

12

Happy to help!



Unit plan

Reading:

multiple choice, understanding the text as a whole

Vocabulary:

words related to services and helping people, phrasal verbs, word formation, collocations & expressions

Grammar:

question tags, pronouns, inversion: *not only ... but also*; *had better*, *it's (about/high) time*

Listening:

multiple choice, paying attention to details in the question

Speaking:

discussion and decision making, talking about voluntary work and young people, asking for clarification

Writing:

letter, communicating effectively, using a broad range of vocabulary

Unit Opener (SB page 147)

• Ask students to look at the title and the main picture, and say how they are connected (*The title of the unit is 'Happy to help!' and in the main picture a group of people carrying plants and soil, so the connection is joining others to help the community.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the photos and the multiple-choice options for each situation and decide what action they would take.
- Ask students to read the situations and the options, and explain anything they don't understand.
- Explain that there are no right or wrong answers.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students must list the problems in their community and then they need to think about possible solutions.
- Students work in pairs before discussing as a class.

Answers

Students' own answers

Background information

Common social problems include poverty, unemployment, homelessness, stray animals, graffiti, violence, crime, alcoholism and drug abuse. Some of these are dealt with directly by public authorities (eg the police deal with crime by preventing it or arresting criminals, government departments deal with unemployment by providing benefits to the unemployed, etc), but many social problems can be helped by private organisations and volunteers.

TOP TIP

The topic of social issues is one that is sometimes beyond the experience of most teenagers. In order to maintain students' interest, try spending more time on teen issues that they are more likely to be familiar with such as graffiti, bullying, peer pressure, etc.

Let's talk about it!

- Which social issues do you believe are the most serious?
- Have you ever volunteered for a worthy cause? What did you do?
- Do you think teenagers do enough to help others? Why?/Why not?

DVD 12

Summary of DVD 12: The title of the video is 'Pay it Forward – Are you ready to do the world a favour?' It is based on the idea of helping people, who in turn will help others. The video shows scenes from a film that was made about the idea. It looks at how we can interact with the world to improve it.

DVD link: <http://www.youtube.com/watch?v=gw0Lvr4eK-k>

Answers

He's going to find three people to help, and they in turn will help three other people, who will each help three more people, and so on. In this way, many people will be helping each other in a very short period of time.

Reading (SB pages 148-149)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain/Elicit that a logo is a symbol or other small design adopted by an organisation to identify it.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1C 2A 3B

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students which charities they have heard of and if they have ever donated money to any charity.
- Ask students to work with a partner to answer the question and make their list.
- Discuss answers as a class.

Suggested answers

donating money, volunteering, organising fund-raising events, spreading the word

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the answer. Tell students that they don't need to read in detail at this stage and that they should just look for the relevant information. Ask them to underline the parts of the text that help them to answer the question.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

The Ladybug Foundation and Mary's Meals help people; KSTR protects animals and habitats.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in a multiple-choice task, one of the questions may require that they understand the text as a whole. Such questions are usually about the purpose of the text or the writer's purpose in producing it, why a topic is discussed or why certain examples are given.
- Ask students to look at 4 and decide which question is an example of one of the above.
- They then check their answer in pairs before checking as a class.

Answer

Question 6 because it asks about the writer's intention in writing the text.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options again and explain anything they don't understand.
- Encourage students to use the tips from the

- They then check their answers in pairs before checking as a class.

Answers

- 1C *She began by painting empty baby food jars like ladybugs and asking businesses in her town to put small change in them.*
- 2D *... help the monkeys cross areas where there are now roads or electrical and phone cables ...*
- 3A *... the charity provides free healthy daily meals at school. Education is important because it can lift them out of poverty by helping them to get good jobs, which benefits the whole community.*
- 4B *... visited Mary's Meals in Malawi ...*
- 5B The context of the three main sections of the text makes this clear.
- 6D *What do you do in your spare time? Have you ever considered using it to improve the lives of others? These children did. Read their stories and perhaps you too can be inspired to lend a hand.*

▶ EXTENSION ACTIVITY

Ask students to choose one of the children from the article and write a summary of what they did. Monitor and help with vocabulary and grammar. When students are ready, ask them to read out their summaries.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the words in the orange box in the correct form to complete the sentences.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------|----------------|
| 1 daily | 4 objective |
| 2 unaware | 5 saddened |
| 3 homelessness | 6 organisation |

6

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to create a charity.
- Remind them to name their charity and produce a logo for it, and decide what its objectives will be. Tell them they can use the ideas given or their own ideas.
- Read out the ideas and explain anything they don't understand.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, they can present their charity to the class.

Vocabulary 1 (SB page 150)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the eight pictures and tell you if they know the type of service being shown. Ask stronger students to explain what the services involve (in L1 if necessary). Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 i r i g d (fire brigade)
- 2 o l c (police)
- 3 u i r a o r (public transport)
- 4 o e t e (job centre)
- 5 b u n c e v i c e (ambulance service)
- 6 o a u a (coast guard)
- 7 b i c o i n (public housing)
- 8 r s o e i (prison service)

EXTENSION ACTIVITY

Ask students to choose one of the services and write a description of what the service does and how it helps people. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their descriptions.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the social problems and the definitions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct option, *a* or *b*, that explains the meaning of the word in bold.
- Ask students to read the items and explain anything they don't understand.
- Elicit that all of the words in bold are nouns.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which solutions from 3 could be used to solve the problems in 2, and which services from 1 would be involved. Point out that more than one answer is sometimes possible.
- Students work in pairs to complete the task.
- They then check their answers as a class.

Suggested answers

food bank: homelessness, poverty
 shelter: homelessness, poverty, addiction
 retraining course: unemployment
 charity: unemployment, poverty, addiction, physical disabilities, mental illness
 halfway house: homelessness, poverty, addiction, mental illness
 social welfare: unemployment, poverty, physical disabilities
 youth hostel: homelessness, poverty, addiction
 nursing home: poverty, physical disabilities, mental illness
 police & prison service: racism, bullying
 job centre: unemployment
 public housing: homelessness, poverty

Extra Task (for early finishers)

See photocopiable material on page 158.

Grammar 1 (SB page 151)

Before you read the Grammar box

- Revise question tags. Read out the following sentences and ask students to identify the question tags: *You're a volunteer at the animal shelter, aren't you?* / *They didn't have enough money, did they?*
 - Revise/Introduce pronouns. Explain/Elicit that pronouns take the place of nouns. Tell students that in this lesson they will be looking at reflexive pronouns and indefinite pronouns. Write the following sentences on the board without the underlining and explain that one has a reflexive pronoun and the other an indefinite pronoun. Ask students to identify the pronouns and say which type of pronoun they are.
- 1 *She began the charity herself.* (reflexive)
 - 2 *Someone rang for you earlier.* (indefinite)

1

- Read through the grammar theory with the class.
- Write the following question tags on the board and ask individual students to give you sentences using them: *will you, have they, doesn't he, aren't I, won't she, shall we.*
- Ask students to write three sentences using reflexive pronouns, but to leave a gap for the pronoun. Ask students to swap with a partner and to complete each other's sentences. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their sentences.
- Explain to students that there are many indefinite pronouns in English, but that this should not cause them too much concern as they are easily identifiable. Go through the examples in the grammar theory again and ask students to tell you what each pronoun in bold refers to in the sentences.

have to find the sentence which contains a reflexive pronoun and the one which contains an indefinite pronoun.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence *b* contains a reflexive pronoun, and sentence *a* contains an indefinite pronoun.

Read 12.1-12.3 of the Grammar Reference on pages 176- 177 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the correct question tag for each statement.
- Ask students to read the statements and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the verb tenses and the pronouns in the statements.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|----------------|
| 1 doesn't he | 6 aren't I |
| 2 will you | 7 didn't they |
| 3 will it | 8 weren't they |
| 4 shall we | 9 did she |
| 5 haven't you | 10 isn't it |

▶ EXTENSION ACTIVITY

Students work in pairs. They write three statements each to which their partner has to add the question tag. Once they have both had a turn, they repeat their statements to the rest of the class who also need to add the question tag.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct reflexive or indefinite pronoun.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 himself
- 2 anyone
- 3 such
- 4 whenever
- 5 ourselves
- 6 somewhere
- 7 another
- 8 yourself

Vocabulary 2 (SB page 152)

1

- Ask students to read the instructions and check that they understand what they have to do (*circle the correct phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 act out
- 2 pass round
- 3 speak up
- 4 cut off
- 5 point out
- 6 take him in

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 pass by
- 2 point to
- 3 act up
- 4 speak out
- 5 take on
- 6 cut back on

Example sentences:

- 1 I **pass by** the charity shop every day on the way to school.
- 2 The results of the study **point to** an increase in the number of people moving to the UK.
- 3 Children often **act up** when they are bored.
- 4 Workers **spoke out** about the terrible working conditions.
- 5 'Who will be in charge of collecting the money?' 'I'll **take that on**.'
- 6 We must **cut back on** the number of employees to keep expenses down.

3

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form verbs, nouns or adjectives from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.

- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------------|-------------|
| 1 disabled | 4 combine |
| 2 inspiration | 5 assist |
| 3 representative | 6 addiction |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use some of the words from 3 to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at each sentence and decide if a verb, a noun or an adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|--------------|
| 1 assist | 4 disability |
| 2 representative | 5 inspiring |
| 3 combined | 6 addiction |

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that in addition to completing the expressions in the sentences with words from the orange box, they must also explain what the expressions mean. Point out that they can work out the meanings from the context.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- heels (dig in one's heels = to refuse to alter one's course of action or opinions)
- heart (my heart goes out to them = I feel sympathy for them)
- back (a pat on the back = praise)
- ear (in one ear and out the other = forget something as soon as you are told something/ pay no attention to something you hear)
- feet (dragging their feet = wasting time/ delaying doing something)
- shoulders (a weight off my shoulders = lessen a responsibility/reduce a workload)

▶ EXTENSION ACTIVITY

Ask students to choose three of the words from 3 that were not used in 4 and use them to write gapped sentences like those in 4, with the root word given in brackets. For example, *The way he lives his life is an ____ (inspire) to others.* They then swap with a partner who must write the

Extra Task (for early finishers)

See photocopiable material on page 158.



Grammar 2 (SB page 153)

Before you read the Grammar box

- Revise/Introduce inversion. Explain to students that we can use certain words and expressions at the beginning of a sentence or clause for emphasis, but the word order after those words changes. This is called inversion.
- Explain that we use *had better* to give advice or say what it would be good to do. Although it looks like a past form, we use *had better* to give advice about the present or future.
- Tell students that the expression *it's (about/high) time* is used to say that something should be done and that it is already a bit late. It is often used to complain about someone or something.

1

- Read through the grammar theory with the class.
- Write the three expressions on the board (*not only ... but also*; *had better*; *it's (about/high) time*), and ask individual students to come to the board and write sentences using the expressions. Make sure they understand how to invert a sentence or a clause before moving on to tasks 3 and 4. Remind students to use *had better* for statements about the present and future (not the past), and to use a past tense after *it's (about/high) time*.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must identify whether the sentences refer to the present or the past and that they have to identify the tense of the main verb in the sentences.
- Ask students to look at the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

The sentences refer to the present.
They use the past simple tense.

Read 12.4-12.6 of the Grammar Reference on page 177 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them complete the task.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

1a 2a 3b 4a 5a 6b 7b 8b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must say if the sentences are correct or incorrect and rewrite the incorrect sentences.
- Ask students to look at the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them complete the task.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

1C

2C

3I Not only was the man an addict, but he was also a thief.

4I It's time they gave him an award. He's an inspiration to everyone.

5I Tina had better speak to the boy's parents if he acts up again.

6I It's high time we did something about the problem.

▶ EXTENSION ACTIVITY

Students work in pairs. They use the three phrases to write the first parts of three sentences and give them to their partner. Their partner must complete the sentences in his/her own words. For example, *Nick not only ..., but he also / You'd better not ... / It's about time you ...*

Extra Task (for early finishers)

See photocopiable material on page 158.

🎧 Listening (SB page 154)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which voluntary activities would be most suitable for groups of volunteers and which would be most suitable for individual volunteers.
- Ask students to read the activities and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Ask students which activities they would choose to do.

Possible answers

1G 2I 3I 4G 5G 6I

2

- Ask a strong student to explain the instructions to the class in L1 and check that they understand what they have to do. Elicit that they must underline the details in questions 1-4 in 3 that are likely to be missed by someone not reading carefully.
- Ask students to read the questions and explain anything they don't understand.

Possible answers

Students should underline these words in 3.

1 as a group

2 elderly or disabled people

3 last

4 all

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that it is very easy to make mistakes if they do not check all of the details in the question and that these are often expressed in just a word or two. Encourage them to read the questions carefully before they listen in order to avoid making mistakes.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the items again, focussing on the underlined details in the questions.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1A *The group projects often involve work on a community garden or youth centre. Some tasks might involve clearing rubbish from an area, for example, whereas others involve perhaps painting walls or railings.*
- 2C *They run to the home of an elderly or disabled person who's unable to leave their house perhaps. They stay and chat for a while and then run home, and they do this regularly, so they develop a friendship with the person.*
- 3D *On the most recent group event ... they needed some help keeping the area clear of rubbish, so that's where GoodGym members were able to lend a hand.*
- 4A *The organisers will arrange a police check, which must be passed for safety reasons ...*
- 5B *Why not give GoodGym a try? Not only could you help local people and organisations, but you could also help yourself by keeping fit, and we all need to do that, don't we?*

See the recording script on page 146.

🗣️ Speaking (SB page 155)

1

- Ask students to read the four questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions

- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete what they might say in the event they don't hear or don't understand what someone says. Explain that they will need one or two words per gap.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 repeat
2 say

- 3 explain/tell me
4 mean/meant



TOP TIP

Practise functional language such as asking for clarification as much as possible. Make sure you use the phrases yourself when you do not hear or understand what a student has said to you. By saying the phrases often enough to your students, they will become familiar with them and feel confident using them.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in a discussion like this, there must be interaction with their partner. For this reason, they need to know how to ask for clarification if they don't hear or understand something their partner says. Explain that they must be polite when doing so and that 'What?' or even 'What did you say?' are not acceptable.

3

- Go through the *Language Bank* with the students and make sure they understand how to ask for clarification.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the options within the context of the task (*How can we keep the youth centre open?*), and that they are not being asked to choose the best ways of getting more young people to attend or some other objective. Elicit that there is a second part to the task which requires them to reach a decision about the two ideas they would put into practice. Point out that there are no right or wrong answers.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 156-157)

Letter: Communicating effectively

- Ask students to carefully read the information on letters and communicating effectively.
- Explain to students that their aim in writing a certain kind of letter is to persuade someone in authority to take action with regards to a problem.
- Stress that in order to get a positive reaction, their letter needs to be polite and they should write it in a personal way saying how they feel about the problem and making suggestions for measures that can help.
- Remind students to use formal language when writing such a letter.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which of the two extracts is written in the right tone and is most likely to get the desired reaction.
- Ask students to read the extracts and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

b

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the extract, suggest a solution to the problem and also say how their solution would help.
- Ask students to read the extract and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to suggest a solution to a problem and also say how their solution would help.
- Ask students to read the writing task and explain

(elderly people, nursing home, depression, boredom, loneliness) and to think about these as they have their discussion.

- Discuss as a class.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the letter in 4 is in answer to the question in 3 and that they must answer questions about it.
- Read out the letter or ask a strong student to do so.
- Ask students if they think it is a good letter. If yes, elicit why. Then look at the questions in depth to analyse the task.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 yes
- 2 very sad
- 3 Students should underline: *I am writing to ask that you urgently consider / I am sure you agree that laughter is often the best therapy. / Finally, with your agreement / I look forward to seeing you put some ideas into action.*
- 4 Students should circle: *in order to stimulate the old people and, hopefully, make them smile. / it would enable the elderly to experience the outside world again instead of sitting inside all day. / so that the elderly have regular contact with other people.*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words to the meanings and then use the words to complete the two short texts.
- Ask students to read the definitions and the texts, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1e 2c 3a 4d 5b

Para A: incident, inadequate, prevent

Para B: vulnerable, deter

LANGUAGE BANK

- Draw students' attention to the *Language Bank*.
- Go through the three different sections and make sure students understand the words and phrases by asking them to give you sentences using them.

EXTENSION ACTIVITY

Time permitting, ask students to write a paragraph about a problem or issue in their community and some ideas for dealing with it effectively. Suggest

6

- Read the task out to students and explain anything they don't understand.
- Remind them to use a personal and polite tone in their letter and to say how their solutions would help.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download box*.
- Choose a student to explain the tips in his/her own words.
- Remind students that the aim of their letter is to persuade someone to do something and that in order for that to happen they must talk to them directly and use a polite tone. They should also remember to show the results of their suggestions in order to convince their reader. Finally, remind them to practise new words by using them in their writing.

Reload 12 (SB page 158)

Objectives

- To revise vocabulary and grammar from Unit 12.

Revision

- Tell students that Reload 12 revises the material they saw in Unit 12.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for different services. Write each service on the board and ask individual students to explain what they are and how they help people.
- 2: Revise the words for social problems. Read out each definition and ask students to tell you which problem it describes.
- 3 and 4: Revise the words for solutions to social problems. Say each solution one by one and ask students to explain to you what each one is and how people can benefit from it.

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Read out the phrasal verbs one by one and ask individual students to explain what they mean and to use them in sentences. *(act out*

- 3 and 4: Practise word formation. Write the nouns on the board and ask students to give you the verb and adjective forms where they exist. Then they must use one of the derivatives in a sentence.
- 5: Practise collocations and expressions. Write the expressions on the board and ask individual students to explain what they mean.

Grammar Revision

Grammar 1

Practise question tags.

- Revise question tags by reading out these statements and asking individual students to complete them with the correct question tag.

- 1 I'm late again, ____? (aren't I)
- 2 You've volunteered before, ____? (haven't you)
- 3 She didn't like the nursing home, ____? (did she)
- 4 Let's go to the fund-raiser, ____? (shall we)
- 5 He hadn't donated to charity, ____? (had he)
- 6 Call the doctor, ____? (will you)

Practise pronouns.

- Revise pronouns by reading out these statements and asking individual students to complete them with the correct reflexive or indefinite pronoun.

- 1 The little boy is too young to wash _____. (himself)
- 2 I've had a sandwich, but could I have _____, please? I'm starving! (another)
- 3 _____ believe that nursing homes are depressing. (Some/Many)
- 4 I managed to fix the problem by _____. (myself)
- 5 We don't know who it was, but _____ broke the window. (someone)
- 6 _____ you go on holiday, make sure it's safe. (Wherever)

Grammar 2

Practise inversion.

- Revise inversion by writing *not only ..., but also* on the board and asking students to give you sentences using the structure.

Practise *had better*.

- Revise *had better* by making up some problems and asking students to offer advice using it. For example, *My car won't start. / My street is too noisy at night. / The food at the canteen is too expensive. / This coffee is too hot.*

Practise *It's (about/high) time*.

- Revise *It's (about/high) time* by making statements and asking individual students to respond to them using the expression. For example, *I'm starving! / It's very late. / I've never volunteered. / Joe has never worked a day in his life.*

- Students are now ready to do Reload 12.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1d 2a 3a 4a 5c 6a 7d 8a 9b

Grammar

1d 2d 3c 4a 5a 6c 7a 8b 9c



Objectives

- To revise vocabulary and grammar from Units 11 and 12.

Revision

- Tell students that Progress Review 6 revises the material they saw in Units 11 and 12.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for technology.

- Unit 11, Vocabulary 1, Exercise 1: Write the words on the board and ask individual students to explain what they mean (*GM food, green energy, hybrid vehicle, nuclear power, robotics, space exploration*).

Revise compound nouns for technology.

Unit 11, Vocabulary 1, Exercises 2 and 3: Write the three groups *Television, Laptop* and *Mobile Phone* on the board. Read out the compound nouns one by one and ask individual students to say what they are and which group they belong to.

Television – flat screen, remote control, satellite dish, volume control; *Laptop* – built-in microphone, touch pad, wireless network; *Mobile Phone* – memory card, text message, touch screen, volume key

Revise adjectives for technology.

- Unit 11, Vocabulary 1, Exercise 4: Write the adjectives on the board and ask individual students to give you definitions for them (*cutting-edge, hands-free, labour saving, outdated, user-friendly, voice-activated*).

Revise the services.

Unit 12, Vocabulary 1, Exercise 1: Write the services on the board. Ask individual students the following questions about the services.

- 1 Which service provides accommodation for families in need? (*public housing*)
- 2 Which service protects you from crime? (*police*)
- 3 Which service gets you to hospital in an emergency? (*ambulance service*)
- 4 Which service finds positions for the unemployed? (*job centre*)
- 5 Which service keeps criminals off the streets? (*prison service*)
- 6 Which service deals with burning buildings? (*fire brigade*)
- 7 Which service helps with search and rescue at sea? (*coast guard*)

Unit 12, Vocabulary 1, Exercise 2: Read out the social problems one by one and ask individual students to explain what they are (*addiction, bullying, homelessness, mental illness, physical disability, poverty, racism, unemployment*).

Revise the solutions for social problems.

Unit 12, Vocabulary 1, Exercises 3 and 4: Read out the solutions one by one and ask individual students to tell you how people in need are helped by them (*charity, food bank, halfway house, nursing home, retraining course, shelter, social welfare, youth hostel*).

Revise prepositions.

Unit 11, Vocabulary 2, Exercise 1: Write the phrases on the board with gaps for the prepositions. Ask individual students to complete the phrases with *for, of* or *to* and then use the prepositional phrases in a sentence (*have access to, give credit for, dedication to, a habit of, a talent for, the process of, have no knowledge of, have a fondness for*).

Revise phrasal verbs.

Unit 11, Vocabulary 2, Exercises 2 and 3: Ask individual students to explain the difference between the pairs of phrasal verbs by using them in sentences (*turn in / plug in; look to / look over; work up / pick up; move on / move up; tell off / call off; play up / play back*).

Unit 12, Vocabulary 12, Exercises 1 and 2: Write the phrasal verbs on the board and then read out the definitions one by one. Ask individual students to match them (*act out, act up, pass by, pass round, speak up, speak out, cut off, cut back, point to, point out, take in, take on*).

- 1 accept work or responsibility (*take on*)
- 2 give something to others (*pass round*)
- 3 make it seem likely that something is true or will happen (*point to*)
- 4 deny access to a place (*cut off*)
- 5 state your opinion on a subject (*speak out*)
- 6 perform as though in a play (*act out*)
- 7 go near a place, but not enter (*pass by*)
- 8 behave badly (*act up*)
- 9 reduce the amount of something (*cut back on*)
- 10 raise your voice (*speak up*)
- 11 say something to make someone aware of a fact (*point out*)
- 12 accommodate someone because they are homeless or in need (*take sb in*)

Revise commonly confused words.

Unit 11, Vocabulary 2, Exercise 4: Ask students to explain the difference between a home page and a web page (*the introductory page of a website / a document connected to the World Wide Web*); a program and a programme (*sth that controls the operation of a computer / a show on TV*); invent and discover (*create sth new / find sth that already exists*); access and excess (*the opportunity to use something / an amount that is more than necessary*); except and accept (*not including / say yes to something*); recent and modern (*having happened not long before / of the present, not the past*).

students to tell you its derivative forms (*disable / disability / disabled; inspire / inspiration / inspiring / inspired; represent / representative / representative; combine / combination / combined; assist / assistance; addiction / addicted / addictive*).

Revise collocations and expressions.

Unit 12, Vocabulary 2, Exercise 5: Write the definitions on the board. Then read out the expressions one by one and ask individual students to match them to the definitions.

- 1 *take too long to do something (drag your feet)*
- 2 *be very stubborn (dig in your heels)*
- 3 *praise (a pat on the back)*
- 4 *relief (a weight off my shoulders)*
- 5 *not listening (in one ear and out the other)*
- 6 *feel very sorry for someone (my heart goes out to someone)*

Grammar Revision

Revise causative forms.

- Write the different structures of the causative forms on the board and ask individual students to give you sentences using them. Go round the class until every student has had a turn.

have + object + past participle

get + object + past participle

have + somebody + bare infinitive + something

get + somebody + full infinitive + something

Revise wishes and preferences.

- Write the following structures on the board and ask individual students to give you sentences using them. Go round the class until every student has had a turn.

I wish

If only

I wish ... would ...

prefer + noun/gerund + to + noun/gerund

prefer + full infinitive + rather than + bare infinitive

would prefer + full infinitive + rather than + bare infinitive

would rather + bare infinitive + than + bare infinitive

Revise question tags.

- Read out the sentences and ask students to tell you the question tags.

- 1 *That's not right, ____? (is it)*
- 2 *Jack worked for a charity, ____? (didn't he)*
- 3 *You're not going there, ____? (are you)*
- 4 *Let's help this stray dog, ____? (shall we)*
- 5 *Be home by seven, ____? (won't you)*
- 6 *These issues are important, ____? (aren't they)*
- 7 *You weren't late, ____? (were you)*
- 8 *Don't leave the lights on, ____? (will you)*

Revise pronouns.

- Write the gapped sentences on the board and ask individual students to complete them with reflexive or indefinite pronouns.

- 1 *We really enjoyed ____ at the fund-raiser. (ourselves)*
- 2 *____ needs a form, speak to me. (Whoever)*
- 3 *Henry is useless; he does ____ than anyone else here. (less)*
- 4 *We looked for the missing cat _____. (everywhere)*
- 5 *_____ in the fridge smells awful! (Something)*
- 6 *Why is Mark talking to ____? (himself)*
- 7 *Unfortunately, ____ was done to save the park. (little)*
- 8 *_____ has been said about the success of the charity. (Much)*

- Write these words on the board and ask students to use them in sentences with the three phrases: *work / study, donate, leave; help families / elderly people, volunteer, join.*

- Students are now ready to do Progress Review 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

- | | | | |
|---|-----------------------|----|-----------------------|
| 1 | called off | 5 | cutting-edge |
| 2 | access | 6 | Bullying |
| 3 | dragged its feet | 7 | remote control |
| 4 | nursing home | 8 | GM food |
| 2 | | | |
| 1 | has a habit of losing | 4 | is playing up |
| 2 | has a fondness for | 5 | his heart went out to |
| 3 | take in | 6 | a pat on the back |
| 3 | | | |
| 1 | Homelessness | 5 | represent |
| 2 | outdated | 6 | disabled |
| 3 | combines | 7 | addictive |
| 4 | inspiring | | |
| 4 | | | |
| 1 | assistance | 7 | weight |
| 2 | knowledge | 8 | unemployment |
| 3 | touch pad | 9 | access |
| 4 | programs | 10 | social welfare |
| 5 | dedication | 11 | representative |
| 6 | disability | 12 | inspiration |

Grammar

Answers

- | | | | |
|---|-----------------------------|----|---------------|
| 1 | time the old lady went | | |
| 2 | get his printer repaired | | |
| 3 | my computer were/was faster | | |
| 4 | his children would not text | | |
| 5 | only I had called | | |
| 6 | had better turn off | | |
| 7 | would rather use | | |
| 2 | | | |
| 1 | haven't | 5 | to try out |
| 2 | another | 6 | Some |
| 3 | himself | 7 | did |
| 4 | stay | 8 | have it fixed |
| 3 | | | |
| 1 | are | 7 | themselves |
| 2 | everyone | 8 | would |
| 3 | have/get | 9 | have |
| 4 | some | 10 | than |
| 5 | not | 11 | Wherever |
| 6 | also | 12 | better |
| 4 | | | |
| 1 | anyone | 5 | some |
| 2 | Whatever | 6 | herself |



Student's Book Recording Script



Unit 1

Exercise 3

Speaker One

The person I admire most is my aunt Linda. She's already busy with a family and a part-time job, but in her spare time she does voluntary work, helping an old man who lives in her street. Twice a week she visits him, does his laundry, makes his dinner and just has a nice chat with him. He says that he feels much more cheerful and positive about life since she started visiting him, and as well as helping him, it helps her too, as they both really enjoy their time together. I'm thinking about starting voluntary work too, as my aunt Linda seems to get a lot out of it.

Speaker Two

I'm not a very confident person, and I'm not very good at making plans. I don't have the courage to invite people to things in case they don't come! But because of this I often end up bored and frustrated because I haven't arranged anything. My cousin, though, has always been much more confident. She's always planning activities with people and she gets so much more out of life. Tonight she's going out for the evening, this weekend she's visiting relatives, and next week she's going away on holiday with colleagues. She's always got something going on. I really must try to be more like her!

Speaker Three

I really admire my uncle because he wasn't afraid to make big changes in his life. He had a well-paid job in a bank, but his colleagues weren't respectful and used to gossip unkindly about him. He wasn't coping well and in the end, he decided to do the one thing that he'd always wanted to do: give up his job and travel round the world! At the moment, he's travelling through Africa, which he loves. He hasn't made any plans yet for what to do when he gets back next month – he says he's too busy having fun and he'll worry about that when it happens. What a great guy!

Speaker Four

My sister works in a busy office where her colleagues sometimes get really stressed, and because of that, they are always arguing or falling out. However, my sister, who's a manager there, understands why they get upset and tries not to criticise them. She makes time to discuss their problems with them and praises the people who work hard. She says it's just part of her job, but I think it's amazing that she can see past their bad behaviour and focus on the good parts of their personalities and what they do well. I'm really proud of her for that.

Speaker Five

One of my friends had a bad time recently because some of his classmates decided to make trouble for him and accused him of stealing. He hadn't done it, so he had nothing to feel guilty about, but it was a few days until the police proved he was innocent. I really

calm and carried on with his normal life because he doesn't believe in worrying. I wish I had his courage!

Unit 2

Exercise 1

Robin Hood was a legendary character from medieval England. Legend has it that he lived in Sherwood Forest, near Nottingham, with a group of friends, finding food and shelter there and stealing from rich travellers who passed by. Because of this, he and his team of men were known as outlaws – that is, criminals who were wanted by the authorities. The man in charge of the area at the time was the Sheriff of Nottingham, and Robin Hood and the sheriff were famous enemies. However, although Robin Hood and his men were criminals, they have always been considered the heroes of the people because the legend says that they used to steal money from the rich and give it to the poor.

Exercise 3

Robin Hood was a legendary character from medieval England. Legend has it that he lived in Sherwood Forest, near Nottingham, with a group of friends, finding food and shelter there and stealing from rich travellers who passed by. Because of this, he and his team of men were known as outlaws – that is, criminals who were wanted by the authorities. The man in charge of the area at the time was the Sheriff of Nottingham, and Robin Hood and the sheriff were famous enemies. However, although Robin Hood and his men were criminals, they have always been considered the heroes of the people because the legend says that they used to steal money from the rich and give it to the poor.

People have been fascinated by the legend of Robin Hood for over 700 years. However, nobody knows for sure whether Robin Hood was a real person or a myth, and if he was a real person, then who was he? Most of the evidence we have comes from songs and poems that were written from around the year 1400 onwards. In the days before television, radio and even books, news and stories would be passed down in this way, and a character called Robin Hood was certainly very well known as a famous outlaw at that time. Another source is the official records of the period, one of which says that a man called Robert Hood was working as a servant for King Edward II, who ruled from 1284 to 1327. One problem that historians have, however, is that Robin, or Robert, and Hood, were very common names in medieval times, so it's difficult to prove whether any of these men was the Robin Hood of the legend.

Although Sherwood Forest is generally assumed to be where Robin lived, several early poems also indicate that an outlaw of the same name lived in south Yorkshire, which is a little way north of Nottingham. As the two areas are quite close and Robin may have

connecting a Robert Hood with King Edward II, but later theories connect him to a different king, King John, who ruled a whole century earlier.

Despite the confusion, Robin Hood and the other characters in the legend have remained popular until today, and they attract thousands of tourists to Nottingham and Sherwood Forest every year. Many films and TV series have been made about the outlaw who fought for the common people and against the rich rulers of the time. There is even an organisation in modern-day New York City called Robin Hood, which continues Robin's mission by giving financial support to the poor. Although we may never solve the mystery of who Robin Hood really was, his legend lives on.

Unit 3

Exercise 3

Welcome to tonight's Sports Report. First, a story of a remarkable achievement. British soldier James Simpson has lost part of both his legs, but, despite his disability, he has managed to become the first British person to complete a Spartan race. A Spartan race is an incredibly challenging and extreme race, which involves not only running across fields and up hills, but also getting over and under a range of obstacles. These include icy water, burning logs, nine-metre-high nets, barbed wire and lots of mud. Not easy for anyone, but especially when you've lost both your legs.

James, now 27, joined the army straight after school, and in 2009 was on his second posting in Afghanistan when an explosion destroyed the lower part of his legs. He was sent back to Britain to recover and was given artificial legs. Having learnt to walk again, James later took to running, and he's been training in the woods near his home for several months, sometimes using a set of running blades similar to the ones we've seen on the athletics track at the Paralympic Games.

He completed the Spartan race in just over four hours, beating several non-disabled athletes who didn't manage to finish. Although it was extremely tough and he was exhausted, he was determined not to give up. Thousands of spectators cheered at the finish to show their appreciation of his victory.

James, who through sponsorship has raised over £2,500 for a soldiers' charity, will be leaving the army to become a student, but something tells me this probably won't be the last time we see him competing in a race like this. Now that he's learnt to walk, run and pull off this huge achievement, there could be no stopping him!

- | | |
|-----------------|---|
| Number 1 | What is a Spartan race? |
| Number 2 | What happened to James Simpson in 2009? |
| Number 3 | Why is James leaving the army? |
| Number 4 | What does the speaker mean when she says 'there could be no stopping him'? |

Unit 4

Exercise 3

changed my mind because the one he wants is too expensive.

- W** What about a CD? He's really into music, isn't he?
M Yes, but he downloads all the music he likes off the Internet. Perhaps I could get him a DVD set of that TV show about vampires that he's addicted to.

W That's not a bad idea.

N **Which birthday present is the man considering?**

2

W Mmm, something smells good in here! What have you been cooking?

M It's an apple pie. I'd been planning to make a cherry pie, but after I'd been to three market stalls this morning and none of them had any cherries, I decided to make an apple pie instead. There was no shortage of apples.

W I noticed that the supermarket had winter fruits like oranges on sale yesterday. Oh dear, it'll soon be Christmas!

N **What fruits are not available to buy at the moment?**

3

M I see you've bought a new laptop. I find I use my tablet more than my laptop these days.

W Well, you know, I actually bought a tablet last week, but after I'd had it for three days, it stopped working. I had the sales receipt and fortunately they offered me a full refund, but I decided to buy a laptop instead in the end.

M So you're going to use your phone and your laptop instead of a tablet then?

W That's right.

N **Which devices does the woman own now?**

4

W Is that a new tennis racket, Steve? I thought you played golf, not tennis.

M Hi Jill. I used to play golf, but they kept putting up the monthly fees at the golf club, and I was ending up in debt every month!

W Didn't you use to be in an ice-hockey team as well?

M Oh, that was ages ago. I sold all my hockey gear last year. It's time to try a new sport!

N **What sporting item has the man just bought?**

5

M Emily looked fantastic at the party last night, didn't she?

W Yes. I'm so pleased because she'd been worrying about it for weeks! She'd eventually managed to buy herself a dress, but she didn't have any suitable footwear, so I let her borrow a pair of my shoes, which fitted her, luckily!

M She had some great accessories too. Her necklace really stood out.

W Believe it or not, she bought that at a car-boot sale!

N **Which item had the woman lent to Emily?**

6

W Are those new curtains, Geoff? I love the flowery pattern!

M Yes. Gina and I had been looking out for some like this for a while, but we'd only seen very plain ones or nasty stripey ones, which seem to be in fashion these days. Gina really wanted a more feminine design like these, though.

W I bet they weren't cheap, were they?

7

- M** Did you manage to find that blue dress you saw in the magazine advert the other day?
- W** Well, yes and no. I eventually found the same dress in a small shop, but it was in a different colour. By then I'd been looking round the shops for four hours and I'd had enough, so I came home.
- M** Did you try it on though, so you know whether it fits?
- W** Yes, and it fitted perfectly, thank goodness, but I really want it in blue. I'll have to see if I can find it online.
- N** Where had the woman seen the dress she wanted?

8

- W** Hey John, I love your trainers. Are they new?
- M** Thanks Lynn! Yes, but I got them in the sales. They were on offer at 50% off the original price, so I only paid £60 instead of £120.
- W** Wow, that's a great bargain! Well done! And they really suit you!
- M** Thanks!
- N** What was the original price of the shoes?

Unit 5

Exercise 3

- Int:** Hello. Each week in 'Wildlife Matters' we look at ways in which local people are helping their environment. Today I've come to Broadlands School, to talk to head teacher Richard Sandland about his plans to create a wildlife area in the school grounds. Hi Richard.
- RS:** Hello and welcome!
- INT:** So what gave you the idea of creating a wildlife area?
- RS:** Well, there was a corner of the school field which wasn't being used for sports or anything else, and as nobody was looking after it, it had become a bit wild. I was looking at it one day when I noticed how many butterflies and other insects were buzzing around the area – it was full of wildlife! I realised that if we did some work to make it even more attractive to wildlife, we could help our local environment while teaching the students about science and nature at the same time.
- INT:** So tell us about what you and the students are planning to do.
- RS:** Well, firstly we'll be cutting down a lot of this long grass. It's not particularly helpful to wildlife, and we want to encourage wild flowers to grow amongst the shorter grass instead, which will attract more insects. We'll be planting a few trees, which will attract birds, and in the middle, we're going to have a pond.
- INT:** Will the students be doing a lot of the work themselves?
- RS:** Oh, yes, they'll be doing most of it! We start this weekend and we've got a large group who can't wait to throw themselves into the project. It'll have to be done after school or on Saturday mornings, but fortunately that hasn't put them off. Lots of them are interested in nature conservation, so they see it as an

- RS:** Yes, I'd had the original idea, but I didn't really know how to put it into action! An expert from the local wildlife society came to talk to the school and helped us to plan what we would do. The students got really excited because they were able to suggest their own ideas and get involved in the planning.
- INT:** Will you be able to use the wildlife area to teach normal school subjects?
- RS:** Yes indeed. Education these days is excellent, but it's missing something – children don't learn the vital connection between themselves and the natural world any more. When I was young, we were always going on nature walks, learning about trees and birds and so on, and although students have lots more choice of subjects these days, they lack that connection. We'll still be teaching them everything they need to learn, but we'll be using the wildlife area as our inspiration, and as a useful resource.
- INT:** I can't wait to come back in six months' time and see how it's looking.
- RS:** I hope by then we'll have transformed this area into a beautiful wildlife haven. The students will be able to give you a full report on everything we've attracted to the garden. In the meantime, they'll be writing regular blogs for the school's website and I'll be keeping a photographic record of every stage.
- INT:** It's very exciting. Best of luck, Richard.
- RS:** Thanks!

Unit 6

Exercise 1

- 1
- M** He deserves the death penalty.
- F** That's a bit harsh, isn't it?
- 2
- M** I'm sure he's been arrested.
- 3
- F** He must have been at least 1.8 metres tall.
- 4
- F** Thanks for reassuring me.
- 5
- M** I have my doubts about her innocence.
- 6
- M** I think his coat was black, but I couldn't swear to it.

Exercise 3

- 1 **You hear a police officer talking.**
- I've been in the police force for thirty years and of course I've seen some big changes in that time. There have always been risks in the job, and nowadays there are definitely more people carrying guns and knives than in the past. But we're better protected too, with special clothing and equipment, so I generally feel pretty safe. Computers have completely changed our job, though. Without them we wouldn't solve half the crimes we solve now.

has thankfully decreased, leaving us more time to catch criminals.

2 You hear two people talking about an escaped criminal.

- F** Did you hear a criminal broke out of the prison near here the other day?
- M** Yes, I did, but they must have caught him and put him safely away again by now.
- F** I'm not sure about that. The police helicopter was out searching yesterday, which suggests he's still on the run. Do you know what he went to prison for? He could be dangerous!
- M** Well, I think most of the people in that prison are serving sentences for burglary, shoplifting, that kind of thing. I don't think they're too violent. Still, we should probably make sure we keep the doors and windows locked just in case, until we hear they've caught him.
- F** Definitely!

3 You hear a young woman talking.

When I was at school, I was always getting into trouble, usually for vandalism and shoplifting, but once for arson as well. I was too young to go to prison, so I had to do community service – many times. I know I was difficult to put up with and I'm not surprised nobody believed anything I said or trusted me with anything. The thing is, though, I did my time and I learnt my lesson. I'm not like that any more. I'm a better person and much happier for it, but people still don't trust me. They ought to give me a second chance, but they don't.

4 You hear two people talking about a crime.

- M** You know that driver who drove onto the pavement and killed a woman and her baby?
- F** Yes, I remember.
- M** He was only sentenced to five years in prison! Can you believe it? He should have got a life sentence or the death penalty if you ask me.
- F** That's a bit harsh, isn't it? I mean, it was awful of course, but he didn't mean to kill them. I agree that five years is hardly adequate for causing the death of two innocent people, though. I'm sure they'll reconsider the sentence. I expect it will be increased to 15 or even 20 years perhaps.
- M** Well, I certainly hope so.

5 You hear an old man telling a policewoman about a burglar.

- F** So, Mr Jones, could you tell me what the burglar looked like?
- M** He must have been at least 1.8 metres tall. Definitely around 1.85, I'd say. He spoke to me as well, you know. I can't remember exactly what he said, but he was quite polite actually. He told me that if I kept still and quiet, he wouldn't have to tie me up. Or perhaps he said he wouldn't have to kill me ... I forget now. Anyway, I'm still here!
- F** Did he have any particular accent?
- M** I think he was from Liverpool, but I may be wrong about that. Perhaps he was from the north-west, but I couldn't swear to it.

6 You hear a policewoman talking to some TV and newspaper reporters

What I would like to do now is to ask people to remain calm and not to panic. The public have been extremely helpful in coming forward with information, and we have been able to build a very clear picture of the person we're looking for. We are doing everything we can to find this person, and to get him safely locked up, and I'm confident that we are very close to getting a result. As soon as we have any further information, we will of course let you know.

7 You hear a man talking about an incident on his land.

People are always trespassing on my land and it drives me mad. Last week my farm manager accused a local girl of smoking in one of my sheds. He said he'd seen her in there with his own eyes and so he'd caught her red-handed. She swears she's innocent of course. She says it wasn't her and that she's never even been in there. I trust my manager completely, and he's convinced she's guilty of trespassing, but I do have my doubts. I know the girl's parents and I can't imagine she'd be disrespectful of other people's property. It's difficult to prove either way.

Unit 7

Exercise 2

- M** Did you hear about that fire in the town centre yesterday? It's reported that it was started deliberately.
- F** Really? It doesn't say that in today's newspaper report, but that's the problem with newspapers. They can't keep up with the very latest developments.
- M** I heard it on the radio this morning, but even they didn't have the full details.
- F** We'd better check online because that's the most up-to-date source of information.

Exercise 3

- M** Did you hear about that fire in the town centre yesterday? It's reported that it was started deliberately.
- F** Really? It doesn't say that in today's newspaper report, but that's the problem with newspapers. They can't keep up with the very latest developments.
- M** I heard it on the radio this morning, but even they didn't have the full details.
- F** We'd better check online because that's the most up-to-date source of information.
- N** **Which news source does the woman think is unreliable?**

Exercise 4

- 1**
- F** I met Sarah-Jane Lewis last night.
- M** Who's she? No, don't tell me. I think she's an actress, isn't she?
- F** You must be thinking of someone else. She's into current affairs. She worked as a journalist for the local newspaper for several years, but just recently she's been taken on as the evening newreader on

N What is the current job of the woman they're talking about?

2

M Hey, check your Facebook wall. I've just sent you a video.

F Oh no, not another one about cats!

M Well, not exactly, but close. This one's a singing dog. It's had so many hits that it's supposed to be the fastest video ever to go viral! It's really funny.

F It can't possibly be as good as the one Jim sent me about the dancing parrot. That was amazing!

N Which video has the man just sent the woman?

3

F Are you still watching that dreadful soap opera? Dinner's ready.

M Yes, I am, and it's said to be the best new TV drama this year, according to the reviews.

F Oh come on! They can't be serious. There's no comparison between that and the crime drama we watched last night.

M Actually I preferred the horror series about vampires, but that's not on again until next week.

N Which programme did they watch yesterday?

4

M I don't often see you reading the newspaper. Something interesting?

F My horoscope actually. It says I'm going to be lucky in love this month, but I should be careful of anyone with a black car.

M You realise those things are well-known to be absolute rubbish, don't you?

F Well, last month it said I'd receive some money and I did, so I think I'll choose to believe it!

N What is the woman hoping for this month?

5

F There's a picture of that TV presenter, Kate Smith, here. She's made the headlines because she's getting married again.

M That's not Kate Smith, is it? Doesn't she have long blonde hair?

F Well actually, yes, she did, but she's had it cut quite short for her new show and she's changed the colour too.

M Well, I'm not keen on red. I think she'd look rather good with dark hair.

N What does the TV presenter look like at the moment?

6

M That French actress is in the public eye a lot these days, isn't she? She was interviewed on the culture show on TV last night.

F Yes, she's everywhere these days, ever since she made a name for herself in that successful film a couple of years ago.

M Oh, is that how she became famous? I thought she was a model originally! I've seen her in so many clothing adverts in magazines.

F No, she only started modelling after she got famous on the big screen.

N How did the man think the actress's career had begun?

7

F Hey, you know that scientific article I wrote about

F Yes, that's the one. Well, the editor didn't like it apparently, and the university don't want it for their website either. But a TV science correspondent wants to interview me for their TV programme instead!

M That's even better! Congratulations.

N Where had the woman hoped her research would be publicised?

8

M Do you know what time the sports report starts on the radio?

F It's 7.30, isn't it? It's always on then, after the 7 o'clock news.

M Well, that's what I thought, but the radio guide says it's on at 8.30.

F That must be a mistake; I'm sure they haven't changed the time.

N What time does the woman think the sports report will start?

Unit 8

Exercise 2

Speaker One

I can't believe I missed my big chance. I wish I'd tried harder!

Speaker Two

What a day! I've got no energy left at all. Thank goodness it's the weekend.

Speaker Three

I'm determined to work hard and be a success in my chosen career.

Speaker Four

I'm happy in my job. It's hard work, but it's worth it for the benefits we get.

Speaker Five

I know I'll do well at the interview because I've got the qualifications and the experience.

Exercise 3

1 You hear a man talking about his situation.

I wish I'd studied harder at school. If I'd passed my exams and gone to university, I'd probably have a well-paid and satisfying job by now. Instead I'm unemployed and struggling to pay the bills. I hope that things will get better, but I can't say I feel very optimistic. People say that if you're really determined to make changes in your life, you can achieve amazing things, and they say that it's not too late to go back to college and try again, but I'm not so sure. I doubt I'd be any better the second time round, to be honest!

2 You hear two people talking about a job interview.

M Hey, congratulations! I hear you've got an interview with that law firm!

F [WORRIED] Thanks, yes. I'm not very confident of getting the job though.

M Why not? You've got all the qualifications, haven't you? It's perfect for you. Are you

had plenty of practice and feel quite confident about that. I just get the feeling that they're looking for someone who's been doing the job for several years. I'm fairly new to it and that's not going to work in my favour.

- M** I'm sure you'll be great in the interview and they'll realise you'll do a fantastic job. Don't worry!

3 You hear a woman talking.

I decided to retire from my job last year, because I wanted to spend more time with my grandchildren before they grow up. I can't say I was sorry to say goodbye to the people I worked with! They were a rather unpleasant bunch, very secretive and envious of other people's salaries, which was silly really because it's not as if any of us were earning very much! I was sad to lose the main perk of the job, though, which was free drinks and snacks every day. The cost of food shopping really does add up and takes a good chunk out of my pension. Still, it's worth it to be able to see my grandchildren.

4 You hear two people talking about jobs.

- M** There are two jobs here in the paper I'm thinking of applying for. This building company wants a full-time electrician, but if I take that I'll never be able to finish the work I'm doing on my daughter's house.
- F** Are you thinking of just getting a part-time job then?
- M** Well, maybe, yes. There's one here that's thirty hours a week, which would be ideal, but I'm not sure I could live on the amount I'd earn from that. If I took the full-time one, my wages would be much higher.
- F** Well, of course. And the part-time one's miles away, look. You'd take forever to get there and back!

5 You hear a woman talking.

I love my job. I look after old people in a nursing home. It's true that by the end of each day, I can hardly move because I'm so tired, but I don't really mind because I know I'm helping people. My cousin earns twice what I do – she's a top lawyer – but if I had to cope with as much stress as her, I'd probably quit my job after a few weeks. My job's quite fun really. Sometimes I feel a bit sorry for the old people, but the good thing is we're making their lives as good as we possibly can, so it's a happy place really.

6 You hear a student talking.

I was very disappointed when I finished school because I didn't do well enough to get into Oxford University, where I'd always hoped to go. Most of my friends are there, so at first I felt like a failure compared to them. However, I chose a course at a well-respected business school instead so that when I leave, I'll hopefully be equipped to become a top businessman and make a fortune! That should impress the Oxford guys, even if it's not exactly what Mum and Dad had in mind for me. If I start making big profits in a few years, though, I'm sure they won't be complaining!

7 You hear a woman talking.

I wanted to work my way up into a much more senior position. I'm very ambitious, you see. I'm determined that if I work really, really hard, I can be very successful and maybe even own my own company one day. But here, they don't care about helping you to develop your career, and I'll just be stuck in this boring, dead-end office assistant job forever. It's a shame because it's a fantastic company, but I'm going nowhere. Time to move on!

Unit 9

Exercise 2

- 1** They couldn't believe how large and luxurious the cruise ship was.
- 2** We decided to fly to Paris instead of taking the train.
- 3** I stayed in a small, but beautiful, hotel on my city break.
- 4** The children jumped happily and noisily into the pool.

Exercise 4

In the 1930s, a new kind of holiday was invented in Britain. A man called Billy Butlin had the idea that hardworking British people needed somewhere to go that was affordable and fun, in order to escape the routine of their normal, working lives. His idea was an early type of package holiday – he would offer full-board accommodation and a lively programme of free activities and entertainment for all the family. This would all happen in one place, and all for the price of a week's wages. His first 'holiday camp', as they were then known, opened in Skegness, on the east coast of England, in 1936 and was a huge success.

Staying at a Butlin's holiday camp wasn't exactly like staying in a 5-star hotel, though. Accommodation was in small wooden huts called chalets, which were arranged in rows facing each other. They were bright and colourful, but basic, and toilets were in shared blocks in the middle of the rows. All meals were provided in huge dining rooms, and there were daily activities like swimming, sports and competitions, and evening entertainment such as shows and dancing. Butlin's next great idea was to employ a team of staff called Redcoats. They wore red jackets and their job was to join in with everything, and encourage every member of the family to join in too. Many Redcoats later became famous entertainers.

Billy Butlin came from a family of fairground showmen, so he knew about making money from entertaining people. He'd spent his teenage years in Canada, and while he was there he'd visited a summer camp, which gave him the idea for his holiday camps back in England. During the Second World War, Butlin's holiday camps were taken over by the British government for training and housing soldiers and he was paid to build several more, which then became holiday camps again only weeks after the war ended. Butlin made a huge

more popular, as people who couldn't afford to travel abroad needed somewhere colourful and fun in which to enjoy themselves. Butlin continued to build more camps during the 50s and 60s, and his camps became famous for the crazy games and competitions that were held there, like knobbly knees and glamorous granny contests! In order to communicate with so many guests, 'Radio Butlin' played music and made announcements through loud-speakers in every chalet and across the camps. Some guests found this so annoying that they cut the wires in their chalets! Despite this, Butlin's remained very popular and in 1972, received over a million bookings.

Between the 60s and the 90s though, Butlins started to suffer competition from cheap overseas package holidays, and many of the camps closed. However, in the remaining three camps, a huge programme of modernisation took place. Butlin's Holiday Resorts, as they are now called, offer fantastic indoor and outdoor entertainment, shopping and dining, with a much wider choice of activities available. The original wooden chalets of the 1930s are long gone, having been replaced by more modern versions. Only one remains, which is now protected as a historic building, and is for display only. In the 21st century, Butlin's even opened three hotels on one of their sites, enabling guests to enjoy more luxurious accommodation, whilst still enjoying all the activities the resort has to offer.

Unit 10

Exercise 2

- 1
It's important that expectant mothers eat a very healthy diet.
- 2
Luckily for us, our house is worth more than it was five years ago.
- 3
Manufacturers have had to change their methods because of ecological concerns.
- 4
We may think that eating a lot of salt is bad for us, but actually that hasn't been proved.
- 5
I get discounts on public transport because I'm on a low income.
- 6
Jake, you're 10 years old but sometimes you still behave like an infant!
- 7
Single mothers obviously spend a lot of time on childcare, which makes it difficult for them to do other things.

Exercise 3

Int Welcome to *The Culture Show*. Today Susie Wright, our health correspondent, is going to talk to us about a way in which some babies get a special start in life.

the Finnish government has been giving all expectant mothers a gift of a cardboard box containing a mattress, clothes, toys and other things a new baby needs.

- Int** Really? When did this tradition start?
SW It started in the 1930s, when the boxes were only available to mothers on low incomes, but in 1949 the government decided to extend the scheme to all mothers. In those days in Finland a high number of babies were dying, so the government had a clever idea. It said that mothers could only receive the box if they went to see their doctor in the first three months of pregnancy. This made sure that the health and welfare of all mothers was checked and, as a result, the number of infant deaths dropped.
- Int** So what's in the box exactly?
SW Clothes, bedding, a toothbrush, some nappies, and other things. Mothers are offered a new box for every child they have, but they can take a sum of money instead, and re-use the items for their second child. Most take the box though because it's worth a lot more.
- Int** Does the box contain the same things as it did in the 1930s?
SW No, it doesn't. Some things have been added at various points, and others have changed because of fashions in childcare, or because more modern materials have been invented. These include stretchy fabrics for clothes and disposable nappies, which were easier and quicker for mothers to use. The nappies were actually changed back to old-fashioned cotton nappies, however, because people complained that disposable nappies were bad for the environment.
- Int** Apart from reducing the number of infant deaths, have the boxes had any other benefits?
SW Well, yes, a number of things. A recent report said that Finnish mothers were the happiest in the world, and experts think that the picture book included with the box helps to encourage children to look at books and, therefore later, to read. The box, and the mattress it contains, can be used as the baby's bed, and this has encouraged parents to give children their own beds, which is better for them than sleeping with their parents.
- Int** You discovered another interesting custom regarding Scandinavian babies' sleeping arrangements, didn't you?
SW That's right. It's common practice in Scandinavian society to put your baby outside to sleep during the day. In Finland's capital city, Helsinki, I saw lots of babies, in their prams, sleeping outside cafés or nursery schools. The belief is that fresh air is healthier for the children than being together in the same room all day, especially in winter when there are lots of diseases going around.
- Int** But it can be freezing cold in northern Europe!
SW I know, but parents often only start to bring their children inside when the temperature falls below about minus 15 degrees. The limit for some parents is minus 10, but others will just put an extra blanket over the pram at this temperature. The crucial thing of course is that the baby must be well clothed and wrapped, so it stays warm.
- Int** And does it make the children healthier?
SW It does seem to make the children sleep better,

though, so unless new evidence proves it wrong, I don't think a change in habits is likely! The Scandinavians are quite sure that a little fresh air never hurt anybody!

Int Very interesting, Susie. Thanks for talking to me today.

SW My pleasure.

Unit 11

Exercise 3

Speaker One

My cameras are the tools that I use to make a living, so obviously it's important that I'm fully up to date with all the cutting-edge developments in camera equipment. I've got three very expensive cameras, with all the latest features, and of course I've got lots of memory cards for transferring the images onto my computer for editing. As I can take thousands of photos in a working day, I'm very grateful for all the labour-saving programs that make my job easier. I love my work taking photos of people, but I wish people wouldn't try to take photos of me, as I hate having my own photo taken!

Speaker Two

I love taking photos, but most of mine are taken at parties, nights out or on holiday. What I need from a camera is simplicity. I'm not into complex cameras or having the latest technology. I'd rather have a camera that's user-friendly and cheap, especially as I have a habit of dropping or losing mine! If I drop my camera and damage it, I can't be bothered to get it repaired – I'd rather just buy a new one! Some of my friends just use their phones instead of a camera, but as my phone is quite expensive, I prefer to leave it safely in my bag and snap away with my cheap camera instead.

Speaker Three

I used to have quite a good camera, but it broke about six months ago. I was going to get it fixed, but in the meantime I started using my mobile phone to take photos instead. I have to say that I was pleasantly surprised. The technology in phones these days has developed so much that it means the cameras are really good. I've actually been very happy with the photos I've taken with my phone and it's all so convenient. I've always got my phone with me because I call people and send text messages a lot, so it means I've also always got a camera, without having to carry another piece of equipment around. I don't think I'll bother getting my camera repaired at all!

Speaker Four

If only you could believe what you see in photos. In the old days, we used to say 'The camera never lies,' but that's simply not true any more. Nowadays everyone's using these programs to alter the photos digitally – digital manipulation, I think it's called. Anyway, clothing and cosmetic companies have their photos altered to make the models look slimmer or more 'perfect'. I'd rather see the real person, and wouldn't we all? I can't understand why messing about with photos is so popular. I think it's wrong.

Speaker Five

I don't own a digital camera myself. I've still got my lovely old camera which uses a roll of film. It's terribly outdated now, but I prefer it that way. In the old days, taking a good photo used a lot of skill. You had to understand the complicated things about how the camera worked. Nowadays it's all done for you, and even if you don't take the perfect shot, you can fix it electronically afterwards. I think that's cheating, and I can't see how modern photography is at all enjoyable. Where's the challenge and excitement in that?

Unit 12

Exercise 3

Do you ever feel that it's about time you did some voluntary work for your community? Sometimes it can be difficult to know where to start, can't it? Well, if you like the idea of doing something to help *and* you enjoy keeping fit, I might have just the solution for you.

An organisation called GoodGym helps community groups, elderly people and disabled people, but it also helps its volunteers to keep themselves fit because they *run* to all their projects! GoodGym has two main types of projects: group work, where volunteers run together to do a task; and individual tasks, where volunteers run somewhere on their own to do something useful. The group projects often involve work on a community garden or youth centre. Some tasks might involve clearing rubbish from an area, for example, whereas others involve perhaps painting walls or railings. Volunteers usually start at a café, run to the project location, do the job, run back and finish off with a cup of tea and a piece of cake. It's a great way to make friends, have fun, get fit and do something useful!

GoodGym also arranges good deeds for individuals to do. They run to the home of an elderly or disabled person who's unable to leave their house perhaps. They stay and chat for a while and then run home, and they do this regularly, so they develop a friendship with the person. Other tasks are one-off, such as changing a lightbulb or delivering someone's shopping.

On the most recent group event, members ran to a community garden. Local people had created the garden, and had planted lots of flowers and trees, but they needed some help keeping the area clear of rubbish, so that's where GoodGym members were able to lend a hand.

Anyone can join GoodGym. All you have to do is attend one of the group runs and fill in a form. The organisers will arrange a police check, which must be passed for safety reasons, and ask you if you'd like to make a donation, although this isn't compulsory. Then you can participate in whichever group runs or individual visits you like, whenever you feel like it.

Why not give GoodGym a try? Not only could you help local people and organisations, but you could also help yourself by keeping fit, and we all need to do that, don't we? Check out the website at www.goodgym.org.

Extra Tasks For Early Finishers



Unit 1, Vocabulary 1 (SB page 8)

Choose the correct answers.

- 1 I love spending time with Rachel; she's such a ____ person!
a proud b guilty c cheerful
- 2 Of all my ____, Aunt May is my favourite.
a relatives b peers c colleagues
- 3 I can't stand people who ____ about their friends.
a argue b gossip c criticise
- 4 Poor Bob. He split up with his girlfriend and he feels ____.
a ashamed b frustrated c miserable
- 5 None of my ____ like the new manager because she's very bossy.
a classmates b colleagues c partners
- 6 Sam ____ Tom of talking about him behind his back.
a accused b discussed c grumbled
- 7 Parents tell their children never to talk to ____.
a coaches b enemies c strangers
- 8 When you train a dog, you should ____ it for good behaviour.
a discuss b praise c advise

Unit 1, Grammar 1 (SB page 9)

Circle the correct words.

- 1 I **don't trust** / I'm not trusting him at all.
- 2 Water **boils** / is boiling at 100 degrees Celsius.
- 3 It **gets** / It's getting warmer and warmer in here; let's open the window.
- 4 Jill usually **goes** / is going out on Saturday night.
- 5 Bill is too thin; he only **weighs** / is weighing 50 kilos.
- 6 Grandma is very tired, so she **rests** / is resting upstairs.
- 7 **Do we visit** / Are we visiting Uncle Joe next week?
- 8 I **don't believe** / I'm not believing it! It's just silly gossip.
- 9 My sister rarely **cleans** / is cleaning her room.
- 10 Karagounis **passes** / is passing to Samaras ... and it's a goal!

Unit 1, Vocabulary 2 (SB page 10)

Complete each sentence with one word.

- 1 It's terrible that they _____ out after being friends for so many years.
- 2 Whose turn is it to _____ the washing-up? Is it mine?
- 3 We both need a holiday, but we can't afford to _____ away.
- 4 I'll wash the dishes if you _____ the beds, OK?
- 5 I often _____ together with friends at the beach.
- 6 Dad _____ on the weight when he stopped going to the gym.
- 7 George has a cleaner who _____ all the chores at his house.
- 8 I'm careful with my money and I don't need a lot to _____ by.
- 9 It's hard to _____ time for my friends because work keeps me busy.
- 10 Let's _____ out and have some fun tomorrow night.

Unit 1, Grammar 2 (SB page 11)

Rewrite the sentences using a relative clause. Sometimes more than one answer is possible.

- 1 That's the student. His dream is to be a scientist.

- 2 Max is a director. He prefers to make comedies.

- 3 I support a charity. It helps animals.

- 4 I gave the book to a man. He is my brother.

- 5 They fell in love in Paris.

- 6 He is proud of his art. It's in many galleries.

- 7 They love going to Spain in September.

- 8 You went to the library for a book. Is this it?

Extra Tasks For Early Finishers



Unit 2, Vocabulary 1 (SB page 20)

Choose the correct answers.

- The police are ____ the crime.
a investigating b observing c proving
- There are some ____ at the site who are digging for an ancient statue.
a historians b aliens c archaeologists
- Take that pink hat off! You look ____!
a unusual b ridiculous c remarkable
- I ____ this Chinese vase from my grandmother.
a inherited b solved c discovered
- Do you believe in ____ houses and ghosts?
a spooky b bizarre c haunted
- Your directions to the lake ____ me and I got lost.
a confused b proved c disappeared
- We need to do more experiments to support our ____.
a theory b practical joke c myth
- Don't go to the graveyard at night! The ____ come out then!
a evidence b spirits c historians

Unit 2, Grammar 1 (SB page 21)

Complete the sentences with the past simple or the past continuous form of the verbs given.

- When he _____ the ghost, he _____ out of the window. (see, look)
- The archaeologists _____ the tomb while they _____ in the desert. (find, dig)
- While the aliens _____, people _____ . (land, scream)
- My parents _____ at home when the parcel _____. (not be, arrive)
- Jane _____ the answer and _____ her hand. (work out, raise)
- Harry _____ late, _____ his breakfast quickly and _____ for the bus. (wake up, eat, run)
- Karen _____ us because she _____ for an exam. (not meet, study)
- I _____ a horror film last night and it _____ me! (watch, terrify)
- The police officer _____ the robbers when he _____ his car. (chase, crash)
- When the sun _____, we _____ .

Unit 2, Vocabulary 2 (SB page 22)

Circle the correct words.

- It was very pleasant to sit in the **shade / shadow** of the lemon tree.
- When I finally saw my friend again, it was just like old **time / times**.
- Read out / Read up on** the Inca gods if you're interested in myths.
- Grandpa was very ill and felt that he had no **power / strength** left.
- Don't wait! Do it now! There **has / is** no time like the present.
- Socrates, the ancient Greek philosopher, **passed down / passed away** in 399 BC.
- Have you heard the **last / latest** news? They think they've found an alien spaceship!
- Hey! Wait for me! Don't **leave me behind / leave me out** in this haunted house!
- The woman who lives in the old house on the hill is very **odd / rare**.
- When the Indians ate the leaves of this plant, the **affects / effects** were unusual.

Unit 2, Grammar 2 (SB page 23)

Complete the sentences with the correct form of *used to*, *would*, *be used to* or *get used to*. Sometimes, more than one answer is possible.

- They _____ watch scary films, but they don't now.
- I didn't like my job at first, but then I _____ it; it's OK now.
- '_____ living in such an old house?' 'Oh, yes! I've been living here for years!'
- _____ look up in the sky for spaceships when you were younger?
- It's unusual for me to wear glasses, but I _____ them over time.
- Dad is certain he will never _____ the strange noises in our house.
- We _____ walk through the graveyard, but we don't mind doing it now.
- The Smiths _____ own a bakery years ago, but they are too old to work now.

Unit 3, Vocabulary 1 (SB page 34)

Complete the words in the sentences.

- 1 Sometimes it's hard for people to b _____ in this polluted city.
- 2 C _____ is a team sport that is popular in Australia and England.
- 3 I felt very cold at the ice-hockey r _____ without my jacket.
- 4 To get the blood flowing through your legs, just b _____ your knees a few times.
- 5 I'll meet you at the football p _____ 20 minutes before the match starts.
- 6 You need a very steady hand to play d _____.
- 7 As the opponents entered the w _____ ring, the spectators cheered.
- 8 You must wear a helmet when you play r _____ as it's a very physical sport.
- 9 A golf c _____ is made up of 18 holes spread out over a large area.
- 10 The doctor told me to i _____ and e _____ as he listened to my chest.

Unit 3, Grammar 1 (SB page 35)

Circle the correct words.

- 1 He **has already scored** / **has already been scoring** two goals today.
- 2 I've **trained** / **I've been training** all afternoon. I'm exhausted!
- 3 I **haven't eaten** / **haven't been eating** well recently and I look terrible.
- 4 Her swimsuit is wet. **She's swum** / **She's been swimming**.
- 5 How many times **has your team won** / **has your team been winning** the Euroleague championship?
- 6 **He's watched** / **He's been watching** every Tour de France since he was five!
- 7 Jack **hasn't brought** / **hasn't been bringing** his football boots, so he can't play.
- 8 Your shoes are muddy. What **have you done** / **have you been doing**?

Unit 3, Vocabulary 2 (SB page 36)

Complete the sentences with the correct form of the words given.

- 1 Maria Sharapova is a _____ tennis player from Russia. (profession)
- 2 I showed my _____ for her help by buying her a present. (appreciate)
- 3 Are Panathinaikos supporters the most _____ fans in Europe? (devote)
- 4 My coach says I'm a very _____ player. I'm so pleased! (promise)
- 5 The best players are offered the best _____ deals. (sponsor)
- 6 My favourite _____ sport is cricket. What's yours? (out)
- 7 You must make your _____ by the end of the month. (pay)
- 8 Top players are often paid to make an _____ at an event. (appear)

Unit 3, Grammar 2 (SB page 37)

Circle the correct words.

- 1 How long ago **did you see** / **have you seen** Bill?
- 2 **He's run** / **He ran** two marathons last week.
- 3 The players from Spain **didn't arrive** / **haven't arrived** yet.
- 4 Why **were you** / **have you been** late this morning?
- 5 Which country **won** / **has won** the most World Cups?
- 6 What a boring game! Neither team **scored** / **have scored** so far.
- 7 Athens **hosted** / **has hosted** the Olympics twice – in 1896 and in 2004.
- 8 How long ago **did he start** / **has he started** playing tennis?

Extra Tasks For Early Finishers



Unit 4, Vocabulary 1 (SB page 46)

Circle the correct words.

- I need a **novel** / **portable** computer that I can travel with.
- Make sure you read the **fabric** / **label** on your new shirt before you wash it.
- You must show a sales **receipt** / **tag** in order to exchange an item.
- It's a lovely dress, but it needs a few **accessories** / **designs**.
- My new tablet uses very **advanced** / **compact** technology.
- I found these beautiful antique vases at a flea **market** / **stall**.
- I bought this great **brand** / **outfit** in the sales, even the bag.
- When I can't afford to buy anything, I still enjoy window **sales** / **shopping**.

Unit 4, Grammar 1 (SB page 47)

Complete the sentences with the past perfect simple or the past perfect continuous form of the verbs given.

- She was exhausted because she _____ for hours in the sales. (shop)
- Bob _____ to a shop like Harrods before. (not be)
- We _____ lunch when John came round to visit. (already/have)
- Max _____ for long outside the shop when it opened. (not wait)
- They _____ the car they had been looking for by one o'clock. (find)
- Sam was very worried because he _____ his credit card. (lose)
- Mum _____ the present when she dropped it on the floor! (wrap)
- _____ for long when the noise woke you? (sleep)

Unit 4, Vocabulary 2 (SB page 48)

Circle the correct words.

- I haven't got a credit card and I always pay **in** / **on** cash.
- We'll have to **borrow** / **lend** from the bank to buy a house.
- Dad looked **out for** / **round** the shop, but didn't like anything.
- The colour yellow doesn't **fit** / **suit** me, so I never wear it.
- Don't buy that jacket without trying it **on** / **out** first.
- Paul lost his job, ran out of money and is now **in** / **on** debt.
- I bought a return air fare to Rome for 60 euros. What a **bargain** / **purchase**!
- Don't buy the bag now; wait until it's **in** / **on** special offer.

Unit 4, Grammar 2 (SB page 49)

Circle the correct words.

- I **had seen** / **had been seeing** the shoes online before I **found** / **had found** them in the shops.
- By the time Dad **arrived** / **had arrived** home from the shops, we **cleaned** / **had cleaned** the house.
- Before she **went** / **had gone** to the supermarket, Sally **made** / **had been making** a shopping list.
- I **looked** / **had been looking** for a computer when my aunt **offered** / **had offered** me hers.
- When our old car **broke down** / **had been breaking down**, we quickly **replaced** / **had replaced** it with a new one.
- Before I **suggested** / **had been suggesting** it to him, Bobby **didn't consider** / **hadn't considered** buying used video games.
- A ticket inspector **caught** / **had been catching** Henry travelling without a ticket and **gave** / **had given** him a fine.
- The sales assistants **had worked** / **had been working** for hours before they **took** / **had been taking** a break.

Unit 5, Vocabulary 1 (SB page 60)

Complete the words in the sentences.

- 1 It's terrible that in the 21st century, many people still do not have enough to eat and will die of s _____.
- 2 Solar power is a great a _____ e _____ s _____ as it's cheaper and cleaner than fossil fuels.
- 3 In 1883, a v _____ e _____ destroyed most of the island of Krakatoa, in Indonesia.
- 4 Residents were advised to leave the area as the w _____ approached the town, burning everything in its path.
- 5 B _____ l _____ came down the mountainside, destroying the villagers' homes and crops.
- 6 If e _____ s _____ aren't protected now, they will die out and we will never see them again on this earth.
- 7 The shaking of the e _____ caused extensive damage in the city and surrounding areas.
- 8 G _____ w _____ has brought about worrying changes to climates around the world.

Unit 5, Grammar 1 (SB page 61)

Complete each sentence with the correct form of the verbs given.

- 1 Tom has decided he _____ a park ranger. (become)
- 2 _____ all of these old newspapers to the recycling centre? (I/take)
- 3 _____ me the best spot for bird watching? (you/show)
- 4 This time tomorrow we _____ to Malta for our eco-friendly holiday. (fly)
- 5 Where _____ all these empty bottles? (we/put)
- 6 Look at all this traffic! I _____ late for work! (be)
- 7 I'm sure we _____ many volunteers to clean up the beach. (find)
- 8 Martin _____ us at the

Unit 5, Vocabulary 2 (SB page 62)

Choose the correct answers.

- 1 Will the factory be punished ____ polluting the river?
a about b with c for
- 2 We should all be concerned about the ____ of the rainforests.
a destroy b destroyed c destruction
- 3 Firefighters worked hard to ____ the wildfire.
a knock down b put out c keep away
- 4 Many people gathered in the centre to protest ____ the new motorway.
a for b to c about
- 5 Cargo ships ____ the sea when they dump their rubbish into it.
a contaminate b refer c interfere
- 6 We mustn't stop now; we must ____ walking until we reach the forest.
a use up b put off c keep on
- 7 Don't you long ____ the days when our neighbourhood was clean and safe?
a for b about c to
- 8 Let's not throw that old table ____; we can donate it to the school.
a off b away c down

Unit 5, Grammar 2 (SB page 63)

Circle the correct words.

- 1 By when **will you have cleaned** / will you have **been cleaning** the park?
- 2 By the time we **do** / **will do** something about the problem, it will be too late.
- 3 They can collect the old books when **we'll take** / **we've taken** them outside.
- 4 By May, we **will have volunteered** / **will have been volunteering** at the shelter for six months.
- 5 I **won't have finished** / **won't have been finishing** the project by Friday.
- 6 Once we **receive** / **will receive** your payment, you can use the club's facilities.
- 7 She'll help as much as she can when she **will join** / **joins** the conservation group.
- 8 They **won't have walked** / **won't have been walking** all day; it's too hot.

Extra Tasks For Early Finishers



Unit 6, Vocabulary 1 (SB page 72)

Complete the sentences with the correct form of the words given.

- _____ on private property is against the law. (trespass)
- Did anyone see the _____ who started the fire? (arson)
- Has the _____ called to ask for ransom money? (kidnap)
- _____ usually steal small items that they can easily hide. (shoplift)
- How did the _____ happen while the alarm was on? (burglar)
- Two teenagers were arrested for _____ at the school last night. (vandal)
- It took the police twenty years to catch the _____. (murder)
- During the bank _____, a security guard was shot. (robber)

Unit 6, Grammar 1 (SB page 73)

Circle the correct words.

- I'm afraid I **can't** / **won't** / **couldn't** help you, Officer. I didn't see anything.
- Could** / **Would** / **Will** you like me to find a lawyer for you?
- We **would** / **shall** / **could** phone the police anonymously.
- Harry **could** / **may** / **can** count to 100 when he was one year old!
- Shall I** / **Am I able to** / **Would I** speak to the judge for you?
- The police **shall not** / **weren't able to** / **wouldn't** catch the robbers.
- Will** / **May** / **Shall** we ask you some important questions, please?
- No one **could be allowed** / **will be allowed** / **can allow** to enter the house.

Unit 6, Vocabulary 2 (SB page 74)

Complete each sentence with one word.

- Police are seeking three dangerous criminals who _____ out of prison last night.
- Don't _____ him of shoplifting if you aren't sure he took the CDs.
- She was _____ guilty of kidnapping and sent to prison for ten years.
- The murderer was never found, so he _____ away with the crime.
- Jeff can't find a job because he _____ time for shoplifting when he was younger.
- A masked man _____ the local Capital First Bank this morning.
- Bernie _____ to a life of crime because he was too lazy to get a real job.
- They should _____ the killer away for life, don't you think?

Unit 6, Grammar 2 (SB page 75)

Complete the sentences with these modals.

**can't doesn't have to might not have
must mustn't needn't have ought to
shouldn't have**

- You _____ drive through a red light! It's dangerous and illegal.
- I'm sure I put my passport in this drawer; it _____ be here somewhere.
- We _____ called the police; they were already at the scene of the crime.
- If he agrees to do community service, Ian _____ do time in prison.
- I think you _____ stay away from those kids; they're trouble.
- Don't accuse him of the crime; he _____ done it.
- You _____ spoken to the police officer so rudely, Tom!
- Ten years for shoplifting!? You _____ be serious, Your Honour!

Unit 7, Vocabulary 1 (SB page 86)

Choose the correct answers.

- Dr Smith has written many articles for respected medical ____.
a journals b magazines c newspapers
- Why are there ____ five minutes before the end of TV programmes? It's so annoying!
a advertisements b commercials
c horoscopes
- I wouldn't want to be a _____. Imagine if no one visited my webpage!
a journalist b presenter c blogger
- The film received such bad ____ that it put me off going to see it.
a interviews b websites c reviews
- I always listen to the ____ when I'm driving.
a Internet b radio c television
- The ____ has decided that there will be no celebrity gossip in the newspaper.
a DJ b columnist c editor
- I only read fashion ____ at the hairdresser's; I never buy them.
a magazines b e-zines c journals
- Our ____ in Moscow has some important news about the crisis.
a newsreader b presenter c correspondent

Unit 7, Grammar 1 (SB page 87)

Complete each sentence with one word.

- While the newspaper was being printed, the next day's issue was being prepared _____ the editor.
- Most celebrities like _____ interviewed because it makes them feel important and admired.
- The video that had _____ uploaded to YouTube was a huge success with lots of hits.
- Her latest novel _____ being printed at the moment and will be available in the shops next month.
- Bloggers don't want their websites _____ be ignored, but if they aren't interesting, no one will read them.
- The facts in the article had better _____ checked before we publish it.
- International correspondents _____ required to travel a lot for their job, but I'm sure they enjoy it.

Unit 7, Vocabulary 2 (SB page 88)

Circle the correct words.

- News of the star's secret wedding **made** / **went** the headlines.
- I bought a 12-month **subscribe** / **subscription** to my favourite magazine.
- Margaret has a preference **for** / **on** scientific articles and documentaries.
- Some really bizarre videos have **gone** / **been** viral and I wonder why people watch them.
- The celebrity refused to comment **about** / **on** her recent divorce.
- How were you **involved** / **involvement** in the media company when it started?
- Actors who appear **in** / **on** the big screen consider themselves to be better than TV actors.
- I know you don't like soap operas, but I can't understand your attitude **for** / **towards** them.

Unit 7, Grammar 2 (SB page 89)

Complete the sentences using personal or impersonal structures.

- Many know he made his money illegally.
It _____ he made his money illegally.
- People expect models to look nice all the time.
Models _____ nice all the time.
- People report that the programme cost 10 million euros to make.
It _____ the programme cost 10 million euros to make.
- Many people consider soap operas to be bad TV.
Soap operas _____ bad TV.
- They suppose the radio station will close later this month.
It _____ the radio station will close later this month.
- People say some newspapers print lies.
Some newspapers _____ lies.
- People believe that the elderly do not like using computers.
It _____ the elderly do not like using computers.
- They think the author is unhappy with her book

Extra Tasks For Early Finishers



Unit 8, Vocabulary 1 (SB page 98)

Choose the correct answers.

- I needed help to find some journals and the ____ kindly helped me.
a travel agent b librarian c politician
- My grandfather ____ early at the age of 58 because he wanted to enjoy life.
a interviewed b hired c retired
- She has a very ____ job, so she can afford to live in a nice area of town.
a full-time b dead-end c well-paid
- You will need a good ____ to defend you in court, Bernie.
a lawyer b accountant c soldier
- I didn't ____ – I decided to leave because it was too boring.
a get fired b lose c quit
- Air-traffic controllers have a ____ job because people's lives are in their hands.
a manual b stressful c satisfying
- Many candidates ____ for the job, but very few were qualified.
a applied b hired c earned
- Many people don't trust ____; they think they lie to get more power.
a technicians b electricians c politicians

Unit 8, Grammar 1 (SB page 99)

Circle the correct words.

- If you want to be successful, you **would / should** work hard.
- I only ask for time off if I **am / were** not well enough to work.
- When I am late for work, I **will get / get** into trouble with the boss.
- I would advise you against it if you **want / wanted** to quit your job.
- If he had better qualifications, he **will / would** look for another job.
- As long as / Unless** the manager doesn't mind, I'll leave work early today.
- I wouldn't have applied for the job if Bob **didn't encourage / hadn't encouraged** me.
- If Jenny hadn't been so nervous at the interview, she **would get / would have got** the job.

Unit 8, Vocabulary 2 (SB page 100)

Circle the correct words.

- Are you sure you have **had / made** the best decision for your future?
- Dad gave you good **advice / advise** when he told you to go to university.
- Jack is very **secret / secretive** and didn't tell anyone about his job interview.
- This year, the company was able to **win / make** a large profit.
- I don't think anyone can survive on a minimum **salary / wage**.
- Julie saved a child from a burning house and won an award for her **brave / bravery**.
- The investigators discovered that the doctor's **qualifications / qualities** were fake!
- We can't hire you for the **job / career** unless you sign a contract with the company.

Unit 8, Grammar 2 (SB page 101)

Complete the sentences using mixed conditionals and your own ideas.

- If I hadn't listened to my dad,
_____.
- _____,
we wouldn't be unemployed now.
- Mark would be a lot happier
_____.
- Factories wouldn't be closing now
_____.
- If he hadn't been the best candidate,
_____.
- My life would be so much easier
_____.
- _____,
I would be the assistant manager now.
- If I hadn't seen the job advertisement,
_____.

Unit 9, Vocabulary 1 (SB page 112)

Choose the correct answers.

- I don't enjoy water sports like ____ and sailing.
a sightseeing b kayaking c rock-climbing
- ____ accommodation is very affordable for families.
a Self-catering b First-class c 5-star
- You'll have to ____ your passport before you can travel abroad.
a confirm b arrange c renew
- Spending a day at the beach swimming and ____ is very relaxing.
a backpacking b dining out c sunbathing
- I've booked a package ____ to Spain and I can't wait to go!
a holiday b break c travel
- We're going to America and need to ____ some currency.
a pack b hire c exchange
- Shall we go to Paris for ____?
a peak season b a city break c first-class travel
- It took us six hours of driving to ____ our destination.
a contact b reach c arrange

Unit 9, Grammar 1 (SB page 113)

Complete the sentences with the correct form of the verbs given.

- It's very quick and easy _____ the Metro if you want to see the city. (use)
- Look at the time! We had better _____ or we will be late! (leave)
- There's no point in _____ to the museum as it's too far. (walk)
- I regret _____ on a river cruise when I was in Germany. (not go)
- Kelly chose _____ first class because she could afford it. (travel)
- I think I would rather _____ Greece than Turkey. (visit)
- Jill forgot _____ her ski boots and had to buy a new pair in Austria. (pack)
- The passport officer made me _____ him my visa. (show)
- Stop _____ me what to do! (tell)
- The manager let me _____

Unit 9, Vocabulary 2 (SB page 114)

Complete the sentences with these words.

aisle connection gate insurance
intention pleasure reduction row

- At the departure _____, we were told our flight had been delayed.
- I requested a seat on the _____ because I don't like the window.
- We have no _____ of paying 200 euros a night for a hotel room!
- I take great _____ in travelling abroad and experiencing new places.
- It is advised that all travellers buy travel _____ in case of accidents.
- Our seats were in a(n) _____ at the back of the plane.
- Let's buy our tickets now because there has been a(n) _____ in the price.
- There's only one ferry _____ a week to the island in the winter months.

Unit 9, Grammar 2 (SB page 115)

Complete the sentences with the correct comparative or superlative form of the words given.

- Trekking through the mountains is _____ than going on a picnic! (dangerous)
- The smog in Beijing was _____ I had ever seen. (bad)
- Air fares are becoming less and _____ . (expensive)
- Beach holidays aren't as _____ backpacking. (exciting)
- Titanic was _____ passenger ship of all. (famous)
- The sea warms up _____ in the winter than in the summer. (slow)
- For me, no city is _____ Venice. (impressive)
- You can book online _____ now than when you didn't own a computer. (easy)

Extra Tasks For Early Finishers



Unit 10, Vocabulary 1 (SB page 124)

Complete the words in the sentences.

- 1 A _____ is probably one of the coldest continents.
- 2 The o _____ I _____ of Canada are French and English.
- 3 Cypriot Greek is a d _____ of the Modern Greek language.
- 4 Many e _____ g _____ from around the world have made America their home.
- 5 Western c _____ owes much to the ancient Greeks and Romans.
- 6 Many n _____ s _____ of English teach it in other countries.
- 7 Italian is my m _____ t _____, but I also speak English and French.
- 8 It is a c _____ in my country to dye eggs at Easter.

Unit 10, Grammar 1 (SB page 125)

Rewrite the sentences in reported speech.

- 1 'I learnt something very interesting today,' said Mary.

- 2 'Are you going to visit China next month?' John asked me.

- 3 'Where is the Volga River?' asked Kim.

- 4 'Don't eat or drink in here!' the museum guard said to me.

- 5 'Please show me your passport,' he said to me.

- 6 'These are my guide books,' Tom said to me.

- 7 'We have been travelling for three months,' said the backpackers.

- 8 'Harry may be late tonight,' said Betty.

Unit 10, Vocabulary 2 (SB page 126)

Complete each sentence with one word.

- 1 The ancient site consists _____ a temple and a smaller building.
- 2 Poor Stan was dead to the _____ after working all day and night.
- 3 Don't worry. We have all the _____ in the world to explore Rome.
- 4 Of course I don't believe _____ Santa Claus! Do you?
- 5 In Spain it is _____ to eat 12 grapes at midnight on New Year's Eve. Isn't that a great tradition?
- 6 Miranda is a successful international model; she's really a(n) _____ of the world.
- 7 I object _____ the number of tourists on our local beach!
- 8 No one has proven the _____ of the Loch Ness monster in Scotland, so no one knows if it is actually real.

Unit 10, Grammar 2 (SB page 127)

Report what was said using reporting verbs.

- 1 'No! I didn't break the window,' Jim said.

- 2 'You should avoid that area,' said Mary.

- 3 'I'm sorry I lost the umbrella,' said Carly.

- 4 'Don't forget to visit the castle,' said Joe to us.

- 5 'No one ever listens to me!' said Mum.

- 6 'Don't worry. I'll help you,' said Mr Smith.

- 7 'You stole my camera!' said Sally to Penny.

- 8 'No, I won't go hiking!' said Jessica.

Unit 11, Vocabulary 1 (SB page 138)

Complete the words in the sentences.

- 1 Typewriters are o _____; no one uses them anymore because we have computers.
- 2 N _____ p _____ could be extremely dangerous for our health and the environment if there was ever an accident.
- 3 Where's the r _____ c _____ for the TV? I want to change channels.
- 4 G _____ e _____ is cleaner than fossil fuels and doesn't harm the environment.
- 5 Washing machines and dishwashers are examples of l _____ -s _____ appliances.
- 6 I took lots of photos on my holiday and stored them on a m _____ c _____.
- 7 In 1961, Russian s _____ e _____ began when Yuri Gagarin orbited the Earth.
- 8 My phone is very u _____ - f _____ because it's got a touch screen.

Unit 11, Grammar 1 (SB page 139)

Complete each sentence with one word.

- 1 Alex is _____ the car serviced at the moment.
- 2 _____ you already had the old equipment replaced?
- 3 Grandma _____ me show her how to use the new microwave oven.
- 4 _____ they having the computers delivered a few hours ago?
- 5 The college will _____ having the laboratories cleaned tomorrow.
- 6 Professor Bunsen _____ the students to repeat the experiments.
- 7 No, we aren't going to _____ the satellite dish removed.
- 8 Poor Simon _____ his new phone stolen last week.

Unit 11, Vocabulary 2 (SB page 140)

Circle the correct words.

- 1 Which is your favourite TV **program** / **programme**, Mum?
- 2 Be sure to **look to** / **look over** your report before you hand it in.
- 3 Anne, who has a talent **for** / **of** numbers, wants to be a mathematician.
- 4 When the telephone was **discovered** / **invented**, it changed the way we communicate.
- 5 No one can doubt Tom's dedication **with** / **to** his work as an environmental scientist.
- 6 The naughty students were **playing up** / **playing it back** in the classroom before the teacher arrived.
- 7 Only staff members have **access** / **excess** to the physics laboratories.
- 8 Helen did most of the work on the project, but didn't get any credit **for** / **to** it.

Unit 11, Grammar 2 (SB page 141)

Rewrite the sentences as wishes or preferences using the words in bold.

- 1 David doesn't want to work in a boring job; he wants to study. **rather**
David _____ in a boring job.
- 2 I'm going to the technology seminar, but I don't want to. **have**
I _____ go to the technology seminar.
- 3 I should have bought a computer with a bigger screen. **bought**
If _____ a computer with a bigger screen.
- 4 You bother me while I'm working and I don't like it. **bother**
I _____ while I'm working.
- 5 Jenny wants to get a tablet, not an e-reader. **prefer**
Jenny _____ to an e-reader.
- 6 I shouldn't have got more video games. **if**
_____ more video games.
- 7 I don't know the answer to that question, but I wish I did. **only**
_____ the answer to that question.
- 8 She doesn't know how to use Windows 8, but she'd like to be able to. **could**

Extra Tasks For Early Finishers



Unit 12, Vocabulary 1 (SB page 150)

Match the words in the columns.

- | | |
|--------------|------------|
| 1 physical | bank |
| 2 public | brigade |
| 3 food | course |
| 4 mental | disability |
| 5 halfway | guard |
| 6 fire | home |
| 7 retraining | hostel |
| 8 youth | house |
| 9 coast | housing |
| 10 nursing | illness |

Unit 12, Grammar 1 (SB page 151)

Complete the sentences.

- Call the police, _____?
- He knows where the shelter is, _____?
- Let's see if they need any help, _____?
- I'm being immature, _____?
- You haven't taken my phone, _____?
- I made a stupid mistake. I'm so angry I could kick _____.
- Does _____ know where the nearest hospital is?
- Of course you can sit with _____ you like, Milly.
- I hope the Smiths enjoyed _____ at the fund-raising event.
- Unfortunately, _____ has been done to help the homeless in this town.

Unit 12, Vocabulary 2 (SB page 152)

Circle the correct words.

- Thanks for sharing the responsibility with me; it took a weight off my **back** / **shoulders**.
- Sometimes the world can be a very cruel place for **disabled** / **disability** people.
- If you don't agree with the decision, you should **speak out** / **speak up** about it!
- Stop dragging your **feet** / **heels** and do something to solve the problem.
- We all know that the nicotine in cigarettes is an **addicted** / **addictive** substance.
- It's a very difficult task, but someone has to **take it in** / **take it on**.
- That family have had terribly bad luck; my **ear** / **heart** goes out to them.
- Remember the Titans* is a very **inspired** / **inspiring** sports drama and I highly recommend it.

Unit 12, Grammar 2 (SB page 153)

Complete the second sentence so that it has the same meaning as the first. Use the words in bold.

- They should recognise his contribution to the community. **about**
_____ his contribution to the community.
- Julie helps at the nursing home and volunteers at the animal shelter. **only**
_____ at the nursing home, but she also volunteers at the animal shelter.
- It's not a good idea for you to move out of the house without a job. **better**
_____ of the house without a job.
- The government hasn't done anything to fight youth unemployment! **high**
_____ to fight youth unemployment!
- Grandma worked 9-to-5 and raised six children as well! **not**
_____ 9-to-5, but she also raised six children!
- It would be good for us to take that stray puppy home. **better**
_____ that stray puppy home.