

**NEW
SUCCESS
at
FIRST
CERTIFICATE**

TEACHER'S BOOK
with Revision Tests

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Oxford University Press

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in
Oxford New York

Auckland Bangkok Buenos Aires Cape Town Chennai
Dar es Salaam Delhi Hong Kong Istanbul Karachi Kolkata
Kuala Lumpur Madrid Melbourne Mexico City Mumbai
Nairobi São Paulo Shanghai Taipei Tokyo Toronto

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First published 1997

2008 2007 2006 2005 2004

10 9 8 7 6

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ISBN 0 19 453334 4

Typeset by Oxford University Press

Printed in China

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INTRODUCTION

1 COMPONENTS

Student's Book
Workbook
Cassettes
Teacher's Book

2 TYPES OF TARGET LEARNER

New Success at First Certificate is designed primarily for learners preparing for the First Certificate exam. However, as will be seen, the material is also relevant to several other types of learner.

Which learners will benefit from the course?

The learners will have completed some kind of intermediate course and should already be familiar with but not necessarily proficient at such 'intermediate' English as: basic tense distinctions (present and past, present perfect and past, progressive forms in present and past); basic conditionals and modals; various future forms such as 'will' and 'going to'; basic distinctions between adjective and adverb; comparatives etc.

Furthermore, these learners are almost always learning in a group or class with a teacher. The course may be of the 'intensive' or 'longer-term' type. Some of these learners are attending courses in Britain. The greater proportion of them are attending courses, usually not of the intensive type, in their own countries. These learners are usually in their teens or are young adults. But even if they are still in their teens, they usually want to be treated in an adult fashion. There is a particularly pressing need with learners at this level to present what can be called 'common-core' English in a new and interesting light. 'Common-core' English is the kind of lexis and structure found in a wide variety of texts and uses, from non-specialist 'general interest' type English to basic scientific and technical materials. Typical learners at this level have often had some exposure to this kind of English before, often suppose they already 'know' it, but almost always have all sorts of problems in using it accurately.

A second and related need at this level is to expose the learner to and give him or her practice in a range of lexis and structure called for specifically in the examination. The learner is usually not familiar with a great deal of this lexis and structure or with some of the techniques for manipulating it, such as transformation and word-building, which s/he may need in the exam.

Who are the other learners this book can be used with?

Experience has shown that there are many other kinds of learner who can and do benefit from an exam approach. Such 'other types of learner' include:

- those preparing for, or already attending, post-secondary courses at university or other types of institution where English is used as the medium of instruction in various subjects (Medicine, Psychology, Engineering and Computer Sciences, Business Administration and Management courses etc.)
- upper-secondary school learners
- participants in a wide range of so-called 'general courses' who want English not only for 'general communication' but also as a means of acquiring further information about the world around them; that is, the type of learner who may have no specific exam aim but who sees English as a kind of 'tool for further development'.

3 TIMING

How much time is necessary for – a typical Focus?

The first three Focuses in particular of each unit are designed as 'lessons'. A 'lesson' in this sense usually takes at least 1½ hours (often broken into two 45-minute sessions) unless the teacher decides to set certain parts of each Focus (such as vocabulary work, transformation exercises in language study, and other practice components) for homework. If the teacher does this, a 'lesson' can often be covered in one hour. Each unit contains at least three such 'lessons' (Focuses 1–3) with clear options for two more lessons (Focuses 4 and 5). We say 'options' because only the teacher can decide if a class can be left to do Focuses 4 and 5 as homework or not. Certainly at the beginning, and probably until well into the course, the teacher needs to devote some class time to Focuses 4 and 5, in order to explain and monitor what is required. We predict that at the very least, most teachers will do a minimum of ten 'Focus 4' writing practices in class, or at least start the students off in class with the writing of the model tasks. Most teachers will also find it useful to spend some classroom time on the revision and extension exercises in Focus 4. This is particularly true at the beginning of the course and with very good classes becomes less necessary as the class grows used to doing some of these things on their own, without classroom supervision by the teacher.

How much time is necessary for – the whole book?

A great deal depends on class size, motivation and other factors. But it can be said with absolute certainty that at the very least, sixty double lessons and ideally an option of at least ten more such double lessons will be necessary to do justice to the book and the rich and varied material it contains.

4 OBJECTIVES

What are the objectives of the course?

- 1 To provide preparation and practice for a range of exam tasks in a varied, interesting and thorough way.
- 2 To do this so that not only exam requirements are met but so that the learner's general communicative competence develops and grows.

It is sometimes argued that these two objectives are incompatible; that studying for an exam automatically means that the learner only acquires 'exam techniques' and that these are of little or no real use otherwise. It is obvious that, among other things, a course and the book on which it is based must prepare learners to do an exam by giving them practice with exam-type exercises and tasks. Learners have to be familiar with the format, to be free to use their English to the best possible effect and not be worried by the format or puzzled about how to go about the mechanics of the exam. But it is equally obvious that a learner's needs go far, far beyond this alone. A learner needs a broad base of communicative English. Therefore, the aim of this Teacher's Book and of any teacher with the learner's best interests at heart must be to find ways of using exam-type exercises and tasks so as to extend and improve this communicative base. There are many things which the teacher can do; s/he can make, for instance, the most of possibilities for group and pair work so that activities become more communicative. The tasks and exercises in *New Success at First Certificate* are also designed so that students are not just performing mechanical operations on surface structure, but thinking about how alterations in surface structure affect meaning. The tasks and exercises also try to involve the personality of the individual student so that s/he is communicating about his/her own ideas and opinions.

5 THE EXAMINATION

The revised First Certificate consists of 5 papers:

Paper 1	Reading	1 hour 15 minutes	40 marks
Paper 2	Writing	1 hours 30 minutes	40 marks
Paper 3	Use of English	1 hour 15 minutes	40 marks
Paper 4	Listening	about 40 minutes	40 marks
Paper 5	Speaking	about 15 minutes	40 marks

See 'About the exam', page 8, for more detailed information, which is also provided in the Student's Book. The Teacher's Book gives teachers suggestions about how to train their students for the demands of the different papers. The Teacher's Book also points to suitable opportunities for getting students used to working under the time pressure they will meet in the exam.

6 METHODOLOGY

The body of the Teacher's Book gives detailed suggestions for teaching each section of each unit. However, there are a number of general teaching points we would like to make:

Interaction

It is a good idea if the teacher varies as much as possible the ways in which the class work together, so that sometimes a pair of students work together, sometimes a small group, sometimes a large group, and sometimes the whole class. Tasks which are usually done alone by the student, such as reading, blank-filling, answering multiple choice questions, compositions and so on, can also be done together with another student or students. Students can learn from each other and there will be an increase in the amount of language being used and learnt.

Thinking grammar

New Success at First Certificate asks students to apply an inductive approach to learning the grammar rules of the language, that is, working from examples to the rules underlying them. Rather than being given the rules, students are led into a process of discovering them, often by being asked to think about differences in meaning produced by different structures. They can check whether their ideas are correct by looking at the Grammar Summary at the end of the Student's Book. This discovery process is an important part of the methodology of the course and rules about the language learnt in this way are absorbed much more deeply and memorably.

Speaking

As the Speaking Test is now conducted in pairs, or a group of three candidates, the Teacher's Book gives useful information about and suggestions for helping students to prepare for this part of the examination.

Talking on your own

There are suggestions for helping students to compare, contrast and comment on a pair of pictures, a task they will have to do on their own in Part 2 of the Speaking Test. Suggestions are made for encouraging students to keep talking for a longer period, for example by using fillers effectively.

Problem solving

Advice is given for organizing a class into small groups, to deal effectively with the tasks students will come across in Part 3 of the Speaking Test.

Discussion

Topics for discussion are included to give students extended practice in talking about themselves and stating their opinions, which they will have to do in Parts 1 and 4 of the Speaking Test. Also included are expressions students could use in their discussions, for example ways of agreeing with someone, interrupting politely etc.

Finding out about each other

There are hints for encouraging student interaction and inviting students to communicate with each other rather than simply talk about themselves. These skills will be needed for Parts 1, 3 and 4 of the Speaking Test.

Language activation

Suggestions are included throughout the Teacher's Book for making some of the exercises more interesting and communicative, for example by using flash cards, organizing games etc.

Extension activities

These arise naturally from a variety of activities used throughout the book and are directly connected with them, for example preparing a C.V. in Unit 3, Focus 1 and asking for help in Unit 3, Focus 2.

Reading

The Teacher's Book gives ideas for developing students' reading skills. Ideas are given for prediction and information gap activities. Passages can be split up and the parts given to different groups and used in a number of ways. Guidance is also given for training students to deal with the kind of multiple choice questions on reading passages they may meet in Paper 1. Students are encouraged to justify their choice of answer and explain why the other answers are wrong. Suggestions are also given for the new-style gap-fill and matching tasks which appear in Paper 1.

Use of English

The Teacher's Book explains what area of grammar and vocabulary is being tested in the various types of task in Paper 3 in the exam. There are also suggestions for tackling word building, key word transformation, cloze, multiple choice cloze and 'extra word' task types.

Language Study

These sections ask students to think about changes in meaning caused by changes in surface structure, and

to arrive at the rules themselves. Students are then given a reference to the appropriate section in the Grammar Summary at the end of the book against which they can check their insights. They are given practice in the structures through transformation exercises. Note that the transformation exercises in these sections are of exam format but some have a different purpose, that is, they may concentrate on one structure in order to teach it. The transformation exercises in Focus 4 practise a variety of structures.

Vocabulary

The sections on vocabulary cover word building, phrasal verbs, and words often confused because they are similar to each other, such as *travel*, *journey*, *voyage* and *trip*. Students can be asked to tackle these exercises in pairs or groups, discuss different meanings and approaches and arrive at their own conclusions, before comparing their results with those of other pairs or groups of students. Dictionaries are an often neglected resource in the EFL classroom and suggestions are made in the Teacher's Book for encouraging students to use them.

Listening

The Teacher's Book gives useful information about the new-style Listening Paper and includes ideas for approaching the various task types, for example note-taking, matching information and identifying speakers. Advice is also given on what to listen for and how to record answers. Extra ideas for listening tasks and note-taking practice are also included.

The listening passage tasks are exam-based. Students are taught to look through the tasks and predict what they are going to hear and what they will be asked to do, e.g. fill in information or answer 3-option multiple choice questions. In examination conditions, students will hear the passage twice and be expected to perform the required task during two plays with only a short pause between each play. There is no opportunity to stop the tape half way through a play. This method is also recommended in the classroom, although it is suggested that students and teachers can listen to the passages stopping whenever they wish after the required task has been performed.

Writing

Focus 4 of each unit contains extensive coverage of the skills needed for the new exam task types. The compulsory Transactional letter (Part 1) is dealt with in Units 2, 6, 10, 14 and 18. Part 2 task types are all covered at least twice in the remaining 15 units. Aspects of grammar and style for particular writing tasks are also included.

Writing can be a lonely process and the teacher the

only audience for the result. The Teacher's Book makes suggestions for writing in class as well as for homework, and for doing them in pairs and groups, so that students can plan their writing together and learn from each other by sharing ideas. Teachers could display students' work on the walls of the classroom so that other students can read and enjoy it.

Suggestions are included for encouraging students to write legibly, such as exchanging and marking each other's work. There are also extra writing tasks in some units.

Revision and extension

The revision and extension exercises come at the end of each unit (Focus 5). The revision tasks come at the end of every even unit (e.g. Unit 2) and revise the grammar and vocabulary of the previous two units. The tasks are in the style of the Paper 3, Part 1 multiple choice cloze and the Paper 3, Part 3 key word transformations.

The extension tasks come at the end of every odd unit (e.g. Unit 1). They build on the language of the previous units and cover important areas such as word building, tense choice, conditionals, etc. It is suggested that these revision and extension units should be used diagnostically so that students become aware of the areas they are weak in, and do further work on them, for instance looking at the Grammar Summary and redoing the appropriate input section in the Student's Book.

Listening tasks are included in every even unit, to give students additional practice in the various exam task types.

7 WORKBOOK

The Workbook contains twenty units that are thematically linked to the twenty units of the Student's Book. Each unit has a new authentic passage, vocabulary exercises and extensive grammar revision. There are four Progress Tests – one after every five units. The answer keys for all Workbook exercises are to be found after the teaching notes for the relevant unit.

The Workbook can be integrated with the Student's Book in a variety of ways. When preparing each unit of *New Success at First Certificate* it would be useful to look at the Workbook in conjunction with the Student's Book and decide which exercises you want to use in class and which ones students could work through on their own.

8 REVISION TESTS

Revision tests can be found at the end of this Teacher's Book. Each set of ten questions is based on a unit in the Student's Book. These Revision Tests are for the teachers who want test material that will not have been seen by the students.

You may make photocopies of the tests for classroom use but please note that copyright law does not normally permit multiple copying of published material.

ABOUT THE FIRST CERTIFICATE EXAM

Paper 1 Reading (1 hour 15 minutes)

Paper 1 consists of four parts, which are always in the same order. Each part contains a text and comprehension task of some kind. The type of texts used include newspaper and magazine articles, advertisements, brochures, guides, letters, fiction, messages and reports.

Part 1 Multiple matching: text preceded by multiple matching questions.

Part 2 Multiple choice: text followed by multiple choice questions.

Part 3 Gapped text: text from which 6 or 7 sentences or paragraphs have been removed and put in jumbled order. The task is to fit the missing text into the gaps.

Part 4 Multiple matching: as in Part 1.

Paper 2 Writing (1 hour 30 minutes)

Paper 2 consists of two parts.

Part 1 Transactional letter (this part is compulsory).

Part 2 Candidates can choose one of four questions. The writing tasks may include letters, articles, reports, applications, stories and compositions, and questions about the background reading texts.

Paper 3 Use of English (1 hour 15 minutes)

This paper consists of five parts, which test the candidate's knowledge of grammar and vocabulary.

Part 1 Multiple choice vocabulary cloze: a text with 15 gaps followed by a choice of 4 answers for each gap.

Part 2 Grammar cloze: a text with 15 gaps; no answers are given.

Part 3 Key word transformations: a complete sentence followed by a gapped sentence, which must be completed using a given word.

Part 4 Error correction: a text where most lines contain an extra and unnecessary word. Candidates must identify the extra words.

Part 5 Word formation: a text containing 10 gaps each of which must be filled with a word formed from a given root word.

Paper 4 Listening (about 40 minutes)

This paper contains four parts. Each part contains one or more recorded texts and accompanying comprehension questions.

Part 1 Multiple choice: short, unconnected extracts, each about 30 seconds long.

Part 2 Note taking or blank filling: a monologue or a text with more than one speaker, lasting about 3 minutes.

Part 3 Multiple matching: short connected extracts, each about 30 seconds long. Candidates match extracts with prompts.

Part 4 Selection from 2 or 3 possible answers: a text lasting about 3 minutes. Task types may include yes/no, true/false, 3 option multiple choice, which speaker said what.

Paper 5 Speaking (about 15 minutes for 2 candidates)

This paper – the speaking test – contains four parts. Normally there are two examiners and two candidates. One examiner only assesses, the other gives instructions and talks to the candidates. Candidates should talk mainly to each other.

Part 1 Candidates are asked to give information about themselves.

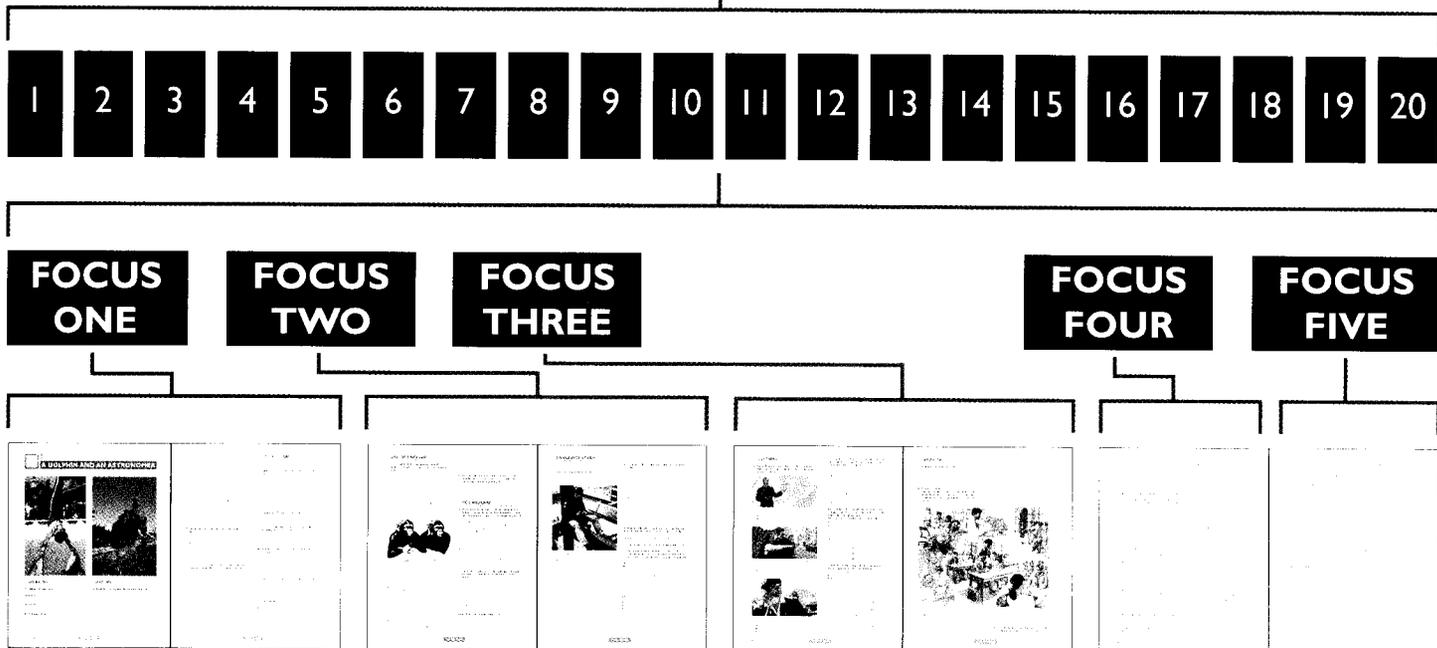
Part 2 Each candidate is given two pictures to talk about in relation to themselves. They also comment on the other candidate's pictures.

Part 3 Candidates talk to each other in a communication task (for example making plans, solving a problem, making a decision, discussing an order of importance, speculating). Pictures or diagrams help candidates start the discussion.

Part 4 Candidates exchange opinions with each other. Discussion is related to the topic of Part 3.

ABOUT THE BOOK

New Success at First Certificate is an integrated course divided into 20 topic-based units. Every eight-page unit has five parts, each starting on a new page. Each of these five parts is called a 'Focus'.



Each of *Focus 1–3* brings a fresh perspective to the unit topic together with integrated and varied language input and practice. The Focus input may be one or more of:

- USE OF ENGLISH
- READING
- LISTENING
- SPEAKING
- PASSAGES FOR COMMENT

Practice of vocabulary, structure and usage arises naturally from the input of the Focus. Practice activities and exercises may be one or more of:

- VOCABULARY
- LANGUAGE STUDY
- USE OF ENGLISH
- PROBLEM SOLVING
- WORD FORMATION
- WRITING

Focus 4 of each unit concentrates on the writing skill and the writing paper of the exam. It provides models, and practice of all the types of writing task (letter, narrative, speech, argument, description etc.) required in this part of the exam.

Focus 5 contains REVISION AND EXTENSION of key structures and vocabulary. Many of the exercises are in the form of the exam and there are cross-references where necessary to the Grammar Summary at the back of the book. This Summary provides clear grammatical explanations and examples.

The Syllabus pages at the front of the Student's Book show how each unit practises each of the five papers of the exam as well as listing the language study and vocabulary covered.



A DOLPHIN AND AN ASTRONOMER

FOCUS ONE

*SB 2–3

■ SPEAKING

Talking on your own
Problem solving

■ READING

■ VOCABULARY

say, tell, talk or speak?

■ LANGUAGE STUDY

Form and meaning
Questions with *who*

SPEAKING

Talking on your own

In pairs, ask students to write down the names of everything they can see in the two pictures, e.g. dolphin, elephant, log. Walk round checking vocabulary and spelling.

Still in pairs, ask students to talk on their own without interrupting each other. Tell them not to worry about the time taken, but to do the tasks as well as they can without too much hesitation. Explain to students that in Part 2 of Paper 5, the Speaking Test, they will each have a 'long turn', when they each have to talk on their own about a **different** pair of pictures.

Walk round listening to students and helping only if they 'dry up' completely. Be careful to check that students can handle descriptions using the present continuous and present simple tenses where necessary, e.g.

The dolphin looks intelligent / is performing..., the elephant is huge / is pulling...

Encourage students to talk about all the parts of the tasks and not to leave anything out.

Topics for further discussion

Encourage students to talk about themselves by asking them to describe any pets they keep, or would like to keep at home. Explain that in the Speaking Test they will have to talk to the examiner about themselves in Part 1.

* References throughout are to the relevant page numbers in the Student's Book.

Problem solving

Divide students into small groups and ask them to decide which animal they think is the most useful, which the least useful and which the most dangerous to humans. Allow about 3 minutes for this, then ask two pairs to compare their decisions. Explain that in the Speaking Test they will have to do a problem solving task together in Part 3.

Topics for further discussion

Still in small groups, ask students to discuss the following question:

Should animals be kept in captivity? If so, where is the best place to keep them, e.g. zoos, safari parks?

Explain that in the Speaking Test they will have to discuss questions like these with their partner and with the examiner in Part 4. Encourage a natural discussion and tell students that it is not necessary to agree with each other. Write the following expressions on the board for students to use:

Expressing disagreement

I'm afraid I don't agree at all.

I don't think that's the case.

I disagree.

Expressing agreement

I couldn't agree more.

That's exactly what I feel.

That's quite true.

Allow about 2–3 minutes for this and then ask one member of each group to report back to the rest of the class.

READING

EXERCISE A

Tell students to ignore the four missing sentences and to 'skim' read the text (glance through it quickly) for general meaning. They should then read it carefully a second time.

EXERCISE B

Ask students to read sentences A–D and try to fit each one in gaps 1–4 before deciding on their answers.

Explain to students that they need to look for clues. For example, in sentence C, the word *Elvar* appears. The writer has introduced *Elvar* in paragraph 1, and, at the beginning of paragraph 2, it says *The dolphin*

wanted Elvar to scratch his stomach again. Sentence C tells us that Elvar had turned on his back, so the answer to 1 must be C.

Similarly, the sentence before paragraph 2 tells us that the astronomer was astonished because the dolphin produced a sound just like the word 'more'. Sentence B tells us that *the director said 'That's one of the words he knows' and showed no surprise at all.* Ask students to look for clues in the same way for 3 and 4. Tell them they need to have proof that the sentence can and does fit into the gap.

Answers

1 C 2 B 3 D 4 A

EXERCISE C

In pairs, ask students to find sentences in the text to justify their choice of answer. They can use the following expressions:

Justifying choices

It isn't A, B or C because ...

It must be / is D because ...

It can't be B because ...

I don't think it's A because ...

Answers

1 C 2 C 3 D

VOCABULARY

say, tell, talk or speak?

With students' books closed, introduce the verbs *say, tell, talk* and *speak* with your own examples, e.g.

Now listen to what I'm going to say.

I'm going to tell you what to do next.

I'm talking about four verbs which are often confused.

You're learning to speak better English.

Write the following patterns on the board and ask students to copy them into their notebooks for future reference:

say say that
say something to somebody
said, '...'

tell tell somebody that
tell somebody to do something
tell somebody how to do something
tell the truth / lies / a story

talk talk to somebody
talk about something

speak speak to somebody
speak well / badly
speak French / Japanese

Ask students to make sentences of their own using the four verbs. Ask individual students to read out one of their examples and ask the other students to say whether it is correct or not. Invite students to correct any sentences they think are wrong.

Ask students to open their books and complete the exercise individually. When they have finished, they can compare their answers in pairs.

Answers

1 speak	4 tell	7 speak
2 say	5 speak	8 say
3 talk	6 tell	

LANGUAGE STUDY

Form and meaning

EXERCISE A

With students' books closed, write sentences 1–4 on the board. Ask students in pairs to decide what the difference in meaning is between each pair of sentences, and what causes this difference.

Answers

- 1 *Sound* – sound in general because there is no article
- 2 *The sound* – definite article *the* suggests a specific sound
- 3 *Stop to think* – the infinitive refers to what happened after *stop*
- 4 *Stop thinking* – the gerund or *-ing* form refers to what happened before *stop*

EXERCISE B

Ask students to open their books and match sentences 1–4 with meanings a–d.

Answers

1 a 2 b 3 c 4 d

Questions with *who*

EXERCISE C

Answers

1 a Tom	2 a Jack Ruby
1 b Dick	2 b Kennedy

EXERCISE D

Answers

- 1 Who did Cleopatra love?
- 2 Who loved Cleopatra?
- 3 Who saw you yesterday?
- 4 Who did you see yesterday?
- 5 Who do you know here?
- 6 Who knows you here?

FOCUS TWO

SB 4–5

- USE OF ENGLISH
- VOCABULARY
- LANGUAGE STUDY

stop doing vs. stop to do ► GS 5.3
who, which or whose? ► GS 11.1, 11.2
When do you have to use *the*? ► GS 3.2, 3.3

USE OF ENGLISH

EXERCISE A

Ask students to skim read the passage silently for general meaning. Tell them not to worry about the meaning of individual words. Allow about 2 minutes. Encourage students to summarize the content of the passage by asking a few check comprehension questions, e.g.

What kinds of creatures are mentioned? What can these creatures do?

EXERCISE B

Tell students to look through the missing words which are to be inserted in the blank spaces.

Ask students to work in pairs or small groups and try to fill each of the numbered spaces with one of the words given. Encourage them to try all the words in each space. They should discuss whether the words fit grammatically and whether they make sense. For example, in space (3), the only word to fit grammatically and make sense is 'least'.

Explain to students that this type of task, which is similar to Part 2 of Paper 3 Use of English, is more a test of grammar than vocabulary.

Answers

- | | | |
|---------|-----------|-----------------|
| 0 of | 6 each | 11 such |
| 1 on | 7 another | 12 who |
| 2 at | 8 them | 13 which / that |
| 3 least | 9 and | 14 been |
| 4 the | 10 also | 15 by |
| 5 like | | |

VOCABULARY

EXERCISE A

With students' books closed, write the words in capital letters on the board and ask students to explain their meanings by giving synonyms, explanations or opposites, e.g. *communicate* – talk to / have a conversation with.

Ask students to think of as many different forms of the words in capitals as they can, e.g. *communication, communicative[ly]*. This 'brainstorming' session will make them feel more confident about forming other words from those given, and provides good practice for the questions they will have to do in Paper 3 Use of English in the exam.

Tell students to open their books, complete the exercise with an appropriate form of the word given, and say what part of speech they have formed.

Answers

- | | |
|-----------------|---------------|
| 1 meanings | 5 proof |
| 2 communication | 6 collection |
| 3 similarity | 7 grammatical |
| 4 scientific | 8 agreement |

Ask students to use the words they have formed in sentences of their own, paying particular attention to stress and pronunciation. Notice the stress and pronunciation of the words in A.

EXERCISE B

With students' books closed, write sentences 1 and 2 on the board and ask students how the meaning changes even though the same pair of words is used.

Suggested answers

- 1 looked into = literal meaning
- 2 looked into = investigated
- 3 go on = literal meaning
- 4 go on = continue
- 5 go up = literal meaning
- 6 go up = increase, come down = fall
- 7 come down = literal meaning

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- 8 look up = literal meaning
- 9 look up = find in the dictionary

Ask students to read out the examples which correspond to the meanings in 1–5.

Answers

1 (2) 2 (4) 3 and 4 (6) 5 (9)

LANGUAGE STUDY

stop doing vs. stop to do

EXERCISE A

In small groups, ask students to discuss answers to questions 1–8.

Suggested answers

- 1 He stopped working.
- 2 He stopped to have his lunch.
- 3 He stops working at 12 noon.
- 4 He stops to have his lunch.
- 5 He would probably stop eating.
- 6 He would probably stop to listen to the announcement.
- 7 We / I'd probably stop studying.
- 8 We / I'd probably stop to see what caused the explosion.

who, which or whose?

EXERCISE B

Ask students what the difference between the three words is. Refer them to GS 11.1 if necessary.

Answers

- | | | |
|---------|---------|---------|
| 1 which | 4 which | 7 which |
| 2 who | 5 whose | 8 who |
| 3 who | 6 who | 9 whose |

You can use *that* in 1,2,3,4,7,8

You can only use *who* in 6.

When do you have to use the?

EXERCISE C

Explain to students that in Part 4 of Paper 3 in the exam they have to do an error correction exercise similar in layout to this. Tell them to look at the examples and read the text carefully, before making any decisions about which are the unnecessary words. Remind them when it is necessary to use the article

and when the article is not needed. Refer them to GS 5.3 if necessary.

Ask them to do the exercise in pairs. When they have finished, ask students to explain why the words they have chosen are unnecessary.

Answers

- | | | |
|--------|-------|--------|
| 0 ✓ | 5 the | 11 the |
| 00 the | 6 ✓ | 12 ✓ |
| 1 the | 7 the | 13 ✓ |
| 2 the | 8 ✓ | 14 the |
| 3 ✓ | 9 the | 15 ✓ |
| 4 the | 10 ✓ | |

FOCUS THREE

SB 6–7

■ LISTENING

■ SPEAKING

- Finding out about each other
- Problem solving
- Discussion

LISTENING

EXERCISE A

Explain that in Part 1 of Paper 4, the Listening Paper, students listen to short extracts of different people talking, and answer questions like these. They will hear the question and the three choices A, B and C recorded on the tape. There will then be a tone before the extract starts.

Allow 1–2 minutes for students to read through the questions and make certain they know what they are listening for, then play the tape without pausing.

Tapescript

- 1 You are in the South of England when you hear this. What is the weather like?
- A It is much colder.
 - B It may snow.
 - C It is snowing heavily.
- A:** ... and now we're going over to Ian Crew. Well, Ian. What have you got for us today?
- B:** Good morning. Well, as they say, I've got some good news and some bad news. Let me start with the good news. There was no frost last night in the southern and central parts of the country for the first time in seven days. So we can hang up our heavy winter overcoats, at least for the time being. It's already around four degrees in London and the South this morning and we can expect a maximum temperature in these areas of six degrees today.
- The bad news is that this warmer weather brings a risk of snow, I'm afraid. In fact, there have already been heavy falls of snow in Scotland and the North of England. It's not as bad yet as it has

been in Scandinavia and the North of Germany, where there were unusually heavy snowfalls yesterday. However, we can expect some snow even here in the South of England, especially in inland areas away from the coast.

- 2 You hear two people talking in the street. What is one of them looking for?
- A a language school
B a church
C a hotel
- A: Excuse me. Uh... I am looking... I am looking for St. Martin's...
B: St Martin's? I'm sorry, I don't know it. Is it a church?
A: Church?
B: Yes. Are you looking for a church? Because if you are, I think there's one just around the corner.
A: No, no... it's a language... a language school. St Martin's School of English. Do you know where it is?
B: A language school? Oh, I know the place you mean. I just didn't know the name. It's not far. You go through the park ...
A: Park? Where is ...
B: Right in front of where we're standing. See. Over there. That's right. Well, go through the park and turn left. That's where Seaview Road is. The school is next to the Seaview Hotel. That's the first place you see in the street. The Seaview Hotel. Do you understand – do I need to repeat that?
- 3 A woman is phoning someone. Who is she talking to?
- A someone in Germany
B a student at a language school
C someone a student is going to stay with
- A: Hello, is that Mrs Wellford? *(Pause)* Hello, Mrs Wellford. This is Sandra Javits at the St Martin's School of English. I hope I'm not phoning too late? *(Pause)* Oh, good. It's about the student that's staying with you, Klaus Klein, from Hamburg. *(Pause)* Yes, I know he should have arrived this afternoon. That's why I'm phoning now. He's just arrived. *(Pause)* Yes. He's here now. *(Pause)* You didn't know he was going to be late? But I spoke to your husband earlier this evening and told him. *(Pause)* Yes, that's right. I told your husband Mr Klein would be arriving later than expected. Your husband said you were still at work. That's why I gave him the message. *(Pause)* Yes, I'm sure. It seems he forgot to tell you, doesn't it? *(Pause)* Yes, now about Mr Klein. He came to the school because he hadn't received the letter we sent him confirming the course details and the name of his host family. *(Pause)* Well, you see, his plane was delayed in Germany, because of heavy snow on the runway. Is it too late for him to come now? *(Pause)* Oh, good. I'll send him straight over in a taxi. *(Pause)* Yes, you can expect him in about ten minutes. *(Pause)* Yes, in ten minutes. *(Pause)* Thank you, Mrs Wellford. Goodbye.

Answers

1B 2A 3C

EXERCISE B

Tell students that they will hear the first conversation again. They will need to listen carefully to what the speakers say and complete the sentences. Explain that it is not necessary to write a lot of words, usually three or four will be enough.

Allow a minute or so for students to read through the sentences so that they know what they are listening for. Ask students to predict what sort of information they will need to complete the sentences, e.g. in 4, the

answer will be something to do with good weather because of the 'good news' and the mention of 'the weather' in 5. In 5, it will probably be something to do with bad weather because of 'however'. In 6, it could be something to do with good or bad weather, but it is probably the former because there is another 'however' in 6. Warn students, however, that the answer must not be something they have guessed, but something that they have actually heard on the tape.

Explain to students that this is a task they have to do in Part 2 of Paper 4. Good practice for this task would be note-taking from news or other programmes on the radio.

Play the tape once. Ask students to check their answers in pairs.

Answers

- 4 no frost
5 risk of snow
6 heavy snowfalls
7 Scandinavia and Northern Germany

EXERCISE C

Allow a minute or so for students to read through the matching task, which is again similar to a task they have to do in the exam (Part 3 of Paper 4). Point out that there is one sentence they do not need to use. Play the tape once.

Answers

8C 9B 10A

EXERCISE D

Explain to students that they may have to match information in the exam. Here, they have to identify 'who says what', which is one possible task type in Part 4 of Paper 4.

Answers

11K 12S 13H 14W 15W 16H

SPEAKING

Finding out about each other

EXERCISE A

In pairs or small groups, ask students to find out information about their partners using the prompts given. Allow 2–3 minutes, then ask individual students to tell the class about a member of the group.

Problem solving

EXERCISE B

Explain to students that in Part 3 of the Speaking Test they may have to refer to a picture like this when carrying out a shared task with another candidate.

In different groups, allow 4–5 minutes for students to discuss questions 1 and 2 and to make a decision about question 3.

Discussion

EXERCISE C

In the same groups as above, allow about 3 minutes for students to discuss what has helped them to learn English. Encourage them to ask each other for opinions and contributions to the conversation and give their partners a chance to speak too!

FOCUS FOUR

SB 8

■ WRITING

Composition (argument) 1

WRITING

Composition (argument) 1

Explain to students that in Paper 2, the Writing Paper, there are two Parts. In Part 2, they will have a choice of four questions and may be asked to write a composition.

EXERCISE A

Introduce the first expression in the list of words and phrases and ask students to explain its meaning and usage, e.g. *first of all* is used to introduce the first item in a list, or the first point you are going to make. Repeat the procedure for the other items in the list.

In pairs ask students to fill in the numbered spaces. They should compare answers when they have finished.

Answers

- 1 However
- 2 First of all / Firstly
- 3 In addition / Moreover
- 4 However / On the other hand
- 5 First of all / Firstly
- 6 In addition / Moreover
- 7 As a result
- 8 In conclusion / To sum up

- 9 On the whole
- 10 In contrast

EXERCISE B

Answers

- 1 Introduction
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

Point out the importance of the introduction and conclusion, and the development of the composition in paragraphs 2 and 3. Tell students to adopt this formula for all compositions they write, to produce clear and logical pieces of writing.

EXERCISE C

In groups of 3 or 4, ask students to make two lists of points mentioned in the composition:

List 1 – Advantages of living in the country

List 2 – Disadvantages

Write (or ask a student to write) the two lists on the board, dealing with any differences of opinion between the groups.

Answers

ADVANTAGES

peace and quiet
people friendlier and more open
less traffic
safer for young children

DISADVANTAGES

few people, fewer friends
little entertainment
few shops, services – harder to find work
long journeys to work
expense of getting to work

EXERCISE D

Ask students to sort the notes into two lists in pairs.

ADVANTAGES

stops people feeling lonely
can be educational
cheap
good for old people living alone
good for children

DISADVANTAGES

bad for the eyes
stops people from talking to each other
discourages people from taking exercise
makes reading seem less attractive
can create problems in the family
stops people from going to the theatre, cinema etc
bad for the sports industry

Ask students to think of other advantages or disadvantages to add to the lists.

EXERCISE E

Dictate the useful expressions and ask students to copy them into their exercise books.

EXERCISE F

Allow students a minute or so to read through the notes which they will have to follow when they write the composition in G.

EXERCISE G

Divide the class into two groups. Ask one group to write the first and the other to write the second composition.

When they have finished, ask the groups to exchange compositions and read each other's work. This will encourage students to write clearly and legibly so that the examiner will not have problems reading their writing.

Ask students to write the other composition for homework.

FOCUS FIVE

SB 9

REVISION AND EXTENSION

How words change from verb to noun

REVISION AND EXTENSION

As this is the first unit, the exercises here are mainly extension.

How words change from verb to noun

EXERCISE A

In pairs, ask students to read passages 1-4 and fill in the spaces with the correct form of the word in capitals then say what part of speech they have formed.

Answers

- 1 agreement; agree
- 2 mean; meaning
- 3 arrival; arrive
- 4 collects; collection

EXERCISE B

Further examples of words are:

- employ – employment, retire – retirement, content – contentment;
- perform – performance, avoid – avoidance; rehearse – rehearsal, propose – proposal;

permit – permission, reduce – reduction;

prefer – preference, correspond – correspondence;

depend – dependency, urge – urgency

- tell – tale (vowel change), grieve – grief (consonant change), prove – proof (consonant change)
- house /z/ – house /s/
- re'ject – 'reject (stress shift and vowel change)
- cut – cut, set – set

EXERCISE C

In pairs, ask students to complete the table of missing words. Check that students understand the meanings of the words by asking them to explain the meanings with synonyms or paraphrases.

Answers

suggest – suggestion

explain – explanation

satisfy – satisfaction

permit – permission

interfere – interference

appear – appearance

encourage – encouragement

deliver – delivery

see – sight

breathe – breath

give – gift

export – export

prove – proof

practise – practice

advise – advice

EXERCISE D

Divide class into pairs or small groups. Tell students they are going to have a word formation competition. The first group to complete the exercise correctly wins!

Answers

1 enter

2 visit

3 identification

4 explanation

5 licence

6 reactions

7 think

8 introduction

9 teacher

10 need

WORKBOOK KEY

*WB 6-9

EXERCISE A

1 B 2 D 3 B 4 A 5 A

EXERCISE B

Mammals: chimpanzee, whale, leopard

Birds: eagle, robin, crow

Insects: cockroach, mosquito, ant

Fish: salmon, sardine, shark

Reptiles: cobra, tortoise, crocodile

* References are to the relevant page numbers in the Workbook.

EXERCISE C

- | | | |
|---------|--------|-----------|
| 1 told | 5 said | 8 speak |
| 2 said | 6 tell | 9 talking |
| 3 tell | 7 say | 10 tell |
| 4 speak | | |

EXERCISE D

- | | | |
|---------|---------|---------|
| 1 told | 5 say | 8 which |
| 2 who | 6 whose | 9 told |
| 3 whose | 7 speak | 10 said |
| 4 who | | |

EXERCISE E

- | | | |
|--------------|----------------|----------------|
| 1 recordings | 5 performances | 8 difference |
| 2 practice | 6 arrangement | 9 alterations |
| 3 singing | 7 composition | 10 development |
| 4 migration | | |

EXERCISE F

- | | | |
|----------------|---------------|-------------|
| 1 come down | 5 went on | 8 come down |
| 2 looked up | 6 looked into | 9 go on |
| 3 looking into | 7 went up | 10 gone up |
| 4 look ... up | | |

EXERCISE G

- | | | |
|--------|--------|---------|
| 1 ✓ | 6 ✓ | 11 to |
| 2 ✓ | 7 the | 12 for |
| 3 with | 8 to | 13 ✓ |
| 4 you | 9 they | 14 that |
| 5 to | 10 ✓ | 15 in |

EXERCISE H

- 1 A 2 E 3 F 4 B
The extra sentence is C.



2

TRAVEL WISELY, TRAVEL WELL

FOCUS ONE

SB 10-11

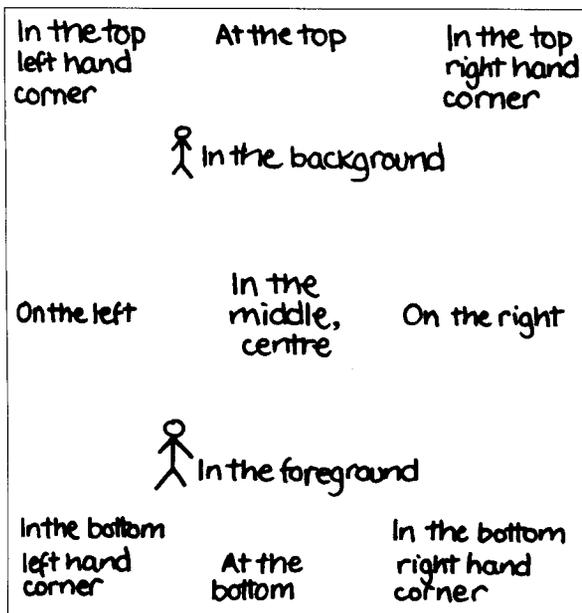
- **SPEAKING**
Talking on your own
Finding out about each other
Discussion
- **USE OF ENGLISH**
- **SPEAKING**
Problem solving
- **VOCABULARY**
travel, journey, voyage or trip?
flight, drive, ride or tour?

SPEAKING

Talking on your own

In pairs, ask students to write lists of everything they can see in both pictures. Then ask two pairs to compare their lists.

Tell students that, although examiners are not looking for a detailed description of where things are in a picture, it is useful to know how to refer to parts of the picture if they need to. Ask students to draw a large box in their exercise books, then dictate the following expressions and ask students to write them in their correct position in the box.



Tell students to take it in turns to ask each other where the items on their lists appear in the pictures, e.g.

Where's the ...?

Can you tell me where the ... is?

It's /They're ...

Still in the same pairs, ask students to talk on their own without interrupting each other. Remind them to talk about all the points mentioned in the tasks. Walk round listening to students and helping only if they 'dry up' completely.

Finding out about each other

Tell two pairs of students to join together and find out about the different means of transport they have used in the past month. Write a list of means of transport on the board and put the numbers of students using each form of transport in the appropriate column. For example,

CAR	TRAIN	PLANE	BIKE	ON FOOT	BUS
4	2	1	3	3	8

Encourage students to make sentences reporting their findings, e.g.

Most students travelled by bus.

Not many travelled by plane.

Discussion

In small groups, ask students to discuss the two questions in their books. Tell them they can interrupt each other politely if they want someone to repeat something. Put these expressions on the board to help them.

Interrupting politely

Excuse me! Would you mind repeating that, please?

Sorry, what did you say? I didn't quite catch it.

I'm sorry but I couldn't quite hear / didn't quite understand what you said.

Allow about 3-4 minutes, then tell two groups to compare what they talked about.

USE OF ENGLISH

EXERCISE A

Ask students to skim read the passage quickly, ignoring the missing words.

EXERCISE B

In pairs, ask students to try each of the four alternative words given for each space to see if it makes sense and can fit into the space. Explain to students that this type of task is a test of vocabulary rather than grammar. They will have to do tasks like this in Part 1 of Paper 3.

Answers

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

EXERCISE C

In small groups, allow 3–4 minutes for students to discuss the answers to questions 1–4. Answers will largely depend on the students themselves. Walk round listening to the discussions and encouraging any quieter students to participate. When students have finished, ask one member of each group to tell the rest of the class one thing the group talked about or decided.

SPEAKING

Problem solving

In pairs or small groups, allow students about 3 minutes to do the problem solving activity. Ask them to write a list to show another group when they have finished.

VOCABULARY

travel, journey, voyage or trip?

EXERCISE A

Answers

1 voyage 2 journey 3 trip 4 travel

EXERCISE B

Answers

1 trip 2 travel 3 journey 4 voyage

flight, drive, ride or tour?

EXERCISE C

With students' books closed, elicit or explain the meaning of the four words:

flight = journey by plane (noun)

drive = journey by car (noun and verb)

ride = sit on a horse, bicycle, be carried along in a vehicle (noun and verb)

tour = go on a guided excursion, usually for pleasure but could be an official visit (noun and verb)

Answers

1 ride 4 flight 7 drive
2 tour 5 tour 8 ride
3 ride / drive 6 flight

FOCUS TWO

SB 12–13

■ READING

■ LANGUAGE STUDY

may, should, must, will ► GS 7

READING

EXERCISE A

Ask students to read the text quickly and make some brief notes as to what each paragraph is about, e.g. Transit passengers – this paragraph talks about passengers *transferring to another flight*.

EXERCISE B

In pairs, ask students to find the section which refers to the information in questions 0–12. Remind students that the information may appear in more than one section, so there may be two answers for one piece of information, as in 1 and 2.

Explain to students that they will have to do a 'multiple matching' reading comprehension like this in Part 4 of Paper 1. They need to be able not just to 'word spot' but to find the information expressed in a different way. For example, in 0 *people who ask you questions about what is in your luggage* appears in C because these people are called 'Customs Officers'.

When students have finished, ask them to explain how they found their answers.

Answers

1, 2 B, C (in either order)
3 B
4 A
5 D
6 C
7, 8 A, C (in either order)
9, 10 A, C (in either order)
11 A
12 D

LANGUAGE STUDY

may, should, must, will

EXERCISE A

In pairs, ask students to explain the meaning of the underlined modals in their own words before repeating the sentences in 1–8. Ask them how the cartoon (bottom right of the page) shows the meaning of *May* in b).

Answers

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

EXERCISE B

Answers

1 must	4 may	7 must
2 should	5 will	8 should
3 may	6 will	

FOCUS THREE

SB 14–15

- LISTENING
- LANGUAGE STUDY
Verb and noun combinations
- SPEAKING

LISTENING

Give students time to read through the questions carefully before they listen to the tape. Tell them to put a pencil dot beside the answer they think is correct when they listen for the first time, then make their final choice of answer when they listen for a second time. Each extract is repeated.

Tapescript

- 1
A: Where have you just come from?
B: Milan.
A: Were you there on business?
B: No, I was ... uh ... taking a holiday there.
A: And you have nothing to declare.
B: No, just a ... a bottle of whisky. I bought it at the ... uh ... the duty-free shop in Milan.
A: I see. Do you mind if I have a look at what's inside this suitcase, sir?
B: You mean you want me to open it.
A: Yes. Open it, please. *(Pause)* There are three bottles here, sir.
B: But ... but ... I
A: Would you mind opening the other suitcase, too?

- 2
A: Look at these pictures, please. Can you see one like it there?
B: Yes. This one here. Same colour, same size.
A: Name-tags, sir?
B: Pardon?
A: Were there name-tags on it?
B: Uh. No.
A: Are you staying in London?
B: Yes, in a hotel.
A: Central London?
B: Yes, just off Piccadilly.
A: Well, sir. It should be on the next flight from Rio. But that won't be until tomorrow. Now, if you'll just fill out this form, we'll deliver it to you tomorrow, as soon as it comes off the aircraft.
- 3
A: Good afternoon, ladies and gentlemen. Sorry, again, for the slight delay, but this flight will be boarding shortly. When we do, we'll be boarding by seat rows. Those with green boarding cards will board first. Then we'll ask all those with red boarding cards to board – and after that, all those with blue cards. But first, would any passengers with young children or who need assistance board first? Thank you again for waiting, and once again, our apologies.
- 4
A: Well ... uh ... how shall I explain it ... you see, I'm a chemist and I'm doing some research into drugs and ...
B: Drugs? What kind of drugs, exactly?
A: Pain-killing drugs. But to come back to your question. I've come here in order to take part in a conference in London this weekend. I'm giving a talk about ... uh ... the side effects of drugs on women just before they give birth to children. Would you like to ... uh ... how shall I say ... have a look at the letter inviting me to the conference?
B: Yes, sir. May I? *(Pause)* And how long will you be staying?
A: Ten days. After the conference I'm planning on taking a trip to Scotland. I was a student there – many years ago – at Stirling University.
B: I see. Thank you very much, sir. I hope you enjoy your stay in Britain. I come from Scotland, myself. From Edinburgh.
- 5
A: This is Janet. Uh ... listen ... uh ... I'm phoning from the airport here ... I mean, we haven't left yet and ... well, the thing is ... the plane has been delayed by two hours. So I should get there around ... uh ... seven this evening – that is, as long as ... as long as there are no other problems here at this end. That's all for now ... Oh, wait ... uh when I ... as soon ... I mean ... uh ... I'll give you a call from the airport in Madrid as soon as I get there. Got that? All right?
- 6
A: This is the last and final call for Flight BA 505 to Madrid. Will the two remaining passengers on flight BA 505 to Madrid please go to Gate 57 immediately, where their plane is waiting to depart. Last and final call for Flight BA 505 to Madrid. Passengers on this flight must go to Gate 57 immediately.

Answers

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

When students have finished, ask those who chose the correct answers to say what helped them to choose their answers.

LANGUAGE STUDY

Verb and noun combinations

EXERCISE A

Divide the class into small teams and ask students to make two lists of expressions: those which can be used with *give* and those which can be used with *take*. The first team to produce a correct list of combinations wins!

Answers

- give** a party
someone a call
birth to a baby
someone a lift
a talk about something
someone trouble
- take** a look at something
care of something
part in something
place in
a long time to do something
a break from doing exercises like this

EXERCISE B

Explain that this is the kind of task students have to do in Part 3 of Paper 3. Remind students that they must use the word in bold, the second sentence should mean the same as the first, and they should use no more than five words, including the word in bold.

To help them, suggest that they write out the sentence with the word in the space to see what it looks like, e.g.

What are ... talk.... tomorrow?

This may help them to put the word into a correct sentence which makes sense.

Answers

- | | |
|-----------------------|----------------------|
| 1 giving a talk about | 7 took care of my |
| 2 is taking place | mother |
| 3 take an interest in | 8 has been giving me |
| 4 gave birth to | trouble |
| 5 took me an hour | 9 took part in |
| 6 give you a lift | |

SPEAKING

EXERCISE A

For every group of 4 or 5 students in the class, prepare two sets of cards: one with the questions and the other with the answers written on them. Give half the members of each group the questions, the other half the answers. Tell students to take it in turn to read out a question and supply a suitable answer and sort out the cards into the correct combinations.

Answers

1 c 2 d 3 e 4 b 5 a

EXERCISE B

In pairs, ask students to talk about the pictures and say where they might have been taken and what sort of places they show. Then, in the same pairs, tell students to ask and answer the questions about one of the places shown in the pictures.

EXERCISE C

In the same pairs, ask students to tell each other about an interesting place in their own country, using the phrases in their books.

FOCUS FOUR

SB 16

■ WRITING

Transactional letter 1

WRITING

Transactional letter 1

EXERCISE A

Sample task

Ask students to read the letter and information carefully and then talk about what the information contains, e.g.

Jerry is writing to (me) about ...

(I) won't be here but...

There is a hotel called ...

'Romeo and Juliet' is on at ...

EXERCISE B

Tell students to read the reply carefully and choose which option would be more suitable for an informal letter to a friend. Ask them to give reasons for their choices.

Answers

- | | | |
|----------------|----------|---------------|
| 1 great | 4 Anyway | 7 let me know |
| 2 I'm so sorry | 5 so | 8 get |
| 3 such a shame | 6 starts | 9 Yours |

EXERCISE C

Writing task

Ask students to read the information carefully before attempting the task.

EXERCISE D

Ask students to write the letter in pairs, following the suggestions in the notes and covering all the points that are given. Explain to students that they will have to do a task like this in Part 1 of Paper 2 (this is a compulsory task for all candidates). If they do not cover all the points given, or write in a style which is not suitable for an informal letter, they will lose marks.

When students have finished, ask them to exchange letters with another pair of students and compare what they have written.

FOCUS FIVE

SB 17

■ REVISION AND EXTENSION

■ LISTENING

REVISION AND EXTENSION

In pairs, ask students to read the letter and choose the best answer.

Answers

- | | | |
|-----|------|------|
| 1 A | 6 B | 11 C |
| 2 B | 7 D | 12 C |
| 3 D | 8 B | 13 A |
| 4 C | 9 D | 14 C |
| 5 C | 10 A | 15 D |

LISTENING

Ask students to read through the notes carefully before they listen to the tape and try to imagine what kind of information they might need to fill in.

Tell students to write their answers in pencil faintly when they listen for the first time. Play the tape once.

Tapescript

A: Hello. Tragical Mystery Tours.

B: Hello.

A: Hello.

B: I'm ringing up about the coach trips that you do. Could you tell me a bit about them?

A: Yes, we have two different ones. The first is called the Bus Trip to Murder, and well, it's basically a trip to all the places where there've been famous murders in London. And the second one, the Ghost Bus, goes ... well, goes looking for ghosts.

B: Right. Could you tell me, on this Bus Trip to Murder, what is involved?

A: What is involved? Well, you'd pick up the bus at the Temple underground station ...

B: Aha.

A: ... and then go on a sort of macabre journey through the sights of the murders of Jack the Ripper and into the East End.

B: Aha.

A: You also go to Greenwich where we can get food and drink at the pub, and there's a commentary throughout, all in English.

B: Ah.

A: Finally ...

B: Right, and ... and how long does that last for?

A: We leave at seven fifteen and we get back at about quarter to eleven.

B: Ah right ...

A: Eleven at the latest – it just depends how long people stay in the pub really.

B: I see. Right, and there's the other ghost one as well. Is that ghosts in London?

A: No. Well, we take a route out of London and there's a commentary about ghosts on the way out, but it goes down to Chiselhurst in Kent.

B: Chiselhurst.

A: It goes around the caves in Chiselhurst and we have a tour round there, and then come back via the East End again, stopping at a different pub.

B: Er, and what happened at the Chiselhurst caves then? I haven't heard of them before.

A: Well, they're just very sinister and spooky really. And everyone gets a lantern that they can hold so they can see where they're going, and you walk through the dark caves and tunnels.

B: Aha. Right, and can you tell me how much these things cost?

A: Yup. They're ... for an adult it's ten pounds fifty on both tours, and it's seven pounds for a child under twelve. And the Trip to Murder runs every day except Saturday and the Ghost Bus runs on Sunday nights and (When do Thursdays start? ... Next week?) ... and Thursday nights also. Starting from next week for the winter season.

B: So, sorry, the Ghost Bus is only ...

A: Only Thursdays and Sundays.

B: Only Thursdays and Sundays.

A: Yep.

B: Right, and the price, it's ten pounds, sorry, what did you say? I can't remember.

A: Ten pounds fifty p for an adult and seven for under 12s.

Play the tape a second time and ask students to make their final decisions about their answers. Tell students to compare what they have written with a partner before you give them the correct answers.

Answers

- 1 Murder
- 2 underground station

- 3 7.15 (p.m.)
- 4 English
- 5 Saturday
- 6 tunnels
- 7 Thursdays and Sundays
- 8 £10.50 adults, £7 children (under 12)

WORKBOOK KEY WB 10-13

EXERCISE A

1 D 2 G 3 C 4 B 5 H 6 F 7 A

EXERCISE B

1 C 2 D 3 D 4 A

EXERCISE C

- | | | |
|---------|------------|--------------|
| 1 tour | 4 journey | 7 visit |
| 2 drive | 5 crossing | 8 expedition |
| 3 trip | 6 travel | |

EXERCISE D

- | | |
|-----------------------|-----------------------|
| 1 Will | 6 will |
| 2 should / must | 7 will |
| 3 should | 8 must / should |
| 4 will | 9 may / will / should |
| 5 may / should / will | |

EXERCISE E

- | | | |
|--------|----------------------------|----------|
| 1 Take | 5 took / are taking / take | 8 gave |
| 2 give | 6 took | 9 take |
| 3 give | 7 give | 10 given |
| 4 gave | | |

EXERCISE F

tube, liner, jet, taxi, motorbike, hovercraft.
 suitcase, rucksack, luggage, handbag, holdall,
 briefcase.

harbour, quay, station, airport, docks, port.
 outing, tour, trip, journey, excursion, drive.
 track, line, way, route, path, lane.

EXERCISE G

ACROSS

- | | |
|-----------------|-----------------|
| 1 FLIGHT NUMBER | 12 RETURN |
| 6 MAP | 13 SEAT |
| 8 SINGLE | 15 ROME |
| 9 DECLARE | 16 VISIT |
| 11 DELAY | 17 LEFT LUGGAGE |

DOWN

- | | |
|----------------|-------------|
| 2 LATE ARRIVAL | 9 DUTY FREE |
| 3 GATE | 10 CUSTOMS |
| 4 TO | 13 SEA |
| 5 BAGGAGE | 14 TRAVEL |
| 7 PLANE | |

EXERCISE H

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



3

THE INTERVIEW

FOCUS ONE

SB 18–19

- SPEAKING
 - Talking on your own
 - Discussion
- READING
- VOCABULARY
- LANGUAGE STUDY

SPEAKING

Talking on your own

In pairs, ask students to talk on their own. This time, do not give them any help at all but make a note of any mistakes they make and draw their attention to them when they have finished the activity.

Discussion

In small groups, allow students 3–4 minutes for this activity, then ask one member of each group to tell the class about one thing that the group discussed.

Extension activity

Tell each student to prepare a personal CV (Curriculum Vitae or history of education and jobs). Write the following points on the board:

- where you went to school
- what exams you took
- what qualifications you have (if any)
- what job experience you have had (if any)

Now ask students to interview each other in pairs to find the answers to the questions above. They can invent details if they are still at school. They can write the CV for the person they interviewed.

READING

Tell students to read only the advertisement and make notes about it. Allow about 5 minutes for this.

With books closed, ask students to give as much information as possible about the advertisement using their notes to help them. Ask students to try and

guess what the rest of the passage will be about. They can use the following expressions:

Giving opinions

I think it'll be ...

I imagine it's probably ...

I have an idea that it'll be ...

In my opinion, it'll be ...

Ask students to read the whole text and underline any words they do not know. Put the words on the board and ask students for synonyms or explanations of the words. Allow students 4–5 minutes to discuss questions 1–9. Walk round helping when necessary.

Suggested answers

- 1 A man, probably between 21 and 30, as the advertisement states.
- 2 Personal assistant to the sales director.
- 3 Write letters, take messages, arrange travel, etc.
- 4 Rather uncomfortable and / or puzzled.
- 5 The surprised look of the receptionist.
- 6 The company had assumed that only women would apply, because they saw this as a 'typical' woman's job.
- 7 Women: nurse, secretary, ballerina.
Men: builder, truck driver, astronaut.
- 8 He came across the advertisement in the local paper. He wrote a short letter signed 'Chris Neale'. He received a brief note telling him to come for an interview.
- 9 Because of the tense used: *had come across ... had got back...* etc.

VOCABULARY

With students' books closed, dictate the following verbs:

- come across
- come up
- come about
- come up against
- come down
- pass out
- come to

In pairs, ask students to think of as many meanings as possible for the verbs, then ask them to do the exercise in their books.

Answers

A

- 1 come across = phrasal verb
- 2 -
- 3 came up = phrasal verb
- 4 -
- 5 -
- 6 come about = phrasal verb
- 7 -
- 8 come up against = phrasal verb
- 9 -
- 10 came down with = phrasal verb
- 11 passed out = phrasal verb
- 12 -
- 13 come to = phrasal verb
- 14 -

B

- | | |
|--------------------|--------------|
| a) come up against | e) come up |
| b) come about | f) come down |
| c) come to | g) pass out |
| d) come across | |

LANGUAGE STUDY

Remind students that when they do an exercise like this, they must use the word in bold, the second sentence should mean the same as the first, and they should use no more than five words.

To help them, suggest that they write out the sentence with the word in the space and see how many different ideas they can think of for completing the sentence. For example, in 3:

Are you ... good ... them?

This could be '*good to them*', but it would make little sense! However, *Are you good at using them?* would mean the same as the sentence above.

Answers

- 1 come across
- 2 find them as
- 3 good at using
- 4 seem to know
- 5 came down with a
- 6 often comes up in
- 7 even find some examples
- 8 stop discussing
- 9 pass out
- 10 you take a break

FOCUS TWO

SB 20-21

- USE OF ENGLISH
- VOCABULARY
- SPEAKING
Role play
- LISTENING
- SPEAKING
Talking about yourself
Discussion

USE OF ENGLISH

Divide the class into teams. The first team to place the words correctly wins!

Answers

- | | | |
|-----------|--------|----------|
| 1 for | 6 but | 11 who |
| 2 between | 7 the | 12 as |
| 3 of | 8 on | 13 up |
| 4 a | 9 with | 14 than |
| 5 in | 10 an | 15 which |

VOCABULARY

With students' books closed, write all the words in capitals on the board. In small groups, ask students to find as many words as possible which can be formed from those on the board. Give one example, e.g. *success - successful - successfully - to succeed*

Allow 3-4 minutes for this. See which group can find the most correct words. Ask students from each group to read out their words and say what part of speech they have formed, e.g. adjective, adverb, verb, noun.

Keeping the same groups, ask students to fill in 1-9 in their books. Students should then use these words in sentences of their own, without referring to the examples in their books.

Answers

- | | | |
|----------------|--------------|----------------|
| 1 professional | 4 ability | 7 negotiations |
| 2 assistance | 5 additional | 8 requirement |
| 3 secretarial | 6 fluently | 9 applicants |

SPEAKING

Role play

Give students a secret name, address and telephone number on a card. Write the following conversation on the board:

A: Hello. 522 3658.

B: Oh, good morning. I believe you phoned earlier about the job advertised in the paper and left your number on our answering machine.

A: Yes, that's right.

B: Could you give me your full name and address, please?

A: Certainly. It's ...

Alternatively, you could record the conversation and play it to the students in the class.

Divide students into pairs and ask them to practise a similar conversation using the 'secret' information on their cards. Ask them to reverse roles when they have finished. Encourage them to spell out any difficult words.

Now divide the students into small groups of 4 or 5. Split the small groups into two. Half the students read through the advert for the job in their books. The other half prepare to act out Role B. Allow about 5 minutes for students to prepare what they might say on the phone. Choose one student from each splinter group and ask pairs of students to act out the roles suggested in their books. Sit the students back-to-back so they cannot see each other. This gives the impression of a 'real' phone call, where there is no eye contact. Ask several pairs of students to do this so that most of the class have an opportunity to practise what they have prepared.

Extension activity

Take in a copy of the local 'Yellow Pages' telephone directory and ask students to choose an advertisement they would like to have more information about. In pairs, ask them to prepare a telephone conversation asking for and giving information about the product or service they have chosen. Again use the back-to-back technique. Write the following expressions on the board to help students:

Asking for help

I wonder if you could help me, please?

I wonder if you could tell me ...?

Could you tell me ...?

Can you give me any information about ...?

LISTENING

EXERCISE A

Tell students they will hear part of two different job interviews. Ask them to read through the multiple choice questions carefully before they listen and try to predict what they will hear on the tape. For example, in 1, either the first candidate or the interviewer will mention previous job experience.

Remind students to place a pencil dot before what they think is the correct answer the first time the tape is played. Play the tape.

Tapescript

(First interview)

A: Have you ever done this kind of work before?

B: No ... uh ... I'm afraid this kind of job is completely new for me.

A: Why are you interested in it?

B: Well ... uh ...

A: Yes?

B: It ... it's difficult to say. It ... it just sounds interesting.

A: Hmm ... what is it that interests you most about the job?

B: Oh, uh ... well ...

A: Yes?

B: I ... I'd enjoy meeting people and ... and travelling.

A: What did you do in your previous job?

B: I sold books in a bookshop.

A: Why did you leave?

B: Uh ... well ... I had ... arguments with my boss.

A: Arguments? What ... what was the cause of these arguments?

B: He was a very stupid man! He and I just didn't get on with each other!

(Second interview)

A: Have you ever done this kind of work before?

C: No, I haven't, but it's the kind of job I've always wanted to do.

A: Really? Why are you interested in it?

C: Because I think it would give me a chance to use and develop some of the things I've learned in my previous job.

A: Which things?

C: Well, in my last job I met a wide range of people and developed an ability to deal with them. I think this job would develop that ability even more.

A: What was your last job?

C: I worked in a travel agency, arranging holidays and that sort of thing.

A: Why did you leave?

C: Well, it was an interesting job in many ways, and I felt I learned a great deal, but, to be honest with you, I had several arguments with the boss, and decided it would be better to find another job.

A: What were these arguments about?

C: He said he had told me to do things and that I hadn't done them. But the fact was he hadn't told me to do them. Perhaps he meant to, but he forgot. And when I told him he'd never told me, he became very angry and said I was lying. This simply wasn't true.

A: Oh. I see.

C: Please don't misunderstand me. I'm not criticizing my previous employer. In many ways I liked him very much. But he was overworked and accused not only me but other people of forgetting to do things. I think I learned even from that ... from our arguments, I mean.

A: What do you think you learned from them?

C: I think I learned that it's important to ask not only your boss

but the other people you're working with more questions about what you're supposed to do and exactly who is doing what.

A: 1 sec. Very interesting.

EXERCISE B

Play the tape a second time and tell students to make their final decision about their answers.

Answers

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

EXERCISE C

In pairs ask students to explain the problem the second speaker had with her boss.

Suggested answers

She had arguments with her boss.

He said he had told her to do things and he hadn't.

He lost his temper and accused her of lying.

He was overworked and this resulted in his unreasonable attitude.

SPEAKING

Talking about yourself

In pairs, ask students to take it in turns to describe to each other a job they would not like to do, saying why, and then to talk about a job they wanted to do when they were younger. Allow 3–4 minutes, then ask individual students to tell the class one thing about themselves.

Discussion

Ask two pairs of students to join together. Tell them to discuss which jobs are done mainly by men or women, encouraging them to give reasons for why this might be the case. Then allow 3–4 minutes for them to talk about how important a knowledge of English is for some jobs. Ask one person in each group to be a 'secretary' and make a list of the jobs the group mentions. When students have finished, put a list of the jobs on the board.

FOCUS THREE

SB 22–23

* READING

* VOCABULARY

* LANGUAGE STUDY

Requests and intentions ► GS 7.1, 7.3, 13.3

READING

In pairs, ask students to read the text without looking at the headings and try to decide what each paragraph is about. This will help them to choose the correct heading later. When they have finished, ask them to read through the headings and fit them into the correct gap. Remind them that there is one heading they do not need.

Answers

1 C 2 A 3 E 4 B

Extension activity

Ask students whether they think this is good advice and whether they can think of any advice of their own to add.

VOCABULARY

In pairs, ask students to do the exercises in their books.

EXERCISE A

Answers

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

EXERCISE B

Answers

1 apply / applicant / application

2 assist / assistant / assistance

3 translate / translator / translation

4 advise / adviser / advice

5 invent / inventor / invention

6 interview / interviewer, interviewee / interview

7 love / lover / love

8 criticize / critic / criticism

9 use / user / use

10 employ / employer, employee / employment

11 speak / speaker / speech

12 discover / discoverer / discovery

EXERCISE C

1 and 2 The *-er* ending shows that this is the person doing the training and interviewing, i.e. it has an 'active' meaning.

The *-ee* ending means that this is the person being interviewed or trained, i.e. it has a 'passive' meaning.

3 The *critic* is the person who is criticizing; the *criticism* is what the person writes or says about someone or something else.

4 The *competitor* is someone who takes part in the activity or *competition*.

LANGUAGE STUDY

Requests and intentions

EXERCISE A

Write the three sentences a)–c) on the board and ask students to explain the difference between them, then refer them to the exercise in their books.

Answers

1 c 2 a and b

EXERCISE B

Answers

- | | |
|--------------------|--------------------|
| 1 Are you going to | 6 Will you |
| 2 Will you | 7 Will you |
| 3 Are you going to | 8 Are you going to |
| 4 Will you | 9 Are you going to |
| 5 Are you going to | 10 Will you |

EXERCISE C

Answers

- 1 Will you; I'm going to
- 2 We're going to; will you
- 3 If you're going to; will you
- 4 Will you; I'm going to

EXERCISE D

In pairs, ask students to find out what their partners intend to do. Allow 2–3 minutes for this activity.

FOCUS FOUR

SB 24

■ WRITING

Letter of application 1

WRITING

Letter of application 1

EXERCISE A

In pairs, ask students to read the advertisement and discuss what it is for.

EXERCISE B

In the same pairs, ask students to read the letter applying for the job and underline the words or phrases they think are more formal.

Answers

- 1 post
- 2 currently
- 3 suitable
- 4 was employed by
- 5 groups of
- 6 would be available for work
- 7 require
- 8 further

EXERCISE C

Still in pairs, ask students to read the advice carefully and find the part of the letter in B that the advice relates to. They can underline the relevant parts. When they have finished, ask them to copy out the advice so that it is in the same order as the letter.

EXERCISE D

Working on their own, ask students to read the advertisement carefully. Tell students that they are going to apply for this job.

EXERCISE E

Ask students to follow the notes and write their letter of application. Remind them that if they do not cover all the points given, or write in a style which is not suitable for a more formal letter, they will lose marks.

Tell them to keep to the correct length and check their spelling. A useful way to estimate length is to work out roughly how many words they write on each line and then simply count the lines.

FOCUS FIVE

SB 25

■ REVISION AND EXTENSION

do/does or am/is/are doing ► GS 13.1

REVISION AND EXTENSION

do/does or am/is/are doing

EXERCISE A

Tell students to skim read the letter for general meaning and then read it carefully a second time and choose the correct form of the verb.

Answers

- | | | |
|--------------|-----------------|------------------|
| 1 am writing | 7 is raining | 13 answer |
| 2 am staying | 8 is getting | 14 suppose |
| 3 am doing | 9 come | 15 starts |
| 4 am moving | 10 am looking | 16 are beginning |
| 5 live | 11 doesn't seem | |
| 6 am renting | 12 deal | |

EXERCISE B**Answers**

- 1 doesn't like, is thinking
- 2 want, hear
- 3 love, smell
- 4 prefers, does not taste
- 5 doubt, understand, are talking
- 6 appears, belongs
- 7 see, are meeting
- 8 is working, deserves
- 9 imagine, feels / is feeling
- 10 am measuring, need

EXERCISE C**Answers**

- A: Are you doing
 A: 'm going
 B: won't be able; 'm meeting; 're going
 A: 'll want; won't
 B: 'll give; 'll tell
 A: 'll pick ; 'll be; 'm seeing; won't be

EXERCISE D

Divide the class into groups of 3 or 4 and ask them to discuss how certain they are that a)–h) will happen, using the expressions suggested in 1–5. Allow up to 10 minutes for this.

Now ask students to write a couple of sentences individually about the statements, using the expressions suggested in italics. Encourage students to use as many expressions as possible and explain any difficulties in meaning, e.g.

It's bound to happen = It's inevitable / cannot be avoided

WORKBOOK KEY WB 14–17**EXERCISE A**

- 1 C 2 B 3 C 4 D 5 C

EXERCISE B

- | | |
|---------------|---------------------------|
| 1 M, T | 5 G, L |
| 2 C | 6 E, J (B, Q) |
| 3 H | 7 A, K, O |
| 4 D, N (R, S) | 8 E, H, I, P (B, Q, R, S) |

EXERCISE D

- | | |
|-------------------|------------------|
| 1 come up against | 4 come down with |
| 2 came up | 5 came about |
| 3 came to | 6 come across |

EXERCISE E

- | | | |
|--------|------|--------|
| 1 of | 6 ✓ | 10 out |
| 2 the | 7 be | 11 I |
| 3 by | 8 ✓ | 12 so |
| 4 ✓ | 9 ✓ | 13 ✓ |
| 5 that | | |

EXERCISE F

- | | |
|-----------------------------|-------------------------|
| 1 post / position | 7 profits |
| 2 applications / applicants | 8 management / managers |
| 3 salary | 9 staff |
| 4 experience | 10 candidates |
| 5 qualifications | 11 appointment |
| 6 employees | |

EXERCISE G

- Are you going to (do)? = intention
 Is it going to (do)? = probability
 Will/Would you (do) = a request
 Will/Would you be (doing) = something that will be in progress in the future
- 1 Will/Would you open the window (please)?
 - 2 Are you going to have a quiet evening in?
 - 3 Will you be attending / Are you going to attend the next committee meeting?
 - 4 Is it going to rain this afternoon?
 - 5 Are you going to tell the truth?
 - 6 Are interest rates going to rise again?
 - 7 Will you post this letter for me (please)?
 - 8 Will you be going / Are you going to go abroad for your holiday this year?

EXERCISE H

- | | |
|------|------------------------|
| 1 B | 2 C (in either order) |
| 3 D | |
| 4 B | |
| 5 A | |
| 6 B | |
| 7 C | |
| 8 B | 9 D (in either order) |
| 10 B | 11 D (in either order) |
| 12 A | |
| 13 C | |
| 14 D | |

**FOCUS ONE**

SB 26–27

- **SPEAKING**
Finding out about each other
Discussion
- **READING**
- **LANGUAGE STUDY**

SPEAKING**Finding out about each other**

Before doing this activity, ask students what they think the picture is trying to express.

In pairs, ask students to find out from each other the information in their books. Allow 3–4 minutes. Walk round helping when necessary.

Discussion

In small groups, allow students 3–4 minutes for this activity, then ask one member of each group to tell the class about one thing that the group discussed.

READING**EXERCISE A**

Read out the third paragraph, which begins *The inventor woke up ...* (students' books closed).

Ask students to guess what the rest of the reading passage could be about. Tell them that the paragraph you read out comes in the middle of the passage in their books. Ask half the class to imagine what comes before the paragraph and the other half to imagine what comes after the paragraph.

Now ask students to skim read the whole passage and see if their guesses were correct.

The multiple choice questions are more challenging in this unit. Try working through them one at a time as a class activity. Give students 3–4 minutes to skim read all the questions, then ask them to try and work out the answer to number 1 only. Check and discuss the answer to this question before going on to number 2. Repeat this procedure for numbers 3–5, referring

every item to the relevant section of the passage and giving reasons for answers being correct or incorrect. Note that the final question, number 5, is a 'global' question on the whole passage. In Part 2 of Paper 1 in the exam, there is always at least one general question like this.

Answers

1 C 2 B 3 D 4 B 5 C

EXERCISE B

Write these words on the board:

few a few little a little

Ask students to try and explain the differences between them.

Suggested answers

few = not many (used for 'countables')

a few = some

little = not much (used for 'uncountables')

a little = some

Ask students to decide whether sentences 1–4 sound positive or negative.

Answers

2 and 4 sound positive.

LANGUAGE STUDY

Divide students into small teams and allow 5–10 minute for them to do this exercise. The first team to finish with correct answers wins! Comment on any grammatical problems you overheard as teams discussed the answers.

Answers

- 1 know a few
- 2 have very little
- 3 have (got) a little
- 4 understand very few
- 5 understood very little
- 6 was so worried that he
- 7 was so boring that I
- 8 Unless you do it

- 9 ordered his soldiers to kill
- 10 asked the student to sit
- 11 you mind opening
- 12 stop asking so many
- 13 seems to be
- 14 good at making
- 15 studied instead of going

FOCUS TWO

SB 28–29

- LISTENING
- VOCABULARY
- LANGUAGE STUDY

Reporting what people say ► GS 12.1 & 12.2

LISTENING

EXERCISE A

Ask students to read through the multiple choice questions carefully before they listen to the first part of the radio talk. Remind them that by doing this, they will have a clearer idea of what they are going to hear on the tape. Play the tape once.

Tapescript

P = Presenter; N = Norah

P: We all have dreams, and we probably all wonder what they really mean – or even if they have any meaning at all. Nora Chillingworth has spent a great deal of time studying the subject. What did she learn about them – and why is she so interested?

N: I read a great deal about dreams and talked to many psychiatrists and psychologists before I wrote my own book. And I also talked to almost a thousand people, some of them very famous, about their dreams.

Pause

N: A very successful businessman – a very rich and powerful man – told me he often dreamt he was falling from the top of some very steep stairs. Sometimes it was even a mountain peak. This, I discovered, was a symbol of his fear of failure, of losing his money and his position. He also told me he sometimes dreamt of walking into his dining room and finding a wolf there. Now this is frequently a symbol of the fear of hunger or of being hungry. This particular businessman had at one time in his life been very poor.

Pause

N: Another businessman told me he had recently dreamt he was sitting in a room surrounded by a lot of people, all fully dressed. The people were looking at him and giggling. He looked down at himself and found he had no clothes on.

Pause

N: I asked him if he had any secrets he was afraid other people would find out. At first he denied it. But then he admitted that he was being investigated by the tax officials and that he had

some very large sums of money in a foreign bank. He didn't want them to find out about this money or where it had come from. A dream like that, you see, can often symbolize the fear that your secrets will be found out.

Pause

Answers

1 B 2 A 3 B 4 C

If students have made mistakes in the answers, play the tape again and stop it where appropriate.

EXERCISE B

Allow 2–3 minutes for students to read through the sentences and try to imagine what information they might hear.

Tapescript

N: An opera singer told me that she often had the same dream before an important performance. In it, she was in a hospital, in pain. Suddenly she gave birth to a baby. The baby was perfectly formed and beautiful. The baby was a symbol of her desire to give a perfect performance.

There are two important things to understand about dreams. First of all, things never really mean what they seem to mean. The opera singer didn't want to have a baby. On the contrary! And you can't really understand a person's dreams unless you understand a great deal about a person, about his or her secret hopes and fears. This is essential.

Note-taking

It might be useful at this point to teach students how to make notes using abbreviations, e.g. *s.dts.* for 'students', and symbols for phrases such as 'because of', so that they can write quickly and look at their notes afterwards and expand them. Tell students that it is very important, however, to use a system that they can understand later when they come to reading their notes through!

Play the tape and tell students to make brief notes as they listen, then ask them to compare their answers in note form before they are given the correct answers.

Answers

- 1 having a baby
- 2 perfectly formed and beautiful
- 3 her desire to give a perfect performance
- 4 means what it seems
- 5 mean that she wanted to have a baby
- 6 understand what their dream means
- 7 their secret hopes and fears

VOCABULARY

With students' books closed, dictate all the words in capitals. In pairs, ask students to find as many words as possible which can be formed from the words they

have written down. Allow 3–4 minutes for this. See which pair can find the most correct words. Ask students from each pair to read out their words and say what part of speech they have formed.

In the same pairs, ask students to fill in numbers 1–10 in their books, then use these words in sentences of their own, without referring to the examples in their books.

Answers

- | | |
|-----------------|------------------|
| 1 inspiration | 6 interpretation |
| 2 psychological | 7 scientists |
| 3 understanding | 8 product |
| 4 disagreement | 9 completely |
| 5 meaning | 10 actually |

LANGUAGE STUDY

Reporting what people say

Refer students to GS 12 to point out the different types of reported speech and the different ways of introducing reported speech. Refer also to the various changes which occur when turning direct speech into reported speech and vice versa, e.g. pronouns, expressions of time, etc.

EXERCISE A

With students' books closed, put a list of the reporting verbs on the board, e.g. *admitted*, *denied*, etc. Read out the first example (a) to the class. Ask students to choose the best verb to report what you have just said. Repeat the process for examples b–h.

Tell students to open their books and, in pairs, match sentences 1–8 with a–h.

Answers

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

EXERCISE B

In the same pairs, ask students to decide what the speaker actually said in 1–9. When they have finished, ask students to join with another pairs and compare their answers.

Suggested answers

- 1 Could I see you?
- 2 I'm too busy to see anybody.
- 3 If I were you, I'd talk to the tax official immediately.
- 4 Would you come to my office?
- 5 Thank you for seeing me.
- 6 Do you have any money in Switzerland?
- 7 No, I haven't got any money there.

- 8 I won't discuss the matter any further.
- 9 Yes, all right. I have forgotten something.

EXERCISE C

Ask students to complete the sentences on their own.

Answers

- 1 told Joe he was very
- 2 asked his partner to come
- 3 advised him to talk to
- 4 refused to talk to
- 5 agreed to see
- 6 denied doing anything
- 7 promised to tell
- 8 admitted having a little money

FOCUS THREE

SB 30–31

- USE OF ENGLISH
- SPEAKING
Discussion and role play
- VOCABULARY
Phrasal verbs with *take*, *look* and *run*
- LANGUAGE STUDY
Review of verb forms ► GS 5.2.3

USE OF ENGLISH

EXERCISE A

Ask students to read through the text quickly to get an idea of what it is about. Refer them to the examples, then ask them to look at each individual sentence in pairs and decide whether there is an extra word or not. At this stage, encourage students to read the sentences aloud so that they can decide whether the sentence sounds correct or not. Tell them not to be too hasty in making their decisions and to read each sentence twice.

When they have finished, check corrected sentences, then ask students to take it in turns to read the sentence aloud in its corrected form.

Extra words

It might be useful for students to make a list of the extra words which are used and to keep the lists so that they have some idea of what kinds of word often appear in exercises of this type.

Answers

- | | | |
|------|---------|---------|
| 1 to | 6 into | 11 ✓ |
| 2 ✓ | 7 me | 12 the |
| 3 me | 8 it | 13 much |
| 4 on | 9 to | 14 ✓ |
| 5 ✓ | 10 that | 15 were |

SPEAKING

Discussion and role play

EXERCISE A

In pairs or groups, ask students to read what Martin Ellward says and discuss what 1–5 might symbolize. Answers will depend on students themselves.

EXERCISES B and C

In the same pairs or groups, ask students to say what words A and B might say to each other in situations 1–4 and in C. Answers will depend on students themselves.

EXERCISE D

In pairs, ask students to take on the roles of A and B. Give them a few minutes to prepare their conversation, then choose several pairs to act out their conversation for the rest of the class.

VOCABULARY

Phrasal verbs with *take*, *look* and *run*

EXERCISE A

Ask students to work in pairs and follow the instructions for the exercise.

Answers

- | | |
|-------------------|--------------------------|
| 1 ran into – i | 6 take in – d |
| 2 ran over – b | 7 look up – f |
| 3 run through – g | 8 looking into e |
| 4 took over – h | 9 looking forward to – a |
| 5 takes up – c | |

EXERCISE B

In the same pairs, ask students to take it in turns to read a sentence aloud ignoring the gap. Their partner has to supply the correct phrasal verb.

Answers

- | | |
|-----------------------|---------------|
| 1 take in | 6 ran over |
| 2 are looking forward | 7 take over |
| 3 looked into | 8 ran into |
| 4 take up | 9 run through |
| 5 looked ...up | |

LANGUAGE STUDY

Review of verb forms

Put these two sentences on the board:

A man shot a bird.

A man was shooting birds.

Ask students what tenses are used in the sentences and ask them to explain why these tenses are being used.

Suggested explanations

I saw a man shoot a bird. – this refers to one action which was over quickly. You saw the whole action.

I saw a man shooting birds. – this refers to an action which went on for some time. You saw part of the action.

EXERCISE A

In pairs, ask students to explain the differences in meaning in the pairs of sentences 1–6 by answering the questions below the sentences.

EXERCISE B

Ask students to work on their own and choose the correct tense for numbers 1–20, then follow the instructions at the end of the exercise.

Answers

- | | |
|------------------|-------------------|
| 1 had | 11 were smiling |
| 2 was sitting | 12 came |
| 3 reading | 13 began |
| 4 looked | 14 asked |
| 5 saw | 15 was smiling |
| 6 staring | 16 began |
| 7 looked | 17 pointed |
| 8 saw | 18 understood |
| 9 sitting | 19 was laughing |
| 10 were laughing | 20 wasn't wearing |

■ **WRITING**
Story 1

WRITING

Story 1

Write the following sentence on the board:

It was a dark night and it was snowing heavily.

In small groups, ask students to make a list of as many things as possible which might follow this sentence. Allow 2–3 minutes then ask students for suggestions to put on the board. Explain that this is the kind of task they may have to do in Part 2 of Paper 2 in the exam. They need to be able to use their imagination.

EXERCISE A

In pairs, ask students to read the initial sentence and discuss what might come next.

EXERCISE B

In the same pairs, ask students to read the story and answer the questions together. Allow 2–3 minutes, then ask two pairs to compare answers.

EXERCISE C

Still in the same pairs, ask students to change the underlined parts of the story into direct speech.

Answer

'Exactly ten years ago, my daughter and her boyfriend had a motorbike crash. The boy was killed instantly. My daughter went to ask for help in the house you are now living in, but she died a few minutes later.'

EXERCISES D, E and F

In different pairs, ask students to plan what they are going to say in their story for the topic in D. Remind them that they should use the advice given in E. When they have decided what the story will be about, they should then add a few details to the plan in F.

EXERCISES G and H

Now they have the 'skeleton' of their story, ask students to write in some examples of direct and reported speech, following the example given in G and the advice given in H.

When students have finished their stories, display them on the classroom walls, or a noticeboard, if possible.

Extension activity

Students could write another story for homework, beginning with this sentence:

It was midday and the sun was at its hottest.

FOCUS FIVE

- REVISION AND EXTENSION
- LISTENING

REVISION AND EXTENSION

Answers

1 D 2 C 3 B 4 D 5 A 6 C 7 D 8 A
9 C 10 B 11 C 12 A 13 C 14 B 15 D

LISTENING

Allow students time to read through the questions carefully before they listen to the tape.

Play the tape for the first time and ask students to make their first choice of answer.

Tapescript

I = Interviewer P = Psychologist

- I:** Now, could you tell us more about what you do in your department? I mean, what research are you actually doing at the moment?
- P:** We're trying to find out as much as we can about dreams. There's one area that we're particularly interested in at the moment ... and that is what we call directed dreaming.
- I:** Directed dreaming. What is that exactly?
- P:** Let me explain. You know, sometimes, if you're ... having a dream and you wake up in the middle of it, you can sometimes go back to sleep again and go back to the dream?
- I:** Yes.
- P:** Well, that is similar to what we call directed dreaming. Now, what I was talking about is a fairly common experience, but real directed dreamers are people who have almost complete control over what they dream because they actually know that they are dreaming.
- I:** They can dream what they want?
- P:** Yes ... nearly.
- I:** Can anyone develop this ability?
- P:** Well, that's one of the things that we would like to find out. At our centre we have in fact got three people who are very reliable and who can have these directed dreams quite regularly.
- I:** And what sort of experiments do you do with them?
- P:** Well, a few weeks ago we thought it would be interesting to see if there was any way that these three regular dreamers could communicate with each other in a directed dream while they were sleeping. So one night we arranged for them all to stay at the centre. Then we asked the three of them – er, there were two men and a woman – we asked them all to meet each other in

their dreams. So we told each of them to go to a pub that they all knew quite well, down by the river, and ask them, if they started dreaming, to go down there and try and find each other.

I: In the dream? Or three dreams?

P: Yes, so ... um ... they all went off to sleep, and the next morning we interviewed them all separately and asked them what they had seen. The two men had had dreams and could remember them, and they both said that they had been to the pub and had seen each other and had had a talk. But also, um, both of them said that they hadn't seen the woman, and we thought that was a bit, um, odd. And then ... we talked to her, and she told us that she hadn't had a dream at all that night, or she couldn't remember it anyway.

I: Fascinating. So both of the men said she hadn't appeared in their dreams and that was because she hadn't in fact been dreaming.

P: Yes, though of course it could just be a coincidence, but that's the kind of thing we're trying to find out more about.

I: Well, thank you very much. It's been fascinating talking to you.

P: Thank you.

Play the tape a second time and tell students to make their final choice of answer. When the tape has finished, ask students to compare answers.

Answers

1 C 2 B 3 A 4 B

WORKBOOK KEY WB 18–22

EXERCISE A

1 G 2 B 3 C 4 E 5 A 6 I 7 D

The extra heading is F.

EXERCISE B

- | | |
|--------------|-------------|
| 1 images | 5 desire |
| 2 insecurity | 6 passion |
| 3 symbol | 7 obstacles |
| 4 hostility | 8 chasing |

EXERCISE C

- | | |
|---------------------------|---------------------|
| 1 on very little | 4 were a few people |
| 2 are a few things (that) | 5 a little time |
| 3 were very few people | 6 very few |

EXERCISE D

- | | |
|---------------|-----------------|
| 1 imagination | 5 nightmare |
| 2 reality | 6 hallucination |
| 3 daydream | 7 fantasy |
| 4 illusion | 8 horror |

EXERCISE E

- 1 knew
- 2 was feeling
- 3 had enjoyed
- 4 hadn't been feeling
- 5 had seen
- 6 had been waiting
- 7 had warned
- 8 had been wanting
- 9 could, might, should, had to
- 10 that day, the next day / the day after / the following day, there

EXERCISE F

- | | |
|-------------------|---------------------|
| 1 had come | 6 wasn't |
| 2 had been living | 7 would go |
| 3 had been | 8 had been thinking |
| 4 she was working | 9 hadn't seen |
| 5 enjoyed | 10 had said |

EXERCISE G

- | | |
|----------------------|---------------|
| 1 look into | 6 ran into |
| 2 took up | 7 look ... up |
| 3 ran over | 8 taken over |
| 4 looking forward to | 9 run through |
| 5 take in | |

EXERCISE H

- | | | |
|-----------|---------|------------|
| 1 a | 6 about | 11 falling |
| 2 who | 7 find | 12 saw |
| 3 into | 8 had | 13 if |
| 4 very | 9 so | 14 told |
| 5 refuses | 10 was | 15 had |

EXERCISE I

- | | |
|--------------|--------------|
| promising: 7 | telling: 6 |
| agreeing: 3 | asking: 8 |
| denying: 2 | admitting: 1 |
| refusing: 4 | advising: 5 |

EXERCISE J

- 1 refuses / has refused to lend
- 2 asked me to come / go in
- 3 a few galleries (that / which) I
- 4 come across
- 5 denied stealing
- 6 advised me not to
- 7 he / we / they had run out of
- 8 saw him fire
- 9 'm / am looking forward to seeing
- 10 if he had had



5

NEIGHBOURS

FOCUS ONE

SB 34–35

■ SPEAKING

Talking on your own
Talking about yourself

■ READING

■ LANGUAGE STUDY

Ways of asking for permission

SPEAKING

Talking on your own

Before doing this activity, ask students where they think the places in the pictures are.

Allow 3 minutes to complete the task. Walk round the pairs, helping when necessary, but encourage each student to try to keep talking for a full minute.

Talking about yourself

In pairs or small groups, allow students 3–4 minutes for this activity. Then ask one member of each group to tell the class about one thing that the group discussed.

READING

EXERCISE A

Divide the class into groups of 3 or 4. Ask them to skim read the passage and write 5 questions they think they will be asked about it. Tell them not to look at the multiple choice questions after the passage. Tell students you do not want them to write multiple choice questions, simply comprehension questions. Allow about 5 minutes for this.

Answers

1 B 2 D 3 A 4 C 5 D

EXERCISE B

Ask students, in pairs or small groups, to build up a mental picture of what Alison and the man look like, before they discuss questions 1–4.

Suggested answers

- 1 She probably gets up early, works long hours at the travel agency, comes home exhausted and listens to music to relax.
- 2 He is probably retired, so he gets up late, sits around his flat smoking, takes his dog for a short walk in the afternoon, comes home and eats his dinner in front of the television.
- 3 He was lonely. He wanted to complain about something.
- 4 Because the neighbours play loud music late at night. Because their dog barks all the time.

Extension activity

Take in some magazine pictures of people who are not famous. Divide the class into small groups. Give each group a picture of one person and allow the group 3–4 minutes to prepare a description of that person.

Collect in all the pictures and put them in the centre of a table. Ask one member of each group to describe which picture they had (without pointing it out). The other students have to guess the correct picture. This works better with as many pictures as possible, so in a small class divide the students into pairs, or ask them to do the activity individually.

LANGUAGE STUDY

Ways of asking for permission

EXERCISE A

Ask students to discuss the differences between examples a)–e) in small groups.

Answers

a) 3 b) 4 c) 2 d) 1 e) 5

EXERCISE B

Remind students to use no more than five words including the word in bold.

Answers

- 1 **mind** if I open
- 2 **parking** permitted

- 3 mind if I close
- 4 it's okay to park
- 5 don't mind me using
- 6 of drugs is not permitted
- 7 it's okay to sing
- 8 mind if I do this
- 9 may I turn on
- 10 mind if I ask you

FOCUS TWO

SB 36–37

- LISTENING
- VOCABULARY
- SPEAKING
- LANGUAGE STUDY

Asking and telling people not to do things
Reporting questions, polite requests and other
things people say ► GS 12

LISTENING

EXERCISE A

Explain to students that they need to identify who says what in the recording. They may do a task like this in Part 4 of Paper 4.

Ask students to read through questions 1–6 before they listen to the tape, and to predict what they might hear. Then play the tape without pausing.

Tapescript

A = Alison P = Platchett

- A: Excuse me, but I'm afraid I don't know your name.
P: Oh, it's Platchett. Leonard Platchett.
A: Oh, well, Mr Platchett. Would you mind not smoking?
P: Oh, I'm sorry. I didn't know it bothered you. I'll put it out.
A: Thank you. Now, what ... what was it you wanted to talk to me about?
P: Well ... it's about ... uh ... it's about the music you play in the evenings.
A: Oh, I see. What's wrong with it? Does it disturb you?
P: Yes, it does, to be frank.
A: Really? But it isn't very loud. I'm very careful about that.
P: Well, you may not think it is. But I can still hear it downstairs. The ceiling isn't very thick, you know. I can hear almost every note. Really. I'm not exaggerating.
A: I ... I'm sorry to hear that. I'll turn it down, then.
P: That's very kind of you. I ... I hope you're not offended by me telling you about it. I mean ...
A: No, no, of course not. I'm glad you told me.
P: Good. I wouldn't complain about it if it were only me. But it disturbs Bruno, too. It really seems to upset him.
A: Who's Bruno?
P: My dog, of course. Who did you think I meant?
A: Oh, you mean him.

- P: Yes. Perhaps he just doesn't like classical music. That is what you play up here in the evenings, isn't it?
A: Yes
P: I thought so. Now, if it were rock and roll, he wouldn't mind so much. He really likes rock and roll. Particularly Elvis Presley...

Answers

1 M 2 M 3 W 4 M 5 M 6 D

EXERCISE B

Ask students to read through 1–5 before they listen to the tape again.

Answers

- 1 The music that she plays.
- 2 I'll turn it down, then.
- 3 I hope you're not offended by me telling you about it.
- 4 Classical music.
- 5 Rock and roll, especially Elvis Presley.

VOCABULARY

Ask students in pairs to discuss the groups of words. Encourage them to explain why each word does not belong with the other three.

Answers

- | | | |
|---------|-------------|-----------|
| 1 amuse | 3 confident | 5 dislike |
| 2 bored | 4 apologize | |

SPEAKING

Allow students 5–10 minutes for this activity.

USE OF ENGLISH

Ask students to read the letter through quickly for general meaning. Students then carry out the task in pairs, as instructed in their books.

Answers

- | | | |
|----------------|----------|---------|
| 1 that / which | 6 ✓ | 11 ✓ |
| 2 had | 7 ✓ | 12 ✓ |
| 3 as | 8 ✓ | 13 the |
| 4 been | 9 still | 14 will |
| 5 could | 10 there | 15 to |

LANGUAGE STUDY

Asking and telling people not to do things

EXERCISE A

Introduce the examples a)–g) orally and ask students to say whether they think they are written or spoken requests. Then tell students to open their books and do the exercise in pairs.

Answers

- 1 c, d, g 3 b, e
2 g 4 a, c, f

Reporting questions, polite requests and other things people say

EXERCISE B

In the same pairs, ask students to work through numbers 1–10, taking it in turns to decide what the speaker actually said.

Suggested answers

- 1 I am not shouting.
- 2 Why is everyone looking at us, then?
- 3 Don't worry about them.
- 4 Please don't shout and shake your fist at me.
- 5 Stop telling me what to do.
- 6 Do you know the difference between telling and asking?
- 7 Please do not disturb the rest of the diners.
- 8 Stop interrupting me.
- 9 Listen, if you don't stop, I'm going to call the police. / Please don't.
- 10 Please forgive me.

EXERCISE C

Ask students to complete the sentences on their own.

Answers

- 1 asked him
- 2 told her to listen
- 3 threatened to leave
- 4 begged her not
- 5 promised to speak
- 6 asked if
- 7 told him she couldn't
- 8 asked him why he was

EXERCISE D

Ask students to do the exercise in pairs or small groups.

Answers

- 1 He asked her if he could talk to her for a few minutes.
- 2 He asked her if she knew how thin the ceiling was.
- 3 He told her he could still hear the music she played in the evenings and that it was very loud.
- 4 He told her not to disturb his dog any more.
- 5 He threatened to call the police if she didn't stop disturbing him and his dog.
- 6 She asked him what he wanted to talk about.
- 7 She asked him if they could talk about it later.
- 8 She promised to turn the music down even lower.
- 9 She asked him if he was crazy and told him that she didn't disturb his dog, but that it disturbed her.
- 10 She asked him not to raise his voice.

FOCUS THREE

SB 38–39

- USE OF ENGLISH
- SPEAKING
- VOCABULARY
Phrasal verbs
- LANGUAGE STUDY
Verbs and prepositions

USE OF ENGLISH

EXERCISES A and B

Give students 3 minutes to skim read the newspaper article ignoring the spaces. Then ask students in pairs to decide on the correct answers to questions 1–15. Ask them to compare their answers once they have finished.

Answers

- 1 B 2 B 3 D 4 A 5 D 6 D 7 B 8 A
9 C 10 C 11 C 12 A 13 A 14 C 15 D

SPEAKING

Divide students into small groups and tell them to decide which of the three alternative punishments would be best for Mrs Lovell, giving their reasons. Then ask the groups to compare their views.

Phrasal verbs

EXERCISE A

Ask students to work in pairs and follow the instructions for the exercise.

Answers

- | | |
|-------------------|-------------------|
| a) put up with, 5 | e) look after, 3 |
| b) called on, 2 | f) call for, 1 |
| c) look into, 8 | g) give up, 6 |
| d) turned out, 4 | h) got through, 7 |

EXERCISE B

In the same pairs, ask students to take it in turns to read a sentence aloud ignoring the gap. Their partner has to supply the correct phrasal verb.

Answers

- | | |
|----------------|--------------|
| 1 call on | 5 look into |
| 2 look after | 6 turned out |
| 3 put up with | 7 calls for |
| 4 gets through | 8 give up |

WORD FORMATION

Answers

- | | | |
|--------------|-----------------|--------------|
| 1 decision | 5 intention | 8 permission |
| 2 defence | 6 understanding | 9 behaviour |
| 3 complaints | 7 guilty | 10 offence |
| 4 cruelty | | |

LANGUAGE STUDY

Verbs and prepositions

Answers

- | | | |
|--------|---------|------|
| 1 of | 4 about | 7 of |
| 2 to | 5 from | 8 in |
| 3 from | 6 for | 9 to |

■ WRITING

Report 1

WRITING

Report 1

Explain that in Part 2 of Paper 2 students may have to write a report. Tell students that they can invent the necessary details for this report.

EXERCISE A

Ask students in pairs to read the sample task and spend 2–3 minutes discussing what the report might contain.

EXERCISES B and C

In the same pairs, ask students to read the sample answer and discuss their views on questions 1–4 in C.

EXERCISE D

Ask students to read the task individually and think about what the report needs to cover.

EXERCISE E

Tell students to use the notes to help them to decide what they are going to say. Remind them to think about layout when they write their answer and to write between 120 and 180 words.

■ REVISION AND EXTENSION ► GS 13

REVISION AND EXTENSION

Review of verb forms

EXERCISE A

Explain to students that it is useful to learn verbs in this way, so they will be able to remember when a verb has a different form in the past simple and present perfect.

e.g. *swim* = swam, swum.

Call out the given verb forms, eg *swam*, and elicit all the forms, e.g. *swim, swam, swum*.

Repeat the procedure for the other verbs. If necessary, go through this more than once, until students can remember the different parts of each verb.

Answers

go	went	gone
swim	swam	swum
rise	rose	risen
drink	drank	drunk
lay	laid	laid
forgive	forgave	forgiven
lie	lay	lain
blow	blew	blown
light	lit	lit
stick	stuck	stuck

Present perfect or past simple?

EXERCISE B

Discuss the differences in usage between these two tenses. Refer students to GS 13.1, 13.2 if necessary.

Answers

- A left, have travelled, haven't you
B have lived, have visited
A have been
B was, enjoyed
A Did you do, were
B did
A did you go
B went, saw, was
A Have you ever been
B haven't had, have heard

EXERCISE C

Answers

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

EXERCISE D

Explain the difference between *for*, *since* and *ago*, i.e.

for = length of time

since = from a time in the past up to now

ago = at a certain time in the past

Give examples of your own, e.g.

I've been teaching for ten years.

I taught for ten years.

I've been teaching since 1987.

It's ages since I saw him.

I started teaching ten years ago.

Answers

- 1 haven't spoken, since, went
- 2 left, ago, worked, for
- 3 has had, since, got
- 4 have you known
- 5 have been, for, have you been
- 6 has just got, for
- 7 since, saw

EXERCISE E

Answers

- 1 you allowed to smoke
- 2 you mind not playing
- 3 mind if I take
- 4 alcohol nor cigarettes are good
- 5 the waiter to bring me
- 6 why she hadn't made
- 7 takes up too much
- 8 final solution

WORKBOOK KEY

WB 23–29

EXERCISE A

1 B 2 B 3 C 4 A 5 C

EXERCISE B

- 1 suspicious 4 deterrent
- 2 discreetly 5 vandals
- 3 residents 6 keeping a look-out

EXERCISE C

- 1 all right / alright / OK if I stayed
- 2 may I turn
- 3 you mind if I make
- 4 mind if I had
- 5 OK / all right / alright if I phone
- 6 OK if I took / for me to take
- 7 you mind if I invited / me inviting / my inviting
- 8 you allowed to take photographs

EXERCISE D

A3 B6 C1 D2 E5 F4

EXERCISE E

- 1 The boy asked if he could open the window.
- 2 The driving instructor told me to look in the mirror before stopping.
- 3 Janet asked her sister not to tell anyone the news.
- 4 Henry told his wife not to drive so fast.
- 5 Laura asked her boss if she could have the day off / if it would be all right if she had the day off.

- 6 I asked John if I could borrow his tennis racket.
- 7 Tim told his son to turn the music down.
- 8 Mrs Robinson asked Justin to put the plates in the dishwasher.

EXERCISE F

- 1 asked Laura if she liked
- 2 her when she had moved
- 3 if he would like
- 4 what he had come to
- 5 if he would be around
- 6 what she was going to
- 7 if he was going to
- 8 him where he kept his

EXERCISE G

bathroom: toilet, bath, shower

lighting / heating: boiler, radiator, lamp

types of house: bungalow, flat, chalet

rooms: kitchen, bedroom, attic

kitchen: fridge, freezer, oven

EXERCISE H

- | | |
|-------------|---------------|
| 1 plumber | 5 locksmith |
| 2 architect | 6 electrician |
| 3 carpenter | 7 glazier |
| 4 decorator | 8 baby-sitter |

EXERCISE I

- 1 Congratulate
- 2 At
- 3 reMind
- 4 aBout
- 5 fRom
- 6 In
- 7 Depends
- 8 Get
- 9 succEeded
- 10 For
- 11 Clever
- 12 plEased

EXERCISE J

- | | | |
|-------|---------|---------|
| 1 of | 6 call | 11 for |
| 2 of | 7 to | 12 put |
| 3 to | 8 would | 13 Both |
| 4 out | 9 up | 14 or |
| 5 as | 10 in | 15 for |

PROGRESS TEST I

WB 28–29

EXERCISE A

- 1 B 2 C 3 C 4 A 5 D 6 D 7 B 8 B
9 A 10 B 11 C 12 C 13 B 14 B 15 A

EXERCISE B

- | | | |
|---------|---------|-----------------|
| 1 whose | 6 after | 11 as |
| 2 who | 7 such | 12 in |
| 3 in | 8 in | 13 for |
| 4 at | 9 up | 14 of |
| 5 he | 10 in | 15 which / that |

EXERCISE C

- 1 asked if she could bring / take
- 2 stopped smoking cigarettes
- 3 are not many people who / that
- 4 must be expensive running / to run
- 5 has been teaching for
- 6 if he would mind closing
- 7 did you come across
- 8 instead of watching
- 9 ordered his soldiers not to
- 10 able to take in

EXERCISE D

- | | |
|-----------------|---------------|
| 1 communication | 6 suggestions |
| 2 pollution | 7 decision |
| 3 thoughtless | 8 politely |
| 4 neighbourhood | 9 successful |
| 5 action | 10 advice |

**FOCUS ONE**

SB 42–43

- SPEAKING
Talking on your own
- READING
- SPEAKING
- LANGUAGE STUDY
I wish and *If only* ► GS 14.1
- VOCABULARY

SPEAKING

Talking on your own

Write the following expressions on the board:

Saying what is most likely*It's most probably...**I (should) think it's more likely to be...**The most likely / probable explanation is that...*

Ask students, in pairs, to talk on their own. Encourage them to use the expressions on the board to make a guess about the pictures. Tell them to stop each other after a minute. Walk round making a note of any mistakes you hear and discuss them with the class as a whole when they have finished the activity.

Topics for further discussion

- 1 Attitudes towards people in authority
- 2 The role of the police in modern society
- 3 Should the police be armed?
- 4 Can politicians be trusted?

READING**EXERCISE A**

Ask students to skim read the main text on page 42, to get a general idea of what the article is about. Then ask them to read through paragraphs A–E and try to guess which paragraph they might not need. Then, in small groups, ask them to try and fit each paragraph into the correct space. Remind them about trying to find clues in the text, which will help them to decide where the paragraphs should go. When they have

finished, ask them whether their guess about the unnecessary paragraph was correct.

Answers

1 C 2 D 3 A

The unnecessary paragraph is B.

EXERCISE B

Still in the same groups, ask students to discuss questions 1–6, then to join with another group and compare answers.

SPEAKING

In pairs or groups, allow students 2–3 minutes to prepare this activity, then invite two or three students to tell the rest of the class in their own words what they would do or say.

Ask the class to decide which the best solution to the problem would be.

LANGUAGE STUDY*I wish* and *If only***EXERCISE A**

Give students examples of your own using *I wish*, *I want* and *If only*, e.g.

- 1 ***I wish*** *I were rich!*
- 2 ***I want*** *to be successful.*
- 3 ***If only*** *I had more money!*

See if students can explain your feelings when you use each of these examples. Ask students to say which of the examples express the feeling that you are sorry about something (1 and 3).

Now read out the pairs of sentences in the book (students' books closed) and ask which sentence, a) or b), expresses the idea that the speaker is sorry that something is not so. Refer students to GS 14.1 if necessary.

Answers

1 b 2 b 3 b 4 b

EXERCISE B

In pairs, ask students to complete the sentences. Remind them they can write out the sentence, placing the word in the space first, to help them.

Answers

- 1 wish I could speak
- 2 only I could do
- 3 only I was / were
- 4 wish you were
- 5 wish I could answer
- 6 only the weather was / were
- 7 only you loved
- 8 wish you could understand

VOCABULARY

Write the words on the board and allow students 2–3 minutes to decide, in pairs, what the differences in meaning are. Then ask them to complete sentences 1–7.

Answers

- | | | |
|----------|--------|--------|
| 1 lend | 4 win | 6 pay |
| 2 borrow | 5 earn | 7 gain |
| 3 lose | | |

FOCUS TWO

SB 44–45

- READING
- SPEAKING
Finding out about each other
- WRITING
- VOCABULARY
- LANGUAGE STUDY ► GS 1.2

READING

EXERCISE A

Divide the class into two groups. Ask students to work in pairs. Tell the pairs of students in group 1 to read the review of 'The Sting' and prepare to talk to the rest of the class about the film. Ask students in group 2 to read the review of 'Ring of Deception' and do the same. Allow about 5 minutes for this.

Now ask students in group 1 to tell the rest of the class about the film they read about, then ask the students in group 2 to do the same. Ask students to

decide which film they would prefer to see, encouraging them to give their reasons. Take a vote to see which film most students would prefer.

EXERCISE B

Still in the same pairs, ask students to underline and read aloud all the phrasal verbs they can find in both reviews, and then match them with the meanings 1–12.

Answers

- | | | |
|----------------|----------------|--------------|
| 1 bring off | 5 get together | 9 work out |
| 2 run out of | 6 find out | 10 make up |
| 3 fall for | 7 go on | 11 turn down |
| 4 cheat out of | 8 take in | 12 drop off |

EXERCISE C

In pairs, tell students to take it in turns to ask and answer questions 1–8. When they have finished, ask them to compare their questions and answers with those of another pair.

Answers

- | | |
|------------------|-----------------|
| 1 does ... place | 5 is |
| 2 do ... get | 6 does ... up |
| 3 do ... on | 7 Does ... take |
| 4 Do ... bring | 8 will ... go |

SPEAKING

Finding out about each other

In pairs, allow students 3–4 minutes to find out about each other using the information in their books. When they have finished, ask students to tell the class one thing about their partners.

WRITING

Write a selection of words connected with films on flash cards. Give each student a card. Ask students to read out their word and ask the rest of the class to explain what it means.

Suggested words are:

- | | |
|--------------------|------------------------|
| <i>producer</i> | <i>director</i> |
| <i>location</i> | <i>script</i> |
| <i>starring</i> | <i>special effects</i> |
| <i>shot</i> | <i>camera work</i> |
| <i>photography</i> | <i>acting</i> |
| <i>theme music</i> | <i>plot</i> |
| <i>dialogue</i> | <i>scenes</i> |

Now write the following adjectives on the board and check that students know what they mean:

thrilling *moving*
boring *exciting*
frightening *depressing*

Ask students to add suitable adjectives to this list if they can.

Give students 15–20 minutes to write a short review of a film they have seen, using some of the words and expressions they have studied. Tell them that they should follow the instructions in their books and write no more than 180 words. Alternatively, ask them to write the review for homework.

VOCABULARY

With students' books closed, read out all the words in 1–8 but ask students to write down only the word that does not belong. Then ask them to compare what they have written with a partner. Tell them to open their books and read the words aloud and try to explain why the word does not belong.

Answers

- | | |
|--------------|-------------|
| 1 salesman | 5 plan |
| 2 borrow | 6 take over |
| 3 genuine | 7 fill up |
| 4 depressing | 8 fail |

LANGUAGE STUDY

EXERCISE A

With students' books closed, write the sentences in 1 on the board and ask students to explain any difference in meaning between them.

Suggested answers

The ending *-ed* expresses your **feeling**, e.g. you are interested in or bored by something.

The ending *-ing* indicates the **quality** of something, e.g. a book or a person can be interesting or entertaining.

Repeat the process for the sentences in 2 and 3. Then tell students to open their books and, in pairs, read out the sentences that people do not like to hear about themselves. Finally, ask them to describe when you might say the other sentences.

EXERCISE B

With students' books closed, read out the words in capitals and ask students to suggest other words

which could be formed from them. Then, in pairs, ask students to do the exercise in their books.

Answers

- | | |
|----------------|-----------------|
| 1 amusing | 6 interesting |
| 2 depressed | 7 shocked |
| 3 depressing | 8 convinced |
| 4 disappointed | 9 disappointing |
| 5 surprising | 10 surprised |

EXERCISE C

In groups or pairs, ask students to talk about the items in 1–3, and then tell the rest of the class one thing about themselves.

FOCUS THREE

SB 46–47

- USE OF ENGLISH
- LISTENING
- SPEAKING
- LANGUAGE STUDY
Regrets with *wish* ► GS 14.1
- VOCABULARY
Word combinations (compound nouns)

USE OF ENGLISH

EXERCISE A

Ask students to read through the text quickly to get an idea of what it is about. Now ask them, in pairs, to try and guess what the missing words might be. Tell them not to be too hasty in making their decisions and to read each sentence twice, then check to see that they have used the 10 words below the text.

Answers

- | | | |
|--------|----------|------------|
| 1 are | 6 in | 11 do |
| 2 by | 7 away | 12 the |
| 3 than | 8 during | 13 without |
| 4 to | 9 on | 14 while |
| 5 most | 10 such | 15 at |

EXERCISE B

In the same pairs, ask students to make a list of the kinds of questions the people might ask, then compare their questions with those of another pair. Questions will depend on students themselves.

LISTENING

EXERCISE A

Ask students to read through statements 1–8 and decide what the man and the woman might be talking about and what their relationship might be. Play the tape once and ask students to decide whether the statements are true or false according to what they hear on the tape.

Tapescript

J = Jenny P = Peter

- J: So you got here at last, Peter.
P: Yes, I'm terribly sorry I'm late.
J: It's ... it's the second time this has happened in the last two weeks.
P: I know ... I ... uh ... I hope you'll forgive me?
J: Well, why are you late this time?
P: Uh ... the boss asked me to work late again. *(buzz)*
J: Well, why didn't you phone me?
P: I ... uh ... I tried, but it wasn't possible. *(buzz)*
J: What do you mean? Are you trying to tell me there are no phones in your office?
P: Of course there are phones in the office but ...
J: Yes? Go on.
P: Well, there's something wrong with them. *(buzz)* That's strange.
J: What's strange?
P: I keep hearing a ... a ... buzzing noise.
J: Let's eat. I've put dinner on the table.
P: Don't you hear it, too?
J: What?
P: That strange buzzing noise.
J: I don't know what you're talking about. *(buzz)*
P: There it is again.
J: Come on. Let's have something to eat.
P: This is a lovely meal, Jenny. Uh ... did you have a busy weekend?
J: Yes.
P: It's a pity you have to go away so often on business at the weekend. *(buzz)*
J: Is it?
P: Of course it is. *(buzz)*
J: Why?
P: Because ... because we could spend more time together if you didn't have to work at the weekend so often. *(buzz)* What's wrong with you this evening?
J: What did you do?
P: What?
J: What did you do last weekend?
P: I ...uh...well, uh ... not very much. *(buzz)*
J: Tell me about it.
P: Oh, I saw ... saw some friends.
J: Which friends?
P: You don't know them. *(buzz)* What is that noise? Where's it coming from?
J: Friends, eh.
P: Yes.
J: So you didn't see Carla again.
P: Carla? Of course not. *(buzz)* That was over ages ago. *(buzz)*
J: You didn't by any chance have dinner with her on Saturday evening?
P: What are you getting at?
J: Answer my question.
P: No, of course I didn't see her. *(buzz)*

- J: Oh, I wish you wouldn't lie to me like that.
P: Now I know where it's coming from.
J: What?
P: That strange buzzing noise. It's that watch of yours.
J: What are you talking about?
P: I've never seen you wearing that watch before. Is it new?
J: Don't change the subject.
P: Let me see it. It ... it's one of those new ones they've been advertising, isn't it? Ah ha, so it is a Liebuster.
J: I ... I ...
P: You've been giving me a lie-detection test, haven't you?
J: No, I haven't! *(buzz)*
P: There! That proves it.

Answers

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

Play the tape a second time if necessary.

EXERCISE B

In pairs or groups, ask students to discuss questions 1–3 and compare their answers with their original impressions of what the conversation was about and who the people were.

Suggested answers

- 1 They are probably going out together.
- 2 An ex-girlfriend of Peter's.
- 3 It can detect her lies as well, so he finds out that she has been giving him a lie-detection test.

EXERCISE C

Tell students that they will hear five different speakers. Ask them to read through A–F. Tell them they will have to try and identify the speakers but there is one letter they do not need. They will have to listen for clues which will help them to choose their answers.

As Speaker 1 has been done for them, play this extract only and ask students to identify what makes D the right answer. They need to listen out for key words and phrases that suggest the speaker hasn't made up his mind yet, e.g. *a good idea... advantages ... I'm not sure ... I really don't know if I can afford one.*

Play the rest of the recording, asking students to listen for similar clues to each speaker's identity.

Tapescript

Speaker 1

It seems like a good idea to me, but they're a bit ... uh ... expensive, aren't they? I mean, yeah I can see certain ... erm ... advantages in having one but I think I ... I'm not sure ... as I say, at that price, I really don't know if I can afford one.

Speaker 2

When I first heard about them, I thought 'My God, what kind of person would want such a thing?' I mean, who goes around giving people lie-detection tests all the time? But then I realized that ... uh ... it could be useful to have one in certain situations. So, ...uh ... although I can't think of any reason I would want one, I ... I ...

certainly think it'd be ... well ... the sort of thing I might give to someone who's considering a career as a spy, or something like that (*laughs*). No, I'm serious. Really.

Speaker 3

It seemed like a very good idea when I first heard about it because ... because in my job you never know if someone is telling you the truth or not. And ... well ... anyway, that's why I thought I'd buy one. And I did ... but it didn't work out. People kept saying, 'What's that strange noise?' And then when one of them realized what I was wearing, the word got round and ... and well, in no time at all, nobody wanted to talk to me any more. So you know what I did. I gave the thing to my twelve-year-old son. He thinks it's wonderful.

Speaker 4

If I had one, I'd probably lose all my friends – because it wouldn't only tell me when they're lying – it would also tell them when I'm lying, wouldn't it? I mean, they'd hear that buzzing noise – and to be frank – well, if you knew some of the friends I have, you'd understand why I can't be honest with them all the time.

Speaker 5

You see, the type of person who comes in here is looking for something considerably cheaper than that – I mean, it's just not in the price range of most of our customers. That's one reason. The other reason is that that type of watch is more than just a watch. The technology is quite sophisticated – far more sophisticated than anything you see here – and if something went wrong with it, the customer would naturally expect us to fix it. So we've decided that, first of all, very few of our customers could afford one and secondly that even if they could, we wouldn't want to ... take the risk ... of something going wrong that we couldn't repair or put right, I mean.

Play the tape a second time and, if necessary, try to stop the tape where there is a clue to the speaker's identity.

Answers

2 F 3 E 4 C 5 A

SPEAKING

EXERCISE A

Describe an object in the classroom and see if students can guess what it is, e.g.

It's rather old, and its main purpose is to tell you what time it is. It's also quite large and round.

Answer

the wall clock

Ask students to do the same and choose an object in the classroom to describe.

In pairs, ask students to read the description of one of the objects in their books and decide which object is being described.

Answer

the alarm clock

EXERCISES B and C

In the same pairs, ask students to describe one of the objects in the picture and see if their partner can guess which object it is. Then tell students to decide which two objects would be the most useful and say why.

LANGUAGE STUDY

Regrets with *wish*

EXERCISE A

Refer students to GS 14.1 if necessary. Introduce your own examples of *wish* + *would* and *had*, e.g.

I wish you wouldn't make so much noise.

I wish you hadn't made so much noise.

Ask students to explain exactly what the meaning of the two sentences is, e.g. in 1, somebody is making a lot of noise and you want them to stop whereas in 2, somebody made a lot of noise in the past.

EXERCISE A

In pairs, ask students to explain the meanings of 1–4 in their books.

EXERCISE B

In the same pairs, ask students to make sentences with *I wish*.

Answers

- 1 I wish you wouldn't say things like that.
- 2 I wish you wouldn't do that.
- 3 I wish you hadn't said that.
- 4 I wish you hadn't done that.
- 5 I wish you wouldn't ask so many questions.
- 6 I wish you wouldn't smoke here.
- 7 I wish I hadn't asked you that question.
- 8 I wish you hadn't asked me that question.

VOCABULARY

Word combinations (compound nouns)

Write an example on the board, e.g. *a stain remover*, and explain to students that they can sometimes form nouns by using two nouns together.

EXERCISE A

In pairs, ask students to match the compound nouns a)–c) with the explanations 1–3 in their books.

Answers

1 b 2 c 3 a

EXERCISE B

Suggested answers

- 1 Something you use to remove stains.
- 2 Someone who manages a company.
- 3 Someone who controls air traffic.
- 4 Something you use to dry your hair.
- 5 Something which kills weeds.
- 6 Something which softens water.
- 7 Someone who cleans offices.
- 8 Someone who writes textbooks.
- 9 Something you use to make copies of documents.
- 10 Something you use to clean toilets.

FOCUS FOUR

SB 48

- WRITING
Transactional letter 2

WRITING

Transactional letter 2

EXERCISE A

In pairs, ask students to read the information and discuss what might appear in such a letter of complaint.

EXERCISE B

In the same pairs, ask students to read the sample letter and choose the best option from the words in italics.

Answers

- 1 Sir
- 2 I am writing to complain about
- 3 However
- 4 feel
- 5 far
- 6 Secondly
- 7 Under the circumstances
- 8 I am enclosing
- 9 I look forward to hearing
- 10 Yours faithfully

Ask students to say why they chose the words they did.

EXERCISE C

Ask students to look again at the task and the sample letter and answers questions 1–7 with 'yes' or 'no'.

Tell students to think of a likely explanation for their 'no' answers.

Answers

- | | | |
|-------|-------|-------|
| 1 yes | 4 no | 6 yes |
| 2 yes | 5 yes | 7 no |
| 3 yes | | |

EXERCISES D and E

Ask students to read the task and to plan what they are going to say in their letter. Remind them that they should use the advice given in E. When they have decided what to include, they should write the letter in 120–180 words.

Extension activity

Students could write another letter of complaint for homework, based on something that actually happened to them.

FOCUS FIVE

SB 49

- REVISION AND EXTENSION
- LISTENING

REVISION AND EXTENSION

Set students a timed revision 'test' in exam conditions, i.e. no talking or referring to dictionaries, etc. Allow them 10–15 minutes working entirely on their own. Ask them to write their answers on a separate piece of paper, giving the correct letter only, e.g. 1 B. Collect in the papers and give students a mark out of 15.

This will give them some idea as to what it will be like to do an exercise like this in a formal exam atmosphere. Tell them not to worry necessarily about their marks at this stage.

Answers

- 1 D 2 C 3 A 4 D 5 C 6 B 7 C 8 D
9 A 10 D 11 A 12 D 13 B 14 A 15 D

Allow students time to read through the questions carefully before they listen to the tape.

Play the tape for the first time and ask students to make their first choice of answer.

Tapescript

Ladies and Gentlemen, it gives me great pleasure to be here tonight to announce the overall winner of the 'Product of the Year' award. I am very glad, too, to see so many of you here tonight, as I know many of you have travelled a long way to be here with us. But first of all, what I would like to do before I announce the winner, is to thank everyone – all the scientists, engineers and chemists – who have worked so hard and put in so many entries to the competition.

As you know, there are four finalists, and each of them have already come first in their own category. Now I would just like to remind you of the four products which impressed the judges so much.

There was, firstly, from the Home and Leisure Category, the idea of a music plug. It allows the user to play music in any room in the house by simply plugging a speaker into an ordinary electrical socket. The second, from the Computer Category, was the telephone imager – and this allows photographs to be sent down a normal telephone line using a special mathematical system. Our third finalist, from the Transport Category, was the powered parachute. This is a small aeroplane made from a parachute and small motor which can carry one or two people. And our last finalist, from the Engineering Category, came up with the plastic fold-away concrete mixer. This machine is suitable for home use and for small buildings, and can be carried easily.

Before I announce the winner, I would like to say a few words of praise for not only those scientists, engineers and designers who have reached the final, but also for all of the others whose excellent ideas were sent to the judges. An inventor's life is not an easy one, as I am sure you are well aware. The public have an image, I think, of the mad professor whose ideas come in a flash of inspiration.

The reality, however, is very different from that. An inventor needs, above all, to work hard and work long hours. Ideas don't fall from the sky – they are more often than not the result of years of concentration. The inventor might perhaps be trying to change the design of a product that already exists; now this involves experiments, testing it, making it perhaps, working out how well it works, then starting again from the beginning, always trying out new ideas and approaches. And that, of course, is not the end of the line – when a good new idea or new design has been thought out, the inventor has to persuade a manufacturer to use the invention; he or she has to be a scientist, a diplomat, an accountant, a salesman – all these things in one.

And so we hope that this award will help tonight's winner with the development of his or her invention, and may make it a little easier to bring these excellent products to the market. And now, if I may, I would like to open this envelope to announce the winner. And the winner of the 'Product of the Year' competition is Mr Henry Medway, for the Medway powered parachute.

Play the tape a second time and tell students to make their final choice of answer. When the tape has finished, ask students to compare answers.

Answers

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

EXERCISE B

- | | |
|----------------|------------------|
| 1 tactfully | 4 unreliable |
| 2 to play fair | 5 to lie |
| 3 be open | 6 keep a promise |

EXERCISE C

- wish Peter was / were
- only I had (some) more
- wish the weather was / were
- only we could be
- ever wish you were
- only I was / were better at

EXERCISE D

- 1 B 2 D 3 A 4 A 5 D 6 D 7 A 8 A 9 C
10 A 11 A 12 A 13 C 14 B 15 B

EXERCISE E

- | | | |
|----------------|---------------|---------------|
| 1 disappointed | 5 amused | 8 exciting |
| 2 interesting | 6 depressing | 9 astonishing |
| 3 annoyed | 7 fascinating | 10 convinced |
| 4 boring | | |

EXERCISE F

(suggested answers)

- I wish she wouldn't make me tidy up all the time.
- I wish I hadn't sold them.
- I wish he would arrive on time.
- I wish they wouldn't shout at me.
- I wish they hadn't caught me.
- I wish I had treated her better.
- I wish I had brought a map.
- I wish they would phone more often.

EXERCISE G

- not at all amused by
- wishes he hadn't resigned
- you lend me your bike
- wish you wouldn't treat
- find the film frightening
- only I hadn't lost

EXERCISE H

ACROSS

- of
- capable
- by
- pleased
- up
- worried
- at

DOWN

- | | | |
|-----------|-----------|------------|
| 13 afraid | 2 full of | 14 rude of |
| 16 kind | 3 clever | 15 in |
| 17 at | 4 about | 16 keen |
| 18 good | 5 by | 17 about |
| 20 no | 6 excited | 19 by |
| 22 sorry | 12 of | 21 on |
| 23 with | 13 at | |

**FOCUS ONE**

SB 50–51

- **SPEAKING**
Talking on your own
- **READING**
- **LANGUAGE STUDY**
Conditionals ► GS 4.1, 4.2

SPEAKING**Talking on your own**

Ask students, in pairs, to carry out the tasks, talking on their own for about a minute. Walk round making a note of any mistakes you hear and discuss them with the class as a whole when they have finished the activity.

READING

Take into the lesson some 'problem' pages from magazines, if available. Give small groups of students different letters to read and see if they agree with the answers given by the magazine.

EXERCISE A

Now divide the class into three groups. Ask each group to read and make notes on a different letter. Allow 3–4 minutes for this, then ask students from each group to explain what the problem was.

In the same groups, ask students to decide which letter contains the information in 1–11.

Answers

1 C 2 C 3 A 4 B 5 C 6 B 7 A
8 B 9 C 10 C 11 A

EXERCISE B

Ask students to underline, then read aloud, the evidence they found to help them choose their answers.

EXERCISE C

Ask students, in pairs or groups, to discuss questions 1–3, and to then compare their decisions with those of another pair or group.

LANGUAGE STUDY**Conditionals**

Put the following sentences on the board:

If I have time, I'll buy you some flowers.

If I had some money, I would buy you some flowers.

Ask students which sentence suggests that you might give someone some flowers as a present.

Answer

If I have time, I'll buy you some flowers.

Point out to students the differences in form and meaning between the first and second conditionals.

EXERCISE A

In pairs, ask students to match a)–d) with 1–4, then repeat the appropriate sentences.

Answers

1 c 2 b 3 a 4 d

EXERCISE B

Working on their own, ask students to rephrase sentences 1–7 using *if*. Point out that they need to use the second conditional in their sentences and remind them of the form.

Answers

- 1 You would (want to) marry me if you loved me.
- 2 I would eat that kind of food if I liked it.
- 3 I would come to see you if I had more time.
- 4 Jack would have a chance of passing the exam if he studied.
- 5 I'll come and see you if I have time.
- 6 I'll earn more if I get a better job.
- 7 If it rains, we'll cancel the picnic.

EXERCISE C

See who can complete this exercise correctly in the shortest time!

Answers

- 1 had the time, we would
- 2 have time, we will
- 3 loved her, he wouldn't
- 4 were honest, you wouldn't
- 5 tell the truth, people will
- 6 not tell lies, people would

FOCUS TWO

SB 52–53

■ USE OF ENGLISH

■ WRITING

■ VOCABULARY

■ LANGUAGE STUDY

Is it still going on? ► GS 13.1, 13.2

USE OF ENGLISH

EXERCISE A

Ask students to work in pairs. Tell them to read the letter first, ignoring the spaces, then think of the best word to fill each space. Point out that this time only five of the words are given. Allow 4–5 minutes, then ask them to join with another pair and compare their answers.

Answers

- | | | |
|--------|-------------|-------------------|
| 1 let | 6 still | 11 why |
| 2 did | 7 does | 12 of |
| 3 has | 8 give | 13 be / feel |
| 4 were | 9 if | 14 did |
| 5 with | 10 yourself | 15 unless / until |

WRITING

For homework, ask students to write a letter describing a problem they have had, and bring it into class. Collect all the problem letters and distribute them at random to other students who will then answer them. When all the replies are ready, attach them to the appropriate problem letters. Students have to come and find their original letter and the solution attached to it and say what they think of the solution.

VOCABULARY

Write the words on the board. Ask students to copy them into their exercise books and, in pairs, try to explain the differences between them.

EXERCISE A

Now refer students to the definitions in their books and see how they compare with their own explanations.

EXERCISE B

Ask students to complete sentences 1–9 using one of the words in A.

Answers

- | | | |
|------------|-----------|----------|
| 1 error | 4 defect | 7 faults |
| 2 mistakes | 5 fault | 8 blame |
| 3 blame | 6 mistake | 9 error |

EXERCISE C

Answers

- 1 a spelling mistake
- 2 a fault – being unable to take responsibility
- 3 a mistake made by the company
- 4 a defect in the machine or its design
- 5 a grammatical mistake
- 6 an error of judgement
- 7 a defect of personality
- 8 a defect in the machine

EXERCISE D

Ask students to work in pairs. Allow 4–5 minutes for this activity, then ask students to join with another pair and compare their answers.

Answers will depend on students themselves.

LANGUAGE STUDY

Is it still going on?

EXERCISE A

With students' books closed, write sentences 1–4 on the board and ask students to explain any difference in meaning between them.

Suggested answers

Sentences using the present perfect suggest that the relationship is still going on.

Sentences using the simple past suggest that the relationship is over.

Refer students to the examples in their books and ask them to repeat the appropriate sentences.

EXERCISE B

Answers

- | | | | |
|---|---------------------|---|------------------|
| 1 | have been going out | 6 | saw |
| 2 | went out | 7 | stood |
| 3 | worked | 8 | have been living |
| 4 | have been doing | 9 | lived |
| 5 | has been standing | | |

EXERCISE C

In groups or pairs, tell students to ask and answer the questions in their books, then tell the rest of the class one thing about their partners. Remind students to use the appropriate tenses, i.e. present perfect or simple past.

EXERCISE D

Give students a timed task to do on their own. Allow about 10 minutes, then ask them to compare their answers with those of a partner.

Answers

- | | | | | | |
|---|------|----|------|----|--------|
| 1 | have | 6 | ✓ | 11 | ✓ |
| 2 | ✓ | 7 | ✓ | 12 | with |
| 3 | they | 8 | more | 13 | will |
| 4 | the | 9 | more | 14 | myself |
| 5 | the | 10 | ✓ | 15 | us |

FOCUS THREE

SB 54–55

- LISTENING
- VOCABULARY
- LANGUAGE STUDY
still, yet or already?
More about how we report what people say
► GS 12.2–12.5
- SPEAKING

LISTENING

EXERCISE A

Ask students to read through questions 1–6 carefully before they listen to the tape. Play the tape once and ask students to discuss the answers to the questions in pairs.

Tapescript

M = Mary D = Dan

- M:** Listen, Dan. There's ... there's something that's been bothering me and I...
- D:** Have you seen the paper? I can't find it.
- M:** Dan! Listen to me. It's important.
- D:** Ahh, here it is. Now, what's on TV this evening?
- M:** Are you going to listen to me or aren't you? Because if you aren't then ...
- D:** All right. All right. Go ahead. I'm sorry. I'll listen.
- M:** I feel we don't ... I don't know how to say it ... I feel ... we just don't communicate any ...
- D:** Uh ... look, can't we talk about this some other time? I mean, I'm tired. I've had a hard day. Now just let me have a look at what's on.
- M:** Oh, that's so typical of you. As soon as I try to talk about it, you try to talk about something else.
- D:** Why don't we watch *New York Police*? It hasn't started yet.
- M:** Why do you always change ...
- D:** You haven't seen any of the earlier episodes, have you? It's very good. You'll really enjoy it if you watch it.
- M:** Why do you always do this?
- D:** Do what?
- M:** Try to avoid it.
- D:** Avoid what?
- M:** Avoid talking about it.
- D:** I don't know what you mean. Look, do you want to watch *New York Police* or don't you? It hasn't started yet, so we can still catch the beginning.
- M:** I sometimes wonder if you're the same person I met all those years ago.
- D:** The last episode was interesting. You liked it, didn't you?
- M:** We used to talk a lot. Now all you do is just sit there, hardly saying a word, just watching TV.
- D:** Or there's an old John Wayne film on one of the other channels – but that's already started. We've missed the first twenty minutes.
- M:** You're like a ... a ... robot. I wonder what would happen if I opened your head and looked inside? What would I find in there? A cassette player that repeats 'I've had a hard day. What's on television?'
- D:** I've already told you what's on. *New York Police*. Do you want to watch it or don't you?
- M:** We never have any kind of conversation any more.
- D:** Oh, my God. Are you still talking about that?
- M:** Are we going to talk about it or aren't we?
- D:** Talk about what?
- M:** Our problem.
- D:** What problem? What do you mean?
- M:** I've already told you. You don't communicate with me any more.
- D:** What do you mean I don't communicate with you? What am I doing now? Isn't this communication?
- M:** No, it isn't. I can't put up with this ... this ... emptiness between us any longer. And unless we can talk about it, I'll just get out. Get out of here. Get out of your life! Do you understand? I mean it.
- D:** All right, all right. I agree. There is a problem.
- M:** At last you admit it. Now perhaps we can talk about what to do about it.
- D:** The problem is that I want to watch TV but you won't let me.
- M:** That's it. I've had enough. I can't put up with it any longer.
- D:** Put up with what? Where are you going? Mary! Stop! Come back here. Please come back. I'll listen. I really will! I'll try to communicate. Mary! Please.

Suggested answers

- 1 They are probably in their 50s.
- 2 In their living room at home.
- 3 Early evening.
- 4 Husband and wife.
- 5 Mary decides to leave Dan.
- 6 She has had enough of Dan because he doesn't communicate with her.

EXERCISE B

Tell students to read through the questions carefully before listening to the tape for the second time. Tell them that this time they should write one letter only, the initial of the speaker, in the boxes. Play the tape again, then ask students to compare answers in pairs.

Answers

7 D 8 D 9 D 10 D 11 M 12 M 13 D

VOCABULARY

Write the words on the board and ask students to think of one way of doing what the words say, e.g. suggest:

'Let's go to the cinema.'

EXERCISE A

Ask students to match the words to sentences 1–8.

Answers

- | | | |
|-------------|------------|-----------|
| 1 apologize | 4 promise | 7 object |
| 2 offer | 5 threaten | 8 suggest |
| 3 recommend | 6 advise | |

EXERCISE B

In pairs or groups, ask students to complete sentences 1–8 using one of the words they have studied.

Answers

- | | | |
|-------------|-------------|--------------|
| 1 promise | 4 apologize | 7 threatened |
| 2 recommend | 5 offered | 8 suggest |
| 3 advise | 6 object | |

EXERCISE C

Word formation card game

Prepare a set of the words on flash cards according to how many teams you can divide the class into. Give each team a set of the words. Tell students to place the pile of words face down on the desk or table. Each student takes it in turn to pick up one of the words and make another word from it. The card is then placed in another pile. Repeat the process until all the

words have been used, then start again after shuffling the cards. When students cannot think of a word, they drop out of the game.

Now ask students to complete the exercise in their books.

Answers

- | | |
|-------------------|--------------|
| 1 advice | 6 connection |
| 2 recommendations | 7 joking |
| 3 surprised | 8 threat |
| 4 changes | 9 laughter |
| 5 objection | 10 apology |

LANGUAGE STUDY

still, yet or already?

Put the words on the board and ask students to try and explain the difference between them, or give an example as to how they are used, e.g.

still – it's actually going on

(not) yet – so far this has not happened

already – it happened a while ago

EXERCISE A

In pairs, ask students to complete the exercise in their books.

Answers

- | | | |
|-----------|-----------|-----------|
| 1 yet | 4 still | 7 yet |
| 2 still | 5 yet | 8 already |
| 3 already | 6 already | 9 still |

More about how we report what people say

EXERCISE B

Refer students to the Grammar Summary 12.2–12.5 if necessary. In small groups, ask students to decide what the speakers actually said, then to compare their answers with those of another pair.

Suggested answers

- 1 Can you recommend a good restaurant?
- 2 I can recommend Da Mario.
- 3 What are we having for dinner?
- 4 Why don't we go out for a meal?
- 5 No, it's far too expensive.
- 6 Why are you so afraid of spending money?
- 7 Look, I'll pay for the meal and even the taxi if you want.
- 8 It's just that I'm so tired.
- 9 If I were you, I'd see a doctor.
- 10 You just want to waste money.

- 11 I'm sorry I troubled you.
- 12 Cook your own meal, because I'm going out without you.

EXERCISE C

Ask students to look again at sentences 1, 3 and 6 in B and try to explain the difference between the actual words of the question and the way the question is reported. Refer students to GS 12.4 if necessary.

EXERCISE D

Answers

- 1 asked me to sit
- 2 asked me if I had
- 3 asked me why I was
- 4 suggested going
- 5 advised him not to watch
- 6 offered to carry
- 7 thanked me for helping
- 8 claimed that he was
- 9 accused him of
- 10 apologized for coming

SPEAKING

Refer students to the picture in their books and ask them to speculate on what has / might have happened.

EXERCISE A

In pairs, ask students to discuss what they would say in the situation and then invite them to write their suggestions on the board. Decide what the best questions and comments would be and why.

EXERCISE B

In pairs, ask students to report the comments and questions they decided on in A. Ask different students to read out one of their reported sentences.

FOCUS FOUR

SB 56

- WRITING
Composition 2

WRITING

Composition 2 Expressing an opinion

EXERCISE A

In pairs, ask students to read the sample task question and discuss what might appear in their answer.

EXERCISE B

In the same pairs, ask students to read the sample letter, ignoring the spaces, and to briefly describe the writer's opinion.

EXERCISE C

Now ask students to complete the composition by choosing the best option from the words given.

Answers

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

Ask students to say why they chose the words they did.

EXERCISES D and E

Ask students to read through the notes carefully, then write one of the compositions 1–3 in E.

Extension activity

Students could write another composition from E for homework.

FOCUS FIVE

SB 57

- REVISION AND EXTENSION
Conditional 1 ► GS 4.1
Conditional 2 ► GS 4.2
Conditional 1 or 2?
Revision transformations

REVISION AND EXTENSION

Conditional 1

EXERCISE A

In pairs, ask students to read out the conversation to each other taking a role each and supplying the correct form of the verb in brackets. Ask one of the pairs to read out the conversation to the rest of the class.

Answers

A: does, will be, misses, will have to

B: will he get, takes

A: will be, is, may

B: -

A: gets, can, is, put, has already eaten, won't be

B: will he do, am, gets

A: aren't, arrives, will have

B: go, will leave, can

Conditional 2

EXERCISE B

In pairs, ask students to decide what they would do in the situations mentioned in numbers 1-5. Explain that all their answers should contain *If I ... , I would ...*

Ask students to tell the rest of the class what their decisions were.

EXERCISE C

In groups of 3 or 4, tell students to imagine on what conditions they would do the things mentioned in numbers 1-5. Ask them to begin their sentences with *I wouldn't ... unless ...*

Compare answers when students have finished.

Conditional 1 or 2?

EXERCISE D

Answers

1 were, would apply

2 spoke, wouldn't need

3 were, would be able

4 would be, won

5 won't be able, get

6 is, will go

7 hear, will come

8 were / was, would change

9 has left, will get

10 doesn't go away, will take

EXERCISE E

Remind students that they should use no more than five words including the word in bold.

Answers

1 not so busy she could

2 if she would lend him

3 apologized for not replying

4 wish you wouldn't complain

5 has had his car for

6 has been learning English for

7 wish I didn't have

8 had the money I would

9 threatened to call the police

10 made a lot of mistakes

WORKBOOK KEY

WB 34-37

EXERCISE A

1 C 2 C 3 B 4 C 5 D 6 A 7 C

EXERCISE B

Sentence b suggests that something might happen. Sentence c (being taller and joining the Police Force) is highly improbable.

Sentence a tells you that something is always true.

1 will / 'll go (type b)

2 smoke (type a)

3 turns (type a)

4 get (type b)

5 would / 'd give (type c)

6 wasn't / weren't; was not / were not (type c)

7 'll / shall report (type b)

8 would you choose (type c)

EXERCISE C

1 mistake

4 defects / faults

2 blame ... fault

5 mistake

3 error

6 blame

EXERCISE D

1 for

6 a

10 ✓

2 ✓

7 it

11 so

3 off

8 in

12 ✓

4 got

9 ✓

13 about

5 by

EXERCISE E

- | | | |
|--------|------------|------------|
| 1 up | 6 about | 11 same |
| 2 my | 7 up | 12 did |
| 3 any | 8 when | 13 next |
| 4 am | 9 yourself | 14 without |
| 5 some | 10 with | 15 in |

EXERCISE F

D = PC Dent T = Tom

D: What were you doing?

T: We went to see a film and then went to a nearby pub for a drink.

D: What time did you arrive home?

T: I can't remember exactly.

D: Do you think any of the neighbours might have heard you coming home?

T: No, I'm sure they didn't – I was very quiet. I didn't want to wake up my father, who had to get up very early in the morning to go to work. I'm sorry (that) I can't prove it but all my friends have gone away on holiday.

EXERCISE G

Tom suggested (that) the police officer should talk to the owner of the pub, who would remember him. The police officer replied that they had already done that. They had shown the owner of the pub Tom's photograph but he hadn't been able to remember him at all.

Tom told the police officer that it had been very busy that night, so perhaps the owner (just) hadn't noticed him.

The police officer asked Tom to put his coat on and go with / accompany him to the police station. He said that they would have to continue their enquiries there.

Tom said that he would get his coat. He swore that he hadn't done / committed the robbery. He threatened that if he was sent to prison he would make life very difficult for him / the police officer later.

EXERCISE H

(suggested answers)

- 1 haven't done it yet / still haven't done it.
- 2 already shown it to me / already shown me it.
- 3 haven't arrived / come yet / still haven't arrived / come.
- 4 haven't read / finished it yet / still haven't read / finished it.
- 5 hasn't done it yet / still hasn't done it.
- 6 haven't had a reply from him yet / still haven't heard from him / I've already written to him (three) times.

EXERCISE I

The letters should include an evaluation of each point and arrive at a conclusion.

**FOCUS ONE**

SB 58–59

■ **SPEAKING**Talking on your own
Discussion■ **READING**■ **LANGUAGE STUDY**

Three types of past action ► GS 13.2, 13.3

SPEAKING**Talking on your own**

Ask students, in pairs, to talk on their own for a minute. Walk round making a note of any mistakes you hear and discuss them with the class as a whole when they have finished the activity.

Discussion

In small groups, ask students to discuss the questions and then ask one member of each group to report one thing the group decided to the rest of the class.

READING**EXERCISE A**

Ask students to skim read the text, ignoring the missing sentences, then try to explain briefly what it is about.

EXERCISE B

In pairs, ask students to match sentences A–F with the gaps in the text 1–4. Ask students to underline the words they found to help them choose their answers.

Answers

1 E 2 D 3 A 4 B

EXERCISE C

Ask students, in pairs or groups, to discuss questions 1–4, then compare their decisions with those of another group.

EXERCISE D

Still in the same groups, ask students to explain the full meanings of the words in italics in sentences 1–4. Explain that understanding how these ‘reference devices’ are used and what they refer to will help them to understand everything they read much more easily.

LANGUAGE STUDY**Three types of past action**

Put the following on the board:

*was taking**was about to take**had taken*

Ask students what they think the difference between the forms is.

Suggested answers*was taking* – was actually doing it*was about to take* – hadn’t started yet*had taken* – it was over**EXERCISE A**

In pairs, ask students to match a)–c) with 1–3.

Answers

a) 3 b) 2 c) 1

EXERCISE B

In groups or pairs, ask students say what they think was about to happen, was happening or had happened in sentences 1–12.

Suggested answers

- 1 She was reading the paper.
- 2 It was about to rain.
- 3 He was waiting for the bus.
- 4 He had just taken the money.
- 5 The bus was about to stop.
- 6 He was about to get on.
- 7 He had just gone out.
- 8 The bus had just left.
- 9 She was about to go out.
- 10 The phone was ringing.
- 11 She had just spoken to Edna.
- 12 He was thinking about the arcade.

- READING
- LANGUAGE STUDY
so or such ► GS 6.1
- VOCABULARY

READING

EXERCISE A

Divide the class into six groups. Ask each group to read one paragraph of the article each and try to summarize what it is about, without looking at headings A–G in the box.

When they have finished, ask each group to report back to the rest of the class, then choose the best heading from the box for their paragraph.

Answers

1 F 2 A 3 E 4 C 5 B

EXERCISE B

In small groups, ask students to discuss questions 1–3, then compare their decisions with those of another group.

EXERCISE C

In the same groups, tell students to ask and answer questions about themselves, then tell the class one interesting thing about their partners.

LANGUAGE STUDY

so or such

Ask students if they know what the difference is between the form and meaning of the two words.

EXERCISE A

Ask students, in pairs, to complete sentences 1–4.

Answers

1 so 3 such
2 such 4 so

Refer students to GS 6.1 if necessary.

EXERCISE B

Write *too hungry* on the board and ask students what you could say after the word *hungry*.

Point out that the meaning is negative, i.e. a little bit like too much.

Ask students, in pairs, to rewrite the sentences.

Answers

- 1 too lazy to take
- 2 too young to understand
- 3 too tired to concentrate
- 4 too obsessed with football to think

EXERCISE C

Answers

- 1 such an amusing film that
- 2 so amused I couldn't
- 3 too busy to go
- 4 so tired I couldn't
- 5 such a cold day that
- 6 too obsessed to give
- 7 so interested in them that
- 8 such an interesting game that
- 9 is too short

VOCABULARY

Write the words on the board. Ask students to copy them into their exercise books and, in pairs, try to explain their meaning using another word.

EXERCISE A

Ask students to match the six words with the definitions 1–6.

Answers

ache 4	continuous 1
pain 3	convenient 5
constant 2	suitable 6

EXERCISE B

Ask students to complete sentences 1–6 using one of the words in A.

Answers

- | | |
|--------------|------------|
| 1 convenient | 4 constant |
| 2 suitable | 5 headache |
| 3 continuous | 6 pain |

EXERCISE C

Answers

- | | | | |
|---|-------------|----|----------------|
| 1 | constantly | 6 | content |
| 2 | aching | 7 | probably |
| 3 | loss | 8 | responsibility |
| 4 | explanation | 9 | powerful |
| 5 | tendency | 10 | warning |

FOCUS THREE

SB 62–63

■ LISTENING

■ VOCABULARY

■ SPEAKING

Problem solving

■ LISTENING

■ LANGUAGE STUDY

used to do or be used to doing ► GS 13.2.2

LISTENING

EXERCISE A

Ask students to read through questions 1–6 carefully before they listen to the tape. Point out that this time they have to write the letter N if neither of the speakers says something.

Play the tape once and ask students to discuss the answers to the questions in pairs.

Tapescript

A = Fiona B = Michael C = their mother

A: Anyway, when is his birthday?

B: Next Wednesday, I think. It's the 25th. Do you want to give him something just from you or shall we do it together?

A: A joint present would probably be better ... then we could get something a bit bigger. Have you thought about what to give him?

B: I think the best thing to do would be to get him something for his computer – you know, like a game. There's a really good one out at the moment, apparently – I think it's called *Doom* – The good thing about it is that it's got lots of action, and you can fly around in a spaceship and shoot all the enemy spaceships, you know. He'd love it. Does that sound like a good idea?

A: I'm not sure, really. The thing is, I mean these days he spends so much time on that computer that we hardly ever see him. And if he gets hooked on another game, it's just going to make things even worse. I don't think we should encourage it.

B: Okay, well what do you think we should do?

A: Well what about giving him something a bit more useful? Um, we could give him, say, a CD with an encyclopaedia ... he wouldn't spend the whole time in his room with that ... it would be quite interesting and it might even be quite useful for us too. What do you think?

B: Mm, maybe, but they're far too expensive. And really, you've

still got the same problem, which is that he never gets out and we never really do anything together. Maybe it would be better to get him something for his bike.

A: Yes, what about a new light? He's always saying that he can't come out for bike rides in the evening because he hasn't got a light.

B: Oh, all right let's do that then, and we could all go off in the evenings, and it would be fun, and at least he'd get a bit of exercise.

A: Yeah. Which he needs! Oh hello, Mum.

C: Hello, you two. Now, you haven't forgotten that it's your father's birthday next week, have you?

A: No, we were just talking about it actually.

Answers

1 N 2 M 3 F 4 M 5 F 6 M

If necessary, play the tape a second time.

VOCABULARY

Put the four categories on the board, i.e.

a *making a suggestion*

b *asking for someone else's opinion*

c *disagreeing*

d *disagreeing and / or expressing doubt*

Ask students to think of different ways of doing what the words say, e.g. *making a suggestion*:

What about going out to dinner?

Ask students to match the categories to sentences 1–14.

Answers

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

9 c 10 a 11 d 12 a 13 d 14 d

SPEAKING

Problem solving

Divide the class into small groups, and allow 3–4 minutes for them to do the task. When they have finished, ask one member of each group to report back to the rest of the class.

LISTENING

Give students a timed listening test to do on their own. Allow 2 minutes for students to read through the instructions and multiple choice questions numbers 1–5. Play the tape once without pausing. Allow an interval of about 1 minute, then play the tape again without pausing.

Note that in the exam, students will have to transfer their answers to a separate answer sheet. They are given extra time to do this at the end of the Listening Test.

Tapescript

I come from a big family ... three brothers and a sister ... and we all work in the family business. My mother runs it now. We specialize in baking cakes ... fruit cakes, wedding cakes, that kind of thing ... we used to have a small shop that sold the bread and other things we baked, but now we just concentrate on the baking side and deliver bread and cakes to shops here and in Bristol.

My father started the business, but he died six years ago and, as I said, my mother runs it now. She is used to doing the accounts and that kind of thing. Even before he died, when she was looking after the children and running the house, she helped him a lot with the business, so that when dad fell ill ... he was ill quite a lot in those last few years ... it wasn't difficult for her to take over from him. My older brother, George, was already doing a lot of the baking by then, and I used to help out at weekends, too, even when I was a kid.

I ... I have to start work very early six days a week ... always up by four ... except Sunday, that is, ... but when I'm not working, I do the usual things ... watching television if there's a good football game on, ... things like that ... but what I really like is to get out if the weather's good ... can't bear to be indoors when the sun's shining ... and walk or go fishing. That's the good thing about living in a small town like this ... it doesn't take long to get out in the country ... just a few minutes, and there are several rivers around which are really good for fishing ... they haven't been killed off by the pollution you get in lots of rivers ... that's what I really like doing ... fishing and walking. For a time I used to make furniture ... there's a big workshop down in the basement. It's what my dad liked to do in his spare time but I just don't like to be indoors that much ...

Of course, in the evenings, as I say, I watch television now and then but ... well ... frankly, I'm so busy during the day, ... have to get up so early ... that I just doze off if I sit down in front of it for very long ... can't concentrate ... I begin to yawn and the next thing I know I'm asleep. I'm usually in bed by 8 anyway ... except on Saturdays.

Answers

1 B 2 B 3 C 4 C 5 A

LANGUAGE STUDY

used to do or be used to doing?

EXERCISE A

Make sure that students understand that *run* here means 'manage'.

Write the examples on the board and ask students to explain the difference between them, e.g.

- a) *used to run* = did in the past but doesn't now
- b) *used to running* = accustomed to doing this (it's nothing new)

Now ask students to explain the difference between c) and d).

Suggested answers

- c) It was something I never did.
- d) I did it often but I don't do it now.

EXERCISE B

Now ask students to match sentences a–d in A with sentences 1–4.

Answers

1 c 2 b 3 a 4 d

EXERCISE C

Answers

1 d 2 b 3 a 4 e

EXERCISE D

Answers

- 1 I'm not used to hearing bad language.
- 2 I used to smoke a lot.
- 3 I am used to travelling long distances.
- 4 Julia used to see Ronald almost every day.
- 5 I used to work in that shop.
- 6 Because English people are used to driving on the left...

FOCUS FOUR

SB 64

- WRITING
Informal letter

WRITING

Informal letter

EXERCISE A

Ask students in pairs or small groups to write at least five more examples of all the categories mentioned except *age*. Allow about 5 minutes for this.

When students have finished, ask them to use at least one of the adjectives they have written down in each category to describe an object of their own choice.

EXERCISE B

Answers

- 1 a small flat black leather wallet
- 2 a beautiful red Japanese fountain-pen
- 3 an old Pakistani mahogany writing desk
- 4 a round white china table-lamp

EXERCISE C

Describe an object to the students. They have to guess what it is, e.g. *It's large, brown, made of leather and you can carry things in it.* (a suitcase)

Now ask students to do the exercise in their books in pairs. Write the following expressions on the board to help them:

Trying to guess

It could be ...

It might be ...

Is it ...?

I think it's ...

EXERCISE D

Ask students individually to choose three or four adjectives to describe the objects shown in the picture. Then tell them to compare their answers with other students. Check that they give the adjectives in the correct order.

EXERCISE E

Ask students to think of two or three suitable adjectives to complete each space in the letter. Remind them that the letter can either be about a very enjoyable holiday or a terrible holiday.

EXERCISE F

In pairs, ask students to read the writing task and discuss what might appear in their letter.

EXERCISE G

Ask students to read through the notes carefully, then write the informal letter described in F.

Extension activity

Students could write another letter for homework on the following subject:

You are on holiday in a country where the goods are attractive, of good quality and reasonably priced.

Write a letter to a friend describing some of the things you and your family have bought.

FOCUS FIVE

SB 65

■ REVISION AND EXTENSION

■ LISTENING

REVISION AND EXTENSION

Answers

1 A 2 D 3 C 4 C 5 C 6 A 7 C 8 B
9 D 10 D 11 A 12 A 13 B 14 A 15 C

LISTENING

Tapescript

P = Presenter B = Brinks L = Lawson

- P:** There has been an armed robbery this morning at the Halifax Building Society's branch in Edward Street. John Brinks is at the scene with Detective Sergeant Henry Lawson.
- B:** Detective Sergeant, can you tell us what you know about the robbery?
- L:** Yes, the raid took place this morning shortly after 11.30, when a man accompanied by a woman went into the offices of the, er, Building Society and asked to see the manager. Er, there were no other customers in the building at the time. They were let into the manager's office, and the woman produced a gun from her handbag. Then they took the manager back out of his office and made him tell the cashiers to hand over all the money they had in the tills and in the safe. Er, it came to about £25,000.
- B:** Presumably you have a number of witnesses.
- L:** Yes, we have a good description of both of them. Er, the man was about one metre eighty centimetres, around 35 years of age, with blue eyes and short curly red or ginger hair. He was wearing jeans, a green sweater and a three-quarter length blue coat. When he spoke to the cashier when he came in he called himself Mr Ericson, but we doubt whether that is his real name. But we do know that twice during the robbery, the woman called him Eddy, and that may be his real first name. He also speaks with a strong Scottish accent, which may help us to trace him.
- B:** And what about the woman?
- L:** Now, she is in her early twenties, slim, and quite tall – about one metre seventy centimetres. She was wearing a long white raincoat, which was quite loose-fitting and which she didn't take off, and she had a beige handbag, which is what they used to hide the gun in. She's got straight, shoulder-length blonde hair, blue eyes and, like the man, has a noticeable accent.
- B:** Do you have any other information?
- L:** Yes. The car they used was seen by two or three people – and it's a blue or dark blue Ford Escort and we have the registration number ... and it's G595 ERI. I'll say that again, it's G595 ERI. Now, the car was stolen from Bishopstone just over a week ago, so if anyone has seen it in the last week, we would like to hear from them. We also know that the car's front left headlight was broken when it was stolen, and is still broken, we think.
- B:** So you would like information from the public about the car.
- L:** Yes, and the people. We are appealing to anyone who thinks they may recognize the two robbers or knows anything about the car. We've set up an incident room in Swindon, and the

telephone number is Swindon 774529. So we would like people to ring us if they have any information, er, and, of course, all calls will be dealt with in the strictest confidence.

B: Thank you very much.

L: Thank you.

B: And the phone number again if you have any information is Swindon 774529. And now back to the studio.

Answers

- 1 (shortly after) 11.30 a.m.
- 2 Edward
- 3 £25,000
- 4 1.8 m
- 5 35
- 6 blue
- 7 short, curly red or ginger
- 8 jeans
- 9 three-quarter length blue coat
- 10 Mr Eddy Ericson
- 11 Scottish
- 12 1.7 m
- 13 early twenties
- 14 blue
- 15 straight, shoulder-length blonde
- 16 long white (loose-fitting) raincoat
- 17 blue or dark blue
- 18 registration
- 19 front left, broken

WORKBOOK KEY WB 38–41

EXERCISE A

1 G 2 F 3 H 4 A 5 E 6 B 7 C

D is not needed.

EXERCISE B

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

EXERCISE C

- 1 Sheila was just having a bath when there was a knock at the door.
- 2 Ann was just about to ring the bell when she noticed that the door was half open.
- 3 Ann had just closed the door (behind her) when she dropped her handbag.
- 4 Sheila had just finished her bath when she heard a noise.
- 5 Ann was just picking up her handbag when she knocked over a chair.
- 6 Sheila had just decided to phone the police when she heard another noise.
- 7 Ann had just called out to Sheila when she noticed Sheila standing by the phone.

- 8 Sheila was just dialling 999 when she heard a familiar voice shouting her name.
- 9 Sheila had just put down the phone when she saw her friend Ann standing in the doorway.

EXERCISE D

- 1 The students were so enthusiastic ...
- 2 It was such an expensive car ...
- 3 The rent was so high ...
- 4 It was such a crowded city ...
- 5 The football players were so good ...
- 6 The coffee was so strong ...
- 7 It was such a long journey ...
- 8 They were such naughty children ...
- 9 The company was so successful ...
- 10 S/he was such a talented film star ...

EXERCISE E

(suggested answers)

- 1d David's too exhausted to do his homework.
- 2f The children are too lazy to take any physical exercise.
- 3g My sister is too mean to spend any money.
- 5a It's too wet to play tennis.
- 6c Susan is too short to reach the books on the top shelf.
- 7e The baby is too young to speak yet.
- 8b Parents of young children are too busy to relax.

EXERCISE F

toothache	stomach-ache
earache	backache
headache	

EXERCISE G

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

EXERCISE H

- 1 used to smoke
- 2 used to go
- 3 get used to
- 4 am used to working
- 5 got used to
- 6 used to have
- 7 used to be
- 8 get used to
- 9 is getting used to
- 10 get used to living

EXERCISE I

- 1 a new black leather handbag
- 2 a huge square wooden table
- 3 a small round French cheese
- 4 a beautiful green leather jacket
- 5 an unusual red Italian glass bottle
- 6 a lovely long blue Japanese silk dress



9

THE FACE BEHIND THE MASK

FOCUS ONE

SB 66–67

■ SPEAKING

Talking on your own

■ READING

■ LANGUAGE STUDY

although, even though, despite and in spite of

► GS 6.4

SPEAKING

Conduct a vocabulary 'brainstorming session'. Divide the class into teams of 3 or 4. Allow teams 2–3 minutes to write down as many words relating to the two pictures as they can, e.g. *play, mask; carnival, fancy dress*. Walk round checking vocabulary and spelling. The team to produce the greatest number of correct words wins.

Talking on your own

Ask students, in pairs, to talk on their own for a minute. When they have finished the activity, ask them to discuss what they find difficult about speaking for a minute. Tell them that they can make life a little easier for themselves by learning some 'fillers', i.e. words and phrases that they can use to give themselves time to think about what they are going to say next. Ask students if they can think of any words like this, then put a list of 'fillers' on the board.

Suggested 'fillers'

Well ...

Let me see ...

Of course ..

It's not very clear but ...

In my opinion, ...

... you know ...

Actually,...

Tell students not to use fillers too often, however, otherwise the examiner may question their fluency!

Suggested topics for talking about yourself

Describe a party you have been to.

Describe your 'dream' party. What would it consist of?

READING

Ask students to read only the first two paragraphs of the newspaper story. Allow about 5 minutes for them to plan what they think the rest of the passage will consist of. Compare answers before asking students to skim read the rest of the passage.

EXERCISE A

Ask students in small groups to choose the best answer without referring back to the passage. When they have made their decisions, write the answers on the board.

Now allow 2–3 minutes to check their answers by referring back to the passage, and count how many changes they made after doing this. Give the class the correct answers and count how many answers students guessed correctly before and how many after referring to the passage.

Answers

1 C 2 B 3 C 4 A 5 D 6 C 7 B

LANGUAGE STUDY

although, even though, despite and in spite of

Put the following on the board:

although

even though

despite

in spite of

Ask students if there is any difference in form and meaning between the words.

Suggested answers

- *although / even though* are followed by a subordinate clause (or sentence)
- *despite / in spite of* are followed by a noun

EXERCISE A

In pairs, ask students to decide which sentences suggest something unusual.

Answers

b, c

EXERCISE B

In groups or pairs, ask students to rewrite sentences a–d in A using either *in spite of* or *even though*.

Answers

1 b 2 c

EXERCISE C

In the same groups or pairs, ask students to rewrite the second sentence in each pair.

Answers

- 1 despite the good
- 2 although they cause
- 3 despite his pleasant
- 4 although she was
- 5 despite the terrible
- 6 although he never talks to
- 7 despite the good
- 8 boring although it is

FOCUS TWO

SB 68–69

- LISTENING
- VOCABULARY
- USE OF ENGLISH
- LANGUAGE STUDY

LISTENING

EXERCISE A

Before doing the multiple choice questions, ask the class not to open their books but to listen to the tape and take notes. Tell them that they are going to hear a short news report from a local radio station in England. Play the tape once.

Tapescript

P = Presenter R = Reporter

P: If you live near Poole Park, you must be relieved to know that the strange 'gorilla attacks' that took place there between June and September have finally been brought to an end. But who or what was really responsible for them? Well, the mystery was finally explained in a courtroom here in Poole when a 39-year-old librarian called Rodney Bunting confessed to everything. Our reporter, Janet Frectown, was at the trial.

R: Bunting was described as a deeply disturbed man whose mother had prevented him from having normal social contacts. In particular, she objected to him going out with women. It was shortly after her death six months ago that he began his gorilla attacks.

'I got the idea from watching a film on television. It was about a

man who dressed up as a gorilla and wandered about the streets, terrifying people. I managed to get hold of a gorilla's costume and learned how to imitate them by studying their habits in the zoo,' Bunting said. Then, one night in June, Bunting put on his costume and crept out of his house into nearby Poole Park, where he sat in a tree until a young couple came into the park and sat down on a bench. 'When they started kissing, I jumped down and ran towards them, beating my chest and roaring. They were terrified and ran away. It gave me a strange sense of power,' Bunting admitted.

Four more attacks occurred, the last on the evening of September 16th when Mrs Della Winters, a 69-year-old widow, was taking her pet poodle, Samson, for a walk. When Bunting leapt out from behind a bush she did not run away but hit him over the head with her umbrella. When Bunting tried to get away, the poodle ran after him. So did a policeman, who had heard Mrs Winters' shouts. Bunting fell from a fence he was trying to climb and was arrested.

Mrs Winters later said that when she saw Bunting she didn't think he was a gorilla. 'Oh, he grunted like one, and had the same strange movements, but what gave him away was his tennis shoes. They were white and I could see them underneath all that hair. I realized he couldn't possibly be a gorilla. Gorillas just don't wear tennis shoes, do they?'

Bunting was given a six-month sentence and ordered to undergo regular psychiatric treatment for the next two years.

Ask students, in pairs, to compare their notes, then read through questions 1–6 in their course books and see if they can answer any of them.

Play the tape again and give students another chance to answer the multiple choice questions.

Answers

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

Ask students if any of their original answers were correct.

VOCABULARY

EXERCISE A

In pairs or small groups, ask students to read sentences a)–i) and underline the phrasal verb in each one. When they have finished, ask them to match the verbs with their meanings in 1–9.

Answers

- | | |
|----------------------|-------------------|
| a) passed away – 4 | f) taken in – 9 |
| b) put on – 6 | g) passed out – 2 |
| c) get away from – 7 | h) ran over – 8 |
| d) gave away – 3 | i) clear off – 5 |
| e) get away with – 1 | |

EXERCISE B

Still in the same pairs or groups, ask students to answer questions a)–i) in A.

Suggested answers

- a) He dressed up as a gorilla and frightened people.
- b) A gorilla suit.
- c) He fell trying to escape and was arrested.
- d) His tennis shoes.
- e) Almost two months.
- f) Yes.
- g) She was almost run over by a car.
- h) No.
- i) Because a nurse asked who he was.

USE OF ENGLISH

With other students' books closed, ask different students to read out a sentence each from the text. Tell the rest of the class to listen carefully and decide whether there are any extra words in the sentence or not.

Answers

- | | | |
|--------|--------|-------|
| 1 up | 6 like | 11 to |
| 2 them | 7 ✓ | 12 ✓ |
| 3 of | 8 of | 13 me |
| 4 as | 9 ✓ | 14 to |
| 5 ✓ | 10 a | 15 it |

LANGUAGE STUDY

Before doing the exercise in their books, ask students to copy down these words from the board:

clear up clear off take in give somebody away pass away run over

Ask students if they know what the phrasal verbs mean.

Suggested answers

- clear up (make tidy)
- clear off (go away)
- take in (understand)
- give somebody away (betray)
- pass away (die)
- run over (hurt in a car accident)

EXERCISE A

Now ask students, in pairs, to do the exercise in their books

Answers

- 1 change *cleared up* to *cleared off*
- 2 change *clear off* to *clear up*
- 3 change *taken in* to *taken on*

- 4 no changes needed
- 5 change *passed away* to *passed out*
- 6 change *ran over* to *ran into*

EXERCISE B

Ask students, in pairs, to rewrite the sentences.

Answers

- | | |
|---------------------------|-----------------|
| 1 passed away last | 5 cleared off |
| 2 passed out when I heard | 6 give you away |
| 3 ran over | 7 looking for a |
| 4 help me (to) clear up | 8 take you in |

FOCUS THREE

SB 70–71

- READING
- SPEAKING
Talking about other people
- LANGUAGE STUDY

READING

EXERCISE A

Write out the headings and make photocopies for each group of 3–4 students in the class. Cut the headings up into strips so that they are free-standing. Give each group a set of the separated headings A–H and ask students to fit them into their correct positions.

Remind students to read the paragraphs carefully and be able to explain why they put a particular heading in a particular position. Remind them, too, that there is one heading they do not need. The first group to put the headings in the correct positions wins!

Answers

- 1 E 2 A 3 G 4 B 5 D 6 F

EXERCISE B

Now ask students, in pairs or groups, to read the text in A again and decide whether statements 1–9 are true or false. If they are false, see if students can correct them as in the example.

Answers

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

EXERCISE A

Ask students to take it in turns to read one half of the text to each other.

EXERCISE B

Now allow students 2–3 minutes to ask and answer questions 1–3 in their books, then invite students to tell the class one thing about their partners.

LANGUAGE STUDY

EXERCISE A

Write sentences a)–f) on the board. Divide the class into small groups, and ask them to explain the differences in meaning between the sentences. When they have finished, ask one member of each group to report back to the rest of the class.

Suggested answers

- a) *let* means 'allow me to'
- b) *make* means 'force me to'
- c) *let* means 'allowed me to'
- d) *made* means 'forced me to'
- e) *making* means 'causing'
- f) *make* means 'cause'

Now ask students to do the three activities described in their books.

EXERCISE B

Answers

- | | | |
|-------|--------|----------|
| 1 let | 4 make | 7 making |
| 2 let | 5 make | 8 let |
| 3 let | 6 make | |

EXERCISE C

Answers

- | | |
|---------------------|-----------------------|
| 1 make your car go | 5 make me believe |
| 2 let me explain | 6 makes you think |
| 3 let Linda perform | 7 made me fall |
| 4 make her come | 8 letting me use your |

■ **WRITING**

Article 1

WRITING

Article 1

Ask students to read the advice at the top of the page. Tell them that it is also important for an article to engage the interest of the reader and ask them for suggestions of how this could be achieved.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the article and make some brief notes as to what it is about, then, in pairs, compare their notes.

EXERCISE C

If time is available, prepare a set of words on flash cards for each group of 3–4 students in the class. Allow students 2–3 minutes to put the words into two piles: those which are good qualities and those which are bad.

EXERCISE D

Allow students, working on their own, about 5–10 minutes to write a paragraph, similar to the one in their books, describing a person they know. When they have finished, ask students, in pairs, to compare their paragraphs.

EXERCISE E

Ask students, in pairs, to read the sample writing task question and discuss what might appear in their article.

EXERCISE F

Ask students to read through the notes carefully then write the article in E, either in class, or for homework.

Extension activity

Students could write another article for homework on the following subject:

Your school magazine has asked you to write an article for a feature on horoscopes. In your article, you should show that you are completely different from what your star sign says you should be like. Describe how you are different and explain why you don't like horoscopes. Write the article.

■ REVISION AND EXTENSION

REVISION AND EXTENSION

Changing nouns to adjectives

EXERCISE A

Answers

- 1 a) and c) are nouns.
- 2 b) and d) are adjectives.

EXERCISE B

In groups of 3 or 4, ask students to supply the missing words in numbers 1–12 and use some of the words they have made in sentences of their own.

Answers

- | | |
|--------------------|---------------------|
| 1 care / careful | 7 peace / peaceful |
| 2 cheer / cheerful | 8 smoke / smoky |
| 3 grass / grassy | 9 hope / hopeful |
| 4 noise / noisy | 10 use / useful |
| 5 health / healthy | 11 salt / salty |
| 6 fun / funny | 12 shame / shameful |

EXERCISE C

Answers

- | | |
|--------------------|----------------|
| 1 high, patient | 3 importance |
| 2 height, patience | 4 possibility |
| 1 depth | 5 honesty |
| 2 strength | 6 intelligence |

EXERCISE D

Answers

- | | |
|-------------------------|--------------------------|
| good / well | temporary / temporarily |
| heavy / heavily | lively / in a lively way |
| nice / nicely | bad / badly |
| beautiful / beautifully | fast / fast |
| hard / hard | |

EXERCISE E

Answers

- | | | |
|---------------|--------------|----------------|
| 1 comfortable | 8 difficulty | 15 thankful |
| 2 sandy | 9 suitable | 16 badly |
| 3 windy | 10 beauty | 17 terribly |
| 4 expensive | 11 kindness | 18 probably |
| 5 well | 12 boredom | 19 bad |
| 6 greasy | 13 fully | 20 immediately |
| 7 hungry | 14 sleepy | |

WORKBOOK KEY

EXERCISE A

- 1 C 2 B 3 D 4 D 5 B 6 A

EXERCISE B

- 1 preserve
- 2 running down
- 3 shortage
- 4 vague
- 5 implant

EXERCISE C

- | | | |
|-------------|--------------|---------------|
| 1 disease | 7 cure | 12 immune |
| 2 epidemics | 8 infected | 13 virus |
| 3 spread | 9 serious | 14 treatment |
| 4 victim | 10 protect | 15 eradicated |
| 5 symptoms | 11 vaccinate | 16 recovered |
| 6 died | | |

EXERCISE D

- | | | |
|---------|--------|--------------|
| 1 makes | 4 let | 7 didn't let |
| 2 makes | 5 let | 8 Let |
| 3 lets | 6 make | |

EXERCISE E

- 1 in spite of / despite
- 2 Although / Even though
- 3 In spite of / Despite
- 4 In spite of / Despite
- 5 in spite of / despite
- 6 Although / Even though

EXERCISE F

- 1 cleared off as
- 2 her father passed away
- 3 got away with
- 4 saw Peter she passed out
- 5 took the old lady in
- 6 as you have cleared up
- 7 ran over (and killed)
- 8 taking on any more people

EXERCISE G

- | | | |
|--------|--------------|---------|
| 1 that | 6 of | 11 of |
| 2 the | 7 it | 12 ✓ |
| 3 ✓ | 8 ✓ | 13 that |
| 4 from | 9 to (carry) | 14 end |
| 5 ✓ | 10 him | 15 to |

EXERCISE H

(suggested answers)

A: enthusiastic, patient, generous, faithful, reliable, considerate

B: predictable, frank, talkative, ambitious, reserved

C: mean, tense, aggressive, conceited

- | | | |
|---------------|-------------|------------|
| 1 predictable | 3 frank | 5 shy |
| 2 aggressive | 4 ambitious | 6 reliable |

EXERCISE I

- 1 A 2 D 3 A 4 B 5 A 6 C 7 A 8 B
9 B 10 A 11 D 12 D 13 D 14 C 15 A

**FOCUS ONE**

SB 74–75

- **SPEAKING**
Talking on your own
Discussion
- **READING**
- **SPEAKING**
Talking about yourself
- **LANGUAGE STUDY**
Comparisons ► GS 1.3

SPEAKING

Ask students to write down three adjectives which they feel describe their own character. Ask them to write at least one 'bad' quality they think they have and one 'good' quality. Write all the adjectives on the board and discuss the meaning of any unknown words.

Initiate a discussion on how body movements can reveal personality traits, e.g. shyness, impatience, etc.

Talking on your own

Divide students into groups of 4. Tell two students to be the 'examiners' and the other two to be the 'candidates'. One examiner will ask the candidates to talk about the topics in the course book and the other examiner will write down any mistakes the candidates make. Tell students to try and imagine that this is a Speaking Test similar to the exam and to stick carefully to timing. The examiner will need to stop each candidate after a minute. Allow about 4 minutes for this.

Discussion

In the same groups, ask students to discuss questions 1 and 2. Allow about 3–4 minutes and then ask each member of each group to report one thing the group decided to the rest of the class.

READING**EXERCISE A**

Ask students to read through the seven sentences carefully before reading the text. Then ask them to work in pairs and decide which sentence fits each gap.

Answers

1 F 2 A 3 B 4 G 5 D 6 C

EXERCISE B

In small groups, ask students to discuss questions 1–3 in their books, then compare their answers with those of another group.

SPEAKING**Talking about yourself**

In pairs or groups, tell students to ask and answer questions 1–5 and make sure that everyone has a chance to speak. Allow 5–10 minutes for this. Walk round helping when necessary.

LANGUAGE STUDY**Comparisons**

Remind students of the basic rules about comparisons by referring them to GS 1.3 in the back of their books, or by asking them to tell you all that they can remember about comparative forms. Put a checklist of points on the board.

EXERCISE A

Read out sentences 1–6, ignoring the spaces, and ask students if they can tell you which word is missing from each sentence.

Answers

1 are	3 than	5 more
2 at	4 as	6 to

EXERCISE B

Write the first example on the board and ask students if they can remember what to do with sentences like

these. See if they can remember that they have to:

- a) use the word without changing its form.
- b) make sure that the second sentence means the same as the first.
- c) use no more than five words.

Now ask students to do the exercise in pairs.

Answers

- 1 find it easier to express
- 2 better at understanding words than
- 3 more difficult to express than
- 4 harder for you to express
- 5 more difficult to understand than
- 6 much easier than
- 7 drive more carefully than
- 8 as difficult to learn as
- 9 prefer this colour to
- 10 like you more in blue
- 11 eating food more than
- 12 as difficult as

FOCUS TWO

SB 76–77

- SPEAKING
- VOCABULARY
- SPEAKING
- LISTENING

SPEAKING

Divide students into small groups or pairs and ask them to decide what each person is feeling. Appoint one student as 'secretary' for the group and ask him / her to make a note of the group's decisions. When groups have finished, ask them to compare their decisions with those of another group.

VOCABULARY

EXERCISE A

With students' books closed, read out the words in 0–10 and ask students to shout out any other words they can think of which could be formed from them. Then ask them to do the exercise in pairs.

Answers

- | | | |
|-------------|----------------|---------------|
| 1 angry | 5 conversation | 8 embarrassed |
| 2 expensive | 6 silence | 9 explanation |
| 3 well | 7 truth | 10 ashamed |
| 4 annoyed | | |

EXERCISE B

Still in the same pairs, ask students to do the task in their books. When they have finished, put a list of feelings on the board and tell the rest of the class to copy them into their exercise books.

EXERCISE C

With students' books closed, ask individual students to read out one of the sets of words in 1–8. Ask the rest of the class to write down only the word which does not belong.

Answers

- | | | |
|----------------|----------------|-------------|
| 1 embarrassing | 4 depressing | 7 adequate |
| 2 ashamed | 5 satisfied | 8 surprised |
| 3 horrified | 6 satisfactory | |

EXERCISE D

Ask students to think of a synonym or another explanation for some of the words if they can. Then, in pairs, ask students to answer questions a)–e) in their books.

SPEAKING

Divide the class into six groups and ask each group to look at one of the situations. Ask them to describe how they would feel and what they would do or say in the situations. Read out the example in the book to guide them.

When they have finished, ask one student from each group to report the group's views to the class.

LISTENING

EXERCISE A

Before playing the tape, ask students to look at the feelings in A–F. Make sure students understand what they mean by asking them for synonyms or explanations and giving an example of when they might feel these things.

Now ask students to listen carefully to the tape and decide which feeling the speakers are talking about. Remind them that there is one feeling they do not need to use.

Tapescript

Speaker 1

A few months ago, someone at work invited me to their home for dinner. He's an older man than I am, and is ..well ... he isn't actually my boss but he... uh ... he has a much better job ... a higher position, I suppose you could say. Anyway, it was a ... a Wednesday evening and ... and ... well, I was sure I was supposed to be there ... at his house, I mean... at eight. And I hadn't spoken to him at work that day. We were both very busy and so ... well, I bought a bottle of wine and got to his house a little late... well, I thought I was late, at least. He opened the door and I said I was sorry I was late. He looked at me and just said 'late?' ... and I said something like 'Yes, I was supposed to be here at eight, wasn't I?' He didn't smile or anything. He just looked at me and said 'Yes, eight o'clock tomorrow evening.' I remember thinking 'I'd rather die than make such a stupid mistake again!'

Speaker 2

I had a very good friend when I was at school ... and I told her about a boy I was very interested in. He was in another class... and we'd already been out together once. I really liked him. And ... and when I told my friend about him, she asked me what he looked like. Then she asked me to point him out one day. So I did. He was getting on a bus as we were coming out of school and I said 'That's him'. She said something like 'What's so special about him?' But then do you know what happened? The boy and I were supposed to go to a film together that weekend. But on Thursday he told me he couldn't make it. I found out later why. My friend ... the girl I *thought* was my *best* friend... had somehow got into a conversation with him the next day on the bus and ... and ... well, that was why he didn't want to see me. He was going out with her instead. I've never been able to get over it... that a friend, my best friend, would do a thing like that.

Speaker 3

Yesterday I ... I don't know, doctor..... this is just an example but ... I got up and... and I didn't feel like doing anything. I couldn't get round to even writing a few letters. It was raining ... I just sat there, looking at the grey sky and the rain ... I just didn't feel like doing anything. The weather really gets me down. Everything gets me down. And ... well... it's been that way for the last three months ... ever since she ... ever since she died. I can't stop thinking of her and all the years we had together. We never had much money but we always got by, and ... and even though it was difficult at times, there was a point ... a reason for going on. But now that she's gone, I just can't ... I can't see the point in going on any longer. Going on ... living.

Speaker 4

I was only five... perhaps I was six... no, I was five. It was my brother's seventh birthday. I'll never forget. You see, I've always liked chocolate. Chocolate cake... especially when I was a child and it wasn't long after the war. The Second World War, I mean. And chocolate was still being rationed. And... uh... my mother had managed to get some to make this cake ... my brother's birthday cake ... and I'd been upstairs in my room and I could... I could smell the cake. She had to go out to do some more shopping and I went downstairs and looked at that cake. It was ... it was on the table. It was still warm. I ... oh, I'll never forgive myself ... I said to myself 'No, you'd better not do it!' But I did. I touched it and then... then, I ate some chocolate from the top of the cake... and then took another bite. I was afraid my mother would come back so I got out of there and ran upstairs... and when she came back a few minutes later... well, she could see what had happened. She came up to my room. I denied doing it at first...but she looked at my hands. There was some chocolate on them...and there was even some on my face. It ... it probably sounds strange but it was one of the ...worst moments of my life... to be caught red-handed like that. I broke

down and cried and admitted it all. I felt like a ... like a criminal ... like someone who'd stolen money from the blind. I'll never get over that terrible feeling.

Speaker 5

It was when Newcastle played Liverpool at the end of the season. I was actually there. I'm a Liverpool fan, just like my dad and his dad before him. And I was there ... at Anfield, I mean, Liverpool's home ground... and ... it was electric... that's what it was. Like electricity. The atmosphere there at Anfield ... you could feel this...this electricity in the air every time a Liverpool player had the ball. Every moment what was like that ... everybody was just ... just waiting... and ... and at the very end, it was three all. Newcastle and Liverpool had both scored three goals and ... almost at the very last minute... I mean they were playing extra time, and ... I can still see it, you know, even now ... a Liverpool striker... his name's Collymore... he scored this ... this wonderful goal. And we won! Liverpool 4, Newcastle 3. I just can't ... I just can't find the words ... it was just electric ... like electricity... flowing through the air, flowing through me... flowing through the crowd. Just can't describe it ...it was just ... it was just electric. That's the only word I can think of.

Answers

- | | | | |
|-----------|---|-----------|---|
| Speaker 1 | D | Speaker 4 | C |
| Speaker 2 | F | Speaker 5 | A |
| Speaker 3 | B | | |

EXERCISE B

Ask students to read through questions 1–5 carefully before they hear the tape again. Play the tape second time.

Answers

Speaker 1

- 1 A colleague.
- 2 He went to his house.
- 3 'I'd rather die than make such a stupid mistake again.'

Speaker 2

- 1 Her best friend and a boy she liked.
- 2 Go out with him to the cinema.
- 3 Her best friend went off with the boy.

Speaker 3

- 1 Perhaps 65.
- 2 His wife.
- 3 The death of his wife.

Speaker 4

- 1 When she was a child.
- 2 Her mother came up and discovered that she had eaten the cake.

Speaker 5

- 1 A football match.
- 2 Liverpool scored the winning goal in extra time.

- VOCABULARY
- USE OF ENGLISH
- VOCABULARY
- USE OF ENGLISH
- LANGUAGE STUDY
Preferences ► GS 14.2

VOCABULARY

EXERCISE A

Answers

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

EXERCISE B

Answers

- | | |
|----------------------|----------------|
| 1 get by on | 5 breaks down |
| 2 was broken into by | 6 stands up to |
| 3 get you down | 7 get over |
| 4 stood out | |

USE OF ENGLISH

EXERCISE A

Allow students about 10 minutes to read the text once to get an idea what it is about, then try to find a suitable word for each space.

EXERCISE B

Now ask them to compare their answers in groups or pairs.

Answers

- | | | |
|---------|---------|-----------|
| 1 by | 6 took | 11 whose |
| 2 who | 7 which | 12 for |
| 3 other | 8 some | 13 give |
| 4 it | 9 with | 14 rather |
| 5 more | 10 up | 15 of |

Ask students how many they got right. Put a list on the board of the words which students found difficult to guess.

VOCABULARY

Ask students to draw a box with three columns in their exercise books. Give them an example of what to put in each column, e.g. *good – better – best*. Remind them of the different forms of the comparative and superlative.

Dictate the other words in the left hand column only and ask students to complete their columns with the correct forms of the words you have dictated. When they have finished, ask them to open their books and copy the correct forms into the spaces.

Answers

- good / better / best
- bad / worse / the worst
- happy / happier / the happiest
- sad / sadder / the saddest
- big / bigger / the biggest
- small / smaller / the smallest
- interesting / more interesting / the most interesting
- boring / more boring / the most boring
- embarrassing / more embarrassing / the most embarrassing
- wonderful / more wonderful / the most wonderful
- easy / easier / the easiest
- difficult / more difficult / the most difficult
- cheap / cheaper / the cheapest
- expensive / more expensive / the most expensive
- terrible / more terrible / the most terrible
- strange / stranger / the strangest

USE OF ENGLISH

Answers

- 1 best food I have
- 2 worst meal I have ever
- 3 is the most beautiful city
- 4 shocking I have ever
- 5 never been so embarrassed
- 6 one of the most expensive
- 7 two of the most difficult
- 8 one of the strangest
- 9 most boring people I have

LANGUAGE STUDY

Preferences

Take in a collection of simple objects which can be compared, e.g. pen / pencil, apple / orange, two colours of nail varnish, chocolate / sweets, two different books or magazines, cassette / CD. Arrange the objects on a desk or table.

Put these two expressions on the board:

I prefer X to Y.

I'd rather have X than Y.

Now ask students to talk about each pair of objects in turn, saying which they prefer and why.

EXERCISE A

In pairs, ask students to compare their preferences with Dan's in numbers 1–5.

EXERCISE B

Answers

- 1 prefers English food to
- 2 rather eat meat
- 3 would rather eat meat than
- 4 you prefer meat to
- 5 would you rather
- 6 prefer eating in restaurants to
- 7 you prefer to stay
- 8 would rather
- 9 you mind paying
- 10 rather not answer that
- 11 rather read a story than
- 12 prefer to stop than to

FOCUS FOUR

SB 80

■ WRITING

Transactional letter 3

WRITING

Transactional letter 3

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the article and, in pairs, choose the best alternative from letters A–C. Remind students that this is an informal letter to a friend.

Answers

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

EXERCISE C

Ask students, working on their own, to match sentences 1–6 with the types of letter a)–f) they would

come from. When they have finished, ask them to compare their answers.

Answers

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

EXERCISE D

Ask students, in pairs, to read the writing task and discuss what might appear in their article.

EXERCISE E

Ask students to read through the notes carefully, then write the article in D, either in class or for homework.

FOCUS FIVE

SB 81

■ REVISION AND EXTENSION

■ LISTENING

REVISION AND EXTENSION

Tell students to read the other part of the letter that Sam wrote and choose the best word to complete the spaces.

Answers

1 A 2 D 3 A 4 D 5 C 6 A 7 D 8 B 9 D
10 C 11 A 12 D 13 B 14 B 15 D

LISTENING

Tapescript

J = Jenny P = Peter

- J: I don't, I don't really know that it's all that useful. I mean, what's the point, Peter, of teaching people about life-saving? The thing is ...
- P: Come on, Jenny, what's wrong with that?
- J: Well, when you learn it, the whole situation is just so unrealistic. They teach you how ... they teach it in a swimming pool, don't they? And the point is, the only time you're ever likely to need it is in an entirely different situation, in the middle of the sea or something like that.
- P: I did it at school and I've used it.
- J: When did you ever save anyone's life?
- P: I did, really.
- J: Where?
- P: In Australia, with Chris.
- J: When?
- P: It was, um, during one of the holidays ... I can't remember when exactly, but ...
- J: Wait a minute ... I think I remember him telling me something about it. I take it all back. What happened exactly?

P: Well, we were on holiday, and there were ... I don't know ... about five or six of us, and Katie was there, and Jane I think ... and a few others. Anyway, we were travelling up the east coast, and we stopped at this hotel which was really nice, and it was right by the beach. And there was this extraordinary man called Brian, I think, that used to run it and shout at everybody all the time. Anyway, in the morning we were all on the beach, and we wanted to have a swim. It wasn't a particularly nice day – I mean, the sun wasn't shining and it was a bit grey and windy, and the sea was quite rough, actually, and Brian had warned us about the sea and had said it was dangerous. But the thing was that it was the first time on the holiday that we'd actually been to the sea, because we'd spent the first few days in the mountains and then, then a couple of days seeing some people, so we really wanted a swim ... and we were pretty good at swimming anyway.

J: Or you thought you were.

P: But they had these really big waves, and they looked so tempting because we wanted to go bodysurfing. Have you ever done any?

J: What? Surfing?

P: No, bodysurfing ... it's like surfing, except you don't have a board, and what you do is ... you've got to swim out, and when a wave comes along, you've got to start swimming really fast, just at the right moment, before it breaks ... and if you get it right, then you can come all the way in, and the wave pushes you all the way up to the beach ...

J: Oh, I know.

P: Now, that's fine as long as you get it right. But what happened was that Chris and I were in the water, and this big wave came along, and he didn't quite get it right, he was a bit too late, and the wave pushed him right under the water, right to the bottom, and he must have hit a rock or something ...

J: Oh, no.

P: And they're so strong when you get them wrong, these waves, and it's absolutely impossible to do anything about it. I had missed that wave, so I was OK, but I couldn't see him ... and he didn't come up for ages ... and then I heard him ... and he couldn't swim ... so I went over to see, see what was happening ... and he was in real trouble, because he'd broken his arm so he couldn't swim properly ...

J: How awful.

P: It was pretty bad, because we were quite a long way out, and it was difficult to swim at the best of times, with the waves and everything. But that was when I remembered about this life-saving business, and I got him to basically lie on his back in the water, and then I got in front and put my arm sort of round his neck, and then just started swimming back to the shore. I took a long time, mind you, but if I hadn't actually learned how to do that, I wouldn't've known what to do.

J: And you got back?

P: Yes, and then we went off to hospital and got him fixed up. But the point is that it is useful to learn about first aid and emergencies and things like that when you're at school, because you never know when you might need it.

J: Yes, I suppose so. Maybe you're right.

Answers

- 1 F 2 F 3 F 4 T 5 T 6 F 7 T
8 F 9 F 10 T 11 F 12 T

WORKBOOK KEY

EXERCISE A

1C 2B 3F 4E

A is the sentence you do not need.

EXERCISE B

bored: interested

tolerant: intolerant

even-tempered: quick-tempered / bad-tempered

patient: impatient

brave / courageous: cowardly

sensitive: insensitive

unashamed: ashamed

sincere: insincere

observant: unobservant

important: unimportant

legible: illegible

obedient: disobedient

EXERCISE C

Unfavourable

**Unfavourable
or favourable**

Favourable

shock

surprise

happiness

boredom

astonishment

contentment

fear

amazement

pleasure

disgust

approval

contempt

amusement

sadness

delight

anger

joy

1 surprise / delight / astonishment / amazement

2 amusement

3 boredom / sadness

4 approval

5 anger

6 sadness / unhappiness / shock

7 fear

8 pleasure / joy / happiness

9 happiness / contentment

10 contempt

EXERCISE D

good

better

best

easy

easier

easiest

much / many

more

most

interesting

more interesting

most interesting

fast

faster

fastest

bad

worse

worst

large

larger

largest

thin

thinner

thinnest

hard

harder

hardest

unusual

more unusual

most unusual

pretty

prettier

prettiest

expensive

more expensive

most expensive

- | | |
|------------------|--------------------|
| 1 easier | 6 more interesting |
| 2 more expensive | 7 most difficult |
| 3 larger | 8 thinner |
| 4 most unusual | 9 worse |
| 5 hardest | 10 fastest |

EXERCISE E

- never get over
- really gets me down
- gets by on
- (really) don't get on (well) (with each other)
- will stand out
- stand up to
- broke into
- to get over

EXERCISE F

(suggested answers)

- I prefer watching TV to going to the cinema but I'd rather go to the cinema tonight.
- I prefer flying to driving but I'd rather drive to Manchester tomorrow.
- I prefer the country to the town but I'd rather spend this weekend in town.
- I prefer a cold climate to a hot climate but I'd rather have a holiday in the sun this year.
- I prefer meat to fish but I'd rather have the fish in this restaurant.
- I prefer smart clothes to casual clothes but I'd rather wear jeans at the weekend.
- I prefer large cars to small cars but I'd rather have a small car in the city.
- I prefer long hair to short hair but I'd rather have shorter hair in the summer.

EXERCISE G

- | | | |
|--------|---------|-----------|
| 1 for | 6 by | 11 if |
| 2 been | 7 to | 12 many |
| 3 a | 8 would | 13 in |
| 4 on | 9 that | 14 enough |
| 5 with | 10 few | 15 since |

EXERCISE H

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

PROGRESS TEST 2

WB 50-51

EXERCISE A

- 1 A 2 D 3 A 4 A 5 D 6 A 7 C 8 D
9 D 10 B 11 A 12 D 13 D 14 C 15 C

EXERCISE B

- | | |
|----------------------------|-----------------|
| 1 since / with / following | 9 make / insist |
| 2 used | 10 such / quite |
| 3 more | 11 spite |
| 4 although / while | 12 making |
| 5 had | 13 ago |
| 6 rather | 14 so |
| 7 than | 15 than |
| 8 as | |

EXERCISE C

- years since I last saw
- is such a good singer
- spite of the pain in
- wish I could go
- find the film interesting
- wish I had never met
- would improve if you worked
- blames me for
- apologised for arriving
- you still looking for

EXERCISE D

- | | | |
|--------|--------|----------|
| 1 that | 6 will | 11 so |
| 2 such | 7 to | 12 are |
| 3 more | 8 ✓ | 13 a |
| 4 ✓ | 9 to | 14 ✓ |
| 5 ✓ | 10 ✓ | 15 still |



FOCUS ONE

SB 82–83

- SPEAKING
 - Talking on your own
 - Finding out about each other
- READING
- VOCABULARY
- LANGUAGE STUDY
 - Prepositions
 - Question structures

SPEAKING

Talking on your own

EXERCISE A

Ask students to look at the book covers carefully, then carry out the tasks in pairs.

Finding out about each other

EXERCISE B

In pairs, allow students 2–3 minutes to ask and answer questions about the information in their books.

READING

Ask students to read the summary and, in groups of 3 or 4, write four questions about the passage. Then ask groups to exchange questions and suggest suitable answers.

In pairs, ask students to work through questions 1–5 orally.

Answers

- 1 Laura is in love with Carl, Carl still loves Rosemary.
- 2 Disappointed.
- 3 Rosemary left him, after he was badly injured in a car accident.
- 4 Carl asked Laura to marry him.
- 5 Whether Carl and Laura got married; whether Rosemary came back into Carl's life.

VOCABULARY

EXERCISE A

If time permits, put all the words in this exercise on individual flash cards. Make a set for each 4–5 students in the class. Give each group of students a set and ask them to sort them out into 6 groups of three words which are connected in some way. Tell students that they will have 6 words left over. Allow 3–4 minutes, check word groups, then ask students to do the exercise in their books.

Answers

- | | | |
|--------------|------------|--------------|
| 1 ugly | 3 lovely | 5 jealous |
| 2 attractive | 4 reliable | 6 unreliable |

EXERCISE B

In pairs, ask students to ask and answer questions 1–6 in their books.

Answers

- 1 dependable, reliable, earnest, efficient, capable, hard-working, generous, kind, sincere, frank, honest
- 2 lazy, dishonest, jealous, unreliable
- 3 beautiful, handsome, good-looking, ugly, lovely
- 4 beautiful, lovely
- 5 efficient, capable, hard-working
- 6 sincere, frank, honest

EXERCISE C

Answers

- | | |
|------------------|--------------|
| 1 best-looking | 6 foolish |
| 2 attraction | 7 knowledge |
| 3 regularly | 8 efficiency |
| 4 announcement | 9 thought |
| 5 disappointment | 10 simply |

LANGUAGE STUDY

Prepositions

EXERCISE A

Ask students to complete the text using the correct prepositions.

Answers

1 of	5 to	9 at
2 in	6 to	10 in
3 with	7 for	11 on
4 at	8 by	12 with

EXERCISE B

Now ask students, in pairs or groups, to ask and answer the questions in their books.

Question structures

EXERCISE C

Remind students of the basic rules about asking questions, e.g. inversions, use of auxiliaries, no inversion in indirect questions.

Put the examples on the board and ask students to comment on the different structures in the two questions.

EXERCISE D

Answers

- 1 think this is an
- 2 think the two families were
- 3 remember whether Juliet loved
- 4 remember if / whether they ever got
- 5 know if the story had
6. think Romeo really loved
- 7 remember when you first heard
- 8 think Shakespeare was

FOCUS TWO

SB 84–85

- READING
- USE OF ENGLISH
- SPEAKING
- LANGUAGE STUDY

Gerund (*doing*) or infinitive (*to do*)? ► GS 5.1, 5.2
Infinitive with or without *to*?

READING

EXERCISE A

Ask students to skim read the passage twice. Then, in small groups, ask them what they think had happened before this extract from the novel and what will probably happen after it.

EXERCISE B

In turn, ask students to read aloud each of the multiple choice questions, then allow students 4–5 minutes to choose the best answers, working on their own.

Answers

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

EXERCISE C

Divide students into small groups or pairs and ask them to compare their answers.

USE OF ENGLISH

Allow students 3–4 minutes to do the exercise on their own.

Answers

1 the	6 most	11 them
2 me	7 as	12 by
3 in	8 ✓	13 for
4 he	9 are	14 of
5 ✓	10 at	15 ✓

Ask students to read the correct sentences aloud to each other in pairs.

SPEAKING

EXERCISE A

Divide the class into pairs or groups. Give each group one of the jobs to talk about. Allow 3–4 minutes.

EXERCISE B

Now ask students to join with another group who chose a different job and tell them what they decided.

LANGUAGE STUDY

Gerund (*doing*) or infinitive (*to do*)?

EXERCISE A

Refer students to GS 5.1, 5.2 if necessary. Point out that certain verbs are followed by the gerund, others by the infinitive, and some by either the gerund or the infinitive. Tell students there is a list of these verbs in the Grammar Summary.

In pairs, ask students to decide which is the correct form in numbers 1–12.

Answers

- | | | |
|-----------|-------------|-------------|
| 1 working | 5 to become | 9 to phone |
| 2 to be | 6 studying | 10 to think |
| 3 being | 7 talking | 11 to talk |
| 4 doing | 8 thinking | 12 thinking |

Infinitive with or without *to*?

EXERCISE B

Point out that there are some verbs and expressions are followed by the infinitive with *to* and others by the infinitive without *to*.

In pairs, ask them to complete sentences 1–6.

Answers

- let her worries interfere with
- make you do this
- had a chance to reply
- help my children (to) get
- a chance to finish
- help you (to) pass

EXERCISE C

Answers

4, 6

FOCUS THREE

SB 86–87

- USE OF ENGLISH
- LANGUAGE STUDY
who, which or that? ► GS 11
- LISTENING
- LANGUAGE STUDY
More kinds of comparisons ► GS 1.3

USE OF ENGLISH

Ask students to read the extract from the novel without looking at the multiple choice options and ask them to see if they can guess the word that is missing. When they have finished, ask them to compare their choices with the alternatives given.

Answers

1 A 2 D 3 B 4 A 5 D 6 A 7 B 8 A
9 D 10 B 11 B 12 B 13 D 14 D 15 D

LANGUAGE STUDY

who, which or that?

EXERCISE A

Ask students to explain the difference between the three words before they do the exercise in their books.

Suggested answers

- *who* is for people.
- *which* is for things.
- *that* is used for things or people in defining relative clauses.

Answers

- | | |
|--------------|----------------|
| 1 who | 5 who |
| 2 which | 6 which / that |
| 3 who / that | 7 which / that |
| 4 which | 8 who / that |

EXERCISE B

Answers

1, 2, 4, 5

LISTENING

Allow students 2–3 minutes to read through the questions carefully before they listen to the tape. Remind them they will also hear the questions on the tape and will hear each extract twice, as in the exam. Suggest to students that they mark their first impressions of the answers with a pencil dot.

Tapescript

- You will hear a man in a bookshop talking to a woman on the phone. What is the problem?
A She can't remember the title of the book she wants.
B The shop hasn't got the book but it can get it for her.
C The woman is phoning the wrong kind of shop.
Pardon?... What was the title again? ... *Never Say Never*? Hmm. I know all the books we have in stock and that isn't one of them. However, perhaps we can order it for you. Uh, now... do you happen to know the name of the publisher? ...What? ...Oh, that's why we haven't got a copy. That publisher doesn't sell through bookshops like these. Why don't you try your local newsagent?
- Jane Winters in *Never Say Never* has just met Adam Francis at the airport. What is it that surprises her?
A He had nothing to eat on the plane.
B He can't remember her name.
C He doesn't want to discuss business at all.

J = Jane A = Adam

- J:** You ... you must be tired.
A: No, not really. I'm looking forward to getting to the hotel and having a shower, though. Then we'll have dinner.
J: Dinner? But ...
A: Yes, we'll have dinner first. Then we'll discuss business matters.
J: But ... I thought you would have had dinner already.
A: Hmm? Where?
J: On the plane.
A: On the plane! I never eat that kind of plastic food, Miss ... Miss... uh ...
J: Winters.
A: And what was your first name again?
J: Jane.
A: Good. I'll call you that, then ... if you don't mind.
- 3 You are going to hear an actor reading aloud from a novel. What kind of person is the woman in it?
A A foolish woman in a typical romantic novel.
B Someone who has a very unusual job.
C A hard-working secretary like Jane Winters.
She studied the diplomat carefully. He was tall, handsome and still young.
'I think I'm falling in love with you,' she said.
They smiled at each other.
'I'll get you another drink,' she murmured.
When she was behind him, she paused only for a moment. Then, with one quick, skilful and crushing blow, she broke his neck, took the secret documents from his briefcase, and left. It was what she did for a living – and she was very good at it.
- 4 A man and a woman are talking on a train. What is their relationship?
A He hardly knows her but wants to know her better.
B They work together and know each other quite well.
C It is impossible to guess from the dialogue.
Man: That must be a good book you're reading.
Woman: You said that last time.
Man: Did I?
Woman: Yes. Now, what did you really want to say?
Man: Well ... ever since I first saw you last Friday, I've wanted to ask you ...
Woman: Ask me what?
Man: I ... well, I don't know where you work or when you finish, but ...
Woman: Yes?
Man: Could we meet some evening? Have dinner perhaps?
- 5 A woman is talking about a book she bought recently. What is her opinion of it?
A Reading it was a complete waste of time.
B It was so interesting that she could hardly stop reading.
C She lost interest in it after reading the first part.
It ... it started out with a real bang, if you know what I mean. I read three chapters without stopping. Then ... well I don't know. The story seemed to ... uh ... how shall I say ... it seemed to run out of steam. I mean, I just couldn't believe what was happening. I put it down when I was halfway through it, and you know, I didn't even want to know how it ended!
- 6 A teacher is talking about romantic novels. What does she say about them?
A She tells her students not to read them.
B She thinks they can be useful for some students.
C People think it is shocking that she reads them.
People say that they're trash. Rubbish. Full of clichés and unrealistic characters. That's why some people are shocked

when they find out I recommend them to my students. But my students can usually predict how the stories are going to end, and that helps them to understand the language. And the language itself can be very interesting, despite the clichés – especially if you're learning English as a foreign language.

- 7 Two people are in a bookshop. What is the situation?
A The man has just ordered a book.
B He ordered the book some time ago.
C He has decided to cancel his order.
Man: I had no idea it was going to take so long. I feel like dropping the order.
Woman: I'm sorry. I didn't know at the time that the book was reprinting.
Man: Reprinting?
Woman: Yes, it was out of stock, but the publisher is doing a new edition.
Man: And when will that be ready?
Woman: We'll have it in the shop early next month.
Man: Oh, I see. Well, I've waited for it this long, so I suppose I can wait a little longer. Could you phone me as soon as it ...
- 8 A woman is talking to her son. What is she doing?
A Forbidding him to read such terrible books.
B Asking how much the book cost him.
C Trying to persuade him to take better care of books.
Just look at this book. Do you know how much it cost, David? Have you any idea? Answer my question! Look ... it's filthy! Shocking ... How can you pick up a book like this when you haven't washed your hands? Look at all these stains! Is this mud? What is it? And the pictures? Why did you cut them out? Don't just stand there. Answer me! Do you think money grows on trees?

Answers

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

LANGUAGE STUDY

More kinds of comparisons

EXERCISE A

Type out the first two sentences in 1, but supply the missing word (*would*) and jumble the words. Give students a copy of the jumbled sentences, or write them on the board, and see if students can unscramble them.

Collect in the copies of the sentences, or rub them off the board, and ask students to complete sentences 1–4 in their books.

Answers

- 1 would 3 was
2 was 4 was ... would

EXERCISE B

Answers

- 1 was going to be
- 2 expected Adam would be
- 3 was going to be
- 4 thought they would fall
- 5 expected things would be much
- 6 would get such a high
- 7 would be so
- 8 (had) thought he would be
- 9 will be easier than
- 10 are more difficult than

FOCUS FOUR

SB 88

- WRITING
Story 2

WRITING

Story 2

Ask students to read the advice at the top of the page.

EXERCISE A

Ask students to read the task and sample story.

EXERCISE B

In pairs, ask students to put the events in order.

Answers

- 1 He set out on the journey.
- 2 He noticed the weather was good.
- 3 He decided to take a short cut.
- 4 The weather changed.
- 5 He realized he had gone the wrong way.
- 6 It got completely dark.
- 7 He collapsed by a rock.
- 8 He heard a car.
- 9 He found himself on a track.
- 10 He saw the car.

EXERCISE C

In the same pairs, ask students to find two examples of where the same tense form is used.

Answers

- 1 past continuous: was falling, was getting
- 2 past perfect: had been, had changed
- 3 simple past: heard, saw

EXERCISE D

Ask students, working on their own, to complete the story with the correct form of the verb in brackets. When they have finished, ask them to compare their answers.

Answers

- | | | |
|------------------|--------------|---------|
| 1 was sitting | 6 had taken | 11 were |
| 2 was pretending | 7 had chosen | 12 took |
| 3 was trying | 8 had put | 13 gave |
| 4 was | 9 had given | 14 was |
| 5 was | 10 talked | |

EXERCISE E

Ask students, in pairs, to read the writing task and discuss what might appear in their story. Remind them that the given sentence needs to come at the end of the story.

EXERCISE F

Ask students to read through the notes carefully, then write the article in E, either in class, or for homework.

FOCUS FIVE

SB 89

■ REVISION AND EXTENSION

- Infinitive with or without *to*? ► GS 5.2
- Gerund (*going*) or infinitive (*to go*)? ► GS 5
- Changes in meaning ► GS 5.3

REVISION AND EXTENSION

Infinitive with or without *to*?

EXERCISE A

Answers

- | | |
|---------|-----------------|
| to get | (to) look after |
| to stay | to stay |
| do | worry |
| do | to do |
| to take | to cook |

Gerund (*going*) or infinitive (*to go*)?

EXERCISE B

Answers

- | | | |
|-------|--------|----------|
| say | living | practise |
| get | make | coming |
| going | being | see |

EXERCISE C

Answers

- | | |
|------------|----------------|
| A: to tell | B: to consider |
| B: to do | putting off |
| A: to say | getting |
| being | trying |
| B: feeling | A: to marry |
| to be | to learn |
| to have | to live |
| A: to give | talking |
| seeing | to meet |
| to listen | to be |

Changes in meaning

EXERCISE D

Answers

- | | | |
|-----------|-----------|----------|
| 1 to get | 4 to do | 7 going |
| 2 to send | 5 opening | 8 to say |
| 3 eating | 6 talking | |

EXERCISE E

Answers

- would rather not go
- in which our lessons were
- you mind opening
- is more dangerous than driving
- such a difficult exam that
- better at playing tennis
- their dislike of him
- was much more expensive than

WORKBOOK KEY

WB 52–55

EXERCISE A

- 1B 2B 3D 4B 5B 6C

EXERCISE B

(possible order)

- to be introduced to someone
to be attracted to someone
to chat someone up
to have a date with someone
to go out with someone
to fall in love with someone
to propose to someone
to get engaged to someone
to get married to someone
to drift apart from someone
to split up with someone

to live apart from someone
to get divorced from someone

- | | |
|--------------------|-----------------|
| 1 were introduced | 8 got engaged |
| 2 was attracted to | 9 got married |
| 3 chatting | 10 drifted |
| 4 have a date | 11 split |
| 5 going out with | 12 living |
| 6 fall in love | 13 got divorced |
| 7 proposed | |

EXERCISE C

- you think they should
- know when the wedding is
- know if they got married
- do you think they will
- when their anniversary is
- remember what Laura wore
- think they are suited
- why Helen broke up with

EXERCISE D

- 1D 2C 3D 4A 5C 6A 7D 8A 9A
10B 11D 12C 13A 14B 15B

EXERCISE E

- | | | |
|--------------|-------------|--------------|
| 1 travelling | 6 to risk | 11 to stay |
| 2 thinking | 7 making | 12 to get |
| 3 to be | 8 to make | 13 to write |
| 4 coming | 9 to go | 14 to seeing |
| 5 telling | 10 to visit | |

EXERCISE F

- | | | |
|-----------|-----------|------------|
| 1 feeling | 5 meeting | 8 raining |
| 2 to get | 6 to get | 9 to say |
| 3 to go | 7 to buy | 10 leaving |
| 4 cooking | | |

EXERCISE G

- am used to getting
- made him sign
- know what John thought
- don't mind giving you
- don't let us / people / anyone smoke
- prettier than he (had) thought
- much easier than he had
- thought they would get
- used to live
- have stopped speaking

EXERCISE H

- | | | |
|-------|---------|------------|
| 1 of | 6 to | 11 more |
| 2 ✓ | 7 ✓ | 12 himself |
| 3 the | 8 to | 13 there |
| 4 ✓ | 9 ✓ | 14 round |
| 5 be | 10 else | 15 short |

**FOCUS ONE**

SB 90–91

- READING
- SPEAKING
Talking on your own
- VOCABULARY
- LANGUAGE STUDY

READING

Divide the class into two groups. Ask one group to read the passage about Aaron and Candy Spelling and the other to read the passage about Martin and Rebecca Granger. Tell each group to write about 10 questions on the passage they have read to ask the other group. Students can work in groups of 3–4 to write the questions.

Ask each group to skim read the passage they have not prepared, then answer the questions put to them by the other group.

Now ask students to read aloud questions 1–8 in turn, then, on their own, to choose the best answer to questions 1–8.

Answers

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

SPEAKING**Talking on your own**

Refer students back to the pictures on page 90 and ask them to work in pairs, talking on their own for a minute each. Walk round listening but do not interrupt while students are having their 'long turn'. When they have finished, discuss any problems the class had as a whole.

VOCABULARY

Ask students to do this exercise in pairs or small groups.

Answers

1 shabby	3 partial	5 repair
2 cottage	4 relaxing	6 shower

LANGUAGE STUDY**EXERCISE A**

Put the first two sentences 1a and 1b on the board and ask students to comment on the differences between them, then refer them to the examples in 2 in their books and repeat the procedure.

EXERCISE B

Now ask students to answer the question in their books.

Answers

1 b and 2 b

EXERCISE C

Remind students that they need to use an inversion in this type of construction, then ask them to do the exercise in pairs.

Answers

Not only can I sing, but I can dance as well.
 Not only is he a thief, but he is a killer as well.
 Not only does he lie, but he steals as well.
 Not only will you pass your exam, but you will get a good mark as well.
 Not only is the room I live in cold, but it smells as well.
 Not only does the roof leak, but there is a ghost in the house as well.
 Not only is this computer expensive, but it is useless as well.
 Not only did we have to clean the house, but we had to repair the roof as well.

■ **SPEAKING**

Talking on your own
Discussion

■ **LANGUAGE STUDY**

have something done ► GS 15.1.1

■ **VOCABULARY**

lie or lay?
bring, take, fetch, carry or wear?

SPEAKING

Talking on your own

Explain to students that they may have to do the Paper 5 Speaking Test as a group of three candidates and that this task gives them practice for Part 2, the 'long turn', as a group of three. Walk round listening to the groups but do not interrupt while students are doing the task. When they have finished, discuss any problems the class had as a whole.

Discussion

Ask the class, still in their groups of three, to discuss questions 1–3. Remind students to invite their partners to say something if they seem too quiet!

LANGUAGE STUDY

have something done

Write these two sentences on the board:

I painted my house.
I had my house painted.

Ask students to explain the difference between the two sentences.

EXERCISE A

Now ask students to explain the differences between the pairs of sentences in 1–3.

EXERCISE B

In pairs, tell students to ask and answer questions 1–6.

Answers

- 1 She is going to have it torn down.
- 2 He has them made.
- 3 She is having her hair cut.
- 4 He has had his film developed.
- 5 You can have your clothes washed.
- 6 She had her house painted.

EXERCISE C

Answers

- 1 have my car serviced
- 2 can have your shoes repaired
- 3 had a dress made
- 4 to have the washing machine fixed
- 5 having the invitations printed
- 6 had some snow delivered

VOCABULARY

lie or lay?

Put the following table on the board:

PRESENT	SIMPLE PAST	PAST PARTICIPLE
lie		
lie (tell lies)		
lay		

See if students can fill in the other parts of the verbs.

EXERCISE A

Ask students, on their own, to read the dictionary definitions and the forms of the verbs they have just talked about.

EXERCISE B

Now ask students, in pairs, to complete the exercise in their books.

Answers

- | | | |
|---------|--------|---------------------|
| 1 lay | 4 lay | 7 lain / been lying |
| 2 lay | 5 laid | 8 lied |
| 3 lying | 6 laid | |

bring, take, fetch, carry or wear?

EXERCISE C

Refer students back to the table on the board:

PRESENT	SIMPLE PAST	PAST PARTICIPLE
---------	-------------	-----------------

See if they can write the forms of *bring, take, fetch, carry* and *wear* into the table, then ask them to try and explain any differences in meaning between the words.

Suggested explanations

- bring* – take with you to a place
- take* – have with you when you go
- fetch* – go and collect
- carry* – transport (something heavy)
- wear* – have on the body (clothes)

Now ask them to complete the sentences in their books.

Answers

- 1 take 3 bring 5 carry
2 wear 4 fetch 6 bring / take

FOCUS THREE

SB 94–95

■ LISTENING

■ VOCABULARY

■ LANGUAGE STUDY

What is the meaning of *they*?
The passive ► GS 8.1

■ VOCABULARY

Verb and noun combinations: *make* and *do*
► GS 15.2

LISTENING

EXERCISE A

Before reading through the multiple choice questions ask students to look at the picture in their books and write down four things they think they are going to hear on the tape. Make a list of the different ideas on the board.

Now ask students to read through Nos. 1–5 and decide if their original ideas will appear on the tape or not. (Allow about 5 minutes for this.)

Play the tape through twice with a short interval between each play and ask students to choose the correct answer as they listen.

Tapescript

N = Narrator Di = Diana Do = Donald

- N:** When Linda de Vere-Hardy died three days ago, she had been almost completely forgotten. But she was one of the most unusual women of her generation. Lady Diana Cusard went to school with her ...
- Di:** I remember how she shocked us all when she told us she had a boyfriend in the town who was a car mechanic ... they didn't do such things in those days ... just after the First World War. Daughters of aristocrats didn't go out with car mechanics, I mean. She got him to teach her all about cars, and things like that. She had no time for all the usual things girls in those days were supposed to be interested in ... French and History and cooking, and that sort of thing.
- N:** In the early '20s, Linda de Vere learned how to fly. She was one of the first women to qualify as a pilot in Europe ... or anywhere else in the world.
- Do:** She wanted to do the same thing Lindberg had done ... fly solo across the Atlantic, but she couldn't find the right sort of plane for that, so she decided instead to fly solo all the way from London to Delhi all alone. But on the way, when she was over

the desert, she ran out of fuel and almost crashed. Somehow she persuaded a camel-driver to travel across the desert and back to get her some petrol, and she flew on, and eventually got there ... to Delhi. A lot of people would have given up and returned to England, but she didn't. She was determined to finish it ... and she did.

- N:** That was Donald Winstone, who also knew her well.
- Do:** I was a young architect at the time. We had a kind of ... uh ... I suppose you would call it a love-affair ... but we never got married. It wasn't that she wasn't fond of me or that I wasn't fond of her ... but the fact, really, that she didn't want to start a family. And I did.
- N:** In 1934, Linda de Vere spent six months in Hollywood. Lady Diana Cusard again ...
- Di:** She met Clark Gable there, the film star. They say that he was deeply in love with her. I didn't think the stories were true at first. But now I'm not so sure. She always refused to talk about it.

Answers

1 C 2 B 3 B 4 C 5 A

EXERCISE B

Ask students to read through numbers 1–12 before listening to the second part of the recording. Play the tape twice if necessary, with a short pause before the second listening to allow students to check their notes.

Tapescript

N = Narrator Di = Diana Do = Donald I = Ian

- N:** After the Second World War, in which she flew bombers across the Atlantic from the United States to Britain, Linda de Vere married Angus Hardy, an international banker. Lady Diana knew Hardy, as well.
- Di:** He was ten years younger than she was ... that caused quite a sensation, too.
- N:** Was it a happy marriage?
- Di:** Oh, very much so. They shared a love of fiction and he encouraged her to write those detective novels which were so popular in the '50s and early '60s. Her books aren't read very much any more, but at the time, you know, they gave her a prize for one of them. I ... uh ... I don't think she ever got over the shock of his death in that terrible car crash in 19 ... when was it ... 1962.
- N:** For about the last twenty-five years of her life, she lived alone on a small island off the coast of Scotland.
- I:** I visited her a few times when I was younger, but ... there was nothing for me to do there, all alone with her in that house.
- N:** This is her only child, Ian de Vere-Hardy speaking.
- I:** I felt terribly lonely there and stopped going. That's one reason I never got to know my mother. We just didn't keep up any kind of relationship. I ... I rather wish we had, now. She seemed to live almost entirely in the past. We had nothing to say to each other.
- N:** Let Donald Winstone have the last few words about her.
- Do:** She was a most unusual woman. They used to say she was a bit crazy, back in the '20s, simply because she decided to live her own life in the way she wanted to. I'm proud to have known her. She was brave and had a great spirit of adventure. The world would be a much poorer, much less interesting place without people like her.

Answers

- 1 the Second World War
- 2 international bank
- 3 younger
- 4 fiction
- 5 writer
- 6 in the '50s and early '60s
- 7 in a car crash
- 8 an island (off the coast of Scotland)
- 9 lonely
- 10 did not keep up their
- 11 to have known her
- 12 bravery and spirit of adventure

VOCABULARY

Ask students to do this exercise in pairs.

Answers

- | | |
|----------------|-----------------|
| 1 determined | 6 encouragement |
| 2 qualified | 7 detective |
| 3 flight | 8 popularity |
| 4 achievements | 9 death |
| 5 marriage | 10 isolated |

LANGUAGE STUDY

Take in some objects with 'made in' written on them, e.g. pens, scarves, small electrical items. Display the objects on a desk or table and ask students if they can see where the objects were made.

Ask students why the manufacturers have not included who made the objects.

Suggested answer

We know that the objects were made by somebody but we are not particularly interested who it was because these people are not famous or well-known.

What is the meaning of *they*?

EXERCISE A

In small groups, tell students to ask and answer the questions in their books.

Answers

- 1 b and c
- 2 a

The passive

EXERCISE B

Refer students to the Grammar Summary in their books, if necessary.

Answers

- | | |
|-------------------------|---------------------|
| 1 be given a prize | 5 is easy |
| 2 will be found | 6 is spoken |
| 3 English be found | 7 books are sold |
| 4 have been told (that) | 8 is being repaired |

VOCABULARY

Verb and noun combinations: *make* and *do*

EXERCISE A

Divide students into teams and see which team can produce a correct list of combinations first!

Answers

do
someone a favour
a course
your homework
French
military service
the washing up
something / nothing / anything
make
money
a phone call
friends
a mistake
an appointment
a noise

EXERCISE B

Answers

- 1 do the washing-up
- 2 is doing a French course
- 3 makes a lot of money
- 4 you doing anything
- 5 made a lot of mistakes
- 6 made a lot of noise
- 7 to do military service
- 8 make a (phone) call
- 9 making so much noise
- 10 make an appointment

- **WRITING**
Letter of application 2

WRITING

Letter of application 2

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would say in their letter.

EXERCISE B

In pairs, ask students to read the letter and find the ten words which should not be there.

Answers

The ten extra words are in the following lines (given in brackets):

- | | |
|-----------|-------------|
| me (3) | enough (16) |
| the (7) | it (21) |
| to (9) | in (22) |
| it (13) | near (23) |
| like (15) | am (26) |

EXERCISE C

In the same pairs, ask students to discuss questions 1–4 in their books.

Answers

- 1–3 Yes
4 The writer has misread the question, which talks about considering funding for new (i.e. future) projects. The answer is therefore slanted wrongly.

EXERCISE D

Ask students, in pairs, to read the writing task question and discuss what might appear in their letter of application.

EXERCISE E

Ask students to read through the notes carefully, then write the letter in D, either in class, or for homework.

- **REVISION AND EXTENSION**
- **LISTENING**

REVISION AND EXTENSION

Answers

- 1 A 2 D 3 C 4 A 5 A 6 C 7 C 8 B
9 D 10 C 11 D 12 A 13 A 14 A 15 D

LISTENING 

Tapescript

- A:** We hear a lot these days about whales and the need to protect them – but when did this interest start, because people have been hunting whales for centuries, haven't they?
B: Yes, for at least a thousand years, and there were no real problems until this century, really. What happened was that fishing technology became much more efficient and the ships were much faster, so more and more whales were caught. In the 1960s the main whaling countries were killing more than sixty thousand whales a year, and I think everyone began to realize that something had to be done.
A: When did the killing begin to slow down?
B: It was quite a slow process, and it was environmental groups like Greenpeace that really made things change. I mean, they set out to make people aware of the fact that whales were fast becoming extinct. But even now we don't know if all this interest has come too late. If you take the great blue whale for example, which at thirty to forty metres long is the biggest animal there has ever been – now there are perhaps about two thousand or so left. In fact they have been protected for quite a long time, but there is still no sign that the population is growing.
A: Am I right in thinking that killing whales is against the law?
B: Yes. In fact there was an international agreement to stop killing whales, but there are three countries which still catch whales, and they are Iceland, Norway and Japan. In fact, under the international agreement, they are allowed to catch whales for scientific research, and they use this as an excuse to carry on as they did before.
A: What do they use the whales for?
B: In Japan it's quite a popular kind of food, and it's very traditional ...

Answers

- | | |
|---------------|-----------------------|
| 1 fishing | 6 Iceland |
| 2 faster | 7 Norway |
| 3 extinct | 8 Japan |
| 4 blue whales | 9 scientific research |
| 5 protected | |

EXERCISE A

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

EXERCISE B

- | | |
|-----------|------------|
| 1 awful | 4 gossip |
| 2 commute | 5 enormous |
| 3 retired | 6 wander |

EXERCISE C

- 1 ... not only are the beaches wonderful, but the weather is lovely as well.
- 2 ... not only was the train crowded, but it arrived late as well.
- 3 ... not only do I speak the language, but I have lived in Moscow as well.
- 4 ... not only does she speak fluent French, but she speaks perfect German as well.
- 5 ... not only did he break his leg, but he sprained his wrist as well.
- 6 ... not only was the food awful, but the waiters were very rude as well.

EXERCISE D

- 1 he have his car serviced
- 2 had her eyes tested
- 3 I have my film developed
- 4 to have the house decorated
- 5 has her clothes made
- 6 have her hair cut

EXERCISE E

- | | | |
|---------|----------|------------|
| 1 make | 5 making | 8 had done |
| 2 done | 6 make | 9 made |
| 3 doing | 7 made | 10 do |
| 4 do | | |

EXERCISE F

- | | | |
|---------|-------------|-------------|
| 1 spite | 6 well | 11 of |
| 2 which | 7 was | 12 had |
| 3 to | 8 do | 13 there |
| 4 not | 9 off / out | 14 although |
| 5 but | 10 on | 15 no |

EXERCISE G

1 D 2 C 3 A 4 E 5 B 6 C 7 A 8 B
9 E 10 B 11 F 12 A 13 F 14 A

**FOCUS ONE**

SB 98–99

- READING
- SPEAKING
Finding out about each other
- LANGUAGE STUDY
Leaving out relative pronouns ► GS 1.1.2

READING

Ask students to look at the picture in their books and, in pairs, describe what they can see and say what they think is happening. Now ask students to discuss what they think the article might be about. Write these expressions on the board to help students.

Speculating*It looks as though ...**They seem to be ...**She / They might have ...***EXERCISE A**

Tell students to read sentences A–I before reading the text. Then ask them to read the text, ignoring the gaps, before deciding which sentence fills each gap. Allow 4–5 minutes for this activity.

Answers

1D 2H 3E 4B 5F 6A 7C

EXERCISE B

Dictate the words and expressions in 1–8. Ask students to copy them into their exercise books, then, in pairs, try to explain what they mean.

Now ask students to match 1–8 with a)–h).

Answers

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

EXERCISE C

In pairs or small groups, ask students to discuss questions 1–5.

Suggested answers

- 1 The store had no other jumpers in her size.
- 2 She showed them the receipt for the jumper.
- 3 The detective thought the writer had tried to throw the jumper away.
- 4 She had to explain that she had made a mistake.
- 5 'I'm extremely sorry about this misunderstanding.'

SPEAKING**Finding out about each other**

Divide students into pairs and tell them to ask and answer questions 1–4, then tell another pair one thing about their partners.

LANGUAGE STUDY**Leaving out relative pronouns****EXERCISE A**

Ask students to study the pairs of sentences in 1–4 and decide why *who* is necessary in the rewritten sentences in 3 and 4.

Answer

who is necessary in 3 and 4 because it is the subject of the following verbs *spoke* and *stopped*.

EXERCISE B**Answers**

- 1 ... that / who / – I spoke to was very young.
- 2 ... who / that spoke to me was very young.
- 3 ... who / that grabbed me had a moustache.
- 4 ... that / who / – I grabbed had a beard.
- 5 ... which / that / – I went into was in Oxford Street.
- 6 ... which / that sells these things is in Oxford Street.
- 7 ... a book that / which explains words.
- 8 ... that / which / – you have got is mine.

- LISTENING
- SPEAKING
- VOCABULARY
- SPEAKING
Talking on your own

LISTENING

Ask students to read through the notes carefully to get an idea of what kind of information might be needed to fill the gaps, e.g. *What does the first type of shoplifter have, or have to do?*

Play the tape once and ask students to note down what they think the correct answers might be. Tell them to compare their first choices with a partner before listening to the tape again and making their final choices.

Tapescript

INT = Interviewer DTV = Detective

INT: Is there such a thing as a typical shoplifter?

DTV: Uh, not really... but there are certain categories most shoplifters fall into. Three categories, I would say.

INT: Tell me more about these three categories.

DTV: Well, uh ... people in the first category are what I call 'the sudden impulse' type. They see something and just can't ... resist the temptation to steal it. The strange thing about this first category is that people in it are often well-off and could easily afford to buy the thing they steal. Sometimes they don't even need it ... and often they're emotionally disturbed in some way ... middle-aged women, for example, whose husbands have left them, or perhaps older men whose wives have recently died.

INT: Right. What about the second category?

DTV: Well, those are people who are really ... petty thieves. They work alone, and know exactly what they want before they go into the store. These days a lot of them, but by no means all, are teenagers, who steal things they can't afford. You know, leather jackets, watches, expensive cosmetics. Things like that.

INT: And the third category? What kind of people do you find in the third category?

DTV: Ah, yes, they're what I call 'the professionals'.

INT: Why?

DTV: Well, first of all, because they're highly organized. And secondly, because they do it for a living. They usually operate in gangs of three, or sometimes four, and they're extremely difficult to catch.

INT: In gangs of three?

DTV: Yes. The first person is called 'the spotter'. The spotter is really the brains behind the operation. He ... or she ... decides what should be stolen and when. The spotter also keeps an eye open for store detectives, but never does the actual stealing. That job belongs to 'the hand'.

INT: 'The hand'?

DTV: Yes. That's what he's called. The spotter communicates with

the hand through special signals. The hand does the stealing, but never takes the goods out of the store. That's the job of the third person, who we call 'the catcher'. Each person in the team or gang has a special job, you see. They work together but do entirely different things.

INT: Can they make a lot of money that way?

DTV: Oh, yes. They're very well-off, believe me ... much better off than a store detective ... or even a journalist!

Answers

- 1 enough money to / no need to
- 2 problems
- 3 what they want
- 4 much
- 5 of three or four
- 6 what should be stolen and when
- 7 store detectives are watching
- 8 steals the goods
- 9 take the goods out of the store

SPEAKING

Divide the class into small groups. Ask groups to discuss different questions for about 3 minutes, then ask members of each group to tell the class one thing the group decided.

VOCABULARY

EXERCISE A

In pairs or groups, ask students to explain the differences in meaning and pronunciation of the words in italics.

Answers

- 1 a) the thieves communicated with their hands.
b) the friend is no longer a store detective.
- 2 a) *Have* you suddenly wanted to do something?
b) Why do parents try to persuade their children...?
- 3 a) Two members of the gang usually assist the other.
b) I can't stop thinking...

The pronunciation is different in 1: a = /ju:zd/;
b = /ju:st/.

EXERCISE B

In the same groups or pairs, ask students if they can think of any other words which have the same spelling but different meanings. If necessary, put the following on the board and ask students to think of two different meanings for the words.

Words with different meanings

can hard fast tie rest will fly lift

Tell students that they can use their dictionaries if they wish.

EXERCISE C

Answers

- 1 decision 3 stop 5 assist
2 participate 4 surrender

SPEAKING

Talking on your own

Ask students in pairs to each speak for about one minute about their pair of pictures. Tell them that in Part 2 of the Speaking Test the examiner will give each candidate two pictures to talk about. It would be useful practice for students to take on the role of the examiner and read out the instructions to each other, as students will not be given written instructions in the exam.

FOCUS THREE

SB 102

- USE OF ENGLISH
- LANGUAGE STUDY
what clauses
- READING
- VOCABULARY
Phrasal verbs

USE OF ENGLISH

EXERCISE A

Answers

- | | | |
|----------------|----------------|-----------------|
| 1 what | 6 which / that | 11 What |
| 2 who / that | 7 whose | 12 which / that |
| 3 that / which | 8 who | 13 who / that |
| 4 who / that | 9 which / that | 14 what |
| 5 what | 10 who / that | 15 which / that |

EXERCISE B

Answer

6.

LANGUAGE STUDY

what clauses

EXERCISE A

Answer

what

EXERCISE B

Answers

- 1 what caused
- 2 what caused the fire
- 3 the man whose hair
- 4 anyone who / that saw
- 5 jumped into was
- 6 who / that was driving
- 7 fire caused wasn't
- 8 which / that sudden fires cause is
- 9 prevent what happened
- 10 someone who / that starts / if they start
- 11 anyone who / that deliberately starts
- 12 which / that / - they start kills

READING

EXERCISE A

In pairs or groups, ask students to read the notices and decide where they might be seen and who is supposed to read them. Answers will depend on students themselves.

EXERCISE B

In the same pairs or groups, ask students to match letters A-L with questions 1-11.

Answers

- 1 L 2 E 3 A 4 I 5 J 6 D
7 G 8 F 9 K 10 B 11 C

VOCABULARY

Phrasal verbs

Write the phrasal verbs on the board and ask students if they can remember or know what they mean.

EXERCISE A

Now ask students to explain the meanings of the phrasal verbs in sentences a)-e) and compare the meanings with their original explanations.

Answers

- a) try on c) look over e) miss out on
b) look around d) take back

EXERCISE B

Answers

- 1 look ... over 3 miss out on 5 take ... back
2 look around 4 try ... on

FOCUS FOUR

SB 104

- WRITING
Article 2

WRITING

Article 2

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they might put in the article.

EXERCISE B

Ask students to read the sample answer and discuss why it would get a poor mark.

Suggested answers

It is too short.

It has no paragraphs.

It has very few adjectives and therefore lacks interest.

EXERCISE C

Ask students to read the article and, in pairs, compare it with the article in B. See if students can explain briefly to the class why the article in C is so much better than the one in B. Encourage them to give specific examples.

EXERCISE D

Ask students, in the same pairs, to do the analysis and then compare their views with other students.

EXERCISE E

Ask students to work on their own and read sentences a)-c), then join 1-5 in the same way. Check their answers when they have finished.

Answers

- 1 There's a sandy beach with a good restaurant.
- 2 The hotel is run by an old woman who makes everyone feel at home.
- 3 There are a lot of wonderful shops that stay open late at night.
- 4 The Ramada is a first class hotel with a marvellous swimming pool.
- 5 The resort has a small airport that is only open in the summer.

EXERCISE F

Ask students, in pairs, to read the writing task and discuss what might appear in their article.

EXERCISE G

Ask students to read through the notes carefully, then write the article in F, either in class, or for homework.

Extension activity

Students could write an article about a place they visited and disliked. Remind them to explain why they disliked the place.

FOCUS FIVE

SB 105

- REVISION AND EXTENSION
The passive ► GS 8.2
Forming opposites

REVISION AND EXTENSION

The passive

EXERCISE A

Answer

- b) would be better in a newspaper because what happened to the people is the important news and the people come first in passage b).

In pairs, ask students to discuss the answers to numbers 1-3.

Suggested answers

- 1 b) by putting the people first and the explosion second
- 2 *It is believed* because we do not have to mention people at all.
- 3 No, because *arrested* means taken into custody by the police.

EXERCISE B

Answers

- 1 Yesterday afternoon two people were killed and three others (were) injured in a fire which occurred at a café in George Street.
- 2 It is believed that the fire was started deliberately.
- 3 A young man was seen running from the café shortly before the fire began.
- 4 A number of other fires have been reported in the area in the last month.
- 5 It is believed that the same young man may be responsible for all these fires.

Forming opposites

EXERCISE C

The prefixes mentioned change the meanings of the words by making them into the opposite, or negative. These prefixes are used with verbs and adjectives.

Now ask students to complete the tables in their books with the correct opposite of the words given.

Answers

VERB	OPPOSITE
like	<i>dislike</i>
spell	<i>misspell</i>
agree	<i>disagree</i>
believe	<i>disbelieve</i>
understand	<i>misunderstand</i>
cover	<i>uncover</i>
dress	<i>undress</i>
connect	<i>disconnect</i>
please	<i>displease</i>
ADJECTIVE	OPPOSITE
able	<i>unable</i>
possible	<i>impossible</i>
capable	<i>incapable</i>
necessary	<i>unnecessary</i>
patient	<i>impatient</i>
proper	<i>improper</i>
correct	<i>incorrect</i>
conscious	<i>unconscious</i>
complete	<i>incomplete</i>
polite	<i>impolite</i>

Read out all the words with the students' books closed and see if students can remember how to form the opposites of the words from memory.

Point out that *il-* and *ir-* are also used to form the opposite of some adjectives. Refer students to the two dictionary definitions in their books for *illegal* and *irregular*.

Dictionary skills

Ask students to look at the two definitions for *illegal* and *irregular*, and to tell you about the order in which information about words is given, e.g.

- 1 phonetic symbols and stress
- 2 part of speech, e.g. noun, verb
- 3 meaning + example
- 4 other meanings + examples

Notice that the order may change according to the dictionary used.

Ask students to write a dictionary definition for a word, to include these four types of information, and then to check it against a definition in an actual dictionary.

WORKBOOK KEY WB 60–63

EXERCISE A

1 D 2 B 3 A 4 E 5 B/D/F 6 C 7 A

EXERCISE B

- | | |
|--------------------|----------------|
| 1 at | 6 in |
| 2 on | 7 on |
| 3 upon / with / on | 8 for |
| 4 from | 9 with / after |
| 5 in | 10 up |

EXERCISE C

1 D 2 D 3 D 4 B 5 B 6 A 7 D 8 B
9 B 10 C 11 B 12 B 13 C 14 D 15 C

EXERCISE D

- | | | |
|------------------|---------|-----------------|
| 1 just / shortly | 6 could | 11 would |
| 2 about | 7 if | 12 the |
| 3 had | 8 time | 13 other / that |
| 4 took | 9 no | 14 were |
| 5 that | 10 was | 15 have |

EXERCISE E

- 1 The woman, who spent fifteen minutes measuring the kitchen, talked to the Priors.
- 2 The plans the woman drew up were for a new kitchen.
- 3 The units the Priors were interested in would cost £9,000.
- 4 The dishwasher on special offer that month was not needed by the Priors.
- 5 The piece of paper the Priors signed entitled them to a discount of £2,000.
- 6 The deposit the woman asked for was £100.
- 7 The man the woman worked for would have been furious if she had not obtained the order.
- 8 People who are not so strong-minded would probably place an order.

EXERCISE F

unpack	unexpected
disagree	misspell
improper	impossible
unlikely	independent
nonsense	unusual
illegal	uncooked
irregular	improbable
unlucky	incorrect

- | | |
|---------------|--------------|
| 1 misspelt | 6 disagree |
| 2 independent | 7 nonsense |
| 3 incorrect | 8 irregular |
| 4 unexpected | 9 impossible |
| 5 unlucky | 10 illegal |

EXERCISE H

- 1 What you said was untrue.
- 2 Did what she said upset you?
- 3 I haven't thought about what I ought to do. /
I ought to do something but I haven't thought
about what (it should be).
- 4 What they suggested was very practical.
- 5 Was what they did to you terrible?
- 6 I don't understand what made him do it.
- 7 What they told him was very interesting.
- 8 I'll never be able to forget what he told me.



FOCUS ONE

SB 106–107

- SPEAKING
Problem solving
Discussion
- READING
- LANGUAGE STUDY

SPEAKING

Problem solving

Write the following on the board:

could have / must have happened

In small groups, ask students to decide what the difference in meaning between the two expressions is, then allow them 3–4 minutes to do the activity in their books. Encourage students to use the expressions on the board when talking about the pictures. When they have finished, ask two groups to compare their decisions.

Discussion

In the same groups, allow students 3–4 minutes to talk about questions 1–3. Appoint one member of the group as a 'note-taker' for each question, and ask him / her to make notes on what the group decides. When they have finished, the note-takers can report back to another group.

READING

Introduce the text by asking students if they have a good memory or not. Discuss what kinds of things they find easy or difficult to remember.

EXERCISE A

Divide the class into six groups. Ask each group to look at a different paragraph and write some questions about it to ask the rest of the class. Tell students to make a note of what they consider to be the correct answers. Allow about 5 minutes. Walk round checking the questions for meaning and construction. When students have finished, tell them to skim read

the whole text. Now tell each group to ask different members of the class the questions they have prepared.

Finally, ask students to read through sentences A–G and see which one best fits each gap.

Answers

1 G 2 F 3 A 4 B 5 D

EXERCISE B

In pairs or groups, ask students to read aloud and / or underline the parts of each paragraph which helped them decide on their answers. Refer them to the example in their books before they start.

LANGUAGE STUDY

EXERCISE A

With students' books closed, read out the four sentences and ask students to copy them into their exercise books. Ask students to discuss any differences in meaning with a partner, then ask them to match the sentences with the meanings a)–d) in their books.

Answers

1 d 2 b 3 a 4 c

EXERCISE B

Answers

- 1 remember to pay
- 2 remind me that
- 3 remember paying those bills
- 4 remember me / my paying them / remember that I paid
- 5 remember doing another exercise
- 6 remember you / your doing it / that you did it
- 7 remind me to give
- 8 remember to do

- LISTENING
- SPEAKING
- USE OF ENGLISH
- VOCABULARY
- LANGUAGE STUDY
should have, must have or might have
▶ GS 7.4, 7.5, 7.8
- SPEAKING

LISTENING 

EXERCISE A

Ask students to read through A–F carefully before listening to the tape for the first time. Play the tape once and ask students to match the speakers with the letter that describes who the person is.

Tapescript

Speaker 1
I was driving along the Banbury Road. That's a main road into Oxford ... and there was a side road just ahead. Then ... uh ... the car in front of me suddenly slowed down ... it wasn't going very fast to begin with ... because another car had just come out of the side road. And the car in front of me suddenly went out of control ... spun around and turned over. My first thought was 'My God. The driver must be dead'.

Speaker 2
Apparently ... so I'm told ... there must have been some ice on the road because the car suddenly spun out of control and I hit a tree. I might have been killed. But because I wasn't wearing a seat-belt ... I should have been but I wasn't ... I was thrown through the windscreen. My head and face were all cut up ... my nose was broken ...

Speaker 3
She had lost some blood, of course, but the X-rays and the other usual tests revealed ... I'll try to put this in non-technical terms ... revealed nothing abnormal ... nothing seriously wrong, apart from the broken nose and the cuts. There was also a great deal of swelling and ... facial damage ... and mild concussion. We kept her under observation overnight and released her the next morning. Actually, she was extraordinarily lucky. Not to have been killed, or suffered more serious injury, I mean. And she wasn't even wearing a seat-belt.

Speaker 4
I think she's got over the worst now, but she complains that she's much more forgetful than she used to be ... she says she can't ... concentrate on things. The other day she was writing to a friend. It was just after lunch and I was doing the dishes, when the phone rang. I answered it ... but it was for her. Afterwards ... after the call, I mean, she looked at the letter and said she couldn't remember what she wanted to say ... couldn't even remember how to finish the sentence she'd been writing when the phone rang.

Speaker 5
I see many cases like this, and I've told her not to worry about the

apparent loss of memory – she still can't remember the accident itself but there's been no loss of long-term memory. It is true, however, that she is ... erm ... experiencing some problems with her short-term memory. This is not unusual in such cases. However, I'm confident that these ... er ... problems are only temporary. That is why I said 'apparent loss of memory'.

Answers

- | | |
|-------------|-------------|
| Speaker 1 E | Speaker 4 B |
| Speaker 2 A | Speaker 5 C |
| Speaker 3 F | |

EXERCISE B

Ask students to read through questions 1–8 before listening to the tape for a second time. Play the tape again and ask students to discuss their answers to the questions in small groups or pairs.

Answers

- 1 It was the fault of the driver who crashed.
- 2 Her own.
- 3 She crashed into a tree and went through the windscreen.
- 4 The woman who had had the crash.
- 5 She was kept under observation in hospital for one night and then released.
- 6 The woman who had the crash.
- 7 She has problems with her memory.
- 8 She will get her memory back.

SPEAKING

Put the word MISSISSIPPI on the board. Ask students to look at it for a couple of seconds, then rub it off the board. See who can remember how to spell it correctly! Discuss ways of remembering how to spell or learn new words, e.g. 2 Ss, 2 Ss and 2 Ps in the word *Mississippi*; association, e.g. *stationary* (a *car* not moving) and *stationery* (pap*ER*).

In pairs, ask students to discuss questions 1–3, then share their ideas with another pair.

VOCABULARY

EXERCISE A

Answers

- | | | |
|------|---------|--------|
| 1 in | 4 under | 7 by |
| 2 to | 5 about | 8 with |
| 3 to | 6 in | 9 to |

EXERCISE B

Answers

- | | |
|-----------------|--------------------|
| 1 concentration | 6 predictions |
| 2 forgetful | 7 reliable |
| 3 confidently | 8 completely |
| 4 recovery | 9 thankful |
| 5 satisfactory | 10 extraordinarily |

EXERCISE C

Prepare a list of objects and people which could be *injured, damaged, harmed, hurt, spoiled* or *ruined*. Ask students to group the objects and people under the verbs they could be used with.

Suggested list:

child, old man, woman, pedestrian, motorist, property, fence, telephone box, politics, war, indoctrination, leg, arm, foot, feelings, rain, run, outing, carpet, building, chances.

Discuss the general meaning of the words and the shades of differences between them, e.g.

injury = physical harm, used for people or reputations

damage = harm resulting in a loss of value, e.g. to property

harm = often a moral wrong or evil. Note: *to come to no harm* = avoid damage or injury

hurt = to cause pain or injury to

spoil = to damage or injure so as to make useless or valueless

ruin = to bring about the downfall or destruction of a thing or person

Ask students to complete numbers 1–6 with a suitable word.

Answers

- | | | |
|--------|----------|----------|
| 1 hurt | 3 spoil | 5 wound |
| 2 ruin | 4 damage | 6 injure |

LANGUAGE STUDY

should have, must have or *might have*

Write *should have, must have* and *might have* on the board and ask students to explain the differences in meaning.

Suggested answers

should have – a duty which was not carried out

must have – a reasonable conclusion about

something which happened in the past

might have – a possible explanation for something which happened in the past

EXERCISE A

Ask students to use one of the words to complete sentences 1–3 in their books.

Answers

- | | | |
|--------|---------|----------|
| 1 must | 2 might | 3 should |
|--------|---------|----------|

EXERCISE B

Answers

- 1 should have been wearing
- 2 should have stopped
- 3 might have been
- 4 might have been badly injured
- 5 must have been
- 6 must have looked terrible
- 7 might have healed
- 8 should have visited her
- 9 must have been

EXERCISE C

Answers

- | | | |
|----------------|----------|--------|
| 1 which | 5 though | 8 by |
| 2 which / that | 6 at | 9 more |
| 3 who | 7 which | 10 of |
| 4 whose | | |

SPEAKING

EXERCISE A

Ask students to look at the diagram and read the information and clues below it carefully.

EXERCISE B

In pairs, ask students to discuss questions 1–5, then compare their decisions with those of another group.

- USE OF ENGLISH
- VOCABULARY
Word combinations
- SPEAKING

USE OF ENGLISH

EXERCISES A and B

Answers

- | | | |
|--------|----------|---------------|
| 1 many | 6 such | 11 to |
| 2 most | 7 as | 12 have |
| 3 that | 8 of | 13 who / that |
| 4 do | 9 each | 14 had |
| 5 from | 10 These | 15 or |

VOCABULARY

Word combinations

EXERCISE A

Suggested answers

- 1 a speech that goes on for a long time
- 2 a person who cannot see far ahead
- 3 an animal with four legs
- 4 a computer that is simple to use
- 5 a monster with green eyes
- 6 a lecture that lasts five hours
- 7 an event that happens twice a year
- 8 a flower that smells sweet

EXERCISE B

Answers

- 1 a best-seller
- 2 a record-breaking athlete
- 3 a short-term loan
- 4 a long-term loan
- 5 a middle-aged person
- 6 a short-sleeved shirt
- 7 a blue-eyed man
- 8 a four-armed, three-eyed, long-toothed monster
- 9 a 112-page book
- 10 a two-hour lesson
- 11 a bitter-tasting fruit
- 12 an easy-to-prepare recipe

SPEAKING

EXERCISE A

In small groups, ask students to fill in the missing words in questions A–O, then tell them to ask each other the questions and keep a record of the answers.

Answers

- | | |
|--------|-----------------------------|
| A do | I such |
| B does | J which |
| C pay | K twice |
| D has | L supposed / meant / due |
| E told | M what / something / things |
| F have | N talking |
| G much | O mention / say |
| H used | |

EXERCISE B

In the same groups, ask students to discuss questions 1 and 2 with their partners before looking at the answer key at the bottom of the page and checking their scores. See who was surprised by their results!

FOCUS FOUR

■ WRITING

Transactional letter 4

WRITING

Transactional letter 4

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the letter quietly to themselves.

EXERCISE C

Ask students in pairs to rewrite the five direct questions, then find the indirect questions in the letter in B.

Answers

- 2 if there is a good bus service?
- 3 what he told you.
- 4 how much it cost?

- 5 if / whether they enjoyed their holiday?
 6 whether / if the house will be free in June.

EXERCISE D

Ask students, in pairs, to read the writing task and discuss what might appear in their letter.

EXERCISES E and F

Ask students to read through the notes carefully, then write the letter in D, either in class or for homework. Refer them to the useful phrases in F and suggest that they use some of them in their letter.

FOCUS FIVE

SB 113

■ REVISION AND EXTENSION

REVISION AND EXTENSION

Answers

- 1 D 2 A 3 B 4 A 5 D 6 B 7 C 8 A
 9 A 10 B 11 B 12 B 13 D 14 D 15 D

LISTENING 

Tapescript

J = Jane H = Harry
 H: Hello?
 J: Harry. Hello.
 H: Jane. How are you?
 J: Fine. I haven't seen you both for ages. What are you doing on Saturday?
 H: What ... this Saturday?
 J: No, next Saturday ... the 13th.
 H: Hang on a second – I don't think we're doing anything, but I'll just have a look ... um no, that's fine.
 J: Good. Now, can you come to dinner?
 H: Yes, that'd be lovely, but you've moved, haven't you?
 J: Yes, I'm in north Oxford now. Have you got a pen?
 H: Yes.
 J: OK. I'll tell you how to get here. Will you be coming from Witney?
 H: Long Hanborough probably.
 J: All right ... then you take the A34 from Long Hanborough up to the Peartree Roundabout.
 H: Uh uh ...
 J: Then you turn left at the roundabout, OK? ... and you go along the ring road ... then you get to the Kidlington roundabout, it's a couple of miles.
 H: Right.
 J: Now, you could come from the other way but you'd have to cross the traffic, so it's better from Kidlington ...
 H: Yes. I know the road.

J: Anyway, when you get to the roundabout you take the third exit ... and you go down that road ... it's called North Road I think ... and you go on over the flyover ...
 H: Where they're building the motorway ...
 J: Yes. Do you know the North Oxford Golf Club?
 H: Yes, I think so.
 J: Well, it's about 250 metres after the flyover, on the right, and the turning you need is about another fifty metres after the golf course, on the left.
 H: OK, yes, I think I've seen it. There's a sign that say Water something ...
 J: Yes, to Water House Farm. So you go along there, basically through the farm. It's quite a long drive, about a mile, so don't think you've got lost because you haven't.
 H: Uh uh.
 J: Go past the farm, that's the main building on the right with a stone wall round the garden, and just carry on, and the farm we're in is called Middle Farm – it's a Georgian farmhouse – and it's about half a mile on down the same road. It's got a white fence all the way round, so go through the gate round to the back because we don't use the front door. Oh, and be careful of the speed ramps ... they're quite hard to see, but they're on the road between the farms and you'll ruin your suspension if you hit them hard.
 H: OK ... what time would you like us there?
 J: 7.30 to 8.00? Shall I give you my number just in case you get lost or anything?
 H: Er, yes, might as well.
 J: It's 350984.
 H: OK. See you on Saturday then.
 J: Lovely. Bye.
 H: Bye.

Answers

- 1 left 4 golf course 7 white fence
 2 third 5 Water House Farm 8 speed
 3 North 6 stone wall

WORKBOOK KEY

WB 64–67

EXERCISE A

- 1 A 2 D 3 E 4 F
 B is not needed.

EXERCISE B

I remembered to post the letter = I didn't forget to post the letter.
 I remember posting the letter = I recall that I posted the letter.
 I remember you posting the letter = I recall that you posted the letter.
 I reminded you to post the letter = I told you to post the letter.
 I forgot to post the letter = I didn't post the letter.
 I can't remember posting the letter = I posted the letter, but I don't recall it.
 1 to buy 4 inviting 7 to turn up
 2 to buy 5 to write 8 to meet
 3 to get 6 to buy

EXERCISE D

injure, injured	ruin, ruined
harm, harmful, harmless	hurt / hurtful
damage, damaged, damaging	spoiled / spoilt
1 injured	8 damage
2 injuries	9 spoiled / spoilt / ruined
3 harming	10 harm
4 harm / damage	11 ruin
5 hurt	12 spoil / ruin
6 spoiled / spoilt / ruined	
7 hurt(s)	

EXERCISE E

1 ✓	6 to	11 if
2 ✓	7 him	12 ever
3 of	8 if	13 got
4 as	9 in	14 all
5 ✓	10 ✓	15 me

EXERCISE F

must have done = something you are reasonably certain did happen.

should have done = something you ought to have done but didn't do.

might have done = something you could possibly have done.

- 1 I might have been asleep when you called because I didn't hear the phone.
- 2 I must have been in the bath when the phone rang.
- 3 You should have tried ringing later.
- 4 You might have caught me later on in the evening.
- 5 You must have known I was expecting your call.
- 6 John wasn't at home either. He might have been at the cinema.
- 7 He must have stayed out late because he sounded very tired this morning.
- 8 He should have gone out on Saturday instead.

EXERCISE G

1 A one-way street	7 A three-letter word
2 A one-parent family	8 A four-door saloon car
3 A two-litre jug	9 A five-day working week
4 A two-week holiday	10 A five-minute interval
5 A three-piece suit	
6 A fifty-minute lesson	



FOCUS ONE

SB 114–115

- SPEAKING
Talking on your own
Discussion
- READING
- VOCABULARY
- LANGUAGE STUDY
Talking about the last time you did something

SPEAKING

Talking on your own

In pairs, ask students to talk for about one minute, following the instructions in their books.

Discussion

Ask students to join with another pair and discuss questions 1–3. Allow 3–4 minutes, then ask a member of each group to tell the class one thing the group decided.

READING

EXERCISE A

In pairs or small groups, ask students to try and imagine what the man's girlfriend is saying to him on the phone. Tell them they will need to look carefully at the sentence before and the one after the numbered gap to work out what she says.

Suggested answers

- 1 Yes, I think I remember now. / Yes, I know that.
- 2 You mean, last week?
- 3 Where? / Where is there a small park?
- 4 You mean you thought you knew him?
- 5 What dawned on you?
- 6 Have I met him? / Do I know him? / Anybody I know?
- 7 Told you what?
- 8 What was in all the papers? / What article?

- 9 You mean he's in prison? / So he's in prison now?
- 10 Who?

EXERCISE B

In the same pairs or groups, ask students to follow the instructions in their books. Explain that it is useful to know who or what pronouns refer to, as this help you to follow more clearly the meaning of what someone is saying or writing.

Answers

I = 1

me = 1

my = 1

You – you = 2; 5 e.g. You see so many of them ...

they = 5

He = 3

he = 4

him = 3

his = 3

EXERCISE C

Ask students to read through questions 1–6 before listening to the complete conversation on tape. Play the tape once.

Tapescript

- A: I've told you about Kevin Rogers before, haven't I?
 B: You mean ... oh, the man you used to work for?
 A: That's right. He used to be my boss. He was a real slave-driver. Never satisfied. Kept telling us we had to work harder. I got another job as soon as I could.
 B: Yes, I think I remember now.
 A: Oh? Have I told you all that before? Well, you know it's been at least five years since I last saw him. I mean, that's what I thought until last week. Did I tell you what happened then?
 B: Last week?
 A: Yes, last week. You see, I was on my way back to the office just after lunch. And there's this small park there and ...
 B: Where? Where is there a small park?
 A: Near the restaurant where I had lunch, of course.
 B: Oh.
 A: Anyway, I decided to have a little stroll. And there was one of those beggars there. Shabby and unshaven ... You see so many of them now, don't you. And I had a good look at him. There was something familiar about him.
 B: You mean, you thought you knew him?
 A: Yes, that's what I've just said! He asked me for some change. He said something like 'It's been a long time since I had a good meal'. So I gave him a few coins.
 B: And ...?

- A: And ... well ... it wasn't until I got back to the office that it dawned on me.
- B: What? What dawned on you?
- A: Where I'd seen him before, of course. But it just didn't seem possible. Then today – I still can't get over this – I ran into this old friend of mine. Someone I'd worked with when Rogers was our boss.
- B: Anybody I know?
- A: No, I'm sure you've never met him. And would you believe it, he asked me if I'd heard about Rogers. So I said to him, 'What do you mean? Heard what?' And then he said 'I thought you knew.' That's when he told me.
- B: Told you what?
- A: What happened to Rogers, of course. You see, apparently it had been in all the papers, though I never saw the article.
- B: What was in all the papers?
- A: The story about Rogers, of course. He'd stolen a lot of money from the company and they sent him to prison.
- B: You mean he's in prison?
- A: No, no. He *was* in prison. This all happened about four years ago. But guess what my friend said then. Listen. These were his exact words. 'They won't give him a job, not after what happened. He's probably sleeping in parks and begging money from people now.' So, you see, it must have been him.
- B: Who? Who are you talking about?
- A: Rogers, of course. Kevin Rogers. Haven't you been listening?
- Now play the tape again and ask students to double check their answers, then compare them with a partner.

Suggested answers

- 1 Not very well. His boss worked him too hard.
- 2 Last week.
- 3 He was walking through a park.
- 4 He looked like a beggar – he hadn't shaved and his clothes were dirty.
- 5 Earlier today, when he spoke to a friend.
- 6 He'd stolen a lot of money from the company and had been sent to prison. When he came out of prison, he had no job and no home, so he probably started to live rough.

VOCABULARY

Tell students to skim read the text again quickly and find words which mean the same as the explanations in 1–8.

Answers

- | | | |
|----------------|-----------|------------|
| 1 slave-driver | 4 shabby | 7 get over |
| 2 stroll | 5 change | 8 guess |
| 3 beggar | 6 dawn on | |

LANGUAGE STUDY

Talking about the last time you did something

Put the following on the board and ask students to explain the differences in usage between them.

It's a long time since I wrote to my friends.

I haven't written to my friends for a long time.

Suggested answers

It's a long time since I wrote to my friends.

'since' is used to explain when the action happened last, i.e. a reference to a definite time. Although the time is not mentioned exactly, we know it was a long time ago, so the simple past tense *wrote* is used after it. Point out that you could say it has been a long time instead of it is a long time.

I haven't written to my friends for a long time.

The present perfect is used here because the speaker is talking about an action which has not happened since the last time he wrote, i.e. up to the present moment he still hasn't written.

EXERCISE A

Ask students to complete sentences 1–4 on their own.

Answers

- | | |
|-----------------|-----------------------|
| 1 been ...since | 3 haven't ... for |
| 2 had ...was | 4 was ... ago ... had |

EXERCISE B

Ask students to rewrite sentences 1–8 in pairs.

Answers

- 1 ago that I last saw
- 2 ages since I (last) heard
- 3 more than a year since
- 4 haven't seen her for
- 5 been a long time since
- 6 last time I saw
- 7 long is it / has it been since
- 8 have been at least

FOCUS TWO

SB 116–117

■ USE OF ENGLISH

■ LANGUAGE STUDY

suggest doing or suggest that should do

► GS 12.5

■ VOCABULARY

cost, value, expense, price or worth?

Phrasal verbs

USE OF ENGLISH

Read out the headline of the article and ask students to copy it into their books. Ask them to try and explain what it means and see if students can imagine what they are going to read in the newspaper article.

EXERCISE A

Ask students, in pairs or groups, to read the article ignoring each space, then try and guess which word might fill the spaces. Allow 2–3 minutes for this, then ask students to do the exercise in their books.

Answers

1 B 2 A 3 D 4 C 5 A 6 D 7 A 8 A
9 C 10 A 11 B 12 C 13 A 14 C 15 A

EXERCISE B

In the same pairs or groups, ask students to discuss questions 1–3, then compare their answers with another group.

Suggested answers

- 1 He bought and sold property.
- 2 She arranged for Selford Holdings to buy properties for much more than they were worth, and then kept the difference.
- 3 He made false estimates of the value of the properties she sold to Selford Holdings, and she paid him some of the profits she made.

LANGUAGE STUDY

suggest doing or *suggest that ... should do*

Conduct a 'brainstorming' session. Ask students to think of as many ways as possible of making suggestions. Invite students to come and write some of their ideas on the board.

EXERCISE A

In pairs, ask students to match a)–d) with sentences 1–4 in their books.

Answers

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

EXERCISE B

In the same pairs, ask students to decide which of the 'rules' is incorrect.

Answer

3

EXERCISE C

Play the whisper game. Put sentences 1–10 on flash cards. Give students one of the sentences in turn and ask them to whisper it to their neighbour. Their neighbour then has to tell the rest of the class what the student suggested.

Answers

- 1 She suggested doing / that we should do the exercise.
- 2 She suggested that I should do the exercise.
- 3 She suggested going / that we should go on holiday.
- 4 She suggested seeing a film / that we should see a film.
- 5 She suggested that I should buy some new clothes.
- 6 She suggested having / that we should have a party the next day.
- 7 She suggested that I should take a taxi home because it was much quicker.
- 8 She suggested that I should phone her later.
- 9 She suggested meeting / that we should meet for lunch.
- 10 She suggested going / that we should go to the new Italian place.

VOCABULARY

cost, value, expense, price or worth?

EXERCISE A

Ask students to try to explain the difference in meaning between the five words, using their dictionaries.

- cost* = (verb) to be obtained for a certain price, (noun) the amount asked or paid for something
- value* = (verb) to estimate what something is worth, (noun) what something is worth in terms of money or usefulness
- expense* = (noun) financial cost, fee, money paid out for work done
- price* = (noun) what you pay for goods, e.g. *The price of this soap is not marked.* Notice: *to price goods* (verb)
- worth* = (adjective) value – used with expressions like: *What is this worth? It's not worth doing.*

Now ask them to complete numbers 1–5 with one appropriate word.

Answers

- 1 worth 3 price 5 expense
2 cost 4 value

Phrasal verbs

EXERCISE A

In pairs, ask students to find the phrasal verbs in sentences 1–5.

Answers

- 1 made up; saw through 4 make up for
2 saw to 5 talk him into
3 kept on

EXERCISE B

Answers

- a) see to it d) make up
b) make up for e) talk someone into
c) see through f) keep on

EXERCISE C

Answers

- 1 will see through that
2 make up for the
3 see to it that
4 talk him into spending
5 keep on doing
6 make up excuses

EXERCISE D

Answers

take in = deceive
get out of = avoid

When students have finished, ask them to write five sentences of their own, using some of the phrasal verbs they have studied during the lesson.

FOCUS THREE

SB 118–119

■ LISTENING

■ USE OF ENGLISH

■ LANGUAGE STUDY ► GS 12

■ VOCABULARY

Verb and noun combinations: *have* and *make*

LISTENING

EXERCISE A

Ask students to read through the questions before they listen to the tape. Make sure students understand the meaning of the questions, e.g. *Who urges ...? Who has the means of...?* etc. Play the tape once.

Tapescript

- A: So, how are we, today?
B: We? I don't really know how 'we' are.
A: Oh, sorry Kevin. You don't mind if I call you 'Kevin', do you?
B: It doesn't matter what you call me.
A: Do you mind if I ask you a few more questions? It's... uh ... it's about ... something you said yesterday. Let's see. Let me just look at my notes again. 'QUESTION Did you know that the person known as La Contessa was receiving illegal payments?' ANSWER I did not.' That was your answer, wasn't it?
B: What are you getting at?
A: Getting at?
B: Yes, what are you getting at?
A: I've already told you. You said yesterday you didn't know that La Contessa was receiving illegal payments from the owners of the properties she advised your employers to buy. Isn't that what you said?
B: Yes.
A: Hmm. Tell me, Kevin. Is this your bank statement?
B: Where did you get that?
A: We found it. In your flat, Kevin. Now, look at this figure here. It's your balance for December of last year. Two hundred and fifty thousand pounds. Please, Kevin. Look at it. Come on, Kevin. It's really important to look at your balance for December last year. Kevin? Come on, Kevin. Look at these figures here.
B: Yes, that's my balance.
A: Now, correct me if I'm wrong, but your salary last year from Sellford Holdings was fifty-two thousand Pounds. Yet your bank records show that more than two hundred thousand pounds were paid into your account.
B: I'm not answering any more questions.
A: This extra money was paid into your account by La Contessa, wasn't it?
B: I'm not answering ...
A: Your employers bought properties which she recommended. But the price your employers paid was often twice the actual value of those properties.
B: I won't answer any more questions unless my lawyer is here.
B: La Contessa, as you call her, advised your employers to pay very high prices for properties in Spain – and each time your employers bought property, La Contessa paid you some of the money she got from the owners of the property.
B: I want to consult my lawyer ...
A: And that's where all the extra money in your bank account came from. You knew from the very beginning what she was doing, didn't you?
B: Let me out of here.
A: You knew because she paid you each time you confirmed the value of the property that La Contessa put on it. That's the truth, isn't it?
B: I want my lawyer to be called.
A: Yes, I heard you, Kevin. You want your lawyer. I'll see to it that you get your lawyer, but in the meantime, I want to know ...
B: Let me out of here now!
A: Guard!

Answers

1 W 2 M 3 W 4 W 5 M 6 M 7 N 8 W

If necessary, play the tape again, so that students can check their answers.

EXERCISE B

Ask students to read questions 1–5, then, in pairs, ask and answer the questions after they have heard the tape again.

Suggested answers

- 1 A detective.
- 2 In a prison.
- 3 Information about the bank account.
- 4 Rogers said he did not know that La Contessa was receiving illegal payments.
- 5 The detective advises him to tell the truth.

USE OF ENGLISH

Ask students to describe the woman in the picture and say who she might be.

EXERCISE A

Ask students, on their own, to read the text and decide if each line is correct, or if there is an extra word in it. Allow 2–3 minutes, then ask students to compare answers with a partner.

Answers

- | | | |
|--------|---------|----------|
| 1 a | 6 the | 11 about |
| 2 that | 7 very | 12 to |
| 3 in | 8 which | 13 ✓ |
| 4 an | 9 the | 14 been |
| 5 ✓ | 10 him | 15 ✓ |

EXERCISE B

With the same partner, ask students to work through questions 1–4.

LANGUAGE STUDY

Put the following on the board:

wondered
criticized
urged
accused
warned
suggested

Ask students to try and explain the difference in meaning between them.

Suggested answers

wondered – asked oneself
criticized – found fault with
urged – encouraged
accused – said somebody did something
warned – said something was going to happen
suggested – offered a piece of advice

EXERCISE A

Ask students, in pairs, to do the exercise in their books.

Answers

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

EXERCISE B

Answers

- 1 wonder if they are using
- 2 warn students not to translate
- 3 urge students to try
- 4 accused me of breaking
- 5 criticized me for being
- 6 suggested that I should get
- 7 criticizes me for making
- 8 warned us not to park
- 9 wondered where I could
- 10 urged me to get
- 11 suggests that I should go
- 12 criticize their children for

VOCABULARY

Verb and noun combinations: *have* and *make*

Ask students if they can think of any noun and verb combinations of their own with *have* and *make*. Put any suggestions on the board.

EXERCISE A

Answers

<i>make</i>	<i>have</i>
progress	a good time
a suggestion	an argument with someone
a mess of something	a conversation
a promise to someone	a good look at someone
the right decision	a good night's sleep
a full confession	a word with someone

EXERCISE B

Answers

- 1 you have a good time
- 2 are making progress
- 3 have an argument with
- 4 make a suggestion
- 5 have a word with
- 6 made a full
- 7 made a mess of
- 8 have a conversation about
- 9 make a decision quickly
- 10 have a careful look
- 11 made a sincere promise
- 12 have a good night's

EXERCISE C

Encourage students to do this exercise without looking at their answers, as it will help them to learn what they have studied.

FOCUS FOUR

SB 120

■ WRITING

Report 2

WRITING

Report 2

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the report and, in pairs, find the eleven extra words that they do not need.

Answers

from	the	been
were	part	were
on	in	the
they	of	

EXERCISE C

With students' books closed, dictate the expressions and ask students to copy them into their books. Discuss what they mean and when they might be used, then ask students to rewrite sentences 1–4 in their books.

Answers

- 1 Very few people go to the same place every year.
- 2 Over 25% of families with children stay in England.
- 3 Almost half of all travellers hire a car when they are abroad.
- 4 Three quarters of families with children travel by car.

EXERCISE D

Ask students, in pairs, to read the writing task and discuss what might appear in their report.

EXERCISE E

Ask students to read through the notes carefully, then write the report in D, either in class, or for homework.

Extension activity

Students could write another report for homework on the following topic.

You have been asked by your teacher to carry out a survey of the different types of houses where you live, either in the same road, street or small village. Write a report explaining what you have found.

FOCUS FIVE

SB 121

■ REVISION AND EXTENSION

Further forms of the future ► GS 13.3

Four types of infinitive

Review of tenses

REVISION AND EXTENSION

Further forms of the future

EXERCISE A

Ask students to make a rough timetable for the term ahead putting down any dates which are important, e.g. half-term, end of term, trip to the theatre etc.

In pairs, tell students to ask each other questions about the timetable such as:

What'll you be doing on July 10th?

What'll you be doing at half-term / when the term finishes?

What do you think we'll have studied by the end of term?

Point out the use of *on* with *What'll you be doing on July 10th?* and the use of *by* with *By the end of term we'll have studied ...* and tell students that *on* means

'at a precise time' and *by* means 'just before' or 'right up to a certain time'.

In groups of 3–4 ask students to read through the timetable notes from Jennifer's diary in their books and put numbers 1–8 into the correct tense.

Answers

- 1 will be revising
- 2 will have finished
- 3 will move
- 4 will be looking
- 5 will have found
- 6 will have found
- 7 will be living and working
- 8 will travel

Four types of infinitive

EXERCISE B

Answers

- a) 2 b) 4 c) 1 d) 3

EXERCISE C

Write the newspaper headline on the board and ask students to guess what the article might be about. In small groups, ask students to skim read the article and see whether they guessed correctly. In the same groups, ask students to rewrite numbers 1–8 using one of the infinitive forms in Exercise B.

Answers

- | | |
|--------------------------|-------------------------|
| 1 to have found | 5 to have been carrying |
| 2 to be studying | 6 to be lying |
| 3 to have sunk | 7 to be |
| 4 to have been returning | 8 to be |

Review of tenses

EXERCISE D

Answers

- | | |
|--------------------|-----------------------|
| 1 haven't written | 10 have been |
| 2 have been | 11 have done |
| 3 haven't had | 12 have bought |
| 4 had | 13 have laid |
| 5 were | 14 made |
| 6 gave | 15 have been painting |
| 7 had | 16 haven't finished |
| 8 put | 17 have been putting |
| 9 have been living | |

EXERCISE E

Answers

- 1 must remember to buy
- 2 might have gone
- 3 ages since I (last) saw
- 4 hasn't written home for
- 5 suggested having / that we should have
- 6 suggested that he should
- 7 get home unless it stops
- 8 should have given the letter

WORKBOOK KEY

WB 68–73

EXERCISE A

- 1 A 2 C 3 A 4 A 5 D 6 D

EXERCISE B

- | | |
|------------------|------------|
| 1 homeless | 5 fit |
| 2 tramps | 6 strict |
| 3 demonstrations | 7 valued |
| 4 slim | 8 whispers |

EXERCISE C

- | | | |
|---------------|------------------|--------------|
| 1 trial | 6 defence | 11 court |
| 2 accused | 7 cross-examined | 12 verdict |
| 3 prosecution | 8 evidence | 13 guilty |
| 4 witnesses | 9 judge | 14 sentenced |
| 5 lawyer | 10 jury | 15 fined |

EXERCISE D

- 1 weeks since Susan last phoned
- 2 haven't smoked for three
- 3 time I saw Henry was
- 4 been to the dentist for
- 5 watched TV was ages ago
- 6 was three years ago that
- 7 long is it since you
- 8 been to the cinema for

EXERCISE E

(suggested answers)

- 1 I haven't had a row with anyone in my family for ages.
- 2 I haven't been on holiday since last year.
- 3 I haven't taken an exam for six months.
- 4 It's several months since I was given a present.
- 5 I haven't had breakfast in bed for years.
- 6 I haven't taken any exercise for months.
- 7 The last time I made anyone angry was two years ago.
- 8 I haven't been out for a meal for weeks.

EXERCISE F

(suggested answers)

- 1 ... don't you get some money from the cash machine?
- 2 ... it be a good idea to ask his brother where he lives?
- 3 ... go out for a meal.
- 4 ... about getting the train?
- 5 ... don't we go to the cinema?

EXERCISE G

- 1 I suggested that she should get some money from the cash machine.
- 2 I suggested that he should ask his brother where he lived.
- 3 I suggested going out for a meal.
- 4 I suggested that he should take the train.
- 5 I suggested going to the cinema.

EXERCISE H

- | | | |
|-----------|---------|---------|
| 1 value | 4 price | 7 cost |
| 2 expense | 5 price | 8 value |
| 3 cost | 6 worth | |

EXERCISE I

- 1 wondered where she had put
- 2 criticized me for not
- 3 urged him not to drive
- 4 accused her husband of lying
- 5 warned us not to go / warned us against going
- 6 (that) I should see
- 7 accused me of being
- 8 suggested going out for

EXERCISE J

- 1B 2B 3C 4A 5A 6B 7A 8B
9C 10B 11C 12D 13D 14C 15B

PROGRESS TEST 3**WB 72-73****EXERCISE A**

- 1B 2D 3A 4C 5D 6B 7A 8D
9B 10C 11D 12D 13C 14A 15B

EXERCISE B

- | | |
|---------------------------|---------|
| 1 do | 9 are |
| 2 of / with | 10 so |
| 3 also | 11 of |
| 4 be | 12 to |
| 5 been | 13 like |
| 6 these | 14 than |
| 7 all / everything / what | 15 on |
| 8 For | |

EXERCISE C

- 1 only did she sprain
- 2 having new curtains made
- 3 ever seen such a boring
- 4 is said to be
- 5 haven't seen Robin for
- 6 suggested (that) I should
- 7 suggested playing / (that) we played / (that) we should play
- 8 talk Thomas into lending
- 9 warned us not to stop
- 10 ever make up for

EXERCISE D

- | | | |
|-----------|----------------|--------|
| 1 the | 6 he | 11 in |
| 2 himself | 7 as | 12 ✓ |
| 3 most | 8 ✓ | 13 of |
| 4 to | 9 to (illegal) | 14 him |
| 5 ✓ | 10 ✓ | 15 ✓ |

FOCUS ONE

SB 122–123

- SPEAKING
Talking on your own
Discussion
- READING
- LANGUAGE STUDY ► GS 13.3

SPEAKING

Talking on your own

In pairs, ask students to talk on their own for a minute, following the instructions in their books. Tell students that, in the exam, they will be asked to comment briefly after their partner has spoken for a minute. Point out that they will only be expected to speak for about 20 seconds, so they should not try to talk for too long. They should answer the question the examiner asks briefly, rather than give a lengthy reply.

Discussion

Ask students to join with another pair and discuss questions 1–3. Tell students to make brief notes on what they decide during their discussion. Allow 4–5 minutes, then ask students to tell the rest of the class one thing they decided about each question.

Extension activity

Ask students to make a list of as many labour-saving devices as they can think of and suggest how these devices may change in the future. Tell students to divide the list into two parts: devices in the home and devices at work.

READING

EXERCISE A

Ask students to read sentence A aloud. Check that they understand the general meaning and vocabulary, then repeat the process for sentences B–H.

EXERCISE B

Now ask students, in pairs, to read a paragraph each aloud and decide which sentence best fits each gap.

Answers

1 H 2 A 3 D 4 C 5 B 6 G

In the same pairs, ask students to discuss questions 1–3, then join with another pair and compare their answers.

LANGUAGE STUDY

EXERCISE A

Discuss each pair of sentences separately by writing them on the board and asking students to explain the differences in meaning between them.

Suggested answers

- 1 It won't be done until tomorrow.
It will be done before tomorrow.
- 2 They won't happen until 2050.
They will happen before 2050.
Point out to students that *by* means *before* in these sentences.
- 3 The speaker is sure this will happen.
The speaker is less certain that this will happen.
The difference depends on the modals *will* and *may*.
- 4 The speaker thinks they may be capable of doing this.
The speaker thinks somebody else may be capable of doing it.
The difference is caused by the meaning of *to have something done* (the causative use of *have*).

EXERCISE B

Answers

- 1 may come
- 2 may have come
- 3 will have come true
- 4 will be able to do
- 5 may be able to see
- 6 may be able to do
- 7 have this done for us
- 8 may not have understood
- 9 have this done by
- 10 have had it done by

- USE OF ENGLISH
- SPEAKING
Discussion
- LANGUAGE STUDY
- LISTENING

USE OF ENGLISH

In pairs or small groups, ask students to explain what is happening in the picture, then read the advertisement quickly, ignoring the spaces. Now ask them to decide which word would best fill each space, then compare their answers with those of another pair.

Answers

- | | | |
|--------|----------------------|----------|
| 1 be | 6 without | 11 at |
| 2 from | 7 as | 12 long |
| 3 to | 8 and | 13 into |
| 4 else | 9 It | 14 Since |
| 5 is | 10 when / while / if | 15 have |

SPEAKING

In the same groups, allow students 4–5 minutes to ask and answer questions A–C. For each question, appoint a group ‘secretary’ to take notes of the group’s decisions. When students have finished, ask the ‘secretaries’ to report back to the rest of the class.

LANGUAGE STUDY

EXERCISE A

Put the following on the board:

seem to
act as if

Ask students how they would continue these phrases. Point out that *seem* would be followed by an infinitive, and *act as if* by a sentence.

Now ask students, in pairs, to explain the differences between the sentences in 1–6 in their books, then repeat the sentences talking about impressions.

EXERCISE B

Answers

- 1 seem to be having
- 2 seem to have had
- 3 seems to have come
- 4 doesn’t seem to be
- 5 doesn’t seem to have
- 6 seemed to be
- 7 not seem to be enjoying
- 8 seem to be
- 9 as if you have
- 10 as if you don’t
- 11 as if you didn’t
- 12 seem to be having

LISTENING 

Allow students 2–3 minutes to read through questions 1–8 and try to imagine what they are going to hear on tape. They will hear each extract repeated on the tape, as in the exam. Tell them to make their final choice of answer on each second listening.

Tapescript

M = Man W = Woman throughout

- 1 Listen to part of a radio programme. What is the man talking about?
 - A a new kind of food
 - B a new use for certain kinds of animals
 - C a new method of selling meat
- M:** When you think of animals being bred for human use, you probably think of the meat you buy in the supermarket. And of course, nowadays you can buy a wide range of meat in supermarkets, including the hearts and kidneys of certain animals. But did you know that some animals are now being specially bred to provide organs for humans? These animals’ hearts and kidneys may soon, according to one prediction, be transplanted into people whose own hearts and kidneys are discarded. I spoke to Professor John Davison at
- 2 Listen to another part of the same radio programme. What is the woman talking about now?
 - A a traditional type of meat
 - B a completely new type of vegetable
 - C a new variety of a traditional food
- W:** ... and the new genetically- engineered variety will soon be sold in supermarkets and other shops all over the country. In appearance, they are very similar to the traditional varieties that are usually used for baking. This new variety, however, tastes just as good regardless of the method of preparation. They can be boiled and then mashed. Or they can be fried. Or roasted. It really doesn’t matter how you cook them. When boiled, they are ready to eat in about ten minutes, whereas traditional varieties usually take twenty. This new variety is also much easier to peel, and doesn’t rot as quickly.

- 3 Two people are talking on the phone. What form of communication does the man want the woman to use?
 A the normal post office service
 B computer to computer
 C fax transmission
- M:** Well, I haven't received it yet. How did you send it to me? By carrier pigeon? Or what?
W: It was sent to you two days ago in the post, first class.
M: In the post? But I'm on the Internet. You should have sent it to me that way.
W: Internet? I didn't ...
M: Yes. Internet. Electronic mail, actually. All you have to do is ...
W: I know what the Internet and E-Mail is! What I'm trying to tell you is that I didn't know you were on it. We have no Internet address for you on our files.
M: Oh. I thought you had it. Look, I'm sorry. It's just that I need that information urgently. Could you fax it to me now?
W: Yes, of course. I'll do it right away.
- 4 A woman is talking to someone on the phone. What does she want to do?
 A sell something
 B buy a house
 C find out about heating
- W:** I'd just like to ask you a few questions about it. Now from what I understand there are four rooms upstairs and five downstairs. Is that right? ... Uh huh. And is there a garden, too? ... There is ... well, it seems to be just what we're looking for. Now, what about the heating? Electricity and gas. That's very interesting. In the last five years we've installed solar panels in over a hundred houses in the area and what we're looking for is a house of your size and in that location. ... Yes, we're prepared to install them for a specially low price as long as you permit us to show people around the house twice a week ... yes, in the evenings.
- 5 The presenter of a TV chat show is introducing her next guest. What is unusual about the guest?
 A She plays tennis even though she is seventy.
 B She has lived a long and active life.
 C She is a computer and electronics expert.
- W:** ... and our next guest is someone you've probably all heard about. Her name is Vera Carpenter. When I first saw her, I assumed she was in her early seventies. She still plays tennis, usually five times a week. And she has a new interest in computers and electronics ... she's living proof that we can all go on learning new things. So, ladies and gentlemen, please welcome Vera Carpenter, who celebrated her ninetieth birthday yesterday.
- 6 Listen to this radio advertisement. Who do you think the advertisement is designed to interest?
 A people who suffer from common colds
 B people who work too hard
 C anyone who has had too much food or alcohol
- M:** Has it ever happened to you? You went to a party last night and this morning you wake up feeling terrible. Your head hurts. If you had a cold, you could stay in bed. But you haven't and you can't, so you still go to work, wondering how you're going to get through the day. The answer is easy: Take 'PLEASE-EASE' tablets. PLEASE-EASE. In the green and yellow packet, available at your local chemist. The simple, painless cure for all those things you wish you hadn't drunk or eaten the night before.
- 7 A travel agent is talking to a client on the phone. Which form of transport is the client going to use?
 A a plane
 B a surface vehicle
 C a spaceship

- W:** So let me confirm the details with you, Mrs Edgar. One ticket for the twenty-third of April. Window seat. Tourist Class. Vegetarian menu. Return on the second of May. Now, you know you can't change the details of the flight once we've confirmed them, so have you any questions? ... Yes, the windows are very small but you still have a view. ... Yes, you arrive at Moon Base three days after departure – three earth days, naturally. No, there's no extra charge for excursions on the surface but I'm sure you realize that you can travel only in the special lunar surface vehicles, which must be booked when you arrive.
- 8 Someone has an ALP 357 robot. What is the problem with it?
 A It couldn't tell the difference between two words that sound almost the same.
 B It's impossible for robots like this to understand even very simple speech.
 C The man spoke too quickly to the robot.
- M:** It doesn't seem to understand simple instructions.
W: Can you give me an example?
M: Well, yesterday I had to go out, so I told it to watch the cat.
W: Watch the cat? What did you mean, sir?
M: What I've just said. Watch the cat. Look after it. Take care of it.
W: And what happened?
M: When I came back, the cat was all wet. You should have seen the mess. Soap and water everywhere.
W: I see, sir. Perhaps it isn't used to way you speak.
M: What do you mean? I speak clearly enough. You say in the advertisement that it will respond to simple spoken instructions – but it doesn't.
W: I meant that perhaps the robot was confused by the word 'watch'. It must have thought you meant 'wash'!

Answers

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

FOCUS THREE

SB 126–127

- SPEAKING
 Problem solving
 Discussion
- READING
- VOCABULARY
- USE OF ENGLISH

SPEAKING

Problem solving

In pairs or small groups, allow students 3–4 minutes to decide which inventions should win first and second prizes in the competition. Tell students to talk about each invention in turn and explain why they made their choices. Remind them that they should think of something to say, even if they have no opinion, and should invite their partners to speak, too.

Discussion

In the same groups, allow students 3–4 minutes to discuss questions 1–3 in their books, then ask two groups to compare answers.

READING

EXERCISE A

Ask students to read aloud a sentence in turn. Discuss any new words. Tell students there are some difficult words in the text but remind them that often they do not need to understand every single word in a text. It may be necessary to tell students what happened at Chernobyl, i.e. a terrible accident at a nuclear power station.

EXERCISE B

Ask students to choose the best answer in questions 1–6 and be ready to explain why they made their choice.

Answers

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

VOCABULARY

Answers

- | | | |
|------------|-----------|----------|
| 1 genuine | 4 prevent | 7 waste |
| 2 separate | 5 future | 8 reject |
| 3 replace | 6 water | |

USE OF ENGLISH

Answers

- enables us / people to do
- without studying
- means spending a lot of
- unless we find
- supposed to be
- is supposed to have caused
- have to use it
- capacity for concentration
- if you take
- unless you use

FOCUS FOUR

SB 128

■ WRITING

Informal letter 2

WRITING

Informal letter 2

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the article and underline the parts of the letter which are giving advice.

Answers

Whatever you do ...
If I were you ...
It would be worth bringing ...
You ought to ...
It's a good idea ...
... it's well worth ...
... you'd better remember ...

EXERCISE C

- In pairs, ask students to ring the explanations Martha gives for each piece of advice.

Answers

travel agents – cheap flights
travellers cheques – easy to change, safer
take the ferry – cheap and fast
get in touch – or we'll be upset
not to book a scheduled flight – expensive
student card – discounts
ID card – no need to carry passport

- In the same pairs, ask students to ring the reasons Martha gives for her advice, and copy the words she uses to link the reasons to the advice.

Answers

because in case
as or

EXERCISE D

Ask students, in pairs, to read the writing task and discuss what might appear in their letter.

EXERCISE E

Ask students to read through the notes carefully, then write the letter in D, either in class, or for homework.

FOCUS FIVE

SB 129

- REVISION AND EXTENSION
- LISTENING

REVISION AND EXTENSION

Answers

1 D 2 C 3 B 4 B 5 A 6 B 7 C 8 D
9 D 10 A 11 A 12 A 13 A 14 B 15 A

LISTENING

Allow students 1–2 minutes to read through the instructions and questions in their books. Discuss any words they do not know. Make sure that students understand what they need to write in the boxes. Play the tape once.

Tapescript

J = Jenny S = Steve

- J: You've been to the Lake District, Steve. You know it, don't you?
S: Yes ... long time ago though. Why, are you thinking of going, Jenny?
J: Yes, I was going to go up for a week or so at the end of the month, with Katie, but um, we're not quite sure what to do about where to stay ... and I was wondering if you could do something for us ...
S: Yes, I should think so.
J: You know your tent? Could we borrow it?
S: Yes, of course you can.
J: We'll pay you for it.
S: No, don't be silly, it's no use to me. You can have it as long as you like. But are you sure you want to go camping? I mean, have you been before?
J: No, well I mean not since I was at school, and Katie hasn't at all. But we just want to get away from all this noise and traffic and pollution and get some fresh air and have a change of scene ... and we could go walking and spend the night more or less where we wanted, you know. And it should be quite cheap too. Money's not a problem for Katie because she's got a job, but I couldn't afford a hotel or anything like that.
S: Hmm. Have you got boots and rucksacks and things like that?
J: No, not yet, but we thought we'd ask you about the tent first, and then go and get what we need.
S: Tell me, are you going there because you *want* to go camping, or ...?
J: No, we don't particularly want to go camping, we just want to see the place ...
S: Well, the thing is, I mean, you're quite welcome to borrow the tent if you want to, you know, but if you're going to go camping

and walking, you're going to have to buy loads of other things like a gas stove, and lights and torches and something to cook in and boots, and you name it ... and by the time you finish, you'll have spent much more on all of that than you would have done if you'd stayed in a hotel ... so it's a sort of false economy really.

- J: But I don't really like hotels anyway and nor does Katie. And she says she wants to be able to get up when she wants, have a coffee when she wants, cook when she feels like it ...
S: Did I tell you about where we stayed?
J: Where ... in the Lake District?
S: Yeah.
J: No, I don't think so.
S: It was one of those holiday flats – just a couple of rooms really and a small kitchen ... but it would be perfect for you.
J: Was it expensive?
S: No, not at all. It belongs to this woman who only uses it once or twice a year, and the rest of the time she rents it out to people she knows, or friends of friends. And it's in a really nice small village ... a great location.
J: Do you think she'd let us have it?
S: I'm sure she would as long as it hasn't been booked. I'll get you her number and you can give her a ring.
J: That'd be great.
S: It'll be much better than a tent, really, because you'll be able to come and go when you want, and cook, and it's all fully furnished so you won't have to buy all that equipment.
J: That sounds ideal, and it's nice to have a sort of base, you know.
S: Yes, and it means that you'll be OK even if it rains, and you'll be able to have hot baths and things which is much nicer than camping, which can be pretty awful if the weather's bad.
J: Steve, that's a really good idea. I'll have a word with Katie and then I'll give the woman a ring and see if we can get it.

Now play the tape again and check the answers.

Answers

1 J 2 K 3 J 4 S 5 K 6 S 7 S 8 J

WORKBOOK KEY

WB 74–77

EXERCISE A

1 G 2 A 3 D 4 B 5 I 6 C 7 E

H is the heading you do not need.

EXERCISE B

range: assortment

tasks: jobs

expert: specialist

unusual: extraordinary

repair: mend

slightly: a little

sophisticated: highly-developed

equivalent: corresponding

recognize: identify

respond: answer

- | | |
|-----------------|--------------|
| 1 repaired | 4 range |
| 2 tasks | 5 equivalent |
| 3 sophisticated | 6 slightly |

- | | |
|-------------|--------------|
| 7 experts | 9 responding |
| 8 recognize | 10 unusual |

EXERCISE C

- 1 In 2005 cars will be banned from all city centres.
By the year 2006 cars will have been banned **or** they will have banned cars from all city centres.
- 2 In 2010 people will settle on the moon.
By the year 2011 people will have settled on the moon.
- 3 In 2015 they will discover animals **or** animals will / may be discovered on other planets.
By the year 2016 animals will / may have been discovered **or** they will / may have discovered animals on other planets.
- 4 In 2020 world peace will be achieved **or** they will achieve world peace.
By the year 2023 world peace will / may have been achieved **or** they will / may have achieved world peace.
- 5 In 2025 food supplies will run out.
By the year 2027 food supplies will / may have run out **or** they will / may have run out of food supplies.
- 6 In 2030 war with beings on other planets will occur.
By the year 2032 war will / may have occurred with beings on other planets.

EXERCISE D

- | | |
|------------------|-------------------|
| 1 do without | 6 put ... through |
| 2 Put on | 7 put off |
| 3 done away with | 8 put up with |
| 4 put up with | 9 put off |
| 5 do ... out of | 10 do without |

EXERCISE E

- 1 Susie seems to be upset / is acting as if she's upset.
- 2 The manager seems to be / is acting as if he is worried about something.
- 3 You don't seem to understand / are acting as if you don't understand a word I'm saying!
- 4 The children don't seem to have studied / are acting as if they haven't studied this subject before.
- 5 John seemed to know / acted as if he knew exactly what I was talking about.
- 6 People don't seem to be / act as if they aren't very optimistic about the future.

EXERCISE F

- | | |
|------------------------|---------------------------------|
| 1 imitation | 6 false |
| 2 fake | 7 wrong / dishonest |
| 3 man-made / synthetic | 8 artificial |
| 4 wrong | 9 false / untrue |
| 5 lying | 10 imitation / fake / synthetic |

EXERCISE H

- 1 too difficult for the students
- 2 cheap enough for Jim to
- 3 too tight for Sally to
- 4 warm enough for the children
- 5 too small for the family
- 6 big enough for the students

**FOCUS ONE**

SB 130–131

- **SPEAKING**
Talking on your own
Discussion
- **READING**
- **VOCABULARY**
- **LANGUAGE STUDY**
More about the passive ► GS 8.2

SPEAKING**Talking on your own**

Ask students, in pairs, to read the instructions in their books and talk for about one minute.

Discussion

Now ask students to join with another pair and discuss questions 1–4. Allow 3–4 minutes, then ask different students from each group to tell the rest of the class one thing the group decided.

Extension activity

Take in some photocopies of a newspaper article about a fire (it could be in the students' mother tongue). Ask students in groups of 3–4 to prepare a short spoken news item in English to read out to the rest of the class. Ask one student from each group to read out the news item.

READING

Put the headings on the board and ask students to try and suggest what might appear under each heading in a newspaper article.

Now ask students, working on their own, to read the paragraphs of the article ignoring the headings, then, in pairs, to put the headings in the correct place in the text.

Answers

1 D 2 C 3 A 4 F 5 B 6 G

VOCABULARY

In the same pairs, ask students to do the exercise in their books and explain any other unknown or problematic words, if necessary.

Answers

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

LANGUAGE STUDY**More about the passive**

Ask students what they can remember about the passive, i.e. how it is formed, and why it is used. Refer them to the Grammar Summary if necessary.

EXERCISE A**Answers**

1 b 2 a

EXERCISE B**Answers**

- 1 match was being watched
- 2 rescuers were burned by
- 3 had been taken away
- 4 has been set up
- 5 people have been treated
- 6 is known to the
- 7 are regularly inspected by
- 8 will have to be rebuilt
- 9 stand was destroyed
- 10 was probably started by

FOCUS TWO

SB 132–133

- **LISTENING**
- **LANGUAGE STUDY**
could or *managed to*
Two meanings of *must*

LISTENING

Allow students time to read through questions 1–5 before they listen to the tape. Point out that questions 1–2 are about the first speaker, while 3–5 are about the second speaker. Play the tape once.

Tapescript

M = Man W = Woman

M: It's been a bad year for me as far as football goes. I mean, it is supposed to be good family entertainment, and it should be better than just staying at home. But this year has been terrible. First of all, I was in Brussels, and there was that riot and all those people were killed. And now there's been this fire, and more people killed. It's more like a war than a game. It's a tragedy. An absolute tragedy. As far as I'm concerned, that's it. You won't find me going to a football match again with the children – or even by myself for that matter. I've had enough. I'm even going to give up watching it on TV.

W: I didn't go to the game, but the boys went by themselves ... that's John who's 13 and Steven, he's 11. They've been to all the matches. Anyway, you can see the ground from our window, and I don't know why, but I looked out and could see all the smoke coming from the stadium, and I thought 'Oh my God, it's on fire.' Then the fire-engines started coming out and the ambulances, and then you could see the flames – they were hundreds of feet high. So I rushed downstairs as fast as I could and ran to the stadium. When I got there it was just terrible. The heat from the stand was so bad that you couldn't get anywhere near it so I went round to the main entrance. But it was impossible to get through the crowd, because there were already hundreds of people in the street shouting and screaming, and the road was completely blocked.

Well, I just stood and waited, but I couldn't see the boys because then people started coming out of one of the gates, thousands and thousands of them, and there was no hope of finding anyone. Finally, I asked a policeman how I could find out about the boys, and he told me to go to the police station. I was there for about three hours and they didn't have any news, so I went to the main hospital and they couldn't tell me anything either so I went home. I tell you, going home that night, not knowing where they were, was really terrible. I'd seen what it was like in the main police station, no one there knew what was happening, and I'd seen the hospital too, and I feared the worst. But when I got back they were both there in front of the TV, and they were OK. You can't imagine how happy I felt, you just can't imagine.

Play the tape a second time and check answers.

Answers

1 C 2 C 3 A 4 B 5 B

LANGUAGE STUDY

could or *managed to*

See if students can write two examples to show the difference between *could* and *managed to*. Check the examples, then refer students to Exercise A and B in their books and ask them to discuss the questions and answers in pairs.

EXERCISE A

Answers

1 c and d 2 b 3 a and b

EXERCISE B

Answers

1 couldn't 4 couldn't 7 could
2 managed to 5 managed to 8 managed to
3 couldn't 6 managed to 9 could

Two meanings of *must*

EXERCISE C

Put the following on the board:

You must study if you want to pass the exam.

You must be tired – you've been up since 4.30 this morning!

Ask students if they can explain the different meanings of *must* in both sentences, then refer them to the exercise in their books.

Answers

1 Sentences b, c, d
2 Sentences a, e, f

EXERCISE D

Answers

1 must provide 4 must not be locked
2 must check 5 must not happen
3 must be cleared away 6 must not forget

EXERCISE E

Answers

1 must be worried
2 must know
3 must be feeling
4 must be looking
5 must have realized
6 must have seen
7 must have been smoking
8 must have been watching

EXERCISE F

Students could do this exercise in pairs, taking it in turns to read out one of the sentences and write down what the other speaker might say next.

Suggested answers:

- 1 You must work harder.
- 2 You must give up.
- 3 She must have been terrified.
- 4 She must be exhausted.
- 5 I must have fallen asleep at the wheel.
- 6 He must have been arrested.
- 7 You must write to her regularly.
- 8 You must be back before 12.

FOCUS THREE

SB 134–135

■ READING

■ VOCABULARY

Words with many meanings

READING

Explain to students that in order to do this exercise they will have to skim read the paragraphs several times to find the information they need, and sometimes there is more than one answer to each question. Ask students to read through the questions first, then skim read the whole article before trying to decide where the information they require appears. Make sure that students know exactly what the questions mean, e.g. you need to understand *impressed by* to find the answer to one question. Tell students not to be put off by such a lot of text: it may seem a difficult task at first but, once they learn to spot the information they are looking for, it is not so difficult. For example, the fact that Marc was: *super-human. He pulled those people out of the water as if they weighed nothing.*

tells the reader that the writer was *impressed by a colleague's strength*. Tell students that to find the answers, they should not rely simply on 'word spotting', but on looking for the same information expressed in a different way, as in the example above.

Answers

- 1 B 2 A 3 D 4 A 5 C 6 C 7 B 8 D
 9 A 10 C 11 B 12 D 13 C 14 A
 15, 16 C / D in either order

VOCABULARY

Words with many meanings

Before doing this exercise, write the words on the board and ask students if they can think of different meanings for them.

EXERCISE A

Now ask students, in pairs, to choose the meaning of the words as they are used in the article.

Answers

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

EXERCISE B

In the same pairs, students can use one of the words to complete sentences 1–8.

Answers

- | | | |
|-----------|------------|---------|
| 1 clear | 3 match | 5 Party |
| 2 strange | 4 run over | 6 just |

FOCUS FOUR

SB 136

■ WRITING

Composition 3

WRITING

Composition 3

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the composition and, in pairs, find the ten words which should not be there.

Answers

- | | |
|--------------|------------------|
| it (line 1) | the (line 20) |
| an (line 6) | got (line 22) |
| of (line 11) | itself (line 24) |
| up (line 13) | they (line 27) |
| us (line 14) | will (line 28) |

EXERCISE C

In the same pairs, ask students to answer questions 1–3 in their books.

EXERCISE D

Ask students, in different pairs, to discuss the statement following aspects 1–4 in their books. When they have finished, ask them to compare their conclusions with another group.

EXERCISE E

Ask students to read through the notes carefully, then write the article in D, either in class, or for homework.

Extension activity

Students could write another composition entitled: *Sport is no longer a game: it is big business. Do you agree?*

FOCUS FIVE

SB 137

■ REVISION AND EXTENSION

REVISION AND EXTENSION

EXERCISE A

Answers

1 A 2 B 3 C 4 D 5 C 6 A 7 A 8 A
9 B 10 B 11 B 12 C 13 D 14 C 15 A

EXERCISE B

Answers

1 must 3 needn't 5 must
2 mustn't 4 needn't 6 mustn't

EXERCISE C

Answers

1 have to 3 don't have to 5 have to
2 can't 4 don't have to 6 can't

EXERCISE D

Answers

1 is too young
2 always difficult to remember
3 money has been found

- 4 must have been broken
- 5 isn't tall enough
- 6 is supposed to be a
- 7 must be told
- 8 wouldn't put up with
- 9 should have told me
- 10 may have died
- 11 must be tired
- 12 must have been surprised
- 13 needn't have done
- 14 could have done
- 15 hadn't been driving so

WORKBOOK KEY

WB 78–81

EXERCISE A

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

EXERCISE B

Earth: landslide, earthquake, avalanche

Wind: hurricane, sandstorm, blizzard, typhoon

Fire: eruption, forest fire

Water: flood, tidal wave, drought

- | | |
|-----------------------|------------|
| 1 (volcanic) eruption | 4 blizzard |
| 2 avalanche | 5 drought |
| 3 hurricane, typhoon | 6 flood |

EXERCISE C

- | | |
|--------------------------|---------------------|
| 1 I could speak | 4 I could speak |
| 2 I even managed to pass | 5 I managed to have |
| 3 I couldn't understand | |

EXERCISE D

B7 C2 D3 E5 F8 G1 H4

- 1 must be met
- 2 must have come in
- 3 must have been driving
- 4 must do your homework
- 5 must have been stolen
- 6 he must be working

EXERCISE E

- | | | |
|-------|---------|---------|
| 1 of | 6 a | 11 ✓ |
| 2 ✓ | 7 could | 12 have |
| 3 too | 8 more | 13 ✓ |
| 4 to | 9 are | 14 they |
| 5 ✓ | 10 are | 15 been |

EXERCISE F

1 A 2 B 3 B 4 B 5 B 6 C 7 D 8 A
9 B 10 C 11 C 12 B 13 A 14 A 15 D

EXERCISE G

Present continuous

- 1 are being carried out
- 2 is being diverted
- 3 is being widened
- 4 is causing
- 5 are being advised

Present perfect

- 1 have swept
- 2 have been burned
- 3 have been destroyed
- 4 has been killed
- 5 have been injured
- 6 have been warned
- 7 have cancelled
- 8 have been arranged

Past perfect

- 1 had been set off
- 2 had taken
- 3 had stolen
- 4 had broken
- 5 had been
- 6 had been taken

Past continuous

- 1 was being transferred
- 2 was trying
- 3 was being held
- 4 was being questioned
- 5 was being searched
- 6 were helping

Simple present

- 1 needs/need
- 2 provide
- 3 are answered
- 4 go
- 5 are not given
- 6 are supported
- 7 is needed

Simple past

- 1 lost
- 2 fell
- 3 was torn off
- 4 was taken
- 5 worked
- 6 sewed
- 7 was said



FOCUS ONE

SB 138–139

- SPEAKING
Talking on your own
Discussion
- READING
- SPEAKING
- LANGUAGE STUDY
in case and if ► GS 6.6

SPEAKING

Talking on your own

In pairs, ask students to talk on their own for about a minute, following the instructions in their books. Ask students to read out the task for each other, rather than read it themselves from the book.

Discussion

In small groups, allow 3–4 minutes for students to discuss questions 1–3, then ask them to compare their ideas with another group.

Extension activity

Ask students in groups to decide what food they would prepare for a special celebration meal. Encourage students to give reasons why they would choose certain dishes.

Allow 3–4 minutes for them to produce their menu for the meal, then ask each group to present their ideas to the rest of the class.

READING

EXERCISE A

In pairs, ask students to read sentences A–H and try to imagine what might come before or after them. Ask students to read aloud a sentence each from the text, then, in the same pairs, see if they can decide which sentence best fits each gap.

Answers

1 F 2 H 3 D 4 C 5 A 6 B 7 G

EXERCISE B

Suggested answers

- 1 He may be a private detective, or a journalist.
- 2 She may want him to investigate the people in the photograph, or she may have a suggestion to make to him.
- 3 The man reads the notes and they discuss them.

LANGUAGE STUDY

in case and if

Put the following sentences on the board:

I'll take an umbrella in case it rains.

I'll take an umbrella if it rains.

Ask students which sentence suggests:

- a) that it could be raining when the speaker takes the umbrella.
- b) that it might look like rain when the speaker takes the umbrella.

Answers

I'll take an umbrella in case it rains. b)
I'll take an umbrella if it rains. a)

EXERCISE A

Ask students, in pairs, to match sentences a)–d) with sentences 1–4.

Answers

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

EXERCISE B

Remind students that *will* is never used after *in case*. Point out also that *in case* is used with expressions like *in case of emergency*.

Answers

- 1 in case it rains
- 2 in case there is a
- 3 in case someone tries to rob

- 4 in case I don't see
- 5 in case the boss is
- 6 in case it is
- 7 in case I forget
- 8 in case someone is watching

FOCUS TWO

SB 140–141

■ SPEAKING

Talking on your own
Discussion

■ LISTENING

■ VOCABULARY

Phrasal verbs with *make*

■ LANGUAGE STUDY

if or *whether*? ► GS 6.6
a, *an* or *some*? ► GS 3

■ VOCABULARY

SPEAKING

Talking on your own

In pairs, ask students to talk for about one minute, following the instructions in their books. If there is an extra student, he / she can read out the instructions for the other two, listen while they are talking and make a note of any mistakes they make.

Discussion

In the same pairs, ask students to discuss questions 1–5, then compare their choices with another pair.

LISTENING

EXERCISE A

Explain to students that they will hear a scene from a radio play. Allow time for them to read through questions 1–8, then play the tape once.

Tapescript

A man and a woman are sitting in an expensive restaurant in Beverly Hills, not far from Hollywood. They are looking at a photograph of two people, which the woman has brought with her.

- A: You know who *she* is, I suppose.
 B: Of course. And the man? Who's he?
 A: Carl Earlham. Ever heard of him?
 B: No, I'm afraid not.
 A: He was one of her favourite photographers. He was her friend ...

he spent a lot of time with her just before she died, in '62.

- B: Where is he now? What's he doing?
 A: He's dead. He died last year. I knew him well. Very well. Do you understand?
 B: I think so.
 A: Well? Are you interested?
 B: In what?
 A: In using the information in the book you're writing about her, of course. You *are* doing some research into her death, aren't you?
 B: Yes, but ... I'm not sure. How did you know I was writing such a book?
 A: Someone told me.
 B: Who?
 A: Just a friend. I have a lot of friends.
 B: What's the name of your friend?
 A: That doesn't matter! The only thing that matters is whether you want the information or not.
 B: What information?
 A: It's all in the letters.
 B: Letters? What are you talking about?
 A: She wrote Earlham several letters before she died. She told him all about things like her relationship with someone very ...
 B: Look. A lot of people say they've got letters like that. And just about everyone in Hollywood can tell stories about what happened just before she died.
 A: What I've got isn't a story. I'm not making it up! It's the truth. In her own handwriting. I can prove she wrote the letters. And what's in them is dynamite. Pure dynamite.
 B: Are you sure? It isn't exactly news any more, is it? It happened more than 25 years ago.
 A: It's still dynamite.
 B: How did you get hold of these letters?
 A: I told. I was Earlham's friend. We were ... very close. He gave me the letters before he died. Well? Do you want to see the letters?
 B: That depends.
 A: On what?
 B: On what you want in return.
 A: Money, of course.
 B: I thought so. How much?
 A: \$100,000.
 B: That's a lot of money.
 A: Yes, and it's worth it! Every penny. Look, I hope you understand what I'm offering you. Letters. *Her* letters. Some of which she wrote only a few days before she died.
 B: Yes.
 A: Yes? Yes, what?
 B: Yes, I understand.
 A: Well, you'd better decide whether you want them or not. And you'd better decide quickly! Because if you don't want them, I know a lot of other people who will! And believe me! \$100,000 is nothing to pay. Not for these letters. Marilyn's letters! Marilyn Monroe's letters!

Play the tape again if necessary, and ask students to make their final choice of answer.

Answers

- | | | |
|---------|---------|---------|
| 1 True | 4 False | 7 True |
| 2 True | 5 True | 8 False |
| 3 False | 6 True | |

EXERCISE B

Ask students, with a partner, to ask and answer questions 1 and 2.

Suggested answers

- 1 She is trying to sell him some letters.
- 2 Either he is going to buy the letters or she is going to sell them to someone else.

VOCABULARY

Phrasal verbs with *make*

Ask students if they know any phrasal verbs with *make*. Put a list on the board. If they have not already mentioned *make* with *up*, *out* and *for*, add these to the list. See if students can guess the meanings of these three phrasal verbs before doing exercises A and B.

EXERCISE A

Answers

- | | | |
|-------|-------|-----------|
| 1 up | 3 for | 5 make-up |
| 2 out | 4 out | 6 up |

EXERCISE B

Answers

- | | | |
|------------|-----------|------------|
| 1 make out | 3 make-up | 5 make up |
| 2 make out | 4 make up | 6 make for |
- 'make-up' in 3 is a noun from a phrasal verb

LANGUAGE STUDY

if or *whether*

Remind students that *if* and *whether* have the same meaning. Ask students if there is any difference in how they are used.

Suggested answers

if is used in conditional sentences and indirect questions.

whether is used in indirect questions, particularly when they are followed by *or not*. It is also used before an infinitive.

EXERCISES A and B

Now ask students to complete sentences 1–6 in their books.

Answers

- | | | |
|----------------|----------------|-----------|
| 1 if / whether | 3 if / whether | 5 whether |
| 2 whether | 4 whether | 6 if |

a, an or *some*?

EXERCISE C

Answers

- | | | |
|--------|--------|---------|
| 1 some | 5 an | 8 some |
| 2 some | 6 some | 9 a |
| 3 a | 7 some | 10 some |
| 4 some | | |

VOCABULARY

Word building

EXERCISE A

Explain that *-ful* at the end of certain words (as a suffix) can mean 'with', and that *-less* means 'without'.

Ask students to complete the table using *-less* or *-ful* where possible.

Answers

careless	care	careful
—	awe	awful
—	beauty	beautiful
painless	pain	painful
helpless	help	helpful
hopeless	hope	hopeful
harmless	harm	harmful
endless	end	—
restless	rest	restful
useless	use	useful

EXERCISE B

Ask students, in pairs, to read the sentences aloud to each other and put the correct missing words in the spaces.

Answers

- | | | |
|-------------|--------------|-------------|
| 1 loveless | 4 skilful | 7 childless |
| 2 beautiful | 5 wonderful | 8 sleepless |
| 3 powerful | 6 successful | 9 careless |

FOCUS THREE

SB 142–143

- USE OF ENGLISH
- LISTENING
- VOCABULARY
- LANGUAGE STUDY
had better (not) ► GS 15.1.3

USE OF ENGLISH

Answers

- | | | |
|-----------|---------|-----------------|
| 1 whether | 6 on | 11 in |
| 2 can | 7 would | 12 up |
| 3 was | 8 for | 13 if / whether |
| 4 what | 9 the | 14 had |
| 5 that | 10 have | 15 to |

LISTENING

Allow students time to read through questions 1–4 before listening to the tape for the first time. Play the tape once.

Tapescript

- A: Well, have you made up your mind?
B: Yes, I have.
A: Well?
B: You'll have the \$10,000 in advance.
A: In cash. I don't want cheques or anything like that.
B: That can be arranged.
A: There's one more condition. Are you listening?
B: Go on.
A: You can't keep the letters. Not until you've paid the rest of the \$100,000.
B: But that's impossible. How can the handwriting expert examine the letters unless we keep them?
A: I'll bring them to your hotel the day after tomorrow. Make sure your expert is there ... in your room ... you'll have an hour to examine them. And I'll be in the room with both of you all the time!
B: That isn't long enough to prove they're really her letters.
A: Yes, it is! Your expert can bring copies of Monroe's handwriting with him. If he can't decide in an hour, he isn't an expert.
B: I ... I don't know ... how c...
A: That's my offer. Take it or leave it! Decide now. Well?
B: All right.
A: Good.
B: But I have a condition, too.
A: What?
B: I need at least two hours to make sure I can find a handwriting expert who's willing to do the tests the day after tomorrow.
A: Oh no!
B: Oh, yes! That's *my* condition. Now *you* can take it or leave it! And you'd better make up your mind *now*.
A: All right. I'll phone back in exactly two hours!

Play the tape a second time and ask students to make their final choice of answer.

Answers

- 1 B 2 B 3 C 4 B

VOCABULARY

EXERCISE A

Put the words on the board and ask students if they can explain, or demonstrate, the differences between them, then ask them to match the words with the definitions in their books.

Answers

- | | | |
|--------|--------|-----------|
| 1 lick | 3 chew | 5 sip |
| 2 bite | 4 gulp | 6 swallow |

Now read out the words in a jumbled order and ask different students to demonstrate what they mean.

EXERCISE B

Answers

- | | | |
|-------------|----------|--------------------|
| 1 chew | 3 sip | 5 bite |
| 2 swallowed | 4 licked | 6 gulp ... chewing |

LANGUAGE STUDY

had better (not)

Introduce the expression by giving students an example such as: *We'd better learn this before the lesson ends!*

Ask students what they think *'d better* means, and what *'d* stands for (*had*), then refer them to exercise A in their books.

EXERCISE A

Answers

- 1 b, c 2 a

EXERCISE B

Answers

- | | |
|--------|---------|
| 1 see | 3 drink |
| 2 take | 4 be |

EXERCISE C

Answers

- 1 You'd better put something warm on.
- 2 You'd better hurry up.
- 3 You'd better not go down that street.
- 4 You'd better not drink that.

- WRITING
Transactional letter 5

WRITING

Transactional letter 5

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in their answer.

EXERCISE B

Ask students to read the two sample answers and, in pairs, choose the better one, giving reasons for their choice.

Answer

Sample A is better because of the organization.

EXERCISE C

Ask students, in pairs, to read the writing task and discuss what might appear in their letter.

EXERCISE D

Ask students to read through the notes carefully then write the letter in C, either in class, or for homework.

FOCUS FIVE

- REVISION AND EXTENSION
- LISTENING

REVISION AND EXTENSION

EXERCISE A

Answers

- 1 C 2 A 3 A 4 D 5 B 6 A 7 D 8 C
9 C 10 B 11 A 12 D 13 B 14 A 15 C

EXERCISE B

Answers

- 1 had better make your mind
- 2 in case I am out
- 3 whether or not
- 4 will be painless
- 5 had better not go
- 6 make the cheque out / make out the cheque

LISTENING 

Tapescript

- A:** Could you tell us a little bit about stencilling, because I know that's one of the techniques that you use.
- B:** Well, with stencilling you can just decorate a small part of a room if you want, unlike some of the other techniques we were talking about. Essentially, stencilling involves cutting out a shape on a piece of paper, for example, the shape of a rose; and then you put the paper on the wall and paint over the shapes you've cut out, so that when you take the paper away, you are left with the shape you want on the wall.
- A:** What kind of designs work best?
- B:** Well, that depends on the house you're working in, but on the whole, simple, clear designs are the most effective. Stencils with patterns of leaves or flowers work very well, I find. You can, of course, use more than one colour – for example, if you were doing the stencil of the rose that I mentioned, you would have one stencil of the leaves – only the leaves – and paint that onto the wall, and another stencil of the flower, which you would paint on afterwards.
- A:** Um, what kind of paint do you use?
- B:** I use special stencilling paints which you can buy in most good art shops these days, and they come in a nice wide range of colours, but if you can't get hold of them, then just ordinary cans of spray paint will do. Obviously you have to be careful with spray paint not to cover all the furniture with it. But it can give quite good results and, of course, it's much faster than using a paintbrush, so I sometimes use it myself if I've got large areas to cover. The one thing that I don't like about it is that you can't really control the colours as well as you can with a paintbrush.
- A:** Um, what are the advantages of stencilling over other techniques?
- B:** The nearest other technique is using wallpaper really, and the problem there is that you're limited to what you can find in the shops. With a stencil you can choose almost any pattern you like and any colour. One of the nice things is that with a stencil, you can make a pattern to match the other furniture or decoration in a room. I was working in a hotel in Charlbury the other day and I noticed a really nice pattern in the carpet; so I made a stencil of the pattern and used it in one of the rooms and it looked very good.
- A:** We've talked about stencilling walls, but is there anything else you can use stencils on?
- B:** Oh, yes, absolutely. You can use stencils on furniture – er, wooden mainly, tables and chairs, and of course on fabrics like cotton and silk. Stencilling fabrics can be very satisfying and very exciting. In the home you can make your own cushions or curtains or tablecloths, for example. If you like you can even use stencils to make patterns and designs on clothes – I've seen some lovely jackets and dresses made using stencils. You do

need to use special fabric paint though, which is different from what you use for the walls, because your fabrics need to be washable. In fact, fabrics tend to be best for beginners, because you can practise on a small piece of cloth. A lot of people are – quite understandably – a bit afraid of stencilling a piece of furniture or a wall in case something goes wrong, so fabrics are a good place to start.

Answers

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

WORKBOOK KEY

WB 82–85

EXERCISE B

- | | | |
|-----------|-------------|---------------|
| 1 subtle | 4 impulsive | 6 insincere |
| 2 revenge | 5 pushy | 7 sympathetic |
| 3 insult | | |

outgoing: reserved

thinker: doer

bright: dull

lively: quiet

serious: light (reading)

EXERCISE C

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

C is not needed.

EXERCISE D

- Tell me the telephone number again in case I forget.
- We can stay at the Ritz hotel if they have a room.
- We'll go to the theatre if we have time.
- I'll take my credit card in case we spend more than we expected to.
- We really don't know whether to stay for the whole week or not.
- We'll order a taxi to take us to the station in case it's raining!
- We'll put our valuables in the hotel safe in case they get stolen.
- It's difficult to decide whether to go by train or bus.

EXERCISE E

- had made up the story / had made the story up
- make out a cheque / make a cheque out
- to make up
- couldn't make out
- had made for

EXERCISE F

- | | |
|------------------|-------------------------------|
| some advice | an office |
| some homework | an exercise (in a workbook) / |
| some furniture | some exercise (physical) |
| some work | a sofa |
| an assistant | some baggage |
| some help | some news |
| some information | a newspaper |
| a handbag | a job |

EXERCISE G

- | | | |
|-------------|----------------|-----------|
| 1 desirable | 5 enthusiastic | 8 harmful |
| 2 beautiful | 6 careful | 9 painful |
| 3 endless | 7 helpful | 10 able |
| 4 careless | | |

EXERCISE H

(suggested answers)

- You'd better not have anything else to eat.
- You'd better pay attention / not fall asleep.
- You'd better tell your parents.
- You'd better have a rest.
- You'd better work / study hard / revise.
- You'd better not forget your passport. / You'd better remember your passport.
- You'd better slow down.
- You'd better find a service station.
- You'd better have / get a haircut.
- You'd better hurry up.



FOCUS ONE

SB 146–147

- SPEAKING
Talking on your own
Discussion
- READING
- LANGUAGE STUDY
Cause and result in conditional sentences ► GS 4.3

SPEAKING

Talking on your own

EXERCISE A

Ask students in pairs to talk on their own for one minute, following the instructions in their books. This time, ask them to say briefly (for a maximum of 20 seconds) whether they agree with what their partner has said.

Discussion

EXERCISE B

Ask students to join with another pair and discuss questions 1–4 in their books. Allow about five minutes, then ask different members of each group to tell the rest of the class one thing the group decided.

READING

EXERCISE A

Ask students to read through the text quickly to get an idea of what it is about, before reading the multiple choice questions and answering them.

Answers

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

EXERCISE B

In small groups, ask students to do questions 1–6 in their books, then compare their answers with those of another group. Answers will depend on students themselves.

LANGUAGE STUDY

Cause and result in conditional sentences

EXERCISE A

Explain to students that the *cause* is the reason why something happened, whereas the *result* is what happened as a consequence of another action. In other words, the cause tells you what happened before; the result, what happened afterwards.

Now ask students to decide which is the cause and which the result in a–d in their books.

Answers

a), b) Cause: ... *they had spent all their lives in a small village.*

Result: *My parents reacted in this way...*

c), d) Cause: ... *her only other child had died as a baby.*

Result: *My mother was very possessive...*

EXERCISE B

Ask students to rewrite sentences 1–8 using *if*. Check that they understand the pattern of this third conditional, i.e. *If* + the past perfect + the past conditional.

Answers

- 1 Mary wouldn't have been shy with boys if her father had let her meet them.
- 2 If Tom hadn't been so pleasant she wouldn't have been attracted to him.
- 3 Tom wouldn't have wanted to marry her if she hadn't been rich.
- 4 If her father hadn't thought Tom was a prince, he wouldn't have liked him.
- 5 If Mary hadn't had such little experience of men, she wouldn't have believed him.
- 6 If she hadn't thought he really loved her, she wouldn't have married him.
- 7 If he hadn't been so terrible to her, she wouldn't have shot him.
- 8 None of this would have happened if her father hadn't been so foolish.

■ USE OF ENGLISH

■ SPEAKING

■ VOCABULARY

Phrasal verbs with *get*
between or *among*? ► GS 10.1, 10.3

■ LANGUAGE STUDY

it's time

USE OF ENGLISH

EXERCISE A

Answers

1 C 2 C 3 C 4 A 5 D 6 D 7 B 8 A
9 A 10 A 11 A 12 B 13 B 14 D 15 B

SPEAKING

Ask students to work in small groups. Walk round helping where necessary and making suggestions for other questions to ask. Put students' suggestions on the board. When groups have compared questions, decide which questions are the most important.

VOCABULARY

Phrasal verbs with *get*

EXERCISE A

Put all the verbs on the board with students' books closed. See if students can remember what some of the verbs mean.

Now refer them to the exercise in their books and ask them to match the verbs with the meanings.

Answers

- get over something = recover from
- get together = meet together
- get something back = regain possession of
- get out of something = escape or avoid something
- get round to something = find time to do something
- get up = get out of bed
- get on / along with = have a good relationship with
- get something across = explain what you mean
- get someone down = depress
- get away with something = escape being punished

EXERCISE B

Answers

- | | |
|-----------------|------------------|
| 1 get together | 6 get on with |
| 2 get over | 7 got away with |
| 3 gets ... down | 8 get ... across |
| 4 get up | 9 get round to |
| 5 got out of | 10 get ... back |

between or *among*?

Ask students what they think the difference in meaning is in these two words.

Suggested answer

between means 'in the middle of two'.
among means 'in the middle of more than two' or 'surrounded by many'.

Now ask students to complete the exercise in their books.

Answers

- | | | |
|-----------|-----------|-----------|
| 1 between | 4 between | 7 among |
| 2 among | 5 between | 8 between |
| 3 among | 6 among | |

LANGUAGE STUDY

it's time

Write the following on the board:

It's time to go home.

It's time we went home.

Ask students if they notice any differences in construction and / or meaning between the two sentences, then refer them to the exercises in their books.

EXERCISE A

Answer

b

EXERCISE B

Answer

d

EXERCISE C

Answers

- 1 It's time you found a job.
- 2 It's time I got out of bed.
- 3 It's time we had a talk about this problem.
- 4 It's time you got married.
- 5 It's time I had a holiday.
- 6 It's time we got down to work.
- 7 It's time you bought some new clothes.
- 8 It's time the government did something about this problem.

EXERCISE D

Possible answers

- 1 It's time you learned to tie your shoelaces.
- 2 It's time you got your shower fixed.
- 3 It's time I took it to the garage.
- 4 It's time I paid those bills.
- 5 It's time you got down to work.

FOCUS THREE

SB 150–151

- SPEAKING
Problem solving
- LISTENING
- SPEAKING
Discussion
- VOCABULARY
- LISTENING

SPEAKING

Problem solving

Answers will depend on students themselves.

EXERCISE B

Answers

- | | |
|-----|-------------------------------|
| 1 B | 9 D |
| 2 C | 10 B |
| 3 D | 11 D |
| 4 C | 12, 13 C, D (in either order) |
| 5 D | 14 B |
| 6 A | 15 C |
| 7 B | 16 B |
| 8 B | |

LISTENING

Ask students to read through the information about speakers A–E before listening to the tape. Play the tape once and ask students to match the information with the five speakers they hear on tape.

Tapescript

Speaker 1

I was born in a small village in Ireland near Cork, and personally I couldn't wait to get out of it. People say that village life is so much better than life in a city like London ... and half the people I've got to know here say that they would rather be living in a village somewhere, but to my mind, they don't really know what village life can be like, and it's very unrealistic of them. As far as I can see, most people in villages spend their whole time gossiping about each other, they've nothing else to talk about. And it's impossible to keep anything private from them. Your life is everybody's property, and ... and when you're young, that's a very difficult thing to cope with on top of your parents.

Speaker 2

I've lived in London for a year because I am going to do a degree in English at university, and I wanted to improve my standard of English and get to know a bit about the culture. I can't say that it has been a very good experience for me, but it's OK. But it is very hard for people who are not English to meet new people because the English are very suspicious. You have to be introduced because the English don't like talking to strangers. But I'm not lonely because I have met up with some other French people and we have a small group of friends, so we enjoy ourselves, and of course the theatres and operas and so on are fantastic, much better than the town where I come from.

Speaker 3

I've been living in London for three years, and I still don't think I've got used to it. Life is well ... very impersonal here ... people in the South of England are rather unfriendly compared with people in the North. I come from a rather small town in Lancashire called Omskirk ... it's close to both Liverpool and Manchester. So ... uh perhaps I'm just not the sort of person to live in London. For one thing, I find it very difficult to get through to people and to talk about anything important. They're all so indifferent. Perhaps it's just because they get so tired just travelling to and from work. In Omskirk I had plenty of good friends. Here in London I have very few what I would call real friends. In fact I don't have any. Acquaintances, that's what they are. I know a lot of people, but I haven't got any friends. Perhaps it's my fault; I do find it difficult to talk to people I don't know, and it does take a while for me to get over my shyness.

Speaker 4

I don't come from around here, you probably know already, and I'm over here to do a bit of research for the company I work for back home. It's a six-month project, and I've only been here for a few weeks and I love it. People say the British are kinda cold, but I don't think so. But I do find if you don't talk, they don't talk back, so if you want to get to know them, you've got to do a bit of work. I guess they're a bit shy. But I know a lot of people now, and I think maybe some of them will come see me back in my home town in Indiana.

Speaker 5

I wouldn't want to be anywhere else, to tell you the truth. I don't mind going off to the country for a weekend every now and then, but it is desperately boring. I can't see any reason to leave London. You can do absolutely anything you want here – there are jobs, universities, cinemas, parks – you name it. And the other thing is

that when you've been brought up here like me, you know people wherever you go. And it's wrong to think of London as just one big city – it's not like that at all. It's much more like a whole group of small villages, and they're all different. But I suppose it takes a while to see that, and it's probably quite difficult for outsiders to feel at home here.

Play the tape again and ask students to check their answers.

Answers

Speaker 1 D Speaker 4 B
 Speaker 2 E Speaker 5 A
 Speaker 3 F

SPEAKING

Discussion

In small groups, ask students to discuss questions 1–5, then compare their opinions with those of another group.

VOCABULARY

EXERCISE A

Answer

The words in column B have a negative prefix.

EXERCISE B

Answers

1 unable	10 unhappy
2 inaccurate	11 insensitive
3 impossible	12 unreasonable
4 impolite	13 unwilling
5 irresistible	14 displeased
6 irregular	15 unpleasant
7 disloyal	16 inconvenient
8 disorderly	17 incorrect
9 unlucky	18 uncertain

LISTENING

Ask students to read through the notes carefully before listening to the tape for the first time. Play the tape once and ask students to make notes as they listen.

Tapescript

R = Reporter D = Director

- R: How many members have you actually got?
 D: In round numbers, 42,000.
 R: What is the average age of a typical member?
 D: We don't think in terms of a typical average age. However, we do divide our members into three age-groups ... and the biggest of these is the group between 21 and 25 ... sixty per cent of our members fall into that group ... the next largest group is between 26 and 29 ... twenty-eight per cent of our members belong to this group ... and the smallest group is the youngest ... between 17 and 20, and only twelve per cent of our members fall into this category.
 R: All your members have to pay an entry or initial fee, is that right?
 D: Yes. It costs £50 to join.
 R: And what happens then?
 D: We give them a personality test and our computer works out a list of potential partners. The new member can choose up to three people from each list and we arrange a meeting.
 R: Does that cost anything?
 D: Well, there is a charge of £10 for each list, but no charge for the meetings we arrange.
 R: Do you know how many of your members are actually satisfied with the service you provide?
 D: Yes. By far the majority are satisfied. Only an insignificant percentage are not.
 R: Well, can you give me exact figures? Or better, what percentage of your members say they are satisfied?
 D: Almost eighty per cent.
 R: Almost?
 D: Yes. To be exact, seventy-nine and a half per cent.
 R: Yes. But doesn't that leave twenty per cent who are dissatisfied? And can you really say that twenty per cent is an insignificant percentage?
 D: No.
 R: No? So you adm...
 D: Just a moment, please. I answered 'no' to your first question. Not the second.
 R: Which ... which question was that?
 D: No, it doesn't leave twenty per cent who are dissatisfied. It leaves in fact only five per cent. I wish it were lower than that. But I still don't think five per cent is significant.
 R: Well, what about the other fifteen per cent? I mean, what happened to them?
 D: I was coming to that. Fifteen per cent of our members said they didn't know if they were satisfied or dissatisfied with the service we provided ... they said they needed more time to decide.

Now play the tape again and ask students to make their final decisions about their answers.

Answers

- 1 60% of members
- 2 28% of members
- 3 £50
- 4 a personality test
- 5 a list of potential partners
- 6 up to three people (from each list)
- 7 free
- 8 satisfied
- 9 they didn't know (whether they were satisfied or dissatisfied)

■ **WRITING**

Story 3

WRITING

Story 3

Ask students to read the information at the top of the page.

EXERCISE A

Ask students in pairs or groups to put the sentences in each paragraph in the correct order.

Answers

Para 1 : b, a, c

Para 2 : e, g, f, h, d

Para 3 : k, i, m, l, j

Para 4 : q, n, s, r, o, p

EXERCISE B

In the same pairs or groups, ask students to find the information asked for in the story in A.

EXERCISE C

Ask students on their own to choose the best word to complete 1–10.

Answers

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

7 A 8 B 9 C 10 A

EXERCISE D

Ask students, in pairs, to read the writing task and discuss what might appear in their life history.

EXERCISE E

Ask students to read through the notes carefully, then write the life history, either in class, or for homework.

■ **REVISION AND EXTENSION**

if, unless, when or in case? ► GS 6.6

Conditional 3

Mixed conditional forms

Other mixed forms

if, unless, when or in case?

EXERCISE A

Answers

1 when

4 unless

7 if

2 in case

5 when

8 unless

3 If

6 in case

Conditional 3

EXERCISE B

Answers

B: would have passed

had had

had seen

would have stopped

had stopped

would have been able

had not used

would have run over

had not used

would not have gone

had listened

would have understood

would not have used

had not run

EXERCISE C

Answers

1 If you hadn't been careless, you wouldn't have had an accident.

2 If you hadn't had an accident, you wouldn't have failed the test.

3 If you hadn't tried to kill the driving examiner, the police wouldn't have arrested you.

4 If you hadn't been arrested, you wouldn't have lost your job.

5 If you hadn't been careless, none of the other things would have happened.

Mixed conditional forms

EXERCISE D

Answers

1 He wouldn't be angry if he hadn't failed his test.

2 The streets wouldn't be wet if it hadn't rained hard last night.

3 If Bill wasn't such a terrible driver, he wouldn't have had so many accidents.

- 4 If people didn't drive so fast, there wouldn't have been so many accidents recently.
- 5 If we had had more rain, there wouldn't be a water shortage.

Other mixed forms

EXERCISE E

Answers

- 1 went
- 2 hadn't gone
- 3 hadn't gone, wouldn't feel
- 4 had been
- 5 wouldn't break were
- 6 would get
- 7 had been wouldn't be
- 8 realized ... won't have rains
- 9 had ... won't be able stop

WORKBOOK KEY WB 86-89

EXERCISE A

1 B 2 C 3 D 4 C 5 C 6 A 7 B

EXERCISE B

- 1 If I hadn't had a baby, I wouldn't have given up my job.
- 2 If my husband hadn't lost his job, we wouldn't have come back to England.
- 3 If my husband hadn't found another job, we wouldn't have stayed in England.
- 4 If I hadn't had another baby, I wouldn't have got a part-time job.
- 5 If we hadn't saved some money, we wouldn't have been able to buy a house.
- 6 If we hadn't bought a large four-bedroom house, we wouldn't have found it difficult to make ends meet.
- 7 If we hadn't worked hard for many years, we wouldn't have finished paying for the house.
- 8 If we hadn't won the lottery, our problems wouldn't have disappeared.

EXERCISE C

- 1 get away with doing
- 2 gets round to doing
- 3 getting together for
- 4 getting up early
- 5 at getting his ideas across
- 6 took ages to get over
- 7 really getting me down
- 8 got it back

EXERCISE D

- | | |
|------------------------|-----------------|
| 1 an historian | 6 a musician |
| 2 a pianist | 7 an astronaut |
| 3 a teacher | 8 a cook / chef |
| 4 a nurse / doctor | 9 an architect |
| 5 a lawyer / solicitor | 10 a pilot |

EXERCISE F

(suggested answers)

- 1 It's time Bill did his homework.
- 2 It's time the grass at the front of the house was cut.
- 3 It's time Michael left home.
- 4 It's time we went home.
- 5 It's time I had a break.
- 6 It's time the government changed its policies.
- 7 It's time the company took on some more staff.
- 8 It's time we bought a new remote control.

EXERCISE G

- 1 've / have been working
- 2 don't get
- 3 'll go
- 4 had
- 5 can / could
- 6 'll / would go
- 7 hadn't gone
- 8 would have spent
- 9 would you like
- 10 had
- 11 've / have always wanted
- 12 was

EXERCISE H

im-: impolite impossible

un-: unnecessary unlucky unfriendly uncertain

dis-: disorderly dissatisfied displeased

ir-: irresistible irregular irreligious

in-: inaccurate insensitive intolerant inconvenient

- 1 impolite
- 2 irregular
- 3 irresistible
- 4 unlucky
- 5 dissatisfied / displeased
- 6 inconvenient
- 7 unfriendly / insensitive / impolite / intolerant
- 8 disorderly



FOCUS ONE

SB 154–155

- SPEAKING
- READING
- VOCABULARY
- LANGUAGE STUDY
Review of phrasal verbs

SPEAKING

Ask students to study the picture without looking at the questions in their books and suggest what it could be / mean and where it could / might come from.

In pairs, ask students to discuss questions 1 and 2 in their books, then compare their opinions with another pair.

READING

EXERCISE A

Ask students to try this 'missing paragraph' reading task on their own as if they were doing it in an exam. Allow 10 minutes for them to do this, then ask them to compare their answers with another student.

Answers

1 B 2 F 3 D 4 A

EXERCISE B

Divide the class into small groups and ask them to discuss what helped them to choose their answers if they were correct.

VOCABULARY

Answers

1 desert	4 plain	7 develop
2 inhabited	5 general	8 disprove
3 destroy	6 ordinary	

LANGUAGE STUDY

Review of phrasal verbs

Again, allow students to do this exercise on their own before comparing their answers with a partner. When they have finished, ask students if they can explain what the phrasal verbs mean, e.g. 1 the answer is *broke (down)*, which means *collapsed* or *stopped functioning*.

Answers

1 broke	5 on	9 come
2 about	6 cut	10 come
3 out	7 came / went	11 face
4 through	8 looking	12 give

FOCUS TWO

SB 156–157

- LISTENING
Part 1
Part 2
- VOCABULARY
- LANGUAGE STUDY
General revision 1

LISTENING 

Part 1

EXERCISE A

Give students this task as a timed test. Allow students time to read through the notes in 1–5 before playing the tape. Do not stop the tape or allow them to talk to their neighbours in between the parts. Play the tape once.

Tapescript

G = Guide

G: Ladies and gentlemen, Chichen Itza is one of the most famous Mayan cities. But I should warn you that the stories behind the beautiful buildings we are about to visit can be frightening ... even ... uh ... rather horrifying.
... And here we are now in front of the Temple of Kukulcan ... the God of the Mayas. The building at the top with the flat roof is the

temple itself and, as you can see, it's quite a climb to the top. In fact, if you count the steps as we climb them, you will find that there are exactly 364 steps ... and if you count the roof, it comes to 365, the same number as the days in the year. The Mayas were very interested in astronomy, you see. Their religion was based on it, and every year they would sacrifice children to the gods in this very temple ... where you can see the carving of their god, Kukulcan, the snake with feathers.

... And now here we are at the top of the pyramid, and the building you can see behind us and to your right is the Observatory; can you see it over there, sir? With the round building on the top? Scientists believe that the Mayas made a number of important discoveries and observations of the stars in the Observatory. They knew a great deal about the planets. For instance, they knew that the earth was round as well as how long the years were on Mars and Venus.

... This wonderful building is known as 'The Temple of the Warriors'; it was probably built around 1100 AD, later than the other buildings. It is also known as 'The Thousand Columns', because of all the columns you can see around you. This is where the soldiers of the Mayas would pray before going into battle. It is believed, by the way, that the Mayas went to war mainly in order to capture prisoners from other tribes. These prisoners were sacrificed to the gods. Perhaps they spent their last days here, among the thousand columns, before the ... uh ... day of the sacrifice came.

... And now we're standing by the 'Well of Sacrifice' ... where more sacrifices used to take place. The Mayas used to throw the bodies of their victims into the black water of the well in order to make Chac, their rain god, happy. The well was thought to be bottomless. Perhaps you can imagine, ladies and gentlemen, the terrible screams of the victims just before they were sacrificed ... right here, where we are standing now.

... And this is known as the 'Ball Court' ... it was the scene of a very strange game. The purpose of the game was to throw a hard rubber ball through one of the rings you can see in the middle of the court. It seems that the captain and sometimes the players of the losing team were beheaded after the end of a game. Perhaps we would win the next World Cup if we started doing the same thing to the captain and players of our national football teams?!

Answers

1 C 2 D 3 B 4 A 5 E

EXERCISE B

Allow students time to read through the information in 6–11. Now play the tape again and check the answers. (7 is the 'extra' description that is not needed.)

Answers

6 B 7 — 8 E 9 D 10 C 11 A

Part 2

Ask students to read through the notes carefully before they listen to the tape. Play the tape twice before checking students' answers.

Tapescript

Part 2

Now, ladies and gentlemen, this particular ball court was probably built in about 1194, that is to say towards the very end of the Post-Classical period. At 450 feet, or 137 metres, it's by far the longest

court to be found at any Mayan site. These two parallel walls are exactly 30 metres apart, and 8.2 metres high.

Now, it's clear that the game was very important in Mayan society, because all the other major Mayan cities have similar buildings, although many of them are smaller and date from an earlier period. We believe that the spectators would have stood along the top of the walls and looked down, so the game was a sport that was played nationally. The game could also have been important in terms of Mayan religion – there is evidence for this theory in sculptures which show people playing the game in the presence of priests and kings.

We get a fairly good idea of the rules of the game from Mayan carvings. It appears that there were usually two sides, and between six and nine members on each team. The aim was to get the ball through one of the iron rings at the top of the wall – a little like a basketball net – except that the players couldn't use their hands, and had to kick the ball with their feet, or knees or elbows. The penalty for losing was sometimes death; the head of one or more members of the losing team would be presented to the winners as a prize. We know that the game was played very seriously during the major religious festivals. But there are also carvings that show winners being given coffee – coffee beans were used just like money – and sometimes, the losers simply lost their clothes to the winners, as in fact did their supporters who were watching from the top of the walls.

Answers

- 12 1194
- 13 8.2 metres
- 14 all major Mayan cities
- 15 a national sport
- 16 religious importance / significance
- 17 sculptures
- 18 carvings
- 19 six and nine people
- 20 an iron ring
- 21 use their hands
- 22 were killed / beheaded / executed
- 23 during the major religious festivals
- 24 coffee
- 25 money
- 26 the losing team
- 27 (of) their supporters

VOCABULARY

Play a team game. Divide the class into four or six teams. The first team to finish the exercise correctly wins!

Answers

- 1 C 2 A 3 D 4 D 5 D 6 A 7 C 8 B
9 A 10 D 11 D 12 B 13 B 14 A 15 C

Ask students if they think there is any truth in the strange story they have just read.

LANGUAGE STUDY

General revision 1

Keeping the same teams as for the previous exercise, see which team can finish the exercise correctly first.

Answers

- 1 looking forward to seeing
- 2 he had never seen anything
- 3 wondered where the people had
- 4 spite of his illness
- 5 other cities were more difficult
- 6 succeeded in returning
- 7 took Stephens three months to
- 8 found it very interesting
- 9 was such a good book
- 10 has been ages since

Go over any points that students have forgotten or are uncertain about.

FOCUS THREE

SB 158–159

- READING
- SPEAKING
 - Talking about yourself
 - Problem solving
 - Discussion
- WRITING
- LANGUAGE STUDY
 - General revision 2

READING

Ask students to do these tasks on their own before comparing their answers with a partner.

EXERCISE A

1 ROUGH GUIDE TO VALLARTA

Answers

- | | |
|--------------|------------------|
| he (line 3) | Mexican (line 6) |
| the (line 4) | about (line 7) |
| a (line 5) | as (line 8) |

2 SURF AND TURF

Answers

- | | |
|----------------|-------------------|
| will (line 1) | yourself (line 7) |
| the (line 2) | After (line 9) |
| be (line 3) | most (line 10) |
| there (line 6) | an (line 11) |
| have (line 6) | |

EXERCISE B

3 MEXICO CITY / 4 FIESTA MEXICANA

Answers

- | | | |
|-----------------|---------------|--------------|
| 1 fascinating | 5 inclusive | 8 impressive |
| 2 wonderful | 6 comfortable | 9 enjoyable |
| 3 civilizations | 7 flights | 10 choice |
| 4 sights | | |

EXERCISE C

5 BACK TO NATURE BBQ CRUISE / 6 SAILING CHARTERS

Answers

- | | | |
|---------------|---------|--------|
| 1 all | 6 where | 11 for |
| 2 behind | 7 are | 12 as |
| 3 on / aboard | 8 or | 13 of |
| 4 the | 9 from | 14 to |
| 5 which | 10 of | 15 out |

SPEAKING

EXERCISE A

Talking about yourself

In pairs or groups of three, tell students to ask and answer questions 1–3 in their books.

EXERCISE B

Problem solving

In the same pairs or groups, ask students to plan a one-day excursion. Allow about 3–4 minutes for this, then ask them to compare their ideas with another pair or group.

EXERCISE C

Discussion

In the same pairs or groups ask students to discuss questions 1 and 2 in their books. Allow about 3–4 minutes for this.

WRITING

Allow about 5 minutes for this activity, then ask two students to compare what they have written.

LANGUAGE STUDY

General revision 2

In different groups, allow students about five minutes to complete this exercise, then check answers with the class as a whole.

Answers

- 1 gave a talk on
- 2 took me an hour to
- 3 give me a lift
- 4 take care of
- 5 make all the arrangements
- 6 did a course in
- 7 had a good time on
- 8 had a long conversation with
- 9 make a decision about
- 10 have a look at
- 11 think Uxmal was as impressive
- 12 wish we could
- 13 was too tired to go
- 14 had this dress made for
- 15 best hotel I have ever
- 16 you find ancient cities interesting
- 17 you mind coming back
- 18 asked the tourists not to
- 19 to stop taking any more
- 20 are tired of revising

FOCUS FOUR

SB 160

- WRITING
Report 3

WRITING

Report 3

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would put in the answer.

EXERCISE B

Ask students to read the sample answer and, in pairs, choose the best heading for each paragraph.

Answers

1 E 2 B 3 C 4 D 5 A

EXERCISE C

Ask students, in pairs, to read the writing task and discuss what might appear in their report. Point out that they can write either about their home town or about the place where they are studying.

EXERCISE D

Ask students to read through the questions carefully, then write the report covering points 1–6 in E, either in class, or for homework.

FOCUS FIVE

SB 161

- REVISION AND EXTENSION
- LANGUAGE STUDY
General revision 3

REVISION AND EXTENSION

Answers

1 A 2 B 3 D 4 B 5 C 6 B 7 D 8 D
9 D 10 C 11 A 12 D 13 B 14 B 15 A

LANGUAGE STUDY

General revision 3

Answers

- 1 in case the banks are
- 2 must have seen the thief
- 3 had concentrated, I would not / wouldn't
- 4 since I was able
- 5 did not pay much for
- 6 only does Mary dance
- 7 has been walking for
- 8 asked the teacher to explain
- 9 would not have left
- 10 should have been done
- 11 as if you know
- 12 remember studying / that we studied
- 13 wondered if / whether he was telling

- 14 warned me not to cause
- 15 urged us to study
- 16 remember to answer
- 17 wish I had more time
- 18 enjoyed using

WORKBOOK KEY

WB 90–96

EXERCISE A

1 G 2 A 3 B 4 H 5 E 6 C

The extra sentence is D.

EXERCISE B

- 1 dissolve
- 2 carvings / statues
- 3 eroded
- 4 ancient
- 5 ruins
- 6 spectacular
- 7 reduced
- 8 debts

EXERCISE C

- 1 was such a success
- 2 ages since I last saw
- 3 been speeding, he wouldn't
- 4 took them three days to
- 5 is much / far too young
- 6 thief must have had
- 7 find it difficult to learn
- 8 blamed Jane for losing
- 9 you mind lending me
- 10 took good care of

EXERCISE D

- 1 it
- 2 Although / While
- 3 over
- 4 on
- 5 who
- 6 well
- 7 same
- 8 not
- 9 but
- 10 as
- 11 Even
- 12 of
- 13 take
- 14 used
- 15 it

EXERCISE E

1 C 2 A 3 D 4 A 5 D 6 D 7 B 8 D
9 D 10 B 11 D 12 D 13 D 14 B 15 D

EXERCISE F

1 A 2 D 3 C 4 A 5 A 6 D 7 C 8 B
9 D 10 B 11 C 12 C 13 B 14 B

EXERCISE G

- 1 scientific
- 2 interested
- 3 dramatic
- 4 repetitive
- 5 dangerous
- 6 excitement
- 7 endless
- 8 discoveries
- 9 unimportant
- 10 understanding

EXERCISE H

- 1 brought
- 2 broke
- 3 drop
- 4 made
- 5 fell
- 6 run
- 7 pick
- 8 looking

Message: Good luck

PROGRESS TEST 4

WB 95–96

EXERCISE A

1 C 2 D 3 D 4 C 5 C 6 D 7 A 8 B
9 B 10 B 11 C 12 A 13 B 14 D 15 C

EXERCISE B

- 1 seemed / appeared
- 2 out
- 3 even
- 4 on
- 5 of
- 6 had
- 7 used
- 8 what
- 9 made
- 10 managed
- 11 As
- 12 by
- 13 little
- 14 have
- 15 had

EXERCISE C

- 1 could be seen
- 2 in case he decides to
- 3 must have had
- 4 had better not be / arrive
- 5 get on / along (well) with each
- 6 it's time you got
- 7 will have finished by
- 8 made it possible for Sally
- 9 have phoned if I had
- 10 whether or not

EXERCISE D

- 1 successful
- 2 organization
- 3 scientists
- 4 invention
- 5 achievements
- 6 impressed
- 7 inaccurate
- 8 embarrassing
- 9 Shortly
- 10 impossible

REVISION TESTS

Each set of ten questions is based on a unit in the book, so if students find any set difficult, go back to that unit and revise it. The tests are all in the style of *key word transformations*.

The Key to the Revision Tests appears in numerical order on pages 158–160.

You may make photocopies of these tests for classroom use (but please note that copyright law does not normally permit multiple copying of published material).

UNIT 1

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

1 Don't shout at the dog like that!

stop

Please _____
like that!

2 'Get off the bus at the station,' said Peter to Annette.

told

Peter _____
the bus at the station.

3 I want to know who you saw yesterday.

see

Who _____
yesterday?

4 Did anyone see you yesterday?

who

I want to know _____
_____ yesterday.

5 Have scientists ever investigated the way animals communicate with humans?

looked

I don't know if scientists _____
_____ the way animals
communicate with humans.

6 Don't let me interrupt your story!

go

Please _____
your story.

7 Do you think the cost of living will ever fall again?

come

Will the cost of living _____
_____ again, do you think?

8 I'd like you to find this word in the dictionary.

look

Will you _____
_____ in the dictionary?

9 Williamson, the policeman, lived next door.

whose

The policeman, _____
_____, lived next door.

10 Words are not as important as actions.

speak

Actions _____
_____ words.

UNIT 2

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 I expect you're exhausted after your long trip.

must

You _____
after your long trip.

- 2 Smoking is not allowed on the underground.

must

You _____ on
the underground.

- 3 Can you phone me after 5 tonight?

give

Please _____
after 5 tonight.

- 4 Are the children keen on sports activities?

part

Do the children enjoy _____
_____ sports activities?

- 5 I spent ages doing my homework last night.

took

It _____ my
homework last night.

- 6 Do you want me to take you to the airport in the car?

give

Would you like me to _____
_____ to the airport?

- 7 Where is the conference being held this year?

taking

I don't know where the conference
_____ this
year.

- 8 There are a lot of old people who need looking after.

take

Many old people need someone
_____ them.

- 9 Is this your first visit to France?

ever

Have _____
to France before?

- 10 You'd probably be fascinated by Australia if you ever went there.

find

I think you'd probably _____
_____ if you ever went there.

UNIT 3

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

1 The girls are excited at the thought of seeing their grandparents again.

forward

The girls are _____
_____ their grandparents again.

2 I've never heard you mention Paul's name before.

come

Paul's name _____
_____ in our conversations before.

3 The crowded bus was so hot that one of the passengers fainted.

passed

One of the passengers in the crowded bus
_____ so hot.

4 I'm sure I'm getting a cold.

coming

I feel as if _____
_____ a cold.

5 Nobody is sure how the crash happened.

came

How the crash _____
_____ is uncertain.

6 Have you any intention of offering Sally the job?

going

Are _____
Sally the job or not?

7 There's no doubt that Brian will be promoted.

bound

Brian _____
be promoted.

8 I don't think Mary's new job is what she expected.

seem

Mary's new job _____
_____ what she expected.

9 The new computer system has caused quite a few problems for the manager.

against

The manager _____
_____ quite a few problems with the new computer system.

10 This is the first time I've ever seen a job advertisement for a cat sitter!

come

I've _____ a
job advertisement for a cat sitter before!

UNIT 4

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 I'm not busy all tomorrow so I could fit in an appointment then.
little
I have _____
tomorrow so I could fit in an appointment then.
- 2 Not many people remember that 60s rock band any more.
few
There are _____
_____ remember that 60s rock band any more.
- 3 'Have you had any strange dreams?' my brother said.
asked
My brother _____
_____ had any strange dreams.
- 4 'Try and remember your dream,' said the doctor to Sue.
asked
The doctor _____
_____ and remember her dream.
- 5 I'd rather go to the cinema than stay in.
instead
Let's go to the cinema _____
_____ in.
- 6 The invention was an overnight success because it was extremely useful.
so
The invention _____
_____ it became an overnight success.
- 7 Because of his hard work, he made a success of his business.
so
He worked _____
_____ he made a success of his business.
- 8 'Let's go out for a Chinese meal,' said the twins.
suggested
The twins _____
_____ for a Chinese meal.
- 9 The pilot discovered that the plane's fuel tanks were empty.
run
The pilot discovered that the plane _____
_____ fuel.
- 10 'Why don't we go over the emergency fire procedure again,' said the supervisor.
running
The supervisor _____
_____ the emergency fire procedure again.

UNIT 5

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 Is it all right if I close this window?
closing
Do you _____
_____ this window?
- 2 Is smoking permitted in the art gallery?
allowed
Are people _____
_____ in the art gallery?
- 3 I'd rather you didn't use the office phone.
mind
Would you _____
_____ the office phone.
- 4 'I'll call the police if you don't go away,' Molly said to the man at the door.
threatened
Molly _____
if the man at the door didn't go away.
- 5 'Why are you making so much noise?' Granny said to Melinda.
asked
Granny _____
_____ making so much noise.
- 6 'Please don't go so soon, Lucy!' said Colin.
begged
Colin _____
so soon.
- 7 Could I borrow your bicycle?
if
Would it be all right _____
_____ your bicycle?
- 8 'When did you stop smoking?' the doctor said to John.
given
The doctor asked John when _____
_____ smoking.
- 9 Our future is in your hands, my dear!
depends
Our future _____
_____, my dear!
- 10 Not a single student failed the exams at the first attempt.
succeeded
All the students _____
_____ the exams at the first attempt.

UNIT 6

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 I'm sorry I can't give you all the expensive things in life.

wish

I _____ give you all the expensive things in life.

- 2 I'd love to be really intelligent!

only

If _____ really intelligent!

- 3 Are you sorry you don't speak more languages?

wish

Do you ever _____ more languages?

- 4 I'd like to borrow some money from you.

lend

Do you think _____ some money?

- 5 I found the film rather boring.

by

I was _____ the film.

- 6 I couldn't understand what was happening in the story.

work

It was difficult _____ what was happening in the story.

- 7 I don't believe a word you have told me.

made

I think you _____ everything you have told me.

- 8 A lot of men asked her to marry them but she refused to.

turned

She _____ all the men who asked her to marry them.

- 9 Please don't wipe your hands on the tablecloth!

wish

I _____ your hands on the tablecloth!

- 10 I regret telling him the news.

wish

I _____ him the news.

UNIT 7

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

1 I can't speak French so I'm not going to live in France.

would

If I could speak French, _____
_____ in France.

2 People don't like her because she doesn't tell the truth.

would

If she _____
like her.

3 'Don't open that window, Daniel!' said the teacher!

not

The teacher told Daniel _____
_____ the window.

4 'I think it would be a good idea if you did your homework after dinner,' said his mother.

suggested

His mother _____
_____ his homework after dinner.

5 My sister earns more than my father.

much

My father's salary _____
_____ my sister's.

6 I'm waiting for you to tell me what happened yesterday.

still

You _____
me what happened yesterday.

7 I started learning Japanese two years ago.

for

I _____ two
years.

8 When did you move into your new flat?

living

How long _____
_____ in your new flat?

9 I'm really sorry I forgot your birthday.

apologize

I'd like _____
your birthday.

10 The plans for the new car park are not very popular.

object

People _____
for the new car park.

UNIT 8

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 I saw the young boy the moment before he stole a bar of chocolate.

about

The young boy I saw _____

_____ a bar of chocolate.

- 2 I saw the young girl at the same time that she stole a bag of sweets.

was

The young girl I saw _____

_____ a bag of sweets.

- 3 The teenager stole a packet of cigarettes before I saw him.

had

The teenager I saw _____

_____ a packet of cigarettes.

- 4 I don't watch TV programmes because they bore me too much.

so

TV programmes are _____

_____ I don't watch them.

- 5 I can't stop playing games because I'm addicted to them.

too

I'm _____

stop playing them.

- 6 We couldn't stop laughing because the play was very funny.

such

It was _____

we couldn't stop laughing.

- 7 My father managed a small business in the city but doesn't any more.

used

My father _____

_____ a small business in the city.

- 8 Running a large house is no problem for my mother as she has done it for some time.

used

My mother _____

_____ a large house.

- 9 Tennis was something that never interested me.

used

I _____ in

tennis.

- 10 Getting up early doesn't suit me at all.

used

I _____ up

early.

UNIT 9

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 In spite of the heat in the afternoon, we decided not to go for a swim.

although

We decided not to go for a swim _____
_____ in the afternoon.

- 2 The wind was cold this morning but we went for a walk.

despite

We went for a walk _____
_____ this morning.

- 3 He had no qualifications but he convinced everyone he was a doctor.

despite

Everyone thought he was a doctor _____
_____ qualifications.

- 4 His tiredness after the long drive did not prevent him from finishing his work.

although

He finished his work _____
_____ after the long drive.

- 5 We can't leave the house in this mess!

clear

We must _____
_____ before we leave the house!

- 6 No more staff are being recruited at the bank at the moment.

taking

The bank _____
_____ more staff at the moment.

- 7 He was so charming that everyone believed his amazing stories.

take

Because of his charm he was able _____
_____ with his amazing stories.

- 8 The fact that she was not familiar with the building showed that she was lying.

gave

What _____
_____ was the fact that she was not familiar with the building.

- 9 Whatever gives you the impression that I'm angry?

makes

Whatever _____
_____ I'm angry?

- 10 The teacher gave me no opportunity to explain why I was late.

let

The teacher _____
_____ why I was late.

UNIT 10

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 It is more difficult to express some feelings than it is to express others.

easier

Some feelings _____

_____ others.

- 2 Some feelings are difficult for me to describe.

find

I _____ some feelings.

- 3 Can you understand French more easily than Italian?

find

Do you _____

_____ than Italian?

- 4 We like the countryside more than the town.

prefer

We _____ the town.

- 5 My written English is better than my spoken English.

better

I am _____ speaking it.

- 6 The family are finding it difficult to manage on the money they have.

get

It is difficult for _____

_____ on the money they have.

- 7 I've never seen such an untidy room!

the

This is _____ ever seen.

- 8 I think I'll read a book instead of watching TV!

rather

I _____ than watch TV.

- 9 Very few bands have been as successful as Oasis.

most

Oasis have been _____

_____ bands.

- 10 I've never been to such an exciting concert before.

ever

This is the _____

_____ been to such an exciting concert.

UNIT 11

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 Rosemary's husband deserted her soon after their first child was born.

walked

Rosemary's husband _____
_____ soon after their first child was born.

- 2 Romeo loved Juliet from the first moment he saw her.

fell

Romeo _____
_____ Juliet at first sight.

- 3 Is the flight going to arrive on time? Do you know?

if

Do you know _____
_____ to arrive on time?

- 4 I think it will be great to see Janet again.

looking

I _____ Janet again.

- 5 Mr Lawson put the phone down as soon as I told him my name.

up

Mr Lawson _____
_____ as soon as I told him my name.

- 6 It would be very expensive for you to repair that house.

deal

You would need _____
_____ to repair that house.

- 7 Anna wanted to stay, but her boss forced her to resign.

made

Anna wanted to stay, but her boss _____
_____ resign.

- 8 Laura's father did not allow her to see Jake.

prevented

Laura's father _____
_____ Jake.

- 9 I didn't expect them to leave so late.

idea

I had _____
leave so late.

- 10 I don't find it difficult to study late at night.

used

I _____ late at night.

UNIT 12

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 I don't want to argue with you any more.

tired

I _____ with you.

- 2 Jack got someone to paint the house while he was away.

painted

Jack _____ while he was away.

- 3 Sam speaks Chinese fluently and his Japanese is very good too.

only

Not _____ Chinese, but his Japanese is very good too.

- 4 Zoe said, 'If you hurt me in any way, I'll call the police.'

hand

Zoe said, 'If you _____ me, I'll call the police.'

- 5 Please be quiet – you're being so noisy that the baby can't sleep.

noise

Please be quiet – you _____ that the baby can't sleep.

- 6 Alexander Fleming discovered penicillin in 1928.

by

Penicillin _____ Alexander Fleming in 1928.

- 7 I've got to know a few friends since the new term started.

made

I _____ since the new term started.

- 8 Could I arrange a time to see the doctor?

appointment

Could I _____ to see the doctor?

- 9 Politics has never interested me.

interested

I _____ politics.

- 10 It took me hours to get the car started.

spent

I _____ the car started.

UNIT 13

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 Henry said he had not stolen the jumper.

denied

Henry _____
the jumper.

- 2 Anne asked Mary to watch the children while she went upstairs.

eye

Anne asked Mary to _____
_____ the children while she went upstairs.

- 3 If you're driving to town, could you take Peter to the station?

drop

If you're driving to town, could you
_____ the
station?

- 4 I just managed to see the Queen as she went past in her carriage.

glimpse

I just _____
the Queen as she went past in her carriage.

- 5 The fire started in the early hours of the morning.

broke

The fire _____
_____ in the early hours of the morning.

- 6 The teacher was saying something, but Emma couldn't hear it.

what

Emma _____
the teacher was saying.

- 7 What was the name of that woman you rented the house from?

whose

What was the name of the woman _____
_____ rented?

- 8 They won't exchange it without a receipt.

take

They won't _____
_____ without a receipt.

- 9 I want to take this chance of seeing REM, or I may never see them.

out

I don't want _____
_____ this chance of seeing REM, or I may never see them.

- 10 The house that Sarah lives in has a small garden.

with

Sarah lives _____
_____ a small garden.

UNIT 14

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 You mustn't forget that the electricity bill needs paying today.

remember

You _____
the electricity bill today.

- 2 Please tell me in case I forget to phone my mother this afternoon.

remind

Please _____
my mother this afternoon.

- 3 I can never remember what happened in the accident.

memory

I _____ what
happened in the accident.

- 4 The doctors are keeping an eye on my brother in hospital.

observation

My brother _____
_____ in hospital.

- 5 The surgeon says my brother will recover completely in a few weeks.

make

The surgeon says my brother will _____
_____ in a few weeks.

- 6 You have really upset Diana by saying those terrible things.

feelings

You have really _____
_____ by saying those terrible
things.

- 7 I'm sure Tina was terribly worried when her son was arrested.

must

Tina _____
when her son was arrested.

- 8 It was wrong of you come home so late without telling us.

should

You _____
home so late without telling us.

- 9 Is there a bank near here? Do you know?

if

Do you know _____
_____ near here?

- 10 Three different systems make up human memory.

consists

Human _____
_____ three different systems.

UNIT 15

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 After a few days, I began to realize that my wife was not coming back.
dawned
After a few days, _____
_____ that my wife was not coming back.
- 2 Ellen last went abroad three years ago.
for
Ellen _____
three years.
- 3 Kostas did the composition badly because he was tired.
mess
Kostas _____
the composition because he was tired.
- 4 The last time I saw Jill was in January 1996.
since
I _____
January 1996.
- 5 The police are looking for the gangster they call 'The Boss'.
as
The police are looking for the gangster
_____ 'The Boss'.
- 6 My teacher said, 'If I were you, I'd do some more reading.'
suggested
My teacher _____
_____ some more reading.
- 7 I'm surprised you were taken in by him for so long.
see
I'm surprised you _____
_____ earlier.
- 8 The salesman persuaded me to spend over £100 on a silk shirt.
talked
The salesman _____
_____ over £100 on a silk shirt.
- 9 The kidnapper told them that contacting the police would be dangerous.
warned
The kidnapper _____
_____ the police.
- 10 The children enjoyed themselves at the party.
good
The children _____
_____ at the party.

UNIT 16

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 It's possible that he has made a big mistake.

may

He _____ a big mistake.

- 2 I am sure the garage will sell the car by the end of next week.

sold

I am sure the garage will _____ the end of next week.

- 3 If what the economists have predicted is accurate, many people will be out of work next year.

come

If the economists' _____, many people will be out of work next year.

- 4 Could you take care of my cat while I'm away on holiday?

look

Could you _____ my cat while I'm away on holiday?

- 5 It looks as if your sister is upset about something.

seems

Your _____ upset about something.

- 6 It looks as if your injuries aren't very serious.

seem

Your injuries _____ very serious.

- 7 People say that fish is good for you.

supposed

Fish _____ good for you.

- 8 New technology will enable more people to work from home.

possible

New technology will _____ more people to work from home.

- 9 You won't get into university without passing your exams.

unless

You won't get into university _____ your exams.

- 10 I think it would be a good idea to see if you can get a cheaper flight.

worth

I think it would _____ if you can get a cheaper flight.

UNIT 17

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 At the start of the fire, no one seemed very worried.

out

When _____
no one seemed very worried.

- 2 The fire destroyed the school completely.

by

The _____
the fire.

- 3 I am not interested in football any more.

lost

I _____
football.

- 4 It's essential that you don't tell anyone about these plans.

must

Nobody _____
_____ about these plans.

- 5 I'm sure that someone has been following me.

must

Someone _____
_____ me.

- 6 Laura thought the artist's work was very impressive.

by

Laura _____
the artist's work.

- 7 You are not obliged to give me an answer yet.

don't

You _____
me an answer yet.

- 8 Unfortunately I was unable to get Sue on the phone.

manage

Unfortunately I _____
_____ Sue on the phone.

- 9 Most cities are cheaper than London.

one

London is _____
_____ cities in the world.

- 10 It was impossible to get back home because of the snow.

way

There was _____
_____ back home because of the snow.

UNIT 18

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 Guessing Mary's age isn't easy.

tell

It's hard _____
_____ old Mary is.

- 2 Take the spare key because I might be out when you get back tonight.

case

Take the spare key _____
_____ when you get back tonight.

- 3 If you don't hurry up you'll miss the train.

better

You _____
you'll miss the train.

- 4 I don't think that story of Jane's about meeting the President was true.

made

I think Jane _____
_____ about meeting the President.

- 5 It's difficult to see what Peter is doing because it's so dark.

out

I _____ what
Peter is doing because it's so dark.

- 6 You've got to send that card today or you'll miss your mother's birthday.

had

You _____
that card today or you'll miss your mother's
birthday.

- 7 The driving instructor told me to be much more careful in town.

not

The driving instructor told me _____
_____ in town.

- 8 Unfortunately you wrote the wrong name on the cheque.

made

Unfortunately you _____
_____ the wrong person.

- 9 I'm afraid that there is no room in the hotel tonight.

fully

I'm afraid that the hotel _____
_____ tonight.

- 10 You'd better not go near that dog in case it bites you.

because

You'd better not go near that dog
_____ you.

UNIT 19

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

1 I really think you're old enough to start looking after yourself.

time

I think _____ looking after yourself.

2 We played so carelessly that we lost the match.

won

If we hadn't played so carelessly, we _____ the match.

3 My brother and I have a good relationship now.

well

I _____ my brother now.

4 My sister's very unhappy about losing her boyfriend, but she'll be okay again soon.

get

My sister's very unhappy about losing her boyfriend, but she'll _____ soon.

5 I greatly dislike people who talk too much.

stand

I _____ people who talk too much.

6 Your son doesn't seem to be capable of concentrating on anything.

seems

Your son _____ concentrating on anything.

7 I failed my driving test because I was too nervous.

so

If I _____ nervous, I wouldn't have failed my driving test.

8 I really do think you ought to go home now.

time

It _____ home.

9 Gina didn't seem very friendly at first.

rather

Gina _____ at first.

10 I like gardening more than I like cycling.

prefer

I _____ cycling.

UNIT 20

Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in bold and other words to complete each sentence. You must not use more than five words including the word in bold. Do not change this word.

- 1 A lot of the people at school have got 'flu.
down
A lot of people at school _____
_____ 'flu.
- 2 The inventor found a solution to the problem in a dream.
came
The inventor _____
_____ a solution to the problem in a dream.
- 3 You have got to accept that you may never see Juliet again.
face
You have got to _____
_____ fact that you may never see Juliet again.
- 4 The film was so good that Henry wanted to see it again.
such
It _____ that
Henry wanted to see it again.
- 5 Mary spent three weeks clearing out her grandmother's house.
took
It _____ clear
out her grandmother's house.
- 6 Tim seems to have enjoyed himself in America.
time
Tim seems to have _____
_____ in America.
- 7 When are you going to come to a decision about marrying John?
mind
When are you going to _____
_____ about marrying John?

- 8 I haven't seen Anna for ages.
last
It's _____
Anna.
- 9 You were supposed to send in the form three weeks ago.
should
You _____ in
three weeks ago.
- 10 These are the most difficult questions I've ever seen.
never
I _____
questions.

REVISION TESTS KEY

UNIT 1

- 1 stop shouting at the dog
- 2 told Annette to get off
- 3 did you see
- 4 who saw you
- 5 have ever looked into
- 6 go on with
- 7 ever come down
- 8 look this word up / look up this word
- 9 whose name was Williamson
- 10 speak louder than

UNIT 2

- 1 must be exhausted
- 2 must not / mustn't smoke
- 3 give me a ring
- 4 taking part in
- 5 took me ages to do
- 6 give you a lift
- 7 is taking place
- 8 to take care of
- 9 you ever been
- 10 find Australia fascinating

UNIT 3

- 1 looking forward to seeing
- 2 has never come up
- 3 passed out because it was
- 4 I'm coming down with
- 5 came about
- 6 you going to offer
- 7 is bound to be
- 8 doesn't seem to
- 9 has come up against
- 10 never come across

UNIT 4

- 1 a little (free) time
- 2 (very) few people who
- 3 asked me if I had
- 4 asked Sue to try
- 5 instead of staying
- 6 was so useful that
- 7 so hard that

- 8 suggested going out
- 9 had run out of
- 10 suggested running through

UNIT 5

- 1 mind me/my closing
- 2 allowed to smoke
- 3 mind not using
- 4 threatened to call the police
- 5 asked Melinda why she was
- 6 begged Lucy not to go
- 7 if I borrowed
- 8 he had given up
- 9 depends on you
- 10 succeeded in passing

UNIT 6

- 1 wish I could
- 2 only I were
- 3 wish you spoke
- 4 you could lend me
- 5 (rather) bored by
- 6 to work out
- 7 (have) made up
- 8 turned down
- 9 wish you wouldn't wipe
- 10 wish I hadn't told

UNIT 7

- 1 I would go to live
 - 2 told the truth, people would
 - 3 not to open
 - 4 suggested that he did / suggested that he should do
 - 5 is much lower / smaller than
 - 6 still haven't told
 - 7 have been learning Japanese for
 - 8 have you been living
 - 9 to apologize for forgetting
 - 10 object to the plans
-

UNIT 8

- 1 was (just) about to steal
- 2 was stealing
- 3 had (just) stolen
- 4 so boring (that)
- 5 too addicted to games to
- 6 such a funny play (that)
- 7 used to manage
- 8 is used to running
- 9 never used to be interested
- 10 am not used to getting

UNIT 9

- 1 although it was hot
- 2 despite the cold wind
- 3 despite his lack of / despite his having no
- 4 although he was tired
- 5 clear up this mess
- 6 is not taking on any
- 7 to take everyone in
- 8 gave her away
- 9 makes you think
- 10 did not let me explain

UNIT 10

- 1 are easier to express than
- 2 find it difficult to describe
- 3 find French easier to understand
- 4 prefer the countryside to
- 5 better at writing English than
- 6 the family to get by
- 7 the untidiest room I have
- 8 would rather read a book
- 9 one of the most successful
- 10 first time I have ever

UNIT 11

- 1 walked out on her
- 2 fell in love with
- 3 if the flight is going
- 4 am looking forward to seeing
- 5 hung up
- 6 a great deal of money
- 7 made her
- 8 prevented her from seeing
- 9 no idea they would
- 10 am used to studying

UNIT 12

- 1 am tired of arguing
- 2 had the house painted
- 3 only does Sam speak fluent
- 4 lay a hand on
- 5 are making so much noise
- 6 was discovered by
- 7 have made a few / some friends
- 8 make an appointment
- 9 have never been interested in
- 10 spent hours getting

UNIT 13

- 1 denied stealing / denied that he had stolen
- 2 keep an eye on
- 3 drop Peter off at
- 4 caught a glimpse of
- 5 broke out
- 6 couldn't hear what
- 7 whose house you
- 8 take it back
- 9 to miss out on
- 10 in a house with

UNIT 14

- 1 must remember to pay
- 2 remind me to phone
- 3 have no memory of
- 4 is being kept under observation
- 5 make a complete / full recovery
- 6 hurt Diana's feelings
- 7 must have been terribly worried
- 8 should not have come
- 9 if there is a bank
- 10 memory consists of

UNIT 15

- 1 it dawned on me
- 2 hasn't been abroad for
- 3 made a mess of
- 4 have not seen Jill since
- 5 known as
- 6 suggested (that) I (should) do
- 7 did not see through him
- 8 talked me into spending
- 9 warned them not to contact
- 10 had a good time

UNIT 16

- 1 may have made
- 2 have sold the car by
- 3 predictions come true
- 4 look after
- 5 sister seems to be
- 6 don't seem to be
- 7 is supposed to be
- 8 make it possible for
- 9 unless you pass
- 10 be worth seeing

UNIT 17

- 1 the fire broke out
- 2 school was completely destroyed by
- 3 have lost interest in
- 4 must be told
- 5 must have been following
- 6 was very impressed by
- 7 don't have to give
- 8 did not manage to get
- 9 one of the most expensive
- 10 no way of getting

UNIT 18

- 1 to tell how
- 2 in case I am out
- 3 had better hurry up or
- 4 made up that story
- 5 cannot make out
- 6 had better send
- 7 not to be so careless
- 8 made the cheque out to / made out the cheque to
- 9 is fully booked
- 10 because it might / may / could bite you

UNIT 19

- 1 it's time you started
- 2 would have won
- 3 get on / get along (very) well with
- 4 get over it / him
- 5 cannot stand
- 6 seems to be incapable of
- 7 hadn't been so nervous
- 8 is time you went
- 9 seemed rather unfriendly
- 10 prefer gardening to

UNIT 20

- 1 have come down with
- 2 came up with
- 3 face up to the
- 4 was such a good film
- 5 took Mary three weeks to
- 6 had a good time
- 7 make up your mind / make your mind up
- 8 ages since I last saw
- 9 should have sent the form
- 10 have never seen such difficult

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ISBN 0-19-453334-4



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