



FOCUS ONE

SB 90-91

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

READING

Divide the class into two groups. Ask one group to read the passage about Aaron and Candy Spelling and the other to read the passage about Martin and Rebecca Granger. Tell each group to write about 10 questions on the passage they have read to ask the other group. Students can work in groups of 3-4 to write the questions.

Ask each group to skim read the passage they have not prepared, then answer the questions put to them by the other group.

Now ask students to read aloud questions 1-8 in turn, then, on their own, to choose the best answer to questions 1-8.

Answers

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

SPEAKING

Talking on your own

Refer students back to the pictures on page 90 and ask them to work in pairs, talking on their own for a minute each. Walk round listening but do not interrupt while students are having their 'long turn'. When they have finished, discuss any problems the class had as a whole.

VOCABULARY

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

Answers

1 shabby 3 partial 5 repair
2 cottage 4 relaxing 6 shower

LANGUAGE STUDY

EXERCISE A

Put the first two sentences 1a and 1b on the board and ask students to comment on the differences between them, then refer them to the examples in 2 in their books and repeat the procedure.

EXERCISE B

Now ask students to answer the question in their books.

Answers

1 b and 2 b

EXERCISE C

Remind students that they need to use an inversion in this type of construction, then ask them to do the exercise in pairs.

Answers

Not only can I sing, but I can dance as well.
Not only is he a thief, but he is a killer as well.
Not only does he lie, but he steals as well.
Not only will you pass your exam, but you will get a good mark as well.
Not only is the room I live in cold, but it smells as well.
Not only does the roof leak, but there is a ghost in the house as well.
Not only is this computer expensive, but it is useless as well.
Not only did we have to clean the house, but we had to repair the roof as well.

FOCUS TWO

SB 92-93

- SPEAKING
Talking on your own
Discussion
- LANGUAGE STUDY
have something done ► GS 15.1.1
- VOCABULARY
lie or lay?
bring, take, fetch, carry or wear?

SPEAKING

Talking on your own

Explain to students that they may have to do the Paper 5 Speaking Test as a group of three candidates and that this task gives them practice for Part 2, the 'long turn', as a group of three. Walk round listening to the groups but do not interrupt while students are doing the task. When they have finished, discuss any problems the class had as a whole.

Discussion

Ask the class, still in their groups of three, to discuss questions 1-3. Remind students to invite their partners to say something if they seem too quiet!

LANGUAGE STUDY

have something done

Write these two sentences on the board:

*I painted my house.**I had my house painted.*

Ask students to explain the difference between the two sentences.

EXERCISE A

Now ask students to explain the differences between the pairs of sentences in 1-3.

EXERCISE B

In pairs, tell students to ask and answer questions 1-6.

Answers

1 She is going to have it torn down.
2 He has them made.
3 She is having her hair cut.
4 He has had his film developed.
5 You can have your clothes washed.
6 She had her house painted.

EXERCISE C

Answers

1 have my car serviced
2 can have your shoes repaired
3 had a dress made
4 to have the washing machine fixed
5 having the invitations printed
6 had some snow delivered

VOCABULARY

lie or lay?

Put the following table on the board:

PRESENT	SIMPLE PAST	PAST PARTICIPLE
lie		
lie (tell lies)		
lay		

See if students can fill in the other parts of the verbs.

EXERCISE A

Ask students, on their own, to read the dictionary definitions and the forms of the verbs they have just talked about.

EXERCISE B

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

Answers

1 lay 4 lay 7 lain / been lying
2 lay 5 laid 8 lied
3 lying 6 laid

bring, take, fetch, carry or wear?

EXERCISE C

Refer students back to the table on the board:

PRESENT	SIMPLE PAST	PAST PARTICIPLE
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See if they can write the forms of *bring, take, fetch, carry* and *wear* into the table, then ask them to try and explain any differences in meaning between the words.

Suggested explanations

bring - take with you to a place
take - have with you when you go
fetch - go and collect
carry - transport (something heavy)
wear - have on the body (clothes)

Now ask them to complete the sentences in their books.

Answers

- | | | |
|--------|---------|----------------|
| 1 take | 3 bring | 5 carry |
| 2 wear | 4 fetch | 6 bring / take |

FOCUS THREE

SB 94-95

- LISTENING
- VOCABULARY
- LANGUAGE STUDY
What is the meaning of *they*?
The passive ► GS 8.1

- VOCABULARY
Verb and noun combinations: *make and do*
► GS 15.2

LISTENING 

EXERCISE A

Before reading through the multiple choice questions ask students to look at the picture in their books and write down four things they think they are going to hear on the tape. Make a list of the different ideas on the board.

Now ask students to read through Nos. 1-5 and decide if their original ideas will appear on the tape or not. (Allow about 5 minutes for this.)

Play the tape through twice with a short interval between each play and ask students to choose the correct answer as they listen.

Tapescript

N = Narrator Di = Diana Do = Donald I = Ian

- N: When Linda de Vere-Hardy died three days ago, she had been almost completely forgotten. But she was one of the most unusual women of her generation. Lady Diana Cusard went to school with her ...
- Di: I remember how she shocked us all when she told us she had a boyfriend in the town who was a car mechanic ... they didn't do such things in those days ... just after the First World War. Daughters of aristocrats didn't go out with car mechanics, I mean. She got him to teach her all about cars, and things like that. She had no time for all the usual things girls in those days were supposed to be interested in ... French and History and cooking, and that sort of thing.
- N: In the early '20s, Linda de Vere learned how to fly. She was one of the first women to qualify as a pilot in Europe ... or anywhere else in the world.
- Do: She wanted to do the same thing Lindberg had done ... fly solo across the Atlantic, but she couldn't find the right sort of plane for that, so she decided instead to fly solo all the way from London to Delhi all alone. But on the way, when she was over

the desert, she ran out of fuel and almost crashed. Somehow she persuaded a camel-driver to travel across the desert and back to get her some petrol, and she flew on, and eventually got there ... to Delhi. A lot of people would have given up and returned to England, but she didn't. She was determined to finish it ... and she did.

- N: That was Donald Winstone, who also knew her well.
- Do: I was a young architect at the time. We had a kind of ... uh ... I suppose you would call it a love-affair ... but we never got married. It wasn't that she wasn't fond of me or that I wasn't fond of her ... but the fact, really, that she didn't want to start a family. And I did.
- N: In 1934, Linda de Vere spent six months in Hollywood. Lady Diana Cusard again ...
- Di: She met Clark Gable there, the film star. They say that he was deeply in love with her. I didn't think the stories were true at first. But now I'm not so sure. She always refused to talk about it.

Answers

- 1 C 2 B 3 B 4 C 5 A

EXERCISE B

Ask students to read through numbers 1-12 before listening to the second part of the recording. Play the tape twice if necessary, with a short pause before the second listening to allow students to check their notes.

Tapescript

N = Narrator Di = Diana Do = Donald I = Ian

- N: After the Second World War, in which she flew bombers across the Atlantic from the United States to Britain, Linda de Vere married Angus Hardy, an international banker. Lady Diana knew Hardy, as well.
- Di: He was ten years younger than she was ... that caused quite a sensation, too.
- N: Was it a happy marriage?
- Di: Oh, very much so. They shared a love of fiction and he encouraged her to write those detective novels which were so popular in the '50s and early '60s. Her books aren't read very much any more, but at the time, you know, they gave her a prize for one of them. I ... uh ... I don't think she ever got over the shock of his death in that terrible car crash in 19 ... when was it ... 1962.
- N: For about the last twenty-five years of her life, she lived alone on a small island off the coast of Scotland.
- I: I visited her a few times when I was younger, but ... there was nothing for me to do there, all alone with her in that house.
- N: This is her only child, Ian de Vere-Hardy speaking.
- I: I felt terribly lonely there and stopped going. That's one reason I never got to know my mother. We just didn't keep up any kind of relationship. I ... I rather wish we had, now. She seemed to live almost entirely in the past. We had nothing to say to each other.
- N: Let Donald Winstone have the last few words about her.
- Do: She was a most unusual woman. They used to say she was a bit crazy, back in the '20s, simply because she decided to live her own life in the way she wanted to. I'm proud to have known her. She was brave and had a great spirit of adventure. The world would be a much poorer, much less interesting place without people like her.

Answers

- 1 the Second World War
- 2 international bank
- 3 younger
- 4 fiction
- 5 writer
- 6 in the '50s and early '60s
- 7 in a car crash
- 8 an island (off the coast of Scotland)
- 9 lonely
- 10 did not keep up their
- 11 to have known her
- 12 bravery and spirit of adventure

VOCABULARY

Ask students to do this exercise in pairs.

Answers

- | | |
|----------------|-----------------|
| 1 determined | 6 encouragement |
| 2 qualified | 7 detective |
| 3 flight | 8 popularity |
| 4 achievements | 9 death |
| 5 marriage | 10 isolated |

LANGUAGE STUDY

Take in some objects with 'made in' written on them, e.g. pens, scarves, small electrical items. Display the objects on a desk or table and ask students if they can see where the objects were made.

Ask students why the manufacturers have not included who made the objects.

Suggested answer

We know that the objects were made by somebody but we are not particularly interested who it was because these people are not famous or well-known.

What is the meaning of *they*?

EXERCISE A

In small groups, tell students to ask and answer the questions in their books.

Answers

- 1 b and c
- 2 a

The passive

EXERCISE B

Refer students to the Grammar Summary in their books, if necessary.

Answers

- | | |
|-------------------------|---------------------|
| 1 be given a prize | 5 is easy |
| 2 will be found | 6 is spoken |
| 3 English be found | 7 books are sold |
| 4 have been told (that) | 8 is being repaired |

VOCABULARY

Verb and noun combinations: *make and do*

EXERCISE A

Divide students into teams and see which team can produce a correct list of combinations first!

Answers

- do
- someone a favour
- a course
- your homework
- French
- military service
- the washing up
- something / nothing / anything
- make
- money
- a phone call
- friends
- a mistake
- an appointment
- a noise

EXERCISE B

Answers

- 1 do the washing-up
- 2 is doing a French course
- 3 makes a lot of money
- 4 you doing anything
- 5 made a lot of mistakes
- 6 made a lot of noise
- 7 to do military service
- 8 make a (phone) call
- 9 making so much noise
- 10 make an appointment

- WRITING
Letter of application 2

WRITING

Letter of application 2

Ask students to read the information at the top of the page.

EXERCISE A

Ask students to read the sample task and discuss what they would say in their letter.

EXERCISE B

In pairs, ask students to read the letter and find the ten words which should not be there.

Answers

The ten extra words are in the following lines (given in brackets):

- me (3) enough (16)
- the (7) it (21)
- to (9) in (22)
- it (13) near (23)
- like (15) am (26)

EXERCISE C

In the same pairs, ask students to discuss questions 1-4 in their books.

Answers

- 1-3 Yes
- 4 The writer has misread the question, which talks about considering funding for new (i.e. future) projects. The answer is therefore slanted wrongly.

EXERCISE D

Ask students, in pairs, to read the writing task question and discuss what might appear in their letter of application.

EXERCISE E

Ask students to read through the notes carefully, then write the letter in D, either in class, or for homework.

- REVISION AND EXTENSION
- LISTENING

REVISION AND EXTENSION

Answers

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

LISTENING 

Tapescript

- A: We hear a lot these days about whales and the need to protect them - but when did this interest start, because people have been hunting whales for centuries, haven't they?
- B: Yes, for at least a thousand years, and there were no real problems until this century, really. What happened was that fishing technology became much more efficient and the ships were much faster, so more and more whales were caught. In the 1960s the main whaling countries were killing more than sixty thousand whales a year, and I think everyone began to realize that something had to be done.
- A: When did the killing begin to slow down?
- B: It was quite a slow process, and it was environmental groups like Greenpeace that really made things change. I mean, they set out to make people aware of the fact that whales were fast becoming extinct. But even now we don't know if all this interest has come too late. If you take the great blue whale for example, which at thirty to forty metres long is the biggest animal there has ever been - now there are perhaps about two thousand or so left. In fact they have been protected for quite a long time, but there is still no sign that the population is growing.
- A: Am I right in thinking that killing whales is against the law?
- B: Yes. In fact there was an international agreement to stop killing whales, but there are three countries which still catch whales, and they are Iceland, Norway and Japan. In fact, under the international agreement, they are allowed to catch whales for scientific research, and they use this as an excuse to carry on as they did before.
- A: What do they use the whales for?
- B: In Japan it's quite a popular kind of food, and it's very traditional ...

Answers

- 1 fishing 6 Iceland
- 2 faster 7 Norway
- 3 extinct 8 Japan
- 4 blue whales 9 scientific research
- 5 protected

EXERCISE A

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

EXERCISE B

- 1 awful 4 gossip
- 2 commute 5 enormous
- 3 retired 6 wander

EXERCISE C

- 1 ... not only are the beaches wonderful, but the weather is lovely as well.
- 2 ... not only was the train crowded, but it arrived late as well.
- 3 ... not only do I speak the language, but I have lived in Moscow as well.
- 4 ... not only does she speak fluent French, but she speaks perfect German as well.
- 5 ... not only did he break his leg, but he sprained his wrist as well.
- 6 ... not only was the food awful, but the waiters were very rude as well.

EXERCISE D

- 1 he have his car serviced
- 2 had her eyes tested
- 3 I have my film developed
- 4 to have the house decorated
- 5 has her clothes made
- 6 have her hair cut

EXERCISE E

- 1 make 5 making 8 had done
- 2 done 6 make 9 made
- 3 doing 7 made 10 do
- 4 do

EXERCISE F

- 1 spite 6 well 11 of
- 2 which 7 was 12 had
- 3 to 8 do 13 there
- 4 not 9 off / out 14 although
- 5 but 10 on 15 no

EXERCISE G

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