

**FOCUS ONE**

SB 42–43

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

SPEAKING

Talking on your own

Write the following expressions on the board:

Saying what is most likely

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

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

Topics for further discussion

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

READING**EXERCISE A**

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

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

Answers

1 C 2 D 3 A

The unnecessary paragraph is B.

EXERCISE B

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

SPEAKING

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

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

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

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

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

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

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

Answers

1 b 2 b 3 b 4 b

EXERCISE B

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

Answers

- wish I could speak
- only I could do
- only I was / were
- wish you were
- wish I could answer
- only the weather was / were
- only you loved
- wish you could understand

VOCABULARY

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

Answers

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

FOCUS TWO

SB 44-45

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

READING

EXERCISE A

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

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

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

EXERCISE B

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

Answers

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

EXERCISE C

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

Answers

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

SPEAKING

Finding out about each other

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

WRITING

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

Suggested words are:

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

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

<i>thrilling</i>	<i>moving</i>
<i>boring</i>	<i>exciting</i>
<i>frightening</i>	<i>depressing</i>

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

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

VOCABULARY

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

Answers

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

LANGUAGE STUDY

EXERCISE A

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

Suggested answers

The ending *-ed* expresses your **feeling**, e.g. you are interested in or bored by something.
The ending *-ing* indicates the **quality** of something, e.g. a book or a person can be interesting or entertaining.

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

EXERCISE B

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

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

Answers

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

EXERCISE C

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

FOCUS THREE

SB 46-47

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

USE OF ENGLISH

EXERCISE A

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

Answers

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

EXERCISE B

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

LISTENING

EXERCISE A

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

Tapescript

J = Jenny P = Peter

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

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

Answers

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

Play the tape a second time if necessary.

EXERCISE B

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

Suggested answers

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

EXERCISE C

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

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

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

Tapescript

- Speaker 1**
It seems like a good idea to me, but they're a bit ... uh ... expensive, aren't they? I mean, yeah I can see certain ... erm ... advantages in having one but I think I ... I'm not sure ... as I say, at that price, I really don't know if I can afford one.
- Speaker 2**
When I first heard about them, I thought 'My God, what kind of person would want such a thing?' I mean, who goes around giving people lie-detection tests all the time? But then I realized that ... uh ... it could be useful to have one in certain situations. So, ...uh ... although I can't think of any reason I would want one, I ... I ...

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

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

Answers

2 F 3 E 4 C 5 A

SPEAKING

EXERCISE A

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

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

Answer

the wall clock

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

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

Answer

the alarm clock

EXERCISES B and C

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

LANGUAGE STUDY

Regrets with *wish*

EXERCISE A

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

I wish you wouldn't make so much noise.

I wish you hadn't made so much noise.

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

EXERCISE A

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

EXERCISE B

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

Answers

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

VOCABULARY

Word combinations (compound nouns)

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

EXERCISE A

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

Answers

1 b 2 c 3 a

EXERCISE B

Suggested answers

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

FOCUS FOUR

SB 48

■ WRITING

Transactional letter 2

WRITING

Transactional letter 2

EXERCISE A

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

EXERCISE B

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

Answers

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

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

EXERCISE C

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

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

Answers

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

EXERCISES D and E

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

Extension activity

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

FOCUS FIVE

SB 49

■ REVISION AND EXTENSION

■ LISTENING

REVISION AND EXTENSION

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

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

Answers

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

LISTENING

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

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

Tapescript

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

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

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

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

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

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

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

Answers

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

WORKBOOK KEY

WB 30-33

EXERCISE B

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

EXERCISE C

- 1 wish Peter was / were
- 2 only I had (some) more
- 3 wish the weather was / were
- 4 only we could be
- 5 ever wish you were
- 6 only I was / were better at

EXERCISE D

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

EXERCISE E

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

EXERCISE F

(suggested answers)

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

EXERCISE G

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

EXERCISE H

ACROSS

- 1 of
- 3 capable
- 7 by
- 8 pleased
- 9 up
- 10 worried
- 11 at

DOWN

- | | |
|-----------|------------|
| 2 full of | 14 rude of |
| 3 clever | 15 in |
| 4 about | 16 keen |
| 5 by | 17 about |
| 6 excited | 19 by |
| 12 of | 21 on |
| 13 at | |

lilly pop

diarrhea

chest of drawers