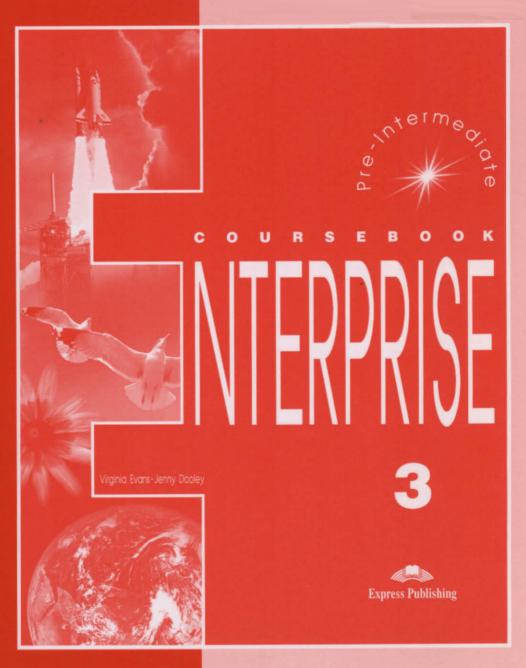


TEACH ER'S BOOK





Teacher's book

ENTERPRISE 3

Pre-Intermediate

Virginia Evans Jenny Dooley



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Note: There are four photocopiable assessment tests in two versions. Each test is provided with a marking scheme based on a total of 100 marks.

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Introduction

To the Teacher

Enterprise 3 Pre-Intermediate is a communicative course, specially designed to motivate and involve students in effective learning.

The course consists of four modules. Modules 1 to 3 consist of six units. Module 4 consists of four units. The course provides systematic preparation for all the skills required for successful communication both in written and spoken form. Each unit, along with its corresponding unit in the Workbook, is designed to be taught in about three teaching hours.

The Teacher's Book contains:

- answers to the exercises in the coursebook, supported by teaching notes and optional oral or written activities. The teaching notes provide guidance on how to deal with the material as it appears in each unit in the Student's Book. The objectives of each unit precede the relevant material in the Teacher's Book.
- four tests of two versions each with answer sheets (to be used by students to fill in their answers) as well as the answers to each test and a marking scheme. The tests help teachers check vocabulary and structures presented in the course. Each test is to be given after students have done the relevant revision units in their books.
- tapescripts of the recorded material.

Note

Tenses

While the teacher presents the use of tenses he/she should make flashcards with time adverbs (e.g. two days ago, sometimes, every day, last week, the day after tomorrow, since 2 o'clock, two day ago, yesterday, tomorrow, now, already, at the moment, etc.) for practising tenses. T gives cues on the board, then shows various time adverb flashcards and asks students to make complete sentences using the time adverb. T can frequently do this drilling so that students will be able to use tenses successfully.

Suggested cues:

Ann / play tennis Paul / repair car Sally / cook lunch Steve / write letters Peter / paint flat

e.g. every day

yesterday

Ann plays tennis

every day.

Ann played tennis

yesterday, etc.

Project

It is important that students do all project work. The teacher corrects students' homework then puts the most successful ones on the wall/classroom notice board. This stimulates students to try harder.

Reading Passages

T is advised to ask comprehension questions to check Ss' understanding.

Video Project Work

Suggested films to be watched along with this course are the following, according to our judgement.

Unit 2	Star Wars	Unit 7	Casper	Unit 17	White Fang
Unit 3/4	Gulliver's Travels	Unit 8	Free Willy		Frankenstein
Unit 5	Batman Returns		Cleopatra	Unit 20	Waterworld
Unit 6	The Lost World	Unit 10	Star Trek	Unit 21	The Return of the Jedi

This is a suggested range of films found suitable for classroom viewing. Video project worksheets can be found in the Workbook. If teachers wish to adopt this idea with their classes, but have a different choice of films, they are welcome to produce their own questionnaires to use with the films of their choice. Video tapes can be found in your local video shops.

Abbreviations

Т = teacher = student L1 = students' native language **L2** = the English language

HW = homework

Contents

A.	Cours	sebook
	Unit 1	Read my Lips 5
	Unit 2	In the Public Eye 8
	Unit 3	Around the World 10
	Unit 4	Travellers' Tales 13
	Unit 5	Enjoy Reading 15
	Unit 6	The Lost World 18
	Module	Self-Assessment
		2, 3, 4, 5, 6)
	Unit 7	A Ghostly Welcome 21
	Unit 8	Hard Times 24
	Unit 9	In the Land of the Pyramids 27
	Unit 10	Citizens 2050 28
	Unit 11	Narrow Escapes 31
	Unit 12	The Vikings 33
		Self- Assessment
		8, 9, 10, 11, 12)
		Nature's Fury
		Tricky Jobs
		Panic is Rare
		London's Burning
		Scary but Lovely to Watch
		Problems of the Planet
		Self-Assessment , 14, 15, 16, 17, 18) 50
		Quality or Quantity? 51
		Earth 3,000 54
		A Modern Myth 55
		The Return 58
		Self-Assessment
		, 20, 21, 22)
3.	Tapes	cripts
	-	•
C.	Tests	and Keys
		Test 1A/B
		Test 2A/B
		Test 3A/B

	Unit 1	Read my Lips	113
	Unit 2	In the Public Eye	114
	Unit 3	Around the World	114
	Unit 4	Travellers' Tales	115
	Unit 5	Enjoy Reading	116
	Unit 6	The Lost World	117
	Unit 7	A Ghostly Welcome	118
	Unit 8	Hard Times	118
	Unit 9	In the Land of the Pyramids	119
	Unit 10	Citizens 2050	121
	Unit 11	Narrow Escapes	122
	Unit 12	The Vikings	123
	Unit 13	Nature's Fury	123
	Unit 14	Tricky Jobs	124
	Unit 15	Panic is Rare	125
	Unit 16	London's Burning	126
	Unit 17	Scary but lovely to Watch	127
	Unit 18	Problems of the Planet	128
	Unit 19	Quality or Quantity?	129
	Unit 20	Earth 3,000	130
	Unit 21	A Modern Myth	130
	Unit 22	The Return	131
_			
E.	Video	Projects	
	Unit 2	Star Wars	132
	Unit 5	Batman Returns	132
	Unit 7	Casper	133
	Unit 8	Free Willy	133
	Unit 9	Cleopatra	134
	Unit 10	The Empire Strikes Back	134
	Unit 12	Erik the Viking	134
	Unit 17	White Fang	135
	Unit 19	Frankenstein	135
		Waterworld	
	Unit 21	The Return of the Jedi	136

D. Workbook

Unit 1 - Read My Lips

┌ Objectives ¬

Vocabulary: words related to people's physical appearance, character, clothes, likes/dislikes

Reading: reading for specific information

Listening: listening for specific information / identifying

people / note-taking

Speaking: talking about people; buying clothes

Pronunciation: /s/, /z/, /ız/

Grammar: Present Simple, Present Continuous - stative verbs, discourse markers (and, also, but, on the other hand, however)

Writing: a letter to a pen-friend (friendly)



Lead-in (p. 6)

(Telicits answers from Ss and writes them on the board.)

(Suggested answers)

- 1 mature, kind, warm, loving, shy, deceitful, serious, sociable, happy, lively, enthusiastic, lazy, interesting, nervous, decisive, bossy, energetic, ambitious, selfcentred, reserved, mean, sensitive, secretive, intelligent, careful, determined, polite, rude
- 2 (Ss read the adjectives under each picture, then they listen to the tape and tick accordingly. T does not check Ss' answers but asks them to read the text of Ex. 3 and check their answers.)

full lips: responsible/decisive/bossy

thin upper lip with a full lower lip: energetic/ambitious/self-centred

thin lips: determined/careful/reserved/mean

lips with down-turning corners: generous/intelligent/

sensitive



Reading (p. 6)

3 Decisive people are those who make decisions quickly. Bossy people are those who like telling people what to

Energetic people are those who work hard and like participating in a lot of activities.

Ambitious people are those who want to be successful

Self-centred people are those who seem to care only about themselves and they sometimes forget about other people's feelings.

Determined people are those who know what they want and do all they can to get it.

Careful people are those who do their work with a lot of attention and thought.

Reserved people are those who don't like showing their feelings or expressing their opinions.

Mean people are those who don't like sharing things or spending money.

Generous people are those who love giving things to other people and helping them.

Intelligent people are those who understand difficult subjects quickly and easily.

Sensitive people are those who get upset easily so you have to be careful of what you say to them.



Speaking (p. 6)

Brad Pitt has got full lips. It means he is decisive. Bruce Willis has got thin lips. It means he is determined and careful.

Richard Gere has got a thin upper lip with a full lower lip. It means he is ambitious.

(Tasks Ss to look at their partner's lips and talk about his/her character.)

Language Development (pp. 7-8)

4 (T elicits/explains the meaning for each adjective then Ss fill in the table.)

Positive: self-confident, caring, imaginative, outgoing. helpful, easy-going, cooperative, active, loval, polite. Negative: rude, stubborn, selfish, disorganised, shy, forgetful, lazy, arrogant.

5 (T presents theory about Linking Ideas and draws Ss' attention to how these discourse markers are used. Ss then do Ex. 5.)

(Suggested answers)

- 1. Roger is friendly and (also) caring.
- 2. John is intelligent but he tends to be self-centred at times.
- 3. Andrew tends to be stubborn and (also) disorganised.
- Paul is cooperative. On the other hand, he can be forgetful at times.
- 5. Michael is energetic but he can be bossy at times.

6 (Suggested answers)

- Mary is self-confident and also cooperative.
- 2. John is imaginative but he can be lazy at times.
- 3. Paul is outgoing. However, he tends to be selfish at times.
- 4. Sue is helpful. On the other hand, she can be arrogant at times. etc.
- early
- 3. mid
- 5. late

- 2. late
- 4. early
- 6. late

- The two people described are A and D.
- 1. F 2. E 3. B 4. C

Height: short, tall Build: plump, well-built

Age: in her early twenties, in his early thirties, in her

late sixties, middle-aged Face: oval, long, square

Hair: long black curly, long black, shoulder-length

wavy grey, short grey

Eyes: brown, green, large, dark brown

Mouth: small, wide

Nose: small, quite large, rather big

10 (This can be assigned as written HW after T has asked some Ss to describe their best friend orally in class.)

(Suggested answer)

My best friend is tall, slim and is in her mid teens. She's got an oval face, her nose is small and she has lovely big, blue eyes. She has a lovely character and is always happy and cheerful. She's very generous and I can always rely on her but she tends to be a little selfish at times.

- 11 a. suit
- m. waistcoat
- b. denim jacket
- n. tracksuit
- c. V-neck jumper
- o. bow tie
- d. scarf
- p. overalls
- e. fur coat
- f. evening dress
- q. flat shoes
- g. dungarees
- r. polo-neck s. high-heeled shoes
- h. shorts
- t. T-shirt u. trainers
- baseball cap i. jeans
- v. leggings
- k. mini skirt

- w. tie

I. shirt

(Suggested answers)

casual: denim jacket, V-neck jumper, dungarees, baseball cap, shorts, jeans, mini skirt, tracksuit, overalls, flat shoes, polo-neck, T-shirt, leggings, trainers

formal: suit, scarf, fur coat, evening dress, tie, shirt, waistcoat, bow tie, high-heeled shoes

- a) gym: shorts, trainers, T-shirt, tracksuit, leggings, baseball cap
 - b) trip: denim jacket, V-neck jumper, shorts, baseball cap, dungarees, jeans, polo-neck, T-shirt, leggings, trainers, flat shoes
 - c) work: suit, jeans, shirt, waistcoat, suit, flat shoes
 - d) party: denim jacket, V-neck jumper, jeans, mini skirt, flat shoes, shirt, polo-neck, leggings
 - e) reception: suit, scarf, fur coat, evening dress, waistcoat, shirt, bow tie, high-heeled shoes, tie

- 12 1. go with
- 2. fit
- 3. suits
- 4. match

(Ss work in closed pairs. T checks round the class then asks some pairs to act out their dialogues.)

- 13 (Telicits/explains the meaning of the words in bold then Ss do the exercise. T points out that the words given in the list can be used more than once.)
 - 1. casually, formally, neatly dressed
 - 2. upturned, hooked nose
 - 3. bright, dark eyes
 - 4. dark, golden, silky hair

Grammar in Use (pp. 8-9)

(T can refer Ss to Grammar Reference Section at the back of the Student's Book. The relevant grammar theory for each unit is presented there. Ss can use this section each time they come across a Grammar in Use section.)

- 14 . 1.f
- 3. a
- 5. b

- 2.d
- 4. c
- e
- We use present simple to describe permanent states, scheduled actions (timetables) and likes and dislikes. We use present continuous to describe actions happening now, temporary situations and future arrangements.
- 15 1. works
- 5. leaves
- is directing
- 6. likes
- is staying
- 7. hates
- 4. is flying

(T can ask Ss to justify the use of each tense. e.g. 1. works: permanent state.)

- 16 1. T
- 3. T
- 5. T
- 2. F 4. F
- 6. F

17 (Suggested answers)

I like going ice-skating but I hate long walks. I love going on holiday but I dislike travelling. I can't stand classical music but I enjoy modern music.

18 Pronunciation (p. 9)

	/s/	/z/	/ız/
watches			1
sits	<		
plays		/	

	/s/	/z/	/ız/
catches			1
goes		/	
talks	/		

19 (First, T goes through the information under each picture with Ss. Secondly, T divides the class into two teams, team A and team B. Thirdly, T chooses two Ss, one from each team. The S from team B chooses a picture. The S from team A asks three Yes/No-questions trying to find who the person is. If he/she finds the person, his/her team wins one point. If he/she doesn't find the person, then the other team wins one point. T chooses two other Ss, one from each team, swaps roles and Ss play the game again. The team with the most points is the winner.)

(Suggested questions to be asked by Ss)

Is it a boy/girl?

Does he/she live in ...?
Is he/she ... years old?
Is he/she short/tall/slim/plump?
Has he/she got long/short/brown/fair hair?
Does he/she like/hate ...? etc

example:

Team A S1: Is it a boy? Team B S1: Yes, it is.

Team A S1: Has he got short brown hair?

Team B S1: No, he hasn't.

Team A S1: Does he hate maths?

Team B S1: Yes, he does. Team A S1: It's Steven!

Teacher: Very well! Team A wins one point.

(T swaps roles)

Team B S2: Is it a boy? Team A S2: No, it isn't.

Team B S2: Is she from Canada?

Team A S2: Yes, she is.

Team B S2: Has she got fair hair?

Team A S2: Yes, she has. Team B S2: It's Ann! Team A S2: No, it's Sally.

110, it s dany.

Teacher: Team B doesn't win a point. Team A

wins a point.

(Suggested answers)

John is Australian and he is twelve years old. He is short and slim and has short, brown hair. He is friendly and kind. John likes swimming but he hates watching TV.

Ann is Canadian and she is thirteen years old. She is tall and slim and has fair hair. She is generous and caring. Ann likes playing the guitar but she hates watching horror films.

Sally is Canadian and she is thirteen years old. She is tall and plump and has fair hair. She is polite and caring. Sally likes going to the cinema but she hates watching horror films.

Steven is Australian and he is twelve years old. He is short and slim and has long brown hair. He is generous and kind. Steven likes watching TV but hates maths.



20 1. b

2. c 3. a

21 (T explains the plan then assigns Ex. 21 as written HW. T points out that this is an informal letter therefore we start with Dear + your pen-friend's first name and sign off with Best wishes / Yours + your first name. T also points out that the letter should be divided into paragraphs.)

(Suggested answer)

Dear Julie,

My name is Jane Glynn and I'm from America. Hive in Washington with my family and dog. There are three of us; I don't have any brothers or sisters. My mum is a housewife and my dad is a bank manager.

I'm thirteen years old. I'm about 1.51 cm tall and I'm quite slim. As you can see from the photograph, I've got blue eyes and long blond hair. I usually wear dungarees and trainers.

I love music. My favourite is pop music. I also love reading and horseback riding but I don't like swimming.

Write back to me soon and tell me about yourself. Send me a photograph of yourself.

Best wishes.

Jane

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- People judge you by what you wear.
- You can tell a person's character by looking at their eyes.
- What's good for one person might not be good for another. It's a matter of taste.
- People can be very different from what they seem to be on the outside.
- The first opinion you form about someone doesn't usually change.

Unit 2 - In the Public Eye

Cobjectives →

Vocabulary: words related to people's physical appearance, character, hobbies, interests

Reading: reading for detailed understanding of the text

Listening: listening for specific information/note-taking

Speaking: summarising points, talking about routines

Pronunciation: /n/, /ŋ/, /ŋk/

Grammar: relative pronouns; adverbs of frequency;

forming adjectives

Writing: describing a famous person



Lead-in (p. 10)

- a) Napoleon Bonaparte
 - b) Paul Gauguin
 - c) Bjorn Borg
 - d) Eddie Murphy
 - e) Niccoló Paganini

2 (Suggested answers)

William Shakespeare is famous for writing plays. Jane Fonda is famous for starring in films, etc.

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



Reading (pp. 10 - 11)

- 4 1. D (ln 18 20)
- 4. B (In 43 46)
- 2. B (ln 24)
- 5. D (ln 55 57)
- 3. A (In 33 35)
- 5 a) Splash, Roxanne and Blade Runner.
 - b) She has strong views on the environment and about life in general.
 - c) She prefers to wear casual clothes.
 - d) She believes that you should never be afraid to follow what you find important in life.



Vocabulary Practice (p. 11)

- 6 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 7 1. f 2. a 3.d 4.e 5. b 6. c

- 8 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. golden
- 5. natural
- 2. fall
- 6. shadows
- public
 true
- strong
 speak
- 9 (Ss should memorise the prepositions and phrasal verbs from Exs. 9 and 10. T checks in the next lesson.)
 - 1. ii
- 3. in
- to
 on

- 2. in
- 4. in/to
- 10 1. up 2. after
- forward to
 for
- 11 1. popular with
- 3. expect
- 2. famous for
- 4. wait for



Follow-up (p. 11)

(Ss work on their own and make notes under the headings. T elicits answers from Ss and writes them on the board then asks some Ss to talk about Daryl Hannah using the notes. This follow-up can be assigned as written HW.)

 Appearance: tall, slender, long blond hair, large blue eyes, stunning features, looks fantastic in expensive clothes but prefers casual clothes

Character: complicated, very shy, dislikes crowds and noise of Hollywood parties, extremely caring, romantic (wants to find someone very special before she starts a family), creative

Hobbies: gardening, playing the piano and making pottery

Beliefs: strong views on the environment and life; believes our modern lifestyle is destroying the environment and says: "Find out what is important to you

- and don't be afraid to live it!"

(Suggested answer)

Daryl Hannah is tall and slender. She has long blond hair, large blue eyes and stunning features. She looks fantastic in expensive clothes, but she prefers casual clothes. She is a complicated person. She is also very shy and she dislikes crowds and Hollywood parties. She is extremely caring and creative. She is also romantic. She wants to find someone special before she starts a family. Daryl has a simple lifestyle. She likes gardening, playing the piano and making pottery. She has strong views about the environment. She believes our modern lifestyle is destroying the environment. She also has strong views on life and says: "Find out what is important to you — and don't be afraid to live it!"



Grammar in Use (p. 12)

- 12 a) Who and that are used for people.
 - b) Whose shows possession.
 - c) Which and that are used for things.
- 13 2. She lives in a big house which is near the park.
 - 3. Steven is a lawyer whose office is in Baker Street.
 - Claire is a model who has been in many fashion shows.
 - Sarah is wearing a nice dress which fits her perfectly.
- 14 1. who's
- 3. who's
- 2. whose
- 4. whose
- 15 (T asks Ss to identify the people, objects or animals shown in the picture and writes the names on the board. Ss then do the exercise. T checks round the class. This exercise can be assigned as written HW.)

(Suggested answers)

- B) A shark is an animal/a fish which lives in the sea.
- C) A bricklayer is someone who builds with bricks.
- D) A nurse is someone who helps sick people.
- E) A washing machine is a machine which washes clothes.
- F) A waiter is someone who serves food in a restaurant.
- G) A camera is a piece of equipment which takes photos.
- H) A vacuum cleaner is a machine which cleans carpets.
- 16 · always: get up early

usually: play the piano/make pottery sometimes/occasionally: travel by plane

rarely/hardly ever: go to parties

never: eat fattening food

- She sometimes travels by plane.
 She rarely/hardly ever goes to parties.
 She always gets up early.
 She never eats fattening food.
- 17 (Suggested answers)

I usually go to the gym after school.

I always visit my grandparents at weekends.

I sometimes/occasionally go to parties at weekends. I rarely/hardly ever travel abroad during my holidays.

I never watch TV in the morning.

- 18 (Tasks Ss to read the whole text first and try to guess the missing words. Ss fill in the first two gaps with T's help, then continue with the exercise on their own. T checks Ss' answers.)
 - 1. with
- enjoys/likes/loves
- 2. has
- 6. most
- Her
 is
- 7. at 8. is

19 Pronunciation (p. 13)

	/n/	/ŋ/	/ŋk /		/n/	/ŋ/	/ŋk/
thing		1		sin	1		
thin	1			sink			1
think			1	sing		1	

- 20 · 1. successful
- 4. glamorous
- beautiful
- 5. interesting
- 3. humorous
- 6. talented
- paragraph 1: profession what he is famous for successful films

paragraph 2: appearance

paragraph 3: character

paragraph 4: hobbies/interests

paragraph 5: final comments

1	job:	actor				
	films:	Star Wars, Raiders of the Lost Ark				
	appearance:	tall, well-built, hardly any wrinkles, tanned square face, brown eyes, brown hair starting to turn grey				
	character:	private, serious, caring				
	hobbies:	works with environmental groups				
	interests:	likes working with his hands and building things				

(T can ask Ss who the actor described is. Answer: Harrison Ford.)



Writing (p. 13)

22 (T goes through the plan and explains the points mentioned. T asks Ss to describe Harrison Ford orally first, then T assigns Ex. 22 as written HW.)

(Suggested answer)

Harrison Ford is a very famous actor who has starred in films such as Star Wars and Raiders of the Lost Ark.

He is 55 years old but he is still very handsome. He is tall and well-built, and he has very few wrinkles on his tanned, square face. His brown hair is just starting to turn grey, and he has brown eyes.

He is a private person who does not like talking about his personal life. He is also a very caring person who works to protect the environment.

In his free time he likes working with his hands. He enjoys fixing things on his ranch and building things.

All in all, Harrison Ford is a person we can admire. Although he is very famous, he leads a simple life and cares very much about other people.

- (T explains/elicits the meaning of any unknown words before Ss do the exercise.)
 - 1. horrible
- 3. cloudy
- 5. crowded
- 7. unfriendly
- 9. awful

- 2. lousy
- 4. dirty
- 6. filthy
- 8. disgusting
- (This can be assigned as written HW after Ss have done it orally in class.)

(Suggested answer)

You won't believe what a horrible place this is! We are having a lousy time. The weather is cloudy, and the hotel we are staying at is very dirty. The beach is crowded and the water is filthy. The local people are very unfriendly and the food is disgusting. I've never had such an awful time in my life!

7 (Ss repeat as many questions as they can remember. T writes them on the board. Ss then work in closed pairs. T checks round the class, then asks some pairs to report to the class.)

(Suggested answers)

- A: What is the place like?
- B: It's (really) fabulous.
- A: Where will we stay?
- B: At an amazing camp-site.
- A: What's the weather like there?
- B: It's warm and sunny.
- A: Are there any nice beaches?
- B: Yes, there are some brilliant ones.
- A: What about the food?
- B: The food is excellent.

- T sets the task and sets time limit.
- Ss work in pairs.
- T goes round the class and helps Ss.

Stages of pairwork ¬

T asks some pairs to report back to the class.

- a) hot and sunny
- b) snowy and freezing
- 2. relaxed
- 3. sad
- 4. moody

- a) 3
- b) 1
- c) 4
- d) 2
- 1. It was cold, rainy and cloudy. He felt unhappy, miserable and depressed.
 - 2. It was stormy, windy and rainy. He felt frightened, scared and uneasy.
 - 3. It was not and sunny. He felt happy, refreshed and cheerful.
 - 4. It was snowy and freezing. He felt excited, joyful and delighted.

(As an extension T can ask Ss to tell the class how they feel in such weather conditions, e.g. I feel miserable when the weather is snowy and freezing.)

9 1. go 2. do

3. take/have

4. qo

5. do

6. go



Grammar in Use (pp. 16-17)

- 10 1. Past Simple b
- 3. Present Perfect Cont. d
- 5. Present Perfect f

- 2. Past Continuous a
- 4. Present Perfect Cont. c
- 6. Present Perfect e

Tenses	Form	Use	
Past Simple	(regular verbs) verb + ed	action which started and finished in the past	
Past Cont.	was/were + verb + ing	longer past action interrupted by a shorter action	
Present Perfect	have/has + past participle	 action which has happened regularly over a period of time recent changes action which happened at an unstated past time 	
Present Perfect Cont.	have/has been + verb + ing	action started in the past continuing to the present	

- was having, stole
 - 2. has been repairing
- 3. has been lying
- 4. were exploring, appeared
- 5. was skiing, broke
- has been working.

- 12 (Ss do the exercise on their own, then T checks their answers, asking for justification of the tenses they used to fill in each gap. e.g. 1. did you come [action which happened in the past, we know when - last Friday.] T then asks Ss to act out the dialogue.)
 - 1. did you come
- were exploring
- have been
- 9. slipped
- 3. did you arrive
- 10. twisted
- 4. have you been doing
- 11. went
- 5. have been swimming
- 12. was
- 6. Have you seen
- 13. served

7. went

- 14. danced
- 13 (This exercise can be assigned as HW.)
 - 1. ago
- 6. already
- 2. for
- 7. yet
- 3. ever
- 8. while
- never
- 9. when
- 5. since
- 10. so far
- For and since go with Present Perfect and Present Perfect Continuous

Ago and when go with Past Simple.

Already, yet, so far, ever and never go with Present Perfect.

While goes with Past Continuous.

- 14 (T goes through the table and explains how the sentences are formed, then Ss do the exercise with help from T. T points out that Ss are not allowed to change the words in bold and that they have to use two to five words to fill in the blanks.)
 - 1. ... haven't been fishing since ...
 - 2. ... first time she has eaten ...
 - 3. ... is it since he went ...
 - 4. ... haven't eaten out for ...
 - 5. ... not been to Delhi for ...
- 15 Pronunciation (p. 17)

	/t/	/d/	/ıd/	
folded			1	stayed
lived		1		looked
cooked	1			painted

Writing (p. 17)

- 16 (T explains the theory then Ss do Ex. 16. T asks Ss justify the use of the tenses for each gap.)
 - am writing
- 7. take
- 2. came
- 8. haven't been 9. tried
- 3. are staying
- 10. was
- has been
- 5. have been doing
- 11. was
- 6. have already been
- 12. were enjoying
- [e.g. 1. am writing (action happening now)
 - came (action which happened at a specif. time in the past.)]
- a) paragraph 2
 - b) paragraph 3
 - c) paragraph 4
- 17 (T explains the plan then uses the letter from Ex. 16 to show Ss how the plan is used. Tassigns Ex. 17 as writte HW.)

(Suggested answer)

Dear Mandy,

How are you? I'm writing to you from Paris. I arrive four days ago with some friends.

We are staying in a wonderful guest-house near th river. The weather is really hot and sunny.

We have been doing a lot of sightseeing. Yesterda we went up to the top of the Eiffel Tower. We also visite the Louvre and saw the Mona Lisa.

Last night I tried a traditional French dish, frogs legs; it was tasty. While we were eating somebody stol my camera. Now I must buy a new one.

I'll see you when I get back.

Love,

Susan



/d/

/id/

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps then understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

(Suggested answers)

- You understand different ways of life more after you have travelled to new places.
- A person who works all the time and has no other interests is boring. Therefore, there is no point in dedicating all your time to work.

Unit 4 - Travellers' Tales

Cobjectives

Vocabulary: words related to holidays, places, senses; phrasal verb; run

Reading: skimming text for locating information

Listening: listening for specific information; describing places using the senses

Speaking: giving directions; recommending a place

Grammar: the definite article "the", prepositions of place

Writing: describing a visit to a place



Lead-in (p. 18)

1 (Suggested answer)

Yes, I have. I went to Paris last year. I saw the Eiffel Tower and the Louvre.

2 (Suggested answers)

- A. San Diego sun, sand, sea, watersports, a zoo
- B. Los Angeles sandy beaches, mountains, Disneyland, Hollywood
- San Francisco cable cars, hills, steep roads, street actors, Golden Gate Bridge
- D. Hawaii palm trees, golden beaches, sunsets, food, dancing
- 3 1. a, f
- 2. d, g
- 3. c, h
- 4. b, e



Reading (p. 18)

- 4 1. B
 - 2. C
 - 3/4. A, D (in any order)
 - 5/6. A, D (in any order)
 - 7. E
 - 8. D



Vocabulary Practice (p. 19)

- 5 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 6 1. b 2. d 3. f 4. a 5. e 6. c
- 7 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. fishing
- golden
- 2. palm
- 6. short
- traditional
- 7. steep
- cable
- 8. street

- 8 (T elicits/explains the meaning of the words in the list then Ss do the exercise. T checks round the class.)
 - 1. tinv
 - 2. huge
 - 3. perfect/gorgeous/fantastic
 - 4. delightful/fantastic
 - 5. delicious
 - 6. gorgeous/fantastic
 - 7. colourful/gorgeous/fantastic
 - 8. fantastic/perfect/delightful
- 9 1. see
- 4. bring
- 2. watch
- 5. Take
- 3. Look
- 10 (Ss should memorise the phrasal verbs and prepositions of Exs. 10 and 11. T checks in the next lesson.)
 - 1. over
- 3. out of
- 2. after
- 4. into
- 11 1. on, of
- 4. on

7. on

- 2. in
- 5. with
- 3. for
- 6. on



Follow-up (p. 19)

(T draws the following table on the board. T, then, asks Ss to list the information from the text accordingly.)

places	sights	activities
San Francisco	cable cars, hilly, steep roads, Golden Gate Bridge	watch the street actors, musicians, eat delicious fresh fish
Los Angeles		
San Diego		
Hawaii		

(Looking at the tables, Ss talk about these places. This exercise can be assigned as HW. After Ss have described the places orally in class, they are asked to copy the tables in their notebooks and to be prepared to talk about each place in the next lesson.)

(Suggested answers)

You can see cable cars and eat delicious fresh fish in San Francisco. You can also watch street actors and musicians perform there.

Los Angeles is very exciting and has some famous attractions. The beaches are excellent and you can watch famous actors at work. You can also go to Hollywood.

San Diego has wonderful beaches, great weather and you can do all kinds of watersports. You can also go to one of the world's largest zoos.

Hawaii has golden beaches with palm trees and fantastic sunsets. You can also go to the Sea Life Park or enjoy the clubs, bars and ice-cream parlours.

Language Development (p. 20)

- 12 crashing waves hearing/sight leaves rustling hearing blue sea sight smell of wet soil smell straw umbrellas sight tall green trees sight smell of suntan oil smell birds chirping hearing bright sun sight
 - A 1. straw umbrellas
 - 2. bright sun
 - 3. blue sea
 - B 1. tall green trees
 - 2. leaves rustling
- birds chirping
 smell of wet soil

4. crashing waves

5. smell of suntan oil

13 1. ✓ 3. ✓ 5. ✓ 7. ✓ 2. ✓ 4. x 6. x

He can hear honking horns and (his neighbours playing) loud music.

He can see tall skyscrapers and the busy street below. He can smell car exhaust fumes.

(As an extension, Ss can be asked to describe their neighbourhood using expressions from Exs. 12 and 13.)

- 14 (T elicits/explains the meanings of the prepositions in the list, then Ss do the exercise.)
 - 1. opposite
- 5. below
- 2. next to/beside
- 6. by/near/close to/
- 3. opposite
- next to/beside
- 4. above
- 7. over
- **15** 1. go along
- 3. turn left
- 5. opposite

- 2. Turn right
- 4. go past
- 6. next to

(Suggested answers)

(Ss work in closed pairs. T checks round the class, then asks some pairs to report back to the class.)

- a. A: Excuse me, sir. Can you tell me how to get to the hotel?
 - B: Yes. Walk down Pine Avenue until you reach a car park.
 - A: Okay.

- B: At the car park, turn left into Mill Street. As yo walk along Mill Street, you will see a cafe o your right. Continue down Mill Street, go pastewis Avenue and eventually you will see newsagent's on the corner of Cross Street and Mill Street. Cross over Cross Street and you will see the hotel on the next corner on the right.
- A: Thanks a lot.
- b. A: Excuse me, sir. Could you tell me how to get t the library?
 - B: Of course. Walk down Mill Street. As you wal down Mill Street, you will pass a cafe and Lewi Avenue on your right. Keep walking down Mi Street until you reach Cross Street.
 - A: Okay.
 - B: Turn left into Cross Street. As you walk along Cross Street, you will pass a supermarket of your right. Continue walking down the street until you come to Park Avenue. Turn right into Park Avenue and keep going until you see Loring Road. Turn left into Loring Road and you will see the library on your left.
 - A: Thank you very much.

(As an extension, T asks Ss to memorise the Giving Directions box at home. Ss prepare themselves to give directions from one place of their choice to the other.)

Grammar in Use (p. 21)

- **16** 1. x 3. x 5. ✓ 7. ✓ 2. ✓ 4. x 6. x
- 17 2. d 3. b 4. a 5. c
 - It was such a peaceful island that we felt completely relaxed.
 - The island was so peaceful that we felt completely relaxed.
 - It was such an amazing museum that we spent a whole day there.
 - The museum was so amazing that we spent a whole day there.
 - It was such a noisy hotel that I didn't sleep well.
 The hotel was so noisy that I didn't sleep well.
 - They were such crowded streets that we missed the appointment.
 - The streets were so crowded that we missed the appointment.
 - such a/an are used before countable nouns in the singular e.g. such a big nose
 - such is used before uncountable nouns or countable nouns in the plural e.g. such nice weather; such strong winds
 - 3. so is used before an adjective e.g. so big

18 (Suggested answers)

- 2. You really ought to/should go to Black Rock Beach as it's perfect for windsurfing.
- 3. I strongly advise you not to swim at Sunset Beach as the water is deep.
- 4. The best thing you can do is to go to the island in September as it is less crowded.
- 5. It is worth going to Cairo as there are many things to see.

Writing (p. 21)

(T presents theory and analyses the plan of Ex. 20, then Ss do Ex. 19.)

- 2. peaceful
- 7. shady
- 3. marvellous
- 8. tasty
- 4. misty
- 9. friendly

- 5. mysterious
- 10. fantastic
- 6. delightful
- (Ss are asked to match the plan of Ex. 20 to the text, then say what each paragraph is about.)
 - Para 1: where the place is and why the person went
 - Para 2: what the place is like and the weather
 - Para 3: what the person saw and did there
 - Para 4: feelings and recommendation

(Ex. 20 is assigned as written HW after T has referred Ss to the text of Ex. 19 and asked comprehension questions, e.g. What place is described? Where is it? Why did the writer go there? What is the place like? What was the weather like? What did the writer see and do there? How did he feel about the place? Does he recommend it or not? Then T asks Ss to write their own description of a place they have visited and liked a lot.)

(Suggested answer)

I visited the National Gallery in London. I went there with a friend because we both enjoy looking at

The National Gallery is a large, grey building with lots of steps outside its front entrance. The day we went there it was rainy and cloudy, so we were glad to get

We saw lots of beautiful and famous paintings, by artists such as Monet, Renoir and Rembrandt, I bought a book about art from the gallery's bookshop, and my friend bought some postcards.

I had a wonderful time that day. Anyone who is interested in art should visit this gallery.

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- If you are bored in London, which is a city full of life, then you're bored with life itself.
- When you are visiting a foreign country, try to behave like the local people do so as not to offend anyone.

Unit 5 · Enjoy Reading

Cobjectives →

Vocabulary: words related to weather description, people's feelings, places

Reading: reading for gist

Listening: listening for specific information

Speaking: narrating events; describing people's feelings

Grammar: Past Simple, Past Continuous, introduction to direct/reported speech

Writing: setting the scene in narrations



Lead-in (p. 22)

(Suggested answers)

- Detective, adventure, spy stories, thrillers, romance, science fiction, etc.
 - I enjoy reading thrillers because they are exciting.

- The woman in the first picture feels terrified. The boy in the second picture feels desperate. The men in the third picture feel tense and anxious.
- The woman in the first picture is being attacked by a snake: the boy in the second picture is being carried down a river in a storm; the men in the third picture are hunting someone or something.
- The woman in the first picture may be saying: "Help me! I don't want to die."

She's thinking of how she could be saved from the

The boy in the second picture may be saying: "Help! Someone must help me or I'll drown."

He is thinking of how he can get out of the water. The men in the third picture may be saying: "Watch out! He's there."

They are thinking of a plan of attack.

2 (Ss can choose any words, giving reasons relating to the picture.)

Words heard on tape:

- 1. jungle floor, sticky, hissing, python, help, screamed
- 2. branches, freezing, sea, thunder, lightning, cold
- moonless forest, snow, midnight, tired, whispered, dark shape, fired

Reading (p. 22)

- A. Her eyes grew wide with terror as a huge python wound itself around her.
 - B. He grabbed desperately for the branches of a tree as the freezing water of the river carried him towards the sea.
 - C. Slowly he raised his gun, aimed at the dark shape, then fired.
 - Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.

Answers to the questions

- 1. Story A takes place in the jungle in the middle of the afternoon.
 - Story B takes places in a river at night. Story C takes place in a forest at about midnight.
- In story A the weather was hot and sticky. In story B the weather was cold and rainy. In story C the weather was snowy.
- A Frances Clark. She felt hot, sticky and terrified. She felt like this because it was a hot and sticky afternoon and she was attacked by a huge python in the jungle.
 - B Sammy. He felt desperate and numb from the cold. He felt like this because he was in danger of drowning/being carried out to sea. He had fallen into the river.
 - C Jake and Bill. They felt tired and excited. They felt like this because they had been hunting all day. They saw a creature and shot it.
- A soft jungle floor (touch), felt hot and sticky (touch), strangely quiet (hearing), no animal sounds, no rustling of leaves (hearing), ... heard something hissing (hearing), eyes ... wide with terror (sight), screamed (hearing).
 - B shouted (hearing), freezing water (touch), cold rain (touch), thunder boomed (hearing), shouts for help (hearing), bright lightning (sight), stiff from the cold (touch).
 - C moonless forest (sight), snow falling silently (sight/hearing), whispered (hearing), dark shape (sight).



Speaking (p. 23)

- A Horror in the Jungle
- B The Flood
- C The Monster

(Suggested alternative titles)

- A Jungle Adventure
- B The Deadly River
- C Horror Hunters



Language Development (p. 23)

- 4 A. moonlit, moonless, dark, clear sky calm, moonless, stormy, dark, clear, cloudless night
 - calm, stormy, dark, clear, cloudless day moonlit, calm, stormy, dark, clear sea
 - B. snowy, steep, crowded, narrow, empty street noisy, expensive, empty restaurant noisy, crowded, narrow, empty, sandy beach snowy, steep, tree-covered mountain

(Note: rough day = difficult day, rough night = difficult night, high street = main street of a town)

- 5 picture A: scared, terrified, frightened
 - picture B: annoyed, angry, furious
 - picture C: glad, thrilled, pleased, delighted
 - picture D: sad, miserable, depressed

(Suggested answers)

I am/feel annoyed when I miss the bus or train. I am/feel glad when we visit my grandparents. I am/feel miserable when I fail an exam. etc.

- 6 (T elicits/explains the adjectives in the list, then Ss do the exercise.)
 - bored
- 6. nervous
- 3. embarrassed
- 7. angry
- 4. surprised
- 8. happy
- miserable

Grammar in Use (pp. 23-24)

- Bill was watching TV while/as his wife was getting dressed.
 - I was having a bath when my doorbell rang.
 - I heard a noise in the garden so I went to see what it was.
 - He went to bed early last night as/because he was very tired.

- 8 a. Past Simple
 - Past Continuous (action in progress), Past Simple (action which interrupted a longer action)
 - c. Past Continuous
 - d. Past Simple
 - e. Past Continuous
- 9 A 1. was looking (background description).
 - was
 - 3. were running (background description)
 - 4. saw
 - 5. gasped
 - 6. were walking (background description)
 - 7. began
 - 8. realised
 - 9. were staring (continuous action in the past)
 - B 1. was raining (background description)
 - 2. was blowing (background description)
 - 3. was walking (background description)
 - 4. was
 - 5. were
 - 6. heard
 - 7. were getting (continuous action in the past)
 - 8. turned
 - 9. saw
 - C 1. was working (background description)
 - 2. was digging (past action in progress interrupted by another past action)
 - 3. found
 - 4. opened
 - 5. was
- 10 1. He was running fast carrying a big box.
 - They were standing at the edge of the cliff admiring the view.
 - 3. Tim was watching TV eating his supper.
- 11 1. sailing
- 4. helping
- 7. crashing

- 2. enjoying
- 5. sitting
- 8. making

- 3. blowing
- 6. talking
- 9. trying
- direct speech: "Where's Tyler?"
- Direct speech is the exact words someone said, given in inverted commas.
 - · A "Help!", "Someone help me!"
 - B "Oh no, I can't hold on!"
 - C "There it is."

Writing (pp. 24-25)

(T explains the theory in the box to Ss. T points out that before setting a scene Ss should think of a scene and visualise it. This will make it easier for them to start their narration.)

- 13 1. was
- 7. didn't seem
- 2. was raining
- 8. felt
- 3. was walking
- 9. turned
- were running
- 10. saw
- reached
 had
- 11. was wearing12. was
- a) On a cold night on an empty road.
 - b) The weather was cold and rainy.
 - Sally, who felt miserable, and a stranger, who was calm.
 - d) cold night (touch), tears running down her face (sight), soaked to the skin (touch), felt a gentle tap (touch), pale yellow light (sight), clothes as black as night (sight)

14 (Suggested words)

Railway station, old-fashioned clothes, wartime, leaving, departure, sad, luggage, train, whistle, passengers, etc.

- The weather was cold and cloudy.
- It happened at a railway station on a Monday afternoon.
- Miriam and Paul. Miriam was unhappy and sad. Paul was desperate and helpless because Miriam was leaving. They had no other choice.
- 15 1 b. The writer sets the scene by describing the weather. He/She ends the story with a sudden event and leaves the reader in suspense.

Direct speech: "They've found me.", "I can't get away now.", "Oh no! This can't be true!"

2 a. The writer uses the senses in order to set the scene and end the story. He/She also uses direct speech.

Direct speech: "I don't want to die.", "Don't worry! Everything will be OK."

- 16 Ss do the exercise then T asks comprehension questions eliciting the theory presented before.
 - e.g. T: Where did the story take place?
 - S1: At her office.
 - T: When did the story take place?
 - S2: At about midnight.
 - T: Who was involved in the story?
 - S3: Diane Brookes.
 - T: How did she feel? Why?
 - S4: Tired because of the hard work.
 - T: What happened?
 - S5: She heard a noise outside her office. Someone had come to take the computer disc.
 - 1. was sitting
- tired
- 5. get

- quiet
- noise
- 6. Is that

17 (Suggested sentences)

Picture A: When the gorilla touched James' hand he said, "Don't worry, I'll help you."

Picture B: "I think we've managed to get away," said James and sighed with relief.

(Suggested beginning)

Picture A: James was walking along the paths of the zoo. The zoo was empty as it was two o'clock in the afternoon and it was cold and rainy. James went up to the gorilla's cage and was shocked to see that it had cuts on its arms and dirty fur. When the gorilla touched James' hand he said, "Don't worry, I'll help you."

(Suggested ending)

Picture B: James rowed the boat across the river. "I think we've managed to get away!" said James and sighed with relief. "We're safe! It's OK now. You're free," he said.

(Ex. 17 can be assigned as written HW after Ss have done it orally in class.)



Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- A good and creative writer can write about any subject in an interesting way.
- Words are more powerful than physical force (war/killing).

Unit 6 - The Lost World

┌ Objectives ¬

Reading: reading for detailed understanding of the text

Listening: table completion

Speaking: expressing obligation/prohibition/absence of necessity

Grammar: Past Perfect - Past Perfect Continuous, com-

parisons

Writing (project): describing animals

> Lead-in (p. 26)

- 1 I can see dinosaurs. They lived a very long time ago. Now you can see them in museums.
- 2 (Note: T should play this tapescript twice. If Ss still have difficulty in identifying the dinosaurs, T reads the tapescript of Ex. 2 (T's book, p. 63, Unit 6) then Ss identify the dinosaurs.)

Compsognathus C Velociraptor B Pteranodon D Tyrannosaurus A

3 (T can write four pre-questions on the board. Ss listen to the tape once trying to answer the questions, then read the summary; Ss listen to the tape again and underline the correct word.)

Suggested Pre-questions

- What did the professor see when he opened his eyes? [Thick green forests, a lizard, then some velociraptors.]
- 2. What happened when the velociraptors were about to attack the professor? [A tyrannosaurus appeared.]

- 3. What was the woman wearing? [Animal skins.]
- 4. Why was the professor horrified? [Because a pteranodon had picked him up.]

1. lizard

7. chicken

2. two

8. woman

3. velociraptors

9. spear

4. trees

10. pteranodon

5. one

11. claws

6. cave

Reading (p. 27)

4 1. D (ln 7-8)

3. A (In 40)

2. B (In 24)

4. B (In 62-63)

(T can ask Ss comprehension questions.)

Vocabulary Practice (p. 28)

5 Ss explain the words in L1 or by giving examples using the words in context.

6 1. thick

6. dark

2. sharp

7. fast

to make growling

8. to start

4. to scream

9. to pick

5. to run

10. to work on



Follow-up (p. 28)

 Professor Kearns felt: a) horrified when the pteranodon swooped down and picked him up with its sharp claws and carried him away. b) shocked at the baby dinosaur's viciousness.

(Suggested answers)

- The baby dinosaur was no bigger than a chicken. It had yellow and green stripes on its back and white legs. The velociraptors walked on two feet, had long tails, sharp claws and their heads were like those of alligators.
- A giant lizard with a long tail and walking on two feet tried to attack Professor Kearns. Others appeared and when they were about to attack him, a huge tyrannosaurus broke through the trees. It grabbed and killed one of the velociraptors and the others ran away in fear. The next day while Professor Kearns was picking fruit, he saw a baby dinosaur which was no bigger than a chicken. When he tried to touch it, a woman pushed him out of the way. When the woman held her spear near the dinosaur's mouth, the creature took a bite out of it. Suddenly a pteranodon swooped down, picked Professor Kearns up with its sharp claws and carried him away.



Grammar in Use (pp. 28-29)

- 7 1. Past Perfect, c
 - 2. Past Perfect Continuous, b
 - 3. Past Perfect Continuous, a
 - Past Perfect is formed by using had + past participle. Past Perfect Continuous is formed by using had been + verb -ing form. We use Past Perfect when sth happened before sth else in the past. We use Past Perfect Continuous when a past action had visible results in the past or when a past action continued over a period up to a certain time in the past.
- 8 1. had already started
- had been saving
- 2. had shown
- 6. had been practising
- had been travelling
- 7. had looked
- 4. had been typing
- 8. had left
- 9 (Tasks two Ss to read the dialogue aloud, then Ss work in pairs making similar dialogues using the notes given. Tchecks round the class, then asks some pairs to act out their dialogues.)
 - A: Have you ever been to the theatre?
 - B: Yes, I have.
 - A: When was that?
 - B: Two weeks ago.
 - A: What was it like?
 - B: It was entertaining.
 - 2. A: Have you ever been to the fairground?
 - B: Yes, I have.
 - A: When was that?
 - B: Yesterday.
 - A: What was it like?
 - B: It was thrilling. etc.

10 (T can refer Ss to the Grammar Reference Section p. 104 of Student's Book to revise the theory.)

must = have to (obligation)

mustn't = aren't allowed to (prohibition)

needn't = don't have to (it isn't necessary)

- 11 Visitors mustn't take photographs.
 - Visitors needn't buy a guidebook.
 - Visitors must leave their bags at the door.
 - Visitors mustn't touch the exhibits.
 - Guests mustn't disturb the other guests staying in the hotel.
 - Guests must leave the room by 12:00.
 - Guests needn't tidy their rooms.
 - Guests mustn't leave any valuables in their rooms.

(T can ask Ss to think of other places [e.g. hospital, school, etc.] and make sentences using must, mustn't, needn't e.g. **school** You must be at school on time. You mustn't cheat during the exams. You needn't wear a uniform. etc. This can be assigned as written HW.)

- 12 (Tcan refer Ss to the Grammar Reference Section p. 113 of Student's book to revise the theory.)
 - We form the comparative degree by adding -er to adjectives consisting of up to two syllables / using more + positive degree of adjectives of more than two syllables and than.

e.g. He is taller than me.

Ann is more beautiful than Claire.

- We use (not) as ... as to compare people/things that are or are not the same, e.g. Ann is not as tall as Jim.
- We use than after the comparative form of adjectives/adverbs. e.g. bigger than
- We use more with adjectives of two or more syllables. e.g. more comfortable than

13 (Suggested answers)

Hippos have bigger mouths than giraffes. Giraffes' mouths are not as big as hippos'.

Hippos have bigger teeth than giraffes. Giraffes' teeth aren't as big as hippos'.

Giraffes have longer necks than hippos. Hippos' necks aren't as long as giraffes'.

Hippos have shorter legs than giraffes. Giraffes' legs aren't as short as hippos'.

Giraffes are taller than hippos. Hippos aren't as tall as giraffes.

Hippos are fatter than giraffes. Giraffes aren't as fat as hippos.

Giraffes run faster than hippos. Hippos don't/can't run as fast as giraffes.

Hippos are more dangerous than giraffes. Giraffes are not as dangerous as hippos.

14

	habitat	food	size	weight	special features
Compsognathus	all over the world except in Antarctica	meat	60 cm tall	5 1/2 kilos	very fast runner
Pteranodon	Europe, Asia and North America	fish	small bodies	very light	very long beak
Velociraptor	Asia	small animals	medium size	45 kilos	strong, fast runners, large claws
Tyrannosaurus	North America and East Asia	other big dinosaurs	6 metres tall	very heavy	strong legs, long tail

(T can ask Ss to describe orally each type of dinosaur looking at the notes.)

15 • 65

Theory A: hit

sunlight

froze

Theory B: a lot

hotter, colder

Theory C: plant

(As an extension Ss, looking at the notes, give a one-minute talk on the theories about the disappearance of the dinosaurs.)

Project (p. 29)

(T refers Ss to the back of the Student's book where there are pictures to be cut and used in Ss' projects. This project is assigned as written HW.)

Module Self-Assessment (Units 1 - 6)

(Ss do this section on their own as written HW. T checks in the next lesson, explaining or revising structures. In the following lesson, Ss do their test. See Teacher's book for the tests.)

- 1 1. B 3. C 5. B 7. C 9. A 2. A
- 4. A 6. C 8. D 10. B experiment
 - 2. harmless 5. fired
- 4. chased 7. overcome 8. gradually
 - 3. slender
- 6. stiff
- - 5. strong 9. true 6. fishing 10. asleep
- 2. pick casually 4. public

3 1. pebbly

7. thick 8. speaks 5 A 1. in

2. out of

3. for

4 1. up

2. for 3. on 4. on

6. forward to

7. into

8. after

B 1. in 2. with 3. to 4. in

4. over

5. after

- watched 4. famous for 2. see 5. waited for bring
- 1. ... have never travelled by plane ...
 - 2. ... is it since you bought ...
 - 3. ... have not been to ...
 - 4. ... hasn't seen Greg for ... 5. ... haven't eaten out for ...

20

- 8 A 1. went
 - 2. had invited
 - 3. was setting
 - 4. rang
 - B 1. went

 - 2. had been planning
 - 3. were having
 - 5. blew
 - 4. changed
- 4. when 5. ever

5. told

6. turned

6. decided

8. had left

9. reached

10. had taken

4. the

4. the

7. were driving

7. ago

8. since

5. the

7. went

- 6. for
- 3. by the time

already

2. always

- 2. the 10 A 1. --2. --
- 3. --

- 4. who's
- 11 1. whose 2. which

B 1. --

- 5. who
- 3. whose

- 12 1. mustn't
- 4. must
- must
- 5. needn't
- needn't

13 (Suggested answers)

The ostrich's wings are not as big as the pelican's. The pelican's neck is not as long as the ostrich's. The pelican's legs are shorter than the ostrich's. The ostrich has a smaller head than the pelican. The ostrich's beak is not as long as the pelican's. The ostrich can run faster than the pelican.

- 14 1. with Dear and the person's first name
 - the plan shown on p. 13 in the Student's book
 - 3. with Yours / Love / Best wishes, and our first name
 - 4. the plan shown on p. 21 in the Student's book

Unit 7 - A Ghostly Welcome

Cobjectives ¬

Vocabulary: words related to various types of stories; feelings and emotions; phrasal verb: break

Reading: reading for understanding of how the text is structured

Listening: listening for prioritising

Speaking: narrating events

Lead-in (p. 32)

1 (Suggested answers)

cup breaking

Grammar: Past Continuous, Past Perfect, Past Perfect

I think that a man is invited into a house by two ghosts or A man visits a haunted castle.

The young woman seems happy, the older woman looks sad and the man looks surprised or scared.

Continuous

Writing: stories

Reading (p. 32)

2. A 3 F

Vocabulary Practice (p. 33)

- 5 Ss explain the words in L 1 or by giving examples using the words in context.
- 1. e
- 2. b
- 3. a
- 5. C 4. d

- - country
 - 2. pouring
- 6. china 7. introduced
- 3. to turn
- 8. crash
- 4. wrinkled
- 9. lightning
- to take
- 10. to ring
- 8 (Ss should memorise the phrasal verbs and prepositions in Exs. 8 and 10. T checks in the next lesson.)
 - 1. out
- 2. up
- down
- 4. into
- 9 (T elicits/explains the meaning of the words in bold while checking Ss' answers.)
 - creaked
- glanced
- 2. crackling
- 5. stared
- 3. whispered
- 10 1 into/out of
- 4. in
- 7. in 8. of

- 2. into 3. to
- 5. at, in 6. with

3 Ss check if their quesses were correct.

The title suggests a ghost story.

The story takes place in a castle.

Ss try to guess the story from the sounds.

2 Sounds heard: thunder, rain, doorbell ringing,

creaky door opening, woman crying, birds singing,

car starting and driving away, coffee being poured,



Follow-up (p. 33)

(Suggested answers)

- The story took place in a castle during a stormy night.
- b. It was pouring with rain and there was thunder and lightning.
- c. He got out of the car and ran quickly through the rain to the castle.
- d. Mrs McDougall's daughter welcomed him into the castle.
- e. Mrs McDougall had tea with George. Then, when she was showing him to his room, she started crying because George reminded her of her husband whom she had not seen for ten years.
- f. George woke up after a good night's sleep and realised he was alone in the castle. He left a note for the McDougalls and went back to his car, which started.
- g. The man went to a cafe for breakfast. When he talked to the waitress about the two women in the castle, she was surprised. She told him that the two women had died in a car accident ten years before. The man was shocked.

The following phrases should be underlined:

"Blast!"

"Oh, please come in out of the rain,"

"Good evening. I'm Mrs McDougall. My daughter told me we had a guest. Please, have a seat."

"Is something wrong?"

"I'm so sorry,"

"It's just that you remind me so much of my husband. I haven't seen him for ten years."

"That was a terrible storm we had last night, wasn't it?" "But that's impossible!"

"Nobody has lived in that castle since Mrs McDougall and her daughter died in a car accident ten years ago!"

 crash of thunder, car engine dying, running through the pouring rain, a bell ringing, door creaking open, woman weeping, birds singing, car starting with a roar, coffee cup dropping onto the floor



Grammar in Use (p. 34)

11 The following sentences should be underlined:

- George Philips was driving carefully ... (Past Continuous)
- It was late at night and he was looking forward to ... (Past Continuous)
- ... and explained what had happened. (Past Perfect)
- A big crackling fire was burning ... (Past Continuous)
- George had been standing there ... (Past Perfect Continuous)
- She was carrying a silver tray ... (Past Continuous)

- After they had finished their tea ... (Past Perfect)
- George was following her up ... (Past Continuous)
- The wind was howling outside ... (Past Continuous)
- The sun was shining and the birds were singing. (Past Continuous)
- He had slept very well ... (Past Perfect)
- He had been looking for them ... (Past Perfect Continuous)
- As the waitress was filling his cup ... (Past Continuous)
- He told her that as his car had broken down ... (Past Perfect)
- ... the McDougalls had put him up ... (Past Perfect)

We use **Past Continuous** for an action that was happening at a certain time in the past or to set a scene. We use **Past Perfect** for an action which happened before sth else in the past. We use **Past Perfect Continuous** for an action which had been happening before another action in the past.

12 (Suggested answers)

- 1. She had been crying for hours.
- 2. He had been painting the house all day.
- 3. He had been digging in the garden.
- 4. She had been studying for hours.
- 5. He had been working in the garden for hours.
- 6. She had been studying since morning.
- 13 1. got, had prepared
 - 2. took, had been working
 - 3. was, had ever seen
 - 4. entered, noticed, had drawn
 - 5. had finished, called
 - 6. arrived, had left
 - 7. had been travelling, decided
 - 8. was, had turned on

14 GAME (Suggested answer)

Team A S2: The beggar asked him for some money.

Team B S2: Tim looked at him strangely.

Team A S3: Then he said, "Bob, is that you?"

Team B S3: The beggar looked very sad and said,

"Yes, it's me, Tim." etc.



Writing (pp. 34-35)

15 (T explains the theory box, then Ss do Ex. 15.)

- 1. as
- 4. then
- 2. before
- Seconds later
- when
- 6. As soon as
- Direct Speech. The following sentences should be underlined:

"Isn't this exciting?", "Yes, I suppose it is,"

"This is a hijack!", "Oh no, it's not,"

"Drop your weapon and lie down on the floor."

"It's over. Nobody was injured. What's next?"

- a. The story took place on an aeroplane during a night flight.
 - b. Janet Porter (a policewoman) and a hijacker.
 - c. The most important event was when Janet held her gun to the back of the man's head and told him to drop his weapon and lie down on the floor.
 - d. The plane landed safely and the police arrested the man.
 - e. By using direct speech.
- f. (Suggested answer) A police car was waiting for them. As they were putting the hijacker into the car, he struggled with the police and managed to get away. As he ran off, Janet shouted, "Stop him, quick, before he gets away!"
- Mark was driving through the streets. 16
 - 2. Two men came out of a building.
 - 3. The men jumped into a car and sped away.
 - 4. Mark followed them.
 - 5. Mark radioed for help.
 - 6. Police cars blocked the road.
 - 7. Mark arrested the men.
 - 8. The police officers handcuffed the men.
- The story takes place in the jungle on a hot day. 17
 - A man is involved in the story.
 - At first he felt hot then frightened, then happy and finally frightened again.
 - He tried to find some treasure. When he found it he got trapped in the cave and couldn't get out.
 - Picture 1: The man felt hot and sticky in the jungle. Picture 2: He saw the dark shape of a man and started running.
 - Picture 3: He found a big cave which was full of treasure.
 - Picture 4: The walls of the cave started to collapse.
 - Picture 5: He got trapped in the cave.

(Ex. 17 can be assigned as written HW. As an alternative T can ask Ss to list the events in chronological order.)

18 (Suggested answer)

Plot

- Two boys sat on a beach, thinking about going
- They saw a sign warning not to swim but they ignored it.
- They went into the water with their boards and a shark appeared.
- They got onto one surfboard and pushed the other towards the shark.
- They paddled towards the beach.
- They reached the beach safe and sound.

(T explains any unknown words then explains the plan. Ss tell the story orally then they write their story for HW. T points out that Ss should use the direct speech given in the last picture.)

(Suggested answer)

It was a beautiful sunny Sunday morning. Mark and Paul were walking along the beach carrying their surfboards. The golden sand felt warm under their bare feet.

They came to a sign which read "No swimming -Sharks". They ignored the sign and went into the water. They were surfing when a shark appeared a few metres away. Paul yelled to Mark, "Mark! Jump onto my board and push yours towards the shark." As Mark jumped on Paul's board, he pushed his toward the shark. They paddled quickly toward the beach. They looked back and saw Mark's board in pieces.

When they were safe on the beach, they collapsed onto the sand. They looked at each other and they both knew that they were lucky to be alive!

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- Words can be as deadly/powerful as weapons.
- You only have to worry when your enemies say good things about you because they are probably trying to
- What you want is what you have lost, not what you have already got.

Unit 8 - Hard Times

¬ Objectives ¬

Vocabulary: words related to problems people face

Reading: matching texts

Listening: listening for specific information; table

completion

Speaking: giving advice, making recommendations,

making suggestions/offers/invitations

Pronunciation: /st/, /zd/

Grammar: will - be going to - Present Continuous (with

future meaning), 1st type Conditionals Writing: letter giving advice (friendly)



Lead-in (p. 36)

1 (Suggested answers)

little boy

- The boy might be unhappy or in trouble at school.
- He may have done something wrong.

older woman

- She may have financial problems, difficulty paying bills, etc.
- Someone in her family may have died recently.
- She may feel lonely without her family and friends around her.

young woman

- She may be lonely with only a baby for company all day
- She may be a single parent unable to work because she must look after her baby.
- She may be trying to decide whether or not to return to work after the birth of her baby.
- "I don't know whether to keep my job." ightarrow B
 - "I'm afraid I'll feel useless." → C
 - "I miss my old friends." \rightarrow A

(Suggested answers)

- A: Why don't you join a gym?
- B: If you can afford to live on less money, then you should apply for a part-time job.
- C: You could also do some work for charities and help others with your experience and abilities.



Reading (p. 36)

- 3 · A This person has just moved to a new area and is afraid that he won't fit in.
 - B This woman has just had a baby. She can't decide whether or not to go back to work because she doesn't want to miss spending time with her son.

- C This person is elderly and about to retire. She is worried about how to spend her time usefully after retirement.
- 1. C 2. B 3. A

(T can ask Ss comprehension questions.)



Vocabulary Practice (p. 37)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
 - apply for
- 5. promotion
- 2. retire
- 6. employees
- pensioner
- 7. seeking
- 4. teased

Follow-up (p. 37)

Expressions giving advice

The best thing you can do is to ...

How about + verb -ing ...

You could also ...

You ought to ...

If you can ... then you should ...

I strongly advise you to ...

I don't think you should ...

Why don't you ...

If I were you, I wouldn't ...

(Suggested answers)

- A You ought to start going to a youth club near your home and school./You could try to make friends with children who live near you. etc.
- B The best thing you can do is to take a break from work for a little while longer so that you can look after your son./If I were you, I'd stop working./Why don't you find a nanny? etc.
- C You could try travelling./If you can afford it, then you should visit different countries. etc.



Language Development (p. 37)

- 6 Ss tick the following boxes: 1, 2, 4, 5, 7
 - (T explains the theory on how to give advice or make recommendations, then Ss use the expressions in the box to give further advice to Betty.)

(Suggested answers)

Why don't you start exercising? You really ought to take more exercise. How/What about cutting down on fatty food? etc. (As an extension T can set other problems and ask Ss to give advice in each situation.)

e.g. Problems:

- 1. Bill wants to buy a car but he hasn't got enough money.
- 2. Sally has just failed her exams.
- 3. Tom lost his wallet, etc.

Suggested advice:

- If I were you, I'd start saving up money./ You could try to find a second-hand car.
- 2. You should not feel useless./The best thing you can do is start revising.
- 3. You ought to report the theft to the police. I strongly advise you to go to the police.

➤ Grammar in Use (pp. 37-38)

- 1. c Future Simple
 - 2. d Future Simple
 - 3. b be going to
 - 4. a Present Continuous
- 8 She is sure she'll be able to find a good job there. She hopes she will find a flat to share with somebody. She doesn't think she'll take the dog. She thinks she'll enjoy herself. She expects she won't miss the countryside much.
- 9 I am going to swim in the sea.
 I am going to dance at discos every night.
 I am going to eat at lovely restaurants with my friends.
 I am going to stay out late at night.
 I am going to relax.

(Suggested answers)

- I'm not going to cook for a week.
- I'm going to watch TV all day long.
- I'm going to spend most of my time in the garden.
- I'm going to visit my friends.

(As an extension T can give other situations and ask Ss to make sentences using **be going to**.)

- e.g. a) (prisoner thinking)
 When I get out of prison ... I'm going to start
 a new life. I'm going to find a job. etc.
 - b) (student thinking) When school finishes for summer ... I'm going to take a long holiday. I'm going to listen to my favourite music all day long. etc.
 - c) (unemployed person thinking)
 When I find a job ... I'm going to buy new clothes. I'm going to move to another flat. etc.)
- 10 1. will
- 4. am going to
- 2. am going to
- 5. am going to
- 3. will

- 11 2. 🗸 3. will
- 4. will
- 6. will
- 5.
- 5. 🗸
- 7. will
- 12 1. Shall we
 - 2. Why don't we
- Would you like
 What about

3. I can't

(T presents the useful expressions from the box and explains to Ss how to use the box and the diary. Then Ss work in pairs. T checks round the class then asks some pairs to act out their dialogues in the class.)

(Suggested answer)

- A: Let's go to the cinema on Monday.
- B: I'd love to, but I have to go to the dentist on Monday.
- A: Why don't we go on Tuesday then?
- B: I'm afraid I can't. I have to revise for my maths test then.
- A: What about Wednesday?
- B: I'm sorry, I can't. I'm playing tennis with Phil.
- A: Shall we go on Thursday?
- B: I'm afraid I can't I'm going shopping.
- A: Why don't we go on Friday, then?
- B: I'd love to, but I'm having dinner with my parents.
- A: Would you like to go on Saturday, then?
- B: I'm sorry, I can't go on Saturday. I'm going to Tom's party.
- A: How about Sunday? Do you have any free time?
- B: Yes, that sounds brilliant. What film shall we see?
- 13 (T presents the theory box and refers Ss to Grammar Reference Section p. 105 in the Student's book for more details. Ss, then, do Ex. 13.)

If I get a promotion,

I'll buy a car.

I can go on a cruise.

I may move to a bigger house.

I'll buy some new clothes.

I'll have a party.

(As an extension T can give other situations and ask Ss to make sentences using 1st type conditional situations:

- If I win the lottery ... I'll buy a Porsche. I'll quit my job. etc.
- 2. If I get my driving licence ... I'll buy a car. I'll try to find a job as a driver. etc.
- 3. If the weather is rainy tomorrow ... I'll stay indoors and watch TV. I won't go out. etc.)
- 14 1. e) We may go on a picnic unless it rains.
 - 2. a) I'll build more schools if I become president.
 - 3. d) The dog won't bite you unless you bother it.
 - 4. c) I won't go shopping unless I have time.
 - 5. f) I'll buy a new jacket if I can afford it.
 - 6. b) I won't get a promotion unless I work hard.

15 (Suggested answers)

- If I am late, I'll miss the performance. If I miss the performance, Mary will be angry. If Mary gets angry, she'll start shouting at me. etc. ...
- If I don't pass my exams, I won't be able to go to university. If I don't go to university, I won't be able to find a good job. etc. ...

16 (Suggested answers)

- a) If the weather is fine tomorrow, I'll fix the roof. If the weather is fine tomorrow, I'll go on a picnic, etc.
- b) If I finish my homework early this evening, I'll go to the cinema. If I finish my homework early this evening, I may watch TV. etc.

17 Pronunciation (p. 39)

	/st/	/zd/
post	1	
posed		1
prized		1
priced	/	

	/st/	/zd/
ceased	1	
seized		1
phased		1
based	1	

18 The night before the exam

- revise the most important points
- don't spend the whole night studying
- listen to some music to help you relax
- get a good night's sleep
- · don't go to bed late
- · don't forget to set your alarm clock

The morning of the exam

- get up early
- · have a good breakfast
- don't study at all
- get to the exam centre at least half an hour before the exam starts
- · avoid talking to nervous people
- You shouldn't spend the whole night studying the night before the exam.

You should listen to some music to help you relax the night before the exam.

You should get a good night's sleep the night before the exam.

You shouldn't go to bed late the night before the exam.

You shouldn't forget to set your alarm clock the night before the exam.

You should get up early on the morning of the exam. You should have a good breakfast on the morning of the exam.

You shouldn't study at all on the morning of the exam.

You should get to the exam centre at least half an hour before the exam starts on the morning of the exam.

You should avoid talking to nervous people on the morning of the exam.



► Writing (p. 39)

19 (T presents the theory about friendly letters giving advice then T explains the plan and the useful expressions before assigning Ex. 19 as written HW.)

(Suggested answer)

Dear Martha,

I was sorry to hear about your problem. I know it's upsetting to fail exams, but I think I can help you.

First of all, you ought to tell your parents. I'm sure they will understand and try to help you. You should also start revising now, then you will have a much better chance of passing your exams. If I were you, I'd stop worrying that much. The more relaxed you are, the better you will do in your exams.

I hope this advice will help you, and I'm sure you will do well if you follow it.

Good luck, Auntie Claire



Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- When you tell another person about your problems, they become easier to bear.
- There is no point in being upset when it is too late to repair the damage which has already been done.

Unit 9 - In the Land of the Pyramids

¬ Objectives ¬

Reading: scanning to infer answers to questions

Listening: listening for specific information; T/F state-

ments, text completion

Speaking: summarising points

Grammar: reported speech - say/tell

Writing (project): describing ancient monuments

Lead-in (p. 40)

- 1 The people are Cleopatra and Antony, with some other people and Professor Kearns. They are in Egypt. Egypt is famous for the pyramids, the Sphinx and the Nile.
- 2 1. f 2. b 3. e 4. c 5. a



Reading (p. 41)

- 1. A (1st para)
- 4. A (In 27)
- 2. D (ln 12 13)
- 5. D (ln 32)
- 3. C (ln 16 17)

(T can ask Ss comprehension questions.)

Vocabulary Practice (p. 42)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- (Ss should memorise these collocations. Tchecks in the next lesson.)
 - 1. to give
- 6. lost
- 2. to commit
- 7. to ride
- 3. to end
- 8. to rush
- 4. military
- royal
- supernatural
- 10. to spare
- 1. understand
- 4. fell
- 2. drop
- 5. listen
- hear
- 6. realise
- (T can explain any unknown words before Ss do the exercise.)
 - 1. the
- of
- 7. later 8. As

- 2. known 3. when
- 5. with
- 6. was

Follow-up (p. 42)

- 1. They were wearing strange robes with sandals on their feet.
 - 2. He asked the professor if he was a Roman.
 - 3. He tried to explain that he had travelled back in time from the future so he knew what would happen.
 - 4. Cleopatra
 - 5. 34 BC



Grammar in Use (pp. 42 - 43)

(Trefers Ss to the Grammar Reference Section Unit 9 in the Ss's book to revise theory on reported speech.)

- 8 1. statement
- 2. question
- a. Speaker's name is given, a reporting verb is used and verb tenses change.
 - b. The name of both the speaker and person being addressed are given, pronouns are changed and verb tenses are also changed.

Say is used in direct speech and in indirect speech when it is not followed by the person the words were

Tell is used in indirect speech only when it is followed by the person the words were spoken to.

- 9 1. said
- 2. told
- 3. said
- 4. said
- a. "I" becomes "me".
- Present Continuous becomes Past Continuous.
- c. They are left out in reported speech.
- d. "Tomorrow" becomes "the next day".
- 10 (Ss do Ex. 10 orally, then T assigns it as written HW.)
 - 1. The doctor said that he/she had been seeing patients all morning.
 - 2. The boy said to/told his mother that he had forgotten to walk the dog.
 - 3. Craig told his wife that they wouldn't go out that
 - 4. The man said that he was looking for a new job.
 - 5. He said to/told me that he had just finished his homework.
 - 6. The boss said that he needed another secretary.
- 11 a. We use "ask" as an introductory verb in reported questions.
 - b. We use "if" when there are no question words.
 - c. Verb tenses also change. The question mark and inverted commas are not used in reported guestions.

- 12 1. "What do you want to eat?" Fred asked me.
 - 2. "Your friend is waiting for you," Ann said to Frank.
 - 3. "I've paid the bill," Mr Jones said.
 - 4. "I haven't bought a new dress yet," Helen said to
 - 5. "Will you help me with my homework?" Sue asked
- 13 (Ss are allowed to work in closed pairs and think of possible questions. T checks round the class, then asks Ss to rewrite the questions in reported speech. Tchecks Ss' answers. This can be assigned as written HW after Ss have done it orally in class.)

· (Suggested questions)

- Have you met Cleopatra?
- 2. Do you have a family?
- 3. Have you ever been outside Egypt?
- 4. Did you help build the pyramids? etc.

(Suggested reported questions)

- 1. I asked him if he had met Cleopatra.
- 2. I asked him if he had a family.
- 3. I asked him if he had ever been outside Egypt.
- 4. I asked him if he had helped build the pyramids.

Quiz (p. 43)

1. B 3. B 5. A 2. C 4. A 6. C 8. B

Writing (p. 43)

(This is assigned as written HW.)

(Suggested answer)

The Pyramids of Giza were built during the 4th dynast (2575-2465 BC). The largest of the three is the Great Pyramid of King Khufu. It took 20 years to build an approximately 2,300,000 blocks of stone were used to form the Great Pyramid. What amazes most people however, is how the 100,000 men who worked to construct the pyramid were able to place the stones, a each stone weighed 2.5 tons. Historians believe that Egyptians used a sloping hill and rollers to get the stones to the building site. The Pyramids are among the Seven Wonders of the Ancient World as they are geometrically perfect.

Unit 10 · Citizens 2050

Cobjectives →

Vocabulary: words related to the future: phrasal verb: come

Lead-in (p. 44)

1 (Suggested answers)

Reading: scan to infer answers to questions

Listening: listening for specific information; underlining correct word

Speaking: making predictions; expressing opinions; comparing past, present and future situations

Grammar: Future Continuous - Future Perfect;

Writing: essay - how life will be in 2050

the inside of a spaceship.

Reading (pp. 44-45)

1. D (ln 17-18)

4. C (In 52-55)

2. C (In 26-27)

5. A (In 62)

3. B (In 48-49)

(T can ask Ss comprehension questions.)

Vocabulary Practice (p. 45)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 5 1. c 2. a 3. b 4. e 5. f 6. d
- 6 (Ss should memorise these collocations. T checks in the next lesson.)
 - virtual
 - 2. to carry out
 - 3. human
 - 4. mental
 - 5. computer
- 6. ready-made
- 7. space
- 8. solar-powered
- 9. clean
- 10. genetic
- 7 1. cure
- 4. alone
- 2. treat 3. Ionely
- 5. isolated

2 1. Internet

2. computers

- Mars 4. cars

The pictures show: an alien, a spaceship, a robot,

I don't think we will make contact with aliens in my

lifetime, but I think robots will be doing the house-

work. I also think we will be travelling to other

planets and perhaps living in cities under the sea.

5. healthier

28

- 8 (Ss should memorise these phrasal verbs and prepositions. T checks in the next lesson.)
 - 1. back 2. across 3. into 4. round
- 9 1. for 5. for 9. about
 - of
 in
 for

 10. for
 7. for
 - 4. from 8. on

Follow-up (p. 46)

 (T elicits answers from Ss and writes them in two columns on the board. Ss, looking at the notes, talk about these future changes. T can ask Ss to copy the notes in their notebooks and be prepared to say the summary of the text in the next lesson.)

(Suggested answers)

For the better

- by 2050 robots will be doing the housework
- we might only cook for fun
- man will regularly visit Mars
- there will be no cars in the city centres
- environmentally-friendly electric or solar-powered cars will have replaced the cars we use nowadays
- scientists will use genetic engineering to cure diseases like cancer and AIDS
- we'll have a much healthier society

For the worse

- people will make friends through the Internet
- a large number of people will even come across their future husbands or wives through the Internet
- we will become much more isolated
- abilities such as mental arithmetic won't be necessary
- writing by hand will become a thing of the past
- we will be eating ready-made food
- pollution will continue to get worse and our planet will become impossible to live on
- we'll have to pay for clean air
- computers will have become absolutely essential
- we might only work for fun
- we might only clean the house for fun
- we might only drive for fun etc.

Grammar in Use (p. 46)

(T refers Ss to the relevant Grammar Reference Section in the Student's book to revise the theory.)

- 1 b. future perfect
- 2 c. future continuous
- 3 a. future continuous

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

(Suggested answers)

I'll be working for a large company in five years' time. I'll have started a family in ten years' time. I'll be living in my own house in twenty years' time.

I'll have travelled to lots of countries in twenty years' time. etc.

Language Development (pp. 46-47)

12 • 100 years ago

- people travelled by horse and carriage or by train
- most people died before they were fifty years old
- many children had to work
- cities were smaller and more people lived in the countryside
- people communicated by writing to each other

now

- we use cars and aeroplanes
- the average lifespan is about seventy-five years
- all children go to school
- cities are much bigger and full of huge blocks of flats
- we communicate by telephone, fax and e-mail

(T can assign this as written HW after Ss have done exercise orally in class.)

(Suggested answers)

... A hundred years ago most people died before they were fifty years old. Today the average lifespan is about seventy-five years. By 2100 people will be living longer lives / will live to be 200 years old.

A hundred years ago many children had to work. Now all children go to school. By 2100 children will be staying at home and learning by using computers.

A hundred years ago many cities were smaller and more people lived in the countryside. Today cities are much bigger with huge blocks of flats. By 2100 people will be living in cities in space.

A hundred years ago people communicated by writing to each other. Now we communicate by telephone, fax and e-mail. By 2100 people will be using phones with television screens to communicate.

13 Optimistic

- Pollution levels in cities will have decreased as scientists will have invented environmentally-friendly cars.
- (By the year 2050) people will be living longer since scientists will have found cures for many diseases.

- We'll be going on holiday to other planets as space travel will have improved.
- We will be doing more creative jobs because computers will be doing the most boring jobs.

Pessimistic

- There will be no more rainforests as we will have cut them all down.
- People will be living in cities under the sea as cities will have become too crowded.
- We will have become poorer since there will be few jobs left.
- Crime will have increased because more people will be without work.

(Ss prepare their speeches, T asks some Ss to report back to the class.)

(Suggested answer)

... will live longer because scientists will have found cures for many diseases. We will also go on holiday to other planets as space travel will have advanced. Moreover, we will do more creative jobs since computers will do the most boring jobs. However/On the other hand, many animals will have become extinct because hunters will have killed them. Moreover, people will be living in cities under the sea since the cities will have become overcrowded. We will also have become poorer as there will be few jobs left. Futhermore, crime will have increased as more people will be out of work.



14 (T goes through the spidergram with the Ss and explains it. T asks Ss to add to the examples given. Finally Ss make sentences using their notes.)

(Suggested answers)

housing: environmentally-friendly houses, houses run by computers, live in huge blocks of flats, live under domes, etc.

health: live longer, new diseases, new medicines from space, etc.

food: vitamins, food injections

jobs: work at home using computers, manual or dan-

gerous jobs done by robots, etc.

transport: ecological cars, cars run by computers, computerised taxis, etc.

holidays: holidays in space, virtual holidays in the past/other countries, longer holidays because comput ers decrease the amount of work we have to do.

the environment: no real experience of nature/an mals, more/less pollution

education: no schools/teachers, learning through com puters, no books/writing, etc.

relationships: meet friends through computers, virtua friendships, few actual meetings with friends, etc.

(T explains the plan and asks Ss to list optimistic pessimistic predictions giving reasons. Ss then do Ex. 15 as written HW.)

(Suggested answer)

How will a child feel when he opens his eyes in the year 2050? I think life will be very different then.

I believe that many things will have changed for the better by 2050. Firstly, people will live longer because scientists will have found cures for diseases like cance and AIDS. We will also be able to go on holiday to the moon or other planets since space travel will have improved a lot. There will probably be less pollution too as I am sure that people will be using environmentally friendly cars by that time.

On the other hand, some things may have changed for the worse. It seems to me that we will have killed most of our planet's rainforests because we will have cut down all the trees to get the land. Furthermore there will be even more poor people as unemployment wil have increased as a result of computerisation. Moreover, there will be more crime too, because the poor people will have no other way of surviving.

In conclusion, whatever the future brings, I believe that children's lives will certainly be very different in the year 2050.

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- Machines will only do what people have programmed them to do, so the danger is not in the machines but in humans.
- Our needs make us think of new solutions.

Unit 11 - Narrow Escapes

Objectives ¬

Vocabulary: words related to accidents

Reading: skimming short texts for specific information

Listening: listening for specific information; identifying

the potential speaker

Speaking: giving advice; expressing criticism;

describing accidents

Pronunciation: /tʃ/, /dʒ/

Grammar: reported orders/commands/requests

Writing: narrating past events



Lead in (p. 48)

- 1 (Suggested answers)
 - · The boy might slip off the rocks, fall into the sea and drown.

The ship might hit the iceberg and sink. The man on the motorcycle might get hit by a car.

- road accidents, fire, fall off ladder/down stairs, train/plane crash, get injured while playing sports, fall off the horse while horse-riding, kitchen accidents, industrial accidents, etc.
- A narrow escape is a situation in which someone is almost killed or seriously injured.
- a. Eva's father
- d. David
- b. Patrick's mother
- e. Patrick

c. Eva



Reading (pp. 47-48)

- 1. C
 - 5, 6. B, C (in any order) 2. A
 - 3. B 7, 8. A, C (in any order)

(T can ask Ss comprehension questions.)

- Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- rescued
- 4. destination
- 2. agony
- 5. drowned
- 3. relieved
- 6. exhausted

- 6 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. to ride
- 4. to keep
- 7. reached 8. fishing

- 2. sharp 3. to lose
- 5. to feel
- 6. to board

7 T explains/elicits the meaning of each distractor while checking Ss' answers.

Note: rise (intransitive verb) takes no object

e.a. Smoke rose from the fire.

raise (transitive verb) takes an object

- e.g. The hunter raised his gun and shot the rabbit.
- 1. rises
- 3. slipped
- 2. raise
- 4. skidded
- (Ss should memorise these prepositions. T checks in the next lesson.)
 - 1. in
- 5. with
- 9. for

- 2. at
- 6. on
- 10. in

- 3. in
- 7. to
- 11. from

- 4. into
- 8. by

Follow-up (p. 49)

(T reminds Ss that the main event is the most important event in a story.)

Main Events:

- A: David lost control of the bike and when he woke up he was at the bottom of the hill.
- B: On the fourth day of its voyage, the Titanic crashed into a huge iceberg.
- C: I was playing on the rocks when suddenly, to my horror. I realised I was surrounded by water.
- a) David (and those who saved him).
 - Eva, her family (and the other passengers on the Titanic).
 - Patrick. Patrick's mother, and the man on the fishing boat who rescued him.
- b) In the Canadian mountains, on a cool evening.
 - On the Titanic, in 1912.
 - On the rocks by the ocean, on a cloudy day, just a week before Patrick's holiday was over.
- c) David was in agony, then he felt relieved but exhausted.
 - Eva felt excited, then she was afraid and she was shaking with fear; in the end she was upset because her father had been killed.
 - Patrick was horrified, then relieved when he was
- d) David crawled up the hill where a passing driver saw him and stopped to help him.
 - Eva's father lifted her into one of the lifeboats.
 - Patrick was rescued by a man in a fishing boat.

(As an extension T asks Ss to be prepared to narrate one of the lucky escapes in the next lesson.)



Language Development (pp. 49-50)

- 9 (T explains the theory box then Ss do Ex. 9)
 - Robert should have taken a compass with him. Robert shouldn't have gone alone.
 - Steve shouldn't have left without telling anyone where he was going.
 - Steve should have taken enough petrol with him. Steve should have taken a hat.
 - Gloria should have put sun cream on (her skin).
 Gloria should have used a sunshade.
 Gloria shouldn't have fallen asleep (in the sun).
 Gloria shouldn't have stayed in the sun for six hours.
 - Samantha shouldn't have gone to an empty beach.
 Samantha should have told her parents where she was going swimming.
 - Samantha shouldn't have gone swimming straight after lunch.
 - Samantha should have stayed near the beach.
- 10 1. speeding
- 3. skidded
- 5. crashing

- 2. brakes
- 4. collided
- 6. traffic lights

(T reminds Ss that while reporting dialogues we omit expressions like Oh, Ah! Now Sir, etc. and "join" sentences with: and he added that, adding that, and he asked ... etc. T refers Ss to the Grammar Reference Section and revises relevant theory.)

(Suggested answer)

The policeman asked the man what his name was. The man replied that his name was Brad Richards. The policeman asked him where he lived. Mr Richards told him he lived just around the corner, on Maple Street. The policeman asked him what he had been doing at the time of the crash and Mr Richards explained that he had been on his way home from work. The policeman asked him what he had seen. Mr Richards replied that he had seen a red car speeding down the street just as a blue car was turning the corner. He explained that the blue car's driver had put on the brakes and then the car had skidded. He went on to say that the two cars had collided with a horrible crashing noise. Finally, the policeman asked him whether the traffic lights on the corner had been red or green, and Mr Richards apologised and said he couldn't remember. The policeman thanked him and told him that he had been most helpful.

(Note: Past Simple/Continuous remain the same when they are used in time sentences.)



Grammar in Use (pp. 50-51)

11 We report requests/orders/commands using reporting verbs like said, told sb, warned sb, etc. followed by to -infinitive when the sentence is affirmative or not to + infinitive when the sentence is negative.

(T can refer Ss to the Grammar Reference Section and revise the relevant theory.)

- 12 a. She might/could be poisoned.
 - b. She might/could set fire to something.
 - c. She might/could drown.
 - d. He might get burnt.
 - 1. c 2. d 3. a 4. b
 - a. I told her to keep away from chemicals.
 - b. I warned her not to play with matches.
 - c. I warned her not to play near the pool.
 - I told him not to touch the iron.
- 13 1. ... him not to touch ...
 - 2. ... me what I had seen ...
 - 3. ... asked (her) if she had ...
 - 4. ... warned us not to touch ...
 - 5. ... told us to be ...
 - 6. ... if I had spoken ...
 - 7. ... why I hadn't called ...
 - 8. ... (that) he would need her ...
- 14 1. "I have a headache."
 - 2. "Are you coming with me?"
 - 3. "It won't hurt."
 - 4. "The prisoner is moving towards the front gate."
 - 5. "Who is it?"
 - 6. "Take him to prison."

15 Pronunciation (p. 51)

	/tʃ/	/dʒ/		/tʃ/	/ʤ/
choke	1		jest		1
joke		1	chain	1	
chest	1		Jane		1



> Writing (p. 51)

16 (T explains the table then Ss do Ex. 16 after T has explained the meaning of the words in the list.)

(Suggested answer)

I think it's the story of a fire which someone witnessed. He or she helped to save someone who was unconscious, then the fire brigade arrived and put out the fire. The mother was very upset.

- 1. The event happened last Monday at half past one, just after lunch.
- 2. The narrator was cutting the grass in his back garden.
- 3. He saw thick black smoke coming from the kitchen window of his neighbours' house.
- 4. The event happened in the Blakes' house.
- 5. He called the fire brigade.
- 6. He ran over to the Blakes' house.
- 7. The narrator saved Tommy./The firefighters saved
- 8. The boys were taken to hospital by ambulance.
- The boys' mother said that she shouldn't have left them alone.

17 (T explains the plan then assigns Ex. 17 as written HW.)

(Suggested answer)

It was just after lunch, about one o'clock last Monday. and I was cutting the grass in the back garden. Suddenly I smelt something burning. I looked around and saw black smoke pouring out of the Blakes' kitchen window. I had just spoken to Mrs Blake, who explained that she was going out for a few minutes to do some shopping. I knew Mr Blake was away on business, so their two boys, aged 6 and 8, were alone in the house. I immediately called the fire brigade, then ran over to the Blakes' house. Fortunately, the front door was unlocked, so I went inside and found the kitchen in flames. Tommy was lying on the floor, unconscious. with a box of matches in his hand. I wrapped him in a blanket and took him out to the garden. Then I ran back inside the house to look for John. He had locked himself in the bathroom and he was crying.

In a matter of seconds, the fire brigade arrived. They managed to rescue John, who was shaking with fear, and to put out the fire. Mrs Blake returned and, as she got into the ambulance with the boys, she said with tears running down her cheeks, "I should never have left them alone."

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- Something good will always come out of a bad situation.
- Problems do not happen one at a time but all together.
- Think carefully before you make a decision/do or say something.

Unit 12 - The Vikings

Cobjectives -

Reading: scanning text for specific information

Listening: listening for specific information; note-taking

Speaking: expand notes in detailed description of events; describing lifestyles

Grammar: passive voice; as-like

Writing: biography



Lead-in (p. 52)

1 (Suggested answers)

- We can see Vikings, a Viking ship and a man who looks completely different from them.
- · They lived in Northern Europe.
- The Vikings were Scandinavian and lived around the 10th century AD. They travelled a lot by ship. They were famous as warriors.

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



Reading (p. 53)

3 1. C (In 4-5)

3. B (In 32-33)

2. A (ln 22)

4. C (In 40-41)

(T can ask Ss comprehension questions.)



Vocabulary Practice (p. 54)

4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.

5 (Ss should memorise these collocations. T checks in the next lesson.)

1. to take

6. to have

2. icv

7. to set

3. close to

8. to give up

4. to reach

to occupy

5. to go into

10. to bring

6 (T explains/elicits the meaning of each distractor while checking Ss' answers.)

1. let

5. avoided

2. Leave

6. prevented

3. discovered

7. true

4. invented

8. real



Follow-up (p. 54)

(Suggested answers)

 Erik the Red was a big man. He had red hair, a red beard and a red moustache.

Ula had long blonde hair and beautiful, innocent green eyes.

- When the professor opened his eyes, he found he was on a Viking ship.
 - 2. He saw Erik the Red, the famous Viking, leading his men on another adventure.
 - He yelled at him to take an oar and help out.
 - The professor was given a sword and a shield because the Vikings were going into battle against men who had occupied a castle near the coast.
 - A Viking was chasing a woman with long blonde hair. The professor hit the Viking over the head and helped the woman to her feet.

- 6. Ula's people had been fighting the Vikings for years, and she had seen her brothers and her parents killed.
- 7. Erik sent his men to grab Ula and James and take them back to the boat and said he was going to throw them into the icy waters as soon as they set sail. The woman told the professor about her dead family. She gave him a small wooden fox for good luck. The Vikings threw him into the water.

(Suggested summary)

(This summary exercise can be assigned as written HW after Ss have done it orally in class.)

When the professor opened his eyes, he found that he was on a Viking ship. The Vikings were going into battle against men who had occupied a castle near the coast and, when they reached land, the professor was given a sword and a shield. One of the enemy warriors ran at the professor with a sword but the professor knocked him down. Then the professor heard a woman scream as a Viking was chasing her. The professor hit the Viking over the head and helped the woman to her feet. Erik sent his men to grab them in order to take them back to the boat. He threatened that he was going to throw the professor and Ula into the icy waters as soon as they set sail. Ula told the professor about her dead family and then she gave him a wooden fox for good luck. The Vikings threw him into the water.

- 7 (Tadvises Ss to read the whole text once, then read it a second time and fill in the correct missing words. T explains/elicits the meaning of each distractor while checking Ss' answers. Ex. 7 is to be done in class.)
 - 1. A
- 3. C
- 5. B
- 7. B

- 2. A
- 6. A

Grammar in Use (pp. 54-55)

- 8 (Trefers Ss to the relevant Grammar Reference Section in the Ss' book for more detailed information.)
 - (V) (O)
 - The Vikings threw James into the water.
 - The object in sentence a becomes the subject in sentence b. The verb is turned into the passive by the use of the verb "to be". The subject in sentence a becomes the agent in sentence b.
 - We form the passive by making the object of the active sentence the subject of the passive sentence and the subject of the active sentence the agent. The verb is turned into the passive by using the appropriate tense of the verb "to be" + past partici-
 - The action is more important than the person who does it in sentence b.
 - The person is more important than the action in sentence a.

- 9 In order to change a verb from active into passive, we use the verb "to be" in the appropriate tense and the past participle of the main verb.
- 10 (T first asks Ss to find out the correct tense form which is missing in each gap, then Ss do the exercise.)
 - 1. were found
- 6. will be cleaned
- 2. is now being examined
- 7. be put

3. be lifted

8. have been

4. is found

- discovered
- 5. will be made
- 11 1. John Mills (S), an expedition to the North Pole (O)
 - 2. Many TV networks (S), the expedition (O)
 - 3. They (S), the expedition (O)
 - 4. John Mills (S), all the necessary equipment (O)
 - 5. He (S), an observation camp (O)
 - 6. Many people (S), objections to this expedition (O)
 - 1. An expedition to the North Pole is being prepared by John Mills.
 - 2. The expedition will be filmed by many TV networks.
 - 3. The expedition is going to be shown on national television.
 - 4. All the necessary equipment has already been bought (by John Mills).
 - 5. An observation camp is going to be set up there
 - 6. Objections to this expedition have been raised by many people.
- 12 When the agent is known, we follow the same rules as in statements. When the question is a "Who-question" and the agent/subject of the verb is not known, then the only thing we change is the verb from active to passive form. The question always ends with "by" (because the agent is not known).
- 13 1. Who was America discovered by?
 - 2. Who was the lightbulb invented by?
 - 3. Who was Romeo and Juliet written by?
 - 4. Who was radium discovered by?
 - 5. Who was the Mona Lisa painted by?
 - 6. Who was the telephone invented by?

(Answers)

- America was discovered by Columbus.
- 2. The lightbulb was invented by Edison.
- 3. Romeo and Juliet was written by Shakespeare.
- 4. Radium was discovered by Curie.
- 5. The Mona Lisa was painted by da Vinci.
- 6. The telephone was invented by Bell.

2. like 14 1. as

3. like

4. as 5. like 6. as



Writing (project) (p. 55)

15 (Ss do the listening activity then, looking at their notes, talk about the two explorers. T then assigns the project as written HW.)

	Marco Polo	Christopher Columbus	
Place of birth:	Venice	Genoa 1451	
Date of birth:	1254		
Family:	son of a rich merchant	son of a weaver	
Travels/Achievements:	 1271 started a four-year journey to Asia spent seventeen years in China arrived in Venice in 1295 wrote a book called "The Travels of Marco Polo" 	 made four voyages sailed west hoping to reach Japan reached the Bahamas landed on Cuba and Haiti explored islands in the Caribbean Sea and Central America 	
Died in:	1324	1506	

Module Self-Assessment (Units 7 - 12)

(Ss do this section on their own as written HW. T checks in the next lesson, explaining or revising structures. In the following lesson. Ss do their test. See Teacher's book for the tests.)

- 1. A
 - 4. A 5. B
 - 3. D
- 6. C
- 7. D 8. D
- 11. B 9. D 12. D

10. C

7. defeat

8. released

- dropped

 - 2. weep
 - benefits
- 4. feed
- 5. disease
- 6. bleeding

6. lost

10. bring

7. boarded

8. went into

9. occupied

7. across

7. in

4. from

8. out

3. On

5. for

6. to

- 1. pouring
 - 2. military
 - 3. supernatural
 - 4. space

 - 5. genetic
- 1. round 4. back 5. down 2. up
- 3. into 6. into
- **A** 1. in

 - 2. out of
- 2. through

3. of

4. to

- - 4. glancing 5. drop
- 1. let

B 1. for

- 2. prevented
- 3. lonely
- 6. cure

- 7 1. Who was Australia discovered by?
 - 2. Mary's new house is being designed by an archi-
 - 3. Air-conditioning will be installed in their office.
 - 4. An expedition up Mount Everest is being planned by four climbers.
 - 5. Have all the animals been fed by Jason?
- 8 1. will
- 3. will
- 5. am going to
- 2. am going to
- 4. will
- 1. ... me if I had finished ...
 - 2. ... (that) she would come ...
 - 3. ... warned me not to go ...

 - 4. ... why we had not spoken ...
 - 5. ... told me to listen ...
 - 6. ... told her (that) he lived ...
- 10 1. Why don't you
- 4. The best thing
- 2. You ought to
- 5. If I were you
- 3. How/What about
- 11 A 1. had been looking
 - 2. had organised
 - 3. (had) prepared
 - 4. were having
 - 5. started
 - 6. got
 - turned
 - 8. had ever had

- B 1. has been living
 - 2. is still having/still has
 - 3. tries
 - 4. will make
 - 5. learn/are learning

12 (Suggested answers)

In five years' time I will have left school. I will be studying at university. I will have learnt how to drive. I will be learning another foreign language. etc.

Writing (p. 57)

 The tenses normally used in stories are: Past Simple, Past Continuous and Past Perfect. We use Past Simple for actions which started and finished in the past at a stated time, Past Continuous for actions happening at a certain time in the past, or to set a scene and Past perfect for actions which happened before sth else in the past.

- You can end a story by referring to people's feelings, comments and reactions or the consequences. You can use direct speech and a variety of vocabulary to make the ending more interesting.
- You can finish a letter of advice to a friend with: I hope this has helped you; Let me know what happens; Hope this advice is of some help to you; Things will get better soon, etc.
- The main body of a story includes the description of the events which happened before the main event and the main event itself.
- Various ways of expressing opinions: I think; I believe; In my opinion; In my view; It seems to me that; If you ask me, etc.

Unit 13 - Nature's Fury

Objectives 7

Vocabulary: words related to natural disasters; phrasal verb; put

Reading: inferring background information from textual clues; identifying direct reference within the text

Listening: listening for specific information, note-taking

Grammar: passive voice

Speaking: commenting on disasters; people's feelings and emotions

Pronunciation: /p/, /eo/

Writing: news reports

Lead in (p. 58)

1 volcanic eruption, a forest fire and an earthquake

Other natural disasters are: flood, tidal wave, drought, avalanche, blizzard

2 (Telicits as many words as possible and writes them on the board.)

Volcanic eruption: ash, mud, explode, smoke, burn, shake, crater, lava, volcano, flames, casualties, blow up, heat, mushroom cloud, lightning, etc.

Earthquake: shake, debris, flames, casualties, collapse, bury, Richter scale, etc.

Fire: ash, explode, smoke, burn, debris, flames, casualties, remains, fire-fighters, fire brigade, etc.

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

Reading (pp. 58-59)

- 1. D (ln 5) 2. B (ln 12-13) 3. A (ln 16)
 - 4. D (In 20-21) 5. C (In 27-28)

(T can ask Ss comprehension questions.)

Vocabulary Practice (pp. 59-60)

- 5 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 6 1. g 3. a 5. b 7. c 2. f 4. e 6. d
- 7 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. massive 6. volcanic
 - blocks
 tremendous
 electricity
 hit
 - 4. lightning5. thick9. rescue10. to start
- 8 (T elicits/explains the meaning of each distractor while checking Ss' answers.)
 - 1. exploded 3. hit
 - hitstruck
 - survivors
 victims

- (Ss should memorise the phrasal verbs and prepositions in Exs. 9 and 11. T checks in the next lesson.)
 - 1. on
- 2. off
- 3. up
- 4. out

- 10 A. falling rocks
 - B. cloud of ash
- F. steam

C. lava

- G. survivors H. flooding
- D. Forest fire
- victim
- E. lightning storm
- 1. at 2. into
- 4. to 5. into
- 7. into
- 10. onto

- 8. by
- 3. at
- of
- 9. with

Follow up (p. 60)

- a. The mountain was hit by two earthquakes.
 - b. Hot ash and gas from the volcanic eruption caused the lightning storm.
 - c. Hot ash caused the forest fires.
 - d. The pilot couldn't see through the dark cloud that was caused by the volcanic eruption, flew his aeroplane into the cloud and hit electricity cables.
 - e. They picked them up and moved them away from the dangerous areas.

(T asks some Ss to report back to the class, then can assign it as written HW.)

Mount St Helens was hit by two earthquakes a couple of minutes before the volcanic eruption occurred. The top of the mountain was blown off and huge blocks of ice and rock fell onto the surrounding area. Then the heat inside was released and hot ash and gas came out of the mountain, causing a lightning storm. Fires started due to the hot ash and now the mud from the volcano is filling rivers and causing floods.



Language Development (p. 60)

- 12 2. famine
- 5. flood
- 3. earthquake
- 6. drought
- 4. volcanic eruption
- 2. Food has been sent to help the starving people.
- 3. I was shaken awake!
- 4. Warnings were given before it exploded.
- 5. Even more rain is expected in the next few days.
- 6. People have been asked not to waste water.
- 13 (T goes through the notes with Ss and explains any unknown words. Then Ss, working on their own, expand the notes into a complete news report.)

Several villages in Scotland have been cut off for three days due to a snowstorm. The snowstorm started on Saturday at 4pm. Since then, one person has been found dead and three more are still missing. Two motorists were trapped in their cars for five hours before they were rescued. Many roads are still completely

blocked and food supplies are running out quickly. Food will be dropped to the villages by helicopter later today. People have been warned by the police to avoid the area as poor weather conditions are expected to continue for three more days.

Grammar in Use (p. 60)

- 14 1. ... will be sent ...
 - 2. ... are being taken to ...
 - 3. ... weren't informed ...
 - 4. ... was dropped on the ...
 - 5. ... have been found ..
 - 6. ... have been rescued by ...
 - 7. ... is being carried out by ...
- 15 (Ex. 15 can be assigned as written HW after Ss have done it orally in class.)
 - 2. The Town Hall was burnt down last month by James Smith. He was sent to prison for five years (by the judge).
 - 3. A serious accident was caused by a careless driver last week. He is going to be sent to prison for four years (by the judge).
 - 4. An old lady was being attacked by Craig McDrew when he was arrested by the police. He has been sent to prison for fifteen years.

16 Pronunciation (p. 61)

	/a/	/əʊ/
rob	1	
robe		1
Joan		1

		\a\	/əʊ/
	John	1	
ľ	goat		1
	got	1	

Writing (p. 61)

17 (T should explain any unknown words before Ss do Ex. 17.)

Highlighted sentences into the Passive:

- The town of Santa Maria in Peru was struck by an earthquake ...
- Fifty people have been reported missing.
- Emergency medical supplies are now being sent to the town
- Shelters are being built by volunteers and the injured are being treated by Red Cross doctors.
- Others have been taken ...
- Money will be given by the government to the town ... have been destroyed by the earthquake.

Answers to questions:

1. The first paragraph is a summary of the event stating what happened, where and when it happened and who was involved.

- 2. Details of the earthquake are given in the second paragraph such as: the quake struck at 5am, it lasted half a minute, most buildings collapsed, ten people have died and many are buried under debris, they are taking emergency supplies now to the town, volunteers are building shelters and that Red Cross doctors are treating the injured while they have taken others to a hospital in a nearby city.
- The consequences of the earthquake are mentioned in the second paragraph.
- People's comments are mentioned in the last paragraph.
- The action to be taken is mentioned in the last paragraph.

(T refers Ss to the plan given in Ex. 19 and shows them how it corresponds to the text.)

- **18** (*T* explains any unknown words in the list, then Ss do the listening activity.)
 - A report about a storm that has hit Bangladesh.
 - Bangladesh has been hit by severe storms which have caused serious flooding.
 - Thousands of people have died.
 - The storms have been reported as the worst storms to hit Bangladesh as thousands of people were made homeless and around 3,000 people have died.
 - Animals have drowned.
 - Rescue workers are trying to save people who are trapped in their houses.
 - Food, medical supplies and tents are being sent to Bangladesh by other countries to help the victims.
 - 1. A flood.
 - 2. This week in Bangladesh.
 - 3. Thousands of people have been made homeless.
 - 4. Around 3,000 people have died.
 - 5. Animals have drowned

- Rescue workers are trying to save people who are trapped in their houses.
- 7. A farmer.
- 8. Food, medicine and tents are being sent.
- 19 (T can ask Ss to write a news report about another natural disaster if he/she feels his/her class can cope with this. Ex. 19 is assigned as written HW after Ss have done it orally in class.)

(Suggested answer)

This week Bangladesh has been hit by heavy rains which have caused severe flooding. Many people have died, while others have lost their homes.

These rains are the worst the area has experienced in the last ten years. Thousands of people have been made homeless and about 3,000 people have died. Many animals have drowned. Rescue workers are trying to save people who are trapped in their houses.

A local farmer said: "I've lost everything - my house and all my cattle." The government has asked other countries to help, and food, medicines and tents are being sent to the area.

Words of Wisdom

(Ss try to guess the meaning of each sentence. Thelps them understand the meaning, then Tasks Ss to memorise the sentences. The checks in the next lesson.)

- When sth bad has happened, a period of guiet follows.
- If something bad happens to someone, people usually learn about it quickly.
- If someone is in a very difficult situation, he will ask for help from anywhere.

Unit 14 - Tricky Jobs

┌ Objectives ¬

Vocabulary: words related to jobs

Reading: scanning texts for specific information

Listening: listening for identifying speakers, note-

taking

Speaking: describing jobs

Pronunciation: /u:/, /ju:/

Grammar: joining similar/contrasting ideas, 2nd and

3rd type conditionals; wishes

Writing: essay: advantages and disadvantages

Lead-in (p. 62)

1 (Suggested answers)

- The man with the dog is a vet. The man under the
 parachute is a combat soldier. The woman hanging
 from the rope is a trapeze artist. "Tricky Jobs" means
 jobs that require skill and good judgement as they are
 difficult and dangerous.
- A vet has to be caring because he treats sick animals.
 He also has to be dedicated because he helps animals.
 A combat soldier has to be tough and courageous because his job is very dangerous and risky.

A trapeze artist has to be talented because it is a job which requires natural and technical skills. He also has to be courageous because his job is a dangerous one.

 Some animals needing medical care may scratch, bite or be dangerous enough to kill a vet.

A **combat soldier** may have problems with the parachute or he could be seriously injured or even killed by the enemy.

A trapeze artist can slip and fall off the trapeze and be seriously injured.

- 2 a. the vet
- d. the trapeze artist
- b. the trapeze artist
- e. the combat soldier
- c. the vet



Reading (pp. 62-63)

3 Trapeze artist

positive points: thrilling, good salary

negative points: dangerous, can be seriously injured

or break bones, a lot of training involved

Combat Soldier

positive points: very exciting, excellent salary **negative points:** dangerous, tough, life-threatening, very secretive life, a lot of training

Vet

positive points: very rewarding, well-paid career negative points: may be scarred, bitten, etc.; many years of study before becoming a vet

(T can ask Ss comprehension questions.)



Vocabulary Practice (p. 63)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 5 1. e 3. a 5. b 7. f 9. c 2. i 4. d 6. g 8. h 10. j



Follow-up (p. 63)

(Suggested answer)

I would choose to become a vet because I love animals and I would like to help them when they are ill or have been injured. I would definitely not choose to become a combat soldier because it's a dangerous, violent job and you could easily be killed.



Language Development (pp. 63-64)

- 6 1. tiring (con)
- 3. rewarding (pro)
- exciting (pro)
- 4. stressful (con)

7 Job descriptions

A **traffic warden** is sb who makes sure parking laws are obeyed.

A waiter is sb who serves food in a restaurant.

A doctor is sb who treats people who are ill.

A policeman is sb who deals with crimes.

A postman is sb who delivers letters.

A flight attendant is sb who looks after airline passengers.

A porter is sb who carries luggage, etc. in a hotel.

A dustman is sb who collects rubbish.

A typist is sb who types letters.

A gardener is sb who takes care of plants, lawns, etc.

A teacher is sb who instructs students.

A farmer is sb who grows food products.

A builder is sb who constructs buildings.

A secretary is sb who works in an office.

A pilot is sb who flies a plane.

A fire-fighter is sb who puts out fires.

An **optician** is sb who tests eyes and prescribes glasses

A butcher is sb who sells meat.

A surgeon is sb who performs operations on ill people.

- a. traffic warden, waiter, policeman, postman, flight attendant, porter, pilot, fire-fighter, butcher
- b. indoors: flight attendant, porter, typist, teacher, secretary, pilot, optician, butcher, surgeon outdoors: traffic warden, policeman, postman, dustman, gardener, builder, farmer both: waiter, doctor, fire-fighter, policeman

c. - traffic warden

pros: secure job, given responsibility

cons: has to deal with angry, aggressive, rude drivers

- waiter

pros: receives tips, easy job

cons: tiring, has to stand up all day long

doctor

pros: rewarding, treats/heals people, well paid cons: depressing (around sick people all day), long hours, stressful

policeman

pros: exciting and rewarding

cons: dangerous, life-threatening

postman

pros: easy job, sociable (meets people)cons: out in cold weather, boring, not challenging

- flight attendant

pros: travels around world, meets people, well

cons: always away from home, long hours

porter

pros: easy, meets people, receives tips

cons: boring, not challenging

- dustman

pros: helps keep the environment clean

cons: around rubbish/dirt all day, tiring, out in all weather conditions

typist/secretary

pros: steady hours cons: tiring, boring

gardener

pros: healthy (out in nature), makes environment beautiful

cons: out in the cold, hard physical work

teacher

pros: interesting, works with children, long holidays

cons: not well paid, demanding, stressful

farmer

pros: healthy (out in nature), rewarding

cons: not secure income (crops may fail), tiring

builder

pros: well paid, rewarding

cons: long hours, tiring, out in all weather conditions

- pilot

pros: exciting, travels around world, sociable (meets people)

cons: away from family, no steady hours, lots of responsibility

- fire-fighter

pros: exciting, challenging, rewarding (helps to save people while in danger)

cons: dangerous, life-threatening

- optician

pros: rewarding (helps people), interesting, well naid

cons: tiring

butcher

pros: profitable, sociable (meets people)

cons: tiring, long hours

surgeon

pros: satisfying (treats/heals people), rewarding, challenging, well paid

cons: long hours, stressful, tiring

- Also / In addition to this / What is more / Further-more / Besides this join similar ideas. They are put at the beginning of the second sentence and take a comma afterwards.
 - However/On the other hand / Nevertheless / But / In spite of / Despite the fact / Although / Yet join contrasting ideas. However, On the other hand, Nevertheless are put at the beginning of the second sentence and take a comma afterwards. Yet, But are put in the middle of the two sentences and take a comma before them.

(T points out that **although** is followed by a clause whereas **in spite of/despite** are followed either by a **noun** or an **-ing form** or **the fact that-clause**.)

- 9 1. On the other hand/Nevertheless
 - In addition to this/Furthermore/Besides this/Apart from this/What is more
 - 3. Despite/In spite of the fact that
 - 4. but
 - 5. Apart from this/Also/In addition to this/What is more/Furthermore

- 6. Also/In addition to this/What is more/Furthermore
- 7. Although/In spite of the fact that
- In addition to this/What is more/Furthermore/ Moreover/Besides this
- It's a risky job. Also,/In addition to this,/What is more,/Furthermore,/Moreover,/Besides this, it is poorly paid.
 - It's an interesting job. Also,/In addition to this,/ What is more,/Furthermore,/Moreover,/ Besides this, I earn a lot of money.
 - It's very tiring because you spend all day in front of a computer. Also,/In addition to this,/What is more,/Furthermore,/Moreover,/Besides this, it is boring as you do the same thing all the time.
 - It's an exciting job. However,/On the other hand,/ Nevertheless, you travel a lot which is exhausting. Although/In spite the fact (that)/Despite the fact (that) it is an exciting job, you travel a lot which is exhausting.

In spite of/Despite being an exciting job, you travel a lot which is exhausting.

It's an exciting job, **yet/but** you travel a lot which is exhausting.

 It's not a steady job. Also,/In addition to this,/What is more,/Furthermore,/Moreover,/ Besides this, it is not well paid.

Grammar in Use (pp. 64-65)

11 (T refers Ss to the relevant unit in the Grammar Reference Section and revises theory on conditionals/ wishes.)

Sentence a:

2nd conditional - present

Sentence b: 3rd conditional - past

- Type 2: If + Past Simple would/could/might + bare infinitive (expresses unreality or sth that is unlikely to happen; also used to give advice)
- Type 3: If + Past Perfect would/could/might + have + past participle (expresses an imaginary situation contrary to the facts in the past; also used to express regret/criticism)
- 12 Sentence a: regret about a past event Sentence b: unreal situation in the present
 - I wish I hadn't lied to my best friend.
 - 2. I wish I could afford to go on holiday.
 - 3. I wish my broken leg didn't hurt.
 - 4. I wish I hadn't failed my exams.
 - 5. I wish my mum wasn't/weren't angry with me.
 - 6. I wish I hadn't missed an important meeting.
 - 7. I wish I was/were old enough to get a driving licence.
- 13 2. I wish I had a friend. If I had a friend, I wouldn't feel lonely.
 - 3. I wish I had a job. If I had a job, I would be happy.
 - I wish I didn't have a headache. If I didn't have a headache. I would/could work faster.

- I wish I had checked the petrol tank. If I had checked the petrol tank, we wouldn't have run out of petrol.
 - I wish I had woken up early. If I had woken up early, I wouldn't have missed the bus.
 - 4. I wish I had been careful. If I had been careful, I wouldn't have twisted my knee.
- 15 1. wouldn't have fired
 - 2. hadn't spent
 - 3. had
 - 4. would/could find
 - 5. finds
 - 6. didn't have to
- 7. will lose
- 8. wouldn't have been
- 9. would be
- had followed, wouldn't have lost

16 Pronunciation (p. 65)

	/u:/	/ju:/]	/u:/	/ju:/
shoot	1		suit	1	
fume		1	' true	1	
few		1	new		1
shoe	1		proof	1	

17 NEWS REPORTER

advantages	reasons
exciting interesting	travel around and meet lots of people the news stories I do are different every day
disadvantages	reasons
stressful dangerous	have to do everything in a very short time often work in places where there are wars

SURGEON

advantages	reasons
well paid rewarding	the job needs a lot of skill it's great being able to save people's lives
disadvantages	reasons
tiring stressful	work long, unsteady hours responsible for people's lives

(As an extension, Ss can look at the notes and talk about the advantages and disadvantages of being a news reporter or a surgeon.)

Writing (p. 65)

- 18 (T explains the theory about writing an argumentative composition e.g. advantages and disadvantages, then T explains what a topic sentence is (a sentence which summarises what the paragraph is about.) T asks Ss to underline the topic sentences in the plan given in Ex. 18
 - e.g. One of the main advantages of being a ...

 However, there are disadvantages to
 becoming a ...)

(Suggested answers)

Have you ever considered becoming a **news reporter?** There are many advantages and disadvantages to doing this kind of job.

One of the main advantages of being a news reporter is that it is exciting because you can travel round the world and meet lots of people. Furthermore, it is interesting as the news stories are different every day.

However there are disadvantages to becoming a news reporter. Firstly, it can be stressful because you have to do things in a very short time. In addition to this, it is dangerous as you often have to work in places where there are wars.

All things considered, becoming a **news reporter** is a good idea as long as you are aware of the drawbacks.

Have you ever considered becoming a **surgeon**? There are many advantages and disadvantages to doing this kind of job.

One of the main advantages of being a surgeon is that it is well paid because the job takes a lot of skill.

Furthermore, it is rewarding as a surgeon saves people's lives.

However there are disadvantages to becoming a surgeon. Firstly, it is tiring because a surgeon works unsteady hours. In addition to this, it is stressful as a surgeon is responsible for people's lives.

All things considered, becoming a **surgeon** is a good idea as long as you are aware of the drawbacks.

- Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

 An unskilled, careless or irresponsible person won't take the responsibility or admit that he has done wrong or produced something bad, but will blame everything on his tools or materials.

Unit 15 - Panic is Rare

Cobjectives ¬

Vocabulary: words related to sports/hobbies; phrasal verb: turn

Reading: reading to identify main ideas of paragraphs

Listening: filling in missing information, identifying potential speakers

Speaking: comparing and contrasting sports

Pronunciation: /ei/, /ai/

Grammar: infinitive/-ing form;

Writing: essay writing advantages/disadvantages

Lead-in (p. '66)

- A. scuba-diving
 - B. rock-climbing
- D. rafting
- E. skydiving
- C. paragliding

(Suggested answers)

- The title is related to the pictures because the people are doing risky activities but they are brave enough not to panic.
- Bungee jumping, hang-gliding, bull fighting, etc.
 I enjoy playing football and skateboarding in my free time. I like playing football because I like being part of a team and I like skateboarding because it's fast and lots of fun.
- 2 1. Gill Williams
- 4. Bob Card
- 2. Bob Card
- 5. Sandra Quiggen
- 3. Bob Card
- 6. Bob Card

Reading (p. 67)

- 3 1. C 2. A
- 3. B 4. D

(T can ask Ss comprehension questions.)



Vocabulary Practice (pp. 67-68)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 5 1. b 2. c
- 3. d
- 4. a
- 5. e
- 6 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. to ask
- 7. to go
- 2. to do
- business
- scary
- 9. take on
- 4. everyday
- 10. to test
- 5. face
- 11. to satisfy
- 6. to win
- 12. examination

- 7 (Ss should memorise the phrasal verbs and prepositions in Exs. 7 and 8. T checks in the next lesson.)
 - 1. up
- 2. on
- 3. into
- 4. down

7. with

- 3 1. out 2. through
- 4. about
- 5. about
- 3. for
- 6 in



Follow-up (p. 68)

(Ss give reasons why people get involved in extreme sports from the text and T lists them on the board. Ss, then, looking at the notes talk about these reasons.)

(Suggested answer)

 People get involved in extreme sports because they are thrilling, challenging and very different from the experiences of their normal lives. In addition to this, they can satisfy their need for adventure and forget all about their everyday problems.



Language Development (p. 68)

- 9 (Ss try to find the odd word out. T explains any unknown vocabulary while checking Ss' answers.)
- wind-surfing: camera

knitting: ropes

rafting: binoculars

fishing: trainers

stamp-collecting: helmet

scuba-diving: life-jacket

rock-climbing: bat

painting: club

skydiving: skis

football: stick

jet-skiing: flippers

(T elicits/explains the meaning of each skill/quality, then Ss do the exercise.)

(Suggested answers)

You need to be patient to do knitting.

You need to be **fit**, **courageous** and **adventurous** to go rafting.

You need to be patient to go fishing.

You need to be patient to collect stamps.

You need to be adventurous, courageous and have good training to go scuba-diving.

You need to be **strong**, **fit** and **courageous** to go rock-climbing.

You need to be patient to do painting.

You need to be **courageous** and have **good training** to go sky-diving.

You need to be fit and cooperative to play football.

10 (Suggested answers)

- I think that the best sport for Antony would be football because you have to be fit and don't need expensive equipment. I don't think scuba-diving would be the best hobby for him because it's expensive.
- 3. I think the best hobby for Peter would be scubadiving because you have to be energetic and courageous to do that and Peter loves the sea too. I don't think painting would be the best hobby for him as it requires lots of patience.
- 4. I think the best hobby for David would be rock-climbing because you have to be courageous to go rock-climbing and he loves being close to nature. I don't think stamp-collecting would be the best hobby for him because he wouldn't be close to nature and it's not an adventurous hobby.
- 11 (Ex. 11 can be assigned as written HW after Ss have done it orally in class.)

windsurfing: relaxing, determined

skateboarding: cheap parachuting: risky

basketball: interesting, tiring, fit



Grammar in Use (pp. 68-69)

(T refers Ss to the relevant unit in the Grammar Reference Section in the Student's Book and revises theory from there.)

- 12 1. infinitive without to
 - 2. -ing form
 - 3. to infinitive

Words that should be underlined in the text of p. 67.

- ... I don't let them bite me ...
- ... You might think.
- ... to spend their free time doing ...

All of them want to experience ...

... their lives can offer.

He teaches people to leap out of aeroplanes and let themselves fall through ...

- ... your life will take on new meaning.
- ... to satisfy your need ...
- ... you can completely forget about ...

You can't be concerned ...

- ... can a person take?
- ... makes the brain work faster ...
- ... you don't let it turn into panic.
- ... help to make these sports safer.
- ... more interested in testing ...
- ... than in winning prizes.
- ... most of them would agree ...
- ... he wanted to climb Everest.

13 to - infinitive: learn, teach, agree, hope, expect, would like, want, would prefer

infinitive without to: must, may, can, will, would rather, let. make

-ing form: like, mind, can't stand, enjoy, hate, it's worth, keep, look forward to, it's no use, prefer, avoid, suggest, imagine

- 14 1. taking part
- 6. exercising
- 2. to learn
- 7. to find
- 3. to play
- practising
- 4. to try
- 9. become
- 5. being
- **15** 2. ✓
- 4. to
- 6. to
- 5. 🗸
- 7. to
- **16** 1. playing

3. to

- 6. to meet
- 2. to play
- 7. seeing
- 3. practise
- getting up
 to play
- 4. doing, doing
- 9. to play
- 5. be, to try
- 10. tidy

17 Pronunciation (p. 69)

	/eı/	/aı/
tale	1	
tile		1
day	1	
die		/

	/eɪ/	/aı/
lay	1	
lie		1
hate	1	
height		/

Writing (p. 69)

- 18 1. relaxing
- 4. expensive
- enjoyable
- exciting
- 3. patience
- 6. dangerous

19 (Suggested answers)

a. Windsurfing and parachuting are exciting sports and you must be brave and fit to do them. They are also expensive sports because they require special equipment. Windsurfing is done in the sea so you need a wet suit and a board. However, parachuting is done in the sky and therefore you need a parachute. You need to be a good swimmer to windsurf because it can be dangerous. On the other hand, parachuting can be dangerous too because you jump out of a plane and fall through the air. I would like to go parachuting some day because I think it would be thrilling to fall through the air and look down at the view. b. Skateboarding and basketball are fun. They are also cheap so anyone can take part in either sport. A skateboard, helmet and a set of knee pads are required for skateboarding, whereas you need a basketball, hoop, a pair of shorts and trainers to play basketball. For skateboarding, you need to be brave and you need a sense of balance. Basketball, on the other hand, is a team sport so you need to be cooperative. I would like to try skateboarding because I think it would be exciting.



Words of Wisdom

(Ss try to guess the meaning of each sentence. Thelps them understand the meaning, then asks Ss to memorise the sentences. T checks in the next lesson.)

- Everything doesn't follow the rules and there will always be a case or situation that goes against the rules.
- If you want to be really good at something, you need to practise/study/train a lot.
- Life is more enjoyable when you do many different things, try new things, etc.

Unit 16 - London's Burning

¬ Objectives ¬

Reading: reading for understanding how a text is structured

Listening: listening for specific information

Speaking: asking for confirmation or agreement

Writing: describing sights

Grammar: question tags; reflexive pronouns



Lead-in (p. 70)

1 (Suggested answers)

- · A city on fire/which is burning.
- This city must be from the past.
- · People are dressed in old-fashioned clothes and everything is made of wood.
- · Perhaps it started because someone wanted to burn rubbish.
- They are filling buckets with water from the river and pouring it on the fire.
- They probably feel frightened and anxious.

(T points out that the man shown on p. 71 is called an executioner.)

- 2 a. 1666
 - b. London
 - c. He was the famous architect who would rebuild most of the churches in London.
 - d. The King's baker started it by accident.
 - e. James' head was placed on the block, then he heard a thud as the axe hit the block.



Reading (p. 71)

3 1. E 2. C 3. F 5 D

Vocabulary Practice (p. 72)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 5 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. to start/put out
 - 2. to be
 - 3. to set
 - 4. dead-end
 - to accuse

1. cause

- 7. to tell
- 8. to answer
- 9. to chop off
- 10. beat 11. came
- 6. to treat

reasons

- 4. passed
 - 5. believe
- past 6. think
- furious
 - 2. historical
- 3. suspiciously
- 4. significance
- 8 (Ss should read the whole text once to get the general idea of it, then read it again trying to spot the unnecessary words and cross them out. T checks Ss' answers asking for justification for the corrections. Ex. 8 is to be done in class.)
- 6.
- 10. most 11. was

- 3. the
- 7. were 8. out
- 4. to 5. it



Follow-up (p. 72)

(Suggested answer)

- He saw that he was in the River Thames during the Great Fire of London, and everything was burning.
 - a. 4
- c 5
- e. 6
- g. 7

- b. 2
- d. 1
- f. 3



Grammar in Use (pp. 72 - 73)

(T refers Ss to the relevant unit in the Grammar Reference Section in the Student's Book regarding Question tags.)

· Question tags are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement, if there is one, or they take do/does (Present Simple) or did (Past Simple).

Negative sentences are followed by a positive question tag.

- (Point out to Ss that we add question tags to sentences either to make sure what we've said is right. or to emphasise a request / suggestion.)
- 1. ... does it?

5. ... will you?

- 2. ... wasn't it? 3. ... didn't they?
- 6. ... shall we? 7. ... hasn't he?
- 4. ... isn't it? 8. ... do you?
- 11 (Suggested answer)
 - 1. ... will you?

4. ... aren't you?

2. ... have you? 3. ... shall we?

12

5.

... does she?

SURF NOT SURE 1. 2. 1 3 / 4.

1

By adding -self/selves to possessive adjectives (except: his \rightarrow him, their \rightarrow them) Reflexive pronouns are used with verbs like cut. hurt, enjoy, etc. to show that the subject suffers or receives the action of the verb.

- 1. dry yourself
 - 2. burned herself
 - 3. hurt himself
- 4. Help yourself/yourselves
- 5. enjoyed himself
- 6. killed themselves
- 15 1. will be
 - 2. lost
 - 3. wouldn't have died
- 4. would have passed
- 5. was/were
- 6. stop

Writing (p. 73)

T	OWER BRIDGE	THE TOWER OF LONDON
	1886	11th
١.	engines	17th
	ships	Jewel House
١.	towers	

BIG BEN	BUCKINGHAM PALACE
1859	1703
• 14	queen
• bell	takes place

(T writes the following expressions on the board and asks Ss to use these expressions in their poster. These expressions will make the poster sound more inviting. Ss describe the sights orally then T assigns the project as written HW.)

Suggested Expressions to use in Project posters:

- Don't miss (out on) ...
- Make sure you see ...
- For the experience of a lifetime, visit ...
- The whole family will enjoy ...
- Take the time to visit ... etc.

Unit 17 - Scary but lovely to watch

Objectives -

Vocabulary: words related to animals

Reading: reading for specific information

Listening: taking notes

Speaking: expressing reason

Pronunciation: /eo/, /ao/

Grammar: plurals; clauses of result; too-enough

Writing: describing animals



Lead-in (p. 74)

- 1) tiger, 2) wolf, 3) elephant, 4) crocodile. They are all endangered species, live in the wild, are guite scary, and are killed by humans for various rea
 - gorillas, turtles, pandas, polar bears, rhinos, etc.
 - a) crocodiles
 - b) tigers, wolves, crocodiles
 - c) elephants, tigers, crocodiles
 - d) elephants

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

Reading (pp. 74-75)

- 3 a. Because they are hunted for their skin.
 - b. Parks have been set up where they can live safely and there are laws to protect them.
 - Because farmers ignore the law and continue killing crocodiles.
 - d. As an evil enemy.
 - e. Whether their own animals will be safe if wolves are brought back.
 - f. By paying farmers for any animals killed by wolves.

Vocabulary Practice (p. 75)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- **5** 1. b 3. a 5. d 7. c 2. e 4. q 6. f
 - 6
 1. roar
 4. bark
 7. moo

 2. neigh
 5. cluck
 8. bleat

 2. minors
 6. house
 9. house
 - 3. miaow 6. buzz 9. quack

Speaking (p. 75)

6. paws

(Suggested answers)

- No. because many species of animals have become endangered or even extinct as hunters have killed them so that they can sell their skins.
- b) No, because there are special laws protecting many wild animals who kill farm animals.
- c) No, I wouldn't, because animals have the right to live safely in their natural habitats.

Language Development (p. 75)

7 1. beak 7. tail 13. tail 2. wing 8. ears 14. ears 3. tail 9. tusk 15. whiskers 4. claws 10. trunk 16. paws 5. mane 11. feet

12. tail

- 8 We compare two animals with both and neither and we compare more than two animals with all and none. Both takes a plural verb. Neither takes a singular verb. All takes a plural verb. None takes either a singular or a plural verb.
- 9 Pictures B, C (Suggested answers)

Both of them have got tails. **Neither** of them has feathers, etc.

Pictures B, C, D (Suggested answers)

All of them have ears.

None of them has wings. etc.

- 10 1. can 3. can't 5. can 2. can 4. can
- 11 (T elicits names of animals from Ss and writes them on the board, then Ss make sentences talking about what these animals can or can't do.)

(Suggested answers)

Cats can swim. Monkeys can climb trees but they can't fly. Dolphins can dive. etc.

12 1. flock 3. herd 5. school 2. pack 4. swarm 6. pride

Grammar in Use (pp. 76-77)

- 13 (T revises theory from p. 111 in the Student's book, then Ss do Ex. 13.)
 - 1. foxes 4. wolves 7. geese 2. monkeys 5. fish 8. lice 3. flies 6. mice 9. deer
- 14 (T explains theory table then Ss do Ex. 14.)

	Sea Turtle	Harp Seal	Emperor Penguin
hunting (food)	1		
destruction of habitat	1		
sea pollution			/
increased fishing			1
hunting (skin)		1	

 The sea turtle is in danger of extinction because people are hunting it for food and are destroying its habitat.

The **emperor penguin** is in danger of extinction because of sea pollution and increased fishing.

15 (T explains theory table and asks Ss to give examples using these structures. As an extension T can divide the class into two teams and play a competition game. T gives phrases and teams in turn add such (a/an) or so. Each correct answer gets 1 point. The team with the most points is the winner.

Suggested phrases: nice day, bad weather, hot day, cold, fast, heavy rain, leather shoes, long hair, etc.

e.g. T: nice day
Team A S1: such a nice day
T: bad weather

Team B S1: such bad weather etc.)

- Clauses of result are introduced with so, such or such a(n).
- A. It can eat about 225 kgs of grass.
 - B. It can jump over a car.
 - C. They can communicate with people.
- 16 1. such
 - h 2. so
- 3. so
- 4. such a
- (Ss can talk about their family, friends or can compare animals. Ex. 17 can be assigned as written HW after Ss have said some sentences in class, practising so/such (a/an).)

(Suggested answers)

Ed is **such a** talented pianist **that** he can play almost anything.

Tom is **so** tall **that** he can reach the top shelf easily. Eagles have **such** good eyesight **that** they can spot food from miles away.

The weather was so hot that we went for a swim.

- 18 No, they don't. They only differ in how they are constructed. Too + adj/adv = adj/adv + not enough
- 9 1. enough
- 5. too
- 2. enough
- 6. enough
- 3. too
- 7. too
- 4. too
- The bridge was so low that the lorry couldn't pass under it.

It was **such a low bridge that** the lorry couldn't pass under it.

The bridge wasn't high enough for the lorry to pass under.

This ocean is too cold for tropical fish to survive in.
 This ocean is so cold that tropical fish can't survive in it.

This is such a cold ocean that tropical fish can't survive in it.

It was such a fast rabbit that the dog couldn't catch it.

The rabbit wasn't slow enough for the dog to catch. The rabbit was too fast for the dog to catch.

- The sign was too small for Mary to see.
 The sign was so small that Mary couldn't see it.
 The sign wasn't big enough for Mary to see.
- 21 Pronunciation (p. 77)

	/əo/	/aʊ/
howl		1
hole	1	
town		1

	/90/	/aʊ/
tone	1	
nose	1	
house		1

Similes (p. 77)

as stubborn as a mule = very stubborn
fight like cat and dog = argue a lot
eats like a horse = eats large amounts of food
as strong as an ox = very strong
like a fish out of water = out of place
drinks like a fish = drinks a lot

23		Giant Panda	Elephant	Rhino
	where it lives	China	Central	
	food	grass	fruit	plants
	how it has become endangered	fur	tusks	horns
	what has been done to protect it	kill parks	hunting	



Writing (p. 77)

(This is assigned as written HW after Ss have done Ex. 23 orally in class.)

(Suggested answer)

The giant panda lives in Southwestern China. It eats flowers, grass and bamboo. It has become endangered because its habitat is being destroyed and the variety of bamboo is decreasing. To make matters worse, they are also hunted for their fur. Fortunately, people are trying to protect them. It has become illegal to kill them and special wildlife parks have been set up.

Elephants live in Central Africa and they eat grass, twigs and some fruit. They have become endangered because they are hunted for their tusks. To protect them, the hunting and trading of ivory has been banned.

The rhino also lives in Africa. It eats grass and plants. Rhinos have become endangered because they are hunted for their horns. Fortunately, the areas where they live are now guarded and the selling of rhino horns has been banned, so hopefully the rhino will survive.

Unit 18 - Problems of the Planet

Objectives 7

Vocabulary: words related to global issues

Reading: reading to identify the main ideas of para-

Listening: listening for specific information; table filling

Speaking: making suggestions; providing solutions

Grammar: clauses of purpose

Writing: essay - providing solutions to problems



Lead-in (p. 78)

1 (Suggested answer)

The poem is about the damage we are doing to our planet. It is a warning of what might happen in the future.

- A. D and F
 - A drought
 - B litter
 - C + F destruction of the rainforests
 - D air pollution
 - E water pollution

Possible causes: factories; people making space for houses/farms; carelessness; etc.

- 1. animal
- 5. extinction
- 2. cut
- 6. fumes adopt
- 3. lose

chemicals

Reading (p. 79)

4 1. E

3. C

(T can ask Ss comprehension questions.)

Vocabulary Practice (p. 80)

2. A

- 5 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 6 1. c
- 2. d
- 3. a
 - 4. b
- 7 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. industrial/domestic
- 6. to be threatened

carbon

- to develop
- 3. to become
- 8. breathing

4. oil

- 9. endangered
- 5. to give off
- 10. to take
- 8 (Ss should memorise these prepositions. T checks in the next lesson.)
 - 1. for
- 3. of
- 5. on
- 2. under
- 4. in
- in

Follow-up (p. 80)

(T elicits answers from Ss and writes them on the board as the table below shows. Ss, looking at the table, talk about the problems of the planet. This can be assigned as written summary after Ss have done it orally in class.)

Problem	Cause	Effect
destruction of the rainforests	- trees are burnt and cut down	 birds and animals lose their homes and die changes in climate, less oxygen, drought, air pollution, flooding, famine
water pollution	 rivers and lakes are polluted with dangerous chemicals from factories oil tankers are spilling thick black oil into our oceans tons of domestic and industrial waste are poured into our seas 	sea life is threatened with extinction water is not safe to drink or swim in
air pollution	 cars and factories are giving off dangerous fumes 	more and more people have developed allergies and breathing problems

(Suggested answer)

Trees are being cut down. As a result, the rainforests are being destroyed. Therefore, birds and animals lose their homes and die, etc.

Lange

Language Development (p. 80)

9 yet: however

moreover: furthermore fortunately: luckily

10 (Suggested answers)

- 1. Trees are being cut down. Consequently, many species will become extinct.
- 2. People in cities breathe exhaust fumes every day. As a consequence, many of them develop breathing problems.
- 3. Industrial waste is dumped into the sea. As a result, fish die.
- People drop litter in the streets. Therefore, people get diseases.
- 5. Most factories do not use filters. As a result the air gets dirty.
- 11 (The tapescript for Ex. 11 should be heard twice.)

Problem	Causes	Effects streets are dirty, people catch diseases	
litter	lack of education		
air pollution	factories and cars pollute the air	cause serious health problems, trees and plants are damaged	
water pollution	factories dump waste into rivers , sea is polluted with oil from tankers	people suffer from stomach problems, fish are killed, rivers are contaminated	
destruction of forests	people cut down or burn forests	animals and plants lose their homes , animals may even become extinct, people have less oxygen to breathe	

Grammar in Use (pp. 80-81)

 Clauses of purpose are introduced with to and so that.

(Suggested answers)

- We should stop cutting down trees so that animals won't lose their natural habitats.
- We should make wildlife parks to protect animals from extinction.
- We should plant more trees so that we will have more oxygen.
- We should clean up the litter in cities so that we won't catch diseases from it.
- 5. We should find clean forms of energy **to** save the planet.
- 13 1. d 2. a 3. c 4. e 5. b
 - Governments should improve public transport so that people won't have to use cars to get around.
 - People should get involved in recycling schemes so that there will be less rubbish to pollute the environment.

- We should ban cars from city centres to make the streets cleaner, safer and quieter.
- Governments should force factories to put filters on chimneys so that the harmful gases won't be able to pollute the atmosphere.
- We should stop using the products of companies whose factories cause pollution to force them to use environmentally-friendly production methods.
- 14 (Ss work in closed pairs listing ways to improve the situation and the results of each suggestion. T elicits answers and writes them on the board then asks some Ss to present their views in the class. These ideas can be used in Ex. 15.)

(Suggested answers)

rubbish: stricter fines, more bins, advertising (posters around the city), recycling schemes

Result: cleaner streets, fewer rats/diseases

too many cars: ban cars from city centre, improve public transport

Result: cleaner air, fewer health problems, quieter

cutting down trees: for every tree cut down, plant ten new ones

Result: animals won't lose their natural habitat, there will be enough oxygen

water pollution: heavy fines for factory owners who pollute rivers, lakes or the sea

Result: marine life won't be threatened, we can swim in the sea and drink the water from rivers or lakes, fewer health problems, etc.

Writing (p. 81)

15 (T explains the theory to Ss then assigns Ex. 15 as written HW. Ss can use their ideas from Ex. 14 to write the main body of this essay.)

(Suggested answer)

Firstly, to reduce air pollution, the government could ban cars from the city centre. This would make our streets cleaner, safer and quieter. The government should also force factory owners to put filters on their chimneys. By doing this, harmful gases won't be able to pollute the air and people won't have difficulty breathing.

The problem of people cutting down trees could be solved by planting ten new ones for every tree that is cut down. In this way, animals won't lose their natural habitat. We should also recycle paper products so that there is less need for trees to be cut down.

As for factories polluting our rivers, strict fines should be given to the owners of the factories if they dump their dangerous chemicals in the water. As a result, our water will be cleaner and safer to drink and people will have fewer stomach problems.

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- People are just the same as other species as far as nature is concerned, and are no safer from environmental dangers than other creatures.
- People are not necessary to the continuation and development of the world or nature.

Module Self-Assessment (Units 13 - 18)

(Ss do this section on their own as written HW. T checks in the next lesson, explaining or revising structures. In the following lesson, Ss do their test. See Teacher's book for the tests.)

- 1 1. B 3. A 5. D 7. D 9. A 2. C 4. C 6. A 8. B 10. D
- - furious
 accused
 axe
 unexplored
 - 3. roared 7. training
 - 4. pouring 8. declared
 - 1. put 6. dead-end 2. win 7. beat 3. examination 8. develop
 - 4. test 9. endangered 5. set 10. do
 - 5. set 10. do
 - 1. victims 4. cause 2. struck 5. believe
 - past
- 5 1. to, for, about, out of, through
 - 2. in, with, about, in
- 6 1. up 3. down 5. on 2. up 4. off 6. into

- 7 a. Both of them can fly. Neither of them can roar.
 - Both of them have a beak. Neither of them has/have ears.

Both of them have claws. Neither of them has/have paws.

Both of them have a tail.

- 8 a. None of them can fly. None of them can talk.
 - All of them have ears. All of them have feet.
 None of them have a beak. All of them have a tail.
- 9 1. were
 - 2. had left, wouldn't have been late
 - 3. hadn't spent
 - 4. had
 - 5. had serviced, wouldn't have broken
 - 6. had, would take up
 - 7. knew
 - 8. hadn't left, would have caught
- **10** 1. going 3. pay 5. to buy
- 2. asking 4. leave
- 11 1. will/won't you 4. shall we 2. wasn't it 5. has she 3. aren't l

- 12 1. ... was too young to drive ...
 - 2. ... was such a delicious ...
 - 3. ... was too expensive ...
 - 4. ... is being reported ...
 - 5. ... will be adopted by ...
 - 6. ... was so boring that they ...
 - 7. ... have been found ...
 - 8. ... was destroyed ...
 - 9. ... was cancelled due to ...
 - 10.... have been taken ...
 - 11.... in spite of being ...
 - 12. ... although he was ...

>

Writing (p. 83)

- a. By stating the topic and saying that there are both advantages and disadvantages.
- b. Two
- By restating the fact that there are both advantages and disadvantages.
- d. In addition, furthermore, however, on the other hand, but, also, etc.
- Cause: because of, due to, as a consequence of, etc.

Effect: as a result/consequence, consequently, so, therefore, etc.

Purpose: to, for that reason, so that, etc.

qualities needed, skills/equipment, pros and cons, etc.

Unit 19 - Quality or Quantity?

Cobjectives ¬

Vocabulary: words related to food

Reading: reading for understanding how text is structured

Listening: listening for specific information; sentence completion

Speaking: making decisions (shopping list); making complaints; comparing restaurants

Grammar: countable/uncountable nouns; how much/how many; comparative/superlative degree

Writing: letter of complaint



Follow-up (p. 85)

 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.

(Suggested answers)

 (T elicits arguments for and against from Ss and writes them on the board, then Ss talk about genetically engineered food.)

Some people are in favour of genetically engineered food because it could help feed people who are starving and it may give us a healthier and longer life. On the other hand, other people feel it's unnatural to put genes from one thing into another and it may be dangerous to experiment with nature. I personally disagree with genetically engineered food because we don't really know the possible effects and it could be very dangerous for future generations.



Lead-in (p. 84)

1 (Suggested answers)

- The monster was created after Dr Frankenstein carried out various experiments; although it wanted to be like a human, it could not control its violence and was eventually destroyed.
- Maybe the scientists are testing the food to find out what is in each type.
- Maybe they are protesting against food being experimented on.
- 2 1. living
- known
- 5. prevent

- 2. bigger
- 4. control
- 6. problem



Reading (p. 85)

- 3 1. E
- 2. D
- 3 Δ
- 4. C

(T can ask Ss comprehension questions.)

Language Development (p. 86)

- 4 (Ss try to identify the foods shown on the table, then T checks Ss' answers.)
 - 1. pineapple
 - 2. cabbage
 - 3. trout
 - 4. ice-cream
 - 5. prawns
 - 6. mushrooms
 - 7. peach
 - 8. mussels
 - steak
 - 10. cake
 - 11. pear

- 12. artichoke
- 13. crab
- 14. strawberries
- 15. lobster
- garlic
- 17. grapefruit juice
- 18. chicken
- 19. pepper
- 20. onion
- 21. aubergine

(T points out that all the words which appear in the list should be listed under the headings given. T explains any unknown headings then Ss do the exercise in closed pairs. T checks answers on the board. As an extension T can ask Ss to add more words under each heading.)

fruit: strawberries, grapes, pineapple, pear, peach fish and seafood: lobster, prawns, crab, salmon, trout, mussels

dairy products: ice-cream, milk, cheese, yoghurt meat: sausages, lamb chops, steak, ham

poultry: chicken, turkey

vegetables: cabbage, pepper, lettuce, aubergine, carrots, mushrooms, pumpkin, beans, artichoke, garlic, onion

sweets: ice-cream, cake drinks: grapefruit juice

5 (T explains the highlighted words then asks Ss to do the exercise working in closed pairs. T checks Ss' answers in class. As an extension T can ask Ss to tell him/her other foods which can be described with these adjectives.)

Starters

Chicken soup \rightarrow healthy Green salad \rightarrow juicy, healthy

Main Courses

 $\begin{array}{lll} \text{Steak and chips} & \rightarrow & \text{juicy, salty, fattening} \\ \text{Beef curry} & \rightarrow & \text{fattening, spicy} \\ \text{Spaghetti carbonara} & \rightarrow & \text{salty, juicy, fattening, creamy} \\ \end{array}$

Roast beef and potatoes → fattening, juicy
Fish and chips → salty, fattening
Steak and kidney pie → fattening, salty, juicy

Desserts

 $\begin{array}{lll} \text{Ice-cream} & \to & \text{sweet, fattening, creamy} \\ \text{Fresh fruit salad} & \to & \text{juicy, sweet, healthy} \\ \text{Chocolate cake} & \to & \text{fattening, sweet} \\ \end{array}$

Grammar in Use (pp. 86-87)

6 1. an 3. some 5. some 7. some 2. some 4. a 6. a 8. a

(As an extension T can divide the class into two teams and play a competition game practising the use of a/an and some. T says words and teams, in turn, add a/an or some. Each correct answer gets 1 point. The team with the most points is the winner. Suggested words: flour, beans, apples, peach, egg, ice-cream, salad, milk, etc.

e.g. T: flour Team AS1: **some** flour T: beans

Team BS1: some beans, etc.)

- 7 1. How much 5. How much 2. How many 6. How many 7. How much
 - 4. How much 8. How many
- 8 1. any 6. any 2. any 7. much 3. some 8. some 4. any 9. many 5. some
 - (Ss work in closed pairs. T checks pairs going round the class, then T asks some pairs to act out their dialogues.)

(Suggested answers)

- A: I'll make a cake. Do we have any flour?
- B: No, there isn't any. I need to buy some.
- A: Is there any sugar in the cupboard? I'll need some.
- B: Yes, there's plenty.
- A: Good. Are there any eggs?
- B: Not many. Only three.
- A: That's OK. I only need three. Have we got any butter?
- B: Yes, we've got plenty.
- A: I'll make an apple pie. Do we have any apples?
 - B: No, there aren't any. We need to buy some.
 - A: Is there any flour?
 - B: Yes, there are two bags in the cupboard.
 - A: OK. I'll need some sugar as well.
 - B: There is some, but not much. How much do you need?
 - A: Not very much. Have we got any butter?
 - B: Yes, we've got two packets.
- 9 1. slice 3. bar 5. can 2. loaf 4. packet 6. cup
- sentences a-d include comparatives, e and f include superlatives
 - comparative forms: adjectives of one or two syllables take -er or -ier, adjectives of more than two syllables take more + adjective. e.g. tastier than, more expensive than

superlative forms: adjectives of one or two syllables take *-est* or *-iest*, adjectives of two or more syllables take *most* + *adjective* e.g. the lightest, the most delicious

 as ... as/less ... than are used to compare two things to each other e.g. less fattening than, as juicy as 11

adjective	comparative	superlative
spicy	spicier	the spiciest
strong	stronger	the strongest
fattening	more fattening	the most fattening
nutritious	more nutritious	the most nutritious
delicious	more delicious	the most delicious
rich	richer	the richest
juicy	juicier	the juiciest
disgusting	more disgusting	the most disgusting
tasty	tastier	the tastiest
hot	hotter	the hottest
good	better	the best
bad	worse	the worst
little	less	the least

12 (Tasks Ss to work in pairs and write sentences comparing the two restaurants. T checks answers round the class.)

(Suggested answers)

The food is as tasty at Paul's restaurant as it is at Ed's restaurant.

The food is more expensive at Paul's restaurant than at Ed's restaurant.

The food is not as expensive at Ed's restaurant as at Paul's restaurant.

The atmosphere is friendlier at Ed's restaurant than at Paul's restaurant.

The atmosphere at Paul's restaurant is not as friendly as at Ed's.

The decor is more luxurious at Paul's restaurant than at Ed's restaurant.

The decor at Ed's restaurant is less luxurious than at Paul's restaurant.



Writing (p. 87)

(T explains the theory about how to write a letter of complaint, pointing out that these letters are normally formal, therefore Ss should not use abbreviated forms, idioms or slang expressions. Ss then do Ex. 13.)

13	C	omplaint	Reason
	•	service was slow	we had to wait half an hour
	•	music was very loud	we couldn't hear each other
	•	food badly cooked	steak was tough and chips were greasy
	•	waiter was rude	didn't apologise for spilling coffee

(Suggested answer)

Dear Sir,

I am writing to complain about your restaurant which I visited on May 6th. I was not at all satisfied with the service or the food.

Firstly, the service was very slow. We had to wait half an hour to be seated although we had booked a table a week in advance.

Moreover, the food was badly cooked as our steak was tough and the chips were greasy.

To make matters worse, the waiter was rude. He spilt coffee on my wife's dress and didn't even apologise.

I trust that you will give this matter serious consideration and that this won't be repeated.

Yours faithfully, (your full name)

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- Don't risk all your money, time, interest, etc. in one business or effort.
- A job, activity, etc. will be spoilt if too many people get involved.

Unit 20 - Earth 3,000

Objectives 7

Reading: reading for detailed understanding of the text

Listening: listening for specific information; multiple choice; T/F statements; sentence completion

Speaking: summarising points; comparing towns; making deductions

Grammar: making deductions (must, can't, may/might/could)

Writing: describing cars of the future



Lead-in (p. 88)

1 (Suggested answers)

- The earth is getting hotter and the weather is changing all over the world.
- The city seems to be located in the sea.
- There is a glass shield around it to protect it from the sunlight and heat.
- · Perhaps there has been a huge flood.
- The buildings are different to those in my city. In my city you can see skyscrapers, huge blocks of flats, busy streets and cars. There are no streets and cars in this city. There is a glass shield around this city which is located in the sea.

Note: Global warming — The earth's temperature is said to be rising due to pollution and the hole in the ozone layer. As a result, the world climate is getting warmer and warmer and some scientists believe that the polar ice caps will melt and flood large areas of the earth.

- 2 1. glass
- 4. world
- 7. hole

- 2. hurt
- 5. ice
- 8. inside

- 3. skin
- 6. build

Reading (p. 89)

- 3 1. B (ln 9)
- 3. B (In 29)
- 2. D (In 19-20)
- 4. A (In 38-39)

Follow-up (p. 89)

- 4 1. He saw that he was sitting on something like a white rubber carpet. A bubble-car floating on air several inches above the carpet pulled up beside him. He saw that all the buildings were made of mirrors and glass.
 - She was wearing a white plastic suit and strange shoes.

- The sun had melted most of the ice in the earth's polar areas, causing worldwide flooding. The earth's temperature had risen, and thousands of people had died.
- 4. Her world no longer had natural sunlight or air.
- He was pulled into the large circular hole. When the bottom opened up, he was pulled from the future world, through the water, to the old world where he used to live.



Vocabulary Practice (p. 90)

- 5 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 6 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. time
- 6. natural
- 2. home
- 7. video
- secret
- 8. to look up
- 4. circular
- 9. the temperature
- 5. glass
- 10. presumed



Language Development (p. 90)

- 7 (Ss do the listening activity then they look at the notes and talk about life in the past. T can then assign this as written HW.)
 - 1. T 4. T 2. F 5. T
- 7. T 10. F 8. F 11. T

12. F

3. F 6.

2. beside

- 6. T
- 9. T
- 8 (Ss do Ex. 8 on their own. T checks Ss' answers, explaining the meaning of each distractor.
 - Note: **beside** (prep) = next to, **besides** (prep) = in addition to)

4. tall

Besides 3. high

9 (T should revise the comparative degree, then Ss make sentences comparing the two pictures. T writes the sentences on the board, underlining the comparative forms. As an alternative T assigns Ex. 9 as written HW

after Ss have done it orally in class.)

(Suggested answer)

Life in the past was much safer and less dangerous than it is today. Nowadays, life is more complicated and people are more stressed. In the past, towns were quieter than today, whereas now they're noisier and full of cars. People used to live a simpler and more relaxed life than nowadays.



Grammar in Use (pp. 90-91)

- 10 (T can refer Ss to the relevant theory section in the Grammar Reference Section in the Student's book for more information.)
 - 1. c 2. e

3. d

4. b

1,

sure: can't, must

not sure: may/might, could

Sentences **b** and **c** refer to the present, sentences **d** and **e** refer to the past and sentence **a** refers to the future.

- 11 1. must
- 4. may/might/could

5. a

- 2. may/might/could
- 5. must
- 3. can't
- 12 (T goes through the table and explains it to Ss then Ss do Ex.12.)
 - f They can't have enjoyed the play because they left before the end
 - He must have eaten all the pizza because there isn't any left.
 - 4. g He can't be going to work because he's very ill.
 - a She may/might/could/must be at work because she's not at home.
 - b He can't have studied because he failed his exams.
 - c She must have got married because she's wearing a ring.
- 13 A. Burglars must have tied him up.

He must be feeling uncomfortable.

He might have been robbed.

He could have been calling for help.

The woman must have felt surprised.

B. He must have stolen some money.
They may/might/could put him in prison.
He must be unemployed.
The shopkeeper must have called the police.
He must be frightened.

- 14 1. ... must be coming ...
 - 2. ... may have lost ...
 - 3. ... can't fail ...
 - 4. ... could have forgotten the ...
 - 5. ... can't have committed ...
 - 6. ... must have stolen ...
 - 7. ... might have lied ...
 - 8. ... must be (still) working ...
 - 9. ... may/might/could have been sleeping ...
 - 10. ... can't have paid ...

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



Writing (p. 91)

(Ss use the information from Ex. 15 to describe the cars of the future. T can do this first orally in class, then assign it as written HW.)

Cars in the future will be environmentally friendly. They will have computers that will be able to tell the driver where traffic jams are so he/she can avoid them. The computer will also be able to help the driver to park, telling him/her how much space there is. Cars in the future will also be safer. There will be special sensors under the car which will be able to warn the driver if there is any ice or oil on the road, and they will have ultra violet headlights which will improve visibility by 50%.

Unit 21 - A Modern Myth

Cobjectives

Vocabulary: words related to films; phrasal verb: take

Reading: reading for detailed understanding of text

Listening: listening for specific information; table completion

Speaking: expressing preferences; making recommendations

Grammar: present and past participles; so/neither; expressing preferences;

Writing: film reviews

Lead-in (p. 92)

1 (Suggested answers)

- The pictures are from Star Wars. It is a space adventure film. Princess Leia, Darth Vader, Han Solo and Luke Skywalker.
- Princess Leia is a heroine. Darth Vader is a villain.
 Han Solo and Luke Skywalker are heroes.
- Batman, Tarzan, Superman, Xena, etc. are some typical film heroes. They save people, fight evil people or save the world from destruction.
- 2 1. c 2. e

3. a

4. f

5. d 6. b



Reading (p. 92)

- 1. The story is set in a galaxy far, far away a long time
 - 2. George Lucas is the director.
 - 3. Harrison Ford, Carrie Fisher, Alec Guinness and Mark Hamill star in Star Wars.
 - 4. The story is about Darth Vader, an evil leader who wants to take over the universe and how Luke Skywalker, Han Solo and Princess Leia work together to stop him.
 - 5. Han Solo and Luke Skywalker are the heroes and Princess Leia is the heroine.
 - 6. Yes, the trilogy is recommended because the amazing space battles, and gigantic fighting robots with laser weapons are so exciting to watch.



Vocabulary Practice (p. 93)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 1. b 3. g 5 f 7. h 2. d 4 a 6. e 8.
- 6 (Ss should memorise these phrasal verbs. T checks in the next lesson.)



2. off 1. up

after

4. over



Follow-up (p. 93)

(T writes the headings on the board and completes the information eliciting answers from Ss. Ss, looking at the notes, talk about the trilogy.)

Title: Star Wars

Type of film: space adventure/science fiction film Where/when film is set: in a galaxy far away, a long

Plot: heroes try to stop an evil leader from taking over the universe

Characters: Luke Skywalker, Han Solo, Princess Leia,

Darth Vader



Language Development (pp 93-94)

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

(Suggested answer)

My favourite type of film is comedy because I love watching films that are funny and make me laugh.

8	Soap Operas	Hike them.
	Quiz Shows	I love them.
	The News	I don't think much of it.
	Horror Films	absolutely disgusting
	Documentaries	I'm not really interested in them.
	Dating Shows	they're great
	Sports Programmes	not my idea of fun

- (T writes two sentences on the board to show Ss what pattern to use while answering the question. e.g. I like quiz programmes because they are fun. I can't stand dating programmes because they are silly.)
- Hove quiz shows because you can learn a lot from them, but I can't stand horror films because they scare me. I think documentaries are absolutely fascinating because you can see how others live, and watching sport programmes is my idea of fun because they're so exciting.

9 A: adventure film C: cartoon B: science fiction film D: romance

(Tasks Ss to work in closed pairs after T has presented the list of adjectives. T checks round the class, then asks some pairs to act out their dialogues.)

(Suggested answer)

SA: Do you like horror films?

SB: No, I can't stand them. I think they are absolutely disgusting.

Do you like comedies? SA:

SB: Yes, I think they're very amusing and humorous.

SA: Do you enjoy watching romances?

SB: Yes, I think they're moving.

- 10 1. amusing 4. realistic 2. excellent 5. clever 3. unbelievable 6. well-written
- 11 to recommend: I would recommend it to anyone; It's well worth seeing; You should definitely not miss it; Don't miss it. It will change the way you see ...

to disapprove: It's disappointing; I wouldn't recommend it; It's not worth seeing; It's the worst film I've ever seen.

(Suggested answers)

The acting was awful and the plot was dull. It was disappointing, etc.

The speaker recommends the film.

(Ss work in closed pairs. T checks round the class and asks some pairs to act out their dialogues.)

(Suggested answer)

- A: Have you seen "Anaconda"?
- B: Yes, I have.
- A: What did you think of it?
- B: It was great. It's got some thrilling scenes. I'd recommend it to anyone.

Grammar in Use (pp. 94-95)

- 13 Tired describes how the person feels.
 - · Tiring describes how someone/something is.
 - Present and Past participles that should be underlined: thrilling, frightening, amusing, amazing, fascinated, convincing, interested (Note that these participles are used as adjectives.)
- 14 1. boring
- 5. amazed
- 2. amused
- 6. thrilling
- terrifying
- 7. interesting
- excited
 embarrassed
- 15 specific preference: a, b general preference: c, d
- 16 1. listen, go
- 4. write, learn
- 2. to watch, visit
- 5. to read, read
- 3. to play, play
- 6. travelling, travelling
- 17 a) positive agreement
 - b) negative agreement
 - 2. So did I.
- 4. Neither will I.
- 3. So am I.
- 5. So do I.



≻ Writing (p. 95)

- 18 1. is set
- 6. develops
- 2. plays
- 7. decides
- 3. finds out
- is filled
 teach
- meets
 become
- Present tenses are normally used for reviews.
- (Suggested answers)
 - 1. Free Willy.
 - 2. Simon Wincer.
 - 3. Adventure.
 - 4. On the west coast of North America.

- 5. A boy (Jesse) and a whale (Willy).
- The whale is in captivity and the boy decides to free him.
- 7. Willy the Whale, Jason James Richter, Lori Petty, Michael Madsen.
- "The film is filled with suspense and emotion.
 The scenes involving Jesse and Willy teach us
 how close animals and human beings can be to
 each other."
- 9. Yes, the film is highly recommended.
- 19 1. Batman Returns
 - 2. Michael Keaton
 - 3 adventure
 - 4. Tim Burton
 - 5. imaginary city
 - 6. hero fights villains
 - 7. brilliant
 - 8. complicated
 - 9. out of this world
 - 10. not to be missed
- 20 (T explains the plan then asks Ss to look at the text of Ex. 18 and see how the plan corresponds to the text. Ss then are assigned Ex. 20 as written HW.)

(Suggested answer)

Batman Returns, directed by Tim Burton, is a modern adventure. It is set in an imaginary city in America. The main character is Batman, who fights villains.

The plot involves Batman's fight against the evil Penguin and Catwoman, both of whom want to harm people in the city.

All the actors, especially Michael Keaton who plays Batman, are brilliant. The plot is complicated but thoroughly enjoyable. The costumes and special effects are out of this world.

This is a superb film for the whole family. It is definitely not to be missed.

Words of Wisdom

(Ss try to guess the meaning of each sentence. T helps them understand the meaning, then T asks Ss to memorise the sentences. T checks in the next lesson.)

- · Appearances/first impressions can be misleading.
- A wise person knows when to stay silent and not get involved.
- When something turns out well you should forget the problems it caused.

Unit 22 - The Return

Cobjectives -

Reading: identifying the main ideas of paragraphs

Listening: listening for specific information; text correction; table

Speaking: making preparations; talking about inventions

Grammar: causative form

Writing: project describing inventions/inventors



Lead-in (p. 96)

1 (Suggested answers)

- I can see a house on fire (on p. 96) and someone being carried on a stretcher (on p. 97).
- The professor is sitting on a bench across the road from the house.
- I think the man on the stretcher is Dr Applebaum.
- Maybe someone has accidentally set the house on fire.
- 2 street = park

future = past

Alice = Mary

tenth = twentieth

classroom = laboratory

wallet = notebook



Reading (p. 97)

- 3 1. F
- 3. E
- 5. D

- 2. G
- 4 Δ
- 6. B

(After Ss have done Ex. 3, T asks comprehension questions.)

(Suggested comprehension questions)

- 1. Where did the professor wake up? In the park near Dr Applebaum's house.
- 2. What did the professor see? A fire engine.
- 3. Where was he? In London.
- What happened to Dr Applebaum's house? It burnt down.
- Whom did the professor meet while he was outside the doctor's house? His wife, Mary.
- Where had Mary found the charm James was holding? In an antique shop.
- 7. What had the saleswoman told her? That it was an authentic Viking artifact.
- 8. Where had Mary put the charm? In James' pocket.
- 9. What happened to Dr Applebaum? He died.
- 10. Did the professor find his notebook? No, he didn't.

Vocabulary Practice (p. 98)

- 4 Ss explain the words in Ss' L1 or by giving examples using the words in context. If Ss can't explain the words, then, T helps Ss by miming or by giving examples.
- 5 (Ss should memorise these collocations. T checks in the next lesson.)
 - 1. fire
- 6. antique
- 2. blazing
- 7. authentic
- to lose
- 8. to be
- threw
- 9. to look
- wedding



Speaking (p. 98)

(Ss can use the corrected summary in Ex. 2 to retell the story.)

(Suggested answers)

- Yes, I enjoyed it very much. Yes, Dr Applebaum wouldn't die and he would help the professor solve the mystery about his travels through time.
- The last episode is my favourite because there is a sense of mystery. I didn't like the Viking episode very much. It was very frightening.

Language Development (p. 98)

- 6 (Ss read the whole text once, then try to fill in the missing words. T checks Ss' answers on the board. Ex. 6 should be done in class.)
 - 1. was
- 4. about/concerning/
- 6. where

- fewlot
- regarding/explaining 5. the
- 7. and 8. in
- 7 (T explains the meaning of each distractor while checking Ss' answers. Note: T should point out how all/whole are used. all the pizza but: the whole pizza. Also: All of them ...)
 - 1. Hold
- 4. stare
- laughed
 Smile

- caught
 glanced
- 5. whole
- All

Crommor in

Grammar in Use (pp. 98-99)

8 Sentences 1, 3 suggest someone else will do something.

Sentences 2, 4 suggest Mary will do them.

The causative is formed with have in the correct tense

+ object + past participle.

- 9 2. She has her house cleaned by the maids.
 - 3. She has her car washed by the chauffeur.
 - 4. She has her shopping delivered by the supermarket.
- 5. She has her letters typed by the secretary.
- 6. She has her meals cooked by the chef.

10

	Mary	somebody else
clean/house		/
polish/floors		1
make/cake	1	
clean/James' suit		/

	Mary	somebody else
put/flowers in vases	/	
set/table	1	
prepare/food		/
film/party		/

Mary had the floors polished. Mary had James' suit cleaned. Mary had the food prepared. Mary will have the party filmed.

- Sue had her living room painted.
 - Bob will have a photo of his taken.
 - 3. Marcy must have her eyes tested.
- mary will have the party lilmed.
- 4. Helen is having her car serviced at the moment.
- 5. Tom must have his jeans shortened.
- Fiona has had her flat decorated.
- 12 (Ss go through the list with their T and say who does these things. T, then, asks Ss to expand the phrases into complete sentences using the causative when the action is done by somebody else.)

(Suggested answers)

We have our taps repaired by a plumber.

My mum cleans the house.

We have the walls painted by a decorator.

We have the grass cut by a gardener.

My dad washes the car.

My mum waters the plants. *

We have the dog examined by a vet.



Writing (p. 99)

13 (Ss do the listening activity then looking at the notes talk about the inventors and their inventions. Ss write their project about these people at home.)

Inventor(s)	Invention	Date	Place	Notes
Galileo	telescope	1609	Italy	his largest telescope was 120 cm long he used it to study the moon and Mars
Alexander	telephone	1876	USA	- telephones first used in US cities
Graham Bell				- by 1887, more than 150,000 phones in USA
Thomas Edison	light bulb	1879	USA	- Edison also invented the phonograph
Karl Benz	auto- mobile	1885	Germany	 first car had only three wheels; a steel frame and went 15 kph by 1888 Benz had 50 workers building the 3-wheeled cars
the Wright brothers	aeroplane	1903	USA	- first plane flew 120 feet in 12 seconds - Orville was the first man to fly an aeroplane

Suggested Project:

Galileo built the first telescope in 1609 in Italy. The largest telescope he built was 120 cm long which he used to study the moon and the planet Mars.

Alexander Graham Bell invented the telephone in 1876 in the USA. Telephones were first used in the cities of the USA, and by 1887 there were more than 150,000 phones.

Thomas Edison invented the light bulb in 1879 in the USA. He also invented the phonograph.

Karl Benz invented the automobile in 1885 in Germany. This first car only had three wheels and went 15 kph. By 1888, 50 workers were employed by Benz for the development of the 3-wheeled cars.

The Wright brothers invented the aeroplane in 1903 in the USA. Their first plane flew 120 feet in 12 seconds. The first person to fly an aeroplane was Orville Wright.

Revision 4 (Units 19 - 22)

(Ss do the Revision section on their own as written HW. T checks in the next lesson, explaining or revising structures. In the following lesson, Ss do their test. See Teacher's book for the tests.)

- 1 1. B 3. B 5. C 7. D 9. C 2. A 4. B 6. D 8. A 10. C
- laboratory
- 4. barely
- 2. reddened
- suggested
- floated
- blazing 5. force
- 2. video
- 6. secret
- 7. fire
- 3. antique 4. home
- 8. authentic
- 4 1. off 2. over
- 3. up after
- slice
- 6. glass
- 2. bottle
- 7. jar
- 3. can
- packet
- 4. bar 5. tube
- 9. loaf 10. pot
- 6 1. How many
- 3. how much
- 2. How much
- how many
- 7 1. beside
- 4. whole
- 2. high
- 5. smiled
- 3. caught

8 1. no

- 4. any
- 7. many 8. much
- 2. some 3. some
- 6. some
- 5. some
- 9 (Suggested answers)
 - Travelling by plane is the most expensive of all, but travelling by express train is more expensive than travelling by car.
 - Travelling by car is more comfortable than travelling by plane but travelling by train is the most comfortable (of all).
 - Travelling by train is safer and more exciting than travelling by car but travelling by plane is the safest and most exciting (of all).

- Travelling by train is more economical than travelling by plane but travelling by car is the most economical of all.
- 10 1. ... may/might/could have been ...
 - 2. ... must be leaving ...
 - 3. ... might have taken ...
 - ... can't have typed ...
 - 5. ... must be ...
- 11 1. fascinating
 - 3. amusing
- depressed
- 2. exhausted 4. boring
- Susan needs to have her house cleaned.
 - 2. Tim had his bike repaired by the mechanic.
 - 3. I'm having my flat painted at the moment.
 - 4. Sharon has had a cake made by Mrs Brown.
 - 5. Henry will have the garden weeded.
- 13 1. Neither/Nor have I.
- 4. So did I.
- Neither/Nor do I.
- 5. Neither/Nor will I.
- 3. So am I.
- 14 1. must

- 4. must
- 2. could/may/might
- 5. can't

3. can't

- 6. may/might/could
- 15 1. is still painting, has already finished
 - 2. had been travelling, decided
 - 3. will have been
 - had fed
 - 5. did you meet

Writing (p. 101)

- a. We start by stating the reason why we are complaining. We end by suggesting what action we expect to be taken.
- b. Firstly, To make matters worse, What is more, etc.
- c. The title of the film, the director, the type of the film, the place it is set, the main characters and what the story is about
- d. In the final paragraph.
- e. The main points of the plot, comments about the acting/ plot/sound effects, etc.

Tapescripts

Unit 1: Read my Lips (pp. 6 - 9)

Tapescript for Exercise 8 (p. 7)

- A: Right Steven, who should we have to play the part of Molly?
- **B:** Well, I think we should try to find someone who fits the book's description of Molly. She should be quite tall and slim, with long blond hair and a rather long face. Oh yes, and she should be in her late twenties.
- A: Hmm ... What about Betty Jones?
- **B:** Marvellous! She's perfect, with her gorgeous grey eyes!
- **A:** Great. Now for Steven. Who would be good as the leading man?
- **B:** Um ... Well, we need a tall muscular man in his early thirties, preferably with blue eyes and a wide mouth.
- A: That sounds like John Woods.
- B: Who?
- A: You know, John Woods -- he's got short black hair.
- B: The one with the mole on his cheek?
- A: That's him!
- B: Yes, you're right. He's ideal. Okay, we'd better call their agents ... (fade)

Tapescript for Exercise 12 (p. 8)

- A: Good morning madam. May I help you?
- B: I hope so! I'm looking for something really special to wear to my cousin's wedding. Something in blue, I think.
- A: What about this lovely dress? It has a jacket in the same colour to go with it.
- B: Yes, it's beautiful, but it looks a bit small. Do you think it will fit me?
- A: Why don't you try it on? ... (after some minutes)
- B: There! How does it look?
- A: It's perfect! The colour suits you.
- B: Do you think so? Now all I need is a pair of shoes to match.

Tapescript for Exercise 16 (p. 9)

Mother: Isabelle, how are you? I really appreciate you looking after Paul for the weekend.

Isabelle: It's nothing. Besides, both you and John deserve a holiday.

Mother: Mm. Anyway, Paul won't be a problem. In fact, he spends most of his time playing computer games.

Isabelle: Do you think he'd like to go to the playground? There'll be lots of children there for him to play with.

Mother: I don't think he'll like that. You see, he hates meeting new people and doesn't make friends easily.

Isabelle: Well, what does he like?

Mother: If you don't mind reading to him, Isabelle, Paul loves bedtime stories -- especially science fiction.

Isabelle: OK. Now, what about homework?

Mother: You don't have to worry about that. Paul always does his homework on his own. He'll even tidy his own room. He doesn't mind doing that. But please don't let him near the stereo! He likes playing pop music really loud. Paul, please stop it. I can't stand that music any more!

Unit 2: In the Public Eye (pp. 10 - 13)

Tapescript for Exercise 16 (p. 12)

Presenter: Hello, I'm Jenny Thompson and this is "Eye on Entertainment". We have the delightful Daryl Hannah with us tonight. Welcome to the show, Daryl.

Daryl: Thanks. It's good to be here.

Presenter: Daryl, we've seen you in your films and read about your career, but tonight we want to know a little about the other side of you -- the side the cameras never show us. First of all, how do you spend your free time?

Daryl: I enjoy doing creative things, so I usually play the piano or make pottery.

Presenter: So you have more talents than acting. How about travelling? Your work must involve flying to a lot of places.

Daryl: Well, actually, I sometimes travel by plane, but it scares me so much that I try not to do it very often.

Presenter: So you're not really a jet-setter, are you?

Daryl: No, not at all.

Presenter: I know that a lot of Hollywood stars often go to parties. How about you?

Daryl: No, no, I rarely go to parties. I'm rather shy, you see, so I don't feel comfortable around lots of people.

Presenter: Really? That's interesting. Since you don't go to parties, I don't suppose you often sleep late either?

Daryl: No, I always get up early. I'm really a morning person.

Presenter: I see. Now, one more question -- how do you manage to stay so slim?

Daryl: Well, that's easy to answer -- I never eat fattening food.

Presenter: Not even on special occasions?

Daryl: No, not really. I love fresh fruit and vegetables, so that's what I always eat.

Presenter: Daryl, thank you very much for being with us, and I wish you all the best with your career ...

Tapescript for Exercise 21 (p. 13)

Presenter: Good morning and welcome to 'Guess Who?' Today's mystery guest is one of Hollywood's most successful actors, famous for starring as Han Solo in the film Star Wars, and as Indiana Jones in Raiders of the Lost Ark.

Born in Chicago, he wanted to be an actor from an early age. Fans love this tall, well-built man. At 55 he has hardly any wrinkles on his tanned, square face. His brown eyes have a serious look about them and his brown hair is only just starting to turn grey. He's with us today to answer a few questions. You've been described as a very private character. Is that how you see yourself?

Harrison Ford: Yeah, I don't like talking about my personal life in public. I'd rather talk about my work which is, of course, why I'm here.

Presenter: Yes, of course. Now, people also say that there is a very serious and caring side to your character — what do they mean by that?

Harrison Ford: Ah, that's probably from my work with environmental groups when I'm not filming.

Presenter: And, what do you do in your free time?

Harrison Ford: I like working with my hands -- doing repairs and building things on my ranch.

Presenter: Now, before we start talking about your latest film, I'd just like to remind our listeners of the number to call if you think you know who our mystery guest is — that's 0782 ...

Unit 3: Around the World (pp. 14 - 17)

Tapescript for Exercise 7 (p. 15)

- A: What is Malta like?
- B: It's really fantastic.
- A: Where will we stay?
- B: At a beautiful hotel in Valetta.
- A: What's the weather like there?
- B: It's usually warm and sunny.
- A: Are there any nice beaches?
- B: Yes, there are some gorgeous ones.
- A: How about the food?
- **B:** Oh, it's delicious and there's a great variety to choose from.
- A: It sounds perfect. I'd love to come.

Tapescript for Exercise 12 (p. 16)

- A: Hi Sally! I didn't know you were here. When did you come?
- B: Last Friday.
- A: So you have been here for a week, right?
- B: Yes, we're staying at the Paradise Hotel. When did you arrive?
- A: Late yesterday evening. I'm staying at a guest-house by the sea. So what have you been doing?
- **B:** Well, we have been swimming every day. The beaches are so clean.
- A: Have you seen the old temple yet?
- B: Yes, we went there on Monday. It's really fascinating.

- Unfortunately, as we were exploring it Jane slipped and twisted her ankle.
- A: Oh dear! Is she any better now?
- **B:** Much better, thanks. Listen, have you got any plans for tonight?
- A: Not really.
- B: Why don't you come with us to the beach party? We went to one a few days ago and it was great fun. They served delicious food and we danced till the early hours.
- A: That sounds great! Where shall I meet you?

Unit 4: Travellers' Tales (pp. 18 - 21)

Tapescript for Exercise 13 (p. 20)

I've just moved to the city and it's a lot different to the suburbs. I like being closer to my job but all the noise is killing me! I can hear honking horns all the time - even at night! My neighbours are quite noisy as well. They're always playing loud music. And the car exhaust fumes are horrible. I don't get much light, either, because of the tall skyscrapers all around my building. When I look out from my balcony, all I can see is the busy street below.

Tapescript for Exercise 15 (p. 20)

Tom: Excuse me, sir. Can you tell me the way to the post office, please?

Man: Yes. Well, go along Loring Road until you get to Park Avenue. Turn right and go straight on until you get to Cross Street.

Tom: Okay.

Man: Then turn left into Cross Street and go past the supermarket, which is on your left. Cross Mill Street and keep going. You'll see a hotel on one corner, and opposite the hotel is a newsagent's. The post office is next to the newsagent's. You can't miss it.

Tom: Thanks very much.

Unit 5: Enjoy Reading (pp. 22 - 25)

Tapescript for Exercise 14 (p. 25)

The train pulled noisily into the station that cloudy cold Monday afternoon. Miriam and Paul looked at each other, then Miriam picked up her luggage and, trying to hide her tears, made her way towards the door. Paul followed her quietly. He felt desperate but he knew they had no other choice. Miriam reached the door. She turned round, looked at him and smiled sadly. The whistle sounded sharply. "Goodbye," she said, then got into the train.

Tapescript for Exercise 16 (p. 25)

Diane Brookes was sitting at her wooden desk. It was about midnight and everything was quiet. She felt tired after all her hard work but now the computer disc was ready. Suddenly, she heard a noise outside her office. Someone was trying to get in. Diane wasn't surprised. She knew they were coming for her. She looked at the door, then calmly asked, "Is that you?"

Tapescript for Exercise 17 (p. 25)

James was walking along the paths looking at the animals. The zoo was rather empty at that time of day. It was 2 o'clock and it was rather cold and wet — not the best day for a visit to the zoo.

James stopped in front of the gorilla's cage. The animal raised its head and looked at him. James was shocked. There were cuts on its face and its fur was dirty. The gorilla reached out of the cage and touched his hand as if it was asking for help.

As James began to row the boat across the river away from the men who were after them, he sighed with relief. They were both safe. The gorilla sat down in front of James and looked into his eyes. "It's OK," said James. "You're free now."

Unit 6: The Lost World (pp. 26 - 29)

Tapescript for Exercise 2 (p. 26)

Compsognathus stood on two strong legs and had shorter arms with two sharp claws. It had a head like a snake and a long tail. It was a lot smaller than humans, but it was not a gentle creature.

Pteranodon was a huge flying reptile. Its giant wings were bigger than its small body. It had a long beak and its head was a very strange shape.

Velociraptor had a very long tail. It used its strong legs and long arms to attack other dinosaurs. It had very sharp claws and was taller than humans.

Tyrannosaurus was longer than a bus and taller than a house. It ate other dinosaurs, using its sharp teeth and strong jaws to kill them. It had very short arms.

Tapescript for Exercise 14 (p. 29)

Guide: ... and this is where we keep the dinosaurs. Now, this little fellow over here is Compsognathus. They lived all

over the world except in Antarctica. Notice his sharp teeth

— that means he ate meat.

Child: Did he eat dinosaurs?

Guide: No, just insects and lizards. This one is an adult, and as you can see he's about as small as a chicken. This one is sixty centimetres tall and weighs five and a half kilos. Notice his back legs too; he was a very fast runner ... Up there you can see a Pteranodon. Many years ago they lived in Europe, Asia and North America. They preferred to live near water because they ate fish. They had very small bodies -- about the same size as a turkey. They were very light, too.

Child: Look at its beak! It's very long, isn't it?

Guide: Yes -- it used that to catch its dinner!

Child: What's that?

Guide: That's a Velociraptor. Velociraptors lived in Asia and ate small animals. They were medium-size dinosaurs and weighed about forty-five kilos.

Child: Were they strong?

Guide: Oh yes, and very fast runners. Look at his large claws, they used them to catch their food ... Now this big one here was the king of the dinosaurs. Tyrannosaurus -- probably scarier than any other dinosaur. They lived in North America and East Asia where they used to eat other big dinosaurs. They were tall, about six metres and very heavy too.

Child: Could he run fast, too?

Guide: Well ... he had very strong legs, but, like I said, he was very heavy, and look at that long tail — so, he probably could run, but not as fast as Velociraptors.

Tapescript for Exercise 15 (p. 29)

Child: So what happened to the dinosaurs then? I mean, why aren't there any dinosaurs around now?

Guide: That's a good question, but, unfortunately no-one knows for sure. The dinosaurs were around for about 150 million years altogether, but about 65 million years ago they all disappeared quite quickly, along with quite a few other land and sea animals. Now there are three main theories about why they disappeared. Most scientists today believe that a giant meteorite from space hit the earth. They say that this caused huge dust clouds to rise up and block the sunlight. As a result, all the plants died and the dinosaurs soon starved or froze to death.

Child: What about the other theories?

Guide: Now, others believe that the climate changed a lot because the continents were moving around, so that the summers got hotter and the winters colder. They think that the dinosaurs had such big problems with these changes in temperature that they died.

Child: And the last one?

Guide: Well, we're really not sure about this one, but I suppose it is possible. Some people think that a new, poi-

sonous plant appeared which killed dinosaurs. As a result, of course, the meat-eating dinosaurs had no food either, so they died too.

Child: Well I think it was a meteorite.

Child: Maybe they were attacked by aliens!

Child: Don't be so silly ... (fade)

Unit 7: A Ghostly Welcome (pp. 32 - 35)

Tapescript for Exercise 16 (p. 35)

Police Constable Mark Harris was driving through the wet streets of Bristol, thinking about his warm, comfortable bed. It had been a long day, and he was very tired.

Suddenly, he noticed two young men dressed in black running out of a building, Feeling suspicious, Mark stopped the car and watched the two men jump into a red car and speed away. Just then he heard a voice scream, "Murder! Murder!"

Not stopping to think, Mark followed the red car at top speed. As he approached the car he heard a gunshot, and then a bullet went through the windscreen of his car. Mark decided to ask for help. A few minutes later he saw two police cars up ahead, blocking the road. The red car screeched to a stop and the two young men jumped out and started running, but Mark was too fast for them. "Stop! Police!" he yelled. Realising they were trapped, the two men slowly raised their hands into the air.

The other police officers handcuffed them and pushed them into the car. "Nice work," one of them said. "Thanks," said Mark. "I think I've done enough for one day, though. See you tomorrow."

Tapescript for Exercise 17 (p. 35)

Peter Wilkins looked up at the blue sky and wiped the sweat from his neck with a handkerchief. He had been searching the jungle for days, trying to find the cave where the natives kept their diamonds, but so far he had found nothing.

Suddenly he heard a noise behind him. He looked round and saw a large, dark shadow moving towards him. He immediately turned and started to run. He pushed through the trees, which scratched his face and tore his clothes. As he was running he saw a hole in the ground in front of him and stopped.

"This must be it!" he thought. He saw steps leading underground and quickly started going down them. When he reached the bottom he looked around and couldn't believe his eyes. He was standing in a huge cave filled with glittering diamonds!

"They're mine, all mine," he shouted greedily. He had just started filling his pockets with jewels when he heard a voice.

"These diamonds belong to the gods. If you like them so much, you can stay with them — forever!" Then the cave began to shake and the walls started falling around him. When the rocks had stopped falling, Peter looked around again. He felt terrified as he realised that, though he had found the treasure, there was no way he could escape.

Unit 8: Hard Times (pp. 36 - 39)

Tapescript for Exercise 6 (p. 37)

Frank: What's the problem, Betty?

Betty: I've put on weight, I'm afraid. I've gained 5 kilos.

Frank: Well, Betty, you shouldn't worry so much. You can easily lose weight if you want to.

Betty: That's easy for you to say!

Frank: Look, why don't you start doing more exercise --

ride your bike, or go jogging, for instance?

Betty: But Frank, I don't have the time. I spend most of the day working.

Frank: You could join a gym and go twice a week. I'm sure you can find time for that.

Betty: I suppose I could do.

Frank: You should also stop eating fatty foods. Cakes and pizzas are delicious, but you'll have to cut them out. If I were you, I'd go on a diet.

Betty: You're probably right. I'll ask the doctor's advice.

Tapescript for Exercise 8 (p. 37)

Nancy: Hi Jenny. Is it true you're moving to London?

Jenny: Yes, it is.

Nancy: What made you decide to do that?

Jenny: Work, mainly. I'm sure I'll be able to find a good job there

Nancy: You're probably right. But where are you going to live?

Jenny: I hope I'll find a flat to share with somebody -- that way it will be cheaper.

Nancy: Yes, that's a good idea. Are you taking your dog with you?

Jenny: No, I don't think I'll take the dog. My parents have offered to take care of him, and I don't think he'd be happy in the city.

Nancy: You're probably right. But aren't you afraid of moving to such a big place, especially after living in a small village?

Jenny: Not really. I think I'll enjoy myself. There's so much to do there. I expect I won't miss the countryside much and I can always come back and visit.

Nancy: Well, I just hope you'll invite me to stay when you get settled!

Jenny: Of course I will, Nancy.

Tapescript for Exercise 9 (p. 37)

Boss: Haven't you finished your work yet, Mr Timms? **Mr Timms:** I have nearly completed this letter, sir.

Boss: What about the figures for the Sales Department? Remember you haven't got all day. I want them in an hour! **Mr Timms:** (daydreams): Thank goodness I'm going on holiday soon. When I go on holiday I am going to lie on the beach all day long.

- I'm going to swim in the sea.
- I'm going to dance at discos every night.
- I'm going to eat at lovely restaurants with my friends.
- I'm going to stay out late at night.
- I'm going to relax ...

Boss: Mr Timms! Are you daydreaming again?! No wonder you never finish your work on time!

Tapescript for Exercise 12 (p. 38)

A: 1) Shall we go out tonight?

B: I'd love to, but I'm attending a meeting at work tonight.

A: 2) Why don't we go out tomorrow night then?

B: I'm afraid 3) I can't. I'm babysitting for my sister.

A: 4) Would you like to meet on Friday, then?

B: I'm sorry. I'm working late that day.

A: 5) What about Saturday? Do you have any free time?

B: Yes, that sounds brilliant. Where shall we go?

Tapescript for Exercise 18 (p. 39)

Mr McCormick: Good morning everybody, I know you're all worried about the exams that are coming up, so I thought we'd talk about the best way to prepare for them. I don't mean revising, but what you should do to be at your best on the day of the exam.

Girl: Sir?

Mr McCormick: Yes. Patricia?

Girl: What should we do the night before the exam? Is it a good idea to try and revise everything then?

Mr McCormick: No, no — definitely not. You should revise the most important points of the subject you are going to sit, but I do mean points only. You should never try to read through the whole book at the last minute. Also, you should definitely not spend the whole night studying. Put your notes away early and listen to some music to help you relax. And make sure you get a good night's sleep. If you don't, you'll be tired the next day and you won't be able to concentrate.

Boy: Is there anything else you would suggest for the night before?

Mr McCormick: Oh, yes. One very important thing. If your exam is in the morning, don't go to bed late and don't forget to set your alarm clock!

Girl: What about in the morning?

Mr McCormick: You should make sure you get up early. You don't want to have to rush -- that will just make you more anxious. And have a good breakfast -- nothing too heavy, as that might make you sleepy, but have some cereal and fruit, for example. That will give you energy for the day ahead.

Boy: Is it a good idea to study your notes then?

Mr McCormick: No, you shouldn't study at all. Just relax at this point and your memory will do all the work for you. And make sure you get to the exam centre at least half an hour before the exam starts. That way you won't have to worry about being late.

Girl: What can we do about feeling nervous?

Mr McCormick: Well, before you go into the examination room, try to avoid talking to nervous people. They will just make you feel more nervous, when the whole point is to be as relaxed as possible. Well, I think that's about all I can tell you. Now, you just have to make sure you've done your revision and everything will be OK.

Unit 9: In the Land of the Pyramids (pp. 40-43)

Tapescript for Exercise 7 (p.42)

Although Cleopatra VII was the queen of Egypt, she was actually Macedonian. She became well-known for her charm, intelligence and incredible ambition. Cleopatra first became gueen when her father died in 51BC, leaving her and her brother, Ptolemy, in charge of the kingdom. Soon after this, she was accused of trying to kill her brother. She then started a civil war. At the same time, Julius Caesar, the emperor of Rome, fell in love with her and helped her to take control of Egypt. Cleopatra stayed with him in Rome until he was murdered in 44BC. Seven years later, the Roman general, Marcus Antonius, fell in love with her. Soon they married and had three sons. Together they wanted to take over the Roman Empire. As a result, in 31BC, there was a huge battle between their armies and those of Octavian, Caesar's son, at Actium. After losing the battle, they both returned to Alexandria, where they killed themselves.

Unit 10: Citizens 2050 (pp. 44 - 47)

Tapescript for Exercise 11 (p. 46)

Radio Presenter: With us this evening, we have best-selling novelist, Robert D Ellis. Welcome Robert.

Robert: Thanks, Anne.

Radio Presenter: Your latest novel has been at the top of the best seller list for weeks now. But what about the future? What do you think you'll be doing in ten years' time?

Robert: Oh, I'll definitely still be writing novels. I can't imagine myself doing anything different.

Radio Presenter: I know you write very quickly. How many books do you think you'll have written in ten years?

Robert: I usually manage to complete one book a year, so I suppose I'll have written ten.

Radio Presenter: Most successful writers spend a lot of time appearing in public. Do you think you'll be doing that? **Robert:** Oh definitely. I'll be travelling all round the world speaking to my readers.

Radio Presenter: You got married last month. Are you planning to start a family?

Robert: Oh yes! Not in the next two years, though, but I'm sure I'll have started a family in ten years' time.

Radio Presenter: Do you think you'll have moved house in ten years?

Robert: No, no. I'll be living in the same house. It's very large, so there'll be no problem with the children.

Radio Presenter: Are there any changes you'd like to have made in ten years?

Robert: I love sailing but I haven't got a yacht. I hope I'll have bought one by then.

Radio Presenter: Well, Ropert, I'm sure you have an exciting and successful ten years ahead of you, and I wish you all the best.

Robert: Thanks very much. Anne.

Tapescript for Exercise 12 (p. 46)

Teacher: Now, the last century has been one of many changes, and it's always interesting to see what some of those changes have been. Can anyone tell the class about some of the changes that have taken place over the last hundred years? Yes, Lucy?

Lucy: Transportation has changed a lot. In those days, people travelled by horse and carriage or by train, but now we use cars and aeroplanes.

Teacher: That's right, Lucy. Anyone else? Yes, David. **David:** Well, I know that a hundred years ago most people died before they were fifty years old. Nowadays, however, the average lifespan is about seventy-five years.

Teacher: Yes, medical science has done a lot to help people live longer. What else has changed then? Susan?

Susan: A hundred years ago many children had to work, but now all children go to school.

Teacher: Yes, that's true. Lucy?

Lucy: The places where people live have changed a lot. Cities were smaller, and a lot more people lived in the countryside. Now, the cities are much bigger, and they're full of huge blocks of flats.

Teacher: Yes, that's true. Any more ideas? Stephen?

Stephen: A century ago, most people who were far apart communicated by writing to each other, but now we communicate by telephone, fax and e-mail, so it's a lot faster.

Teacher: That is a very major change. Now, what changes do you think will have taken place one hundred years in the future? Any ideas?

Unit 11: Narrow Escapes (pp. 48-51)

Tapescript for Exercise 10 (p. 50)

Policeman: Now sir, I'd like to ask you a few questions. What is your name?

is your name?

Witness: My name is Brad Richards.

Policeman: Where do you live, Mr Richards?

Witness: I live just around the corner, on Maple Street.

Policeman: What were you doing at the time of the crash, sir?

Witness: I was on my way home from work. Policeman: What did you see, Mr Richards?

Witness: Well, I saw a red car 1) speeding down the street just as a blue car was turning the corner. The blue car's driver put on the 2) brakes and then the car 3) skidded. The two cars 4) collided with a horrible 5) crashing noise.

Policeman: Just one more question, sir. Were the 6) traffic

lights on the corner red or green?

Witness: Oh, I'm sorry. I can't remember.

Policeman: Thank you, Mr Richards. You've been most helpful.

Tapescript for Exercise 16 (p. 51)

It was about half past one, just after lunch last Monday. I was cutting the grass in my back garden when I smelt something burning. I looked around and noticed thick black smoke coming from the kitchen window of my neighbours' house.

I immediately called the fire brigade and then I ran over to the Blakes' house. I had just spoken to Mrs Blake, who told me she was going out for a few minutes to do some shopping. I knew Mr Blake was away on a business trip, so their two children, aged six and eight, were alone in the house. Fortunately the door was unlocked so I went in and raced to the kitchen. It was in flames. Little Tommy was lying unconscious on the floor with a box of matches in his hand. I wrapped him in a blanket and took him to the garden. Then I went back into the house to find John. He was in the bathroom. He had locked the door and I could hear him crying but I couldn't do anything to help him. Luckily the fire brigade arrived. The firefighters managed to save John, who was shaking with fear, and to put out the fire.

Mrs Blake, who came back a few minutes later, couldn't

keep back her tears as she got into the ambulance with the boys. "I shouldn't have left them alone," she kept saying.

Unit 12: The Vikings (pp. 52 - 55)

Tapescript for Exercise 15 (p. 55)

Guide: Good afternoon and welcome to the National Wax Museum. In this room you'll find models of famous European explorers. If you press the button in front of each explorer, you'll hear some information about their travels.

Child A: Who's this? Shall I press the button?

Child B: Go on... (Beep)

Voice: Marco Polo is the most famous explorer of the Middle Ages. He was born in Venice in 1254. He was the son of a rich merchant. In 1271 he started a four-year journey through Asia to Peking with his father and uncle. He spent seventeen years in China working for the Mongol Emperor Kublai Khan. He finally arrived back in Venice in 1295. He wrote a book called "The Travels of Marco Polo", in which he described his many strange experiences in Asia. He died at the age of 70 in 1324.

Child A: Hey look — this one looks like Christopher Columbus! (Beep)

Voice: The Italian navigator, Christopher Columbus was born in Genoa in 1451. His father was a weaver. He made four voyages in total. First, he sailed west hoping to reach Japan. Instead he reached the Bahamas, a chain of islands on the east coast of North America. He also landed on Cuba and Haiti and eventually realised that these places were not Japan. In his later voyages he explored islands in the Caribbean Sea and Central America. He died in 1506.

Child B: They had fascinating lives. Let's (fade)

Unit 13: Nature's Fury (pp. 58 - 61)

Tapescript for Exercise 18 (p. 61)

This week Bangladesh has been hit by heavy rains. The rains have caused serious flooding in the area. Many people have died. Others have lost their houses.

These rains are the worst the area has experienced in the last ten years. Thousands of people have been made homeless. Around 3,000 people have died. Many animals have drowned. Rescue workers are trying to save people who are trapped in their houses.

A local farmer said: "I've lost everything — my house and all my cattle." The government has asked other countries to help. Food, medicines and tents are being sent to the area.

Unit 14: Tricky Jobs (pp. 62 - 65)

Tapescript for Exercise 17 (p. 65)

Teacher: As a part of our careers' advice week we have two guests with us here today to tell us a bit about their work. Our first speaker is Miss Rachel Banner who's going to talk about her work as a news reporter.

Miss Banner: Thank you for inviting me here today, Mr Peacock. Well, first of all, I'd like to say that one of the best things about being a news reporter is that it's so exciting. I get to travel around the world and meet lots of people. My job is interesting too. The news stories I do are different every day, so it never gets boring. Of course, there are disadvantages — as there are with any job. It is often very stressful as we have to do everything in a very short time. It can be dangerous, too, because we often have to work in places where there are wars.

Teacher: Thank you Miss Banner. Next we have Dr Geoff Chalmers who is a surgeon at Branston City Hospital. Thank you for coming, Dr Chalmers.

Doctor: Thank you. Well, I must admit that I am very well paid, but there's a good reason for that: the job needs a lot of skill, and for that you need to spend many years studying. It's a very rewarding job too as it's great being able to save people's lives. Unfortunately, there are also a couple of things that I don't like much about my job. Firstly, it is tiring because we work long unsteady hours. It can also be stressful as you are responsible for people's lives.

Teacher: Thank you Dr Chalmers. Now, if you have any questions ...

Unit 15: Panic is Rare (pp. 66 -69)

Tapescript for Exercise 11 (p. 68)

Radio Host: This is Mandy! And a very good morning to all you listeners out there. Today, on our weekly sports programme, we have Barbara Clooney, a windsurfing instructor, and John Clarens, who at the tender age of sixteen is the reigning skateboard champion. We also have with us Larry Cooper who runs his own parachuting school and folks, no introduction is needed for Samuel Bull, basketball star and teen idol. Right Barbara, first things first. What kind of equipment is needed for windsurfing?

Windsurfer: Well, a **board** obviously. A **wet suit** would also be a good idea for anyone planning to windsurf in cold water.

Radio Host: And what does this sport offer?

Windsurfer: Naturally, it's a great way to **keep fit** and I also find it particularly **relaxing**. On the other hand, however, windsurfing is an **expensive** sport — lessons and equip-

ment cost a lot.

Radio Host: Mmm. So what talents or skills does one need?

Windsurfer: Oh, the beginner has to be very **courageous** and **determined**. There are some dangerous currents out there! Since the beginner also has to learn to stand on his board, a **sense of balance** is definitely needed.

Radio Host: I see. Right John, now tell us a bit about skateboarding.

Skateboarder: Skateboarding is for the young at heart. All you need is a **skateboard**, some **knee pads** and a **helmet** for protection.

Radio Host: Why skateboard, John?

Skateboarder: It's fun! And don't forget, it's cheap too! The only problem is that you can hurt yourself, but if ...

Radio Host: So I would imagine. And like windsurfing, I suppose you would need a good **sense of balance**.

Skateboarder: Yes, and you do have to be **fit**, especially if you intend on doing jumps and spins.

Radio Host: I see. Thank you John. Now, Larry, what in heaven's name attracted you to parachuting? What do we need apart from a parachute? Would you call it a safe sport?

Parachutist: Actually, all you do need is a **parachute** and you can be guaranteed the most **thrilling** experience of your life. However, now for the cons. Parachuting is in fact a **risky** sport. I don't have to tell you why! And because of the lessons, it is also a very **expensive** sport. What you need is to be courageous. And to reduce the possibility of accidents, **good training** is absolutely essential. Moreover, anyone who might be interested in taking up the sport, should definitely be **fit**.

Radio Host: Now to something a little less adventurous but no less exciting. Basketball! Over to you, Samuel.

Basketballer: Hey, basketball's for everyone. Rich, poor, young, old. Get yourself a **ball**, some **trainers**, a **pair of shorts** and you're set.

Radio Host: What do you like about basketball?

Basketballer: It's interesting. There's no chance of getting bored while you're playing or watching the game. It's **cheap** too! Just get a ball and a bunch of people who can play. The only problem is that it is tiring as you have to keep running up and down the court.

Radio Host: What skills do you need?

Basketballer: Oh, since you're part of a team, you need to be **cooperative** and, like for most sports, **fit**. If you want to play the game well, **good training** is also advised.

Radio Host: Oops. Sorry folks, run out of time. But not before we give our guests a very warm thank you. (fade)

Unit 16: London's Burning (pp. 70 - 73)

Tapescript for Ex.16 (p. 73)

Guide: ... We're now approaching Tower Bridge, the international symbol of London. It was built between 1886 and 1894 by Sir Horace Jones. Originally steam engines were used to raise the bridge, so that ships could pass underneath. Nowadays, electric motors are used instead. Just look at its impressive twin Gothic towers. As we cross the bridge, you'll enjoy a wonderful view of the River Thames and London.

Tourists: Wow, it's beautiful! (sound of cameras clicking, etc.)

Guide: On your left, you can see the Tower of London. It was built during the 11th century by William the Conqueror. It was the Royal Residence until the 17th century. The Tower of London has 19 towers. There you can see the famous Crown Jewels in the Jewel House. (pause) Now ... if you look ahead we're coming to the Houses of Parliament and the famous Big Ben. The bell was installed in 1859 and the clock is the largest in Britain. The bell weighs an unbelievable 14 tons! In fact, the name "Big Ben" refers to the bell, and not to the clock itself. It chimes on the hour, we'll hear it in a few seconds as it's almost eight o'clock. (sound of chimes)

Guide: Last on today's tour is the majestic Buckingham palace. It was built in 1703 by the Duke of Buckingham. Victoria was the first queen to live there. As you can see, the Royal Standard is flying above the palace; this means that the Queen is in residence. Every morning a changing of the guard ceremony takes place. You'll get to see that later. OK - we'll be stopping here for ten minutes to give you all the chance to take some photos. (sound of bus stopping, doors opening, etc.)

Unit 17: Scary but lovely to watch (pp. 74 - 77)

Tapescript for Ex.14 (p. 76)

Presenter: Good evening, listeners. On this week's edition of "The Animal Kingdom", Ms Ellen Gordon, a conservationist, will tell us about endangered animals. Welcome, Ms Gordon.

Ms Gordon: Thank you - well I'd like to talk about the animals that I have studied recently. For example the sea turtle is in great danger because hunters are killing it for food. Its numbers are also decreasing due to the destruction of its habitat. A particular type of seal like the harp seal, is also endangered due to the fact that hunters are killing it for its skin. In the Antarctic, the Emperor Penguin is being threatened due to increased fishing and pollution of the seas.

Presenter: Can you tell us what is being done to protect these animals?

Ms Gordon: Yes, well... Efforts to ban the killing of the sea turtle have been made. And many countries are now banning the hunting of seals. In the Antarctic, there are programmes that make sure that the waters are not being polluted. But there's still a lot that needs to be done.

Presenter: Well, I'm afraid we're out of time. Thank you for joining us today Ms Gordon.

Ms Gordon: Thank you, it's been a pleasure.

Tapescript for Ex.23 (p. 77)

Zookeeper: Now, boys and girls. The first animal on our tour today is the Giant Panda. Most Pandas live in Southwestern China (but we're lucky to have two in our z00).

Boy A: What do panda's eat?

Zookeeper: Well, Panda's like to eat flowers and grass,

but their favourite meal is bamboo.

Girl A: Are Panda's an endangered species?

Zookeeper: Yes, unfortunately, they are. The destruction of their habitat and the fact that the variety of bamboo is decreasing, have caused these animals to become endangered. Also, they are hunted by man for their fur.

Girl B: Is anything being done to save them?

Zookeeper: Yes. Laws have been passed that make it illegal to kill them. And special wild life parks have been set up to protect them.

Boy B: Oh, look at that huge elephant!

Zookeeper: Ah, yes! The wonderful elephant. These large animals live in Central Africa. They eat grass, but they also eat twigs and some fruit.

Girl A: Are they hunted by man?

Zookeeper: Sadly, yes. For their tusks which are made of ivory.

Boy C: What's being done to protect them?

Zookeeper: Well, the hunting and trading of ivory has

been banned.

Girl C: What's that over there?

Zookeeper: That's a Black Rhinocerous.

Boy D: Where do they live? Zookeeper: They live in Africa. Girl D: Do they eat meat?

Zookeeper: No. They only eat grass and plants.

Boy D: Are they endangered too?

Zookeeper: Yes. They are hunted for their horns, but

efforts have been made to protect them.

Girl D: Like what?

Zookeeper: Well, the areas where rhinos live are guarded by armed men and the selling of rhino horns has been banned all over the world.

Unit 18: Problems of the planet (pp. 78 -81)

Tapescript for Ex.11 (p. 80)

Teacher: Good morning, everyone ... As I mentioned vesterday, our school is planning to get involved in an environmental protection project, and I'd like to discuss which issues you consider the most important. Now, litter is something we can see all around us. Why do you think there's so much litter. Penny?

Girl1: I think it's because of lack of education. Lots of people just don't know that it's wrong to drop litter.

Teacher: Right, And what problems does litter cause? Yes,

Boy 1: Well, the streets are dirty of course - and if litter is left too long people can even catch diseases from it.

Teacher: Exactly. What other environmental problems can you think of? Deborah?

Girl 2: Air pollution is a really serious problem. Factories and cars pollute the air, and it's really bad for people.

Teacher: Yes, it can cause serious health problems. And it doesn't only effect people. Trees and plants are damaged by air pollution as well. Yes, Penny?

Girl1: Isn't water pollution a serious problem too? I know that factories dump waste into rivers and the sea is polluted with oil from tankers.

Teacher: Yes, you're right. And what effects does that have? David?

Boy 1: For one thing, people suffer from stomach problems if they drink polluted water. Another thing is that fish are killed, and rivers are contaminated so that nothing can live in them.

Teacher: And what about the destruction of forests? How does this come about? Deborah?

Girl 2: People cut down or burn forests, usually because they want to use the land for farming or building

Teacher: That's right. And what effects does this have? Yes, Mike?

Boy 2: Animals and plants lose their homes, for one thing, and then they may even become extinct. Another problem it causes is that people have less oxygen to breath because it's trees that produce oxygen.

Teacher: Yes, that's right. Now, which of these problems do you think you'd like ...

Unit 19: Quality or Quantity? (pp. 84 - 87)

Tapescript for Ex. 8 (p. 86)

Mary: I'll make an omelette. Do we have any eggs? Bill: No, there aren't any. We need to buy some. Mary: Is there any cheese in the fridge? I'll need some. Bill: Yes, there's plenty.

Mary: Good. Is there any ham? Bill: Not much. Only two slices.

Mary: That's O.K. I need some tomatoes too.

Bill: How many do you need?

Mary: Just two.

Tapescript for Ex.13 (p. 87)

Man: That was the worst meal I've ever had!

Woman: Oh, I know! I really think we should write to the

management and complain.

Man: Yes, you're right. What should we say first?

Woman: Well, the service was slow, for a start. We had to

wait at least half an hour to order.

Man: Mm. And the music was **very** loud. I couldn't hear a word you were saying.

word you were saying.

Woman: No, we couldn't hear each other at all. And the

food! It was so badly cooked!

Man: It was disgusting, wasn't it? The steak was tough and

the chips were so greasy I couldn't eat them.

Woman: And the waiter was rude! Did you notice that he didn't even apologise when he spilt coffee on me? I'd say it's the worst restaurant I've ever eaten in.

Man: I agree. Let's write to them as soon as we get home.

Unit 20: Earth 3,000 (pp. 88 - 91)

Tapescript for Ex. 7 (p. 90)

Grandson: Grandad, what was life like when you were my age?

Grandad: Oh, it was much different than it is today.

Grandson: How do you mean?

Grandad: Well, to start with, families used to spend more time with each other. Nowadays, people are busier and more stressed than they were in my day, and they don't have much time for one another, which is sad.

Grandson: What else was different?

Grandad: Life was much safer. The crime rate was lower than it is today, so people felt more secure. In fact, we never used to lock our doors. Also, there were fewer cars, so it was much quieter. Nowadays, with all the noise from traffic, you can't have a moment's peace.

Grandson: Gosh, I can't imagine life without traffic. Was food different?

Grandad: We didn't have fast food restaurants, if that's what you mean. We used to grow most of our own fruit and vegetables and they were the freshest I had ever tasted.

Grandson: Did you have a television?

Grandad: Ha, ha. No! And it's a good thing, too. We used to spend our time doing more interesting things than watching TV. We used to read books, listen to the radio

and have wonderful conversations.

Grandson: I don't know if I could live without a TV. I'd be so bored.

Grandad: You'd be surprised, my boy. I never used to be bored when I was your age.

Tapescript for Ex. 15 (p. 91)

Man: Good afternoon, madam.

Woman: Oh, hello. Could you tell me what kind of car this is? I don't think I've seen one quite like it before!

Man: That's hardly surprising, madam. You see, it's a model of what our company hopes to be making in about twenty years!

Woman: Oh, I see. It looks very, um, different!

Man: Oh, yes it is — well it will be! It will run on batteries or hydrogen power, so it will definitely be more environmentally friendly than today's cars.

Woman: That's good. What's that in there?

Man: It's a computer screen. It will be able to show the driver exactly where he is on a road map, so he can't get lost. It will also be able to show him how to reach his destination.

Woman: Wow — I could have used one of those this morning!

Man: That's not all either. The computer will even be able to tell the driver where there are traffic jams, so he can avoid them.

Woman: Amazing! I don't suppose parking will be any easier though.

Man: Well actually it will. The computer will be able to show the driver exactly how much space there is. Let me show you something else ... look at the headlights.

Woman: Oh, they're a funny colour.

Man: That's because they're ultra violet. These headlights will improve visibility by 50 per cent at night.

Woman: That sounds much safer.

Man: And speaking of safety, there are special sensors under the car which will be able to warn the driver if there is any ice or oil on the road.

Woman: That really is amazing. I don't suppose this one is for sale.

Man: No, madam, not just yet.

Unit 21: A Modern Myth (pp. 92 - 95)

Tapescript for Ex.8 (p. 93)

I: Excuse me madam, I'm doing a survey on television programmes for our local TV channel. Can I ask you a few questions? It won't take a minute.

Mrs X: Alright then, as long as you're quick.

I: Good. O.K. then, what are your favourite programmes?

Mrs X: Oohh. I like soap operas, they're fun. I like finding out about what all the families are doing. They can be very exciting. Oh yes, and I love quiz shows. I love trying to answer the questions before the contestants.

1: Interesting ... So what don't you enjoy?

Mrs X: I don't think much of the news really. It's so depressing; all blood and killing. And as for those horror films they have on late at night, I find them absolutely disqusting.

I: What about documentaries?

Mrs X: I'm not really interested in them. I prefer something that'll make me laugh.

I: Aaah, dating shows perhaps?

Mrs X: Dating shows? Yes they're great, especially that one on Saturdays. But my husband always wants to watch sports on the other channel. Sports programmes — that's not my idea of fun.

I: Thank you very much for your time, madam. You've been very helpful.

Tapescript for Ex.10 (p. 94)

Bob: So what did you two think of the film?

Mary: I really enjoyed it. It was very amusing, and I thought the acting was excellent.

Steve: But didn't you think the plot was completely unbelievable? I mean, who would ever have an elephant for a pet in the first place?

Bob: But Steve, that's what comedy is all about. And anyway, the characters were very realistic - they were just like people I know.

Mary: I think Bob's right. And the dialogue was very clever too.

Steve: I suppose I'd rather see a more serious film. I admit the script was well-written, but I can't say I enjoyed myself much.

Tapescript for Ex.19 (p. 95)

Chris: Mum, can you tape something for me because I'm

going out tonight?

Mum: What is it dear?

Chris: "Batman Returns".

Mum: "Batman Returns"? Isn't that the film starring Michael Keaton? I heard it's a very good film.

Chris: Yes, it is. Listen to what they say about it in the TV guide. "Michael Keaton stars in this adventure film, directed by Tim Burton. The film is set in an imaginary city in America where Batman, the action hero, fights the evil villains Penguin and Cat Woman. The acting is brilliant, especially Michelle Pfeiffer who plays Cat Woman. The plot is a little complicated at times and hard to follow. But the costumes and the special effects are out-of-this-world and very imaginative. This is an excellent film, not to be

missed." Sounds good, doesn't it? It starts at 9 o'clock. *Mum:* Mmm I think I might watch it myself tonight ...

Unit 22: The Return (pp. 96 - 99)

Tapescript for Ex.10 (p. 99)

Friend: Hello, Mary! Happy anniversary! Is everything ready for this evening?

Mary: I think so. I've had the house cleaned and I've had the floors polished by Mrs Higgins.

Friend: So, what else is ready for tonight?

Mary: Let me see. The cake is ready. I made it myself and it looks great. And I collected James' suit from the drycleaner's this morning. I had it cleaned so that he can wear it tonight.

Friend: It sounds as if you've thought of everything.

Mary: Well, there are a couple of things I still have to do. I have to put flowers in all the vases and I have to set the table in the dining room.

Friend: What about the food? Don't tell me you've been cooking for 50 people!

Mary: Ha, ha. Oh, no! Not me. I've had all the food prepared by Pierre's, you know, the French restaurant.

Friend: I'm sure we'll all have a wonderful time. Do you want me to bring my video camera?

Mary: Thanks, but I'll have the party filmed by Anthony, who's a professional. He's my cousin. I think you've met him before.

Friend: Ah, yes! Does James know anything yet?

Mary: No, he hasn't got a clue. I can't wait to see his face when he walks through the door!

Tapescript for Ex.13 (p. 99)

Presenter: Welcome to our quiz show. Our first category is

"Inventors and their inventions". Ready players?

Players: Yes!

Presenter: When did Galileo build his first telescope? (ding)

P 1: 1609?

Presenter: Correct! He used it to study the moon and Mars. OK. What did Alexander Graham Bell invent? (ding)

P 3: The telephone!

Presenter: You're right — next question: When did Bell invent the telephone? (ding)

P 2: In 1780?

Presenter: Oh, sorry, that is incorrect. (ding)

P 1: In 1876!

Presenter: Yes! And by 1887, there were more than **150,000** phones in the US! OK! Now, when did Edison and Swan invent the light bulb? (ding)

P 3: 1879.

Presenter: That's correct — did you know that Edison also invented the phonograph?! Alright — what did Karl Benz invent in 1885? (ding)

P 2: The automobile!

Presenter: Yes — and can you believe that this first automobile only had three wheels, and went 15kph!? Now — what did the famous Wright brothers, Orville and Wilbur, invent in 1903? (ding)

P 1: The aeroplane!

Presenter: That's right — their first plane flew 120 feet in 12 seconds! (ding, ding, ding)

- That's the end of round one, players ... now ... (fade out)

Tests

(may be photocopied)

Four tests in two versions are included in the Teacher's Book. Each test is provided with a marking scheme based on a total of 20 marks.

TEST 1 A (Units 1 - 6)

(Time: 80 minutes)

D) overcome

_		2.2	102	
^	Choose	tha	corroct	itam
4.	CHOOSE	me	CULLECT	nem.

1.	Jason is a very child who easily bursts into tears.			That's the man A) who
	A) generous	C) ambitious		B) which
	B) determined	D) sensitive		
	D) doteed	-,	7.	We haven't visited t
2	Mary was for day	s after she failed her		A) new
	exam.			B) modern
	A) depressed	C) delighted		
	B) frightened	D) uneasy	8.	broke my far
	, 3	,		A) Who
3.	Red clothes really	you.		B) Whose
	A) match	C) fit		
		D) suit	9.	When the wind blo
	, 3	:		
4.	She is a very person	who loves painting and		A) grunting
	writing music.			B) rustling
	A) shy	C) creative		
	B) caring	D) sincere	10.	The doctor ordered
	· -	7		he got better.
5.	You eat sweets all	the time.		A) reveal
	A) mustn't	C) must		B) remain

6.	That's the man car A) who B) which	was stolen. C) who's D) whose
7.	We haven't visited the A) new B) modern	temple yet. C) ancient D) traditional
8.	broke my favourite A) Who B) Whose	vase? C) Who's D) Which
9.	When the wind blows, you	u can hear the leaves C) echoing D) roaring
10.	The doctor ordered Joe to he got better. A) reveal	C) find out

B. Fill in the correct word:

B) needn't

terror, slender, amazing, experiment, stiff

D) need

	The scientist's		
12.	The fire-fighters gave Jill a blanket as	she was	from the cold.
	Mary has long,		
	Joe ran away in		
15.	It was a(n) per	formance; everyone loved it.	

C. Fill in the correct word:

casually, pick, fishing, rough, start

16.		sea	19.	 dressed
17.	to	fruit	20.	 boats
	123			

18. to a fire

D. Underline the correct word.

- 21. Rome is popular with / famous for the Colosseum.
- 22. You can't expect / wait for me to believe you.
- 23. Make sure you look / watch both ways before crossing the street.
- 24. Could you bring / take me a glass of water, please?
- 25. I'm going to watch / see Sally this evening.

E. Underline the correct particle.

- 26. The car ran over / out of the children's ball.
- 27. She looked forward to / up the doctor's number in the telephone directory.
- 28. She had to go to the supermarket because she had run after / out of milk.
- 29. The dog ran into / after the postman.
- 30. I look after / up my younger sister when mum is at work.

F. Complete the sentences below using the words in bold. Use two to five words.

G. Fill in the correct preposition.

- 36. We spent our holiday the coast of Spain.
- 37. Do you believe ghosts?
- 38. Daryl Hannah starred Splash.
- 39. She's always dressed fashionable clothes.
- 40. While on holiday we spent hours lying golden beaches.

H. Underline the correct word.

- 41. Have you ever / never been to Germany?
- 42. We were playing cards while / when Tim called.
- 43. After / While they had finished eating, they paid the bill.
- 44. They haven't come back vet / still.
- 45. I haven't seen Helen for / since we left school.

Put the verbs in brackets into the correct tense.

J. Writing

Look at the following plan and write a letter to your pen-friend in about 100 words.

Plan

Dear (your pen-friend's first name)

Paragraph 1: name, where you are from, place you live in, family

Paragraph 2: age, height, build, eyes, hair, clothes

Paragraph 3: what you like / don't like / don't mind doing

Paragraph 4: ask him/her to write back and send you his/her picture

Best wishes.

(your first name)

NAME CLAS		 			DATE	i:
		TES	ST 1 A	(Units	1 - 6)	(Time: 80 minutes
A.		3 4	5 6			9 10
B.	12.	 				
C.	17.					
D.	22.	 				
E.	27.	 				
F.	32. 33. 34.					
G.	36.	 37	38	39	9	40
н	11	42	42	.4.7	1).	45

I.	46.		49.	
	47.		50.	
	48.			
J.	Wri	ting		
	•••••			
	•••••			
		•••••		
			•••••	

TEST 1 B (Units 1 - 6)

(Time: 80 minutes)

	to the state of th	10.00		
	Choose	44-		itama
4		me	COFFECI	HOIL

1.	My daughter is very; she doesn't make friends easily.			Everyone was whe	en the bomb exploded. C) uneasy
	A) creative	C) shy		B) depressed	D) delighted
	B) sincere	D) caring		-,	, 3
	B) siriosis	2, 549	7.	These shoes don't	me. They're too small.
>	The lion loudly who	en we approached		A) fit	C) suit
-	the cage.	on no approaches		B) match	D) go with
	A) rustled	C) roared		-,	, 0
	B) echoed	D) grunted	8.	He is trying to his t	fear of heights.
	_,	-, g		A) remain	C) overcome
3.	Children under twelve	wear a life jacket.		B) reveal	D) find out
	A) must				
	B) needn't	D) need	9.	He lives in a small flat . station.	is near the train
1	David is to succee	d as an actor		A) who	C) which
٠.		C) ambitious		B) what	D) whose
	B) sensitive	D) generous			,
	2) 0011011110	_, g			
5.	The folk dancers wore	costumes.	10.	That's the girl moth	ner is a famous actress.
				A) who	C) who's
		D) traditional		B) which	D) whose
٥.		C) ancient	, 0.	A) who	C) who's

B. Fill in the correct word:

chased, explore, crowd, gradually, overcome

11.	After her illness Maria	got strong again.
12.	You have to	your fear of flying.
13.	The policeman	the burglar but he couldn't catch him.
14.	There was a large	watching the football match.
15.	"Can we the	old castle?" asked Paula.

C. Fill in the correct word:

fast, go, natural, public, true

16.		beauty	19.	in the	eye
17.		love	20.	to	for a walk
18	to be	asleen			

D. Underline the correct word.

- 21. The teacher is very famous for / popular with his students.
- 22. Will you take / bring these letters to the post office for me, please?
- 23. When I wear my glasses, I can see / watch much better.
- 24. I'm going to look / watch the football match on television tonight.
- 25. Whenever the telephone rings late at night, I always expect / wait for bad news.

Underline the correct particle.

- 26. I ran into / out of an old friend today.
- 27. We're looking after / forward to our summer holidays.
- 28. Rea looks after / for her sister's dog when she is away.
- 29. If you don't know what this word means, look it for / up in the dictionary.
- 30. We've run out of / after flour so we can't make a cake.

F. Complete the sentences below using the words in bold. Use two to five words.

31.	It's a long	time since I last spoke to Alice.	
	have	1	Alice for a long time.
32.		ago did Mary get married?	
	since	How long	married?
33.	I have nev	er baked a cake before.	
	time	It's the	a cake.
34.	Harry last	wrote a book five years ago.	
	has	Harry	a book for five years.
35.	The last tir	ne Bob called me was last month.	
	since	Bob :	last month.

G. Fill in the correct preposition.

- We went for a picnic the countryside.
- 37. Ian has strong views the protection of the environment.
- 38. He waved goodbye and got the plane.
- 39. After the meeting, the President shook hands the Prime Minister.
- 40. My mother and I have always been close each other.

H. Underline the correct word.

- 41. Mary was reading while / when her sister was watching TV.
- 42. He has been working here since / for five years.
- 43. I have yet / just watered the plants.
- 44. He had finished his homework **by / since** eight o'clock.
- 45. I have ever / never seen such a beautiful sunset before!

Put the verbs in brackets into the correct tense.

- 46. We (not/be) to the island yet.
- 47. They (return) from their trip to Spain last night.
- 48. She is tired because she (clean) the house all morning.
- 49. While she (have) a bath, someone rang the bell.
- 50. They (still/decorate) the living room.

Writing J.

Imagine you are on holiday. Look at the plan and write a letter to your friend describing your visit to this place. Write about 100 words.

(your friend's first name) Dear

Paragraph 1: greetings, say where you are

Paragraph 2: say where you are staying and what the weather is like

Paragraph 3: sights you have seen / activities

Paragraph 4: food you have tasted / good and bad experiences

Paragraph 5: end the letter

Love. (your first name)

NAME CLAS							_	DATE:		
			TES	Т 1	В	(Un	nits 1 - 6	5)	(Time	e: 80 minutes
A.		 								
B.	12	 	 							
C.	17	 	 							
D.	22	 	 							
E.	27.	 	 							
F.	32. 33. 34.	 	 							
G. H.							39 44			

L.	46	49
	47	50
	48	
J.	Writing	
		••••••
		••••••
• • • • • • • • • • • • • • • • • • • •	•••••	
•••••		
•••••		

TE	ST 1 A	V	KEY			
A.	1. D 3. D 2. A 4. C	5. A 6. D		9. B 0. B		
В.	11. experiment	12. stiff	13. slend	er 14. terror	15. amazing	
C.	16. rough	17. pick	18. start	19. casually	20. fishing	
D.	21. famous for	22. expect	23. look	24. bring	25. see	
E.	26. over	27. up	28. out o	f 29. after	30. after	
F.	31 haven't beer 32 haven't beer 33 is it since he	n to		s never acted It time I have eaten		
G.	36. on	37. in	38. in	39. in	40. on	
H.	41. ever	42. when	43. After	44. yet	45. since	
I.	46. watches 47. hasn't typed		did she buy was walking	50. is digging		
J.	(T gives marks acco	ording to students'	performance.)		

TE	ST 1 B	NN (40 210	Х	KEY			
A.	1. C 3. A 2. C 4. A	5. D 6. A	7. A 8. C	9. C 10. D			
В.	11. gradually	12. overcome	13.	chased	14.	crowd	15. explore
C.	16. natural	17. true	18.	fast	19.	public	20. go
D.	21. popular with	22. take	23.	see	24.	watch	25. expect
E.	26. into	27. forward to	28.	after	29.	up	30. out of
F.	31 have not spo 32 is it since Ma 33 first time I ha	ary got		has not v has not o			
G.	36. in	37. on	38.	on	39.	with	40. to
H.	41. while	42. for	43.	just	44.	by	45. never
I.	46. haven't been 47. returned		as bee as hav	n cleaning ing	50.	are still dec	corating
J.	(T gives marks acco	ording to students'	perforn	nance.)			

Marking Scheme for Tests 1 A / 1 B

5 items x + 1 mark each = 5A: 10 items \times 2 marks each = 20 G: B: H: 5 items x + 1 mark each = 55 items x + 1 mark each = 5C: 5 items x 2 marks each = 10 l: 5 items x = 2 marks each = 10Writing = 30D: 5 items x + 1 mark each = 5J: E: 5 items x + 1 mark each = 5Total: 100 marks F: 5 items x + 1 mark each = 5

TEST 2 A (Units 7 - 12)

(Time: 80 minutes)

	0	41		
A.	Choose	tne c	correct	item.

1.	A) as B) like	•	6.	A) whispered B) screamed	C) ho	wled	
2.	A) marched	sts into the sitting-room. C) entered D) went	7.	She that she A) told B) spoke	e wasn	o't feeling well. C) said D) expressed	
3.		con was not seriously injured. C) fear D) hope	8.	Two passengers A) drowned B) occupied			
4.	The warrior held up from the enemy's sv A) helmet B) oar	C) club	9.	They were sohad to rest. A) relieved B) exhausted	after	the long walk that th C) painful D) sharp	еу
5.	I from univer A) will graduate B) will be graduating C) will have graduat D) am going to grad	ed	10.	People who are worse. A) friendly B) pessimistic	be	elieve the future will C) optimistic D) isolated	be

B. Fill in the correct word:

free, experience, benefit, bleeding, iceberg

11.	Your arm is badly. You should go to hospital.
12.	After ten hours, the gunman finally agreed to the hostages.
13.	In poor countries, few people have the of a good education.
14.	The ship sank when it hit a(n)
15.	You need to have a lot of for this job.
	*

C. Fill in the correct word:

go into, pouring, supernatural, clean, set

16.	 rain	19.	to	 battle
17.	 force	20.	to	 sail
18.	 air			

D. Underline the correct particle.

- 21. A fire broke out / down during the night.
- 22. Come into / back soon. We'd love to see you again.
- 23. When do schools break up / out for the Christmas holidays?
- 24. He came round / into a fortune when his father passed away.
- 25. Why don't you come round / across for tea this afternoon?

E. Fill in the gaps with the correct preposition.

- 26. The girl trembled fear when she saw the stranger standing by the door.
- 27. Sheila decided to take the dog a walk.
- 28. He screamed help when he saw the burglar.
- 29. He hopes to make new friends the Internet.
- 30. That man reminds me my uncle.

F. Underline the correct word.

- 31. He felt very alone / lonely as he knew no one in the city.
- 32. It's rude to stare / glance at people.
- 33. I find it hard to realise / understand maths.
- 34. "Please, let / leave me go to the concert tonight," Sarah said to her father.
- 35. She always wears true / real pearls.

G. Complete the sentences below using the words in bold. Use two to five words.

- 36. "I'll wash the dishes," she said to me.

 told She the dishes.

 37. "Have you ever been to Japan?" Tom asked her.

 had Tom asked her to Japan.
- 38. "Don't talk to strangers," Father said to me.

 warned Father to strangers. to strangers.
- 39. "Who gave you that ring?" he asked me.

 given He asked me that ring.

H. Rewrite the following sentences in the passive voice.

- 41. Charles Dickens wrote many novels.
- 42. Who called the ambulance?
- 43. John Perry has already made three records.
- 44. They will install central heating in the building.
- 45. School children are cleaning the beach.

Put the verbs in brackets into the correct tense.

- 46. "Your shirt is dirty." "I know. I (wash) it."
- 47. By tomorrow evening I (finish) this science project.
- 48. This time tomorrow afternoon I (travel) to Spain.
- 49. If you (come) to my new house you will see how I've decorated my bedroom.
- 50. I hope he (come) to the party.

J. Writing

Main Body

Using the notes and the plan below write a story called "The Treasure". Write about 120 words.

- a. Tony and his friends decided to go swimming.
- b. They went to explore a cave.
- c. Tony found a large wooden box in the cave.
- d. They took the treasure to the police station.
- e. The police congratulated them.
- f. They felt proud to see their pictures in the newspaper.

Introduction Paragraph 1: set the scene (who, when, where, what)

Paragraph 2: describe events leading up to the main event

Paragraph 3: describe the main event

Conclusion Paragraph 4: end the story (feelings, reactions, comments, consequences)

NAM CLA				DATE	E:	
		TEST	Г2А	(L	Jnits 7 - 12)	(Time: 80 minutes)
A.		3 4			7 8	9
B.	12.					
C.	17.	 				
D.	22.	 				
E.	26.	 27	28		29	30
F.	32.	 				
G.	37. 38.					

.....

TEST 2 B (Units 7 - 12)

(Time: 80 minutes)

Λ	Choose	tho	corroct	itam
л.	CHOOSE	III)C	CULLECT	men.

It's seem to tell that Charle

1.	because she looks		6.	The only people wh those who live here A) enter B) lead	
2.	The children watched in . performed his tricks. A) relief B) hope	C) fear D) wonder	7.	They were to arrive. A) exhausted B) relieved	o see the rescue team C) sharp D) painful
3.	Cave people hunted with A) oars B) shields		8.	The wind loc A) whispered B) crackled	udly during the storm. C) howled D) creaked
4.	By this time tomorrow I A) will be sailing B) will sail		9.	If I you, I wo A) were B) would be	C) am
5.	The soldiers entered the to A) occupied B) drowned	own and it. C) rescued D) gathered	10.	Her teacher I A) spoke B) told	

B. Fill in the correct word:

disease, weeping, feed, workplace, dropped

11.	Christine couldn't stop when Paul told her he was going to leave her.
	My sister's is a large, smart office.
	My uncle is suffering from a serious
14.	Jason his cup on the floor.
15.	When should I the animals?

C. Fill in the correct word:

have, ring, occupy, military, lose

16.	to the bell	19.	to.	no choice
17.	a(n) uniform	20.	to.	a castle
18.	to control of s	th		

D. Underline the correct particle.

- 21. Our car broke **up / down** in the middle of a busy road.
- 22. The Smiths will come round / across for a visit tomorrow.
- 23. She came back / into a fortune when her grandfather died.
- 24. Thieves tried to break into / out our house last night.
- 25. While cleaning the house I came across / round some of my old clothes.

E. Fill in the gaps with the correct preposition(s).

- 26. She stared at him disbelief when he told her what had happened.
- 27. The boys were playing the rocks.
- 28. People are becoming more and more isolated each other.
- 29. He got the car and walked away.
- 30. Many scientists hope to find a cure Aids.

F. Underline the correct word.

- 31. "Drop / Fall your gun!" the policeman shouted.
- 32. Please, let / leave me alone! I don't want to talk to you.
- She tries to avoid / prevent driving at night.
- Alexander Graham Bell invented / discovered the telephone.
- 35. "Hear / Listen to me! I'm trying to explain the situation to you!" she said.

G. Complete the sentences below using the words in bold. Use two to five words.

- 38. "Helen is coming tomorrow," she said to me.
- wanted He asked some cake.

H. Rewrite the following sentences in the passive voice.

- 41. The policeman caught the burglar.
- 44. Who gave you this book?
- Workers were repairing the bridge.
- 45. A courier will deliver the parcel.
- 43. Our teacher is planning a party for our class.

Put the verbs in brackets into the correct tense.

- 46. If you (study) hard, you will pass your exam.
- 47. They (return) from their trip by the end of the week.
- 48. I hope he (lend) me some money.
- 49. This time next week he (sail) across the Aegean Sea.
- 50. "The car is dirty." "I know. I (wash) it this afternoon."

J. Writing

Using the notes and the plan below write a story entitled "A Lucky Escape". Write about 120 words.

- a. Paul was sitting in his garden.
- b. He heard someone shouting for help.
- c. His neighbour's house was on fire.
- d. Paul called the fire brigade.
- e. Paul brought a ladder to help his neighbour get out through the top bedroom window.
- f. The fire-fighters put out the fire.

Introduction Paragraph 1: set the scene (who, where, when, what happened)

Main Body Paragraphs 2, 3: describe the events which happened before the main event

and the main event itself

Conclusion Paragraph 4: consequences, people's feelings, comments

NAN CLA		•						DATE:	
				TEST	2 B	(L	Jnits 7 - 12	2)	(Time: 80 minutes
A.			 3 4		5		7 8		9
В.					0		6		10
						15.			
C.	1	7.	 	•••••					
D.	2	2.	 						
E.	26	6.	 27		28		29		30
F.	32	2.	 						
G.	37 38	7. 3.	 						

Н.	41.	
	42.	
	43.	
	44.	
	45.	
I.	46.	49
	47.	50
	48.	
J.	Wri	ting
•••••		
•••••		
•••••		

TE	ST 2 A				KEY			
A.		A D	5. C 6. A	7. C 8. A	9. B 10. B			
В.	11. bleeding	12.	free	13.	benefit	14.	iceberg	15. experience
C.	16. pouring	17.	supernatura	al 18.	clean	19.	go into	20. set
D.	21. out	22.	back	23.	up	24.	into	25. round
E.	26. with	27.	for	28.	for	29.	through	30. of
F.	31. lonely	32.	stare	33.	understand	34.	let	35. real
G.	36 told me : 37 if she ha 38 warned i	d ever be	en		who had g told me to			
H.	41. Many nove42. Who was the43. Three recombeen made	ne ambula rds have a	ance called b already			build The	ding.	ng will be installed in the
I.	46. am going to 47. will have fin				will be travell come	ling		50. will come
J.	(T gives marks a	according	to students'	perform	nance.)			
TE	ST 2 B				KEY			
A.		D A	5. A 6. A	7. B 8. C	9. A 10. B			
В.	11. weeping	12.	workplace	13.	disease	14.	dropped	15. feed
C.	16. ring	17.	military	18.	lose			
D.	21. down					19.	have	20. occupy
E.	21. 001111	22.	round	23.	into		into	20. occupy25. across
	26. in		round on		into from	24.		* *
F.		27.		28.		24. 29.	into	25. across
F. G.	26. in	27. 32. ne not to broken	on leave touch	28. 33. 39.	from	24. 29. 34. nted .	into out of invented 	25. across 30. for
	26. in31. Drop36 warned r37 who had	27. 32. me not to broken n was co was cau was being	on leave touch ming ght by the po g repaired by	28. 33. 39. 40. licemai	from avoid me if I wan told me to	24. 29. 34. nted . get .	into out of invented /ho were you g	25. across 30. for
G.	26. in 31. Drop 36 warned r 37 who had 38 that Hele 41. The burglar 42. The bridge	27. 32. me not to broken n was co was cau was being our class	on leave touch ming ght by the pog repaired by is being plan 48. w	28. 33. 39. 40. licemai	from avoid me if I wan told me to n. rs. our teacher.	24. 29. 34. nted . get . 44. W	into out of invented /ho were you g	25. across 30. for 35. Listen iven this book by? e delivered by a courier.

Marking Scheme for Tests 2 A / 2 B

A: 10 items x 2 marks each = 20
 B: 5 items x 1 mark each = 5
 C: 5 items x 2 marks each = 10
 D: 5 items x 1 mark each = 5
 E: 5 items x 1 mark each = 5
 F: 5 items x 1 mark each = 5

G: 5 items x 1 mark each = 5
H: 5 items x 1 mark each = 5
I: 5 items x 2 marks each = 10
J: Writing = 30

Total: 100 marks

TEST 3 A (Units 13 - 18)

(Time: 80 minutes)

_				
4.	Choose	the	correct	item.

"Help to some coffee," she said. 1. The bomb caused a huge C) yours A) volcano C) earthquake A) vou D) yourself B) itself B) flooding D) explosion 7. Dolphins are known for their and sensitivity. The ship hit some rocks and A) action C) significance A) sank C) dragged D) charge B) intelligence B) pulled D) spread 8. We could hear the of the horses in the field. 3. The of the wind took the roof off our house. C) clucking C) force A) neighing A) gas B) mooing D) howling D) ash B) steam 9. The spy's was to take pictures of some 4. The hunting of leopards and tigers is important enemy papers. according to the laws protecting wildlife. A) dangerous C) illegal A) identity C) element D) experience B) mission D) lethal B) scary 5. Water and air are serious problems. 10. Please, type these letters for me, you? A) aren't C) don't A) destruction C) waste B) do D) will B) pollution D) damage

B. Fill in the correct word:

demand, roared, accused, declared, characteristic

C. Fill in the correct word:

give off, dead-end, beat, set, massive

16.	his heart wildly	19.	to	sth on fire
17.	destruction	20.	to	dangerous fumes
18	a street			

D. Underline the correct word.

- There is someone hitting / knocking on the door.
- 22. The victim / witness of the murder is being questioned by the police.
- 23. An old man was taken to hospital today after being struck / beaten and robbed.
- 24. He past / passed all his tests with excellent marks.
- 25. What do you think / believe of my new hairstyle?

E. Underline the correct particle.

- 26. She turned into / up an hour late for dinner.
- 27. Why don't you put up / on something less formal for the party?
- 28. She turned down / off my offer of help.
- 29. They had to put off / up the meeting because of the chairman's illness.
- 30. He put up / out his cigarette as the smoke was bothering his friend.

F. Fill in the correct preposition(s):

through, of, to, at, with

- 31. Most flights were delayed due the storm.
- 32. It's too late to do anything this stage.
- 33. Living in crowded areas means having to cope lots of noise.
- 34. We watched the parachutists fall the air.
- 35. Many animal species diehunger when their habitats are destroyed.

G. Put the verbs in brackets into the correct tense.

- 36. Unless the weather (be) nice, we'll stay indoors.
- 37. If you eat less sweets, you (lose) weight.
- 38. I wish I (spend) more time revising; I would have got better marks.
- 39. If the police hadn't rushed to the scene of the crime, they (not/arrest) the criminal.
- 40. If she (be) rich, she would buy a yacht and sail around the Mediterranean.

H. Fill in (to) infinitive or -ing form.

- 41. She was looking forward to (start) her new job.
- 42. I would like (watch) a comedy on TV.
- 43. I must (see) the dentist soon.
- 44. He enjoys (cook) for his friends.
- 45. They made him (move) to another flat.

Underline the correct word.

- 46. The dolphin is such an / such intelligent animal that it can cooperate with humans.
- 47. Because of the fact that / Due to many wild animals are endangered, hunting them is illegal.
- 48. He is such / so tall that he looks like a basketball player.
- 49. She is **enough** / too tired to stay up late.
- 50. The air is polluted because / due to car fumes and factory smoke.

J. Writing

Write about the advantages and disadvantages of working as a policeman. Use the notes, linking words and the plan below to write the main body of the composition. The beginning and ending have been written for you. Write about 80 words.

Beginning

Have you ever considered becoming a policeman? There are many advantages and disadvantages to doing this kind of job.

Ending

All things considered, becoming a policeman is a nice idea as long as you are aware of the drawbacks.

Plan

Introduction:

State topic - short summary of the topic

Main Body:

Paragraph 2: list the advantages and give reasons
Paragraph 3: list the disadvantages and give reasons

Conclusion

Restate the fact that there are both advantages and disadvantages

NOTES

Advantages	Disadvantages
 rewarding/protect people from crime exciting/find yourself in challenging situations 	* dangerous/get killed/deal with dangerous people * exhausting/work long hours

Linking words: firstly, however, in addition, furthermore, on the other hand, finally

NAM CLAS			DATE:	
		Γ3Α (Units	13 - 18)	(Time: 80 minutes)
A.	1. 3. 2. 4.		7 3	9 10
В.	11			
C.	16 17 18			
D.	21. 22. 23.			
E.	26 27	28 2	29	30
F.	31 32	33 3	34	35
G.	36. 37. 38.			
н.	41			

43.

TEST 3 B (Units 13 - 18)

(Time: 80 minutes)

-	~.			-
Δ	Choose	the	correct	itam
<i>~</i> .	Uniouse			

1.	We were disturbed by the constant of the cows.		6.	 The forest fire quickly and burnt down a lot of houses. 		
	A) mooing	C) howling		A) dragged	C) sank	
	B) clucking	D) neighing		B) spread	D) pulled	
2.	They left an hour ago, they?			Working as an electrician	involves a(n)	
		C) weren't		or risk.		
	B) were	D) didn't		A) experience	C) identity	
		C. S. C.		B) element	D) mission	
3.	The monster had a(n)	face.		,	= / ::::==:::::::	
	A) illegal	C) scary	8.	Poisonous came out	t of the burning factory.	
	A) illegal B) dangerous	D) lethal		A) steams	C) forces	
				B) ashes	D) gases	
4.	The wolf is a(n) sp	ecies.			, 9	
	A) endangered	C) snapping	9.	I cannot understand the	of his words.	
	B) scared	D) declared		A) charge	C) intelligence	
				B) action	D) significance	
5.	Did you enjoy at the	ne party?			, 5	
	A) yourself	C) itself	10.	Poisonous is pour	ed into the river from	
	B) you	D) yours		the factory.		
				A) pollution	C) waste	
				B) destruction	D) damage	

B. Fill in the correct word:

releasing, unexplored, axe, explosion, pouring

C. Fill in the correct word:

pack, develop, put, test, herd

16.	to your own abilities	19.	a of wolves
17.	a of cows		to pressure on sb
18.	to allergies		

D. Underline the correct word.

- 21. A woman was struck / beaten by lightning during the storm yesterday.
- 22. Everyone died in the plane crash there were no casualties / survivors.
- 23. Walk past / passed the cinema and turn to the right.
- 24. The boy was hit / knocked by a car as he was crossing the road.
- 25. They still haven't found all the victims / witnesses of the flood.

E. Underline the correct particle.

- 26. He offered to put me off / up for the night.
- 27. The princess kissed the frog and it turned into / on a handsome prince.
- 28. He went into the house and turned into / on the light.
- 29. She put off / on her coat and left the house.
- 30. I never put off / out my appointments.

F. Fill in the correct preposition(s):

in, about, under, on, for

31. Careta-Careta is a species of sea turtle which is threat.	
32. The fishermen fought their lives in the freezing water of the sea.	
33. Are you interested ecological issues?	
34. She was very concernedher husband's health.	
35. He puts a lot of pressure his children.	

G. Put the verbs in brackets into the correct tense.

36.	If John had time, he	(come round) for a drink.
37.	I wish I (n	ot /borrow) the money from Tim; now I can't pay him back.
38.	When Sheila	(type) the letters, she will photocopy them and give them to you.
39.	If Tom (sa	ave) enough money, he would have bought the car.
40	Lwish you	(be) more careful when you do your exercises.

H. Fill in (to) infinitive or -ing form.

41.	Let me	(help) you, will you?
42.	I don't mind	(work) long hours.
43.	Sharon wants	(go) to the Bahamas on her summer holidays.
		(spend) any more time on this.
45.	I'd prefer	(stay) in and watch TV this evening.

Underline the correct word.

- 46. She had to stay in bed due / because of her bad cold.
- 47. He was enough / too busy to answer the phone.
- 48. The music was such / so loud that I had to turn it down.
- 49. Due to the fact that / Because of he is hard-working and efficient, he got a promotion.
- 50. They are such a / such nice people that I love spending time with them.

J. Writing

Using the notes from the table and the list of linking words below write a paragraph comparing and contrasting football and skiing. Write about 80 words.

	equipment	pros	cons	skills / qualities		
football	trainerstracksuitball	funexcitingnot veryexpensive	- hurt yourself - violent	fitgood trainingcooperative		
skiing	- skis and poles - ski-outfit	- enjoyable - fun	 difficult to learn expensive (equipment and lessons) 	- physical strength - fit - sense of balance		

Linking words: however, but, on the other hand, also, because, moreover, etc.

NAME: CLASS	:			DATE	i:
		TEST	3 B (Un	its 13 - 18)	(Time: 80 minutes)
A.		3	5 6	7 8	9
В.	11 12		14.		
C.	16 17 18				
D.	21 22 23	······			
E.	26	27	28	29	. 30
F.	31	32	33	34	. 35
G.	36	•••••			
H.	41				

I.	46	49.	
	47	50.	
	48		
J.	Writing		
		• • • • • • • • • • • • • • • • • • • •	
		•••••	

TE	ST 3 A						KE	Υ				1 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m 1 m
A.	1. D 2. A	3. C 4. C		5. 6.		7. B 8. A		9. B 10. D				
В.	11. accused	t	12.	ch	aracterist	ic	13.	roared	14.	demand	15.	declared
C.	16. beat		17.	ma	assive		18.	dead-end	19.	set	20.	give off
D.	21. knockin	g	22.	wit	tness		23.	beaten	24.	passed	25.	think
E.	26. up		27.	on	ļ		28.	down	29.	off	30.	out
F.	31. to		32.	at			33.	with	34.	through	35.	of
G.	36. is 37.will lose				id spent ouldn't ha	ive arre	estec	L	40.	were		
H.	41. starting		42.	to	watch		43.	see	44.	cooking	45.	move
I.	46. such an 47. Becaus		act th	nat			48. 49.	so too	50.	due to		
J.	(T gives mar	rks accoi	rding	to :	students'	perfor	man	ce.)				

TES	EST 3 B									KE	Y					
Α.		A D		C A		5. 6.			B D		9. 1 0.	-				
B.	11.	axe			12.	un	explored			13.	explo	osion	14.	pouring	15. r	eleasing
C.	16.	test			17.	he	rd			18.	deve	lop	19.	pack	20.	put
D.	21.	struck			22.	su	rvivors			23.	past		24.	hit	25.	victims
E.	26.	up			27.	int	О			28.	on		29.	on	30.	off
F.	31.	under			32.	for				33.	in		34.	about	35.	on
G.		6. would come round 7. hadn't borrowed							s/has typ saved	ped		40.	were			
H.	41.	help			42.	WC	orking			43.	to go)	44.	spending	45.	to stay
I.		because too	e of		48. 49.		ue to the f	act	tha	at			50.	such		
J.	(T g)	gives mar.	ks a	accor	rding	to :	students'	pe	rfor	man	ce.)					

Marking Scheme for Tests 3 A / 3 B

A:	10 items x 2 marks each = 20	G: 5 items x 2 marks each = 10
B:	5 items x 1 mark each = 5	H: 5 items x 1 mark each = 5
C:	5 items x 2 marks each = 10	I: 5 items x 1 mark each = 5
D:	5 items x 1 mark each $=$ 5	J: Writing $= 30$
E:	$5 \text{ items } \times 1 \text{ mark each} = 5$	Total: 100 marks
F:	5 items x + 1 mark each = 5	Total. Too marks

TEST 4 A (Units 19 - 22)

(Time: 80 minutes)

^	Channa	46	24
н.	Choose	the correct	нет.

١.	determine the col	our of our eyes.	6.	Peter got up and	everyone's glasses with
	A) Genes	C) Views		lemonade.	, 0
	B) Moths	D) Effects		A) refilled	C) melted
				B) rose	D) sucked
2.	Frankenstein a me	onster.			20. • 120 Sec. 10 Sec.
	A) prevented	C) created	7.	It was cold to go	swimming.
	B) destroyed	D) transferred		A) enough	C) so
				B) very	D) too
3.	She made up a(n) 6	excuse for his absence.			20 7 1230 025
	A) usable	C) presumed	8.	The of the two sus	spects were discovered
	B) convincing	D) worldwide		hidden in the car.	The common section of
				A) tales	C) weapons
4.	The film was about scary	creatures from		B) actions	D) battles
	space.				Company of the control of the contro
	A) outer	C) alien	9.	She was barely wh	en she was taken out o
	B) nearby	D) circular		the burning building.	
				A) conscious	C) familiar
5.	He entered the cave throu	igh a narrow		B) authentic	D) blazing
	A) walkway	C) empire			
	B) passage	D) edge	10.	How money have	you got?
				A) many	C) very
				B) such	D) much

B. Fill in the correct word:

performance, stretcher, charm, suggested, nature

11.	I enjoy living in the countryside because I love so much.
12.	Rita found the clown'svery funny; she couldn't stop laughing.
	An injured player was carried off the field on a
14.	lan going to the cinema.
15.	My grandmother gave me the lucky which I'm wearing.

C. Fill in the correct word from the list:

blazing, look up, look, home, antique

16.	sb's	town	19.	to	 familiar
17.	a(n)	shop	20.	to	 sb's name
	a(n)	fire			

D. Underline the correct item.

- 21. I think Jason takes after / over his mother, don't you?
- 22. Do you want me to take over / off the digging while you rest a bit?
- 23. Bob has taken up / off stamp collecting.
- 24. Please fasten your seat-belts, the plane is about to take off / after.

E. Fill in the correct word from the list:

can, tube, cup, pot, loaf, bar

25. a of bread	28. a of soda
26. a of tea	29. a of yoghurt
27. a of chocolate	30. a of toothpaste

F. Underline the correct word.

- 31. They were dancing in a circle, holding / catching hands with each other.
- 32. She kept staring / glancing at the expensive diamond necklace.
- 33. You've used all / whole the hot water; now I can't take a shower.
- 34. The joke was so funny that I couldn't help laughing / smiling out loud.
- 35. He promised to tell the all / whole truth.

G. Fill in the comparative or superlative of the adjectives in brackets using "than" or "the".

- 38. Lucy types (fast) Mary.
- 39. Your car is (economical) mine.

H. Underline the correct form of the infinitive.

- 41. He looked tired. He must have been working / be working hard.
- 42. Lily looks very young. She can't have been / be more than 21 years old.
- 43. They are very quiet. They might think / be thinking about something very serious.
- 44. The house looks empty. The owners must **qo / have gone** on holiday.
- 45. He is trembling. He must be feeling / have felt very frightened.

Rewrite the sentences in the causative form.

- 46. She will ask the maid to bake a cake.
- 47. I have asked my neighbour to water the plants.
- 48. Your eyes need testing.
- 49. Cynthia asked the plumber to fix the tap.
- 50. My house is being redecorated.

J. Writing

Using the plan and the information below write a review of either "The Mask" or any other film you have seen. Write about 100 words.

Plan

Introduction

Paragraph 1: title of the film, director, type of film, place it is set, main character, what the story is about

Main Body

Paragraph 2: main points of the plot

Paragraph 3: comments about the acting, plot,

sound effects, etc.

Conclusion

Paragraph 4: recommendation

Name of film:

The Mask

Star:

Jim Carrey

Type:

Comedy

Director:

Chuck Russell

Set in:

real city

Theme:

hero is chased by villains

Acting: Plot:

good

Special Effects:

amusing original

Recommendation:

highly entertaining

NAME: CLASS:							ATE:		
CLA	55:		TES.	T 4 A	(Ur	iits	19 - 22)		(Time: 80 minutes)
A.			3 4	5 6			7		9
	۷.	•••••	4	0	••••		8		10
В.	11.				14.				
	12.				15.				
	13.								
C.	16.				19.				
	17.				20.				
	18.		••••••						
D.	21.				23.				
	22.				24.				
E.	25.				28.				
	26.				29.	• • • • • • • • • • • • • • • • • • • •			
	27.				30.	• • • • • • •		•••••	
F.	31.				34.				
	32.				35.				
	33.								
G.	36.				39.				
	37.				40.				
	38.								
Н.	41.				44				
	42.				45				
	43.								

TEST 4 B (Units 19 - 22)

(Time: 80 minutes)

A.	Choose	the	correct	item
-	0		0011001	110111

1.	What are your on A) views B) moths	working mothers? C) genes D) effects	6.	The tyres (A) presum (B) worldwi
2.	Our university has a covered building to another. A) passage B) walkway	ed that joins one C) edge D) space	7.	I love wat space. A) circular B) nearby
3.	Try not to get in Jir A) melted B) involved	m and Tom's quarrel. C) noticed D) released	8.	There's no A) many B) too
4.	Bad weather us fro A) created B) destroyed	om going on a picnic. C) prevented D) transferred	9.	Experts for A) authenti B) conscio
5.	A(n)is a large group (A) galaxy B) empire	of stars in the universe. C) laboratory D) creature	10.	She's not on A) much B) enough

S .	The tyres on my car are a A) presumed B) worldwide	bit worn but still C) convincing D) usable
	I love watching films that space.	take place in
	A) circular	C) alien
	B) nearby	D) outer
	There's not time left (A) many B) too	until we have to leave. C) much D) such
	Experts found out that the parts A) authentic B) conscious	painting was not C) familiar D) blazing
•	She's not old to dri A) much B) enough	ve a car. C) very D) too

B. Fill in the correct word:

charm, role, nature, eyesight, leader

11.	Lillian can't see well; she needs to have her tested.
12.	Robert was born to be a(n) as he is very decisive and can influence everyone he knows.
13.	Debbie has the leading in the school play.
14.	He wears a tiny horse-shoe around his neck as a lucky
15.	She moved to the countryside because of her love of

C. Fill in the worrect word from the list:

video, lose, be, authentic, secret

16.	$a(n) \ \dots \dots \dots \dots$	passage 1	9.	a(n) screen
17.	to		_	to in one's mind
18.	a(n)	artifact		

D. Underline the correct item.

- 21. He is tall and dark. He takes after / on his grandfather.
- 22. The new manager is taking on / over the post next week.
- 23. After a two-hour delay, the plane finally took off / over.
- 24. Why don't you take up / after aerobics? It will help you lose weight.

E. Fill in the correct word from the list:

packet, can, bottle, tube, jar, slice

25.	a	of jam	28.	a	of biscuits
26.	a	of cake	29.	a	of toothpaste
27.	a	of wine	30.	a	of Coke

F. Underline the correct word.

- 31. I managed to hold / catch the bus on time.
- 32. Don't stare / glance at me all the time!
- 33. The all / whole school took part in the parade.
- 34. She greeted me with a warm laugh / smile.
- 35. She held / caught her son's hand as they crossed the road.

G. Fill in the comparative or superlative of the adjectives in brackets using "than" or "the" .

- 36. Tim swims (fast) John and Eric.
- 37. This film is (bad) the one we saw last week.
- 38. His car is (old) one I've ever seen in the neighbourhood.
- 39. Mark plays the guitar (good) George.
- 40. This is (expensive) restaurant we've ever been to.

H. Underline the correct form of the infinitive.

- 41. She left early. She must go / have gone shopping.
- 42. They are sunburnt. They must be / have been sunbathing.
- 43. Both of their phones are engaged. They may have talked / be talking to each other.
- 44. There is a note for you. John must be passing / have passed by.
- 45. It's past ten. He can't still be working / have been working.

I. Rewrite the sentences in the causative form.

- 46. Our living room is being redecorated.
- 49. Mary's house has been cleaned.

47. Your nails need cutting.

- 50. Sharon asked James to cut the grass.
- 48. I'll ask the secretary to post the letter.

J. Writing

Using the table and the plan below write a letter of complaint to the manager of a fast-food restaurant. The beginning and ending have been written for you. Write about 80 words.

Complaint	Reason
- service was slow	- waited 20 minutes for a "fast food" meal to be ready
- staff was disorganised	- they got the order wrong at first and overcharged me
- assistant manager was not helpful	- when I complained to him he didn't apologise and was rude

Plan

Opening Remarks: Dear Sir/Madam,

Introduction Para 1: I am writing to complain about your fast food restaurant "Fast

Times" which I visited on September 25th.

Main Body Para 2: Complaint 1 (details and reason)

Para 3: Complaint 2 (details and reason) etc.

Conclusion Para 4: I trust that you will seriously consider the matter and that the situation

at "Fast Times" will improve.

Closing remarks:

Yours faithfully,

(signature)

NAME CLAS								DATE:	
			7	EST	4 B	(Uni	its 19 - 2	22)	(Time: 80 minutes)
A.					5		7		9
	2.	•••••	4		6		8		10
В.	11.					14.	•••••		
						15			
	13.								
C.	16.					19			
	17.					20			
	18.								
D.	21.					23			
	22.					24			
E.	25.					28			
	26.					29			
	27.	***************************************				30			
F.	31.	***************************************				34			
	32.					35			
	33.								
G.	36.					39	•••••		
	37.					40			
	38.								
Н.	41.					44			
	42.					45			

TEST 4 B

Enterprise Pre-Intermediate Coursebook

p. 2

TE	TEST 4 A KEY										
A.	1. A 2. C		B. B I. A		B A	7. D 8. C	9. A 10. D				
В.	11. n	ature	12.	perforn	nance	13.	stretcher	14.	suggested	15.	charm
C.	16. h	ome	17.	antique	:	18.	blazing	19.	look	20.	look up
D.	21. a	fter	22.	over		23.	up	24.	off		
E.	25. lc	oaf	26.	cup	27.bar	28.	can	29.	pot	30.	tube
F.	31. h	olding	32.	staring		33.	all	34.	laughing	35.	whole
G.						39. 40.	more econom better than	nical	than		
H.	41. have been working42. be					43. 44.	be thinking have gone		45. be feeling		
I. 46. She will have a cake baked.47. I have had the plants watered (by my neighbour).48. You need to have your eyes tested.							ghbour).		Synthia had the ta the plumber). I am having my ho		
J.	(T give	es marks	acco	rdina to :	students'	perform	ance)				

TE	ST 4 B	WWW.		KEY	<u> </u>		
A.	1. A 2. B	3. B 4. C	5. A 6. D	7. D 8. C	9. A 10. B		
В.	11. eyesigl	nt	12. leader	13. role	14.	charm	15. nature
C.	16. secret	1.0	17. lose	18. authentic	19.	video	20. be
D.	21. after	2	22. over	23. off	24.	up	
E.	25. jar	26. slic	e 27.	bottle 28.	packet	29. tube	30. can
F.	31. catch	(32. stare	33. whole	34.	smile	35. held
G.	 G. 36. faster than 37. worse than 38. the oldest 39. better than 40. the most expensive 						
Н.	41. have go 42. have be			be talking have passed	45.	be working	
l.	46. We are 47. You ne 48. I'll have	ed to hav	e your nails			e/her house cleaned. grass cut (by James).	
J.							

Marking Scheme for Tests 4 A / 4 B

A:	10 items x 2 marks each = 20	G: 5 items x 2 marks each = 10
B:	5 items x 1 mark each = 5	H: 5 items x 1 mark each = 5
C:	5 items x 2 marks each = 10	1: 5 items x 1 mark each = 5
D:	4 items x 1 mark each = 4	J: Writing $= 30$
E:	6 items x 1 mark each = 6	
F:	5 items x 1 mark each = 5	Total: 100 marks

Unit 1 - Read My Lips

- 2. generous 3. active
- 5. determined
- 8. bossy

- 4. outgoing
- 6. ambitious 7. stubborn
- 2 1. John is a curly-haired boy.
 - 2. Lily was wearing high-heeled shoes.
 - 3. The blue-eyed baby looks like her mother.
 - Susan wears metal-framed glasses.
 - 5. Mr Timms is a one-legged man.
- 3 1. D 2. A
 - 3. E 4. B 5. handsome

- wavy 2. hooked
- 6. pretty
- 9. early 10. oval

- 3. full
- 7. average
- 4. green
- 8. bushy
- 1. She is friendly but she can be rude at times.
 - Our grandmother is caring and patient as well.
 - 3. Sheila is decisive. However, she can be arrogant at times
 - 4. Sue is self-confident. On the other hand, she tends to be disorganised.
 - 5. Mike is selfish and aggressive.
- 1. smells
- 7. doesn't enjoy
- 2. is seeing
- 8. Do you know
- looks
- 9. comes
- 4. tastes
- 10. is weighing
- 5. are you thinking
- 11. feel
- 6. is listening
- 12. are you tasting
- 7 A 1. am looking
- 6. don't know
- 2. does she like
- 7. believe 8. costs
- 3. enjoys
- 9. hope
- 4. loves 5. has
- 10. hate
- В 1. am having
- 4. is building
- 2. is
- 5. is
- 3. looks
- 6. are going

(Suggested questions)

 What does Janet look like? She's tall and slim with shoulder-length brown hair and dark blue eyes.

- 2. What is she/does she do? She's a pilot.
- 3. Where does she fly?

She flies to London and back to Toronto.

- 4. How often does Janet fly from Toronto to London? Every week.
- 5. What clothes does she wear when she is working? A dark blue uniform.
- 6. What clothes does she prefer to wear in her free time?
 - Jeans and T-shirts.
- 7. What does Janet love? She loves rock-climbing and skiing.
- 8. When does Janet go skiing? She goes skiing in her free time.
- 9. What is Janet doing at the moment? At the moment Janet is getting ready for take-off.
- 9 1. indecisive
- 3. dishonest
- 5. illogical

- 2. unhelpful
- 4. irresponsible
- 6. immature

5. On the other hand

10 (Suggested answers)

- B. (dark complexion, short neck, dress) She is in her mid-thirties and slim with high cheek-bones. She's got long curly hair and a long nose. Her eyes look tired and she's wearing a red jumper.
- C. (scar, long nose, jumper) The girl is young with an oval face and dark curly hair. She's got big dark eyes, a wide smile and she's wearing a T-shirt and dungarees.
- D. (wavy hair, freckles, friendly face) The man is quite old with bushy white eyebrows and a white beard and moustache. He's got a lot of wrinkles and blue eyes. He's wearing a smart jacket.
- 11 Omar's my best friend. He comes from Morocco and is now staying in England with his aunt, uncle and two cousins. He's got short, black, curly hair and a lovely smile. Omar's favourite lesson is biology as he wants to be a doctor when he's older.
- 12 1. also

2. and

- as well
- 4. However

Unit 2 · In the Public Eye

- 1 1. D 3. A 5. F 7. H 2. G 4. E 6. C 8. B
- 2 1. strong 5. to be close 9. to get 2. fattening 6. to star 10. film
 - 3. glamorous 7. casual 4. outstanding 8. to play
- shv 4. won 2. problem [Note: trouble (Un)] succeed 3. start 6. led
- 4 1. which 5. which 9. whose 2. which 6. (who) 10. which
 - 3. who 7. whose 4. whose 8. whose
- 5 1. where 3. why 5. where 2. why 4. when
- 6 2. He's the person (who) I wrote that report for.
 - 3. The project (which) we were working on is finished.
 - 4. This is the church where my parents were married. This is the church (which) my parents were married
 - 5. This is the car in which we drove through Europe. This is the car (which) we drove through Europe in.

- That is the shopkeeper with whom I had an argument.
 - That is the shopkeeper I had an argument with.
- 7. That's the cottage where we used to live. That's the cottage in which we used to live.
- 8. This is Peter, who I went to Spain with.
- 2. ... who loves basketball ...
 - 3. ... whose car was stolen ...
 - 4. ... which is close to ...
 - 5. ... who arrived yesterday ...
 - 6. ... whose legs are broken ...
 - 7. ... was the year in which ...
 - 8. ... who is standing next to ...
 - 9. ... whose mother is ill ...
 - 10. ... was the year in which ...
- Steve always wears a suit to work.
 - 2. Darren usually plays golf on Sunday afternoons.

6. refused

7. realised

9. have been enjoying

8. left

- 3. Craig is never late for work.
- 4. Have you ever met John Stokes?
- I rarely have time to go out in the evenings.
- B 3. C 5. B 7. B 2. A 4. A 6. C 8. B
- 10 1. C 2. A 3 B
- 11 1. in 2. in 3. in 4. to 5. on

Unit 3 - Round the World

- dark 4. enjoyable 7. terrible 2. sunny 5. friendly 8. tropical 3. clear 6. magnificent
- 2 1. test 3. steal 5. clear 7. fills 2. old 6. dessert 4. think
- 3 1. C 2. E 3. A B
- yet 3. vet already
- 4. already since 2. for 3. since 4. since 5. for

6. yet

has not returned

2. already

- 2. have just moved
- 3. haven't seen
- 4. has been cleaning
- 5. has never been
- 6. has been revising
- 7. have you worked / have you been working
- 8. has made

- 9. Have you ever lied
- 10. has been lying
- has been 2. have always lived
 - 3. changed
 - 4. visited 5. offered
- 8 1. b 2. a
- - 1. been to 4. gone to 7. been in 2. gone to 5. gone to
 - 3. been in 6. been to
- 2. at/in 3. on, in 10 1. in 4. on 5. in

3. c

- 11 2. ... have been taking ...
 - 3. ... is it since she got ...
 - 4. ... still haven't decorated ...
 - 5. ... haven't watched ...
 - 6. ... haven't played tennis for ...

- 12 1. C 3. B 5. C 7. A 2. B 4. C 6. C 8. A
- He often talks about going abroad. ("talks" is the verb of the sentence, "is" makes no sense)
 - They have discussed the details in the last meeting. (past simple for an action that happened at a stated
 - 3. Have you been tasted Indian curry? (have + past participle to form present perfect)
 - He likes telling jokes. ✓
 - They have been swimming for half an hour.
 - 6. We haven't all ady finished packing. ("already" is used in statements and not in negative sentences)

- He is being ill today. ("is" expresses state not action)
- 8. They have been taking English lessons since 1994. 🗸
- adventurous, educational
 - 2. salty, thirsty
 - 3. wonderful
 - 4. cloudy, rainy, muddy
 - 5. Traditional, colourful
- 15 1. B 2. E 3. A 4. C 5. D

Unit 4 - Traveller's Tales

- 3. suit 1 1. sun hat fur coat 4. pilot 2. goggles 2 1. warm 7. suntan 4. busy 10. car 8. loud 2. bright 5. straw 6. golden 9. exhaust honking 3 1. on 3. for 5. with 7. on 9. by/near 2. in 4. on 6. on, in 8. in beach 3. tall 5. alive 2. attraction 4. gold
- 5 hearing = loud voices of the vendors sight = bright sunshine, colourful fruit and vegetables, large round baskets smell = smoky smells of the city, delicious aroma of herbs and spices

c) 1. Did you see

2. Haven't you received

2. were

3. did

d) 1. sent

touch = hot sunshine, cool shade

- a) 1. Have you been 2. has changed
 - 3. was
 - b) 1. have visited
 - 2. haven't been

 - 3. did you go 4.had
- 1. the 3. --5. --7. --9. The
 - 4. the 6. the 8. --10. --
- 1. --4. the 7. --10. the 13. --2. The 5. -/the 8. --11. the 14. --
 - 3. the 6. the 9. --

- 9. C 5. B 7. B B 10. C 2. C 4. C 6. A
- 1. for 3. since 5. since 4. for 6. for 2. since
- 1. so 9. so 2. such 6. such a 10. so 3. so 7. so
 - 8. such an 4. such a
 - 1. ... was so dark that we ...
 - 2. ... such beautiful carpets that ...
 - 3. ... such a dull party that ...
 - 4. ... was so deep that ...
 - 5. ... were so friendly that ...
- 13 1. peaceful
- successful, careless
- harmless
- pointless, helpful
- 3. youthful, meaningless
- 1. Last summer I wanted a different sort of holiday, so I decided to go on a cowboy holiday in the American
 - 2. I stayed on a beautiful ranch in Montana where the weather was hot during the day but/and cool at
 - 3. Everyone I saw was dressed like a cowboy and the food was delicious.
 - I had a great time.
 - I made many new friends and I was sad to say goodbye.
 - 6. It was the best holiday I've ever had.

Unit 5 - Enjoy Reading

- 1 1. D 3. G 5. A 7. F 2. B 4. H 6. E 8. C 2 1. big 5. rough 9. rocky 2. heavily 6. dark 10. anxiously 3. deep 7. street 4. strongly 8. pale 3 1. examined forests 9. strangers 2. depressed 6. map 10. gasped 3. branches 7. bitterly 4. shot 8. scar
- 4 1. was doing, heard, was coming/came, went, was happening
 - 2. saw, was travelling
 - 3. was snowing, left, began
 - 4. was tidying, went out
 - 5. was sleeping, was watching, struck
 - 6. was feeding, rushed, grabbed
 - 7. was, was whistling
 - 8. came across, was walking
 - 9. didn't see, was looking
 - 10. was getting, fell, broke
- 5 1. Giles was going to his friend's house when he realised he had no money.
 - 2. Dan and Frank were walking down the street when Dan offered Frank a new job.
 - 3. Lawrence was running to work when he fell and broke his ankle.
 - 4. Victor was sitting at his desk when he remembered it was his wife's birthday
 - 5. Robert was leaving the/his office when John reminded him of an important meeting.
 - 6. John was going to a meeting when Robert told him the terrible news.
- was working, made
- 4. went, gave up
- 2. died, shot
- 5. got, was living
- 3. discovered, was working
- 6. didn't build, was
- didn't use to travel
- 5. used to have
- 2. used to eat
- 6. didn't use to
- 3. did you use to
- 7. used to drive
- 4. used to go
- 8. Did Mary use to drive

- 1. A: haven't seen, have you been
 - B: went
 - 2. A: Have you ever read
 - B: haven't read, read, didn't like
 - 3. A: Have you spoken
 - B: spoke, hasn't seen
 - 4. A: Have you booked
 - B: haven't decided, went, had
 - 5. A: haven't seen
 - B: haven't seen, heard, has gone
- 1. ... hasn't played tennis for ...
 - 2. ... Tom visited his parents was ...
 - 3. ... did he move ...
 - 4. ... three weeks since Julie smoked ...
 - 5. ... is it since you came ...
- 10 1. was
- 6. was following
- 11. said

- 2. was blowing
- 7. ran
- 3. were
- 8. dialled
- 4. was walking realised
- 9. was waiting
- 10. came
- 1. An afternoon in November; in the street.
- 2. Cold and windy.
- 3. June and a strange man. She felt terrified. He felt in control.
- It was early on a Sunday morning and Tommy and his grandfather were going fishing. Tommy was glad the weather was so nice. Just as his grandfather was showing Tommy how to put bait on a fishing rod, they heard a strange noise behind them. They were both surprised.
- 12 1. with
 - 3. for
- 5. on
 - 7. with
- 2. with 4. at 6. on
- "Are you all right?" Tina's father asked as he helped her out of the water. "I think so," she said. She was shivering with fear and cold. "Let's go in and find some dry clothes," her father said.

Unit 6 - The Lost World

- 1 1. E 2. A 3. D 4. C 5. B dark, green, thick, damp 2. deep, dark, damp 3. loud, low, growling 4. steep, dark, green, low 5. deep, dark, green 3 a. 1. look staring gazed 4. watch **b**. 1. grabbed 2. grip 3. clasped c. 1. stripes 2. strips rows
- 4 1. had just finished (first action), heard
 - 2. arrived, had forgotten (first action)
 - 3. had never seen (first action), came
 - 4. reached, had already left (first action)
 - 5. had left (first action), arrived
 - 6. looked, had run (first action)
 - 7. realised, had locked (first action)
- had been practising 6. had been writing 7. had been driving 2. had been studying 3. had gone 8. had finished 4. had finished 9. had already got up
- 5. had died 10. had been waiting 6 A 1. was
 - 6. had only just joined 2. was sitting 7. had never played 3. feeling 8. was 4. felt/was feeling 9. knew 5. had been waiting 10. was running
 - B 1. had been studying 4. had always been 2. realised 5. had been helping
- 3. was not 6. decided mustn't 3. mustn't 5. needn't
- 2. needn't 4. must 6. mustn't
- 1. ... must not/mustn't enter ...
 - 2. ... was smaller than ...
 - 3. ... lasted longer than ...
 - 4. ... is not as intelligent as ...
 - 5. ... need not / needn't pay ...
 - 6. ... as fast as ...
 - 7. ... closer to the station than ...
 - 8. ... must not / mustn't park ...

- 1. C 3. B 5. C 7. B 6. C 8. B 2. B 4. A 2. in 3. in 4. in 5. at 10 1. in 11 1. A 6. B 11. A 16. B 2. C 12. C 17. C 7. A 3. C 8. B 13. A 18. A 4. C 9. C 14. B 19. B 5. A 10. B 15. C 20. B
- 1. You needn't buy him a pair of shoes. (need + infinitive without to)
 - 2. He didn't succeed in passing his exams. (succeed in + -ing form = manage to do)
 - 3. There were lots of people at the meeting. (lots of =
 - 4. She insisted on helping us move the furniture. (insist on + -ing form)
 - 5. The police are looking for the missing boy. (police + plural verb)
 - 6. I haven't got any information about the date of the concert. (information: uncountable noun)
 - 7. I quite disagree with your ideas. (quite = completely, quiet = silent)
 - 8. He's the most helpful person I have ever met.
 - 9. He explained to us how the machine worked. He told us how the machine worked. (tell sb sth; explain sth to sb)
 - The ambulance took the injured woman to hospital. (take = to transport; carry = to move sth while
 - 11. Bring/Get me a cup of coffee, please. (take = to move sth somewhere else; bring/get = to come carrying sth)
 - 12. I haven't talked to Sally for ages. (for + a period of time; since + a stated time)
 - 13. She was so upset that she couldn't stop crying. (so + adj + clause of result)
 - 14. He visited Rome, where he stayed with his aunt. (there should be omitted - unnecessary repetition of adverb)
 - 15. I met Ann, who had been abroad since 1990. ("who" refers to a person, "which" to a thing)

Unit 7 - A Ghostly Welcome

- 1 1. C 5. A 7. E 2. B 4. H 6. G 8. D
- 2 1. old, tall, black, haunted
 - 4. hot, black, strong
 - 2. pouring, icy, heavy
- 5. hot, golden, black
- 3. hot, wrinkled, rosy
- 3 1. dropped 4. wrinkles 2. relieved 5. reached
- 7. welcome

- 3. reminds
- 6. ladder
- understand

- at, along
- 4. out of 5. with
- 7. in 8. at, in

- 3. in, of, in/at
- 6. into/to
- 5 1. had been driving
- 6. had won 7. had been barking
- 2. had never eaten 3. had been standing
- 8. had escaped
- 4. had already finished
- 9. had been trying
- 5. had been playing
- 10. had broken
- 6 1. 1) was getting, 2) had been waiting, 3) was, 4) had stopped, 5) hadn't been going, 6) was looking/ looked, 7) started, 8) hadn't left
 - 2. 1) had been walking, 2) started, 3) had forgotten, 4) suggested, 5) was raining/had been raining, 6) got, 7) were
 - 3. 1) had prepared, 2) were, 3) was setting, 4) remembered, 5) had forgotten, 6) was looking, 7) realised, 8) had made, 9) was
- 7 1. ago
- 5. yet/already
- 9. ever

- 2. already
- 6. after
- 10. for

- 3. since
- 7. by the time
- 4. never
- 8. before
- 8 1. is used to
- 4. used to
- 7. is used to 8. used to

- used to
- 5. is used to
- 3. am used to 6. used to

- 9 1. Could you turn on the radio so I can listen to the news? (open doors, bottles, etc., turn on TV, radio,
 - 2. Can I borrow your car? Mine's at the garage and I need to do some shopping. (lend sb/sth, borrow sth from sb)
 - 3. My brother has got long hair. (hair: uncountable noun)
 - 4. I'm afraid you are wrong about the answer to question ten, so you lose five points. (be wrong = exp)
 - 5. Hook forward to seeing you when you visit our town again. (look forward to + -ing form)
 - 6. After a hard day at work, John loves sitting in a comfortable armchair and watching TV. (watch a film, documentary, etc.)
 - 7. Sheila is studying hard because she has to take/sit a test tomorrow. (take/sit a test: exp)
 - 8. If you see Thomas, be sure to say hello for me.
 - 9. Hike to spend my time doing creative things like painting and playing the guitar.
 - 10. We'll go out as soon as the news is finished. (time words, e.g. as soon as, are not followed by future forms)
- 10 1. as soon as
- 4. when
- 7. until

- 2. by the time
- 5. while 6. just as
- 8. while

- 3. As
 - 6. left
- 11 1. had finished
 - 2. gets
- 7. had put
- 3. was sleeping
- 8. exploded
- 4. finds/has found
- 9. gets
- 5. was working
- 10. receive/have received
- 12 1. is
- 4. has
- 7. had 10. had

- never
- 5. have
- 8. being

- had

- 6. being

unless

- 9. has
- 13 1. B 2. D
- 3. A 4. C

Unit 8 - Hard Times

- 1 1. C 3. A
- 2 1. child-minding
 - 2. to attend

 - 3. fatty
 - 4. positive 5. present
- 6. to take
- 7. to join 8. summer
- 9. to fail 10. to set

1. miss

- 4. behaviour
- 2. resign 3. employees
- 5. win

6. pronunciation

- 4 1. is going to go
 - will go
- 4. will agree

if

6. If

3. is going to rain

Unless

- 5. am going to clean 6. will not enjoy
- 4. unless
- 6 1. will check, send 2. finish, will serve
- 5. type, will make 6. will accept
- 3. will go, prepare
- 7. see, will give
- 4. don't know, will be
- 8. will you pay

7. if

8. Unless

- are you flying
- 6. am spending
- 2. am leaving
- 7. will probably visit
- 3. will be 4. will miss
- 8. Are you going 9. am staying
- 5. are you planning
- 8 1. ... were you, I would look ...
 - 2. ... a promotion unless he works ...
 - 3. ... should give up ...
 - 4. ... unless you pass ...
 - 5. ... I were you, I would ...
- 1. will
- 3. not
- 5. will 6. 🗸
- 7. will 8. will

- 2. 🗸
- 4. comfortable
- 10 1. reasonable
- 5. fashionable
- 2. sensible
- 3. responsible
- 6. believable

11 (Suggested answers)

- 1. You should talk to his teacher.
 - What/How about talking to your son?
 - Why don't you give him some extra lessons at home?
- 2. You could travel around the world.
 - What/How about buying a big house?
 - Why don't you buy a fast sports car?
 - The best thing you can do is (to) help the poor.
- 3. Why don't you try to work fewer hours?
 - What/How about going on excursions at the weekends?
 - You could leave work earlier for a couple of days.

- The best thing you can do is talk to your father.
 - You should show that you are responsible.
 - You ought to explain to him that you would have a friend.
- 1. Last night I went to the cinema with a friend of mine.
 - She heard the man screaming/scream for help. (hear is followed by -ing form or bare infinitive)
 - 3. That event changed their lives dramatically.
 - 4. Farmers grow wheat in the fields. (children grow up; farmers grow wheat/rice, etc)
 - 5. When we heard the joke, we laughed loudly. (loudly: adverb; loud: adjective)
 - 6. "I would like to thank all those who are here today."
 - 7. Peter lent me some money, so that I could pay for my ticket. (lend sb sth; borrow sth from sb)
 - 8. The heavy rain prevented us from playing out-
 - 9. She ran quickly but still missed the bus. (miss an appointment, the train, etc; lose a pen/money, etc.)
 - 10. He was late for the meeting, as usual.
- 13 1. should/could
 - 2. If I were you, I'd have ... / Why don't you have ... / What about having ... / I strongly advise you to have
 - Why don't you explain ... / It would be a good idea to explain ... / What about explaining ... etc.
 - 4. I hope this helps you. / Things will get better soon.

Unit 9 - In the Land of the Pyramids

- 5. B 3. E 4. D 1 1. A 2. C
- 8. in 9. in 6. of 7. on 5. in, of 1. in, with 2. of of 4. to
- blowing
- 2. cheered
- 3. wear
- 4. Listen

5. spare

- 6. gathered
- 7. patiently
- 8. lost

- golden
- 3. stony
- 5. silk
- 7. leathery

- 2. gold
- 4. stone
- 6. silky
- 8. leather
- 9. feather 10. feathery

- 1. tell

- 2. tell
- was saying 4. told
- 5. tell 6. tell
- 7. said 8. say
- 9. say 10. said

Direct speech

Reported speech

now

tomorrow

then, at that time, at once, immediately the following day, the next day

next year/month, etc. yesterday

the following year/month, the next year/month the day before, the previous day

a month ago last year/month, etc. a month before

here come the year/month before, the previous year/month

there go, come

- 7 1. Thomas said (that) Jill had broken his computer.
 - He said (that) Tracy had been studying there all day.
 - She said (that) James would make dinner the following/next day.
 - 4. Helen said (that) she had broken her nose the week before/the previous week.
 - 5. She said (that) he liked/likes horror films.
 - Greg said (that) he was celebrating his birthday that Saturday.
 - 7. She said (that) he had left home.
 - Mrs Morris said (that) Jim was having his breakfast then/at that time.
 - Phil said (that) he would go to the doctor the following/next week.
 - Ann said (that) Jack had been playing in the garden the day before/the previous day.
- 8 1. Tony asked me where they had made the film.
 - 2. Mr Brown asked his wife if/whether she was taking the dog to the vet the following/next day.
 - 3. Alex asked Angela when he would see her again.
 - 4. Darren asked his brother who the woman in the red dress was.
 - The policeman asked the girl if/whether the robber had been holding a gun.
 - 6. The waiter asked me if/whether I had ever tasted Indian food before.
 - Tom asked Rita if/whether Hank had been working in the garden.
 - 8. I asked Julie how Tony would build the fence.
 - 9. Tina asked me why Chris was wearing a suit.
 - Ray asked Mary if/whether she could see the aeroplane.
- 9 "I'll cook dinner tonight," said Terry.

"You don't have to," said Sharon. "We can order a pizza instead."

"I've eaten too many pizzas this week," said Terry. "Get your coat," Terry said to Sharon later. "I'm taking you out for dinner."

"You haven't done that for a long time," said Sharon. "It's not every day that we have our wedding anniversary," said Terry.

- He promised never to tell lies again./He promised that he would never tell lies again.
 - 2. She advised me to go to the dentist.
 - He apologised for spilling/having spilt coffee on my carpet.

- 4. She suggested going to the cinema that night.
- 5. He refused to come/go with me.
- 11 1. ... what this flower is called?
 - 2. ... how much they are.
 - 3. ... how heavy it is?
 - 4. ... where the station is?
 - 5. ... where Claire is from?
 - 6. ... who that boy is.
 - 7. ... who these people are?
 - 8. ... when he left for Paris?
- 12 1. ... told me (that) she worked/works ...
 - 2. ... where he had been that ...
 - 3. ... said (that) he had made ...
 - 4. ... her how Sid had made ...
 - 5. ... told Ann (that) she would ...
 - 6. ... him when he was leaving ...
 - 7. ... (that) James had been holding ...
 - 8. ... why Dick had been ignoring ...
 - 9. ... (that) Jim was involved in ...
 - 10. ... when he had started working ...
- She is thinking of **going** to university. (thinking of + -ing)
 - 2. He makes a lot of mistakes. (to make a mistake)
 - She looks like an angel. (as is used to say what sb/ sth really is; like is used to express similarity)
 - Tom managed to reach the top shelf. (reach isn't followed by a preposition)
 - The National Bank was robbed last Monday. (steal sb's money; rob a bank)
 - Would you like to come with us? (would like + toinf)
 - 7. Sue **fell** asleep while she was watching TV. (*felt*: past simple of *feel*; *fell*: past simple of *fall*)
 - She's getting her hair cut today. (hair: uncountable noun)
 - 9. He told me/said to me to follow him.
 - 10. Sheila and Peter are on holiday **in** Miami. (to go to Miami, but, to be in Miami)
- 14 1. who 3. for 5. made 7. where 2. when 4. by 6. on 8. that/the
- 15 1. C 3. B 5. B 7. C 2. B 4. A 6. A 8. C

Unit 10 - Citizens 2050

- 5. G 7. B 1 1. D 3. A 2. E 4. F 6. C
- 2 1. fast, environmentally-friendly, economical
 - 2. healthy, fattening, ready-made, fast [seafood: used as one word]
 - 3. space, sea
 - 4. clean, polluted, healthy
 - 5. boring, well-paid, creative
- 5. popular 3. results 3 1. imagine 6. clear 2. citizen 4. dye
- 4 computer city programs centre centre streets dwellers studies keyboard council monitor hall disc

4. for

- 9. of, out of 5. for for 10. for 2. by, to/in 6. from 3. about 7. through/on 8. On
- 1. People need to be informed about environmental problems. In addition/Moreover/What is more/ Furthermore, they should be taught how to help solve them.
 - 2. Some people are optimistic about the future. However/On the other hand, others feel that life will become worse, or

Some people are optimistic about the future, but others feel that life will become worse. or

Although some people are optimistic about the future, others feel that life will become worse.

- 3. New cars will be more environmentally-friendly. Furthermore/In addition/ Moreover/What is more, they will be easier to drive.
- 4. Although the amount of pollution given off by factories is decreasing, the hole in the ozone layer is still growing. or

The amount of pollution given off by factories is decreasing, but the hole in the ozone layer is still growing, or

The amount of pollution given off by factories is decreasing. However/On the other hand, the hole in the ozone layer is still growing.

5. Although most people live in cities for work reasons, a lot of them would prefer to live in the country.

Most people live in cities for work reasons, but a lot of them would prefer to live in the country. or Most people live in cities for work reasons. However/On the other hand, a lot of them would prefer to live in the country.

- 6. In the future, cities may have to be protected with shields. In addition/Furthermore/ Moreover/What is more, people will have to pay for clean air and water.
- 7 1. will be skiing 7. Will you have finished 8. will have visited 2. will have finished 9. will be watching 3. will be working 10. will have heard 4. will be attending 11. will have taken 5. will have read 12. will be waiting 6. will be studying

(Before Ss do Ex. 8 T should revise the use of all future forms. T should also remind Ss of the use of Present Cont./ Present S. with a future meaning.)

- 8 1. 1. will be flying 4. will be staying 5. will have seen 2. is visiting 3. will have 4. will have graduated 2. 1. is starting 2. will meet 5. will have to
 - 3. will be studying 6. will have 4. will not have finished 3. 1. will be fixing
 - 5. is planning 2. will do 3. will be able
 - 3. will be travelling 4. 1. will have been working 4. will have visited 2. will be able
 - 5. it depends on Some people say 2. For example 6. In my opinion 3. On the other hand 7. the best thing 4. To be honest 8. up to a point
- 10 1. In my opinion 4. since 5. in spite of 2. On the other hand
 - 3. consequently

Optimistic: robots will do the most boring jobs, people will be free to use their creative abilities: there will be less pollution; we will have more time to spend with our friends and family

Pessimistic: there won't be enough jobs, unemployment will increase; those who work at home may feel lonely

- While I get ready for school I listen to music.
 - It's so hot; let's go swimming.
 - 3. I'll wait for you at the bus stop.
 - 4. His mother made him tell the truth. (make sb do sth; be made + to -inf)
 - 5. Marie made a lot of mistakes in the test.
 - Can you please turn off/switch off the TV? I want to go to sleep.
 - 7. I did the shopping in half an hour.

- 8. The little boy had a nightmare last night and ran to his parents' room.
- 9. We should dust the house; it isn't very clean.
- 10. I saw a dress in a shop window that looked the same as yours.
- 1. C B 5. C 7. B 9. B B 4 B 6. A 8. A 10. C
- 13 1. ... ran into a friend ...
 - 2. ... was such a smoky pub ...
 - 3. ... is it since you moved ...
 - 4. How/What about going ...
 - 5. ... haven't seen William for ...
 - 6. ... if she was ...
 - 7. ... (that) she had decided ...
 - 8. ... came into ...

Unit 11 - Narrow Escapes

- 1 a. bonnet
 - b. steering wheel
 - c. windscreen
 - d. boot
 - e. tyre
- f. windscreen wiper
- g. indicator
- headlight
- number-plate
- bumper į.
- 2 1. B 2. D 3. A 4. E 5. C
- tall, steep
- 4. tragic, horrific, road
- 2. empty, pebbly, sandy
- 5. empty, tall
- 3. heavy, slippery
- 1. in 3. in 5. with 7. to 9. for 11. from
 - 2. at 4. into 6. on 8. by 10. in
- 1. route 3. Travel 5. flight
 - voyage 4. trip

6 (Suggested answers)

- 2. He should have taken an umbrella with him.
- 3. Bill should have locked his car.
- 4. Sandra shouldn't go to bed very late./Sandra should go to bed early.
- 5. Tom shouldn't have told lies to his mum.

7 (Suggested answers)

- You should have left earlier.
 - You should take a taxi.
 - · You shouldn't have overslept this morning.
- 3. You should stop working so much.
 - You should go on holiday.
- 4. You should see a doctor.
 - You should have worn your coat last night.
 - You should stay in bed.
- 8 1. The teacher ordered the student to leave the classroom immediately.
 - 2. Susan asked/warned Harry not to be late.
 - 3. His mother told him to turn off the television.
 - 4. John told/asked Mary not to go into his room.
 - 5. His father told him to listen to his mother.
 - 6. Mum told Jane to go to her room.
- admit He admitted (to) stealing it.
 - 2. order The sergeant ordered the soldier to stand up at once.

- beg Ann begged Sue not to reveal her secret.
- 4. warn The instructor warned us not to go sailing without a life-jacket.
- 5. deny He denied telling (that he had told) anything to the police.
- 6. threaten Suzie threatened to tell the teacher if Bill didn't stop teasing her.
- 10 1. ... if she would go ...
 - 2. ... not to call her ...
 - 3. ... told Tommy to study for ...
 - 4. ... who was sitting ...
 - 5. ... told Alex to turn down ...
 - 6. ... warned Mark not to talk ...
 - 7. ... to apologise to his brother ...
 - 8. ... if she had seen Ann ...
 - 9. ... him to listen ...
 - 10. ... warned Jenny not to drive ...
 - 11. ... begged him to give her ...
 - 12. ... apologised to me for keeping ...
 - suggested booking a table ...
 - 14. ... accused Ann of breaking ...
 - 15. ... advised Mike to stop ...
- 11 3. been to (1st one) 9. 🗸 4. 1 7. 🗸 10. much
 - 5. be 8. the
- 12 1. in 3. of 5. of 7. with just 4. such/these 6. much as
- **13** a. Julie: Where is Steve?
 - He has gone shopping. Ann:
 - Julie: Will he be late?
 - Ann: He will be back any minute.
 - b. Paul: What's the time?
 - Sue: It's 10:30
 - Paul: I can't wait any more.
 - Sue: Go back to your work.
 - Paul: Can I leave a message for Steve?
 - Sue: Write it in Steve's diary.
- 14 1. B C 5. A 7. B 9. C
 - 2. A 4. A 6. C 8. B 10. B

Unit 12 - The Vikings

- tooth 2. fight 3. offer 4. expedition
- 5. C 1. A 2. D 3. B 4. E
- 1. fair-haired
- 4. observation
- 7. famous

- 2. enemy
- 5. wooden
- 8. to set up

- 3. to raise
- 6. straight

- 1. iourney
- 3. situation
- 5. inventor

- 2. warriors
- 4. colleagues
- 6. paint

- 1. was invented
- 6. was being recorded
- 2. was built
- 7. is made
- 3. is being interviewed
- 8. has not been seen
- 4. will be given
- 9. will be repaired
- 5. had been stolen
- 10. is always cleaned
- 1. I was given a brooch for my birthday (by Mark).
 - 2. All the walls have been painted green (by Jim).
 - 3. Our essays are being checked by our history teacher.
 - 4. My car is checked once a month (by a mechanic).
 - 5. A city map and guide are provided by the tourist office.
 - 6. The bill has already been paid (by Mrs Reece).
 - 7. The meal will have been cooked by 8:00.
 - Your car will be moved if you leave it / it is left there.
 - 9. The computer printout has been checked for mistakes.
 - 10. The musical Cats was written by Andrew Lloyd Webber.
- The police found fourteen-year-old Martin Dunlop late yesterday. An escaped prisoner had kidnapped him/ Martin. He kept him/Martin in a farmer's barn. A local person saw him. He called the police. The police have returned Martin to his parents' home.

- 7. with by by 5. by 2. with 4. with 6. with 8. by
- 1. Has the broken chair been mended yet?
 - 2. Will the plants be watered by Charles?
 - 3. Who were the letters posted by?
 - 4. Which candidate is going to be elected president?
 - 5. Was the parcel sent to Mary?
 - 6. Had the police been informed about the accident?
 - 7. Who was Macbeth written by?
 - 8. What was the roof of your house damaged by?
 - 9. Who was the first radio invented by?
 - 10. Who was your car stolen by?
- 10 The Great Wall of China is one of the largest structures which man has ever made. The Chinese built the oldest parts of the wall in the 4th century. The Emperor Shin Huang-ti connected different parts of the wall. During the 15th and 16th centuries they rebuilt the wall. Today thousands of people visit it.
- 11 1. ... is being opened by ...
 - was painted by ...
 - 3. ... was the shopping delivered ...
 - 4. ... was being followed by ...
 - ... was found off the ...
 - ... of the items been checked ...
 - 4. until 7. with 10. At/Towards born
 - 5. When 8. like/as 2. age
 - 3. to 6. to 9. came
- 13 1. suddenly
 - 2. Consequently
- unforgettable
- 6. numerous
- 3. various
- 7. fascinating
- 4. dusty
- 8. exploration

Unit 13 - Nature's Fury

- 1 1. B 2. F 3. C 4. D 5. E 6. A
- 1. destructive, serious, powerful
 - 2. cloudy, clear, dull
 - 3. thick, burning, rain
 - 4. fuel, food, medical
- 1. showers 3. downpour
- drizzle
- 2. storm 4. rain
- - 10. onto

- 1. to 4. at 2. into
 - 5. into
- 7. into 8. by
- 6. down, of 9. with 3. with

- 1. burn
- breeze
- 5. smoke 6. thunder
- 2. rain 4. ash
- The grass needs watering.
- The grass needs to be watered. His teeth need cleaning.
 - His teeth need to be cleaned.
- 3. The net needs mending
 - The net needs to be mended.
- The car needs servicing.
 - The car needs to be serviced.

- 7 1. The houses are being rebuilt (by the authorities).
 - 2. Our town was struck by the earthquake just before midnight.
 - 3. Food and medical supplies have been sent by charity organisations to help the homeless.
 - 4. Medicines must be kept out of children's reach (by
 - 5. Safety measures will be taken by the inhabitants only if they are warned.
 - 6. Whenever there is a forest fire, water is dropped over the burning area by aeroplanes.
 - 7. Flares were being lit by the rescue team to show us the way.
 - 8. The victims were being helped by Red Cross volunteers and the injured were being treated by doctors.
 - 9. Power cuts have been caused by serious flooding throughout the city.
 - 10. Those trapped under debris will be rescued by specially-trained fire-fighters.
- 8 1. He is expected to be the next president. It is expected that he will be the next president.
 - 2. The victim was reported to have known the mur-
 - It was reported that the victim knew the murderer.
 - 3. The climate is thought to be changing. It is thought that the climate is changing.
 - 4. She is said to have been the best actress in Hollywood.
 - It is said that she was the best actress in Hollywood.
 - 5. Garlic is believed to be good for you. It is believed that garlic is good for you.
- 9 Southern China was hit by Typhoon Amanda yesterday and at least 200 people were killed. Considerable damage was caused (by the storm). It is not yet known how many people are now homeless. Representatives are being sent by the Red Cross to help with the enormous clean-up job.

- 10 The local council is/are going to take measures to protect the rare animal species of the area. They will establish a wildlife park for endangered species. They will have completed the construction of this new park by the end of next year.
- 1. Terry is **older** than me. (**elder** is never used before than. Compare: My elder brother lives in Madrid. My brother is older than me.)
 - 2. Last week I went to visit my uncle in Bristol.
 - 3. The students were listening to their teacher explain the problem. (hear = to have the ability to perceive sounds with the ear; listen to = to make an effort to hear sb/sth)
 - 4. Paul went to work early today.
 - 5. The boy was **lying** on the bed fast asleep. (**lie** \rightarrow lying, lay → laying)
 - 6. She realised her mistake and blushed in embarrassment.
 - 7. Where should I put all this furniture? (furniture: uncountable noun)
 - 8. She is the girl who saw the murder. (personal pronoun not repeated after relative pronouns)
 - 9. We must hurry; we have no time to lose.
 - 10. When you come back, I'll tell you all about it. (we don't use future forms after time words)
- 12 1. B 3. C 5. C 7. B 9. A 11. C 2. C 4. B 6. A 8. C 10. C 12. B
- 13 1. A 2. C 3. A B 5. A 6. C

Unit 14 - Tricky Jobs

- 1 1. B 3. A 5. C 2. E 4. D 6. F
- 2 1. of 3. with 5. to 7. in 9. of
 - 2. in 4. on 6. for
- 8. for 3 1. broken 4. to renew
- easy physical
 - 3. freezing 6. to miss
- 1. performing 2. hurt
 - jobs (Note: works of art, road works, etc.) 4. scar
- 5. sick (Note: sick person but he's ill)

7. driving

8. to follow

- 6. uniforms 7. lost

- 5 1. ... being in pain ...
 - 2. ... she had three jackets ...
 - 3. ... was long but (it was) ...
 - 4. ... he is blind he is ...
 - 5. ... sunny, yet it is cold ...
- can/may/will go Type 1
 - 2. had finished Type 3
 - 3. were Type 2
 - 4. wouldn't have bitten Type 3
 - 5. feel Type 1
 - 6. lived Type 2
 - 7. wouldn't have got into Type 3
 - 8. took Type 2
 - 9. misses Type 1
 - 10. had tried Type 3

- If Joan had worn/had been wearing a jacket, she wouldn't have caught a cold.
 - 2. If I were you, I would stop drinking.
 - If Sally had been careful, she wouldn't have broken her leg.
 - If Mary hadn't worked hard, she wouldn't have been promoted.
 - If Mrs Brown had caught the bus, she wouldn't have had to walk to work.
 - 6. If I were Sharon, I would talk to a friend.
 - If Jill hadn't overslept, she wouldn't have been late for work.

8 (Suggested answers)

- 1. ... he would have gone to the party.
- 2. ... the farmer's crops won't grow.
- 3. ... I would go camping every weekend.
- 4. ... if I were you.
- 5. ... you will burn yourself.
- 6. ... I would buy a yacht and sail around the world.
- 7. ... it would have smashed.
- 8. ... she won't forgive you.
- 9. ... I would have visited them.
- 10. ... he would have found his shoe.

9 (Suggested answers)

If I were a world leader, I would ask people to stop fighting.

If I were a world leader, I would build more schools, etc.

- 10 1. C 2. A 3. D 4. B
 - If the town's buildings hadn't been badly built, they wouldn't have collapsed.
 - 2. If the dam on the river hadn't been damaged, the valley wouldn't have flooded.
 - 3. If rescue workers hadn't arrived quickly, they wouldn't have saved so many people.

- If the local hospital had had enough beds, they wouldn't have taken a lot of (the) victims to the nearest town.
- 11 1. I wish there was some food in the fridge.
 - 2. I wish I didn't have to study for a test.
 - 3. I wish I hadn't spilt oil on my favourite white jeans.
 - 4. I wish my neighbours weren't playing loud music.
 - I wish you drove more carefully./I wish you didn't drive so carelessly.
 - 6. I wish I had visited my friend in hospital.
- 12 1. I wish I had a car.
 - 2. I wish I were a famous singer.
 - 3. I wish I hadn't argued with my boyfriend.
 - 4. I wish I had studied harder for my exams.
- 13 2. I wish I didn't live so far away from my office. If I didn't live so far away from my office, I wouldn't have to get up so early.
 - 3. I wish I hadn't fallen asleep. If I hadn't fallen asleep, I wouldn't have missed the end of the film.
 - I wish I didn't work long hours. If I didn't work long hours, I wouldn't feel tired.
 - I wish I had found a taxi. If I had found a taxi, I wouldn't have missed my flight.
- 14 1. Firstly / To begin with
 - 2. Furthermore/In addition to this
 - 3. However
 - 4. Firstly / To begin with
 - 5. Furthermore/In addition to this
- 15 1. ... wish I had locked ...
 - 2. ... were you, I wouldn't ...
 - 3. ... wish I was/were ...
 - 4. ... wish I hadn't shouted ...
 - 5. ... touch the iron, you will ...
 - 6. ... wish I had ...
 - 7. ... I were Ray, I would ...

Unit 15 - Panic is Rare

- 1 1. C 3. E 5. B 7. F 2. A 4. G 6. H 8. D
- serious, medical, everyday
 - 2. expensive, energetic, team
 - 3. low, average, high
 - 4. expensive, medical, proper
- 3 1. earn/win 4. earn 7. gain 10. gain
 - win
 win
 gain
 gain
 gain
- 10. gain
- 4 1. play 4. play 7. do 10.go 2. go 5. go 8. play 11.play 3. do 6. do 9. go 12.do
- **5** 1. out 3. for 5. about 7. with
 - 2. through 4. about 6. in
- 6
 1. F.I.
 7. F.I.
 13. B.I.

 2. -ing form
 8. -ing form
 14. -ing form

 3. B.I.
 9. F.I.
 15. F.I.

 4. B.I.
 10. F.I.
 16. B.I.

 5. -ing form
 11. -ing form
 - 6. B.l. 12. -ing form

1. ... you mind passing (me) ...

5. ... had difficulty (in) speaking ...

2. ... was made to clean ...

suggested meeting ...
 you fancy going ...

7	2. 3. 4.	going brush to go watchin to see	g		6. 7. 8. 9.	t g	eat o s give	ding urf up		11 12 13 14 15	. I	to stay listening play to help phone	g
8	1. 2. 3. 4.				5. 6. 7. 8.	pla to s to l goi	stay nav	/		9. 0.		eating tell	
9	1. 2. 3.	be ✓ being		4. 5. 6.	from 🗸			7. 8. 9.	the had in			10. • 11. th	
10	1. 2.	B C	3. 4.	B A			5. 6.	_		7. 3.	B A		

- 12 1. most expensive
- 4. safer
- cheaper
 easier
- 5. most exciting6. (the most) interesting
- 13 (Suggested answer)
 - ... Hot-air ballooning is **more exciting** than table tennis because you get to see the ground from high up in the air. It is also **more dangerous** than table tennis because you might crash and get killed. Hot-air ballooning is the **most relaxing** of the two sports because it doesn't require much energy. Table tennis, on the other hand, is much **more tiring** as you have to move around a lot. Hot-air ballooning is definitely **more interesting** than table tennis because you can look at things from a totally different angle. It's probably **more fun** as well because it's such a different sport.
- 14 1. C 4. A 7. B 10. A 13. C 16. B 2. C 5. C 8. C 11. A 14. A 17. B 3. B 6. C 9. A 12. B 15. C 18. A

Unit 16 - London's Burning

1. A

2. C

B

4. C

10

- **1** 1. time 2. study 3. morning 4. bucket 1. C 5. В 7. D 2. E 4. G strong 4. to tell 7. historical 2. to join 5. horrible 8. impressive 3. open 6. to feel 1. tied 5. listening 9. scattered 2. sink behaves 6. 10. studying pulled 7. hard five-minute 8. killed didn't he 5. isn't she 9. will she 2. didn't they 6. does he 10. are you 3. didn't it 7. shall we 4. will you 8. hasn't he 1. haven't you 3. don't you 5. hasn't he 2. will you 4. can't you 6. isn't it killed herself 5. telling myself 2. help yourselves 6. cut herself 3. blames himself behave yourself 7. 4. train yourselves 8. hurt yourself myself herself themselves 4. ourselves 2. himself 6. himself 1. B A 5. A 7. A 2. A 4. C 6. B 8. B
- 1. I expected Paul to be a tall, dark man. (expect + to Nobody told me the truth. (nobody = not anybody) 3. The boy who works at the shop is quite friendly. (who is used for people) 4. She doesn't like travelling by plane. 5. I have lived here for ten years. (for indicates duration) 6. James has all the Beatles' records. (Present Simple for permanent states) 7. She dresses well and smells nice too. 8. He asked her not to disturb him. (ask + to -inf) 9. I stopped at the flower shop to buy some flowers. 10. Shall we go for a drive in my car? 12 1. ... unless you stop spending ... 2. ... was so delicious that she ... 3. ... will be recorded by ... 4. ... me if I had fed ... 5. ... told us to listen ... 6. ... have not/haven't visited Peter for ... 7. ... is expected to run ... 8. ... him not to leave ... 9. ... is it since you sold ...

10. ... should book your tickets ...

4. creative

5. disastrous

6. destruction 9. alive

7. impressive

8. beautiful

13 1. architectural

2. talented

3. famous

5. C

6. A

7. C

8. A

9. A

10. C

11. B

12. A

Unit 17 - Scary but lovely to watch

- 1. E 3. G 5. A 7. C
 - 2. F 6. D 4. B
- 2 1. away 3. for 5. about 7. of 2. in, under 4. against 6. for 8. with
- 3 Wild Animals: tiger, kangaroo, African elephant, crocodile, wolf, lion, python, ape [wild horse/dog/goat]

Domestic Animals: horse, cow, dog, sheep, chicken,

- 1. claws, paws, whiskers

 - 2. hooves 5. hooves, antlers
 - 3. antennae
- 6. horns, hooves

4. nails

- 1. dog salmon 5. shark 7. bear
 - 2. koala bear 4. wolf
- 6. snake

Pictures: a. lizard - reptile

- b. dog mammal, carnivorous
- c. frog amphibian
- d. turtle amphibian
- e. rabbits mammal, rodent
- f. lamb mammal, herbivore
- as quiet as a mouse
 - 2. as graceful as a swan
 - 3. like a bull in a china shop
 - 4. as sly as a fox
 - 5. works like a dog
 - 6. has a memory like an elephant
- both, neither
- 4. both, neither
- 2. All
- 5. both, neither
- 3. None
- 6. none
- 2. Snakes, lizards and turtles are all reptiles./All of them are reptiles.
 - 3. None of them like(s) long journeys./All of them dislike long journeys.
 - 4. Paul and Louise are both talented gymnasts./Both of them are talented gymnasts.
 - 5. All of them passed the exam./None of them failed the exam.
 - 6. Neither of them will attend the ceremony.
- 1. men
- feet
- 13. sofas

- 2. teeth
- 8. lice
- 14. ships

- 3. children
- 9. sheep 10. geese
- 15. radios 16. ladies

- 4. fish/(fishes) 5. species
- 11. women
- 6. mice
- 12. deer

- 1. My flat is **on** the fourth floor.
 - 2. I have been waiting for you for an hour. (Present Perfect is used with for)
 - 3. The shop was full of people. (or: crowded with)
 - 4. Can I borrow your book for a minute? (lend sth to sb; borrow sth from sb)
 - 5. There is no need to finish it today. (There's no need + to -inf. also: it's not necessary + to -inf)
 - 6. She had/threw/gave a party for her birthday last Saturday.
 - 7. I spent my holidays in Spain. (also: spend time +
 - 8. Tom passed all his exams. (past = preposition of movement)
 - 9. Can you speak Chinese?
 - 10. Jerry is very tall. (people are tall; buildings are high)
 - 11. Ann was at the bus stop waiting for the bus. (wait for sth; expect sb/sth to answer)
 - 12. Steve enjoys watching horror films. (enjoy + -ing form)
 - 13. Paul didn't have difficulty learning to play the flute (exp: have difficulty (in) + -ing form; it is difficult +
 - 14. They refused to pay for the damage. (damage: uncountable noun)
 - 15. Sheila took three pieces of luggage with her. (luggage = uncountable noun)
- 11 1. length 4. usually 7. healthy
 - 2. weight
- 5. endangered
- creatures
- 6. extremely
- 12 1. ... too hot (for me) to ...
 - 2. ... was so tired that ...
 - 3. ... is not old enough to ...
 - 4. ... too impatient to become ...
 - 5. ... was so good that ...
 - 6. ... is too high for me ...
 - 7. ... such a sociable person ...
 - 8. ... is so rude that ...
- **13** 1. been 3. than 5. in
 - 2. as after 6. live

Unit 18 - Problems of the Planet

- 1 1. B 2. E 3. C 4. A 5. D 1. industrial, domestic, nuclear, (human) hearing, domestic, breathing, stomach 2. domestic, sea, human
- 3 1. habitat 2. adapt 3. action give off 5. extinction 6. healed 1. for 2. under 3. of
- 4. in, to on in
- 5 1. A whale got stuck on a beach in Devon yesterday. Fortunately (Luckily), a team of rescue workers was able to return it to the sea.
 - 2. There was a huge oil spill in the North Sea last week. As a result (Consequently / As a consequence), many sea animals have died.
 - 3. People know that cars are damaging the atmosphere. However (Yet / On the other hand, etc.) they still keep driving
 - 4. Many factories release industrial waste into our seas and rivers. Furthermore (Moreover / In addition to this, etc.), these same factories cause air pollution.

Clauses of Purpose

(Note: We normally use to-inf to express purpose when the two sentences we join have the same subject. e.g. She is trying to learn Spanish.

We normally use so that to express purpose when the two sentences do not have the same subject or the second sentence contains a negative form.

- e.g. She bought a bigger car so that her family would be more comfortable.
- 6 1. We should find a way to make environmentally-friendly paper without wood, to save the rainforests.
 - 2. They decided to build a wildlife park so that the animals would be protected.
 - 3. We should all start caring more about our planet to make it a better place for future generations to live.
 - 4. We stopped using aerosols so that we wouldn't damage the ozone layer.
 - 5. The government fined the factory so that it would stop polluting the river.
 - 6. We should leave the North and South poles as they are so that the animals that live there won't be disturbed.
- 7 1. ... so that you will catch ... 3. ... a gardener to look after ... 5. ... so that your dog will ... 2. ... so that she wouldn't ... 4. ... so that she would not ...
- 1. Unless we do sth = If we don't do sth 4. Finally = Lastly 2. Furthermore = Moreover, In addition to this 5. All things considered = In the end, All in all 3. Consequently = As a consequence

SUGGESTIONS	RESULTS				
stop destroying habitats of wild animals	they will be able to live and breed in their natural environment				
ban hunting of endangered species completely	many animals will have a better chance of survival				
make more wildlife parks	rare species will be able to live safely				

- 9 3. 4. and 6. of 7. 1 8. make 9. to
- 10. by
- 10 1. ... has never driven ...
 - 5. ... me if I had been ... 9. ... told/ordered me to go to ... 2. ... is a doctor who works ... 6. ... was too short to reach ... 10. ... was cancelled due to ...

8. ... the city was destroyed by ...

- 3. ... such a boring book that ... 7. ... wish I had gone ... 4. ... unless you feel ...

- 7. B 10. A 1. C 4. B 2. B 5. B 8. A 11. C 3. C 6. В 9. C 12. A
- 1. The best way to get to know her is to talk to her.
 - 2. He insisted on carrying my suitcase. (insist on + -
 - 3. I have been working here since 1992. (since expresses a starting point; for expresses a time period)
- My sister is older than me. (elder = adj, not used) with than, e.g. my elder sister)
- Neither of them had a car.
- Do you know who started the fight? (indirect question - the verb is in the affirmative)
- 7. Ann has got three children. (child children)
- 8. People believe he stole the money. (believe does not have continuous forms)
- 9. He asked me for a cup of tea. (ask for = request)
- 10. He has been standing there for an hour.

Unit 19 · Quality or Quantity?

- 1. D 3. E 4. B 5. C 2. A 3. for, in 5. to, on 1. from, to 2. to 4. of 1. C 6. D 2. E 3 F 4. B 5. A 7. an 5. some 1. an 3. some 6. some 8. a some 1. How much 3. How many 5. How many 4. how much 2. how many 9. no anything anywhere 2. no one 6. Nobody 10. anything 3. some 7. anyone something 8. Somebody 3. Few 5. A little 2. little 4. little a few
- 7. are 9. is 3. is is are is 4. is 6. are 8. are 10.
- 7. than 5. the, of 1. the, in 3. than
 - 8. the, in 2. the of 4. than 6. the, in
- 1. more beautiful, most beautiful
 - 2. more comfortable, most comfortable
 - 3. dirtier, dirtiest
 - 4. harder, hardest
 - sillier, silliest
 - 6. more exciting, most exciting
 - 7. politer, politest
- better, best
 - 4. more, most
 - 2. worse, worst
- 5. less, least
- 3. more, most
- 6. farther/further, farthest/furthest

- 12 1. ... is less luxurious than ...
 - 2. ... is not as friendly as ...
 - 3. ... as many friends as ...
 - 4. ... is as smart as ...
 - 5. ... is the least expensive ...
 - 6. ... is less expensive than ... / ... is cheaper than ...
- 13 1. more expensive
- 6. the steepest
- 2. the most talented
- 7. the most poisonous
- 3. the most famous
- 8. the prettiest
- better
- 9. taller 10. cold
- 5. more successful
- walk, drive
- 5. living, living
- 2. to write, ask
- 6. to go, watch
- running, cycling
- 7. to stay, come out
- 4. come, wait
- 8. travelling, flying
- 15 The sports car is faster than the classic car. The classic car is not as fast as the sports car.

The sports car is as expensive as the classic car.

The sports car is not as safe as the classic car. The classic car is safer than the sports car.

The sports car is more economical than the classic car. The classic car is not as economical as the sports car.

16		complaints	reasons				
	1.	rings did not work properly	took half an hour to boil sma pan of water				
	2.	clock and timer are slow	timer went off fifteen minutes late, and as a result, cake was completely burnt				

Unit 20 - Earth 3,000

- 1 1. D 2. F 3. A 4. C 5. B 6. E 2 1. to get out of 5. usable 9. the cost of 2. to hurt 6. to run 10. to change 3. shiny 7. to spend 11. road 4. polar 8. to grow 12. to reach 3 1. force 3. examination 2. physical 4. leather 4 1. to have slept 6. to be singing 2. to have been writing 7. to be broken to have cooked 8. to call 4. to be said 9. to have been advised 5. to have been warned 10. to be travelling 5 1. must 5. must 9. must 2. may/might 10. can't 6. can't must 7. may/might 4. can't 8. must 6 1. have passed 5. have taken / be taking 2. have got 6. have gone 3. work / be working 7. have had 4. be 8. have drowned
- must be
 might/may have been
 can't have lied
 can't have robbed
 might/may have planned
 might/may have
 may/might have missed
 might/may find out

8 (Suggested answers)

- · They must be having a nice time.
- · They may/might/could be having a birthday party.
- · They can't be feeling miserable.

- It can't be a wedding.
- They may/might/could be playing a game.
- They may/might/could have eaten.
- 9 1. She fell out of her bed.
 - 2. He was not happy when he saw his test results. / He did not feel happy when he saw his test results.
 - He switched on/turned on the TV to watch the news.
 - 4. She was sitting in the restaurant when I saw her.
 - 5. The **information is** not clear enough: (**information**: uncountable noun)
 - 6. He told me many interesting stories.
 - Joe was so rude that I told him to leave. (so + adjective/adverb, such + noun)
 - 8. "Please, don't make so much noise," Mother said.
 - In the winter the mountains are covered with snow. (snow: uncountable noun)
- 10. The policeman tried to catch the bank robber.
- 10 2. ... must have sold ...
 - 3. ... may travel ...
 - 4. ... must have seen ...
 - 5. ... can't be ...
 - 6. ... couldn't have watered ...
- 11 1. decision, effective, reduction
 - 2. persuasive, possession
 - 3. creative, active, talkative, attention
 - 4. sensitive, actor, impressive
- 12 1. A 3. C 5. C 2. A 4. A 6. B

 13 3. about 6. ✓ 9. them
 - 4. one 7. a 10. ✓ 5. be 8. so 11. have
- 14 1. B 3. B 5. C 7. C 2. A 4. C 6. A

Unit 21 - A Modern Myth

- 1 1. B 2. E 3. D 4. A 5. C delicious 3. bad-tempered 2. useful 4. gentle space 3. evil special 7. outer 2. alien 4. to miss 6. to play 8. to give 1. in 3. in from of 4. between 6. of
- 5 1. horror (Note: We never say a terror film)
 - 2. myth
 - 3. humans
 - 4. place
 - 5. watching
 - 6. up
- 6 1. exciting, fascinating 4. convincing, shocked
 - interesting, bored
 fascinated, thrilling
- 5. interested, gripping

- 1. live
- 6. had not argued
- 2. have gone
- 7. stayed
- 3. didn't do
- 8. watch
- 4. eat
- 9. had taken
- have studied
- 10. bought
- 1. ... prefer pop music to ...
 - 2. ... sights rather than go to ...
 - 3. ... at the cinema to watching ...
 - 4. ... prefer ice-cream to ...
 - 5. ... prefer vegetables to ...
 - 6. ... prefer to go parachuting rather ...
 - 7. ... prefer to play basketball rather ...
- So do I.
- 5. Neither/Nor could I.
- 2. Neither/Nor have I.
- 6. Neither/Nor will I.
- 3. Neither/Nor did I.
- 7. So am I
- 4. So did I.
- 8. So would I

- 10 1. B 6. B 2. A 7. A
- 11. A 16. C
- 3. A 8. A
- 12. B 17. B 13. B
- 4. C 9. C
- 18. C
- 5. B 10. C
- 14. A 19. A 15. C 20. A
- 1. We spent the day by the sea. / We spent all day by
 - 2. Greg goes to work on foot.

- I'm writing to you from sunny Barbados.
- 4. When I left, Peter still hadn't come. (position of adverb)
- 5. Let's go to Mary's party, shall we? ("shall" and not "will" is used in offers, suggestions and requests)
- 6. He's the most interesting person I've ever met. (present perfect + ever)
- 7. This fairy tale has many nice pictures. ("and" is not used because many defines nice)
- 8. I have already cooked the meal. ("yet" is usually put at the end of interrogative or negative sentences)
- 9. I don't like all kinds of music.
- 10. John is always late for work. (adverbs of frequency are preceded by the verb to be)
- 11. She was never taught French. (teach taught taught)
- 12. He spoke in a very soft voice. (before a noun we use an adjective, not an adverb)
- 13. Do you know what the time is? / Do you know what time it is? (indirect questions take a verb in the affirmative)
- 14. He told me not to bother the dog. (negative infinitive, not precedes to)
- 15. Paul didn't manage to find a job.
- 12 by
- 3. on
- 5. well

- 2. before
- 4. where
- 6. be

Unit 22 - The Return

- 1 1. A 2. D 3. E 4. B 5. C F
- 1. atomic
- 5. to do
- 9. steel

- 2. funny
- 6. happy
- 10. to leave 7. three-wheeled
- 3. scientific
- 4. to catch
- 8. surprise
- wedding
- 5. conscious
- 9. earth polish

- 2. wrong
- 6. lecture
- 7. wonder
- 3. familiar 4. authentic
- 8. laboratory
- 2. They had the kitchen painted yesterday.
 - 3. We had the house cleaned before we moved in.
 - 4. He has his teeth checked every six months.
 - 5. We are having the car repaired at the moment.
 - You must have your eyes tested soon.
- 1. Tom is going to have the tap fixed (by a plumber).
 - 2. Have the letters posted (by Rita).
 - 3. Bruce is going to have a cupboard made (by a carpenter).
 - 4. Linda has had the carpets cleaned.
 - 5. Jenny has the rubbish collected every morning.
 - 6. Lucy had her hair cut yesterday.

- 7. You should have your blood pressure taken (by the
- Can you have the broken chair repaired?
- 9. When will you have your new phone installed?
- Mr Brown should have the swimming pool cleaned.
- 6 1. ... must have been telling ...
 - 2. ... haven't/have not been out for ... / ... haven't gone out for ...
 - 3. ... me if I had bought ...
 - 4. ... have been attending ...
 - 5. ... had the fridge delivered ...
 - 6. ... wishes she hadn't / had not lost ...
 - 7. ... was such a depressing film ...
 - 8. ... was given a silver ...
 - 9. ... must/mustn't feed ...
 - 10. ... difficulty (in) raising ...
 - 11. ... first time they have tried ...
 - 12. ... unless you behave ...
 - 13. ... is not as friendly as ...
- 14. ... too weak to carry ...
- 7 1. inventor
- 4. calculator
- 7. finally

- 2. famous
- Unfortunately
- government
- 6. luckily

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

- We reached our destination after a three-hour drive. (three-hour is used as an adjective)
 - My parents never let me stay out late at night. (let sb do sth = allow)
 - 3. The teacher told us to do Exercise 9 **on** page 23. (wrong preposition)
 - They were told to leave the room by noon. (say used only in third person singular in the passive = it is said)
 - Sally is an efficient typist. (typist = the person; typewriter = the machine)

- Joe met Sally on his way to the library. (on one's way)
- To everyone's surprise the Eagles won the cup. (to sb's surprise)
- Nicky is a very good friend of mine. (mine: possessive pronoun)
- 10 He has had his ear pierced.
 - He has had his nails manicured.
 - He has had his teeth polished.
 - He has had his living room redecorated.
 - He has had his chimney repaired.
 - He has had a new kitchen installed.

Video Projects

(Ss are advised to go through the questions before they watch the film. Ss can answer the questions while they watch the film or after the film is over, depending on the question.)

Unit 2 - Star Wars

1 C 2 B 3 B 4 C 5 C

13 1. b 2

2. d

3. a

4. c

Topics for Discussion (Suggested answers)

- I would change it so that Cat Woman becomes her normal self again and Batman falls in love with her.
- The best scene in the film is when Selina is pushed out of a high window and the cats bring her to life as Cat Woman.
- I think Cat Woman and Penguin are both very bad and should have been punished. I think they became bad

because they were both lonely, powerless people and they wanted to have power over others. Perhaps instead of punishment, help and friendship would have made them better.

 Of course not. If Penguin had been loved as a child, he would have grown up to be a better person.

Unit 7 - Casper

- Hero: Casper, Dr Harvey, Kat Villain: Carrigan, Dibs, Vic, Amber
 - (Stinkie, Stretch and Fatso could be both)
- 2 Modern day / In the present
- 3 dark, stormy, lightning, rain
- 4 friend
- 5 haunted house: winding staircase, cobwebs, statues, old, dark, empty, creaking doors,

cellar, grandfather clock modern house: microwave, comfortable, bright, stereo

- 6 Fatso, Stinkie and Stretch
- 7 orange juice / eggs / pancakes
- 8 Vic

- 9 brush teeth, shave, comb hair, put on a bow tie
- 10 Bring people back to life
- 11 A baseball glove and ball
- 12 Amelia (Kat's mother)

13 (Suggested answer)

This was both a happy and sad ending. It's a happy ending because Kat is reunited with her father. It's a sad ending also, because Casper wanted to be human but he had to remain as a ghost.

Topics for Discussion (Suggested answers)

 If I went to a Halloween party, I would dress up as a Power Ranger hero or as Batman or Superman.

Unit 8 - Free Willy

- 1 C
- 2 They could help others: the old, the sick, etc. They could take up a hobby, sport or other interest.
- 3 B
- 4 C
- 5 Annie and Glen
- 6 He doesn't communicate with them / he won't get close to them / rejects them as a mother and father / throws away their present.
- 7 Give them time to get used to their new home / try to make them feel loved and wanted / show them that you support them.
- **8** B
- 9 Willie saves him by pushing him to the edge of the pool.

- 10 A 11 wave, turn in circles, play ball
- 12 Venice, California 13 B
- 14 Willie won't perform because he's frightened by the crowds.
- 15 B 16 He jumps over some rocks.
- 17 a) W c) W e) W/J g) W i) J b) J d) J f) W h) J

Topics for Discussion (Suggested answers)

I would tell someone who is homesick that they should be patient and wait to get used to their new home. They should also try to make friends by joining a club or participating in a sport. They should try to believe that the people around them really care about them.

Unit 9 - Cleopatra

- 1 A 2 B
- 3 dancers, torches, wine, fruit, music, flowers
- 4 B 5 C
- 6 ... that in Egypt they built monuments to their heroes
 - ... if it was possible that she had become even more beautiful
- 7 A 8 C
- 9 She gets angry / starts smashing things.
- 10 A 11 C
- 12 drums, spears, fire, ships, smoke, catapults
- 13 He wanted to follow Cleopatra.
- 14 Antony stabbed himself. Cleopatra died from a snake bite.

15	Roman/Egyptian palaces:	Roman/Egyptian clothes:					
	columns	sandals					
	mirrors	cloaks					
	baths	tunics					
	carpets	togas					
	fountains	shields					
	statues	headdresses					
- 1	torches	jewellery					
		helmets					
		robes					

- 16 1. The Greeks have such a weakness for beauty.
 - 2. I will never be free of you.

Unit 10 - The Empire Strikes Back

- 1 (Suggested answers)
 - ... will have become a Jedi knight.
 - ... will have become Queen.
 - ... will have been killed.
- 2 ice, strange animals, freezing temperatures, snow
- 3 B
- 4 C 5
- 6 C

- 7 A monster
- 8 A
- 9 Han's friend
- 10 father
- 11 B
- 12 Chewie
- 13 He was frozen in carbonite.
- 14 Luke Skywalker hasn't become a Jedi knight yet, but he has rescued Princess Leia, etc.

- 15 Robots will be helping humans. Jedi knights will be fighting against evil.
 - People will be using laser weapons.
 - People will be living in outer space.
 - Strange creatures will be travelling from planet to planet.
 - Doctors will be performing bionic surgery.
 - People will be wearing more practical clothing.
 - Spaceships will be exploring the universe.

Topics for Discussion (Suggested answer)

If I were Luke Skywalker, I would have denied my father and tried to save my friends because I would realise that my friends were on the side of good and that my father was evil.

Unit 12 - Erik the Viking

- She is killed.
- 2 Freya
- 3 Three times
- 4 They were very upset / they were crying.
- 5 A monster
- 6. Crete, Greece. Atlantis.
- 7 A
- 8 A
- 9 Aud (King Arnulf's daughter)
- 10 Helga / dead Vikings
- 11 They are children.

- 12 C
- 13 animal skins, swords, long hair, helmets, beards and moustaches

- 14 fight, wrestle, drink at the tavern
- 15 chop wood, make swords and shields

Topics for Discussion (Suggested answers)

- The Vikings are muscular with long hair, beards and moustaches. They wear animal skins and long cloaks.
- 2. Yes, he is similar. He is tall and strong and has red hair.
- 3. Yes, they are the same in the film as how I imagined them to be. They are also good warriors.
- If I were a Viking, I would invade India because it's an interesting country with many beautiful buildings and fascinating traditions.

Unit 17 - White Fang

- She is shot/killed.
- 2 B
- 3 He was attacked by wolves. 4 rabbits, fish, mice
- 5 A

6 (Suggested answers)

- 1. He can pull heavy loads.
- He can hunt.
- 3. He can run fast.
- He can't swim underwater.
- 5. He can't climb trees.
- 7 They make him vicious so that he can be put into dog fights to make money for them.
- 8 White Fang rescues Jack by chasing the bear away.
- 9 Read 10 C
- 11 a) Both White Fang and Jack are looking for friendship.
 - b) Both White Fang and Jack are good workers.
 - Neither White Fang nor Jack likes Beauty and his men.
- 12 Gold dust.
- 13 Because White Fang needs to run free, which he can't do in the city.
- 14 B
- 15 Jack decides to stay in the Yukon to be near White Fang.

16 When Jack arrives in the Yukon he meets Alex and Skunker and joins them on their journey to bury Alex's dead friend's body. Meanwhile, White Fang is left on his own when his mother is shot and killed. Skunker is attacked by wolves and killed, but Jack persuades Alex to help him look for his father's claim. White Fang gets caught in a trap but is found by some Indians who take him as a work dog. However, White Fang is then taken away by Beauty and his men to earn money for them in dog fights. They make him vicious so that he will be a good fighter and treat him cruelly. Jack and Alex settle in the hut on Jack's father's land and begin to mine for gold. When they go into town, Jack rescues White Fang after he is injured in a fight, and eventually tames him. When the mine collapses they find gold and become very rich, but Beauty and his men attack the hut and set it on fire. White Fang helps Jack and Alex to capture them and take them to prison. Alex decides to leave for San Francisco with Belinda but at the last minute Jack changes his mind and stays behind with White Fang.

17 (Suggested answers)

- a) As loving as a puppy.
- b) As noisy as a parrot.
- c) As quick as a cockroach.
- d) As clever as a dolphin.
- e) As dirty as a pig.

Unit 19 · Frankenstein

- She dies (in childbirth).
- 2 A doctor

- 3 Elizabeth
- 4 Body parts from the bodies of the dead professor, murderers and cholera victims.
- 5 He is quite tall and muscular and his body is covered with scars so he has a very frightening appearance. He walks with a limp.
- 6 They think he's responsible for the cholera epidemic.
- 7 He brings food for them. They call him the 'Good Spirit of the forest'.
- 8 He gets lost and the monster finds him and kills him.
- 9 Frankenstein didn't think about what would happen afterwards -- he didn't make allowances for the fact that the monster would need a home, family, etc.

- 10 The monster rips her heart out on her wedding night. Frankenstein brings her back to life, but she kills herself by setting herself on fire.
- 11 sparks, steam, fire, bubbling water
- 12 a family, friends, affection, food, a home

Topics for Discussion (Suggested answer)

When Frankenstein created new life, he thought only of his achievement: he didn't consider what would happen to the monster afterwards. The monster says to him, 'You gave me emotions but you didn't tell me how to use them.' Once Frankenstein had created the monster, he abandoned him and the monster was unable to cope with his environment and felt rejected by society. He took his revenge by destroying Victor Frankenstein's life in return.

Unit 20 - Waterworld

- 2 B C 4 Helen В 7 C 5 6 A 8 Dry Land
- nets, harpoon, periscope, fishing rod, rope
- She talks all the time.
- 11 bus, sea-plane, van, jet-ski, water skis
- 12 C
- 13 He sets it on fire.
- 14 waterfall, beach, trees, horses, flowers, grass, mountains
- 15 Although the planet is covered with sea water, there isn't any fresh water to drink.
- 16 1. Buildings will/could/might be destroyed.
 - 2. People will go hungry.
 - 3. Many animals would become extinct.
 - 4. Human beings could/may/might evolve into amphibians.

Topics for Discussion (Suggested answers)

1. ... sea plane, jet-ski and water skis

We used to have plenty of food, now we don't have enough.

We used to live in comfortable homes, now we live on floating platforms on the sea, etc.

- The greenhouse effect is one of the problems which our planet is suffering from. It is caused by the harmful gases released by cars and factories which get trapped in the Earth's atmosphere. This layer of gases allows the sun's heat to enter the atmosphere, but not to escape - just like the glass in a greenhouse. Some scientists believe that, as a result, the Earth's temperatures will rise, causing droughts in some areas and flooding in others.
 - To stop the greenhouse effect we must stop using vehicles which release these poisonous gases, and factories must find cleaner methods of production.

Unit 21 - The Return of the Jedi

- Harrison Ford, Carrie Fisher, Mark Hamill and Alec Guinness.
 - ... science fiction ... action ... adventure ... Darth Vader
 - ... Luke Skywalker
 - ... Han Solo, Princess Leia, OBWan Kenobe, Chewie, C-3P0 and R2-D2.
- 2 B 3 C
- 5 B
- Yoda 7 C
- 8 He dies. 9 Princess Leia
- 10
- 11 Darth Vader
- 12 B
- 13 It is blown up by the rebels.
- 15 fireworks, singing, laughing, hugging, cheering, drums, dancing, music

- exciting
- thrilling
- terrifying

- 2. fascinated
- stunning
- 8. interested

- 3. amazing
- convincing
- 9. amused
- Topics for Discussion (Suggested answers)
 - 1. He finally realised that the emperor was evil and if he let him live he would kill his son, Luke.
 - 2. I would have done the same, because I know my father would risk his life to save me.
 - 3. Ithink they are both brave: Luke is willing to die in order to save his father and Han Solo risks his life to save his friends.