Perfect Simple and Past Perfect Continuous tenses and that they will learn about these tenses in this lesson. Revise the affirmative, negative and question forms of these tenses with students.

### A

- Ask students to look at the words in bold in sentences 1 and 2 and elicit that the Past Perfect Simple tense has been used. Remind students that we use the Past Perfect Simple for an action or situation that finished before another action, situation or time in the past.
- Ask students to read the sentences carefully.
- Ask students to do the task individually, but check answers as a class.

## Answers

- We hadn't forgotten our passports, so we didn't go home to get them.
- He hadn't travelled all over the world by his 30th birthday.

### B

- Ask students to read sentences 1–2 in A carefully and to answer questions 1 and 2.
- Ask students to do the task individually, but check answers as a class.

## Answers

- Forgot the passports
- He had travelled all over the world

### C

- Ask students to read the sentence and elicit that they have to say whether it is True or False.
- Ask students to discuss their answer (and why) with a partner, and then discuss as a class.

## Answers

True

Now read the Grammar Reference on pages 167–168 (7.1–7.3) with your students.

### D

- Ask students to read the instructions and elicit that they have to underline the verbs. Remind students that we use the Past Perfect Continuous for actions that started

# 7 Extreme Situations

in the past and were still in progress when another action started or when something happened.

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

## Answers

- 1 They had been walking in the desert for days, so they were exhausted.
- 2 We had been driving for a few hours before we realised that we were lost.

## E

- Ask students to match sentences 1 and 2 in D and match them with a–b in E.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2a

Now read the Grammar Reference on page 168 (7.4-7.6) with your students.

## F

- Ask students to read the sentences through first, before they write any answers.
- Remind students that they can look back at A, B and C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                           |                  |
|---------------------------|------------------|
| 1 had returned            | 4 had never been |
| 2 had never played        | 5 had worked     |
| 3 Had they already called | 6 had walked     |

## G

- Ask students to read the instructions and make sure that they understand what they have to do.
- Elicit that the students have to use the correct form of the Past Perfect Continuous to fill in the gaps.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 had been living
- 2 had been coping
- 3 Had she been fighting
- 4 had not been flying
- 5 had you been digging
- 6 had been playing

## H

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the students have to use the correct form of the Past Perfect Simple or the Past Perfect Continuous to fill in the gaps.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                       |                    |
|-----------------------|--------------------|
| 1 had finally reached | 4 had managed      |
| 2 had been preparing  | 5 had not imagined |
| 3 had been hoping     | 6 had been surfing |

## Teaching Tip

You could expand on this grammar section further by asking students to work in pairs to stage an interview with the surfer in the picture in the bottom left-hand corner of page 87. One student in each pair should be the interviewer and the other should be the surfer. Give the 'interviewers' a few minutes to prepare some questions to ask their partner. Encourage them to use the *Past Simple*, *Past Perfect Simple* and *Past Perfect Continuous* tenses as much as possible. When they have finished, ask the 'interviewers' to report to the class what their partner said or ask a couple of pairs to act out their 'interview'.

## Listening

- Ask students to look at the picture at the bottom of page 88 and ask them what extreme situation it shows. Encourage them to come up with as many ideas as possible about why the people might be walking across the desert.

## A

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the instructions and elicit that they should cross out the word in each set of three that doesn't complete the sentence so that the two correct words are left for them to study.
- Remind students to read through the sentences carefully and to pay attention to the words immediately before and after the gaps as well as to the form of the words in the boxes.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should cross out the following:

- |              |            |
|--------------|------------|
| 1 limits     | 4 windiest |
| 2 incredible | 5 success  |
| 3 carry on   |            |

## B

- Give students a minute to practise saying the alphabet to their partner. Then practise as a class. Correct their pronunciation where necessary.
- Play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class by asking a student to write the words on the board as the other students spell them out.



Answers

- |           |           |
|-----------|-----------|
| 1 Bennett | 3 Jigsaw  |
| 2 Chile   | 4 Cezanne |

Teaching Tip

Allow students to write on the board whenever possible. This helps to break down barriers between the teacher and student, and gives them a sense of being completely involved in the lesson. As a result, it makes the classroom a friendlier place to be and students will take a more active part in the lesson.

C

- Ask students to read the *Exam Close-up* box and answers any questions that they might have.
- Ask students to read the *Exam Task* text and to try and imagine what word would go in each gap. Remind students that they should pay attention to the words directly before and after the gaps to help them decide the correct word.
- Remind students that in note-taking listening tasks, they must write down the exact words they hear on the recording, but that the ideas in the incomplete sentences might be worded slightly differently to what they hear on the recording.

D

- Ask students to complete the *Exam Task*. Explain that they will hear an audio track and that they have to find the missing words in the summary text.
- Play the recording once all the way through and ask students to add their answers. Then ask students to compare their answers with a partner.

E

- Check the answers as a class.
- Once answers have been checked, you could ask students to look at the picture at the bottom of the page again to discuss how it is related to the recording. You could also ask them for their reactions to this race.

Answers

- |           |              |
|-----------|--------------|
| 1 Atacama | 5 Antarctica |
| 2 250 km  | 6 whales     |
| 3 winds   | 7 a ship     |
| 4 breathe | 8 extreme    |

Speaking

A

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

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

Answers

Students' own answers

B

- Ask students to read through sentences 1-5 and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify their answers to their partner.
- Check answers as a class.

Suggested answers

Students should tick the following: 1, 2, 4, 5

Useful Expressions

- Read the expressions and sentences in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.

C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Remind them of the expressions in *Useful Expressions* and encourage them to use these in the task in C.
- Before students do C, you could revise the list of words associated with extreme situations that they made in the Unit opener, and explain that they can use them where appropriate to help them expand their ideas.
- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to take it in turns to explain their words to each other.
- Explain that Student A will carry out his or her task first.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about one of the words. Ask the other Student As if they agree or if they have something else to add. Then ask a few Student Bs to talk about one of their words.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

D

- Ask students to read the instructions and to decide who will be Student A and who will be Student B. Then ask them to read their specific task above pictures 1 and 2.
- Ask students to work in pairs and explain that Student A will carry out his or her task first.



# 7 Extreme Situations

- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- As a class, ask one Student A to tell the rest of the class what he or she said about their picture. Ask the other Student As if they agree or if they have something else to add. Then ask a few Student Bs to describe their picture.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

### Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to call out any qualities and skills they think are necessary to do extreme sports and make a list of them on the board (e.g. *determination, courage, fearlessness, tough, strong, be good... with your hands/ at climbing/at swimming, be able not to panic, etc.*).
- Ask students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one question until they have all had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

## Vocabulary

### A

- Read the instructions to the students and explain that they will circle the correct preposition to complete the phrases.
- Ask students to read the phrases carefully.
- Ask students to do the task individually, but check as a class.

## Answers

1 about 2 of 3 over 4 in 5 below 6 on 7 across  
8 above 9 over 10 in

### B

- Ask students to look at the picture on page 90 and to say how they might feel if they were in this place and what they imagine the conditions there to be like.

- Ask students to read the text without filling in any answers at this stage, to find out which extreme places are mentioned (*Mount Everest, the Sahara Desert and the Amazon*).
- Remind students that they should read all three options for each item carefully and pay attention to the words immediately before and after the gaps.
- Also, remind them that they should read the text again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### Teaching Tip

You could expand this task further by asking students to get into pairs to discuss which of these extreme places they would most and least like to visit. Encourage them to justify their opinions.

### C

- Elicit that words 1–6 are all verbs. Read the words and phrases a–f to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all Collocations & Expressions in *Close-up* on page 182 for their reference.

## Answers

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

### D

- Ask students to read the sentences and underline key words and phrases that give them clues to what the missing collocation is.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |              |                       |
|--------------|-----------------------|
| 1 do, best   | 4 get lost            |
| 2 save, life | 5 go missing/get lost |
| 3 keep calm  | 6 make the journey    |

### Ideas Focus

- Ask students to work in pairs and to take it in turns to discuss the statements.
- Encourage them to justify their answers.
- As a class, ask each pair to comment on one of the statements and repeat until they have all answered a question.
- You could also activate the vocabulary in this lesson further by assigning one of the collocations in C to every student and asking them to write a sentence describing an extreme situation related in some way to the collocation. Ask them to include the collocation in the sentence in as natural a way as possible. When students have finished, ask them to read their sentence out to the rest of the class.

## Answers

Students' own answers

### Grammar

- Ask the following questions at random round the class, making sure each student answers at least one.
  - Who holds the record for being the youngest person to sail round the world? (*Jessica Watson – at time of going to print*)
  - Which mountain range did Flight 571 crash into in 1972? (*The Andes*)
  - Flight 571 was going to Spain, wasn't it? (*No, it was going to Santiago, Chile.*)
  - There were basketball players on the plane, weren't there? (*No, there were rugby players on board.*)
  - Didn't Ed Stafford walk the length of the Amazon? (*Yes, he did.*)
  - Wasn't his expedition a great achievement? (*Yes, it was.*)
- Explain to students that the questions you asked were all different types of questions – some used question tags and others were subject, object or negative questions. Explain that this is what they will learn about in this part of the lesson.

A

- Ask students to read the instructions and sentences 1–2 and to underline the verbs.
- Check answers as a class.

### Answers

Students should underline the following:

were rescued, weren't  
haven't reached, have

B

- Ask students to fill the gaps to complete the rules.

### Answers

end; negative; affirmative

C

- Ask students to read the instructions and elicit that they have to underline the verbs in the sentences. Ask students to do the task individually, but check answers as a class.

### Answers

Students should underline the following verbs:  
climbed, will, try to find

D

- Ask students to read the instructions and elicit that students have to answer True or False to the statements 1–4.
- Ask students to do the task individually, but check answers as a class.

## Answers

1F 2T 3F 4F

E

- Ask students to read sentences 1–2 and to match them with one use of negative questions a or b.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2a

Now read the Grammar Reference on pages 168–69 (8.1–8.9) with your students.

F

- Ask students to read sentences 1–10 and then read the question tags a–j.
- Encourage students to look back at A and B for the rules about question tags if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

G

- Ask students to read the instructions and check that they understand what they have to do. Answer any questions that they might have.
- Explain to students that they should use the information in the sentences 1–8 to write their questions and that sometimes they won't use all of the words from the sentences in their questions as this will be the information the question will ask about.
- Do the first item (1) together as a class and check students understand the task before they do the rest.
- Remind students that subject questions follow the word order used in statements, whereas object questions follow the word order used in questions.
- Remind students to look at the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- Who does James play tennis with?
- Who was teaching basketball skills?
- Who went fishing with Dad?
- Who borrowed the blue racket?
- Who did the coach ask to join the team?
- Who is fixing Jack's net?
- Ted took up what sport?
- What (puppy) did the the boy decide to get?



# 7 Extreme Situations

## H

- Ask students to read the instructions and make sure they understand that, using the words in brackets, they have to write questions which would be appropriate responses to the sentences on the previous lines.
- Remind students to look back at C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 Isn't she coming with us?
- 2 Weren't you scared?
- 3 Aren't you tired?
- 4 Didn't anyone tell you about the trip today?
- 5 Haven't we met somewhere before?

## Teaching Tip

You could expand this task further by asking students which use of negative questions each item in H is. (1, 2, 3 & 4 are used to express surprise and 5 is used when we expect the listener to agree with us.)

## Writing: a story (2)

- Ask students to read the information on Using narrative tenses and explain anything they don't understand. Remind students that these tenses are analysed in the Grammar References 2.1 and 2.2 on page 163, and 7.1, 7.2 and 7.3 on pages 167–168. Encourage them to revise these sections before they do the writing task for this lesson.

## A

- Ask students to read through sentences 1–8 carefully and to underline any other verb forms besides the missing ones that are in them. Ask them to think about when the action in these verbs happened in relation to the action described by the missing verbs.
- Remind students to pay attention to the subject of the verbs before each gap.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 threw
- 2 had been sitting/were sitting
- 3 had made
- 4 had run/had been running
- 5 chased
- 6 were swaying, was shining
- 7 heard
- 8 kept/had kept

## B

- Ask students to read the writing task and to underline any key words before they start.
- Ask students to do the task on their own and then check their answers with a partner.
- Check answers as a class.

## Answers

1T 2T 3F 4F 5T

## C

- Ask students to skim through the story, without circling any answers at this stage, to find out who 'Everyone' was in the story and why they were scared to death (*They are school children and they are scared because they got trapped in a cave.*).
- Remind students to pay attention to the words either side of the options in red. Encourage them to look back at the Grammar Reference if they need help with the task.
- Remind students to read the story again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                  |               |
|------------------|---------------|
| 1 had ever seen  | 6 had told    |
| 2 were screaming | 7 had decided |
| 3 was            | 8 ran         |
| 4 kept           | 9 explained   |
| 5 remembered     | 10 told       |

## D

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

## Answers

1F 2T 3T 4T 5F

## E

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

## Answers

1d 2b 3c 4a

## F

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which tenses they could complete each of the expressions with. If you have time, ask them to write sentences of their own beginning with these expressions.



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

## Answers

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

G

- Ask students to read the instructions in the *Exam Close-up* box and the *Exam Task* and to underline any key words and phrases.
- Explain to students that before they begin a piece of writing, they should plan it carefully.
- Give students time to make a plan for their story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for stories on page 179.

## Answers

Plan

- Para 1: Use the sentence given and set the scene for the story.
- Para 2: Introduce the main character and an event that creates suspense.
- Para 3: Describe reactions to the event and give more background details.
- Para 4: Describe how the plan is carried out and what happens next.

## Suggested answers

Nobody knew where they were. Ten people were trapped on a mountain top in a terrible snowstorm.

The snow continued to fall. Sheila had never been in such a situation before, but didn't panic. The other skiers looked frightened though. More than eight hours had passed since the snowstorm and there was no sign of anyone coming to rescue them.

All of a sudden, Sheila remembered something. During the storm, she had fallen and left her mobile phone in the snow because she didn't want to lose the others.

As quick as lightning, Sheila ran to where she had fallen, found the phone and saw that it was still working. She called her dad. 'Don't worry,' he said comfortingly. 'A rescue team is already on its way.' Sheila was relieved. Their ordeal was almost over.

## Useful Expressions

- Remind students that the words and phrases here can be used to create suspense and that they should try to include one or two of them in their stories.

# 7 Coast Guard School

## General Note

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

## Background Information

The US Coast Guard's national motor lifeboat school is the only one of its kind in the US. It is situated at the mouth of the River Columbia at Cape Disappointment, outside Washington. The school has 60 staff and its main function is to train and re-train coast guards on the use of the 47 foot motor lifeboats they use. At the moment, there are 42,000 people on active duty in the US coast guard. Their missions include safety at sea, search and rescue and drug intervention as well as other law enforcement duties. For further information, visit [www.uscg.mil](http://www.uscg.mil).

## Before you watch

### A

- Ask students to look at the title of the section and the picture on page 94 and ask them how they are related.
- Read words 1–4 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to read through all the meanings in a–d before they match up any answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

1d 2a 3c 4b

## While you watch

### B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students to predict what they are going to learn about.
- Play the video all the way through without stopping and ask students to write down their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video again and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

1T (00:50)	4F (02:07)
2F (01:18)	5F (02:52)
3F (01:23)	6T (03:06)

## After you watch

### C

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

## Answers

1 mercy	5 convinced
2 violent	6 prove
3 training	7 satisfaction
4 missions	8 tragedy

## Ideas Focus

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

## Answers

Students' own answers

# 8 Time to Spare

<b>Reading:</b>	multiple-choice questions, reading around the gap
<b>Vocabulary:</b>	words related to free time, phrasal verbs
<b>Grammar:</b>	modals & semi-modals 1 & 2
<b>Listening:</b>	multiple-choice questions (pictures), predicting from pictures
<b>Speaking:</b>	talking about free-time activities, decision making, talking about all the options, talking about possibility
<b>Writing:</b>	postcard, linking words & phrases, writing the correct amount, writing a postcard

## Unit opener

- Write *Time to Spare* on the board and ask students what they think it means (*free/extra time*). Say the phrase and ask them to repeat it. Correct their pronunciation if necessary.
- Ask students to turn to page 95 and ask them what they think the unit will be about (*free-time activities*).
- Ask students what they like to do when they have time to spare. Make a list on the board of all the activities they mention and then ask them if they can think of any other free-time activities that they don't do personally. Try to elicit *listening to music, reading, watching DVDs/TV, going to clubs, spending time with friends and family, going to the cinema, eating out, exercising, shopping and going out for the day*.
- Ask students to work in pairs or small groups to discuss the picture and accompanying caption on page 95. Encourage them to say what their reaction is to the activity.
- Ask if they would like to try this themselves and their reasons why or why not.

## Reading

- A
- Ask students to read the instructions and make sure they understand that they have to put the free-time activities in order of popularity among young people in the UK and not according to their own habits. Encourage students to guess as it is unlikely they will know the correct answers.
  - Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify their answers.
  - Check answers as a class.

## Answers

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1 Spending time with family/friends | 6 Going to after school clubs |
| 2 Listening to music                | 7 Exercising                  |
| 3 Watching TV                       | 8 Eating out                  |
| 4 Shopping                          | 9 Going out for the day       |
| 5 Going to the cinema               | 10 Reading                    |

## B

- Ask students to read the instructions and work in pairs or small groups to discuss activities people do that are dangerous, and talk about what makes the activities dangerous (e.g. *bungee jumping, base jumping, mountain climbing, skiing, car racing, sailing, windsurfing, parachute jumping*).
- Ask each pair or group to tell the class one of their ideas and to say why the activity is dangerous. Encourage students in other groups to add their reasons for why it might be dangerous (e.g. *bungee jumping – danger of hitting something or the elastic breaking, base jumping – short amount of time to release a parachute, mountain climbing – can fall and break an arm or a leg, or fall down the mountain, skiing – could ski into a tree or other obstacle, break an arm or a leg or sustain a head injury, car racing – possibility of crashing the car and being injured, sailing – winds that are very strong, strong current, boat turning over, drowning, windsurfing – falling and hurting themselves on the board, drowning, parachute jumping – parachute not opening, ropes tangling*).
- Continue until students have told the class all their ideas.
- Deal with any problems in pronunciation that came up.

## C

- Ask students to look at the pictures that accompany the text as well as the title to help them decide where the activity takes place.
- Then ask them to skim through the text to find out if they were correct. Encourage them to change to 'skim' as they have just been told to skim the text.

## Answer

inside a cave

## Word Focus

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

## D

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Remind them to make sure that the word they choose to complete the gap fits logically with the sentence before



# 8 Time to Spare

and after the gap. Explain that they should also read the whole text through again once they have completed all the gaps, to make sure everything makes sense.

- Ask students to read the text again and write down the words they think should complete each gap.
- Ask students to do the task individually and then compare what they have written with a partner. They should discuss their answers and make any changes. Invite students to tell you a word for each gap and write their suggestions on the board. Reach a class consensus about each answer and leave the answers on the board.

## E

- Ask students to read the instructions and then hand out a photocopy of the answer choices to each student.
- Ask them first to look and see if the words they chose in Task D are included in the options a–d. Tell them to look at all the options to see if their choice is correct.
- Ask students to do the task individually, but check answers as a class. Ask students how many of the words they had correct before they saw all the answer options. Remind them this is how they should approach all tasks of this type.
- If students seem interested, you might like to give them further information using the *Background Information* box below.

### Exam Task word options

1 A used	B has	C is	D was
2 A which	B where	C who	D when
3 A as	B if	C even	D though
4 A dress	B costume	C equipment	D outfit
5 A cap	B scarf	C hoodie	D helmet
6 A amounts	B other	C also	D others
7 A these	B this	C their	D that
8 A save	B protect	C rescue	D defend
9 A casual	B messy	C fast	D careless
10 A how	B because	C why	D so

## Answers

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

### Background Information

Stephen Alvarez is an expedition explorer for the *National Geographic* magazine. He has photographed caves in Borneo, Mexico, Belize, Papua New Guinea, Canada and the US, as well as high-altitude archaeological sites in Peru, jungles in Suriname and rainforests in Costa Rica. The pictures which accompany the text were taken by him. The Ora Cave is on an island called New Britain, just off Papua New Guinea. A team of 12 adventurers, of which Alvarez was one, explored these caves and discovered extremely fast-flowing rapids in river caves, which are probably the biggest in the world known to date. The team's goal was to descend into the cave in order to follow the river to its end. The explorers found 8 miles of river caves. This expedition was especially risky as it was on a small island and there was no rescue team nearby. For further information, visit <http://ngm.nationalgeographic.com/2006/09/raging-danger/sheatext>

## F

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that they are all verbs.
- Encourage students to read through all the definitions before filling in any answers and to read back through their answers, to check them when they have finished.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 surround	4 explore
2 destroy	5 crawl
3 capture	6 flow

### Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Tell students to work in pairs or small groups to discuss their ideas.
- As a class, make a list on the board of the unusual pastimes they would like to try.
- As students tell you, ask them to explain what makes them interesting.

## Suggested answers

Students' own answers

## Vocabulary

## A

- Read the activities 1–8 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which, if any, of these activities they do or have done in the past.
- Encourage students to look carefully at the pictures a–d before writing any answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## B

- Ask students to read the instructions and explain that they are going to complete the sentences using some of the words from Task A.
- Encourage students to read the whole sentence in each item before writing their answers.
- Remind them to read the sentences again to check their answers once they have finished.
- Ask students to do the task individually, but check answers as a class.
- When finished, ask students to write sentences for the two words that were not used. Invite students to read them to the class.

Answers

- 1 drama

2 painting

3 photography
- 4 martial arts

5 cookery

6 sculptures

C

- Ask students to read the instructions and make sure they understand they are going to use the free-time activities from Task A to talk about.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to work in pairs and take it in turns to discuss the activities in the photos, using the words in the yellow wordbank, and say how much they like or dislike each one.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to repeat one of their conversations and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Grammar

- Ask the questions below at random round the class, making sure each student answers at least one question.
  - Can you play an instrument?
  - What might you do this weekend?
  - Where do you have to go to see a play near you?
  - Were you able to swim when you were five?
  - Could you open the window?
  - What should I do in my spare time?
  - Which needn't you take to the gym – trainers, a tracksuit or a newspaper?

- Elicit from students that all the questions contained modal verbs and explain that this is what they will learn about in this part of the lesson.

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask individual students to read one each of the sentences in Group 1. Then as a class, decide what they have in common. Ask for their ideas and write them on the board to compare with their answers in B. Repeat for Groups B and C.

B

- Ask students to read the instructions and work in pairs to complete the task.
- Check answers as a class.

Answers

Group 1	possibility and certainty
Group 2	ability
Group 3	permission and request

Now read the Grammar Reference on pages 168-69 (8.1-8.9) with your students.

C

- Encourage students to read each pair of sentences through to get the gist of them and to look carefully at all three options before choosing their answers.
- Remind students that they can look back at A in the Grammar box and at the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

You could expand this section further by asking students to work in pairs or small groups to make a fact sheet for a free-time activity, such as the one in the picture on page 99. The factsheet should describe the activity and what you must have/don't need for it, where/when you can do it, how you should do it, what you mustn't do during the activity, as well as any special abilities you must have to do it, etc. Go round the class helping students with their fact sheets and pointing out any corrections that need to be made to modal verbs. When they have finished, hang their fact sheets on the wall and ask them to read each other's whenever they have free time.

D

- Ask students to work in pairs and take it in turns to ask and offer advice for each situation. Remind students they should use the appropriate modal verb in their advice.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure, the incorrect use of a modal verb and pronunciation problems.
- Ask each pair to tell the class what advice they suggested for one of the situations, and repeat until each pair has had a turn.



# 8 Time to Spare

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

## Listening

### A

- Ask students to read the instructions and to look quickly at the pictures in 1 and 2. Elicit that they don't have to name the objects or places, but just to say how they are connected.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any differences they have.
- Check answers as a class.

### Suggested answers

- 1 means of transport/getting around/travelling/journeys
- 2 pastimes/entertainment/spending money/going out for the day

### B

- Explain to students that often questions in listening tasks ask about the thing that connects the three pictures. Ask students to use their answers in A to help them with B.
- Encourage them to name the objects and places in the pictures (e.g. *car, coach, train, theatre, shopping, restaurant*) as they do this task.
- Remind students to discuss any words the people might say (e.g. *fast, comfortable, cheap, expensive, comedy, clothes, hungry, fast food*).
- Check answers as a class.

### Answers

Students' own answers

### C

- Ask students to read the instructions and make sure they understand they will be looking back at the pictures in A.
- Explain to students that they will only hear the conversations once.
- Play the recording once all the way through and ask students to write their answers. Check the answers as a class and ask students to justify their answers.

### Answers

1c 2b

### D

- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
- Explain that information relating to all three pictures will be heard on the recording, but the questions might not ask about the most obvious part of the conversation. For example, someone might express a change in opinion or plans and the question could either ask what the person had in mind to begin with or what he/she decided in the end.

- Then ask students to read the *Exam Task* and look at the pictures. Ask them to note down any words they think they might hear to do with the pictures.
- Ask students to tell the class some of the words they have written down.

### E

- Give students a few minutes to study the pictures and to discuss with a partner what each one shows as well as the similarities and differences between them. Before listening to the recording, elicit the times in 1, *sailing, water-skiing, windsurfing, concert, classical music, orchestra, piano recital, plain, spotted, striped, bed, chair, on, under, twenty, thirty, fifty, cooking, gardening* and *surfing the net*.
- Play the recording once all the way through and ask students to mark their answers. Check the answers as a class and ask students to justify their answers.

### Answers

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

## Speaking

### A

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

### Answers

Students' own answers

### B

- Ask students what kinds of things they do to keep themselves occupied on a long car journey. Ask students what they think are the advantages of travelling by car. Ask if they think there are any disadvantages to car travel. Then ask what their favourite means of transport is for a long journey.
- Ask students to look at statements 1–6 and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any differences.
- Check answers as a class.

### Suggested answers

1D 2A 3D 4D 5A 6A



Useful Expressions

- Explain to students that the speaking task in this lesson involves discussing the advantages and disadvantages of different items.
- Read the phrases for *Talking about possibility* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.

C

- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
- Explain that in this task one of the students should talk about the possibility of the first item using some of the *Useful Expressions*. The second student will agree or disagree with a reason for their opinion and then move on to the next item.
- Remind students it is important to talk about all the items before reaching a decision.
- Now ask students to read the *Exam Task* and think of some advantages and disadvantages of each item.

D

- Ask students to read the instructions again and work with a partner to complete the task.
- Remind students to use the *Useful Expressions* when they are discussing each item.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to discuss one of the items and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Vocabulary

A

- Remind students that when they come across new phrasal verbs, they should note down their meaning as well as an example sentence showing their meaning in context. Draw a large circle on the board and write *call* in the centre. Draw lines out from it and at the end of one line write *out* and at the end of another write *for*. Ask students for other prepositions that form a phrasal verb with *call* (e.g. *in, on, at, up, by, off, down, back, upon*). Explain this is a spidergram and a visual means of recording phrasal verbs.
- Read the phrasal verbs to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to look at the picture at the bottom of the page and ask them to speculate about the relationship between the four teenagers (e.g. *friends, family, actors*) and what they might be talking about (e.g. *the weekend, lunch, a school subject*). Encourage everyone to express their opinion.
- Ask students to read the sentences and think about the meaning of each one and which phrasal verb might complete it correctly. Remind students to put the phrasal verb in the correct form.
- Remind students to read the sentences through again once they have finished to make sure they makes sense.
- Ask students to do the task individually, but check answers as a class.

Answers

- |               |               |
|---------------|---------------|
| 1 find out    | 5 calls for   |
| 2 try out for | 6 cut out for |
| 3 show off    | 7 taken up    |
| 4 take to     | 8 called out  |

C

- Ask students to read the instructions.
- Explain that they have to replace the words in bold in the sentences with some of the phrasal verbs from A.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all the phrasal verbs in *Close-up* on page 184.

Answers

- |            |               |
|------------|---------------|
| 1 show off | 4 calls for   |
| 2 take to  | 5 cut out for |
| 3 take up  | 6 find out    |

D

- Ask students to look at the words in bold in the questions and elicit that they come from task A.

# 8 Time to Spare

- Ask students to work in pairs to take it in turns to ask and answer the questions. Encourage them to justify their answers.
- Then as a class, ask the questions at random, making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to discuss any other pastimes their friends or family do that they consider strange or unusual. Encourage them to talk about why they think they are unusual and if they would like to do any of these activities themselves.

## Answers

Students' own answers

## Grammar

### A

- Ask students to read the instructions and ask five different students to read one each of the sentences in Group 1. Then as a class, decide what the modal verbs in that group have in common. Then ask the students to look at the other two groups and, with a partner, decide what the modal verbs have in common.
- Ask pairs to tell you their ideas, but do not confirm answers as right or wrong yet.

### B

- Ask students to work with the same partner and look at the functions listed to see how similar they are to their ideas in A.
- Tell students to write their answers. Check as a class.

## Answers

<b>Group 1</b>	permission and request
<b>Group 2</b>	necessity, obligation and prohibition
<b>Group 3</b>	lack of obligation or necessity

Now read the Grammar Reference on pages 168-69 (8.1-8.9) with your students.

### C

- Ask students to read the instructions and all the options before they choose an answer.
- Remind students that they can look back at the Grammar box and Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### D

- Remind students to read through each sentence and to look carefully at each option and the words immediately before and after each gap before writing any answers.
- Encourage students to read the sentences again once they have finished to check their answers.

- Remind students that they can look back at A in the Grammar box and Grammar Reference if they need help with the task.
- Ask students to do the task individually, and then compare their answers with a partner. Check answers as a class.

## Answers

1 shouldn't, h	5 must, f
2 mustn't, g	6 can, b
3 Do we have to, e	7 He doesn't have to, a
4 Could, d	8 may, c

## Teaching Tip

You could expand on the grammar in this section further by writing the situations below on the board. Ask students to work in pairs to take it in turns to comment on each situation using modals.

- Your partner went out in the snow without a coat and now she's freezing. (*You shouldn't go out in the snow without a coat.*)
- Your partner says he/she is going to watch X-Factor on TV tonight, but it isn't on tonight. (*You can't watch X-Factor tonight on TV because it isn't on tonight.*)
- Your partner is going to pay a fortune for new swimming goggles, but you can give him/her a spare pair that you have. (*You don't have to pay / needn't pay a fortune for new swimming goggles. I can give you a spare pair of goggles I have.*)
- Your friend has just accepted a job he/she doesn't really want to do. (*You don't have to take the job if you don't want to do it.*)

## Writing: a postcard

- Ask students how often they write and send postcards to friends or family when they are on holiday. If they do not send postcards, ask them why not.
- Explain to students that they are going to learn how to write a postcard in this lesson.
- Ask students to read the information on *Linking words and phrases* and explain anything they don't understand.
- Ask students to come up with two or three possible things they could write in a postcard about the place shown in the picture next to the *Learning Focus* box (e.g. swimming, the sea, restaurants, cafés, architecture, the weather). Encourage everyone to say something that they could write in a postcard, even if it is not relevant to the photo.

## Teaching Tip

Try to relate the material in each lesson to the students in some way. This helps them to see how English and the skills they are being taught are useful and relevant to their everyday lives, instead of being just a lesson.

### A

- Ask students to read the instructions and point out that they can refer back to the *Learning Focus* box to help them make their choices.



- Remind students to read the sentences before they circle their answers and to read them again after making their choices to see each one makes sense.
- Ask students to do the task on their own and then to compare it with a partner's answers and justify any differences.
- Check answers as a class.

## Answers

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

- B**
- Ask students to read the writing task and to underline any key words before doing the task.
  - Ask students to answer the questions on their own and then to check their answers with a partner.
  - Check answers as a class.

## Answers

- 1 a postcard
- 2 your friend Jo
- 3 information about your holiday, say what you are going to do tomorrow
- 4 When are you going on holiday?
- 5 35–45 words

- C**
- Ask students to read the example postcard again and circle the linking words and phrases that Luke has used.
  - Ask students to do the task individually, but check answers as a class.

## Answers

- 1 as well as, like, and

- D**
- Ask students if they have eaten any of the food mentioned in the postcard. Ask them if they have ever tried water-skiing or if they would like to and why.
  - Ask students to read points 1–8 and then to look back at the postcard to help them find the answers.
  - Ask students to do the task individually, but check answers as a class.

## Answers

- Students should tick the following:  
1, 3, 4, 6, 7 & 8

- E**
- Ask students to read the instructions in the *Exam Task* and underline the key words. Explain anything they don't understand.
  - Remind students that they should always make a plan for their writing before they begin.
  - Ask them to skim through the example postcard again and complete the sentences with their own ideas about a holiday. Monitor and help with vocabulary where necessary.

- Ask students to do the task individually, but ask for their ideas as a class.

## Answers

Students' own answers

## Useful Expressions

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the example postcard (*We're having a lovely time. ...The food is ... We've had ...*).

## F

- Read the information in the *Exam Close-up* box to students and answer any questions they might have. Explain that it is important they write the correct number of words for the task, so they should count them to make sure.
- Ask students to read the *Exam Task* again and remind them to use the *Useful Expressions* and their ideas from E. Tell them they will not need to use all of them and remind them to be careful with the word limit. They should also check their work to make sure they have included the points they were asked to and an address. Set the writing task for homework.

## Suggested answers

Hi Ed,

We're on holiday in France. The hotel is lovely.

We've done some sightseeing. We've been to the Eiffel Tower and tomorrow we're going to Disneyland.

When are you going on holiday? Send me a postcard!

See you soon!

Jo





# 8 Young Adventurers

## General Note

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

## Background Information

Caving is a pastime that was started by Frenchman Edouard-Alfred Martel (1859–1938). It involves the exploration of caves for leisure, as opposed to speleology, which is the scientific study of caves and their environments. Cave systems are among the last unexplored places on Earth today. Cavers take great care once inside a cave and always wear protective clothing such as hard hats and waterproof overalls. A headlamp is usually worn on their hard hats so that they can see where they are going while keeping their hands free.

## Before you watch

A

- Ask students to look at the picture on page 106 and ask them what the person is doing and why he might be there.
- Read the words in the yellow wordbank to students and then ask them to label the picture.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |         |
|-------------|---------|
| 1 caver     | 3 ledge |
| 2 waterfall | 4 ropes |

## While you watch

B

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

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

## Answers

- |                       |                      |
|-----------------------|----------------------|
| 1 ordinary (00:11)    | 4 drop (01:11)       |
| 2 option (00:57)      | 5 encourages (01:42) |
| 3 necessities (01:07) | 6 bigger (03:37)     |

## After you watch

C

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

## Answers

- |               |                |
|---------------|----------------|
| 1 techniques  | 5 narrow       |
| 2 descend     | 6 confidence   |
| 3 underground | 7 huge         |
| 4 choice      | 8 exhilarating |

## Ideas Focus

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

## Answers

Students' own answers

# Review 4

## Units 7 & 8

### Objectives

- To revise vocabulary and grammar from Units 7 and 8

### Revision

- Explain to students that the tasks in Review 4 revises the material they saw in Units 7 and 8.
- Remind students that they can ask you for help with the exercises, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, or ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Remind students not to leave any answers blank. They should try to find any answers they aren't sure about in the units or reference sections.
- Inform students in the lesson before the review that they will have a review during the next lesson so that they can revise for it. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

### Vocabulary Revision

- Write the following pairs of words on the board and ask students to explain the difference between them: *journey/expedition, limits/conditions, companion/explorer, gaming/martial arts, cut out for/try out for, call out/call for* and *take to/take up*.
- Ask students which collocations they know with *keep, go, get, do* and *save*. Make sure they mention *do one's best* and *go on a journey* and ask them to write sentences using these collocations.
- Ask students the questions below at random round the class, making sure each student answers at least one question.
  - Why might someone collapse?
  - Would you be able to cope with being lost on a mountain?
  - Would you find it difficult to adapt to life in the Amazon?
  - Which of your abilities do you tend to show off about?
  - Have you taken up a new hobby recently?
  - Do you think exploring caves is exhilarating?
  - Could you cope with below freezing temperatures?
  - What job do you think you are cut out to do?

### Grammar Revision

- Write the verb *explore* on the board and ask students to write it in the affirmative, negative and question forms of the Past Perfect Simple and Past Perfect Continuous tenses. Then revise the uses of these tenses.
- Write the following incomplete questions on the board and ask students to complete them with a question tag.
  - You come from France, \_\_\_\_? (*don't you*)
  - The climbers didn't reach the summit, \_\_\_\_? (*did they*)
  - She will come on the expedition, \_\_\_\_? (*won't she*)
  - The plane hasn't left yet, \_\_\_\_? (*has it*)
  - Let's set off at six o'clock, \_\_\_\_? (*shall we*)
- Write the sentences below on the board and ask students to correct them.
  - Is that not a famous explorer over there? (*Isn't that a...*)
  - Which mountain they climbed? (*Which mountain did they climb?*)
  - Who did fall into the river? (*Who fell...*)
 Then revise subject, object and negative questions as a class.
- Ask students to write sentences of their own using *can* for ability, *may* for possibility and certainty, *must* for possibility and certainty, *should* for advice and suggestions, *have to* for obligation, *needn't have* for lack of obligation and necessity, and *be able to* for ability.
- Remind students that modal verbs are followed by bare infinitives to refer to present or future. Also remind them that *be able to* can be used in any tense.

### Vocabulary

#### A

- Ask students to look at the words in bold and to write which part of speech each one is next to it.
- Then ask students to read through the sentences and to decide which part of speech is missing from each gap. Point out that it will be a different part of speech from the word in bold.
- Encourage students to read back through the sentences once they have finished to check their answers.

### Answers

- |                |               |
|----------------|---------------|
| 1 exhilarating | 6 photography |
| 2 sculptures   | 7 survival    |
| 3 cookery      | 8 gaming      |
| 4 painting     | 9 boastful    |
| 5 strength     | 10 exhausted  |

B

- Ask students to read through the sentences for gist before filling in any answers.
- Encourage students to look for clues to help them decide which preposition is correct.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

- |           |          |
|-----------|----------|
| 1 off     | 6 with   |
| 2 for     | 7 for    |
| 3 between | 8 up     |
| 4 to      | 9 below  |
| 5 for     | 10 above |

C

- Read words 1–6 and a–f to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually but check the answers as a class.

Answers

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

D

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

Answers

- |             |           |
|-------------|-----------|
| 1 companion | 4 do      |
| 2 collapse  | 5 adapt   |
| 3 go        | 6 prevent |

Grammar

A

- Ask students to read the instructions and encourage them to read the text for gist before filling in any answers. They should underline any time expressions. Explain that these will help them to find the correct tense.
- Tell students to look back at page 87 and Grammar References 7.1 to 7.3 on pages 167–168 for a reminder if they need to.

Answers

- |                      |                       |
|----------------------|-----------------------|
| 1 decided            | 5 had not/hadn't told |
| 2 had been exploring | 6 had had             |
| 3 had been climbing  | 7 was                 |
| 4 tried              | 8 managed             |

B

- Ask students to read through the sentences for gist and the three options before choosing any answers.
- Encourage students to think about whether each item tests question tags, subject/object questions or negative questions.
- Tell students to look back at page 91 and Grammar References 7.4–7.6 on page 168 for a reminder if they need to.

Answers

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

C

- Ask students to read each pair of sentences and to underline the information in the first sentence that is missing from the second sentence. Then ask them to consider how the word in bold relates to the missing information.
- Encourage students to think about the function of each sentence.
- Tell students to look back at pages 99 and 103 and Grammar References 8.1–8.9 on pages 168–169 for a reminder if they need to.

Answers

- |                               |
|-------------------------------|
| 1 may be lost                 |
| 2 were able to                |
| 3 should ask                  |
| 4 had to wear                 |
| 5 did not/didn't need to find |
| 6 must have reached           |
| 7 need not/needn't have taken |



# 9 High-Tech World

<b>Reading:</b>	true/false, finding the answers
<b>Vocabulary:</b>	technology-related words, prepositions
<b>Grammar:</b>	passive voice: tenses, <i>by</i> & <i>with</i> , passive voice: gerunds, infinitives & modal verbs
<b>Listening:</b>	multiple-choice questions (pictures), listening again
<b>Speaking:</b>	talking about technology, decision making, making a decision, deciding
<b>Writing:</b>	sentence transformation (2), using collocations, checking the meaning

## Unit opener

- Write *High-Tech World* on the board and elicit that *tech* is short for *technology*. Tell students you will give them five minutes to write down as many words of three letters or more using the letters in *high-tech world* (*height, the, get, got, hit, lord, word, lie, drew, dot, dote, thigh, weight, etc.*).
- Explain to students that *High-Tech World* is the title of Unit 9 and ask them what kind of issues they think will be dealt with in this unit.
- Ask students to turn to page 109 and to look at the picture and its accompanying caption. Ask them to describe the picture in pairs and to say why these objects may be useful. Encourage students to discuss their reaction to the picture.
- If students seem interested, you might like to give them further information using the *Background Information* box below.

### Background Information

These robotic fish are called Robopike, named after the fish called pike. They were manufactured by students at the Massachusetts Institute of Technology (MIT). Scientists constructed these fish in order to learn more about how fish propel themselves through water, and hope to solve Gray's paradox. This states that fish don't seem to have enough muscle to move themselves through water. It is tipped that if we know how fish move through water, we can create vehicles that are able to move like fish and therefore save energy. These robotic pike are 32 inches long and are made of fibreglass, stainless steel and other materials. For further information visit: <http://web.mit.edu/towtank/www/Pike/facts.html>.

## Reading

- Ask students to turn to page 111 and elicit that the object in the foreground of the picture in the top left-hand corner is a surveillance camera. Ask them where they might see a camera like this and how it makes them feel.

A

- Ask students to read the instructions and explain anything they don't understand.
- Read the words and phrases next to the bullet points and ask students to repeat them. Correct their pronunciation where necessary.

- Ask students to work in pairs or small groups to answer the question. Then as a class, ask each pair or group to summarise their answers.

## Answers

- Surveillance cameras can capture people committing crimes or displaying anti-social behaviour.
- Video cameras can also record people committing crimes or displaying anti-social behaviour. They can record the results of accidents or other disasters.
- A computer can reveal where a person is, what they are doing on the computer or Internet, and provide a record of a person's personal data.
- A mobile phone can reveal where a person is at any given time, who they are in communication with and what they are communicating about.
- A satnav is used to find the best route to a place using information from satellites.

### Teaching Tip

You could expand the previous task further by asking students to discuss the pictures and their accompanying captions on pages 110 and 111. Ask them to concentrate on the kinds of incidents that the people carrying out surveillance with these particular cameras would be interested in, such as car-related crimes (e.g. *speeding, reckless driving, joyriding, theft*), street crimes (e.g. *vandalism, muggings, murders, drug-dealing, theft, etc.*).

B

- Ask students to read the instructions and the sentences 1–3 and explain anything they don't understand.
- Ask them to skim through the text and to underline information in the text that relates to each sentence.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage students to justify any answers they have that are different to their partner's.
- Check answers as a class.

## Answers

1F 2F 3T

# 9 High-Tech World

## Word Focus

- Ask students to look at the red words in the text and to try to work out their meaning from the context they are in.
- Ask them to compare their own meanings with the definitions in the *Word Focus* box.
- Explain anything students don't understand.

## Answers

Students' own answers

### C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Encourage them to read the statements 1–10 in the *Exam Task* before they read the text, and underline the key words in them that they should look out for in the text.
- Explain that making brief notes, which only need to be three or four words long, will help them remember the topic of a paragraph and find an answer without having to read every paragraph again.
- Remind students the statements are in the same order as the information in the text.

### D

- Encourage students to read all the statements again before they start to write their answers.
- Remind them that they should read the text more carefully this time and underline any information in the text relevant to each statement.
- Ask students to do the task individually, but check answers as a class.

## Answers

1F 2T 3F 4F 5T 6F 7T 8T 9T 10F

### E

- Ask students to scan the text to find the words in red from this task. Tell them to look at these words in context to help them decide which one fits best.
- Remind students to read through the sentences before circling any answers and to pay attention to the words before and after the options. Encourage them to read the sentences again once they have finished to check their answers make sense.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students what the words they didn't circle mean and why they don't complete the sentences.

## Answers

- |           |          |
|-----------|----------|
| 1 prevent | 4 Public |
| 2 predict | 5 sank   |
| 3 control | 6 put in |

## Ideas Focus

- Ask students to read the questions and answer any queries they might have.
- Ask students to work in pairs or small groups to discuss their ideas.
- As a class, make a list on the board of the advantages and disadvantages of public surveillance. You could turn the task into a mini-debate and ask students to form groups to argue *for* and *against* public surveillance.

## Answers

Students' own answers

## Vocabulary

### A

- Ask students to cover up the words in the yellow wordbank and to work with a partner to say what they think each object is called in English.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                  |             |
|------------------|-------------|
| 1 camera         | 5 batteries |
| 2 remote control | 6 microchip |
| 3 satnav         | 7 laptop    |
| 4 tablet         | 8 USB stick |

### B

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Make sure that students realise that they should only use two of the words from each wordbank for each question.
- Encourage students to read through the sentences before writing any answers and to read them again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                             |                      |
|-----------------------------|----------------------|
| 1 install, crash            | 4 engineer, research |
| 2 gadget, instructions      | 5 lab, test          |
| 3 revolutionised, developed |                      |

## Teaching Tip

You could expand this task further by asking students what the words they didn't use in sentences 1–5 mean and get them to use them in sentences of their own.



C

- Read the instructions to students and encourage them to read through the sentences before choosing any answers. They should read them again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Ideas Focus

- Ask students to read the two questions and answer any questions they might have about them.
- Tell students to work in pairs to discuss the questions. Then, as a class, ask students at random to share their thoughts on one of the questions until all students have had a turn.
- You could activate the vocabulary in this lesson further by asking students to play a game with the words from A. Ask them to work in pairs and to take it in turns to describe an object from A without using the actual word. They can say what each object looks like, what it is used for, and any other information that their partner might need in order to guess which object is being described. Encourage students to use the words and phrases in B and C to describe the objects.

Answers

Students' own answers

Grammar

- Ask students the questions below at random round the class, making sure that each student answers at least one question.
  - Where are surveillance cameras found?
  - Who are satnavs used by?
  - Who was the television invented by?
  - Why are mobile phones banned in schools?
  - Were you given an iPod for your birthday?
- Elicit that the questions were all in the passive voice and explain to students that this is what they are going to learn about in this lesson.

A

- Ask students to read the sentence and answer the questions. They should then compare their answers with a partner.
- Check answers as a class.

Answers

- |                  |           |
|------------------|-----------|
| 1 active         | 3 They    |
| 2 Present Simple | 4 cameras |

B

- Ask students to read the sentence and answer the questions. They should then compare their answers with a partner.
- Check answers as a class.

Answers

- |                  |                   |
|------------------|-------------------|
| 1 Cameras        | 3 Past Participle |
| 2 Present Simple |                   |

C

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences and the questions in A and B if they need help.
- Ask students to do the task individually, but check answers as a class.

Answers

Answers in order of appearance: be, object

D

- Ask students to read the sentences and questions and elicit that the agent is the person who carried out an action in a passive sentence.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, ask students to look back at the text on pages 110 and 111 and to underline examples of the passive voice. Ask them to say which tense has been used in each example (*Para 1: was published – Past Simple, are always reminded – Present Simple; Para 2: are now used – Present Simple; Para 3: has been caught – Present Perfect Simple; are not actually caught – Present Simple; Para 4: has also been used – Present Perfect Simple; Para 5: had been put in – Past Perfect Simple*)

Answers

- |      |        |
|------|--------|
| 1 by | 2 with |
|------|--------|

Now read the Grammar Reference on page 169-170 (9.1 & 9.2) with your students.

Teaching Tip

Ask students to look at the picture of Aibo in the top right-hand corner of page 113. Ask them which words could be put in between Aibo and *designed* without changing the meaning (*which was*). Elicit that this is a passive form. Ask students why they think Sony have designed a robot pet, what advantages and disadvantages it might have over a real pet, and whether or not they would like one.

E

- Ask students to read sentences 1–8. They should underline any time expressions and references to help them work out which tense should go in each gap.
- Remind students to look at the words before and after each gap and to pay attention to the subject of each sentence. Encourage them to read the sentences again once they have finished to check their answers.
- Remind students that they can look back at A, B, C and D, the Grammar Reference and the Irregular verbs list on pages 174–175 if they need help with the task.
- Ask students to do the task individually, but check answers as a class.



# 9 High-Tech World

## Answers

- 1 is checked
- 2 Will the food be delivered
- 3 is not needed
- 4 was stolen
- 5 were being downloaded
- 6 are being taught
- 7 had already been sent
- 8 will be installed

### F

- Ask students to read the first sentence in each item and to underline the verbs and make a note of the tense they are in. Remind them that in passive sentences, the verb *be* should be in the same tense as the main verb in the active sentence. Point out that the subject of the verb will change and that this may affect the form of the passive verb.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 is being developed by
- 2 have been changed dramatically by
- 3 were sent to the lab by
- 4 will have been designed by
- 5 will be given instructions
- 6 ever be answered by

## Listening

- Ask students to look at the picture at the bottom of page 114 and read its accompanying caption. They should then describe to a partner what the picture shows. Encourage students to discuss why scientists might make robots like this and how they might be able to help us.

### A

- Remind students that in odd-one-out tasks, they should try to think about what connects the words so that they can decide which one doesn't relate to the other two.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 laser ('Toy' and 'model' are used to say that an object isn't the genuine article but a copy of it, but a 'laser' is a device which gives out a ray of light.)
- 2 battery ('Gadgets' and 'devices' are instruments that can be used to help you do something, but 'batteries' are used to power things.)
- 3 fossil fuel ('Ecofriendly' and 'recycled' mean to cause as little damage to the environment as possible and to change things such as plastic bottles or paper so that they can be used again. 'Fossil fuels' means a fuel, such as oil or coal, made from decayed animals or plants that lived thousands of years ago.)
- 4 individual ('Interactive' and 'participate' mean a program or video that reacts to the information it is given and to take part in something. 'Individual' means existing or living separately from other people or things.)
- 5 attach ('Try out' and 'test' mean that you use something to see how good it is, but 'attach' means to join one thing to another.)
- 6 prediction ('Exhibition' means a public show that people can go to where they can see something. 'Presentation' means the way in which something is shown or arranged, but 'prediction' means a statement about what you think will happen in the future.)

### B

- Ask students to read sentences 1–5 and answer any questions they might have.
- Explain to students that the ideas in the sentences will be heard on the recordings, but they will have to listen carefully to decide if these ideas match what is said exactly or just the basic idea of the recording.
- Play the recording all the way through once and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

1F 2T 3T 4F 5F

### C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand.
- Remind students that it is important to answer as many questions as they can the first time they listen. On the second listening, they can check the ones they have already answered, but focus more on the questions they haven't.
- Explain to students that they should never leave any answers blank. They should guess the answer if they are really not sure.

- Now ask students to read the *Exam Task* instructions and each of the questions and options, underlining the key words as they do so.
- Invite students to speculate about what they might hear for each one. Encourage everyone to offer a suggestion.

- D
- Explain to students that they will hear two people talking about a technology exhibition. Ask them to read through the questions and options again quickly. Point out that they will not hear the questions on the recording.
  - Play the recording once all the way through and ask students to write their answers. Then ask students to compare their answers with a partner.

- E
- Play the recording again. Ask students to check their answers and to fill in any missing answers.
  - Check the answers as a class and ask students to justify their answers.

Answers

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

Teaching Tip

Explain to students that they should try to listen to English as much as possible outside the classroom in order to improve their listening skills. Encourage them to watch films and TV programmes without subtitles, and to listen to radio interviews in English whenever they can.

Speaking

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

Answers

Students' own answers

- B
- Ask students to read the instructions and make sure they understand they should rank the devices in order of importance within the context of a school and not according to which ones they like the best. Encourage them to think about why each device could be important for the school.
  - Read the names of the devices out and ask students to repeat them. Correct their pronunciation where necessary.

- Ask students to do the task on their own and then to compare their answers with a partner. They need to justify any different answers they have.
- Check answers as a class.

Answers

Students' own answers

- C
- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
  - Point out that there are no right or wrong answers for this task, but clarify that their choices must be supported with logical reasons.
  - Remind students about their lists in B and ask them to work with a partner to reach a final decision together about the most important down to the least important.
  - Remind them about what they have just read in the *Exam Close-up*, so they must discuss all the options and make a final decision.
  - Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
  - Ask each pair to tell you what they have chosen as the most important and write their answers on the board to see if there is class agreement.
  - Continue asking each pair until all eight items have been agreed on by the class, or accept a majority decision. Ask pairs to justify their choice each time.
  - Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Useful Expressions

- Ask students to read the instructions for the *Exam Task* and elicit that they will decide on the most useful device shown. Also elicit that they will have to justify to their partner why they feel the device they choose is most useful.
- Ask students to read the expressions for making a decision in the *Useful Expressions* and explain anything they don't understand.
- Remind students that they should use expressions like these in order to reach a decision with their partner.

- D
- Ask students to read the task again and to remind themselves what the devices in the pictures are. Encourage them to look back at B if they get stuck.
  - Remind students that the devices are for the school's media centre. Ask them to spend a minute deciding which would be most useful and to think of reasons why it would be useful. Also encourage them to think about why the other devices wouldn't be as useful.
  - Ask students to work in pairs to discuss their choices. Remind students to use some of the *Useful Expressions* when making their decision.
  - Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any



# 9 High-Tech World

mistakes at this stage, but make a note of any mistakes in structure and pronunciation.

- Ask each pair to say which devices they chose and why, and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

### Ideas Focus

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

## Answers

Students' own answers

## Vocabulary

### A

- Ask students to read the instructions and make sure they understand what they have to do.
- Read the prepositions in the yellow wordbank out and ask students to read each item carefully before they write any answers.
- Remind students they will need to use some of the prepositions more than once.
- Ask students to do the task on their own and then to compare their answers with a partner. They need to justify any different answers they have.
- Check answers as a class.

## Answers

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

### B

- Ask students to look at the picture beneath Task A on page 116 and ask them to guess how it might be related to technology. Accept any answers at this stage.
- Tell students to read the text, without circling any answers, to see if they guessed right.

- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a prepositions list for their reference on page 183.

## Answers

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

### C

- Ask students to read the sentences to decide which preposition can follow on from the word immediately before the gap. Ask them to bear this in mind as well as the general meaning of the sentence when deciding what the answers are.
- Remind students they should use the prepositions from A to complete the sentences.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### Ideas Focus

- Ask students to work in pairs and to take it in turns to ask and answer the question. Encourage them to justify their answer.
- Then ask the question at random round the class, making sure every student answers the question.
- You could also activate the vocabulary in this lesson further by writing the prompts below on the board and asking students to use them to ask their partner questions.
  - you / ever / be / safari
  - you / be concerned / use of surveillance cameras
  - what / information / you / usually / look / on the Internet
  - what / gadget / sell like hotcakes / these days
  - you / own / state of the art / device
  - you / an expert / technology

## Answers

Students' own answers



## Grammar

- Ask students to look at the words in bold in sentences a–c and ask them if they are passive or active forms (*passive*).
- Ask them how they can tell (*The verb 'be' is used as an auxiliary verb and is followed by the past participle.*).
- Ask students to read the sentences carefully and to then answer the questions.
- Ask students to do the task individually, but check answers as a class.

## Answers

1c 2b 3a

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in A to help them.
- Ask students to do the task individually, but check answers as a class.

## Answers

Answers in order of appearance: being, to be, be

Now read the Grammar Reference on page 170 (9.3) with your students.

- Ask students to look at the picture accompanying the text and ask them how this robot is different from Aibo (*It has human characteristics*). Ask them why they think the robot has been given human facial features.
- Ask students to read the text without circling any answers at this stage, to find out if they were right.
- Remind students to underline any modal verbs, verbs and phrases which are followed by gerunds, and verbs which are followed by the full infinitive before the gaps.
- Remind students that they can look back at A, the Grammar Reference and the Irregular verbs list on pages 174–175 if they need help with the task.
- Ask students to do the task individually, but check answers as a class.
- If students seem interested, you might like to give them further information using the Background Information box below.

## Answers

- |                |                |
|----------------|----------------|
| 1 be delivered | 4 being told   |
| 2 be built     | 5 be repaired  |
| 3 being given  | 6 be handed in |

## Answers

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

## Background Information

Kismet was developed at the Massachusetts Institute of Technology (MIT) in the late 1990s. It has become a symbol of the development of artificial intelligence. Kismet can show emotions through facial expressions by moving its ears, eyelids, eyebrows, lips, head and jaw, as well as through its voice and movements.

## Writing: sentence transformation (2)

- Ask students to read the information about using collocations in the *Learning Focus* box and answer any questions they might have. They already know a lot of collocations and phrasal verbs, but remind them that it is a good idea to keep a note of any new ones they come across.
- Ask students for further examples of verb + noun, adjective + noun and phrasal verbs from the units they have already studied in this book.

## A

- Explain to students they have to match 1–8 with a–h to form collocations. Read the words 1–8 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to look at the words again and write down if they are verbs, nouns or adjectives.
- Ask students to do the task individually and compare their answers with a partner. (1 verb 2 adjective 3 verb 4 adjective 5 adjective 6 verb 7 verb 8 adjective)
- Ask students to match the words and compare their answers with a partner.
- Check as a class.

## Answers

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

## B

- Ask students to read the instructions and answer any questions. Students should write the sentences in their notebooks. Monitor and help where necessary.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students' own answers

## C

- Ask students to read the sentences without filling in any answers at this stage. Ask them to underline any modal verbs, verbs and phrases which are followed by gerunds, and verbs which are followed by the full infinitive in the second sentences.
- Remind students that they can look back at A, the Grammar Reference and the Irregular Verbs list on pages 174–175 if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

- Read the instructions in the *Exam Task* box to students and answer any questions they may have. Ask them to read all the sentences in the task on the right but not write any answers or complete them yet.
- Then ask the students to read the questions and answer them.
- Ask students to do the task individually, but check answers as a class.

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## Answers

- |              |                      |
|--------------|----------------------|
| 1 technology | 4 yes                |
| 2 five       | 5 no more than three |
| 3 the second |                      |

### D

- Read the instructions to students and answer any questions they may have.
- Ask students to speculate why the student has underlined some of the words. Encourage everyone to give their opinion. Check answers as a class.

## Answers

The student has underlined the key words that will help him/her complete the second sentence.

### E

- Ask students to look at the sentences again and think about what word or words are missing from the second sentences.
- Remind students to read through the second sentence once they have written their answer, to see that the sentence makes sense and it means the same as the first sentence.
- Ask students to do the task individually, but do not check the answers yet.

### F

- Read the *Exam Close-up* box out to students and answer any questions they may have. Explain anything they don't understand.
- Remind students how important it is for them to read the second sentence once they have completed it to see that it means the same as the first sentence.
- Ask students to look again at their answers and see if they need to make any changes.
- Ask students to compare their answers with a partner, but check as a class.

## Answers

1 up 2 be ordered 3 device 4 cannot 5 need to

### G

- Ask students to read the *Exam Task* and to underline the key words and phrases.
- Ask students to work with a partner and try to identify what type of word or words is/are missing from each gap, e.g. verb, modal verb, noun, etc.
- Monitor to check they are completing the task correctly.
- Ask a pair to say what they have underlined and what type of word or words are missing from the second sentence. Ask for class agreement about both underlining and type of word. Repeat with other pairs for the rest of the sentences.

### H

- Ask students to read the *Exam Task* instructions again and then complete the second sentences.
- Remind students to read their new sentences when they have written their answers to check they make sense and have the same meaning as the first sentences.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |                   |
|-------------|-------------------|
| 1 were told | 4 ought to/should |
| 2 Why       | 5 carried on      |
| 3 from      |                   |

# 9 Mars Rovers


 Video

## General Note

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

## Background Information

The Mars Rovers, Spirit and Opportunity, were launched on June 10<sup>th</sup> and July 7<sup>th</sup> 2003. They landed on Mars on January 3<sup>rd</sup> and 24<sup>th</sup> 2004, and are still there to this day. The robots were launched inside airbags which protected them while in orbit and allowed them to land without any damage to the machines. These airbags burst on landing. The robots are equipped with very sophisticated machinery that allows them to gather any necessary information about the terrain on Mars. The robots have arms that can move in a similar way to human arms.

## Before you watch

A

- Ask students to turn to page 120 and look at the title, the picture and its accompanying caption and ask them what they imagine they are going to learn about in the documentary.
- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.

## Answers

Students' own answers

## While you watch

B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students how the robots might have gathered information about Mars.
- Play the video all the way through and ask students to make a note of their answers.

Then ask students to compare their answers with a partner and to justify any answers they have that are different.

- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

1T (00:13)	4T (01:53)
2F (00:42)	5T (02:48)
3F (01:36)	6F (03:07)

## After you watch

C

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

## Answers

1 whereas	5 operate
2 find	6 patterns
3 signs	7 alternative
4 rough	8 existed

## Ideas Focus

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

## Answers

Students' own answers



# 10 That's Entertainment!

<b>Reading:</b>	short texts, multiple-choice questions, checking similar words
<b>Vocabulary:</b>	entertainment-related words, phrasal verbs
<b>Grammar:</b>	reported speech: statements, questions, commands & requests
<b>Listening:</b>	gap-fill, completing information
<b>Speaking:</b>	talking about entertainment, describing photos, talking about a photo, describing people, places & things
<b>Writing:</b>	letter or story, ordering ideas, choosing the right question, free-time activities

## Unit opener

- Write *That's Entertainment!* on the board and ask students what kind of activities they associate with entertainment. Try to elicit *listening to/playing music, dancing, watching a film/play, listening to the radio, etc.*
- Explain to students that *That's Entertainment!* is the title of Unit 10. Ask them to turn to page 121 to discuss the picture and its accompanying caption with a partner. Encourage them to describe the picture and their reactions to it. They should also say how it might be related to the theme of the unit.
- Ask each pair to report their discussion to the rest of the class.
- If students seem interested, you might like to give them further information using the *Background Information* box below.

## Background Information

Breakdance is a form of street dance. It dates back to the 1970s, when it was first practised among Afro-American youths in New York City. 'Breaking' is part of the hip-hop youth culture and is usually practised to this kind of music. Participants often take part in 'battles' which are like dance competitions. These battles can either be individual or in groups called 'crews', with individuals or crews competing against one another. Among the most famous crews are the 'Rock Steady Crew' and the 'Justice Crew'.

## Teaching Tip

Ask students if they are involved in any activities similar to breakdancing that are part of the youth culture in their country. If there are students who practise an activity, ask them to tell the rest of the class about it, and to say why they do it. If possible, ask the student(s) to give the others a demonstration.

## Reading

- Write the words *string*, *wind* and *percussion* on the board and draw lines between each word to make a table with columns. Ask students what these three words can all refer to (*kinds of instruments*) and ask them which instruments they know in each category. Write each instrument under the correct heading on the board to complete the table.

- Ask students which instruments are traditional in their country, and to say whether they are string, wind or percussion instruments. Then ask them if they or any of their relatives play any of these instruments.

## A

- Ask students to look at the pictures of the four instruments. Read out their names and ask students to repeat them. Correct their pronunciation where necessary.
- Elicit what kind of instrument each one is (*1 bouzouki – string, 2 steel drum – percussion, 3 bagpipes and 4 didgeridoo – wind*)
- Read the countries in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain that they should match each instrument shown in the pictures with the country it originates from.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                     |             |
|---------------------|-------------|
| 1 Greece            | 3 Scotland  |
| 2 Trinidad & Tobago | 4 Australia |

## B

- Ask students to read the instructions and explain anything they don't understand.
- Ask them to skim through the short texts and to underline any information about music or instruments.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage students to justify any answers they have that are different to their partner's.
- Check answers as a class.

## Answers

1, 3 and 5

## Word Focus

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

- Read the information in the *Exam Close-up* to students and explain anything they don't understand.
- Explain to students that the answer options are often contained in the text, but they are not all relevant to the question. They should read the questions and the options carefully so that they do not choose an answer just because it has a similar word to one in the text. They should choose an option that answers the question.
- Ask students to read the *Exam Task*, look back at the five texts and write next to each one what genre of text it is. First ask students what types of short texts people might write (e.g. advertisements, memos, notes, emails, text messages, etc.).
- Ask students to do the task individually and then compare their answers with a partner. Check as a class.

## Answers

- |                 |                 |
|-----------------|-----------------|
| 1 note          | 4 text message  |
| 2 email         | 5 advertisement |
| 3 advertisement |                 |

- D
- Ask students to read through the questions and options and underline any key words or phrases. Ask them to scan the paragraphs to find these words and phrases or synonyms.
  - Ask students to do the *Exam Task* individually, but check answers as a class.

## Answers

- 1 b (... I'll leave your ticket at the box office. See you inside.)
- 2 c (... Sorry, SOLD OUT)
- 3 a (Dad will collect you at 4.30. Please be ready and ...)
- 4 b (Thank you for your enquiry.)
- 5 a (No scratches or marks.)

- E
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
  - Ask students to look back at the underlined words in the texts and work out their meanings from the context they are used in.
  - Encourage students to read all the sentences before filling in any answers. They should read back through their answers to check them when they are finished.
  - Ask students to do the task individually, but check answers as a class.

## Answers

- |               |            |
|---------------|------------|
| 1 box office  | 4 scratch  |
| 2 sheet music | 5 drum kit |
| 3 audition    | 6 hit      |

### Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Ask students to work in pairs or small groups to discuss their ideas.

- As a class, ask students which features they feel make a good song and to say why. Encourage students to discuss specific songs or types of music to support their ideas.
- You could extend this task further by asking students if they write or have ever written their own music. If so, encourage them to tell the rest of the class about their music and what was important to them when they wrote it.

## Answers

Students' own answer

## Vocabulary

### A

- Ask students to look at the pictures and ask them what they have in common (*entertainment*). Explain that they all refer to different aspects of the entertainment industry.
- Encourage students to read all the words in the five word groups before they write any answers. They need to think about what connects the words in each set with each picture.
- Ask students to do the task individually, but check answers as a class.

## Answers

1c 2e 3a 4b 5d

### B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Explain they have to match these words with the correct word group in A.
- Also encourage students to read the word groups again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |               |            |
|---------------|------------|
| 1 documentary | 4 script   |
| 2 director    | 5 musician |
| 3 box office  |            |

### C

- Ask students to work with a partner and explain that they are going to add more verbs, nouns or adjectives to the word groups in A.
- Go round the class monitoring students to make sure they are carrying out the task properly.
- While the students are completing the task, write the word groups on the board. Ask each pair to come to the board and write the words they have written in their books for one of the word groups on the board. Ask for class agreement about the words, or discuss any mistakes. Ask other pairs if they can add any other words to the group. Repeat until all five word groups are completed.



# 10 That's Entertainment!

## Possible answers

- 1 the news, cartoons, comedies, period costume dramas
- 2 make-up artist, hair stylist, stuntperson, camera operator, lighting technician
- 3 backstage, theatre, costumes, backdrop, scenery painter, props
- 4 part, character, rehearse, review
- 5 instrument, entertain, release, guitar, piano, drums, saxophone, trumpet, trombone

### D

- Remind students that they should read through the sentences for gist before circling any answers. Also encourage them to read the sentences again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### Ideas Focus

- Ask students to read the questions and answer any queries they may have about them.
- Get students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board, without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson further by asking students to discuss their favourite films and plays. Encourage them to talk about all aspects of the productions, including the plot, acting, soundtrack, setting, genre, etc.

## Answers

Students' own answers

## Grammar

- Ask students to work in pairs and assign each student a number one or two. Ask all number ones to describe what they see in the picture on page 125 to their partner and to say who they associate it with. Then ask all the number twos to join up with another number one student to tell him/her what their previous partner said.
- Elicit from students that student twos had to report information. Explain that in this part of the lesson, they will learn about reporting speech in English.

### A

- Ask students to look at the words in bold in the sentences and ask which are verbs (*went, had been*), which are pronouns (*I, she*) and which are time expressions (*last week, the week before*).
- Ask students to read the sentences carefully to discuss the changes in the verbs.

## Answers

'I' becomes 'Kathy', 'went' becomes 'had been' and 'last week' becomes 'the week before'.

### B

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in A if they need any help.
- Ask students to do the task individually, but check answers as a class.

## Answers

Answers in order of appearance: past, time

### C

- Ask students to underline the reporting verbs and then to discuss the difference in structure with a partner.
- Check answers as a class.

## Answers

The reporting verbs are 'say' and 'tell'. There's an object after the verb 'tell', but not after 'say'.

### D

- Ask students to read the rules before filling in any answers. Encourage them to look back at the sentences in C if they need any help.
- Ask students to do the task individually, but check answers as a class.

## Answers

tell

Now read the Grammar Reference on pages 170-171 (10.1 10.3) with your students.

### E

- Ask students to look at the words in red and elicit that they are either verbs, pronouns or time expressions.
- Remind them to read the sentences and to pay attention to the words immediately before the options. They need to think about what the person would actually have said.
- Encourage them to look back at A to D and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.



## Answers

- |            |                  |
|------------|------------------|
| 1 said     | 5 at that moment |
| 2 she      | 6 her            |
| 3 next day | 7 you            |
| 4 before   | 8 told           |

- Encourage students to read the sentences carefully before filling in any answers. They should underline the reporting verb in each new sentence.
- Ask students to think about what changes in tenses, pronouns and time expressions are necessary in each sentence. Also, tell them to bear in mind the different structures that follow 'say' and 'tell'.
- Encourage them to look back at A to D and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- (that) she had enjoyed the party the night before/ the previous night
- (that) his mum didn't like that reality show
- us (that) we were going to visit the National Art Gallery the next/following day
- (that) Susan and Amanda would help her learn her lines
- (that) she had to finish her film review that night
- (that) he was watching an interesting documentary at that moment
- me (that) Matthew had joined the drama group the previous month
- us (that) her grandmother had seen *The Phantom of the Opera*

## Listening

- Ask students if they have ever acted in a play or been behind the scenes in a theatre before. If so, ask them what it was like. If they haven't, ask them what they imagine it would be like.

A

- Ask students to look at the picture and to describe it with their partners. Encourage them to discuss what the various rooms might be and what they can see in them.
- Read words 1–4 to students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

## Answers

1d 2b 3c 4a

B

- Ask students to look at the picture again and think about where the props would be kept.
- Invite students to tell you their ideas and reach agreement as a class about where they would be.

## Answers

backstage and on stage when being used

C

- Ask students to predict the kinds of things people might say about the things and places mentioned in A and B before they listen to the recording.
- Play the recording once all the way through, and ask students to write their answers. Ask students to discuss their answers with a partner and then check answers as a class.

## Answers

- |             |                 |
|-------------|-----------------|
| 1 stage     | 4 dressing room |
| 2 backstage | 5 costumes      |
| 3 props     |                 |

D

- Read the information in the *Exam Close-up* and answer any questions that students might have.
- Remind students that it is important to read the information carefully before listening to the recording so that they are better prepared to write the missing word or words. You could also ask students to think about what the words might be before they listen.
- Ask students to read the *Exam Task* and then look at the gaps in the information and think about what word or words could complete each one. Ask them to make a note of them in their notebook, so that they can compare their ideas with the answers when the task has been checked.
- Remind students they can write numbers as either words or numbers and that they should check their answers the second time they listen, or complete any they have missed.

E

- Play the recording once all the way through, and ask students to write their answers. Then ask students to compare their answers with a partner.

F

- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

- |                     |                    |
|---------------------|--------------------|
| 1 thirty/30         | 5 album            |
| 2 dancers           | 6 musical          |
| 3 alternative       | 7 500/five hundred |
| 4 classical, modern |                    |

## Teaching Tip

Encourage students not to panic if they don't understand or don't catch all the information relating to a particular gap on the first listening. Tell them they should move on to the next gap if this happens. They should then listen carefully the second time they hear the recording to complete the gap they missed.

## Speaking

### A

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

## Answers

Students' own answers

### B

- Explain to students that when they do speaking tasks, they usually have to describe pictures.
- Ask students to work with a partner. One should describe picture A and the other should describe picture B.
- Explain to students they should take turns describing their picture to each other. They should then try to find two similarities and two differences between the pictures.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure, tenses and pronunciation.
- Ask each pair to describe their pictures until every pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

### C

- Read the information in the *Exam Close-up* to students and answer any questions they might have.
- Remind students they should describe as much as they can in the picture, e.g. what the people are wearing, the place, the surroundings, what the people are doing and the weather.
- Read the *Exam Task* out to the students. Ask the students to look at the two pictures and discuss together what they think is similar about the pictures.

## Answers

They both show someone playing a musical instrument.

## Useful Expressions

- Read the *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Encourage students to use these phrases when they describe the pictures in D.

### D

- Ask students to read the instructions and to decide who will be Student A and who will be Student B.
- Explain that Student A will carry out his or her task first. Remind students to use the *Useful Expressions* to help them.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask one Student A to tell the rest of the class what he or she said about the pictures. Ask the other Student A if they agree or if they have anything else to add.
- Then ask a few Student Bs to answer their question.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

## Answers

Students' own answers

## Ideas Focus

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

## Answers

Students' own answers

## Teaching Tip

You could approach the task in the *Ideas Focus* in a slightly different way. Ask students to work in small groups and assign a reporter to each group. Ask them to discuss the questions and to make notes on their answers. The reporter from each group should then report the ideas discussed to the rest of the class. Encourage the reporter to use reported speech as much as possible when speaking to the class.



## Vocabulary

### A

- Read the phrasal verbs in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences and to try to work out the meaning of the words in bold and how they relate to the phrasal verbs above.
- Explain to students that some phrasal verbs will be split by an object pronoun.
- Ask students to do the task individually, but check answers as a class.

### Answers

- 1 The documentary didn't turn out to be very good.
- 2 The security guards might turn me away if I don't have a ticket for the concert.
- 3 Can you turn on the radio as my favourite programme is on in a minute?
- 4 Bob, turn down the music. It's too loud!
- 5 Could you turn up the television, Mum? I can't hear a thing.
- 6 Make sure you turn off the electric guitar when you have finished using it.

### B

- Read the phrasal verbs in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences 1–6 and the meanings a–f before writing any answers.
- Ask students to do the task individually, but check answers as a class.

### Answers

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

### C

- Ask students to read the sentences without filling in any answers at this stage. Remind students they are going to use the phrasal verbs from A and B to complete the sentences.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to write sentences of their own with the four phrasal verbs that weren't used.

### Answers

- 1 turned out
- 2 catch on
- 3 act out
- 4 get down
- 5 sold out
- 6 grown out of
- 7 turned away
- 8 giving out

## Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Ask students to work in pairs and to take it in turns to ask and answer the questions. Then, as a class ask students at random about their views on one of the questions, making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to tell their partner about the situations below using words from the lesson.
  - an event/film that didn't end as you expected
  - a time when you or someone you know was refused admission to a place
  - a band you knew would become popular
  - something that you've become too old for
  - something that you find fun and a good way to pass the time
- You could finish the task by asking students to report on one or two things their partner told them.

### Answers

Students' own answers

## Grammar

- Say the sentences and questions below to students at random round the class, and then ask the student to report what you said to another student.
  - Stand up.
  - Can you open the window?
  - Do you like hip hop?
  - What is your favourite song?
  - Where do you usually go to see films?
  - Do you play the guitar?
- Explain to students that in this part of the lesson they will learn how to report questions, commands and requests.

### A

- Ask students to read the two sets of sentences. Elicit that the second sentence in each set reports the first sentence.
- Ask students to read the two sentences again and underline the verbs in each.
- Ask students to do the task individually, but check answers as a class. Invite students to tell you which tenses are used in each sentence and why.

### Answers

- 1 do you like (present simple), asked (past simple)  
asked (past simple), liked (past simple)  
present simple becomes past simple in a reported sentence
- 2 Did you enjoy (past simple), asked (past simple)  
asked (past simple), had enjoyed (past perfect simple)  
past simple becomes past perfect simple in a reported sentence

### B

- Ask students to read questions a–c and make sure they understand that *direct question* refers to the question in direct speech.



# 10 That's Entertainment!

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

## Answers

- 1 yes
- 2 if/whether
- 3 no

## C

- Ask students to read the two sentences and questions before writing any answers.
- Ask students to think about what the museum employee and the music teacher might actually have said and how they might have said it.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2a

Now read the Grammar Reference on page 171 (10.4-10.6) with your students.

## D

- Ask students to read the sentences carefully. They should pay attention to whether the second sentences have reporting verbs and which verb form follows them. Also tell them to consider whether there is a question word in the sentence in direct speech that they should use, or, whether they should use *if* or *whether*.
- Ask students to do the task individually, but check answers as a class.
- Remind students to look back at A, B and C and the Grammar Reference if they need help with the task.

## Answers

- 1 to turn down the volume
- 2 (me) where the concert hall was
- 3 if/whether I liked hip hop music
- 4 not to play my drums all day
- 5 if/ whether we liked the film
- 6 not to be late
- 7 to sit down
- 8 to get/if I could get her/him a ticket for the play

## E

- Ask students to read through the five sentences and explain that they are going to rewrite them in their notebooks, changing them from reported speech to direct speech.
- Ask students to say the new sentence for item 1 and write the direct speech question on the board.
- Ask students to complete the rest of the task individually and compare their answers with a partner.
- Check answers by inviting individual students to the board to write an answer. Ask for class agreement before confirming an answer is correct.

## Answers

- 1 'Do you like the lyrics?' Joanna asked Harry.
- 2 'I've been chosen for the school band,' Grant said to us.
- 3 'Can/Would/Could you download some songs for me?' she asked her best friend.
- 4 'What type of music are you listening to?' Brett asked me.
- 5 'Don't take a photo of me,' Julia said to her friend.

## Writing: a letter or story

- Read the information on *Ordering ideas* to students and answer any questions they might have.
- Write *Iris went to the theatre ...* on the board and ask students to come up with as many ways as possible to complete the sentence so it says what happened when she went to the theatre (e.g. *Iris went to the theatre while her husband parked the car.*). Encourage them to use the words for ordering ideas from the *Learning Focus* (e.g. *Then Iris drove to the shops to buy some bread. After that, they went to the cinema to see a film. Before going home, they visited a pizza restaurant. Finally, they arrived home at midnight. etc.*).
- Ask students to look at the picture in the top right-hand corner of page 130 and ask them what they can see. Then ask them to work in pairs to discuss why people would go to the place in the picture.

## A

- Ask students to read the instructions and answer any questions they may have.
- Explain to students that the first word of each sentence is the word with a capital letter, and that there are no questions.
- Ask students to do the task individually, but check answers as a class.

## Answers

- 1 First of all the actor came onto the stage.
- 2 Then he began to say his lines.
- 3 He spoke and then started to sing beautifully.
- 4 The audience listened while he performed.
- 5 After he had finished, the curtain closed.
- 6 Finally, the audience cheered and clapped.

## B

- Ask students to read the instructions and answer any questions they may have.
- Ask students to read the first writing question and ask who the letter is from (*their Australian pen-pal*). Ask what their pen-pal is doing in their after-school club (a project on what young people around the world do on the weekend).
- Ask students to read the second writing question and ask who has asked them to write a story (*their teacher*).
- Ask students to answer the question in the instructions individually, but check as a class.

Answers

- 1 They have to write a letter about what they usually do at the weekend.
- 2 They have to write a story that begins with the given sentence.

C

- Ask students to skim through the example letter to see how the writer has responded to his/her Australian pen-pal's request. Ask them not to fill in any answers at this stage.
- Ask students to read the questions, a and b, and look back at the example letter to answer them.
- Ask students to do the task individually, but check answers as a class.

Answers

- a What do you usually do?
- b Yes, she did. She has mentioned what she does on both days over the weekend.

D

- Ask students to look at the words in the yellow wordbank and elicit that they are all words used to order ideas. Encourage students to look back at the information at the top of the previous page to help them with the task if they need to.
- Remind students to pay attention to the words immediately before and after the gaps. They should read the letter again once they have finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

- |                |          |
|----------------|----------|
| 1 First of all | 4 while  |
| 2 then         | 5 before |
| 3 After that   | 6 then   |

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim read the letter again and to write the main idea of each paragraph next to it. Then ask them to compare their notes to the descriptions in E before writing the paragraph numbers.
- Ask students to do the task individually, but check answers as a class.

Answers

3, 1, 2

F

- Ask students to read the *Exam Close-up* box about choosing the right question to write about.
- Remind students they should choose the one they can answer the best rather than the one that might look the easiest.
- Tell them they need to think about the vocabulary they need to use, as well as how they use narrative tenses if writing a story.
- Now ask students to read the two questions in the *Exam Task*. Ask students to tell you which one they

would choose to write and why. Encourage everyone to express their choice with their reason(s) why.

Useful Expressions

- Remind students that these expressions can help them to write about free-time activities.
- Read out the useful words and expressions and ask students to orally complete each example with their own ideas (e.g. *I play volleyball after school twice a week. We usually go swimming on Saturday morning.*).

G

- Ask students to read the instructions and the task they have decided to write. Then ask them to underline any key words and phrases they find.
- Encourage students to discuss with a partner what they have to write, who they will write to and why they are writing.
- Ask students how task 1 is similar and how it is different to the task in B (*It also asks for a informal letter, but to a Canadian friend rather than a pen-pal in Australia. The topic is slightly different – what things they do after school rather than at the weekend.*).
- Then ask what is similar or different about task 2. (*Both require a story, both must begin with the given sentence, they are both about Charlie, but the two openings sentences are different.*)
- Give students time to make a plan for their letter or story in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for letters on page 177, and for stories on page 179.

Answers

Plan

- Para 1: Thank them for their letter and state the reason why you are writing.
- Para 2: Explain what you do two or three nights of the week after school.
- Para 3: Say how you feel after these activities, e.g. tired, excited, and so on, or why you do certain things.
- Para 4: Say what you do the other nights after school.

Suggested answers

Dear Poppy,

Thanks for your letter. I'd love to tell you what I do after school!

I always go dancing on Monday. My friend, Becky, and I go salsa dancing. It's great fun. On Tuesdays I have diving classes at the local pool, and Wednesdays I have a piano lesson at home.

My mum works late on Wednesday, so the piano teacher is with me until she comes home.

Thursdays I go to a friend's house as we're working on a project that lasts the whole school year. By Friday I have a lot of homework, so I go straight home to start it.

Love,

Rachael



# 10 Steel Drums

Video

## General Note

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

### Before you watch

#### A

- Ask students to look at the pictures and accompanying captions on page 132 and ask them to work in pairs, or small groups, to answer the question.
- As a class, ask each pair or group, to tell the others what they said. Don't correct them at this stage, but ask them to listen carefully to the documentary to find out if they were right.

### Answers

Students' own answers

### While you watch

#### B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask them to read sentences 1–6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they watch the video. Explain that they will hear these exact sentences on the video and that they should listen out for the specific words in red.
- To check students understand where Trinidad and Tobago is, draw their attention to its position on the globe in the top-right corner of the page.
- Play the video all the way through without stopping and ask students to make a note of their answers while they listen. Then, ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

### Answers

- |           |              |
|-----------|--------------|
| 1 popular | 4 music      |
| 2 escape  | 5 tune       |
| 3 rhythms | 6 creativity |

### After you watch

#### C

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

### Answers

- |               |               |
|---------------|---------------|
| 1 lively      | 5 instruments |
| 2 fills       | 6 influenced  |
| 3 backgrounds | 7 culture     |
| 4 invented    | 8 belongs     |

### Ideas Focus

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

### Answers

To play music 'by ear' means that you don't learn to play it formally using sheet music, but that you listen to someone else playing it and copy what you hear.

Students' own answers



# Review 5

## Units 9 & 10

### Objectives

- To revise vocabulary and grammar from Units 9 and 10.

### Revision

- Explain to students that Review 5 revises the material they saw in Units 9 and 10.
- Explain to students that they can ask you for help, look back at the units, and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank. They should try to find any answers they aren't sure about in the units or the reference sections.
- Inform students beforehand that they will be doing a review in the next lesson so that they can revise for it at home. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

### Vocabulary Revision

- Write *satnav* on the board and ask students to make a list of other technology and entertainment lexical items that they have learnt in Units 9 and 10. Make sure they revise: *USB stick, microchip, batteries, tablet, laptop, box office, closed-circuit TV, remote control, backstage, headset, producer* and *dressing room*.
- Ask students which phrasal verbs they learnt in Unit 10 mean the following: become too old for (*grow out of*), switch off (*turn off*), decrease the volume (*turn down*), become popular (*catch on*), end in a particular way (*turn out*), and run out of tickets for an event (*sell out*).
- Ask students to tell you the difference between the following pairs of words: *install/set off, reality show/soap opera, lyrics/singer, lines/script*, and *lead to/log in*.

### Grammar Revision

- Write the sentences below on the board and ask students if they are passive or active sentences.
  - She turned on the GPS navigator. (*active*)
  - They were painting the dressing room earlier. (*active*)
  - Technology courses are offered at this college. (*passive*)
  - The film will be shot in London. (*passive*)
  - We might install closed-circuit TV. (*active*).

- Ask students what changes we make to active sentences in order to make them passive. Elicit that we can only make sentences passive if they have an object.
- Write the two sentences below on the board and ask students which changes have been made in the second sentence. Then revise all the possible changes that happen when we report statements, questions, orders and requests.
  - 'I'm going to buy this guitar next week.', Jack said.
  - Jack said that he was going to buy that guitar the following week.

## Vocabulary

### A

- Read words 1–12 and a–l to students and ask them to repeat them. Correct their pronunciation where necessary.

### Answers

1i 2g 3a 4j 5h 6k 7d 8c 9b 10f 11e 12l

### B

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

### Answers

1 release	5 lines
2 lyrics	6 microchip
3 gadget	7 revolutionised
4 install	8 log in

### C

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

### Answers

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

# Grammar

## A

- Ask students to read each sentence for gist and to decide whether it is in the passive or active voice. Encourage them to circle the objects in the active sentences and the subjects in the passive sentences, and to underline the verbs.
- Remind students that the verb tenses should remain the same and that agents in passive sentences should be introduced using *by*.
- Tell students to look back at pages 113 and 117 and Grammar References 9.1–9.3 on pages 169–170 for a reminder if they need to.

## Answers

- 1 A new sound system has been installed in the studio (by the technician).
- 2 A new documentary on wildlife is going to be broadcast by the Discovery Channel.
- 3 All critics recommended this new film.
- 4 Did the director give the actors their roles last night?
- 5 A new gadget may be developed by the company next year.
- 6 The famous star doesn't enjoy being followed by fans and photographers.
- 7 A great number of actors admire the director.
- 8 A new album wasn't being recorded by the singer last year.
- 9 The company wanted to manufacture the new device.
- 10 They had announced the release of the soundtrack before 9 o'clock.

## B

- Ask students to read both sentences in each item and to underline the verbs, pronouns and time expressions in the first sentences that will change in reported speech.
- Tell students to look back at pages 125 and 129 and Grammar References 10.1–10.6 on pages 170–171 for a reminder if they need to.

## Answers

- 1 (that) he wasn't going to that concert that night
- 2 he would buy him a laptop
- 3 (that) the head teacher wanted to see her the next day
- 4 when we were rehearsing the play
- 5 (that) he/she had had enough of actors not listening to him/her
- 6 not to play my music so loudly
- 7 to have/that he/she would have the results ready by the following month
- 8 if/whether she had got a signed autograph from Rihanna
- 9 going and buying that new CD by Britney Spears
- 10 Bob to replace that old mobile phone with a new one



## 11

## Lessons to Learn

<b>Reading:</b>	matching descriptions, finding synonyms
<b>Vocabulary:</b>	education-related words, collocations & expressions, prepositions
<b>Grammar:</b>	causative, gerunds, infinitives
<b>Listening:</b>	true/false, thinking about the speakers
<b>Speaking:</b>	talking about school and education, decision-making, changing opinions, changing your mind
<b>Writing:</b>	report, remembering common errors, checking for common errors, introducing & closing reports, school facilities & equipment, after-school activities

## Unit opener

- Ask students to look at the title of Unit 11 on page 135. Ask them what they think this unit will be about (*education*).
- Write *coeducational* on the board and elicit that it means both boys and girls are educated at the same school. Ask if any of the students go to a school that is only for boys or girls and if they would like to go to a coeducational school and why.
- Give students one minute to write down as many words and phrases as they can related to education. Try to elicit the names of school subjects, as well as words like *knowledge, teacher, classroom, school, college, university, course, degree, certificate, exam, qualifications, timetable*, etc.
- Ask students to look at the picture and accompanying caption on page 135. Ask them to describe what it shows and how they think the boy is feeling. Ask them to discuss what they think was happening at the time the photo was taken.

## Reading

- Ask students to look at the picture in the top right-hand corner of page 136 and elicit that it is of a robot. Ask students if they like the idea of robots and if they would like to be taught by one at school. Ask what they think robots would be useful for at home. If there are any students who dislike the idea of robots, ask them to give their reasons why.

A

- Refer students back to the list of school subjects that they made in the unit opener. As a class, ask each student about his/her favourite school subjects. Encourage them to talk about all the aspects of the subjects they like. Finish off by asking students if the subjects they like best are the ones they are good at or not. Ask if a subject they like learning is influenced by the teacher, or if a subject they don't like is because of the teacher.

## Answers

Students' own answers

B

- Read the subjects out to students and ask them to repeat them.
- Correct their pronunciation where necessary. Explain anything students don't understand.
- Ask students to work in pairs or small groups to answer the questions. As a class, ask each pair or group to sum up what they said about the subjects listed.

## Answers

Students' own answers

C

- Ask students to read the instructions and explain anything they don't understand.
- Tell them to look at the illustrations and title for each advertisement and elicit what each one is about.
- Elicit that in advertisements information is made to stand out in some way. Ask them to bear this in mind when scanning the adverts, and encourage them not to read the adverts too closely.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should tick a, c, d, f and h

## Teaching Tip

You could encourage your students to scan the text to find the answer to C by setting a time limit for the task. Tell them before they start looking that you will give them two minutes to find all the answers.

D

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Remind students that although they have to read eight texts, they will only have to match them with five people. They should always look through the three texts they have not used to make sure they have not made a mistake in their choices.
- Ask students now to read the *Exam Task* and explain anything they do not understand.
- Ask students to read through the instructions again for the *Exam Task* and then the information about the five people and underline the key words.

# 11 Lessons to Learn

## Word Focus

- Ask students to look at the words in red in the *Exam Task* and to try to work out what they mean from the context they are in.
- Ask them to compare their own meanings with the definitions in the *Word Focus* box.

## E

- Ask students to skim through the adverts, paying attention to information that relates to the teenagers.
- Remind students to look for synonyms and underline them.
- Encourage students to underline information in the adverts which relates to the teenagers' interests.
- Ask students to do the task individually, but check answers as a class.

## Answers

1c 2f 3h 4d 5b

## F

- Ask students to read the eight sentences for gist and to decide which part of speech is missing from each gap.
- Make sure students realise that the advert letter is given in brackets and they should only look at the advert mentioned for the answer.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |               |
|-------------|---------------|
| 1 website   | 5 dull        |
| 2 beginner  | 6 work on     |
| 3 different | 7 Vanish      |
| 4 unique    | 8 traditional |

## Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Tell students to work in pairs or small groups to discuss their ideas.
- As a class, ask students which activities tend to be more popular with young people in their country. Also ask them if summer courses are common and what kinds of subjects are usually taught.
- You could extend this task further by asking students to write a short paragraph about the kind of things they want to keep learning about when they leave school.

## Suggested answers

Students' own answers

## Vocabulary

## A

- Ask students to read all the words in the task before circling any answers.
- Remind students that they should think of how the words are connected, and then decide which one doesn't connect well with the other two.

- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify any answers they have that are different.
- Check as a class. Correct students' pronunciation of words where necessary while checking.

## Answers

- 1 exam ('Education' and 'knowledge' are abstract words referring to the process and product of learning, but an 'exam' is a specific event where a person's knowledge is tested.)
- 2 project ('Diplomas' and 'certificates' are awards that are granted after a course of studies, but a 'project' is a piece of work on a specific subject.)
- 3 application ('Fees' are the money a student pays for a course, and 'grants' are sums of money paid to students in order to study, but an 'application' is a formal procedure where someone asks to be accepted on a course, or applies for a job.)
- 4 graduate ('Tutors' and 'lecturers' are people who teach at further or higher education institutes, but a 'graduate' is someone who has successfully completed a further or higher education course.)
- 5 studies ('Arts' and 'sciences' are educational disciplines, but 'studies' is a general term referring to what a person is formally learning.)
- 6 uniform (A 'stapler' and a 'folder' are types of stationery, but 'uniforms' are clothes usually worn by school children.)
- 7 backpack (A 'timetable' and a 'schedule' are types of programmes, but a 'backpack' is a kind of bag.)
- 8 physical education (PE) ('Biology' and 'chemistry' are science subjects, but 'physical education' is sports based.)

## B

- Ask students to read through sentences 1–8 before choosing any answers.
- Remind students to read each sentence through again, once they have chosen each answer, to see if the sentence is correct.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## C

- Read the words in the yellow wordbanks to students and ask them to repeat them. Correct their pronunciation where necessary.
- Elicit that the two words in each set are the same part of speech. Check students understand that, although they may seem similar, they have important differences in meaning or usage.
- Ask students to do the task individually, but check answers as a class.



## Answers

- |                           |                         |
|---------------------------|-------------------------|
| 1 expel, behave           | 5 miss, lose            |
| 2 primary, secondary      | 6 candidate, examiner   |
| 3 pass, fail              | 7 subject, lesson       |
| 4 qualifications, courses | 8 accent, pronunciation |

D

- Ask students to look at the picture in the bottom left-hand corner of page 138 and elicit that it is a stack of foreign language dictionaries and phrase books. Ask students what kind of person would use these kinds of books. Ask them whether they use them, how often and why.
- Ask students to read the instructions and make sure they understand what they have to do.
- Tell them to read the bullet points and explain anything they don't understand.
- Ask them to do the task on their own and then to discuss their answers with a partner and talk about any differences in what they have ticked.
- Check answers as a class.
- You could also activate the vocabulary in this lesson further by encouraging students to discuss their experience of preparing for and taking exams.

## Answers

Students' own answers

## Grammar

- Ask the questions below at random round the class, making sure each student answers at least one.
  - Have you had your letter from the previous unit marked yet?
  - When was the last time you had one of your lessons cancelled?
  - Have any of your classmates had their hair cut recently?
- Elicit from students that the questions used the causative and that this is what they will learn about in this part of the lesson.

A

- Ask students to look at the words in bold and ask them what they have in common (*They both use the Future Simple tense and the main verb is 'check'.*)
- Ask students to read the sentences and the questions carefully. They should think about how the difference in structure changes the meaning.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b 2a

B

- Ask students to read the rule carefully and to look back at sentences a and b if they need help.
- Ask students to do the task individually, but check answers as a class.

## Answer

have

C

- Ask students to read the sentences and elicit that the position of the object is different in each one. Remind students of the formula for the causative in the rule above.
- Ask students to do the task individually, but check answers as a class.
- Once the answer has been checked, elicit that in sentence two we have the Past Perfect tense, which is used to show that one past action happened before another past action.

## Answers

Students should tick sentence 1.

### Be careful!

- Ask students to read the information in the *Be careful!* box. Point out that the verb *have* can come in any tense or be used after modals and semi-modals in the causative.

Now read the Grammar Reference on page 171 (11.1) with your students.

D

- Ask students to read the instructions and point out that they don't have to add any words here, just unscramble them.
- Ask students to read through the sentences to work out what the main verb is and what its subject and object are.
- Remind them of the formula for the causative. Encourage them to look back at A, B and C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- Have the students had their sports class cancelled today?
- I will have my project graded by a teacher.
- Are the students going to have their paintings exhibited in the gallery?
- The teachers had their photos taken at the end of the year.
- Children under sixteen must have their application signed by their parents.
- We haven't had our staff trained in first aid yet.

E

- Ask students to read the first sentence in each item and to underline the object and circle the main verb.
- Remind them of the formula for the causative. Encourage them to look back at A, B and C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.



# 11 Lessons to Learn

## Answers

- 1 had his laptop stolen at school
- 2 has had new computers installed
- 3 have a new key made for me (by someone)
- 4 will have her essay typed for her (by a friend)
- 5 having a swimming pool built at our school
- 6 has her children driven to school every day
- 7 have their tests marked (by the teachers) by Friday
- 8 had new desks delivered

## Listening

- Ask students to look at the picture on the bottom half of the page and to describe it in pairs. Encourage them to discuss who the people might be, how they might be feeling and what they might be doing there.
- Ask students if they have ever been on a school trip. If they have, ask them to tell the rest of the class where they went, what they did and what impression the place and the activity made on them.

### A

- Ask students to read the instructions and remind them that they are matching the words and expressions in a–e with the definitions.
- If students are unsure of the words, they should match the words they know first and use a process of elimination to work out the others. They should not leave any unanswered.
- Ask students to do the task individually, but check answers as a class.

## Answers

1d 2e 3a 4c 5b

### B

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Emphasise to students that they should always read through the instructions and questions or statements before they listen so they know what information they are listening for.
- Then ask students to read the *Exam Task* and underline the key words in the sentences.

### C

- Ask students to read the instructions and elicit that they should discuss what they underlined with a partner.
- Invite students at random to tell you what they underlined and their reason for doing so. Ask them to speculate what the speakers might say on the recording.

### D

- Play the recording and ask students to write their answers. Then ask students to compare their answers with a partner.

### E

- Play the recording again and ask students to check their answers and to fill in any missing answers.
- Check the answers as a class and ask students to justify their answers.

## Answers

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

## Speaking

### A

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

## Answers

Students' own answers

### B

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to look at the pictures in D already labelled with these words before doing the task in B.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                  |               |
|------------------|---------------|
| 1 football pitch | 5 pool        |
| 2 gymnasium      | 6 canteen     |
| 3 computer room  | 7 common room |
| 4 library        |               |

## Teaching Tip

You could expand this task further by asking students which of these facilities they have at their schools and whether the facilities are popular or not. You can also ask them what students like or dislike about them. If there are any facilities they don't have, ask them if they think they would be popular at their schools and why.

### C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand.
- Remind students they are trying to persuade their partner to change their mind, not agree with them.

- Ask students to read the expressions for trying to change someone's mind in the *Useful Expressions* and explain anything they don't understand.
- Remind students that they should use expressions like these in order to persuade their partner to change their opinion, to give a reason for their opinion, to say why they hadn't thought of something, and to check that they have agreed to the same facilities.
- Ask students to work with their partner and try to change each other's minds.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to repeat one of their conversations and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

- Ask students to read the instructions and make sure they understand what they have to do.
- Encourage students to consider the needs of all students at the school and how they could benefit from each facility. Explain that they shouldn't pick the ones that they personally would prefer.
- Point out to students that there are no right or wrong answers here, but that they should justify their choices using logical arguments.
- Ask students to work in pairs to carry out the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say which two facilities they chose and to say why. Ask a student to make a note of how many times each facility is mentioned, so that the class can see which facilities were the most popular.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

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

Answers

Students' own answers

Vocabulary

A

- Read the expressions in bold to students and ask them to repeat them. Correct their pronunciation where necessary.
- Remind students to read through the sentences and the options before circling any answers. Remind them also to read the sentences again when they're finished to check their answers.
- Ask students to do the task individually, but check answers as a class.

Answers

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

B

- Ask students to read the title of the text and look at the accompanying picture. Ask them to say how they might be related.
- Ask them why high-school students might need help and what kind of advice they would give to students who are nervous about going to high school.
- Ask students to read the text, without filling in any answers at this stage, to find out if the ideas they thought of are mentioned.
- Point out to students that some of the words from the expressions from A may already appear in the text and they should fill in only the words that have been missed out from each expression.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been corrected, ask students to write sentences of their own using these expressions.
- Remind students that there is a list of all the collocations and expressions on page 182 of *Close-up* for their reference.

Answers

- |                  |                   |
|------------------|-------------------|
| 1 good books     | 4 break the rules |
| 2 make progress  | 5 get the hang of |
| 3 make an effort | 6 get a taste     |

C

- Ask students to read through the prepositions and the sentences before filling in any answers.
- Ask them to underline the verbs or expressions in each sentence which need the prepositions.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all prepositions on page 183 for their reference.



# 11 Lessons to Learn

## Answers

- |          |           |
|----------|-----------|
| 1 in, at | 5 for, at |
| 2 on     | 6 about   |
| 3 of, on | 7 at      |
| 4 from   | 8 with    |

### Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Ask students to work in pairs and to take it in turns asking and answering these questions. Then as a class, ask the questions at random, making sure each student answers at least one question.
- You could activate the vocabulary in this lesson further by asking students to tell a partner about a time *he/she broke the rules, was in his/her teacher's good books, got the hang of something, couldn't concentrate on his/her work, was worried about something and was satisfied with his/her work*. As a class, ask each student to comment on one of these situations.

## Answers

Students' own answers

### Teaching Tip

Remind students that they should regularly revise vocabulary from previous units. Over the next few weeks, you might like to assign two units at a time for students to revise, so that they go back through all the material covered in *Close-up* before the end of the course.

## Grammar

- Ask students the questions below at random round the class, making sure each student answers at least one question.
  - What are you good at doing?
  - Are you glad to still be at school?
  - Is it worth going to university?
  - Would you rather have lessons in a classroom or outside?
  - What subject do you hate studying?
  - Do you remember going to school for the first time?
- Elicit from students that the questions used gerunds and infinitives. Explain that this is what they will learn about in this lesson.

### A

- Ask students to read the five sentences. Explain anything they don't understand.
- Then ask students to look at the words in bold and tell you what part of speech they are (*gerund*).
- Invite students to tell you how gerunds are formed.

## Answers

Gerunds are formed with a verb and the *-ing* ending.

### B

- Ask them to read the instructions and sentences a–e in task A. Then ask them to underline the words immediately before the gerunds where possible, and to think about what kind of word it is.
- Ask students to do the task individually, but check answers as a class.

## Answers

1b, c, d 2a 3e 4d

### C

- Read the words in bold in each sentence to the students. Then ask them to read the sentences through.
- Ask students what the words in bold have in common.

## Answer

They are all full infinitives.

### D

- Ask students to read the instructions and sentences 1–4 in C again and then the uses of the full infinitive (a–d). Ask them to underline the words immediately before the infinitives and to think about what kind of word it is.
- Ask students to do the task individually, but check answers as a class.

## Answers

1c 2d 3a 4b

### E

- Ask students what the difference is between a full infinitive (*with to*) and a bare infinitive (*without to*) before they underline the words in the sentences.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 do	3 go
2 decide	4 be

### F

- Ask students to complete the rule and to look back at the sentences in E to help them get the right answer. Encourage them to think about which words appear before the bare infinitives.
- Ask students to do the task individually, but check answers as a class.

## Answers

Answers in order of appearance: modal, would rather, had better

### G

- Ask students to read the two sets of sentences and underline the gerund or full infinitive in each sentence.
- Check answers as a class.



## Answers

- a to research, researching
- b to write, writing

- Ask students to read the two pairs of sentences in G and discuss what they mean with a partner before answering the questions.
- Check answers as a class and ask students to explain any differences in meaning.
- Ask students if they know any other verbs that can be followed by a gerund or an infinitive without changing meaning (*continued, love, like, start*).

## Answers

1b 2a

- Ask students to work in pairs and to discuss whether the two sentences mean the same thing and if not, what the difference is between them.
- Check as a class and ask students to explain the difference between the sentences in their own words.
- Ask students if they know any other verbs that can be followed by a gerund or an infinitive but that change meaning (*try, regret, forget, stop*).

## Answers

1a 2b

Now read the Grammar Reference on pages 171-172 (11.2-11.6) with your students.

- Ask students to look at the title of the text and ask them where they would normally find a blackboard (*in a classroom*) and ask them in what ways they think nature can be a classroom.
- Ask students to read the text without filling in any answers at this stage, and to underline verbs and idioms before the gaps. Ask them to think about whether they are followed by a gerund, a full infinitive or a bare infinitive.
- Remind students that they can look back at A-I and the Grammar Reference if they need help with the task. Also remind them to read the text again once they have finished, to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |            |
|-------------|------------|
| 1 to go     | 6 to study |
| 2 to be     | 7 counting |
| 3 attending | 8 becoming |
| 4 do        | 9 to teach |
| 5 looking   | 10 caring  |

## Teaching Tip

You could expand this task further by asking students to compare the educational system and methods in their country and schools to the one mentioned in the last task (*Southern Cross*). Encourage them to discuss the advantages and disadvantages of each system and to say whether they would learn better in a natural environment or in a more formal classroom environment.

## K

- Ask students to read the sentences and to underline the words and phrases before the options before they circle their answers.
- Remind students that they can look back at A-I and the Grammar Reference if they need help with the task. Also remind them to read the sentences again once they have finished, to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |            |             |
|------------|-------------|
| 1 to go    | 5 staying   |
| 2 studying | 6 to answer |
| 3 to learn | 7 to attend |
| 4 get      | 8 training  |

## Writing: a report

- Ask students to read the information on *both, either & neither* and answer any questions they might have.
- Point out that when these words are followed by a singular noun, they will have a singular verb, and when they are followed by a plural noun, they will have a plural verb (e.g. *Both students are dancing./Either book is fine with me.*).
- Ask students to look at the picture and say what kind of place it is and how it's related to education (*It's a library and students can gain knowledge and do research there using books.*) Elicit that today, in addition to libraries, we can also use computers and the Internet for these purposes. Ask students to compare the two with a partner. Encourage them to use *both, either* and *neither* in their discussion.

## A

- Ask students to read the sentences before circling any answers and to pay attention to the words before and after the options. Remind them to read the sentences again once they have finished, to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |              |            |
|--------------|------------|
| 1 either     | 4 or       |
| 2 Neither of | 5 students |
| 3 both       | 6 Neither  |

## B

- Ask students to read the instructions and the task and answer any questions they have.
- Tell them to underline any key words or phrases in the task and then to check what they have underlined before they go ahead and answer the questions.

# 11 Lessons to Learn

- Ask them to think about the facilities at their own schools and to discuss with a partner which ones they feel could be improved and why.
- Then ask them to answer questions 1–4 with a partner.
- Check answers as a class.

## Answers

Students should underline the following: survey, facilities at your school, a report, summarising opinions, two facilities, suggest how these facilities could be improved

- 1 a report
- 2 pieces of equipment, rooms or services that are provided for a certain purpose, e.g. a gymnasium, computer rooms, libraries, canteens, etc.
- 3 two
- 4 opinions and suggestions

## C

- Ask students to read the example report, without filling in any answers, to see which facilities the report deals with and why students felt they could be improved on.
- Remind students to look carefully at the words before and after the gaps and to look back at the information about *both*, *either* & *neither* at the top of the page if they need help with the task. Also remind them to read the text again once they have finished, to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |           |          |
|-----------|----------|
| 1 neither | 4 either |
| 2 either  | 5 both   |
| 3 both    |          |

## D

- Ask students to read through the points and answer any questions they might have.
- Encourage them to read back through the example report in order to underline information relating to points 1–6.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should tick the following:  
1, 2 & 4

## E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the report again and to write the main idea of each paragraph next to it. Then ask students to compare their notes to the descriptions in E before matching the paragraphs to the descriptions.
- Ask students to do the task individually, but check answers as a class.

## Answers

1d 2a 3b 4c

## F

- Read the *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Remind students that these expressions can help them to write in the correct register for a formal report. They will also help them structure their report properly and give them some ideas about the kinds of activities they could write about.
- Ask students to read the sentences before choosing any answers and encourage them to pay attention to the words before and after the gaps. Remind them also to read the sentences again once they have finished, to check their answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

## G

- Read out the *Exam Close-up* box, to students and explain anything they don't understand.
- Remind students they should always check their work through when they have finished writing and refer to their list of common errors. They should also look for spelling mistakes and check to see that their language has not become too informal.
- Ask students to read the instructions and the *Exam Task* and underline any key words and phrases.
- Encourage students to discuss what they have to write, why they are writing it and what the style and tone of their writing should be.
- Ask students how this task is similar and how it is different to the task in B (*It also asks for a school-related report, but the topic is different.*).
- Ask students to work in pairs to discuss what kind of activities they could analyse in their reports. They should come up with possible problems with these activities and their solutions. Also encourage them to think about the positive points of each activity. Give students help with any vocabulary they may need but haven't already covered in the unit.
- Give students time to make a plan for their report in class, but set the writing task for homework.
- Encourage students to use the Writing Reference and checklist for reports on page 181.

## Answers

### Plan

- Para 1:** State the reason for writing the report and make reference to the survey.
- Para 2:** Discuss the first activity and make a suggestion for improvement.
- Para 3:** Discuss the second activity and make a suggestion for improvement.
- Para 4:** Bring the report to an end by summing up the suggestions made.

## Suggested answers

### Introduction

This report will present the findings of a recent survey on the after-school activities and suggest some improvements to them.

### Arts and craft club

This received the most criticism. Students believe that the materials are poor in quantity and quality. As a result, the students projects are not as good as they should be. A solution could be that teachers consult with students before ordering.

### Sports teams

In general, the students were impressed with all our sports teams. They particularly appreciated that we got new uniforms last year. However, students complained about the lack of coaching staff for the various teams.

### Conclusion

To sum up, the main recommendations are to both increase the quantity and quality of art supplies, as well as to hire more coaching staff.



# 11 The Maasai Teacher

## General Note

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

## Background Information

Joseph Lekuton graduated from Harvard University in 2003 with an MA in Education Policy. He has considerable experience as a primary school teacher in the US. Through his work, he has become interested in bridging the gap between American and Kenyan cultures. As a result, he runs organised trips with his American students and their families to Kenya, so that they can get a better understanding of what life is like there. Lekuton is also active politically in Kenya and has been involved in events to clean up polluted water supplies in Kenya, as well as helping to build schools and allow Kenyan children to become educated. One of the things he hopes that Americans can learn from Kenyan culture is that people can be happy without many possessions. For further information, visit [www.nationalgeographic.com/field/explorers/joseph-lekuton](http://www.nationalgeographic.com/field/explorers/joseph-lekuton).

## Before you watch

### A

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer each of the questions.
- Ask students how these questions might relate to the picture on page 146.

## Answers

Students' own answers

## While you watch

### B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask students to read the statements and to underline any key words and phrases they find. Ask students to predict what kind of person Joseph Lekuton is.
- To check students understand where Kenya is, draw their attention to its position on the globe in the top right corner of the page.
- Play the video all the way through without stopping and ask students to make a note of their answers. Then ask

students to compare their answers with a partner and to justify any answers they have that are different.

- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

1F (00:30)	4T (01:27)
2T (00:34)	5F (01:46)
3T (01:21)	6T (02:24)

## After you watch

### C

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

## Answers

1 lectures	5 aim
2 consists	6 principles
3 skills	7 apply
4 ability	8 project

## Ideas Focus

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

## Answers

Students' own answers

# 12 The Body Beautiful

<b>Reading:</b>	multiple-choice questions, choosing the best option
<b>Vocabulary:</b>	body-related words, phrasal verbs
<b>Grammar:</b>	adjectives, adverbs, <i>so</i> & <i>such</i> , comparison of adjectives and adverbs
<b>Listening:</b>	multiple-choice questions (pictures), keeping calm
<b>Speaking:</b>	talking about your body, general conversations, interacting with your partner, talking about health and fitness
<b>Writing:</b>	dramatic story, making stories more interesting, leaving enough time, relationships

## Unit opener

- Write *The Body Beautiful* on the board and ask students when we might use this phrase (*to talk about someone who is physically attractive*). Explain that this is the title of Unit 12.
- Write the letters and dashes below on the board and ask students to complete words for parts of the body.
- br \_ \_ \_ (brain), ha \_ \_ (hand), c \_ \_ f (calf), sh \_ \_ \_ \_ \_ (shoulder), h \_ \_ r \_ (heart), ch \_ \_ t (chest), t \_ u \_ \_ (thumb), sk \_ \_ (skin), sk \_ \_ \_ \_ \_ (skeleton)
- Ask students to turn to page 147 and to look at the picture and accompanying caption. Ask them to work in pairs to describe the picture and to discuss their reactions to it.

## Reading

- Ask students to look at the x-ray picture in the top right-hand corner of page 148 and ask them what parts of the body it shows (*the spine, skull and brain*).
- Ask students what function these parts of the body provide (*spine – to support the body and keep it upright and to provide a link from the rest of the body to the brain; skull – to protect the brain and give shape to the face; brain – to control the body, its organs and their functions*).

### A

- Ask students to read the instructions and explain that they are not expected to know the answers to the questions in the quiz, but encourage them to make educated guesses.
- Ask students to read the questions and options, and explain anything they don't understand.
- If there is Internet access in the classroom or school, you could ask students to check their answers online once they have finished.
- Ask students to do the task individually, but check answers as a class.

## Answers

1d 2a 3b 4c

### B

- Ask students to glance at the text without reading it and ask them what is unusual about it.
- Ask them to read the text and to summarise what it says with a partner. As a class, elicit that the text is comprehensible because the first and last letters of each word are in the correct position.
- Give students a few minutes to think of a sentence and encourage them to write it down on a piece of paper. Make sure that they spell it correctly. Then, get them to jumble up each of the words in their sentence and remind them to keep the first and last letters in the correct place.
- Tell students to swap sentences and ask them to write their partner's sentence down, but this time spelling the words correctly.
- As a class, get two or three students to write their jumbled sentences on the board for the others to guess what they say.

## Answers

Students' own answers

### C

- Ask students to look at the title of the text, the picture and its accompanying caption. Ask them how they are related. (*The optical illusion makes the eye and brain see and register something in a way that makes it look different to what it really is.*)
- Ask students to read the instructions and ask for suggestions to the question *What advice is suggested for students who are unable to do their homework?* without reading the text.
- Ask students to skim the text to find out the answer.
- Ask students to do the task individually, but check answers as a class.

## Answers

The article suggests that they go and play football and then try to do their homework again.

## Word Focus

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



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## D

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Explain that they will sometimes find the same word in an option as in the text. This does not always mean it is the correct answer. The correct option usually uses a synonym for the word in the text.
- Remind students that they should read the part of the text carefully that the question refers to and to check their answer to confirm they have chosen the correct option.
- Ask students to read the *Exam Task* and explain anything they don't understand.
- Ask students to read each question and the options, and underline the keys words.
- Ask students to read through the questions and the options before reading the text again. Remind them that they should use a process of elimination, especially in questions where it is asked if an option is NOT correct.
- Ask students to do the task individually, but check answers as a class.

## Answers

1a 2c 3b 4d 5b

### Teaching Tip

Encourage students to use the Internet in English to find out information and for fun. This will allow them to take control of their learning and increases their contact with the language. The National Geographic Kids site is particularly suitable for their age group, as it contains articles and facts on a wide range of topics, as well as fun activities.

## E

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to find and underline the words in the yellow wordbank in the text and to look at the context they are in. This will help them to work out their meanings.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |          |
|-------------|----------|
| 1 signals   | 4 sense  |
| 2 mood      | 5 organs |
| 3 structure |          |

## F

- Ask students to read the instructions and the brain teaser. Explain anything they don't understand without giving any clues about the answer.
- Ask students to work in pairs and tell them when their two minutes start and finish.
- As a class, ask each pair to say how they think the man crossed the river. Then ask any students who know any other brain teasers to try them out on the other students as a class.

## Answers

It was winter and the river was frozen over, so the man walked across the ice.

## Vocabulary

### A

- Read words 1–10 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

### B

- Ask students what amazing facts they learnt about the human brain in the previous lesson. Ask them if they know any facts about other parts of the body.
- Ask students to read the questions and options and explain any words they don't know.
- Remind students to read the sentences carefully while writing their answers and to read them again once they have finished to check their answers are correct.
- Tell students to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

## Answers

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

### Teaching Tip

You could expand this task further by asking students which amazing facts in task B they already knew, which ones were completely new to them and which ones they found the most surprising.

### C

- On the board write *The eyes are the window of the soul*. Ask students what this saying might mean (you can tell how someone is feeling, or their psychological condition, by looking at their eyes). Ask them if they have a similar saying in their language.
- Explain that this phrase is in the text they are about to read. Ask them to skim through the text (without filling in any answers at this stage) and then ask them to sum up in one sentence what the text is about.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.
- Once the answers have been checked, you could ask students to analyse the woman in the picture's face using information from the text.



## Answers

- |               |              |
|---------------|--------------|
| 1 features    | 5 confident  |
| 2 personality | 6 shy        |
| 3 eyebrows    | 7 thin       |
| 4 ears        | 8 successful |

### Ideas Focus

- Ask students to read the statement (*If you can dream it, you can do it.*) and explain anything they don't understand.
- Ask them if they know who Walt Disney is. He was an American film producer, director and businessman (1901–1966).
- Ask them to discuss if they agree with the statement or say why they disagree with it.

## Answers

Students' own answers

## Grammar

- As a class, describe what one of the students in class is wearing, without saying who it is. Give details about the person's clothes, including what colour they are, what materials they are made of and anything special about them. Ask the students to guess who you are describing.
- Ask students to get into pairs and to describe another student to their partner and ask them to guess who it is.
- Explain to students that when we describe people we use adjectives and that this is what they will learn about in this part of the lesson.

### A

- Read the sentences to students and explain to them that in English there is a set order in which adjectives appear.
- Ask students to read the sentences and underline the adjectives in them.
- Ask students to do the task individually, but check answers as a class.

## Answers

beautiful, red, Italian, horrible, huge, straw, gorgeous, white, woollen

### B

- Ask students to read the sentences in task A and then questions 1–6. Point out that the number of lines indicates the number of answers they need to find, e.g. question 1 has three lines, so there will be three answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                                 |                  |
|---------------------------------|------------------|
| 1 beautiful, horrible, gorgeous | 4 huge           |
| 2 red, white                    | 5 straw, woollen |
| 3 Italian                       | 6 before         |

### C

- Ask students to look at the words in bold in sentences a and b and ask them what part of speech they are (*adjectives*).
- Elicit other adjectives that have these two forms (*interested/interesting, bored/boring, etc.*)
- Tell students to read the sentences and complete the rules.
- Ask students to do the task individually, but check answers as a class.

## Answers

Adjectives that end in *-ing* describe the effect something can have on someone. Adjectives that end in *-ed* describe how someone feels.

### D

- Ask students to read the instructions and explain that *adverbs of manner* tell us *how*, *adverbs of place* tell us *where*, *adverbs of time* tell us *when*, *adverbs of frequency* tell us *how often* and *adverbs of degree* tell us *the extent* to which something happens.
- Tell students to read the sentences and to answer the questions 1–5.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |             |         |
|-------------|---------|
| 1 carefully | 4 often |
| 2 opposite  | 5 quite |
| 3 yesterday |         |

### E

- Ask students to look at the words in bold and ask them what part of speech they are (*adverbs that tell us to what degree something happens*).
- Ask students to read the sentences and to answer the questions.
- Ask students to do the task individually, but check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 148 and 149 to find examples of the grammar presented here and to say what part of speech each one is (*Para 1: so amazing – adverb that tells us to what degree something happens + adjective describing the effect something can have; Para 4: exactly – adverb that tells how something happens, quickly – adverb that tells us how something happens; Para 5 – easily – adverb that tells us how something happens; Para 6: surprisingly – adverb that tells us how something happens*).

## Answers

- |                       |
|-----------------------|
| 1 an adjective        |
| 2 an article + a noun |

Now read the Grammar Reference on pages 172–173 (12.1–12.6) with your students.

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## F

- Ask students to read the adjectives in brackets in sentences 1-5 before they write any answers and to decide what kind of adjectives they are.
- Remind students to read the sentences again, once they have finished to check their answers.
- Remind students that they can look back at task A and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                       |                      |
|-----------------------|----------------------|
| 1 lovely short blonde | 4 expensive pink     |
| 2 new Italian leather | diamond              |
| 3 amazing huge        | 5 large round wooden |
| marble                |                      |

## G

- Ask students to read the instructions and the pairs of words in the yellow wordbank. Make sure they realise that both words in each pair should fit in to one of the two sentences in each question.
- Remind students that they can look back at task C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                     |                   |
|---------------------|-------------------|
| 1 interesting,      | 3 boring, bored   |
| interested          | 4 amazing, amazed |
| 2 exciting, excited |                   |

## H

- Ask students to read the instructions and that they understand what they have to do.
- Remind students to read the sentences through before circling any answers and to read the sentences again, once they have finished to check their answers.
- Remind students that they can look back at tasks D and E and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                |                 |
|----------------|-----------------|
| 1 always brush | 5 to the gym on |
| 2 too          | Saturdays       |
| 3 almost       | 6 are usually   |
| 4 so           | 7 eat healthily |
|                | 8 such a        |

## Listening

### A

- Write L, A and H on the board and ask students which parts of the body begin with these letters. Make sure they mention leg, arm and head.

- Ask students to read the body-related vocabulary on the page and remind them of the task they did in Vocabulary, A on page 150.
- Ask students to do the task on their own. Then to compare their answers with a partner and to justify any answers they have that are different.
- Check answers as a class.

## Answers

ankle = L, calf = L, chin = H, ear = H, elbow = A, knee = L, shoulder = A, thumb = A, tongue = H

### B

- Ask students to read the instructions. Explain that the speakers in the audio will not mention the actual words, but will say whereabouts on the body they are and what is wrong with them.
- Give students a few minutes to look at the three options (a-c) in each item. Encourage them to think about where they are on the body and what the difference between them is.
- Play the recording once and ask students to write their answers. Then ask students to compare their answers with a partner.
- Play the recording again and ask students to check their answers and to complete any answers they haven't already completed.
- Check the answers as a class and ask students to justify their answers.

## Answers

1a 2c 3b 4b

### C

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Ask students to read the *Exam Task*. Remind students that they can make notes if they wish as they listen.
- Explain to students that they will hear six short conversations. For each question, they should choose the correct answer a, b or c from the pictures.
- Give students a few minutes to read the questions and options and to look at the pictures
- Play the recording and ask students to write their answers. Then ask students to compare their answers with a partner.

### D

- Play the recording again and ask students to check their answers and complete any they have missed.
- Check the answers as a class and ask students to justify their answers.
- Once answers have been checked, ask students to look at the picture of the Buddhist monk on the bottom right-hand side of the page and its accompanying caption. Ask them to describe the picture and to discuss how we can measure happiness.

## Answers

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



## Speaking

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

## Answers

Students' own answers

B

- Ask students to read the instructions and the list of ideas (1–8) and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any answers they have that are different.
- Check answers as a class.

## Answers

Students should tick: 2, 3, 4, 5 & 8

Students should cross: 1, 6 & 7

C

- Ask students to read the instructions and explain anything they don't understand.
- Ask students to look at each picture and say what they might refer to (*young people preparing healthy food in a kitchen: group of teens doing a nice healthy sport*). Encourage everyone to say something about the pictures.
- Ask students to work with a partner and decide who will be student A and who will be student B.
- Remind them that they are asked to take turns describing their photograph.
- Ask students to do the task in pairs and give each pair enough time to complete the task.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to describe the photographs in front of the class.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

D

- Draw students attention to the *Exam Close-up* box. Ask them to explain what they have to do next. (*Listen to the instructions for the last part of the Exam Task.*)
- Play the recording once all the way through. Ask students to tell you what they have to do. If they cannot explain clearly, play the track again.

## Answers

Talk together about what they do to take care of their health and how often and where they do it.

### Useful Expressions

- Read the *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask them if they know any other words and phrases related to health and fitness.
- Remind students that the *Useful Expressions* will help this discussion.
- Give students time to discuss the task. In pairs ask the students to report on their discussion to the rest of the class.

### Ideas Focus

- Ask students to read the statements and explain anything they don't understand.
- Ask them to discuss the statements and to say why/why not.
- You could also activate the vocabulary in this lesson further by asking students to play a game with words that appear here. Ask students to work in pairs and to take it in turns to think of a word related to health and fitness. Then, ask them to describe the word by saying what it is, where it is, what it is used for, etc. without using the actual word itself. Each student must guess the other student's words.

## Answers

Students' own answers

## Vocabulary

A

- Ask students to read the instructions and elicit that they should cross out the wrong option each time so that only the correct options are left.
- Read the verbs in questions 1–6 to students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that all the verbs are related to parts of the body or its functions.
- Ask students to decide which options are correct by how they sound together with the verb and also to think about what the phrasal verbs might mean.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students should cross out the following:

1 over	4 of
2 against	5 around
3 together	6 across

B

- Ask students to read through all the sentences 1–12 before writing any answers.
- Point out to students that they should pay attention to the verb in bold in each sentence and to look back at the two correct options for that verb in task A.



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- Remind students to read the sentences back, once they have filled them in, to check their answers.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all the phrasal verbs in *Close-up* on page 184 for their reference.

## Answers

1 out of	7 over
2 away	8 for
3 off	9 in
4 out of	10 up
5 out	11 out
6 over	12 over

## C

- Ask students to read the instructions and check they understand what they should do.
- Explain that they should complete each sentence with the correct form of the phrasal verbs from task A.
- Ask students to read the sentences carefully and tell them that they should read the whole sentence before filling in any gaps.
- Ask students to do the task individually, but check answers as a class.

## Answers

1	4
a back away	a run out of
b back out of	b run over
2	5
a think up	a stand out
b think it over	b stand in
3	6
a heading for	a hand over
b head off	b handing out

## Ideas Focus

- Ask students to read the statements and explain anything they don't understand.
- Ask them to discuss the statements in pairs.
- Ask them to discuss the statements and to say why/why not.

## Answers

Students' own answers

## Grammar

- Write *taller, longer, the thinnest, the highest, tidier, smaller, the cleanest* on the board. Ask students to write sentences using these words about people or things in the classroom.
- Then, ask each student to read out one of their sentences making sure each student has a turn and all the words are heard.
- Elicit from students that their sentences used comparative and superlative forms. Explain that this is what they will learn about in this part of the lesson.

## A

- Ask students to read sentences a–d and to underline any adjectives and adverbs in them, before they answer questions 1–2.
- Ask students to answer the questions on their own and then to compare their answers with a partner.
- Check answers as a class.
- Once answers have been checked, ask students to look back at the text on pages 148–149 to find and underline any comparative or superlative forms (e.g. para 3: *less than, more ... than*; para 4: *more than*).

## Answers

1 b, d

2 a, c

## B

- Ask students to read sentences a and b and to pay attention to affirmative and negative forms.
- Ask students to answer questions 1 and 2.
- Ask students to do the task individually, but check answers as a class.

## Answers

1 Dad

2 no

## C

- Ask students to read the rules carefully and to look back at sentences a and b in task B to help them get the right answers.
- Ask students to do the task individually, but check answers as a class.

## Answers

We use *as + adjective/adverb + as* to show that two people or things are similar in some way. When they are not similar, we can use *not as/so + adjective/adverb + as*.

Now read the Grammar Reference on page 173 (12.7 & 12.8) with your students.

## D

- Ask students to read the instructions and explain that they shouldn't change the form of the words in bold in any way.
- Ask them to read the two sentences in item 1 and to underline the information that is missing from the gapped sentence in the first sentence. Elicit whether a comparative or superlative form is necessary here (*comparative*). Elicit that they must use *as ... as* because the word given is the ordinary adjective form and they can't change it to *later*.
- Encourage students to use the same process for each of the sentences.
- Remind students that they can look back at tasks A and B and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                   |                        |
|-------------------|------------------------|
| 1 as late as      | 5 the best             |
| 2 is shorter than | 6 more quickly than    |
| 3 try harder than | 7 as well              |
| 4 as far as       | 8 the most beautifully |

E

- Ask students to look at the picture of an x-ray on the page and ask them where they think the longest and the smallest bones in the body are (*the femur or thighbone, is the largest and the stapes bone in the middle ear is the smallest*).
- Ask students to read the text without filling in any answers at this stage to see if they were right.
- Read the words in the yellow wordbank to students and ask them which ones are comparatives (*many, more, smaller*) and which ones are superlative (*longest, most, smallest*).
- Remind students that they can look back at tasks B and C and the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |           |            |
|-----------|------------|
| 1 smaller | 4 longest  |
| 2 more    | 5 smallest |
| 3 many    | 6 most     |

## Writing: a dramatic story

- Read the information to students in the *Learning Focus* box on how to make stories more interesting and explain anything they don't understand. Explain that there are several ways to make their stories more interesting.

A

- Ask students to read the instructions and explain that they have to match 1–8 with the examples a–h.
- Ask students to do the task individually, but check answers as a class.

## Answers

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

B

- Ask students to read the instructions, the task (*in the box*) and questions 1–3. Check that they understand what they have to do.
- Ask students to do the task individually, but check answers as a class.

## Answers

- |                           |
|---------------------------|
| 1 with the given sentence |
| 2 extremely nervous       |
| 3 yes                     |

C

- Ask students to read the example story on page 156 and explain that they should underline techniques (1–8) from task A that make the story more interesting.
- Give students time to read the example story and to complete the task.
- Ask students to do the task individually, but check answers as a class.

## Answers

Students' own answers

D

- Ask students to read questions 1–5 and then to re-read the example story.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any answers they have that are different.
- Check answers as a class.

## Answers

- |                                   |
|-----------------------------------|
| 1 It was her turn to dance.       |
| 2 At dance class.                 |
| 3 They were very excited.         |
| 4 Sally.                          |
| 5 Maddy was angry but carried on. |

E

- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the example story again and to match a–c to paragraphs 1–3.
- Make sure students understand that the paragraph numbers 1–3 match the example story.
- Ask students to do the task individually, but check answers as a class.

## Answers

Paragraph 1 b  
Paragraph 2 a  
Paragraph 3 c

F

- Read the *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Explain to students that they have to complete sentences 1–5, with options a–c.
- Ask students to do the task individually, but check answers as a class.

## Answers

1c 2a 3c 4c 5a

G

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand.
- If time allows, ask students to make a plan for their story in class.

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## Suggested answers

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

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

Paragraph 3: Introduce a twist in the story and bring the story to an end.

## H

- Ask students to read the *Exam Task* and remind them to include techniques to make their story more interesting and to leave time at the end to check their writing.
- Remind them to look at the *Useful Expressions* if they need help.
- Set the writing task for homework.

## Suggested answers

Alex was the best friend anyone could have. I was so upset the other day. My cat, Mia, had got stuck up a tree and I had no idea how to get her down. The weather was so bad, it was very windy and rainy, and she looked so scared. Alex turned up as I was walking around the tree trying to figure out what to do.

Suddenly, the tree started to move from side to side and Mia slipped out of the tree! Luckily, Alex saw Mia fall and caught her! I'm so glad he was there.





# 12 The Memory Man

## General Note

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

## Background Information

Gianni Golfera's memory has been the subject of research and much debate amongst scientists. In 2004, The Brain Research Bulletin concluded that it couldn't establish the limits of his memory. Neurological studies carried out by scientists at the University of San Raffaele in Milan and at the Boston Institute for Technology have concluded that there is no genetic link to Gianni's memory. Instead, it is felt that it is due to learning techniques that he has been practising since childhood. These techniques are based on mnemonics.

## Before you watch

A

- Ask students to read the statements and explain anything they don't understand.
- Ask them to do the task on their own and then to compare their answers with a partner.
- Check answers as a class.

## Answers

1T 2F 3T

## While you watch

B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the video and that they should listen out for the specific words in red.
- To check students understand where Italy is, draw their attention to its position on the globe.
- Play the video all the way through and ask students to make a note of their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

## Answers

1 art (00:16)	4 learning (02:02)
2 connected (00:39)	5 improve (02:33)
3 memory (01:00)	6 probably (03:46)

## After you watch

C

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

## Answers

1 memory	5 memorised
2 information	6 wonder
3 numbers	7 genes
4 correctly	8 result

## Ideas Focus

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

## Answers

Students' own answers

# Review 6

## Units 11 & 12

### Objectives

- To revise vocabulary and grammar from Units 11 and 12.

### Revision

- Explain to students that Review 6 revises the material they saw in Units 11 and 12.
- Explain to students that they can ask you for help, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Ask students not to leave any answers blank and to try to find any answers they aren't sure about in the units or reference sections.
- Inform students beforehand that they will have a review in the next lesson so that they can revise for it at home. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

### Vocabulary Revision

- Play a word association game with education-related words. Say one word related to education and ask each student in turn to say a new education-related word that they associate with the previous word e.g. *graduate, university, degree, grant*, etc. Try to make sure they revise the previous words and also words like *graduate, diploma, assignment, qualification, graduation, fees, expel* and the names of school subjects.
- Revise the parts of the body that students learnt in Unit 12 and then write *back* on the board. Ask them which phrasal verbs they came across with this verb (*back away/out of*) and then ask them which other body-related verbs they learnt as phrasal verbs (*hand over/out, head for/off, run out of/over, think over/up, stand out/in*). Revise the meanings of these verbs as a class.
- Give students one minute to look over the words in the word formation task C on page 154. Then ask them to close their books and say each of the words and ask them to write them down in their notebooks. Check answers by asking students in turn to spell one word each.

### Grammar Revision

- Ask the questions below at random round the class making sure each student answers at least one.
  - When was the last time you had your teeth checked by the dentist?
  - Have you had your hair cut this month?
  - Is your school going to have air conditioning installed this summer?
  - Have you ever had your arm or a leg in plaster?
- Elicit that the questions used the causative and revise the formula and uses of the causative as a class.
- Write *I'd rather see a doctor., I'm not good at expressing my feelings., Phone the dentist's to make an appointment. and You should go home and rest.* on the board. Ask students which sentence has a gerund, which has a full infinitive and which has a bare infinitive. Ask students why these forms are used here. Ask students to write sentences of their own using gerunds, full infinitives and bare infinitives.
- Write the sentences below on the board and ask students to correct them.
  - My black long velvet dress doesn't fit me anymore. (*long black velvet*)
  - It was so an exciting speech that we all listened very carefully. (*such an*)
  - Mum goes usually to the hospital on Saturdays. (*usually goes*)
  - The athlete has got long strong amazing legs. (*amazing long strong*)
  - They slowly eat their food. (*eat their food slowly*)
- Ask students to work in pairs to compare school subjects. Encourage them to use comparatives, superlatives and *as + adjective + as* to talk about which subjects they are best at, which subjects they like more than others, which subjects they have more often, etc.

## Vocabulary

### A

- Ask students to read the sentences without circling any answers at this stage and to pay attention to the words immediately before and after the options in red.
- Encourage students to read back through their sentences once they have finished to check their answers.

### Answers

1 graduate	6 fees
2 bones	7 sigh
3 made	8 subjects
4 yawn	9 expel
5 candidate	10 schedule



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

### Answers

- |              |              |
|--------------|--------------|
| 1            | 4            |
| a back out   | a run over   |
| b back away  | b run out of |
| 2            | 5            |
| a head for   | a stand out  |
| b head off   | b stand in   |
| 3            | 6            |
| a think over | a hand out   |
| b think up   | b hand over  |

- Ask students to read through the sentences and to decide what preposition is missing from each gap. Remind students to take note of the words before and after the gap to help them choose the correct preposition.
- Encourage students to read their sentences again once they have finished to check their answers.

### Answers

- |        |         |
|--------|---------|
| 1 with | 5 at    |
| 2 for  | 6 about |
| 3 on   | 7 in    |
| 4 from | 8 out   |

## Grammar

- Ask students to read the sentences for gist and to underline any time expressions. Explain that these will help them to get the right tense.
- Ask students to look at the words in brackets and elicit that the objects are listed before the verb. Remind students that the object will go between *have* in the right tense and the main verb in the past participle.
- Tell students to look back at page 139 and Grammar Reference 11.1 on page 171 for a reminder if they need to.

### Answers

- has had his brain scanned
- has had her hair cut
- am/'m having my teeth cleaned
- are having/are going to have their gym renovated
- Does, have its classrooms painted
- had had her eyes tested
- Did, have the photo framed
- had his qualifications recognised

## B

- Ask students to read the sentences for gist and to underline the words immediately before the gaps. Encourage them to think about whether these words are followed by a gerund, a full infinitive or a bare infinitive.
- Encourage students to read back through the sentences once they have finished to check their answers.
- Tell students to look back at A to E on page 143 and Grammar References 11.5–11.6 on page 172 for a reminder if they need to.

### Answers

- |             |           |
|-------------|-----------|
| 1 coping    | 5 revise  |
| 2 to look   | 6 talking |
| 3 to go     | 7 call    |
| 4 enrolling | 8 being   |

## C

- Ask students to read through the words given in each item and try to identify what the subjects, objects and main verbs are. Then ask them to underline any adjectives and adverbs and think about what order they should be in.
- Encourage students to read through the sentences again once they have finished to check their answers.
- Tell students to look back at A–D on page 151 and Grammar References 12.1–12.6 on pages 172–173 for a reminder if they need to.

### Answers

- I have never been allowed to choose my own clothes.
- I find it wonderful that children learn things so quickly.
- Scientists don't know enough about the human brain.
- My dog's stomach is so big that it touches the ground.
- The book wasn't interesting enough to win a prize.
- His uncle can speak several languages fluently.
- The scientist quickly left the lab/left the lab quickly after lunch.
- Whose is this horrible old blue leather bag?

## D

- Ask students to read the sentences for gist and to look for clues on both sides of the gaps to help them decide if they need to use the comparative or superlative form.
- Encourage students to read through the sentences again once they have finished to check their answers.
- Tell students to look back at A and B on page 155 and Grammar References 12.7–12.8 on page 173 for a reminder if they need to.

### Answers

- |                          |                              |
|--------------------------|------------------------------|
| 1 as well as/better than | 4 prettier than/as pretty as |
| 2 the earliest           | 5 the most intelligent       |
| 3 the worst              |                              |



# Recording Script Student's Book B1

## Unit 1 Family Ties

### TRACK 1.1

N: Listening, Unit 1, Page 10, C

N: 1 Where did the woman meet her cousin?

M: Did you remember to go to the library yesterday?

F: I did, but I was late because I saw my cousin before I got there.

M: Yes, she told me. She said she met you in the car park on her way to the supermarket.

F: That's right. Of course she had to show me her new car!

N: 2 Who does the man's niece take after?

F: So you finally met your niece yesterday. Who does she take after?

M: Well, she doesn't look like her dad at all. I suppose she does look a bit like her mother, but overall I think she looks most like her grandmother.

N: 3 How does the man's daughter spend her free time?

M: I think my daughter should spend a bit more time outside. She could be riding her bicycle or something.

F: Well, at least she's doing something creative. Practising the violin is much better than just sitting watching TV.

M: You're right, but sometimes I want a little peace and quiet!

### TRACK 1.2

N: Listening, Unit 1, Page 10, E

N: There are six questions in this part. For each question, there are three pictures and a short recording. Circle the correct picture a, b or c.

N: 1 Which girl is her sister?

M: Here they come now. Is your sister the one with the short hair?

F: No, my sister's got long, straight hair.

M: Is she wearing shorts?

F: Yes, that's her!

N: 2 Who are the neighbours' children?

F: Have you seen the new neighbours yet?

M: Not to speak to, but I saw them arrive in their car yesterday.

F: Did you say they've got twin girls, or is it twin boys they've got?

M: Neither. They've got a boy and a girl.

N: 3 What time will the boy leave?

M: What time do we need to leave to collect dad from the station?

F: Well, his train is arriving at 2.30, and it takes about 40 minutes to drive there, so you should leave at about 1.50.

M: Oh, I thought we were leaving just after 2.00, but you're right, we should give ourselves more time to make sure we're not late.

N: 4 Where do Sophie and her family live now?

F: My cousin Sophie and her family are going to move to London.

M: Oh really? I thought they liked Brighton? They seem very happy here. Do they come from London then?

F: No, they're from Oxford originally.

N: 5 When will they have their picnic?

M: Do you want to come for a picnic in the park this Saturday?

F: Oh, I'm sorry, but I'm going to see my grandparents. They live a long way away and we're travelling up on Friday. We could go on Sunday though.

M: OK. I'll ask Mum to get some things at the market on Saturday morning.

F: That's great, thanks!

N: 6. What did the boy think of his friend's father?

M: I'm a bit scared of your father! He looks very serious.

F: Oh, don't worry, that's just because you haven't met him before.

M: So he's not always like that?

F: Not at all! He's actually very friendly and relaxed.

## Unit 2 Food, Food, Food!

### TRACK 2.1

N: Listening, Unit 2, Page 22, A

1. My younger brother was born in 2011.
2. Those jeans are really cheap! They only cost 35 pounds.
3. There were 950 people at their wedding party.
4. Is the 26th December a national holiday in the UK?
5. The hotel rooms are very expensive. They're 260 dollars per night.

### TRACK 2.2

N: Listening, Unit 2, Page 22, D

N: You will hear a radio interview about a restaurant festival. For each question, circle the correct option a, b or c.

JOHN: Good evening, and welcome to the Food Programme. With me in the studio tonight is Faye Wallis, who has her own food and restaurant blog. Tonight we're talking about the London Restaurant Festival, which is a two-week-long event and celebrates eating out. So, Faye, tells us a bit about the festival.

FAYE: Hello, John. Well, the London Restaurant Festival is about helping people to learn about and to try some of the fantastic restaurants in our city. The festival started in 2009, when over 450 restaurants took part. This year the organisers are hoping that there will be approximately 800 restaurants.

JOHN: Wow, that's a lot of restaurants! So, what do they have to do?

FAYE: Well, all the restaurants will prepare special starters, mains and desserts to demonstrate

their chefs' skills and favourite dishes. There will be four different prices for menus, starting at under £10 per person up to over £25 per person. This means a great variety of restaurants can take part from the traditional to the trendy, and everyone can enjoy the festival.

JOHN: That sounds good! And I heard that one of the nice things about the festival is that as well as promoting restaurants and offering tasty meals, it also raises money for charity.

FAYE: That's right. For every restaurant that participates in the festival the organisers will donate £5 to Streetsmart, an organisation which helps people living on the streets.

JOHN: And what else will happen during the festival?

FAYE: Well, an interesting part of it is the 'Gourmet Odyssey'. The idea is that you eat each course of a 3-course lunch in a different restaurant! Traditional London buses will transport people between the three restaurants, and in each restaurant you get to meet the chefs! There are 4 different routes to choose from, and this event costs £135 per person. If you prefer to walk and not take the bus, there's also a walking version of the Odyssey which follows the same programme, but you only pay £95.

JOHN: So you can eat and stay fit at the same time.

FAYE: Maybe, John. Perhaps the most exciting part of the festival is 'Dinner on the London Eye'! Each night, one of the London Eye capsules will become a unique dining room. As you dine, the wheel goes round – very slowly! – and you get an amazing view of London. Each night, a different famous chef will cook a delicious meal, and on one night only, the chef will be the famous Gordon Ramsay. All the money made at this event will go to the Streetsmart charity.

JOHN: Well, Faye I hope I'll have time to go and if not, I'll read all about it on your blog. That's all we have time for tonight, but now...

## Unit 3 The Wonders of Nature

### TRACK 3.1

N: Listening, Unit 3, Page 36, B

Great White Sharks are approximately 4 to 5 metres long. However, the biggest Great White ever recorded was 7 metres long and weighed about 3.200 kilograms. Despite its name, most of the body of a Great White Shark is grey. Great Whites' teeth are extremely sharp, and each shark has around 3.000 of them! They normally swim quite slowly, but they can go to 24 kilometres per hour when necessary. Sharks can't see or hear very well but their sense of smell is extremely sensitive and important.

### TRACK 3.2

N: Listening, Unit 3, Page 36, D

N: You will hear an interview with a scientist who studies sharks. For each question, fill in the missing information in the numbered space.

INT: Welcome to Wildlife Watch. I'm Suzanne Cook and on today's programme we're talking about sharks. With me in the studio is Claire Pierson, who is a marine biologist. Thanks for coming in Claire.

CP: I'm happy to be here, Suzanne.

INT: Well, Claire, many people have seen the Jaws films, and so they think of sharks as terrifying and dangerous. Are they really such horrible creatures?

CP: Well, not really. Shark attacks on humans get a lot of publicity, but are in fact not very common. In 2008, for example, there were 59 recorded shark attacks on people, but only four of those people died. Sharks don't actually eat people – they prefer fat seals or dolphins. Another thing to remember is that there are actually over 360 species of shark, and only four of those have been known to attack humans.

INT: Really? So, why do some sharks attack people?

CP: We think that when a shark attacks a human, it makes a mistake and identifies the person as a small mammal, like a seal, or a similar animal. It is really just investigating what the person is. We think that sharks are interested in finding out information about objects in the sea, and as they don't have hands, they do this by biting the object with very sharp teeth. In most cases, sharks take one bite of a human and then swim away because they aren't interested in them. That's why most human victims of shark attacks survive.

INT: Right. So, why don't sharks eat humans when they've attacked them?

CP: Probably because humans have got too many bones and not enough fat!

INT: Well, you've been researching shark numbers for 20 years, Claire. Are all species of shark in danger of disappearing?

CP: No, not at all, but many species are. Compared with the 59 shark attacks on humans that I told you about before, humans kill around 100 million sharks every year. That's an incredible number. Sharks are killed for sport, by mistake by fishermen, or to make some expensive foods. The food industry uses methods which are also extremely cruel. This means that many species are now in danger of extinction.

INT: Hmmm ... That's very sad news. Let's hope things will change and shark populations will recover soon.

CP: Yes, Let's hope so ...

### Track 3.3

N: Speaking, Unit 3, Page 37, B

I'm going to describe a situation to you. A school committee is trying to decide what projects its students could do to help protect the environment. Talk together about the different things the students could do and then decide which project would be best.



## Unit 4 Special Relationships

### TRACK 4.1

N: Listening, Unit 4, Page 48, B

#### Speaker 1

I'm feeling really down right now. I can't talk to my school friends about my problems – they never listen to me ... my teachers don't help me either and I've failed all my exams.

#### Speaker 2

I used to be really good friends with a girl I met at college, but recently we've disagreed on loads of things and got angry with each other so we don't speak to each other anymore. It's for the best, really.

#### Speaker 3

My new boss is great! She's really easy-going, even when there's a huge problem, and I think it's amazing how she copes with everything! She's so professional!

#### Speaker 4

I've been keen on another girl for over a month now. I've paid her loads of compliments and even asked her out, but I haven't told my girlfriend. That's bad, I know. I'm not proud of it.

### TRACK 4.2

N: Listening, Unit 4, Page 48, D

N: You will hear a boy called Danny and a girl called Cathy talking about different people in their family. Decide if each sentence is correct or incorrect. Write T (true) or F (false).

C: Hi Danny, how are you? The last time I saw you, you weren't getting on very well with your brother and sister. Are things any better?

D: Well, sort of. I'm speaking to my younger brother now but he still drives me crazy when he takes things from my room and he doesn't ask me first.

C: Yes, I totally understand how you feel. My sister often goes in to my room and borrows my clothes but she doesn't tell me. It makes me so angry. What about your sister?

D: She's OK. I think because she is the oldest, she tries to stop my brother and myself arguing all the time. In fact she really listens to my problems and tries to help me when I'm in a bad mood.

C: That's great! My dad is usually the one that helps us solve problems when we don't agree on things in my house. He always tries to make us sit down and talk about things in a calm way.

D: Really? That's amazing!

C: Yeah, but it doesn't always work. I find it difficult to say what I really want to say when I'm angry and then I feel a bit stupid and uncomfortable.

D: I know what you mean. Anyway, talking about something more positive, I heard you got the highest mark in the class in the maths exam. Your parents must be pleased!

C: Mmmm, yeah, I did. But I studied for hours, you know. My mum is so happy. She's been telling everyone about my results ... how embarrassing!

D: Come on, let's celebrate. Do you want an ice cream?

### TRACK 4.3

N: Speaking Unit 4, Page 49, B

1. Don't stay up late! You've got an exam tomorrow at 8 am.
2. If I were you, I'd talk to your mum. She usually knows what to do.
3. They must clear up the room before they leave.
4. I think it would be better if he said sorry to her.
5. Shall we invite Marta to the party next week?
6. He shouldn't waste so much time playing video games all day.

## Unit 5 A Place to Call Home

### TRACK 5.1

N: Listening, Unit 5, Page 62, B

1. Many buildings came down, crushing and trapping people.
2. One technique is to reinforce concrete with steel.
3. Buildings made of light materials are less likely to come down in an earthquake.
4. Some bricks are cheap and walls made from them crack and collapse very easily.
5. Cheaper materials are better than nothing for poorer countries that can't afford anything else.

### TRACK 5.2

N: Listening, Unit 5, Page 62, E

N: You will hear some students interviewing engineer, Robert Weston. For questions 1-6 choose the best answer, a, b or c.

T: Now, as you know, we're doing a project on earthquakes and buildings and we're lucky to have a visit today from Robert Weston, who's an engineer and an expert on this subject. He's here to tell us about the latest information on designing buildings and how we can protect buildings from these disasters. Please welcome Robert.

R: Thanks very much. I'm happy to answer any questions you have for your project. Well, as we all know, earthquakes can cause thousands of deaths. The one in Haiti in January 2010 killed over 200,000 people. But the reason so many people died is not the earthquake itself. It's the fact that many buildings collapsed, crushing and trapping people. What interests me and other engineers is how we can build houses in developing countries that don't collapse during strong earthquakes.

T: That's interesting. Now, has anyone got any questions? Put your hands up ...

S 1: Yes. Can you tell us ... are there any regulations when you construct buildings in richer countries? I mean, to make the buildings safe from earthquakes ...

R: Yes, there are. Modern concrete buildings are

made stronger with steel, but this is expensive so many poorer countries don't have the money for it. They just can't afford to pay for this. That's why engineers are looking at cheap solutions to protect buildings.

S 2: So, what sort of things are engineers developing?

R: Well, one technique is to use more suitable building materials. Let's think about a country like Haiti. Roofs on houses are often made of heavy concrete and this collapses easily if there is an earthquake. But engineers have discovered that metal roofs supported on wood are stronger.

S 3: What other kind of materials are best, then?

R: We need to use materials that are as light as possible, because these are less likely to fall when the ground is shaking. In Pakistan, walls can be made from straw ...

T: Straw?! Really?

R: That's right. The straw is pressed into blocks and then plastic netting holds the walls together. We put this on the inside of the wall of course – the outside of the wall is painted and looks completely normal.

S 1: Is it true that some brick walls aren't strong enough if there is an earthquake?

R: That depends. In Peru they use a kind of brick which is locally-produced and cheap to build walls, but these walls crack and collapse very easily. Again, plastic netting can hold these walls together better so that people can escape when there is an earthquake.

T: So Robert, what other local materials do developing countries use?

R: Well, in India engineers are using bamboo to make concrete stronger. And in Indonesia they're trying to protect houses from underneath. They put old tyres filled with sand under the building and then construct the house on top.

S 3: Sorry, but are these cheap and local materials really better in an earthquake?

R: Generally, yes. Some of them are not as effective as more expensive methods, but they're better than nothing at all and something that poorer countries can afford.

T: So finally Robert, do you think these new ideas will

help protect people in these countries?

R: Well I hope so, but so far progress has been slow. Some of these new types of houses have been built, but sadly many millions of people are still in danger.

T: Well, let's hope that many more houses will be safer in the future. Robert, many thanks for coming to talk to us today.

R: My pleasure.

## Unit 6 Ready, Steady, Go!

### TRACK 6.1

N: Listening, Unit 6, Page 74, D

N: There are six questions in this part. For each question, there are three pictures and a short recording. Circle the correct answer a, b or c.

N: 1 You hear a girl talking. Which sport does she do?

There are two members in each team and the idea is to hit the ball over the net so that it touches the ground before the other team gets the chance to hit it back. It's great fun and really keeps you fit. I don't like sports with lots of equipment like bats, rackets and helmets so this is perfect for me. I also love team sports, but I don't like being in a big team like in basketball or football.

N: 2 You hear a coach talking to a basketball team. How does he feel about the team?

Look, you've all played quite well during the last few months but recently I've noticed a change in your attitude. What's going on? Hey? Tell me - I need to know. Look, I saw some good teamwork and the goals were great in the last match, but many of you are looking slow, it's like you don't want to win. So, what's the problem? Isn't anybody going to say anything? Harry, you're the Captain, what do you think? What am I doing here if you're not going to talk to me?

N: 3 You hear two boys talking at a sports match. How do they both feel?

M: Oh no, I don't believe it. They're coming off the pitch because of rain! We've only seen half an hour's play!

B: Oh no! Why were we so late?

M: Well, we didn't know they were going to stop playing at 12 o'clock, did we?

B: I know. I can't believe it! We're so unlucky! Do you think the rain will stop soon?

M: I don't think so. Look at those big black clouds.

B: What a shame! I really wanted to see this match!

N: 4 You hear radio commentary on a cycling race. Which team wins?

Well, this is an incredibly close contest between the British and the American cyclists for first place! For the last kilometre those two teams have been going really well. There's also going to be a fight for third place though, as the French cyclist and the Italian are both doing well. Back to the first two though, and as we head into the final 500 m, the American is just in front, but no, at the finishing line it's Great Britain who take first place ... they've won it!

N: 5 You hear two teenagers talking about their plans for after school. How does the girl feel?

G: Oh, I've just remembered, it's swimming tonight!

B: But you said you wanted to come to the cinema with me.

G: I know, I'm sorry, but I can't miss swimming, can I?

B: Why not?

G: Because ... well, I like it, it's fun and it keeps me fit.

B: Yes, but that film you wanted to watch is on ...

G: Oh, that doesn't matter, I hope Mum can take me. Yes, I'm sure she can ...

B: Great, ... thanks!

N: 6 You hear an interviewer talking to a tennis player. Where are they?

INT: Helena, how are you feeling after that amazing win?

H: Right now, I'm really tired John! But of course, I'm so happy! There's an amazing atmosphere here and this fantastic crowd helped me all the way through the match. It was very hard and at times I didn't think I could do it, but this is becoming my lucky place and the people are great. I'm even enjoying the TV interviews live in front of the crowd!

INT: Well, Helena. Congratulations. Now go and get some rest!



## Unit 7 Extreme Situations

### TRACK 7.1

**N:** Listening, Unit 7, Page 88, B

1. My name is Mr Bennett. That's B-E-double N-E double T.
2. He lives in Chile. That's C-H-I-L-E.
3. The shop is in Jigsaw Lane. That's J-I-G-S-A-W.
4. This was painted by Paul Cezanne. That's C-E-Z-A-double N-E.

### TRACK 7.2

**N:** Listening, Unit 7, Page 88, D

**N:** You will hear some information about a race in extreme parts of the world. For each question, fill in the missing information in the numbered space.

Hello, this is Lizzy Banks reporting for Sports Life. Today I'm standing in the Atacama Desert, in Chile, South America. That's A-T-A-C-A-M-A. It's not the sort of place most people want to come to, but one of the most challenging races in the world starts right here – it's called the the Four Deserts Race. Competitors in this incredible race have to run through 4 deserts in 4 different continents! That's quite a challenge, isn't it?

Let's take a look at some of the difficulties the runners could have. Now, each part of the race is 250 kilometres long and takes 7 days. Runners have tents and medical care, but they have to carry all their own clothes and food. Here in the Atacama Desert, the landscape is quite similar to the planet Mars, and the temperature is around 32 degrees Celsius. It's the driest place on earth. So, obviously it's NOT an easy place to run!

Now in the next part of the race, which is in June, competitors go to the Gobi desert in China. Remember I said that runners have to carry their own clothes? This becomes difficult in this desert, because it can be boiling hot during the day but below freezing at night. And, there can be very strong winds and sometimes snow in the mountains. You need lots of different kinds of clothes in those kinds of temperatures!

What happens after Atacama and Gobi? The next part of the race is in the famous Sahara Desert in Egypt.

This is the hottest and biggest desert on earth, and

one of the main problems for runners is the sand. It's everywhere! Strong winds can blow the sand into sandstorms and it can be difficult to breathe. Fortunately the competitors in the race only have to run across a very small part of it, but I don't think it will feel small to them!

And now to the final desert that runners have to cope with. It might be a bit of a surprise – it's Antarctica! That's A-N-T-A-R-C-T-I-C-A. Many deserts are hot and sandy, but this one is covered in snow and ice. It's the coldest and windiest place on the planet! Imagine running in that place for a week?! Competitors have to complete two of the other desert races before they can try this final challenge. The conditions might be very difficult, but they have the chance to see some amazing wildlife in Antarctica. They'll see penguins, seals and whales and the penguins might even join them on the race! The difference between this desert race and the others is that athletes sleep on a ship that travels with them, and they have food provided. They need plenty of healthy food as during the day, the competitors are running in very extreme conditions.

Well, these deserts are all very hard environments, but I'm sure competitors in the Four Deserts race have an amazing experience.

## Unit 8 Time to Spare

### TRACK 8.1

**N:** Listening, Unit 8, Page 100, C

**N:** 1 How is the girl going to travel to Scotland?

**B:** So have your parents decided how you're going to travel to Scotland yet?

**G:** Well, I think we'll probably take the train, because we can sleep on the train overnight.

**M:** What about going by coach? That's much cheaper.

**W:** Yes, but it takes longer and it isn't as comfortable. The other thing is my dad doesn't want to drive. We could stop whenever we wanted in the car, but dad says driving is too tiring.

**N:** 2 What has the woman planned to do first?

**F:** I'm really excited about spending time tomorrow with Elizabeth.

**M:** What have you got planned?

F: Well, in the evening we're going to the theatre, but before that we're going shopping all day! We'll be tired after all that shopping so I've booked a table at her favourite restaurant for dinner.

M: Wow, that IS a busy day!

## TRACK 8.2

N: Listening, Unit 8, Page 100, E

N: There are seven questions in this part. For each question, there are three pictures and a short recording. Circle the correct picture a, b or c.

N: 1 What time does the girl's music lesson start tonight?

DAD: What time does your music lesson start tonight?

GIRL: Seven-thirty.

DAD: Are you sure? I thought it was starting at 8 tonight, because there's a celebration in the hall at 7 o'clock.

GIRL: Dad, you're right! It was in the note from my teacher. Thanks for remembering. It's so boring waiting for the class to start!

N: 2 Which sport did Tom try?

GIRL: Did you hear what Tom did on his holiday?

BOY: Well, I think he wanted to try windsurfing, so I guess it was that.

GIRL: No, it wasn't. There wasn't any windsurfing at that beach, so he tried water-skiing instead, and he loved it.

BOY: Really? I know they do sailing there. I thought he wanted to try that, but he obviously changed his mind!

N: 3 Which concert is the boy NOT going to buy a ticket for?

BOY: I think I'll buy my cousin tickets to a concert for her birthday.

GIRL: That's a nice idea. What sort of concert? A pop concert? Some great bands are playing in town next month.

BOY: I was thinking about an orchestra actually. She

loves classical music because she plays the violin. There's also a famous pianist giving a piano recital, which she might enjoy.

GIRL: Mmm, both of those sound nice. I think she'll enjoy them both.

N: 4 Which bikini does the young woman prefer?

GIRL 1: Which bikini do you think I should buy? I really like the striped one.

GIRL 2: Well, personally I think the spotted one looks better on you.

GIRL 1: Really? What do you think of this plain one?

GIRL 2: Well, it's OK, but it's not as nice as the spotted one.

N: 5 Where is the tennis racket?

F: I can't find my tennis racket. Have you seen it?

M: Well, last time I saw it, it was on the bed.

F: No, I moved it from there and I thought I left it on the chair.

M: Ah, I can see it now. It's on the table, under your jacket.

N: 6 How much does the woman pay per month for her gym?

M: I'm thinking of joining a gym, but it's so expensive.

F: Really? Mine's only £30 a month. I don't think that's too bad.

M: £30 a month? The one I went to was £50 a month, but I think a lot's included in the price.

F: Wow! That's £20 a month more! It must be good for that price!

N: 7 What has the grandmother done this afternoon?

GIRL: I went to visit Granny today. She really is an amazing woman.

BOY: Well, I know she likes cooking. What delicious thing did she cook this time?

GIRL: Actually, believe it or not, she was surfing the Internet all afternoon.

BOY: I don't believe it! Normally, she's cooking, or gardening, like normal grannies! I'm glad she's a modern granny though!

## Unit 9 High-Tech World

### TRACK 9.1

**N:** Listening, Unit 9, Page 114, B

1. I've started a course on green technology at my local college, but I don't think it's right for me really. It's aimed at people who want to become professionals and I just wanted to learn about good technology to use at home.
2. I'd like a mountain bike for my birthday, but they're quite expensive and I want to try one out first. Luckily my cousin says I can test his to see if I like it.
3. Oh why are these new gadgets so complicated? It says that it's an energy-saving device, but it won't be using any energy at all if I can't understand how to switch it on!
4. At school they tell us how important science and technology are, and they want more girls to study these subjects. I'm really interested in them and our school takes us to a really good exhibition every year where you can interact with the new technology. It's great!
5. I made a model boat last year. It was pretty cool – it was powered by a battery and controlled by a remote control, until I crashed it! I want to make a solar-powered one this time.

### TRACK 9.2

**N:** Listening, Unit 9, Page 114, D

**N:** You will hear part of an interview about a technology exhibition. For each question, circle the correct option a, b or c.

**INT:** Hello, I'm John Jameson reporting from the New World Family technology exhibition. This event is on all weekend, from 10 am until 6 pm. It's only 10.30 and it's already getting busy. There are lot of mums, dads and children everywhere! I'm with Julia Swanly, one of the event organisers. Hi Julia. So, can you tell us a bit about the exhibition?

**JULIA:** Hello and welcome, John! Well, the New World Family technology exhibition is now in its 4th year, and getting bigger. Last year about 5,000 people came and this year we think there will be approximately 10,000!

**JOHN:** Wow, that's exciting!

**JULIA:** Yes, we're really pleased. Of course, you don't have to be a scientist or an engineer to come here – in fact, you don't even need to be interested in science and technology. The exhibition has something for everyone, adults and children. And the best thing is it's very interactive with lots of different things to do.

**JOHN:** Really? So people can participate in the exhibition ...

**JULIA:** That's right! You'll find about 4,000 useful, amazing and fun things that you might want to use in your own life. And you can make your own gadgets, try things out and enter competitions too!

**JOHN:** Great! So science and technology isn't boring at all!

**JULIA:** Exactly! Come and look at this John! These are solar-powered toys and models. These models – planes, helicopters and cars – have a solar panel attached to them. Some of them work only when they're in the light. Others have a special battery so they can continue working when they're not in direct light. So, you can buy one made, or you can build your own, which is much more fun, isn't it?

**JOHN:** Sounds good to me! I must try that! And I hear you have competitions for the best or craziest design and some races to find the fastest solar-powered model car!

**JULIA:** That's right!

**JOHN:** Now, one question ... is everything at the exhibition eco-friendly?

**JULIA:** Well, that's not the main aim of the exhibition, but a lot of the new technology here is green and we do understand the need to protect the environment. For example, we've also got water-powered gadgets and there are areas where kids can have fun and build their own robots with recycled materials.

**JOHN:** That's good news. And what other ecofriendly things can we find here?

**JULIA:** Well, we've also got new technology that saves energy, like special battery-powered bikes and



all the latest eco-friendly entertainment and music gadgets. You can test them out before you buy them which is something you don't often get the chance to do in shops.

INT: Julia, thanks very much for talking to me.  
I'm off to make an eco-friendly robot for my daughter ...

## Unit 10 That's Entertainment

### TRACK 10.1

N: Listening, Unit 10, Page 126, C

1. The feeling you get when you're standing on it is magical. When you feel the heat of the lights and know all of those people are watching you, it's very exciting.
2. Most people prefer to work out at the front of the theatre doing the lights or sound, but I like working here. You don't see the audience, but you get to meet the actors and musicians and it's good fun when everyone is excited about the performance before they go on stage.
3. Our school play this year is quite difficult for us backstage. The actors have a scene where they all eat round a table. So we've got chairs, cups, plates, food and drink, knives, forks and all sorts back here. It's a complete mess!
4. There isn't much room in here. There are 15 girls in the play and we all put our costumes on in here. You have to be very organized or you start losing things.
5. I'm very lucky because in this play I wear some beautiful things, the dresses are especially lovely. It's great to be able to wear different styles.

### TRACK 10.2

N: Listening, Unit 10, Page 126, E

N: You will hear some information about a school music and dance competition. For each question, fill in the missing information in the numbered space.

This is an announcement for all secondary school students. We are organising a music and dance

competition before the end of summer term so if you are good at singing, dancing or playing musical instruments, this competition is for you!

Your performance should be between 20-30 minutes long and you can use the school assembly hall to practise before the final day. You should work in teams of six to eight and you need to have four main performers: one musician, one singer and two dancers. The group that won the competition last year had ten people, but unfortunately this year we don't have so much space for the performances so please remember that eight is the limit.

It's the fourth year we have organised this type of event for the end of term and in the last few years we've asked for different kinds of entertainment, for example, musical comedy or something similar to Glee. This year we're hoping for something a bit different. We're looking for music that is more alternative and dance teams that can mix classical with modern styles. This is quite a challenge, but we're sure many of our talented students can use their imagination and skills!

Last years winners were from year 4 and they gave a wonderful performance, especially the pianist and lead singer. But as I said, don't copy the style of previous years! Try and be original and creative!

Our judges for the competition this year are Martin Wilson, who has his own contemporary dance company for teenagers and GG Cool K, a young rapper who has just released her first album on the Internet.

And there are some great prizes for the winners this year. The first prize winners will get a visit to the Westbeat International Academy and the chance to have a special class with the best music and dance teachers. And other prizes include a trip to a West End musical in London or a set of sheet music with lyrics.

Everyone is welcome to come and see the performances in the Town Council Hall, which is big enough for 500 people and has a fantastic stage and excellent sound system. There is plenty of space in the backstage area where you can put any costumes, instruments or props and get changed in the dressing room.

So, don't wait until it's too late to enter our competition. Contact Mrs Adams, the music teacher when you have decided to participate. You can also find information...

## Unit 11 Lessons to Learn

### TRACK 11.1

N: Listening, Unit 11, Page 140, D

N: Look at the six sentences. You will hear two friends, a boy, Robin and a girl, Anna, talking about a school trip abroad. Decide if each sentence is correct or incorrect. Write T (True) or F (False).

R: Hi Anna. I haven't seen you for some time. Where have you been?

A: Didn't I tell you? My class went on a school trip to France last month. I've been practising my French a lot so I hope I'm going to pass the next exam we have!

R: Lucky you! My school isn't organising anything this year, but we'll definitely go on an exchange programme to Greece next year. That's what my teacher told us, anyway. So how was the trip?

A: It was pretty good. We all stayed with a different French family, with a girl or boy the same age as us, and we went to their school or did different activities with the class and the family at weekends.

R: Sounds great. What was the family like?

A: They were really friendly and the girl my age, Chantal, was pretty cool. She likes the same kind of music and clothes as me, so we just shared our stuff while I was there! At first, I felt a bit shy and embarrassed because my French wasn't that good and I found it difficult to communicate with everyone. But I soon got better at speaking it and everything became easier.

R: That's normal, isn't it? It's great you had to speak and listen all the time. My teacher says that's the best way to learn a language. So, did you visit any nice places or do anything interesting?

A: We did. One weekend, I went skiing with my host family and Chantal. I've never been skiing before so it was quite hard, but by Sunday I could get up every time I fell over and start again. Oh, and we went to Paris, of course. It's such a beautiful city but it's got so much to see ... it's almost too amazing! We needed to stay for three days to really see everything, but we only had a Saturday and Sunday.

R: Wow! It all sounds fantastic! So you didn't miss home then?

A: Well, it wasn't easy to adapt to the food and eating times there. They eat later in the day than we do and I was really hungry sometimes, especially at 12 when we normally have lunch! And I missed my little sister and all my friends, like you, of course!

R: Yeah, right! Well, I hope we get a school trip now I know about yours ...

## Unit 12 The Body Beautiful

### TRACK 12.1

N: Listening, Unit 12, Page 152, B

1 Well, I can put my shoe on, but I can't walk.

2 I'm in a lot of pain and I can't turn my head at all.

3 These three are OK, but this one, next to the thumb, won't move at all.

4 I had to cover them, one at a time, and read some letters off a board across the room.

### TRACK 12.2

N: Listening, Unit 12, Page 152, C

N: There are six questions in this part. For each question, there are three pictures and a short recording. Circle the correct answer a, b, or c.

N: **1 What activity do the friends decide to do?**

GIRL: I feel really unfit! I need to do more sport but I haven't got time.

BOY: I know, I feel the same. We spend hours sitting studying for exams ...

GIRL: Or on the computer when we're not!

BOY: Well, why don't we go running for an hour before school?

GIRL: Running? You must be joking! And it's too cold in the mornings. I think we should go to the gym at the sports centre after class.

BOY: But it's really expensive, isn't it?

GIRL: Mmmm, I'm not sure. The other option is walking in the mountains at the weekend. We have more time for that ...

**BOY:** But I often go away at weekends to my grandparents. Maybe we should do something after school.

**GIRL:** OK I'll check the prices at the sports centre on line ...

**N:** **2 When will the man leave hospital?**

I can't wait to get out of this place. I've been here a week already, but now I'm getting better and the doctors are finally saying that I can leave tomorrow. I'm really looking forward to going home! Mind you, they've said I'll need to rest for two weeks, so I won't be able to go back to work immediately

**N:** **3 How does the girl think she hurt her shoulder?**

**GIRL:** I've had this terrible pain in my shoulder for three days now. I'm not sure what I did, but Mum says I'll have to go to the doctor if it's not better soon.

**BOY:** It was probably that tennis match last week.

**GIRL:** Well, I don't think so, because I didn't feel anything at the time and I was fine until three days ago. I probably slept in a strange position in my sleep.

**BOY:** Well, do you know what I think? I think you've been sitting for too long in front of the computer. It's very bad for you.

**GIRL:** Well, yes, I think you're right. I do spend a lot of time chatting to friends or playing games.

**N:** **4 Which picture shows the boy's uncle?**

At school we've been learning about people with disabilities. It's incredible the way that blind people can understand things just by hearing, touching and smelling things. And people in wheelchairs are really strong and fast. My uncle had an accident and he moves around with no problem on his own on wheels. I've also got a new friend at school who is deaf. I'm learning sign language to communicate with him. It's amazing!

**N:** **5 Which part of her body did the woman hurt?**

It's very painful two days later, and I can't move any part of my arm now! If I try to move my fingers, when I'm getting dressed, for example, it really hurts. That's not the area I hit, but even my shoulder is painful. Obviously, when you hit that middle part of the arm so hard, it affects everything above and below that spot! It must be a really sensitive part of the arm, I suppose.

**N:** **6 What does the man decide to buy?**

**M:** Oh, this is hopeless! I can't find any clothes I like. This one T-shirt is nice, but they don't have it in my size. I quite like these trousers but they're too short.

**F:** What about these shorts?

**M:** Won't it be too cold to wear them?

**F:** No, I don't think so.

**M:** Oh, OK. I'll have them then. They'll look good with the T-shirts I have at home.

**F:** Oh good, I am pleased!

## TRACK 12.3

**N:** **Speaking, Unit 12, Page 153, D**

The photos show young people doing different things to take care of their health. Now, I'd like you to talk together about what you do to take care of your health and how often and where you do this.



# WORKBOOK B1 KEY

## Unit 1

### Reading

#### A

You should underline the key words.

#### B

1T 2T 3T 4F 5F  
6F 7T 8F 9T 10F

### Vocabulary

#### A

1 aunt  
2 cousins  
3 grandmother  
4 stepmother  
5 nephew  
6 niece

#### B

1 elderly  
2 reliable  
3 lazy  
4 scruffy  
5 honest  
6 middle-aged

### Grammar

#### A

1 lives  
2 is burning  
3 are planning  
4 usually does  
5 It's getting  
6 determine  
7 are always arguing  
8 are you doing  
9 have  
10 leaves

#### B

1 I know Jim very well because we went to university together.  
2 correct  
3 My grandfather is a scientist and he likes to invent things.  
4 Michael is a chef, but he never cooks at home for his family!  
5 Teenagers are becoming more and more independent these days.  
6 The sun rises in the east and it sets in the west.  
7 Why is your little sister crying? Is she thirsty?  
8 correct

## Listening

### A

You should look at each set of pictures to identify the differences between them.

### C

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

### Vocabulary

#### A

1 get	5 pay
2 fell	6 get
3 keep	7 have
4 paid	

#### B

1 to pieces  
2 sympathy  
3 a visit  
4 a diary  
5 married  
6 a family

### Grammar

#### A

1 few	5 much
2 Many	6 a lot
3 lot of	7 some
4 little	8 number

#### B

1 is	5 is
2 are	6 are
3 is	7 is
4 is	8 is

### Use your English

#### A

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

### Writing

#### A

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

#### B

1b 2b 3a

#### C

50th, 26th, St, pm

#### D

Student's own answer

## Unit 2

### Reading

#### A

You should read the text first.

#### B

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

### Vocabulary

#### A

1 thirsty  
2 starter  
3 boiling  
4 dessert  
5 peel  
6 stir

#### B

1 Wheat  
2 eggs  
3 broccoli  
4 pizza  
5 croissants

### Grammar

#### A

1 left  
2 knew  
3 dropped  
4 had  
5 bought  
6 was frying  
7 were eating  
8 was watching

#### B

1 hated, closed  
2 was watching, forgot  
3 was talking, dropped  
4 fried, boiled  
5 weren't having, called  
6 ordered, was  
7 was reading, were playing  
8 didn't go, didn't like

### Listening

#### A

You should be careful with numbers and dates because they can sound very similar.

#### C

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

## Vocabulary

A

- 1 choose
- 2 decide
- 3 variety
- 4 bright
- 5 trendy
- 6 mixing

B

- 1 traditional
- 2 customers
- 3 decide
- 4 trendy
- 5 colourful
- 6 choice

## Grammar

A

- |        |           |
|--------|-----------|
| 1 used | 5 would   |
| 2 am   | 6 to      |
| 3 use  | 7 used    |
| 4 did  | 8 getting |

B

- 1 Line 3: ... didn't use to cook ...
- 2 Line 4: ... houses didn't have ...
- 3 Line 5: ... archaeologists found ...
- 4 Line 6: ... buildings were ...
- 5 Line 7: ... street and had ...
- 6 Line 9: ... buildings didn't have ...
- 7 Line 10: ... service areas were ...
- 8 Line 10/11: ... people used to / would ...

## Use your English

A

- 1 approximately
- 2 trendy
- 3 tasty
- 4 fried
- 5 traditional
- 6 expensive
- 7 hungry
- 8 variety

## Writing

A

- 1 age: special
- 2 shape: strong
- 3 origin: Greece
- 4 opinion: tiny
- 5 material: bright
- 6 colour: sticky
- 7 size: silk

B

- 1 You liked the new café.
- 2 You will write a review of the café for your school magazine.
- 3 You will say what you think of the café.
- 4 You will say positive things about the café.

C

- 1 food
- 2 tomatoes
- 3 cheese
- 4 sandwich
- 5 coffee
- 6 pictures
- 7 flowers
- 8 waiters

D

Student's own answer

## Review 1

## Vocabulary

- 1b 2c 3c 4d 5d 6b 7b 8c  
9c 10d 11a 12a 13b 14b  
15d 16b 17c 18c 19b 20c

## Grammar

- 1a 2c 3d 4a 5a 6b 7d 8a  
9d 10c 11a 12a 13d 14d  
15a 16b 17a 18c 19c 20c

## Unit 3

## Reading

A

Reading the text quickly can help you identify text types.

B

- 1b 2c 3d 4c 5b

## Vocabulary

A

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

B

- 1 renewable energy
- 2 climate change
- 3 endangered species
- 4 conservative areas
- 5 Fossil fuels
- 6 solar power
- 7 power station
- 8 natural habitat

## Grammar

A

- |        |         |
|--------|---------|
| 1 has  | 4 ago   |
| 2 yet  | 5 been  |
| 3 have | 6 since |

B

- 1 lost, have lost
- 2 have been working, worked
- 3 has visited, visited
- 4 went, has gone
- 5 have been waiting, waited
- 6 had, have had

## Listening

A

You will write between one and three words in each gap.

C

- 1 five/5
- 2 global warming
- 3 cities and countries
- 4 not enough water
- 5 I Collect Water
- 6 fresh water

## Vocabulary

A

- 1 at
- 2 After, over
- 3 in, from
- 4 on

B

- 1a 2d 3c 4b 5d

## Grammar

A

- |       |            |
|-------|------------|
| 1 the | 4 The, an  |
| 2 a   | 5 the, the |
| 3 -   | 6 A, the   |

B

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

## Use your English

- 1 have known Kate for
- 2 from Scotland to
- 3 a (biology) teacher
- 4 have been (waiting) here for
- 5 has gone
- 6 take action on
- 7 has been studying since
- 8 half an hour ago

## Writing

A

Starting an email	Ending an email
Hello. Hi! How are you? How are things? How's it going?	Bye! Bye for now. See you soon. Speak to you later. That's all for now. Write soon!

B

1F 2F 3T 4T

C

- 1 Hi
- 2 going
- 3 to
- 4 Good
- 5 soon
- 6 now

D

Student's own answer

## Unit 4

## Reading

A

Looking at the words around a new word can help you find the meaning of new words.

B

1F 2T 3T 4F 5F 6T 7F 8F 9T 10F

## Vocabulary

A

- |        |        |
|--------|--------|
| 1 on   | 5 with |
| 2 with | 6 on   |
| 3 to   | 7 of   |
| 4 with | 8 on   |

B

- |           |               |
|-----------|---------------|
| 1 similar | 4 belong      |
| 2 rely    | 5 listen      |
| 3 proud   | 6 concentrate |

## Grammar

A

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

B

- 1 correct
- 2 The bus which / that ...
- 3 My friend, whose ...
- 4 ... a place where ...
- 5 correct
- 6 ... the time of year when ...
- 7 correct
- 8 The café, which ...

## Listening

A

You should read the questions first.

C

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

## Vocabulary

A

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

B

- 1 made up
- 2 look up to
- 3 hanging out
- 4 let you down
- 5 ask Mary out
- 6 break up with Tom
- 7 get on
- 8 put pupils down

## Grammar

A

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

B

- 1 As soon
- 2 the moment
- 3 before
- 4 until

## Use your English

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

## Writing

A

1b 2c 3a

B

1F 2F 3F

C

- 1 Emma
- 2 in Emma's house, in the street on the way to school and at the school
- 3 Emma's mum
- 4 There is nobody at home, at school or in the street.
- 5 Emma realises that it is only five o'clock in the morning and her clock has broken.

D

Student's own answer

## Review 2

## Vocabulary

1b 2a 3b 4c 5d 6b 7c  
8d 9a 10b 11b 12a 13b  
14d 15d 16a 17a 18b

## Grammar

1b 2d 3c 4d 5d 6c 7b  
8c 9b 10c 11d 12c 13a  
14b 15a 16a 17b 18d

## Unit 5

## Reading

A

You can eliminate an answer option when you can't find any similar information in the text.

B

1a 2a 3a 4c 5b

## Vocabulary

A

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

B

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

## Grammar

A

- 1 isn't going to drive
- 2 Will, clean
- 3 are going to break
- 4 are going to paint
- 5 will tidy
- 6 will help
- 7 aren't going to go
- 8 won't pay

B

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

## Listening

A

Using the context can help you understand technical words.

C

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

## Vocabulary

A

- |        |        |
|--------|--------|
| 1 move | 5 take |
| 2 make | 6 take |
| 3 do   | 7 make |
| 4 move | 8 do   |



- B
- the housework
  - house
  - your bed
  - a break
  - a mess
  - the dishes
  - with the times
  - a bath

## Grammar

- A
- is going to fall
  - I'll do
  - train leaves
  - are moving
  - won't pay
  - might spend

- B
- |        |         |
|--------|---------|
| 1 is   | 4 going |
| 2 will | 5 are   |
| 3 be   | 6 will  |

## Use your English

- will be / am going to be
- it's going to
- is going to buy
- I won't come home
- am going to decide about

## Writing

- A
- really
  - fantastic
  - I'll
  - Of course
  - can't

- B
- find a place to stay
  - any old furniture she doesn't need
  - to spend a few days with her
  - train

- C
- Yes, she has.
  - Yes, she has.
  - informal

- D
- Student's own answer

## Unit 6

## Reading

- A
- No, you don't.

- B
- 1e 2f 3b 4d 5a

## Vocabulary

- A
- racket
  - volleyball
  - helmet
  - track
  - team
  - individual
  - referee
  - skiing

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

## Grammar

- A
- |             |           |
|-------------|-----------|
| 1 sits      | 4 will go |
| 2 will play | 5 watches |
| 3 can       | 6 will go |

- B
- |         |         |
|---------|---------|
| 1 don't | 5 eat   |
| 2 get   | 6 won't |
| 3 take  | 7 stop  |
| 4 will  | 8 have  |

## Listening

- A
- It is important to identify emotions in pictures when there are questions about people's feelings.

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

## Vocabulary

- A
- definitely
  - compete
  - followers
  - proper

- B
- dangerous
  - depth
  - properly
  - supervision
  - concentration
  - free

## Grammar

- A
- would be, did
  - drank, wouldn't feel
  - would you do, disagreed
  - had, would join

- B
- If I had a tennis racket, I would give it to you.
  - If I had time, I could go to the match.
  - If I had tickets, I could watch the game.

- I could write down the score if I had a pen.
- Liz would do aerobics if she had the time.
- They would go snowboarding if they had the money.

## Use your English

- told
- would
- freedom
- dangerous
- basketball
- outdoor
- players
- competitors
- concentration
- athletic
- confidence
- lost

## Writing

- A
- |               |           |
|---------------|-----------|
| 1 in order to | 4 so that |
| 2 to          | 5 for     |
| 3 because     |           |

- B
- no
  - five
  - between one and three
  - the second sentence

- C
- for
  - assist

- D
- me
  - to Sarah
  - you make
  - up to
  - haven't taken

## Review 3

## Vocabulary

- 1a 2d 3a 4c 5c 6b 7d 8a  
9c 10d 11b 12a 13b 14b  
15c 16d 17c 18a 19d 20b

## Grammar

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

## Unit 7

## Reading

- A
- You should make notes to understand the main idea of each paragraph.

**B**  
1d 2a 3c 4b 5b

### Vocabulary

**A**  
1 injured  
2 disappeared  
3 died  
4 gave  
5 survived  
6 coped

**B**  
1 destination  
2 explorer  
3 expedition  
4 journey  
5 conditions  
6 companion

### Grammar

**A**  
1 had been walking  
2 had never visited  
3 saw  
4 had reached  
5 entered  
6 had been hiking  
7 heard  
8 picked up

**B**  
1 had been walking  
2 she had been running  
3 (had) had lunch before  
4 had (already) packed her bag  
5 had been waiting

### Listening

**A**  
double

**C**  
1 Ballard  
2 over 120  
3 Captain Nemo  
4 school  
5 explorer  
6 Bora Bora

### Vocabulary

**A**  
1 across  
2 Over  
3 about  
4 over  
5 below  
6 on  
7 in  
8 above

**B**  
1 got  
2 went  
3 saved  
4 keep  
5 gone  
6 do

### Grammar

**A**  
1 do  
2 could  
3 won't  
4 isn't  
5 will  
6 didn't

**B**  
1 Who wrote *Lord of the Flies*?  
2 What do Ralph and Piggy find?  
3 What do they use to light a fire?  
4 Who rescues them?

### Use your English

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

### Writing

**A**  
1 Past Simple  
2 Past Perfect Continuous  
3 Past Perfect Simple  
4 Past Continuous

**B**  
1 yes  
2 scared  
3 try to find their way / a solution

**C**  
1 Sally got lost in the jungle.  
2 Sally heard something that scared her.  
3 Sally hid behind a tree.  
4 Sally came up with a plan.  
5 Sally managed to escape.

**D**  
Student's own answer

## Unit 8

### Reading

**A**  
You should read the text quickly and read the sentences with the gaps to think of a word that would fit.

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

### Vocabulary

**A**  
1 martial arts  
2 sculpture  
3 photography  
4 painting  
5 drama  
6 cookery  
7 ballet

**B**  
1 photography  
2 explore  
3 capture  
4 martial arts  
5 cookery  
6 crawl

### Grammar

**A**  
1 could  
2 could  
3 wasn't able to  
4 could  
5 ought to  
6 should  
7 may  
8 must

**B**  
1 may  
2 could be  
3 ought  
4 shouldn't  
5 can  
6 can't  
7 was able to  
8 must

### Listening

**A**  
You should think about what the listening will be about, the words you might hear for each picture and the differences between the pictures.

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

### Vocabulary

**A**  
1e 2d 3a 4b 5c

**B**  
1 took to  
2 called for  
3 found out  
4 took up  
5 call out  
6 show off

### Grammar

**A**  
1 You must / have to have a licence to fly a plane.  
2 Can / May I have some orange juice, please?  
3 You needn't / don't have to buy bread.  
4 You must / have to leave the party at eleven o'clock.  
5 You needn't / don't have to buy her a birthday present.

B

- 1 can
- 2 to
- 3 have
- 4 needn't
- 5 must

**Use your English**

- |         |        |
|---------|--------|
| 1 which | 5 must |
| 2 They  | 6 for  |
| 3 can   | 7 able |
| 4 have  | 8 find |

**Writing**

A

1b 2a 3c

B

- |               |            |
|---------------|------------|
| 1 a postcard  | 3 will     |
| 2 your family | 4 tomorrow |

C

- |           |        |
|-----------|--------|
| 1 and     | 3 like |
| 2 because | 4 too  |

D

Student's own answer

**Review 4****Vocabulary**

1d 2d 3b 4a 5c 6d 7b 8c  
9d 10d 11b 12d 13d 14a  
15d 16c 17c 18b 19a 20c

**Grammar**

1b 2d 3b 4b 5b 6d 7a  
8b 9b 10c 11d 12b 13d  
14a 15a 16a 17b 18a

**Unit 9****Reading**

A

Yes, they are.

B

1F 2T 3F 4F 5F 6T 7F 8F 9T 10T

**Vocabulary**

A

- 1 remote control
- 2 satnav
- 3 USB stick
- 4 microchip
- 5 battery
- 6 laptop
- 7 Research
- 8 camera

B

- 1 revolutionised
- 2 developed
- 3 progress
- 4 engineers
- 5 experimented

**Grammar**

A

- 1 be
- 2 told
- 3 with
- 4 wasn't informed
- 5 by
- 6 been cleaned
- 7 bought
- 8 repaired

B

- 1 is often used
- 2 will be borrowed
- 3 is being fixed
- 4 won't be tested
- 5 was being sent
- 6 was developed

**Listening**

A

You will hear the recording twice.

C

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

**Vocabulary**

A

- |         |        |
|---------|--------|
| 1 on    | 4 with |
| 2 about | 5 to   |
| 3 on    | 6 for  |

B

- 1 go
- 2 came
- 3 instead
- 4 successful
- 5 rely
- 6 communicate

**Grammar**

A

- 1 Can the problem be fixed?
- 2 It needn't be / doesn't need to be installed now.
- 3 I remember being told the answer.
- 4 She doesn't like being disagreed with.
- 5 He ought to be told the truth.
- 6 I expect to be informed.

B

- |        |         |
|--------|---------|
| 1 by   | 4 be    |
| 2 be   | 5 being |
| 3 been |         |

**Use your English**

- 1 are not / aren't cleaned
- 2 does not / doesn't like being told
- 3 can be delivered
- 4 had to be replaced
- 5 was asked to do
- 6 has been trained
- 7 we were given
- 8 were not done

**Writing**

A

- 1 tasty
- 2 judo
- 3 energy
- 4 species
- 5 cope
- 6 love
- 7 proud
- 8 break

B

1F 2T 3T

C

- 1 broke up, renewable energies
- 2 broke up, is being used

D

- 1 popular for
- 2 can't
- 3 don't
- 4 about the
- 5 Unless you get

**Unit 10****Reading**

A

No, they don't

B

1a 2a 3c 4b 5a

**Vocabulary**

A

- 1 show
- 2 actors
- 3 director
- 4 script
- 5 lines
- 6 documentary

B

- 1 soap operas
- 2 dressing room
- 3 reality shows
- 4 box office



## Grammar

## A

- |             |            |
|-------------|------------|
| 1 told me   | 5 was      |
| 2 sent      | 6 told     |
| 3 had heard | 7 his      |
| 4 said      | 8 informed |

## B

- 1 Jim told me I **could** borrow his CDs.
- 2 Robert said that he had seen the film **the day before / the previous day**.
- 3 Mr Hogg **told** his students they would be putting on a play.
- 4 I told Matilda that her book **wouldn't** be published.
- 5 Serena said she **had to** get tickets for the opera

## Listening

## A

Yes, you should.

## C

- 1 30th/thirtieth
- 2 young
- 3 crying
- 4 popular culture
- 5 The South Bank / Royal Festival Hall
- 6 8pm

## Vocabulary

## A

- |        |        |
|--------|--------|
| 1 out  | 5 away |
| 2 down | 6 down |
| 3 out  | 7 on   |
| 4 out  | 8 of   |

## B

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

## Grammar

## A

- 1 He asked the photographers why they were following him.
- 2 Adam asked who he could invite to the premiere.
- 3 She asked me where the stage was.
- 4 Robbie asked whether he could borrow my camera.
- 5 Lucy asked why no one had clapped.
- 6 Matthew asked me how he could get to the theatre.
- 7 She asked whether I had seen the film.
- 8 Sheila asked if I could buy her a ticket.

## B

- 1 She asked me how old my sister was.
- 2 Mum told Mary not to forget to feed the cat.
- 3 She asked Tim where the batteries were.
- 4 Eliza told her sister to stop watching that terrible soap opera.
- 5 He asked her if she had gone to the concert the previous weekend.

## Use your English

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

## Writing

## A

- |           |         |
|-----------|---------|
| 1 Finally | 4 that  |
| 2 while   | 5 Then  |
| 3 After   | 6 First |

## B

- 1 a story
- 2 cousin
- 3 write about what happens at your school

## C

First of all, Then, After break, Then, After that, Finally

## D

Student's own answer

## Review 5

## Vocabulary

- 1b 2c 3d 4a 5c 6d 7b  
8a 9a 10b 11b 12c 13a  
14d 15c 16d 17b 18d

## Grammar

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

## Unit 11

## Reading

## A

You should underline key words in the descriptions.

## B

- 1g 2b 3d 4e 5a

## Vocabulary

## A

- 1 education
- 2 fees
- 3 graduates
- 4 primary
- 5 timetable
- 6 candidate
- 7 accent
- 8 subject

## B

- 1 candidate
- 2 sciences
- 3 arts
- 4 folder
- 5 diploma
- 6 grant
- 7 physical
- 8 uniform

## Grammar

## A

- 1 is having
- 2 had
- 3 painted
- 4 has had
- 5 sent
- 6 will be having

## B

- 1 am having
- 2 had
- 3 was having
- 4 have
- 5 were having
- 6 are having
- 7 is having
- 8 will have / am **having**

## Listening

## A

You should underline key words or phrases in the sentences.

## C

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

## Vocabulary

## A

- |         |        |
|---------|--------|
| 1 make  | 4 make |
| 2 break | 5 in   |
| 3 got   | 6 get  |

## B

- |         |        |
|---------|--------|
| 1 about | 5 at   |
| 2 at    | 6 on   |
| 3 from  | 7 with |
| 4 for   | 8 on   |

**Grammar**

- A**
- |          |             |
|----------|-------------|
| 1 to go  | 5 to finish |
| 2 help   | 6 studying  |
| 3 doing  | 7 to learn  |
| 4 buying | 8 borrow    |

- B**
- Line 4: ... wanted to study ...
  - Line 5: ... to be accepted ...
  - Line 6: Following his ...
  - Line 7: ... by revising ...
  - Line 7: ... mustn't leave ...
  - Line 9: ... started to look / looking ...
  - Line 10: ... easy to read ...
  - Line 10: After studying ...

**Use your English**

- am having the book delivered
- agreed to help me
- were getting the computer fixed
- had the chemistry lab painted
- Studying all night is not

**Writing**

- A**
- nor
  - Both
  - Both of / Either of / Neither of
  - both of / neither of
  - or
  - either

- B**
- students
  - two opinions
  - suggestions for improvement

- C**
- books are old or in bad condition and noisy study area
  - buy more books and move the study area

- D**  
Student's own answer

**Unit 12****Reading**

- A**  
No, it doesn't.

- B**  
1b 2d 3c 4d 5b

**Vocabulary**

- A**
- |          |           |
|----------|-----------|
| 1 blink  | 5 sigh    |
| 2 sneeze | 6 breathe |
| 3 cough  | 7 bite    |
| 4 yawn   | 8 laugh   |

- B**
- |            |            |
|------------|------------|
| 1 neck     | 5 cheek    |
| 2 chest    | 6 eyelid   |
| 3 beard    | 7 features |
| 4 eyebrows | 8 blood    |

**Grammar**

- A**
- The celebrity wore a beautiful long purple dress.
  - correct
  - Tom's got a cute little black and white bulldog.
  - correct
  - correct
  - The old man drove a sporty red Italian car.

- B**
- such
  - interesting
  - so
  - frightened
  - such
  - boring
  - such
  - exhausted

**Listening**

- A**  
It is important to keep calm because being nervous will make it more difficult to understand the listening.

- C**  
1a 2a 3c 4b 5b

**Vocabulary**

- A**
- backed away
  - headed for
  - run out of
  - thinking up
  - stand out
  - handing out

- B**
- |          |         |
|----------|---------|
| 1 handed | 4 back  |
| 2 run    | 5 head  |
| 3 stand  | 6 think |

**Grammar**

- A**
- |           |               |
|-----------|---------------|
| 1 tidier  | 4 quickly     |
| 2 saddest | 5 intelligent |
| 3 worse   | 6 better      |

- B**
- most fascinating
  - certainly
  - easily
  - seriously

- stronger
- most important

**Use your English**

- highly
- personality
- beautiful
- easily
- thinner
- totally
- interested
- confident

**Writing**

- A**  
1b 2e 3c 4a 5d

- B**  
1F 2T 3T

- C**
- Mike and Greg
  - They met at high school.
  - at the Big Tunes music shop
  - Greg steals a CD.
  - Greg ran out of the shop and Mike realised their friendship was probably over.

- D**  
Student's own answer

**Review 6****Vocabulary**

- 1b 2c 3b 4a 5d 6d 7d 8b 9a  
10b 11a 12d 13d 14b 15b 16a  
17b 18a

**Grammar**

- 1b 2c 3d 4a 5b 6d 7a 8a 9d  
10b 11b 12a 13c 14b 15d 16c  
17b 18c

Front cover image:  
a close-up of soap  
bubbles.

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