

Entry test key

- 1** 2 spends 3 've been playing 4 have ... known
5 's having 6 's been raining
- 2** 2 started 3 had ... done 4 lent 5 was talking
6 had forgotten
- 3** 2 c 3 a 4 e 5 b 6 d
- 4** 2 was chosen 3 have been made 4 will be
elected 5 are published 6 had been warned
- 5** 2 recovering 3 check-up 4 surgeon
5 symptoms 6 suffered
- 6** 2 over-anxious 3 inattentive 4 homesick
5 absent-minded 6 nostalgic
- 7** 2 whose 3 which 4 where 5 who
6 whose
- 8** 2 gloves; ring 3 goggles; pool 4 ball; pitch
5 puck; rink 6 racket; court
- 9** 2 Mr Brown to go on a diet
3 that John should take a break
4 to help his mum with the shopping
5 Peter to go in for the swimming competition
6 touching Sam's computer
- 10** 2 waste 3 have 4 give 5 spend 6 take
- 11** 2 scatty 3 sympathetic 4 hypocritical
5 pushy 6 intellectual
- 12** 2 going 3 calling 4 to buy 5 watching
6 to be
- 13** 2 ✓ 3 ✓ 4 ✗ 5 ✗ 6 ✓
- 14** 2 with enthusiasm 3 with interest 4 with fear
5 in a different way 6 in a fun way
- 15** 2 on purpose 3 in a row 4 in a panic
5 in public 6 in private
- 16** 2 c 3 d 4 b 5 e 6 a
- 17** 2 d 3 e 4 b 5 c 6 a
- 18** 2 had been teaching 3 had eaten
4 had been crying 5 had known
6 had been waiting
- 19** 2 It's important to make sure your neighbours
are OK, especially when they're old.
3 It's expensive to live in a big city like
London.
4 It's very rewarding to work as a teacher.
5 It's crazy to give all your CDs away.
6 It's very generous to spend all your pocket
money on helping people.
- 20** 2 falling out 3 sort things out 4 reach
a compromise 5 take sides 6 resolve
conflicts
- 21** 2 would (you) do, were 3 had studied,
would be working 4 want, 'll / can come
5 hadn't forgotten, wouldn't have got
6 hadn't saved, would (still) be living
- 22** 2 c 3 e 4 b 5 a 6 d
- 23** 2 'll be living 3 will have disappeared
4 'll be enjoying 5 'll be doing 6 will have
created
- 24** 2 recycle 3 starvation 4 pollute 5 extinct
6 resources
- 25** 2 by 3 time 4 for 5 during 6 until
- 26** 2 household 3 for 4 sensation 5 made
6 enjoyed
- 27** 2 concerned 3 thought 4 mind 5 opinion
6 see
- 28** 2 don't 3 wouldn't 4 aren't 5 have
6 didn't
- 29** 2 e 3 d 4 b 5 c 6 a
- 30** 2 have gone up 3 take back 4 making up
5 was sent off 6 bring ... round
- 31** 2 for hand and arm are said to be the same
in some languages

3 are believed to learn languages more easily than adults

4 and Greek are known to be very important languages

5 is thought to be growing in importance

6 European languages are believed to have originated in India

32

2 've lost 3 make 4 gist 5 pick 6 missed

33

2 done the shopping, Sarah cooked a delicious meal

3 sat in the garden for an hour, Tom did some work

4 his nose, he jumped into the water

5 got married, Paul started a family

6 hot, I opened a window

34

2 didn't need to buy 3 needn't have worried

4 didn't need to go 5 needn't have taken

6 needn't have brought

35

2 for 3 off 4 for 5 away 6 off

36

2 so violent 3 such a romantic 4 so good

5 so bad 6 such a talented

37

2 I wonder when Paul started playing the piano.

3 I can't remember what kind of music you like.

4 I've got no idea how often U2 go on tour.

5 I don't understand why Nick doesn't listen to music.

6 I'm not sure where the Beatles played their first concert.

38

2 as 3 much 4 as 5 far 6 much

39

2 d 3 e 4 b 5 a 6 c

40

2 when you started going to concerts

3 how long you've been listening to Madonna

4 how many CDs you buy every month

5 what you enjoyed most about the concert

6 when you'll start playing the guitar again

Teaching notes for communication activities and grammar practice key

Unit 1

Communication activity

Area practised

Language of deduction and probability

- Divide the students into pairs or small groups and ask them to cut up one sheet into a set of cards.
- Ask each group or pair to pick up one card to look at the picture and to think about how the situation might have come about. What may have happened before? What could happen next?
- Ask the groups or pairs to pick up another two or three cards so that each group has three or four stories to talk about.
- Ask the students to tell their stories to the class.
- As an extension activity, ask the students to imagine that one of the pictures they have is a photo in a newspaper. They should write the accompanying story.

Grammar practice key

- 1
- 2 [X] I might come over tomorrow ...
 - 3 [✓]
 - 4 [✓]
 - 5 [X] That must be Sarah. I'm not expecting anyone else.
 - 6 [X] You can't know Tom – he claims never to have seen you before.

- 2
- 2 might 3 must have 4 can't 5 'll
 - 6 may have

- 3
- 2 may / might / could have left
 - 3 can't have
 - 4 will / should / must have started
 - 5 might / may go
 - 6 must have repeated

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

Unit 2

Communication activity

Area practised

Making decisions vocabulary

- Divide the students into groups of four or five and ask them to cut up one sheet into a set of cards. Each group should make a 'hot seat' that faces the rest of the group. Students take turns in the hot seat and another student reads out a snap decision dilemma card.
- Before the person in the hot seat gives their answer, the rest of the group has one minute to discuss and write down what they think the student in the hot seat will say.
- Then the person in the hot seat must say what they would actually do in that situation. If the group got it right they get a point.
- All members of the group take turns in the hot seat.
- When the groups have used all the dilemma cards, ask students to write their own card. As a whole group, or in small groups, ask students to read out their dilemma cards and predict each other's responses.

Grammar practice key

- 1
- 2 [✓]
 - 3 [X] We were going to have a picnic yesterday, but it started raining.
 - 4 [✓]
 - 5 [X] I thought you would enjoy this new CD, but obviously you didn't!
 - 6 [✓]

- 2
- 2 was going to 3 would 4 were going to
 - 5 would 6 was going to

- 3
- 2 was going to / would be 3 was going to buy 4 would have 5 were going to watch 6 would forget

- 4
- 2 was going to play football, but I went for a pizza instead
 - 3 was going to do my homework, but I called Gabi instead
 - 4 was going to revise for my exams, but I played on the computer instead
 - 5 was going to help Mum with the housework, but I listened to music instead
 - 6 was going to go for a walk, but I fell asleep instead

Unit 3

Communication activity

Area practised

Vocabulary to talk about virtual worlds

- If *Second Life* is completely new to you and/or your students, do an Internet search and read about it before the class so you have an idea of what this virtual world is like. Look at <http://secondlife.com/whatis/>
- Some of your students will probably know about this virtual world, so ask these students to explain it to the others. Likewise, use the 'natural information gap' between you and your students for this task if *Second Life* is new to you.
- Draw the *Second Life* logo on the board and ask students what they know about this virtual world. Depending on the level of knowledge of your students, ask them what (else) they would like to know about it. Brainstorm ideas with the class and write a list of questions about *Second Life* on the board.
- Ask the students to look at their worksheets. Ask them to read the definition of *Second Life* and see if it answers any of their questions.
- If the students haven't found all the answers to their questions in the Wikipedia article, ask them to research *Second Life*. If you have access to a computer you could do this as a class activity – otherwise ask them to do it for homework.
- Look at the pictures of avatars and ask the students to think about what their avatar would look like if they became a resident of *Second Life*. Tell them to draw their own avatar and to describe it to a partner.
- Have class feedback and discuss whether a *Second Life* avatar should reflect our own personality.

Grammar practice key

1

- 2 [✓]
- 3 [X] It was the Americans who first landed on the moon.
- 4 [X] It is your intelligence that will get you through the interview.
- 5 [X] What most people do is panic if they can't do the first question on the exam paper.
- 6 [✓]

2

- 2 No, it was Spain who won the World Cup in 2010.
- 3 No, it was Leonardo DiCaprio who starred in *Titanic*.
- 4 No, it is Jack who has met the Prime Minister.
- 5 No, it is Sally who teaches English and French.
- 6 No, it is carrots that are good for the eyes.

3

- 2 What I really admire is Max's determination.
- 3 What we ought to do is go and visit our grandparents soon.
- 4 What David always does when he's angry is listen to loud music.
- 5 What I don't want to do is repeat everything I've just said.
- 6 What matters is whether you're happy or not.

4

- 2 d 3 e 4 b 5 a 6 c

Unit 4

Communication activity

Area practised

Vocabulary to express success and failure

- Divide the class into student A and B pairs. Ask students A to look at Crossword A and ask students B to look at Crossword B. If you have an odd number of students, have one group of three students and let two of the students look at the same crossword and do it together. Make sure they can't see their partner's crossword.
- Tell the students they have to think up clues for the words in their crossword. If necessary, refer them back to Unit 4 in the coursebook.
- Students should write clues to their four words or phrases on the lines provided. They should also indicate the number of letters in each word. For example, 4 across: *to succeed in doing something difficult or unexpected (4, 2, 3)*.
- When both students A and B have written their clues they swap it with their partner. Both students then complete the crossword.
- Students can check their answers by looking at their partner's crossword.

Grammar practice key

1

- 2 [✓]
- 3 [X] She was able to / managed to save the drowning man by throwing him a lifebelt.
- 4 [✓]
- 5 [✓]
- 6 [X] I haven't been able to swim since I had that stupid accident last year.

2

- 2 Being able to
- 3 to be able to
- 4 wasn't able to
- 5 'll be able to
- 6 being able to

3

- 2 hasn't been able to
- 3 Did you manage to
- 4 couldn't
- 5 could you
- 6 had been able to

4

- 2 Will ... be able to check / Could ... check
- 3 couldn't hear
- 4 managed to get
- 5 could sing
- 6 being able to speak

Unit 5

Communication activity

Areas practised

Adjective order and the language of advertising

- Ask the students if they have any gadgets. Explain that a gadget is usually something useful, but that nobody really needs. Gadgets tend to go in and out of fashion.
- Divide the class into groups of three or four and ask each group to cut up one sheet into a set of cards. Each student picks up a card from their set. Tell the students that they are working on a sales team for the gadget they have. They have to think of how to sell their item to the rest of the group. Give the students time to think about how they are going to describe it and explain how useful it is to the others. Encourage them to use lots of interesting adjectives to describe their items.
- They should take it in turns to try and sell their gadget to the others in their group.
- As an extension activity, ask each group to pick up one card and give them time to think

up an advertising campaign for their gadget. They should think of a logo and a slogan and could go on to produce a billboard poster, a radio or TV advert.

- If time allows, students could invent new gadgets.

Grammar practice key

1

- 2 [✓]
- 3 [X] It was very foggy, so he drove slowly.
- 4 [✓]
- 5 [✓]
- 6 [X] He eagerly opened the parcel.

2

- 2 You aren't always right, you know!
- 3 We really should be going home now. It's already 10.30.
- 4 I'll definitely be there.
- 5 I totally agree. It's important to take action now.
- 6 I'll leave the choice completely up to you.

3

- 2 soft black woollen
- 3 priceless Dutch oil
- 4 rectangular purple plastic
- 5 Delicate orange Bulgarian
- 6 Cheap American synthetic

4

- 2 fantastically
- 3 strictly prohibited
- 4 firm
- 5 well understand
- 6 really enjoy

Unit 6

Communication activity

Area practised

Reading vocabulary

- A 'bookworm' is somebody who reads a lot. Start by asking the students to guess the meaning of the word, then ask if there's a similar expression in their language.
- This activity is an opportunity to talk to your students at an early stage in the course about reading and to highlight the benefits that reading in English will give them. At higher levels especially, reading is an excellent way for your students to improve their language skills, learn new vocabulary and consolidate grammar.
- Ask the students to read through the statements on the left of their worksheets and then to fill in the blank space at the bottom of the column with their own

question about reading.

- Set a time limit and ask students to stand up and ask one another the questions. When they get a positive response, they should write the person's name in the column and ask a follow-up question to find some extra information.
- When the time is up, ask individual students to tell the whole group some of their findings from the activity. Who are the bookworms in the class?
- This may be a good opportunity to encourage your students to start reading a book in English. If you have access to a school or class library this would be the ideal time to visit it as a group.

Grammar practice key

1

- 2 [X] Jack had been eating biscuits all afternoon, so he didn't want any dinner.
- 3 [✓]
- 4 [X] Why did you say that you had never met Lucy before?
- 5 [✓]
- 6 [✓]

2

- 2 A lot of money had been spent on the advertising campaign by the time the product was launched.
- 3 The contract had been cancelled by the time he went to see the manager.
- 4 Hundreds of elephants had been killed by hunters before the government acted.
- 5 A lot of questions had been asked before the public inquiry was held.
- 6 A famous actress had already been chosen to advertise their shampoo when the product was withdrawn.

3

- 2 had been studying 3 had been loving
- 4 'd been going out 5 had died out 6 'd broken

4

- 2 eaten 3 having 4 stolen 5 seeing 6 sold

Unit 7

Communication activity

Area practised

Reporting verb patterns

- Divide the students into groups of eight, and ask each group to cut up one sheet into a set of cards. Ask them to put the

eight blank cards from the lower half of the sheet to one side for now.

- Demonstrate the activity with a student.
- Give a stronger student a card. Ask them to read the card and then to do whatever the card instructs without using the word in bold. The rest of the class or group should listen carefully and then write down what they think the student is doing. For example, 'He's confessing to our teacher that he cheated in the last exam.'
- When everyone has written their sentence, listen to several replies before asking the student exactly what they were doing. Award points to the students who were very close or got the sentence exactly right.
- The students start in groups. Tell them to take it in turns until they have used all eight cards.
- Now ask each student to pick up a blank card and to write their own sentences. This time they can personalise the task by using other students' names. Collect them up and then redistribute them to the students for another round of their personalised version of the same activity.

Grammar practice key

1

- 2 [✓]
- 3 [X] Jean apologised for playing her music so loud.
- 4 [✓]
- 5 [X] Our teacher advised us to start revising in good time for the exams.
- 6 [X] Julia asked me to help her with her English homework.

2

- 2 having kicked / kicking their ball into Mr Smith's garden
- 3 Sarah to take this opportunity
- 4 Martine to give him the £50 she owed him
- 5 to have / she had got the autographs of all the Beatles
- 6 having taken / taking his dad's car without asking

3

- 2 advise 3 offer 4 claim 5 deny 6 ask

4

- 2 to think 3 to know 4 for being 5 to help 6 to refrain

Unit 8

Communication activity

Areas practised

Expressions with *time*; alternatives to *if*

- Divide the students into groups of four or five and each group can use one sheet of clock board game. Each student also needs a counter (a paper clip, a rubber, etc.) and a coin.
- Show the students the board game and explain that the aim is to get around the clock from 12 to 12. Instead of a dice, they should use a coin. If they throw heads they move forward two hours; if they throw tails they move forward one hour.
- As the students land on an hour of the clock they have to make a sentence using the language in the section. They can do this orally, or by writing.
- The other students in the group should decide if the sentence is correct or not. If it's incorrect, the student should move back to their previous place on the clock.
- To make the game more challenging, tell the students they must produce a mixed conditional sentence.
- The group can set a time limit for the sentence to be produced.

Grammar practice key

1 2 Imagine 3 otherwise 4 Supposing
5 unless 6 as long as

- 2 2 We wouldn't have had such a great time if John weren't/wasn't so generous.
3 If you knew the answers, you would have told me.
4 If I had studied hard at school, I'd be successful now.
5 Jack wouldn't have gone to Australia if he didn't have friends there.
6 If Mark loved Polly, he wouldn't have forgotten her birthday again.

- 3 2 [X] Steve wouldn't be in prison now if he hadn't robbed the bank.
3 [X] Let's meet for lunch, unless you have other plans or are too busy.
4 [✓]
5 [X] Just imagine being the richest man in the world!
6 [✓]

4

2 d 3 b 4 e 5 c 6 a

Unit 9

Communication activity

Area practised

Vocabulary – feeling stressed

- Ask the students to look at the picture and to decide in pairs what are the most stressful things that are happening. Ask the students to rank these things from the most to the least stressful.
- Have class feedback.
- Use the people in the picture to create role plays. In A and B pairs, student A is someone from the picture and student B is their friend. Student A should explain their stressful situation to student B and describe the symptoms they have. Student B (as the friend) should offer some advice on how to deal with stress in the city. They should then swap roles.
- As an extension activity, ask the students to compare life in a big city with life in the country. Where is more stressful to live and why?

Grammar practice key

1

- 2 [✓]
3 [X] Mike tends to be in a bad mood first thing in the morning.
4 [✓]
5 [X] Athletes tend to eat healthy food, because they know how important a balanced diet is.
6 [✓]

2

- 2 The neighbours are always arguing.
3 That baby's always crying.
4 Ben's always chewing his fingernails.
5 Jane's always telling lies.
6 You're always using my computer without asking me.

3

- 2 'll sit 3 will try 4 will take 5 will spend
6 will read

4

- 2 tend to 3 tend to 4 tend not to
5 tend to 6 tend not to

Unit 10

Communication activity

Area practised

have something done

- Divide the class into groups of two or three and ask them to look at Picture 1 first.
- Ask the students to describe the house and the family standing outside. Ask them to guess where it is, and if David and Victoria Beckham are often in the news where you live, ask students who they think the family are. It doesn't matter if they imagine a different family.
- Explain that this picture was taken a year ago and since then the family has made a few changes to the house. Ask the students to look at Picture 2.
- Ask the students to discuss this picture in their groups and then to make a list of all the changes the family have had done to the house. Ask the students whether they think David and Victoria did the home improvements themselves or not. Elicit one or two examples to ensure the students are practising the 'have something done' structure. For example, *They've had a flag put on the roof. They've had a sign made. They've had a pool put in. They've had a football stadium built. They've had lights put up the driveway. They've had a golf course made. Victoria has had her hair cut.*

Grammar practice key

1

- 2 [✓]
- 3 [✓]
- 4 [X] Jan had the most beautiful dress made for her graduation party last week.
- 5 [X] By the time you get back, we'll have had all the holiday photos developed.

2

- 6 [✓]
- 2 're going to have / 're having the apple tree cut down tomorrow
- 3 had our plants watered while we were away
- 4 'm having my new suit altered at the moment because I've lost weight
- 5 've just had my eyes checked
- 6 had my dog examined last week

3

- 2 Cheap phone calls can be made after 6 pm on most mobile networks.
- 3 The car thief might have been seen.
- 4 Anything suspicious must be reported.
- 5 The cake must have been finished off by Jack as no one else has been at home.
- 6 You can be seen by the doctor tomorrow.

4

- 2 might be 3 should have been
- 4 will be 5 can be 6 must be

Unit 11

Communication activity

Areas practised

Future perfect and future continuous

- Tell the students they are going to do a class survey. Ask them to read the questions in the left-hand column and then to fill in the two blank spaces at the bottom with their own questions about getting older or future plans.
- Either divide the class into groups of six, or let the students mingle. They should carry out the survey by asking the questions to five classmates and making notes of the replies in the appropriate boxes.
- When all the surveys have been completed, ask individual students to give a summary of their survey results to the whole class.
- Ask the students what they think is the best age to be. Ask them if they would stay the age they are now for the rest of their lives, if they could.
- As an extension activity, students could write a short summary of what they found out.

Grammar practice key

1

- 2 Will ... have finished 3 'll be seeing
- 4 Will ... be using 5 'll have spent
- 6 'll have achieved

2

- 2 off to 3 thinking of 4 due to
- 5 bound to 6 thinking of

3

- 2 [✓]
- 3 [X] Claudia is feeling a bit down because she's just heard that she's about to lose her job.
- 4 [✓]
- 5 [✓]

6 [X] Chris is due to turn up at 6 o'clock this evening, so we'd better be ready.

4

2 about 3 be 4 off 5 bound 6 supposed

Unit 12

Communication activity

Area practised

Describing people

- Divide the students into student A and B pairs and ask each pair to cut up one worksheet into a set of twelve photographs.
- Tell the students that there is a popular American reality show called *Extreme Makeover*, where participants have major plastic surgery which is filmed on TV. Ask them whether there are any similar programmes in their country. Tell the students that these photographs aren't from the programme, but are 'before' and 'after' photographs that have been digitally manipulated to show what the person would look like if they had plastic surgery.
- Ask students A to pick up a photograph and to describe the person in the photograph to their partners. Students B manage to find the corresponding 'before' or 'after' photograph of the same person. Then put the two photographs aside. Students B pick up a photograph from the rest ten and describe the person in it. Students A manage to find the corresponding photograph of the same person.
- When each pair has found all the 'before' and 'after' photographs of the six people, they should use the photographs to discuss whether or not they think plastic surgery has improved the looks of the people.
- Ask for class feedback.
- This could lead to a discussion about plastic surgery reality shows and the ethics behind such shows. Should we accept that we look different as we grow older and 'age gracefully'?

Grammar practice key

1

2 wouldn't spend 3 stayed 4 had
5 would behave 6 went

2

- 2 [✓]
3 [X] It's high time you learned to drive. / It's high time for you to learn to drive.
4 [✓]
5 [X] If only I didn't like chocolate so much!
6 [X] I wish you didn't have to go so soon.

3

- 2 you weren't so untidy / you were tidier
3 it would stop raining
4 I had enough money to pay the bills
5 Jack wouldn't use my computer without asking
6 I knew some good restaurants near here

4

2 d 3 b 4 a 5 c 6 e

Unit 13

Communication activity

Areas practised

Old and new vocabulary; describing objects

- Ask the students whether they know what a 'time capsule' is. If they don't, use the dictionary definition to explain.
- Ask the students for ideas of the sort of things that are put inside time capsules.
- Students work in pairs to decide on the five items to include in their time capsule. They may have to convince each other that their preferred items should be included. The pairs should aim to agree on the five items chosen. Encourage them to negotiate the choices. They should write their chosen items on their worksheets.
- When the students have finished, ask each pair to explain their choices to the class. Then decide as a class which pair has produced the best time capsule.

Grammar practice key

1

2 c 3 c 4 b 5 b 6 a

2

2 e 3 d 4 a 5 c 6 b

3

- 2 Right, Peter.
3 Why stay indoors on such a fabulous day?
4 Great to see so many of you here today.

- 5 Want to come to a party?
- 6 Why go for the cheapest thing on the menu?

4

- 2 [X] I told John to get on with his homework and he did so.
- 3 [✓]
- 4 [X] Jane wants to go swimming on Saturday and so does John.
- 5 [✓]
- 6 [X] Chocolate biscuits? You know I only like the ones with coconut.

Unit 14

Communication activity

Areas practised

Agreeing and disagreeing; revision of hedging and boosting language

- Divide the students into small groups of three or four. Tell them that they are going to discuss statements about animal rights. They should react to the statements by agreeing or disagreeing with them. Encourage them to use hedging and boosting phrases to support their opinions.
- The groups start with any statement they choose. Set a time limit of three or four minutes per statement. When the time is up, the groups should move on to next statement.
- When all the groups have discussed every statement, ask each group to explain the statement that caused the biggest reaction.
- As an extension activity, ask each group to write one more discussion statement about animal rights. Rotate these statements as before, or save them to use at the beginning of the next class.

Grammar practice key

1

- 2 B 3 H 4 B 5 B 6 H

2

- 2 I have definitely never seen this picture before.
- 3 This seems to be a matter of some concern.
- 4 Peter is thought to be one of the brightest members of staff.
- 5 This dictionary appears to belong to the teacher.
- 6 The news has definitely got more depressing recently.

3

- 2 This has unquestionably been a momentous decision.
- 3 Max will definitely join you tomorrow.
- 4 I am definitely going to apply for a new job.
- 5 Prague is undoubtedly one of the most romantic cities in Europe.
- 6 This will unquestionably change the way I feel.

4

- 2 [X] Manchester United are unquestionably the best football team in the premiership.
- 3 [X] The ancient Egyptians are believed to have discovered the art of aromatherapy.
- 4 [X] Your decision is undoubtedly going to raise all kinds of questions.
- 5 [✓]
- 6 [✓]