



## LETTERS TO AN ADVICE COLUMN

## FOCUS ONE

SB 50-51

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

## SPEAKING

## Talking on your own

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

## READING

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

## EXERCISE A

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

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

## Answers

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

## EXERCISE B

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

## EXERCISE C

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

## LANGUAGE STUDY

## Conditionals

Put the following sentences on the board:

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

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

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

## Answer

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

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

## EXERCISE A

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

## Answers

1 c 2 b 3 a 4 d

## EXERCISE B

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

## Answers

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

## EXERCISE C

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

## Answers

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

## FOCUS TWO

SB 52-53

- USE OF ENGLISH
- WRITING
- VOCABULARY
- LANGUAGE STUDY  
Is it still going on? > GS 13.1, 13.2

## USE OF ENGLISH

## EXERCISE A

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

## Answers

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

## WRITING

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

## VOCABULARY

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

## EXERCISE A

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

## EXERCISE B

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

## Answers

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

## EXERCISE C

## Answers

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

## EXERCISE D

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

Answers will depend on students themselves.

## LANGUAGE STUDY

Is it still going on?

## EXERCISE A

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

## Suggested answers

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

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

### EXERCISE B

#### Answers

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

### EXERCISE C

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

### EXERCISE D

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

#### Answers

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

## FOCUS THREE

SB 54-55

### ■ LISTENING

### ■ VOCABULARY

### ■ LANGUAGE STUDY

*still, yet or already?*

More about how we report what people say  
➤ GS 12.2-12.5

### ■ SPEAKING

## LISTENING

### EXERCISE A

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

### Tapescript

M = Mary D = Dan

M: Listen, Dan. There's ... there's something that's been bothering me and I...

D: Have you seen the paper? I can't find it.

M: Dan! Listen to me. It's important.

D: Ahh, here it is. Now, what's on TV this evening?

M: Are you going to listen to me or aren't you? Because if you aren't then ...

D: All right. All right. Go ahead. I'm sorry. I'll listen.

M: I feel we don't ... I don't know how to say it ... I feel ... we just don't communicate any ...

D: Uh ... look, can't we talk about this some other time? I mean, I'm tired. I've had a hard day. Now just let me have a look at what's on.

M: Oh, that's so typical of you. As soon as I try to talk about it, you try to talk about something else.

D: Why don't we watch *New York Police*? It hasn't started yet.

M: Why do you always change ...

D: You haven't seen any of the earlier episodes, have you? It's very good. You'll really enjoy it if you watch it.

M: Why do you always do this?

D: Do what?

M: Try to avoid it.

D: Avoid what?

M: Avoid talking about it.

D: I don't know what you mean. Look, do you want to watch *New York Police* or don't you? It hasn't started yet, so we can still catch the beginning.

M: I sometimes wonder if you're the same person I met all those years ago.

D: The last episode was interesting. You liked it, didn't you?

M: We used to talk a lot. Now all you do is just sit there, hardly saying a word, just watching TV.

D: Or there's an old John Wayne film on one of the other channels - but that's already started. We've missed the first twenty minutes.

M: You're like a ... a ... robot. I wonder what would happen if I opened your head and looked inside? What would I find in there? A cassette player that repeats 'I've had a hard day. What's on television?'

D: I've already told you what's on. *New York Police*. Do you want to watch it or don't you?

M: We never have any kind of conversation any more.

D: Oh, my God. Are you still talking about that?

M: Are we going to talk about it or aren't we?

D: Talk about what?

M: Our problem.

D: What problem? What do you mean?

M: I've already told you. You don't communicate with me any more.

D: What do you mean I don't communicate with you? What am I doing now? Isn't this communication?

M: No, it isn't. I can't put up with this ... this ... emptiness between us any longer. And unless we can talk about it, I'll just get out. Get out of here. Get out of your life! Do you understand? I mean it.

D: All right, all right. I agree. There is a problem.

M: At last you admit it. Now perhaps we can talk about what to do about it.

D: The problem is that I want to watch TV but you won't let me.

M: That's it. I've had enough. I can't put up with it any longer.

D: Put up with what? Where are you going? Mary! Stop! Come back here. Please come back. I'll listen. I really will! I'll try to communicate. Mary! Please.

### Suggested answers

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

### EXERCISE B

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

#### Answers

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

## VOCABULARY

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

'Let's go to the cinema.'

### EXERCISE A

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

#### Answers

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

### EXERCISE B

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

#### Answers

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

### EXERCISE C

#### Word formation card game

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

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

Now ask students to complete the exercise in their books.

#### Answers

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

## LANGUAGE STUDY

### *still, yet or already?*

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

*still* - it's actually going on

*[not] yet* - so far this has not happened

*already* - it happened a while ago

### EXERCISE A

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

#### Answers

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

### More about how we report what people say

### EXERCISE B

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

#### Suggested answers

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

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

### EXERCISE C

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

### EXERCISE D

#### Answers

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

### SPEAKING

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

### EXERCISE A

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

### EXERCISE B

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

## FOCUS FOUR

SB 56

### ■ WRITING Composition 2

### WRITING

Composition 2 Expressing an opinion

### EXERCISE A

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

### EXERCISE B

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

### EXERCISE C

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

#### Answers

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

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

### EXERCISES D and E

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

#### Extension activity

Students could write another composition from E for homework.

## FOCUS FIVE

SB 57

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

## REVISION AND EXTENSION

### Conditional 1

### EXERCISE A

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

#### Answers

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

B: will he get, takes

A: will be, is, may

B: -

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

B: will he do, am, gets

A: aren't, arrives, will have

B: go, will leave, can

### Conditional 2

### EXERCISE B

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

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

### EXERCISE C

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

Compare answers when students have finished.

### Conditional 1 or 2?

### EXERCISE D

#### Answers

- 1 were, would apply
- 2 spoke, wouldn't need
- 3 were, would be able
- 4 would be, won
- 5 won't be able, get
- 6 is, will go
- 7 hear, will come
- 8 were / was, would change
- 9 has left, will get
- 10 doesn't go away, will take

### EXERCISE E

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

#### Answers

- 1 not so busy she could
- 2 if she would lend him
- 3 apologized for not replying
- 4 wish you wouldn't complain
- 5 has had his car for
- 6 has been learning English for
- 7 wish I didn't have
- 8 had the money I would
- 9 threatened to call the police
- 10 made a lot of mistakes

## WORKBOOK KEY

WB 34–37

### EXERCISE A

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

### EXERCISE B

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

Sentence a tells you that something is always true.

- 1 will / 'll go (type b)
- 2 smoke (type a)
- 3 turns (type a)
- 4 get (type b)
- 5 would / 'd give (type c)
- 6 wasn't / weren't; was not / were not (type c)
- 7 'll / shall report (type b)
- 8 would you choose (type c)

### EXERCISE C

- |                   |                    |
|-------------------|--------------------|
| 1 mistake         | 4 defects / faults |
| 2 blame ... fault | 5 mistake          |
| 3 error           | 6 blame            |

### EXERCISE D

- |       |      |          |
|-------|------|----------|
| 1 for | 6 a  | 10 ✓     |
| 2 ✓   | 7 it | 11 so    |
| 3 off | 8 in | 12 ✓     |
| 4 got | 9 ✓  | 13 about |
| 5 by  |      |          |

**EXERCISE E**

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

**EXERCISE F**

D = PC Dent T = Tom

D: What were you doing?

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

D: What time did you arrive home?

T: I can't remember exactly.

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

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

**EXERCISE G**

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

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

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

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

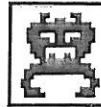
**EXERCISE H**

(suggested answers)

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

**EXERCISE I**

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

**FOCUS ONE**

SB 58-59

- **SPEAKING**  
Talking on your own  
Discussion
- **READING**
- **LANGUAGE STUDY**  
Three types of past action ► GS 13.2, 13.3

**SPEAKING****Talking on your own**

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

**Discussion**

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

**READING****EXERCISE A**

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

**EXERCISE B**

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

**Answers**

1 E 2 D 3 A 4 B

**EXERCISE C**

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

**EXERCISE D**

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

**LANGUAGE STUDY****Three types of past action**

Put the following on the board:

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

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

**Suggested answers**

*was taking* - was actually doing it  
*was about to take* - hadn't started yet  
*had taken* - it was over

**EXERCISE A**

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

**Answers**

a)3 b)2 c)1

**EXERCISE B**

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

**Suggested answers**

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



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

B: Thank you very much.

L: Thank you.

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

#### Answers

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

## WORKBOOK KEY WB 38-41

#### EXERCISE A

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

D is not needed.

#### EXERCISE B

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

#### EXERCISE C

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

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

#### EXERCISE D

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

#### EXERCISE E

(suggested answers)

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

#### EXERCISE F

toothache	stomach-ache
earache	backache
headache	

#### EXERCISE G

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

#### EXERCISE H

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

#### EXERCISE I

- 1 a new black leather handbag
- 2 a huge square wooden table
- 3 a small round French cheese
- 4 a beautiful green leather jacket
- 5 an unusual red Italian glass bottle
- 6 a lovely long blue Japanese silk dress



9

## THE FACE BEHIND THE MASK

### FOCUS ONE

SB 66-67

#### ■ SPEAKING

Talking on your own

#### ■ READING

#### ■ LANGUAGE STUDY

*although, even though, despite and in spite of*  
 > GS 6.4

### SPEAKING

Conduct a vocabulary 'brainstorming session'. Divide the class into teams of 3 or 4. Allow teams 2-3 minutes to write down as many words relating to the two pictures as they can, e.g. *play, mask, carnival, fancy dress*. Walk round checking vocabulary and spelling. The team to produce the greatest number of correct words wins.

#### Talking on your own

Ask students, in pairs, to talk on their own for a minute. When they have finished the activity, ask them to discuss what they find difficult about speaking for a minute. Tell them that they can make life a little easier for themselves by learning some 'fillers', i.e. words and phrases that they can use to give themselves time to think about what they are going to say next. Ask students if they can think of any words like this, then put a list of 'fillers' on the board.

#### Suggested 'fillers'

*Well...*

*Let me see ...*

*Of course ...*

*It's not very clear but ...*

*In my opinion, ...*

*... you know ...*

*Actually, ...*

Tell students not to use fillers too often, however, otherwise the examiner may question their fluency!

#### Suggested topics for talking about yourself

*Describe a party you have been to.*

*Describe your 'dream' party. What would it consist of?*

### READING

Ask students to read only the first two paragraphs of the newspaper story. Allow about 5 minutes for them to plan what they think the rest of the passage will consist of. Compare answers before asking students to skim read the rest of the passage.

#### EXERCISE A

Ask students in small groups to choose the best answer without referring back to the passage. When they have made their decisions, write the answers on the board.

Now allow 2-3 minutes to check their answers by referring back to the passage, and count how many changes they made after doing this. Give the class the correct answers and count how many answers students guessed correctly before and how many after referring to the passage.

#### Answers

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

### LANGUAGE STUDY

*although, even though, despite and in spite of*

Put the following on the board:

*although*  
*even though*  
*despite*  
*in spite of*

Ask students if there is any difference in form and meaning between the words.

#### Suggested answers

- *although / even though* are followed by a subordinate clause (or sentence)
- *despite / in spite of* are followed by a noun

#### EXERCISE A

In pairs, ask students to decide which sentences suggest something unusual.

#### Answers

b, c