

A new website

In this unit, students:

- read and understand the home page and other parts of a young people's website
- develop a close understanding of the components and writing styles of a website
- learn more about synonyms; practise words with irregular spelling; investigate tones in writing; learn words with the suffix *-age* and *-ship*
- study and practise using sentences with *either/or*, *neither/nor*
- learn and practise correct use of the past perfect passive and adverbs of degree with adjectives and adverbs
- write an evaluation of the young people's website and an actual website
- listen to a conversation about the website; discuss the website in groups
- make a short individual presentation giving a personal opinion of the website

Lesson 1 Check-in; Reading SB pp117-119

Lesson aims

- to prepare for the topic of websites and other aspects of work in Unit 12 through the Check-in page
- to read and gain a general understanding of parts of a young people's website

SB skills: reading for general understanding; reading fluency; vocabulary work

WB practice: Unit 12 vocabulary list (p140)

Time division: a rough guide to a 40-minute lesson

- | | |
|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

Point out the unit title and give students a few moments to look at the photos.

Ask: What activities are the people in the photos doing? What areas of the website do you think they relate to?

Ask: What other activities would you expect to see illustrated in the pages of the new website that all the students have been working on?

Check-in

- 1 Read the first statement.

Task box Go through the questions and elicit answers from around the class.
If you wish, use the questions as a basis for a short class discussion.

- 2 Read the next sentence.

Reading

- 1 Read the first statement.

Task box Ask about the title. Check they understand what *global* means.
Ask students to give reasons for their answers.

- 2 Read the next statement.

Task box Elicit the four subject areas.

- 3 Read the next statement.

Task box Elicit other features. These could be from anywhere on the website so students might mention simple features such as contact details, through to aspects of content such as a discussion page.

- 4 Ask one or more volunteers to read out the new words.

Task box Ask for definitions.

Looking at language

Read out the work that will be covered.

Task box Ask students for at least one example of each suffix. If necessary, remind them that they already know words such as *passage* and *friendship*.

Grammar

- 1 Read the information about Grammar.
- 2 Write on the board: *secret, poem, story, alphabet*.
- 3 Ask students whether *say* or *tell* is correct with these words.

Writing

- 1 Read about the writing features and evaluation.
- 2 Write the word *evaluation* on the board. Read it out. Ask the class if they can hear a smaller word inside the complete word. If necessary, prompt them to recognise *value*.
- 3 Explain that an evaluation expresses the value of something; how good it is.

Listening

- 1 Read about the work that will be covered.
- 2 Ask: How do you think the students are feeling about their website?

Speaking

- 1 Read the information about Speaking.
- 2 Explain that everyone in the class will have a chance to give a view.

Reading: Global Youth Link SB pp118-119

Before Reading Pre-reading questions

- 1 Give the class a few moments to look at the two pages.
- 2 Make sure they understand that this is a representation of a live website with links. It is not a printout of the actual website.
- 3 What is the name of the website? **Global Youth Link**
What is the symbol or picture that goes with the title? **a globe / a world map / the Earth**
Why do you think this has been chosen? **because the website is global / worldwide**

Which of the four subject areas looks as though it has been opened and has dropdown boxes with extra information?

Education

What is the first thing that is included in the Education section? **Views**

What sections in the bar on the right look as if they have been opened and show extra information or images? **Video catalogue, Photo gallery, Reports, Brazil under School profiles**

Reading

- 1 Read the text to the class or play track 2.21.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings. Explain them yourself if necessary to assist understanding.

Note: It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

After reading General questions

Check students' general level of understanding by asking questions on the gist of the text. Students should be able to answer broad questions fairly easily, referring back to the text to check as necessary. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary, especially if there is disagreement about an answer. Use the following questions or any of your own:

- 1 Which page gives general information about the project? **the left page**
- 2 What information is on the right? **Information from the Education tab**
- 3 What information can you get about how the project started? **you can access the winning projects in A portrait of our town**
- 4 How do you get to read the personal message from a team member? **you click on one of the teams, click on one of the team members, then click on personal message**
- 5 What part of the page lets you give your own opinion? **the Views section under Education**
- 6 How are the video clips arranged? **by subject and by length**

- 7 How many school profiles are there for Brazil? **20**
- 8 What number profile is shown on the page? **14**

Reading practice

- 1 Divide the class into groups and ask them to take turns to read sections of the website.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Re-read the website carefully and check meanings again as necessary.

Lesson 2 Reading comprehension SB p120

Lesson aims

- to re-read Global Youth Link (i) in full (ii) in sections for detail
 - to develop a close understanding of the website content
 - to give a personal response to the website
- SB skills:** reading for detail; oral comprehension; guessing meanings from context; vocabulary; critical thinking

WB practice: multiple choice; completing statements; completing phrases

EPB link: Test 7, Reading Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up - 5	▶ Activity 2 - 6	▶ Vocabulary check - 4
▶ Re-reading - 5	▶ Activity 3 - 8	▶ Your views - 4
▶ Activity 1 - 8		

Warm-up

Give the class a time limit to write down as many words to do with computers and using computers as they can think of in two minutes. Remind them to think of verbs as well as nouns.

They should be able to think of at least 20:

computer parts, e.g. **mouse, screen, printer, keyboard, monitor**, etc.
computer use: **email, internet, website, browser, file, CD**
verbs: **save, open, close, delete, access, view, search, send, reply**

Before starting this page, read the Global Youth Link website page again or play track 2.21.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has a good understanding of the website.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text and scan it to find or check answers.

Answers

- 1 All the students who were involved in creating the website.
- 2 art, education, environment, science
- 3 hundreds of photos, video clips and sound recordings
- 4 respond to the website; add to the website
- 5 It started with a competition for projects called A portrait of our town.
- 6 Diaries, Presentations, Reviews, Photo gallery
- 7 You can comment, add to the website, submit material to the online archive and catalogue.
- 8 which countries the teams are from; the names of everyone in each team
- 9 It is important.
- 10 where you live; your parents' ability to pay
- 11 arms; huge government buildings
- 12 a poetry recital
- 13 travelling to Amazonian school by canoe
- 14 Brazil

Activity 2

- 1 Students work in groups. Remind them to find each phrase in the text first before they try to answer the questions.
- 2 Tell them to discuss in their groups what the phrase means. Point out the helpful tip and remind them to look up any unknown word then to try to work out the meaning of the complete phrase.
- 3 Students then read the questions and match the correct phrase to each one.
- 4 Check answers together.

Answers 1 social media 2 human right 3 snail mail
4 video conference

Activity 3

- 1 Students work in groups to discuss and answer these questions.
- 2 Appoint a note taker for each group and a different individual to be the spokesperson if you wish.
- 3 Tell them to note as many ideas as they can come up with in their group, not just the first thing they think of.

Example answers

- 1 Note the things liked and not liked in two lists on each side of the board.
Prompt students to give their reasons for their answers. If students have different views, allow a discussion to develop as this will help students when they come to do the writing task at the end of the unit.
- 2 List other things they would like to see, eliciting ideas from all groups.
- 3 Students should be able to say that Dalia enjoyed doing the project because she says that she is thrilled to have the friendship of people on every continent; she has new ideas; the project has changed her life; she's learned a lot about other people and about herself.
- 4 Note students' opinions about this and ask for their reasons.
- 5 Ask each of the groups what they would add. Find out how much, if any, agreement there is.

Vocabulary check

- 1 Students may check through these in pairs or groups if there is time.
- 2 Alternatively, set it as a homework task.

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class.
- 2 Each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write or a minimum amount.

WB: Reading comprehension (WB p113)

Vocabulary check

Your views personal response

- Students should be able to complete this page independently for homework.
- Remind them that they should always re-read the text before starting to write their answers.

WB answers

Exercise 1 1 creators 2 experiences
3 encyclopaedia 4 reviews 5 people 6 opportunities
7 Africa 8 armies 9 canoe 10 geography

Exercise 2 1 art, education, environment, science
2 Australia, Brazil, Canada, India, Jordan, Kenya, Russia,
Thailand, UK 3 36 4 Dalia 5 herself 6 three
7 ice hockey 8 Jordan 9 Australia 10 Australia

Exercise 3 1 snail 2 rights 3 video 4 media
5 gallery 6 poetry 7 tracks 8 discussions

WB: Vocabulary (WB p114)

This page may be completed after Lesson 2 or Lesson 3. Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 archive 2 catalogue 3 encyclopaedia
4 conference 5 circumstances 6 expectation
7 content 8 ability
content; pleased

Exercise 2 1 submit 2 expands 3 assembled
4 arms 5 constantly 6 crucially 7 friendship
8 responsible

Exercise 3 Students' own sentences

Lesson 3 Looking at language SB p121

Lesson aims

- to investigate synonyms in a dictionary
- to look at the spellings of particular tricky words in English
- to look at different tones in writing

SB skills: dictionary use; vocabulary development; spelling; pronunciation

WB practice: replacing synonyms; composing sentences; adding apostrophes, missing letters; double consonants; matching extracts; definitions with the suffix *-age*; adding the suffix *-ship*

EPB link: Test 7, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

► Warm-up - 5 ► B Spelling - 10
► A Dictionary work - 10 ► C Language development - 15

Warm-up

Ask two or three students to read out their responses to Your views on p120.

A Dictionary work

Information box Read through the information about finding synonyms in a dictionary.
Read through the entry for *famous*.
Point out the box which gives other words which have a similar meaning.
Read each word and ask students to read the definitions. Point out that these words do not mean exactly the same but sometimes it would be possible to use one of these instead of the more commonly used word *famous*.

Activity 1

- Students may do this in pairs, discussing different words they may substitute for words in the cook family.
- Give them a time limit.
- Check answers by asking one or more pairs to read the paragraph with changed words.

Example answer

(Several variations which only use cook once are possible.)
It was my turn to prepare (cook) dinner. Earlier, I **had** baked the bread in the oven. I peeled and boiled the **potatoes** in water. I don't like to cook (fry) meat in a frying pan so I put (cooked) (grilled) it under the grill. I put a **little** oil on the vegetables and roasted them in the oven.

Activity 2

- Give students time to discuss the answers in pairs or small groups.
- Remind them that they are asked for the most common word that has a similar meaning.

Answers 1 talk 2 eat

B Spelling

Information box Read the information in the box and go through the examples.

Ask what the silent letters are in the three examples: **u, t, c**.

Ask what the suffixes are in the three examples: **-sion, -tion, -ure**.

Activity 1

- Students work in pairs or small groups to complete this activity.
- Check answers together.

Answers 1 innocent 2 guitar 3 castle 4 solution
5 choice 6 measure

C Language development

Information box Read through the information with the three different kinds of writing.

Activity 1

- Students may do this in pairs or groups and then check answers together.
- Alternatively, if you are short of time, do this work orally with the class. They should be familiar with these features by now and all students should be able to answer.

Answers 1 informal 2 informal 3 formal
4 informal 5 informal 6 formal 7 formal 8 formal

- Read the second part of the activity. Students should work in pairs or small groups to complete this activity.

- 4 Tell them to read all the sentences carefully.
- 5 Advise them that it will be easiest to spot the most formal and least formal first.
- 6 They will have to think harder about the correct order for the other two.
- 7 Check answers by asking a group to read out the most formal sentence first. Ask another to read the most informal.
- 8 Students should recognise that the second sentence has no contractions, which gives it a formal style.
- 9 The third sentence is contracted to an exclamation which makes it the least formal.
- 10 Then check the order of the other two sentences.
- 11 Students should notice that the first sentence ends with an exclamation which is a feature of an informal style. It uses *well* at the start of the second main clause which is a conversational and therefore less formal style.
- 12 The fourth sentence uses precise vocabulary such as *process* and *assembling*, which gives it a more formal style and it has just one contraction which makes it less formal than the second sentence.

Answers 3, 1, 4, 2

- 13 Give the class a time limit to discuss the five questions in groups.
- 14 Alternatively, if you are short of time, go through them with the whole class, eliciting ideas from individuals.

Answers

- 1 The Views section
- 2 Students should recognise that this section is dealing in a serious way with a subject that people think is important so an informal style would not be appropriate. Even the direct quotation from the Kenyan student only contains one contraction.
- 3 The least formal sections are the comments on the views. Students may notice that respondents are writing as they would speak and use short sentences.
- 4 The message from the website creators and the personal message from Dalia are in between the two styles. They both use contractions and exclamations but both use precise vocabulary and complex sentences.
- 5 Students should recognise that the messages aim to sound friendly and not too formal but at the same time they are giving readers information and making serious points.

Activities 2 and 3

- 1 Go through the Information boxes.
- 2 Ask students to complete and read out the words.
- 3 Ask what each word means.
- 4 If you are short of time, ask students to complete the words as an additional homework task.

- 5 Tell them to check definitions if they do not know the meanings.

Answers

Activity 2: 1 luggage 2 courage

Answers

Activity 3: 1 hardship 2 fellowship

WB: Looking at language (WB pp115–116)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1

Example answer

Last night it was **very** windy. There was a loud bang when the door **slammed** shut. I heard a crash when a large tree in the garden fell over. Someone had left a window open and it made a **creak** as it moved in the wind. I had left my bicycle outside and I could hear a clank as the wind blew through the chain. The wind blew some heavy books off my windowsill and they made a loud thud as they hit the floor.

Exercise 2 Students' own sentences

Spelling

Exercise 1 1 can't 2 couldn't 3 she'll 4 I'm
5 isn't 6 doesn't 7 he's 8 they're 9 let's

Exercise 2 1 whistle 2 geometry 3 address
4 difficult 5 beginning 6 tomorrow 7 lovely 8 healthy

Exercise 3 1 addition 2 difficult 3 possession
4 address 5 innocent 6 immediately 7 annual
8 opposite 9 quarrel 10 woollen

Language development

Exercise 1

- 1 an email to a teacher
- 2 a website comment
- 3 a report
- 4 a point of view
- 5 an email to a friend

Exercise 2 1 advantage 2 average 3 baggage
4 bandage 5 marriage 6 package

Exercise 3 1 partnership 2 relationship
3 scholarship 4 hardship 5 fellowship

Lesson 4 Grammar SB p122

Lesson aims

- to learn the structures *either ... or* and *neither ... nor*
- to learn the structure and use of the past perfect passive
- to learn the correct use of the structures and practise them through oral activities

SB skills: reading; speaking; grammar accuracy

WB practice: making sentences; gapfill

Time division: a rough guide to a 40-minute lesson

▶ Warm-up - 5	▶ Activity 2 - 4	▶ Activity 4 - 8
▶ Activity 1 - 5	▶ Activity 3 - 8	▶ Activity 5 - 10

Warm-up

- Ask two or three more students to read their responses to Your views on p120.

Activity 1

1 Pre-reading questions

What is Laura doing? **looking at her laptop**

What do you think she's looking at? Students' own suggestions but they might suggest she is looking at the new website.

How do you think she feels about the website? Student's own suggestions but they should realise from the last unit that the four friends are very excited about it and pleased with it.

How do you think she feels about the work that she has done? Students' own suggestions but they should realise from Laura putting a lot of time into it how much she has enjoyed working on it and so how proud of it she might be.

2 Ask two or more students to read a paragraph each.

3 Point out the sentences with the past perfect passive. Explain that this tense is used to express a passive action that was completed at some point in the past before a recent event. In this passage it expresses what happened before the launch of the website.

4 Point out the sentences with the *either/or*, *neither/nor* structures and explain to the class that they will practise this in the lesson.

Activity 2

Ask the questions to check understanding of the passage.

Answers

- 1 She thought it looked amazing.
- 2 two young university students
- 3 They had been helped by a computer expert at the university.
- 4 It had all been done with young people in mind.
- 5 that it had been an incredible experience

Activity 3

Remember!

Read through the information about the structure.

Ask different students to read the example sentences.

Write them on the board and underline the structure.

Explain that the two things that are the choices in a sentence using the structure can be nouns and adjectives as shown in the examples.

They can also be verbs, adverbs or phrases. If you wish, add these examples:

In football you can **either kick or head** the ball.

This work has been **done neither carefully nor** accurately.

Tomorrow I'm **either going to go shopping at the mall or I'm going to go swimming at the club**.

Point out how *either ... or* expresses a choice between two things.

Point out how *neither ... nor* links two things together.

- 1 Ask a volunteer to read the first sentence. Ask another to read the example using the target structure.
- 2 Point out how the first thing that is compared comes immediately after *either* and the second thing comes straight after *or*.
- 3 Point out that a sentence can begin with *Either*.
- 4 The structure can also come in the middle of a sentence.
- 5 Advise students to identify the two choices in each sentence before they try to use the structure.
- 6 Go through each sentence with the whole class working together and ask volunteers to reconstruct the sentence using *either ... or*.
- 7 Check with the class that the sentence is correct. Students may repeat this activity in pairs, taking turns to reconstruct each sentence.

Answers

- 2 Either Holly or Jack will send a text.
- 3 You can either write a letter or you can send an email.
- 4 The students can either start their presentations or finish their homework.

Activity 4

- 1 Follow the same procedure as for the previous activity.
- 2 Remind them to identify the two things that are being linked. Remind them that these could be objects, actions, descriptions or qualities.

Answers

- 2 Ross can speak neither German nor Thai.
- 3 The film was neither amusing nor interesting.
- 4 Jack spoke to neither Holly nor Laura.

Activity 5

Remember!

Go through the information on correct usage.
Ask individuals to read out the sentences. Write them on the board.
Ask the class to tell you which was the first action and what happened afterwards: **the wind blew down the tree then I saw it; the crime had been committed and the police arrived soon after.**
Go through the use of by + noun.
Write up the example sentence.

- 1 Students work in pairs to complete the sentences.
- 2 Go around listening as they work.
- 3 Give them a time limit then ask different pairs to say sentences.
- 4 Check with the class that they are correct and ask other students to help make corrections if necessary.

Answers Students' own ideas

WB: Grammar (WB p117)

These exercises are for independent homework.

WB answers

Exercise 1

- 2 Either Billy or James will win the prize.
- 3 Sam will study either science or engineering.
- 4 You can either watch a film or you can play computer games.
- 5 They can have burgers and chips either for lunch or for dinner.

Exercise 2

- 2 The professor speaks neither French nor Spanish.
- 3 Neither Jack nor Holly took any photos.
- 4 The sick man could neither eat nor drink.
- 5 The girl felt neither sad nor happy.

- Exercise 3** 1 had been caught 2 had been given
3 had been written 4 had been fed 5 had ... been raised 6 had been sent

Lesson 5 Grammar in use SB p123

Lesson aims

- to listen to, read and understand a short conversation
- to understand and practise using adverbs of degree + adjective a bit silly and adverbs of degree + adverb very well
- to practise using say or tell

SB skills: listening, reading, speaking, grammar accuracy; understanding and using colloquial expressions

WB practice: sentence completion; writing whole sentences; gapfill

EPB link: Test 7, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- | | | |
|------------------|------------------|---------------------|
| ▶ Warm-up - 4 | ▶ Activity 3 - 5 | ▶ Remember! - 6 |
| ▶ Activity 1 - 6 | ▶ Activity 4 - 8 | ▶ Grammar extra - 6 |
| ▶ Activity 2 - 5 | | |

Warm-up

Hold a short class discussion about celebrations:

Ask: What is your favourite kind of celebration party?

Where does it happen? Who comes to it?

What sort of food is there? Is there any music or dancing?

Ask: Has anyone ever been to a celebration in an unusual place? What was it?

Activity 1

- 1 Point out the characters and the note.

2 Pre-listening questions

What are the friends celebrating? **the new website**

What are Jack and Holly doing? **Jack is reading a text; Holly is taking a call on her mobile.**

Who do you think is calling and texting them? Students' own suggestions

- 3 Play track 2.22. Students listen and follow in their books.
- 4 Point out the adverbs in bold. Ask students to notice how they are followed by an adjective.

Activity 2

- 1 Students cover the dialogue.
- 2 Do this activity with the whole class working together.
- 3 Read out the first statement. Elicit whether it is true or false. Check with the rest of the class if the answer is correct.
- 4 Continue with the other statements. If there is disagreement, refer the class back to the dialogue to check.

Answers 1F: She says it is really tasty. 2F: He is going to arrive soon. 3F: They are coming, too. 4F: They have worked incredibly hard. 5F: She sent a text. 6T

Activity 3

- 1 Ask one or more individuals to read the phrases in the box.
- 2 Students may work in pairs or small groups to complete this activity.
- 3 Give them a time limit then check answers by asking different groups to complete each sentence.

Answers 1 extremely lazy 2 rather interesting
3 incredibly fast 4 so sad 5 too loud 6 terribly well
7 highly unlikely 8 completely exhausted

Activity 4

Students work in pairs or small groups. They make up sentences about the objects taking turns to create a descriptive phrase that matches their opinion, e.g. *It's a really beautiful spider.* / *It's an incredibly frightening spider.*

Remember!

Go through the information in the box and the example sentences for adverbs of degree with adjectives and adverbs.

Explain how different adverbs of degree express a stronger or weaker quality.

Go through the other adverbs of degree. Explain that some of these are common in everyday conversation and they express a level of quality rather than a literal meaning, e.g. *Ben is incredibly intelligent* means he is so intelligent that it is hard to believe how intelligent he is, not that no one believes in his intelligence.

Grammar extra (SB p130)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask students to look at the first sentence.
- 2 Ask if anyone can complete it correctly. Check with the class that the answer is correct.
- 3 Explain to the class that they will need to learn correct usage of these two verbs.
- 4 Continue with the other sentences.

Answers 1 tell 2 tell, tell 3 say 4 tell 5 tells

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The twins' grandmother can't tell the difference between them.

Activity 2

Students may think of their own sentences in pairs or as an extra homework task if you are short of time.

WB: Grammar in use (WB p118)

These exercises should be completed independently as a homework task.

WB answers

Exercise 1 1 highly unlikely 2 absolutely fascinating
3 terribly loudly 4 incredibly dull 5 extremely dangerous
6 exceptionally hard 7 so quickly 8 too salty

Exercise 2 Students' own ideas

Exercise 3 1 telling 2 tells 3 to say 4 can ... tell
5 to tell

Lesson 6 Writing SB pp124-125

Lesson aims

SB

Stage 1: to introduce the concept of evaluative writing based on the stated aims of the website in Unit 1 and an example of the actual website in Unit 12

Stage 2: to collaborate on a written evaluation of the project's web pages

WB

Stage 3: to evaluate a website of each student's own choice

SB skill and WB practice: evaluative writing

EPB link: Test 7, Writing

Time division: a rough guide to a 40-minute lesson

► Warm-up - 5

► Stage 2 - 20

► Stage 1 - 10

► Stage 3 - 5

Warm-up

Write the word *value* on the board. Ask if anyone can tell you the adjective from this verb.

If necessary, give them a clue by writing a gapped sentence, e.g. *This gold crown is very ___. (valuable)*

Ask if anyone knows the noun. If necessary, continue the sentence: *I wonder how much it is worth. We must ask a jeweller to do a ___. (valuation)*

Explain that a valuation is how much something is worth in money.

Write up: *evaluation*. Explain that this means deciding how good, important and useful something is.

Stage 1 Features of evaluative writing

Information box Read through the Information box with the students.

Ensure students understand *evaluate* (verb: to decide how good, important and useful something is) and *evaluative* (adjective).

Write these words on the board and elicit/prompt the class to use them in sentences, e.g.

We discussed the website and **evaluated** how useful it was.
I got a good mark for my **evaluative** piece of writing.

Write the sentences the class suggests on the board.

► What is evaluative writing?

- 1 Read about evaluative writing.
- 2 Ensure students understand the terms *value*, *importance* and *quality*.
- 3 Introduce the term *fit for purpose*, i.e. something that does what it is supposed to do.

► How will you evaluate the website pages?

1 Purpose

Read the information about purpose, including sections a, b and c, ending up with the question: *Is it fit for purpose?*

If you wish, refer students to the first paragraph of the leaflet on p8 which sets out the purpose of the website. Explain to students that their evaluation task will be to consider whether the website does all the things it was meant to do.

2 Audience

Ask students to explain the term *target audience*: the people for whom something is intended.

Ask what would be the target audience for: *an advert for a new car / a picture dictionary / a book about fishing*. Explain that a *target audience* might be related to age or to the interests of the reader.

Ask: *What would be the problem if a writer wrote a book for adults and then the book was sold to children? What would be the problem the other way round?*

Read and discuss what *audience* the website is intended for. Discuss if the website will attract the *target audience*.

3 and 4 Content / comments

Read the *content* and *comments* sections of information to the class.

Look back at the web pages and point out each aspect of the content in turn. Tell students that when they do their evaluation, they will need to ask themselves these questions.

- Is it very successful?
- Could it be improved?

5 Layout and illustrations

Ask students to explain the terms *layout* and *illustrations*. Read the *layout* and *illustrations* section.

Explain that these aspects will need to be covered in the evaluation and they will need to decide how good they think they are and how they could be improved.

6 Final paragraph

Point out the example paragraph and read it to the class. Explain that they can use this framework to help write a final paragraph.

Stage 2 Writing together

Task box Read out the task box and ensure the students understand it.

Students should have the reading passage from Unit 1 to refer to.

1 First paragraph

Ask for suggestions for the opening paragraph, e.g. *The www Project website has been created by young people for young people ...* Write students' suggestions on the board.

2 Purpose – 2nd paragraph

Ask students to suggest sentences expressing the purpose of the website. They may look back to p8. They should find these phrases:

young people's website with a worldwide perspective
thoughts and ideas

four subject areas

their role in your lives

young people around the world will be able to access the material, respond to it and add to it

Help them to express the purpose.

Ask: *How successful is the website in achieving its purpose?*

Elicit ideas and prompt the class to make them into full sentences.

3 Audience – 3rd paragraph

Elicit a sentence from the class about who the target audience is. Remind them of the phrases: *young people's website; worldwide perspective*.

Ask the question about the intended audience. Help the class to write their ideas and responses as complete sentences in order to evaluate how good the site is for its target audience.

4 Content – 4th paragraph

Ask: *How many of these things that were suggested in Unit 1 do you think have been included somewhere on the website? texts / photos / video / sound pictures / interviews / monologues / readers' responses / readers' additions*

Ask the questions about content.

Use students' responses to help them suggest sentences to evaluate the content of the website.

Ask them what improvements they would suggest and prompt them to give you complete sentences.

5 Layout and illustrations: 5th paragraph

Students use the questions in the SB to evaluate the look of the website.

Record their comments and suggestions for improvements on the board.

Final paragraph – 6th paragraph

- 6 Students sum up what they think of the website, using the template at the end of the Writing features section. Write the final paragraph on the board.
- 7 Read the Remember! box with the students.
 - Have they made it clear in the first paragraph what is being evaluated?
 - Have they briefly described the stated purpose / audience and content?
 - Have they evaluated the web pages by comment and suggestion?
 - Does the final paragraph clearly sum up what they think of the web pages?
- 8 Can they improve their evaluation? Add any further ideas that you and the class agree are an improvement.

Stage 3 WB: Individual writing (WB p119)

- 1 Read the Information box and explain the task.
- 2 Emphasise that students should choose a page from a website they are familiar with and make their notes about it in the WB.
- 3 Students use their notes to write an evaluation of their chosen website page following this paragraph plan:

Paragraph 1: Introduction

Paragraph 2: Purpose

Paragraph 3: Audience

Paragraph 4: Content

Paragraph 5: Layout and illustrations

Paragraph 6: Final summary paragraph

- 4 Remind students to include comments and suggestions at the appropriate time, e.g.

If they think the web pages are not suitable for the target audience, include comment, suggestions in paragraph 3.

If they think the layout and illustrations are very good, include the comment about this in paragraph 5, etc.

Remind them to use the suggestions in the Useful vocabulary box and ideas of their own.

- 5 Remind them that, after writing the first draft, they should check the Remember box, make improvements and proofread.

- 6 They write a final copy.

Assessment

In assessing this work, look for:

- a clear opening paragraph explaining what is being evaluated
- brief descriptions of purpose, audience, content, layout and illustrations
- comments and suggestions in the appropriate places
- the final summary paragraph.

Lesson 7 Listening and speaking SB p126

Lesson aims

- to listen to and understand the gist of a dialogue about the website
- to hold a similar discussion in groups
- to listen to a series of monologues about the website for gist and detail
- to prepare and deliver a presentation about the website

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: conversational expressions

EPB link: Test 7, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Listening comprehension – 10

► Conversation practice – 18

► Individual speaking – 7

Warm-up

- Choose a short activity for the class that they particularly enjoy.

Conversation practice

Activity 1

- 1 Give the class a moment to look at the pictures.
- 2 Ask a volunteer to read the words in the box.
- 3 Ask: *What do the pictures show?* Elicit answers.
- 4 Ask: *What are Ross and Laura talking about?* Elicit: **the website.**

Activity 2

Play track 2.23. Students listen and check their prediction.

Audioscript

Track 2.23 Activities 2 and 3

Laura: What do you think of the home page, Ross?

Ross: I think it's brilliant. The designers have done an absolutely fantastic job. It couldn't be better in my opinion.

Laura: I agree. It's really eye-catching, isn't it? I love the colours and the graphics.

Ross: They're great, aren't they? And it's really easy to navigate the site, too. That's a plus in my opinion.

Laura: What's your favourite part?

Ross: I don't know. I like loads of stuff about it.

Laura: I think it's good that people can find out about the background to the project. They can learn about how it all started with the Portrait of our town project and they can find out about our trip to New York.

Ross: They can meet the teams, too, see what we all look like and get to know us as people. That's important, don't you think? It makes the site more personal and friendly.

Laura: If you were a person who don't know anything about the project and you came on here for the first time, what would you look at first?

Ross: Well ... Let me see ... I'd read the message from the website creators and then I'd click on one of the topics - Environment, probably. How about you?

Laura: I'd do the same but I'd probably click on a different topic - Education, probably. I'd like to find out about schools in different parts of the world.

Ross: Would you leave a comment?

Laura: Yes, I might. If I really liked something, or if I disagreed with something, I'd say so. Yes, I'd leave a comment. How about you?

Ross: You know me! I like to get involved! So yes, I'd definitely leave a comment.

Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 2.23 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

Students work in groups and discuss the home page.

Listening comprehension

Activity 1

- 1 Tell students to read the list.
- 2 Remind them to listen carefully for these things and number them in the order they are mentioned.

Audioscript

Track 2.24 Activities 1 and 2

Hi, everyone, Usha here. The website is absolutely amazing! Congratulations to everybody! I love it all but one of my favourite parts is the section on New York. It was so interesting to read your diaries and to look at the photos. It brought back wonderful memories of our trip. We had a fantastic time, didn't we?

Hello! Robert here, speaking to you from Kenya. I really like the video catalogue. There are some amazing short films. Your underwater footage of the Great Barrier Reef is so beautiful, Carrie. And Tippi, your film about traditional Thai dancing is amazing. The masks are astonishing. I was quite scared!

Hi, guys! Carrie here. I'd like to congratulate Usha and Ali on the Science section. It's not always easy to make science fun but you certainly did it. Ali, I was laughing out loud at your feature on crazy inventions. Well done to whoever did the illustrations. They were hilarious.

Hello, everyone. Ali here. Thanks, Carrie. It was me who did the illustrations. Glad you liked them. I think my favourite thing is the feature on the oil spill in Alaska in the Environment section. The photos of wildlife are really moving and the interview with Brad's dad is excellent. It's fascinating to hear from someone who was actually on the spot and involved in the clean-up.

Hi, guys. Thanks for what you said about my dad, Ali. He really enjoyed being a part of the project. Like the rest of you I think the website is amazing but I think my favourite section is Education. Well done, Robert and Sofia! You and your teams have done a brilliant job. It's really interesting to find out how schools differ around the world and it's good to realise that some of us are more fortunate than others where education is concerned. Great work, guys! I can't wait to see how the website develops. It's going to be very exciting!

Answers science 3; video catalogue 2; education 5; New York 1; oil spill 4

Activity 2

- 1 Tell students to listen again very carefully as they must listen out for specific words.
- 2 Give them a few moments to read the sentences. Tell them to think about the kind of word that is likely to fit each gap.
- 3 Play track 2.24 again. Students write.
- 4 Be prepared to play it a third time for students to complete the sentences and/or check answers.

Answers

website, amazing, Congratulations
traditional, masks, astonishing, quite
out loud, inventions, illustrations, hilarious
wildlife, interview, fascinating, on the spot
really, differ, realise, fortunate, concerned

WB: Individual speaking (WB p120)

- 1 Explain that students are going to talk about their own personal opinion of the website.
- 2 Tell students to look at WB p120. Explain that ideas are given to help them but they may use their own ideas if they wish.

WB: Listening and speaking (WB p120)

Exercise 1

Students complete the sentences for homework.

WB answers

Exercise 1 1 I bet 2 Hang on 3 loads of stuff, How about 4 plus 5 don't you think? 6 couple of 7 Well done 8 Three cheers

WB: Check-out 12 (WB p121)

Students complete this page as an independent task for homework.

Check-out 12 without using an additional lesson

- 1 Go through the page with individuals or with all students and make sure that independent Writing work has been completed and filed.
- 2 Create an opportunity for all students to do their individual speaking.

Check-out 12 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class. They may check their own answers
- remind them to revise again if they get a lot of incorrect answers
- take in completed website evaluations.

Unit 12 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.

Check-out 12 answers

Reading

- 1 Global Youth Link
- 2 Art, Education, Environment, Science
- 3 photos, video, sound recordings

Vocabulary opportunity

Looking at language

- 1 Dictionary work: renowned, notorious, eminent, legendary
- 2 Spelling: a necessary b beginning c guitar d castle
- 3 Language development: complete sentences, precise vocabulary
- 4 Word building: a friendship b courage c baggage d hardship

Grammar

- 1 had been written
- 2 Neither ... nor, either ... or
- 3 very (extremely), extremely (very), quite, rather
- 4 tell, say

Writing 1 purpose, audience, reasons

Revision 6 (Units 11 and 12) (WB pp122–123)

WB answers

Exercise 1 1 will be using 2 will be feeling
3 will be trying 4 will ... be going 5 will be ... going live

Exercise 2 1 won't we 2 will he 3 haven't they
4 have I 5 has he 6 mustn't we 7 ought we
8 shouldn't he

Exercise 3

- 1 You can travel to the museum either by bus or by train.
- 2 Ben is going to choose either the chocolate cake or the lemon cake.

Exercise 4

- 1 I could do neither the French exam nor the German exam.
- 2 We saw neither birds nor animals in the forest.

Exercise 5 1 had been treated 2 had been given
3 had ... been climbed 4 had ... been looked at, had been left

Exercise 6 1 unbelievably hard 2 quite pretty
3 dangerously exhausted 4 rather childish

Exercise 7 hand ... back, handed down

Exercise 8 say, tell, says, tell, says

Exercise 9 1 called on 2 passed out 3 find out

Exercise 10 (example answers) 1 munch, chew
2 say, speak, whisper, mutter

Exercise 11 1 queue 2 quarrel 3 guess, built

Exercise 12 1 tomorrow 2 address

Exercise 13 However, nevertheless

Exercise 14 1 bandage 2 friendship 3 kingdom
4 freedom 5 passage 6 hardship

Exercise 15 1 2 – a report 2 3 – an email to a friend
3 1 – a website comment

Classroom games and activities for warm-ups and lesson fillers

All of the activities on this page are suggested as warm-ups or class activities for particular lessons during the course. Most of them can be adapted to suit different contexts. Most of them can be used as quick activities with the whole class or they can be made into games for two or more teams with points being scored and a winner found.

Vocabulary

Making words out of other words

Write a long word with a variety of vowels and consonants on the board, e.g. *performance*.

In groups or pairs, students write down as many words with two or more letters as they can make from the letters on the board, e.g. *man, fan, ran, can, for, form, poem, pence, fence, foam, roam, map, rap, cap, frame, crop, cream, etc.*

Give them a time limit then ask the first group to tell you their words. Ask the next group if they can add any more and so on until no more can be added.

Other words to use in this activity: *presentation, undiscoverable, geographically*.

Adjectives from verbs

Write up a list of verbs and ask students to write down the adjectives formed from them, e.g. *scare (scary), break (broken), amaze (amazing), steal (stolen)*.

Adjectives from nouns

Write up a list of nouns and ask students to write down the adjective formed from them, e.g. *ice (icy), imagination (imaginary), courage (courageous)*.

Word families

Write up a word from which other words can be formed, e.g. *patient*. Students write down all the words they can think of in the word family, e.g. *patience, patiently, impatient, impatience, impatiently*.

Synonyms

Write up pairs of synonyms in scrambled order. Students match and write down the pairs, e.g. *strange/peculiar, unusual/rare, bravery/courage, intelligent/clever, fast/speedy, ready/prepared*.

Antonyms

Write up a list of words. Students write down the antonyms, e.g. *polite (impolite), strong (weak), fair (unfair)*.

Definitions 1

Write up some vocabulary from a particular text. Read out definitions. Students tell you which word the definitions match.

Definitions 2

This version is harder: just give the definition of a word from the text. Students tell you the word, scanning the text if necessary.

Definitions of words with more than one meaning

Write up words that have more than one meaning as the same part of speech. Students write down two or more meanings for each word.

Parts of speech

Write up a list of new words. Students tell you what part of speech each word is.

Word lists

Give students a subject or topic.

Students list as many words as they can think of that belong with that subject or topic, e.g.

archaeology: *old, ancient, ruins, broken, metal, stone, jewellery, dig, excavation, etc.*

the Arctic: *ice, frozen, pole, polar bear, seal, fish, fishing, hunting, snow, blizzard, etc.*

the oceans: *fish, whales, deep, shipping, pollution, storm, exploration, Arctic, Pacific, etc.*

Past tenses of verbs

Write some new verbs on the board, e.g. *transfer, crane, extract, burst, hesitate, shimmer, plod*. Add any other verbs you wish.

Ask students to tell you the past tense of each verb.

Fluency practice

Dialogues

Pairs of students read out completed dialogues from WB Listening and speaking pages.

Groups of students read out the dialogues from Grammar in use pages.

Encourage students to perform the dialogues without their books or using the books as prompts rather than for reading.

Sentence races

Divide the class into two or more teams. Write up a new word from the unit. The first team to say a correct sentence, using the new word correctly, wins a point.

Other teams can gain points by correcting mistakes.

Activity

Divide the class into groups of five or fewer.

Write a subject or topic on the board that students have learned about or should know about from their own experience, e.g. *America; the Moon; aeroplanes; volcanoes; London*, etc.

Give pairs or groups a time limit to think of five facts about the subject or topic.

Group members take turns to tell one fact each to the class, speaking without notes or with just a note of the fact but not reading out a complete sentence.

20-second talk

Write some topics you have previously discussed in class on the board, e.g. *text messaging, favourite sports, interesting places to visit*, etc. Invite volunteers to speak for 20 seconds about a topic on the board without referring to any notes and without frequent pauses. See how many students are able to do this within the time you have for this activity. Allow some minor mistakes in grammar and encourage students to keep going.

As students develop fluency, extend the time to 30 seconds or longer if your class is very able.

Spelling

Spot the mistake

Write a list of words on the board with a spelling mistake in each word. Students study the list, find the mistakes and correct them.

Spot the incorrect words

Write a list of words on the board with some spelled correctly and others with mistakes.

Students study the list, identify those words that are misspelled and correct them.

Spelling test

Ask the class to write down up to ten words from units they have recently studied.

Students change books to check spellings.

Find out how many students made a mistake on each word and note what the problem words are. List them for practice in another lesson or for homework.

Spelling competition

Divide the class into teams of four or five.

Team A gives a word to the other teams to spell. Team A must also write the word down.

Ask each team to write the word on a piece of paper and give it to you within a time limit.

If the other teams were correct, they get two points and Team A gets one point.

If the other teams spelled the word incorrectly they lose a point.

If Team A spelled the word incorrectly, they lose two points.

Continue until each team has chosen a word for the others to spell.

Lost consonants

Write up some words with one consonant missing and indicated by a dash, e.g.

rig_t, spe_lal, cu_board.

Students write the word correctly.

Write up some words with one consonant missing but with no dash to indicate where, e.g.

autobiograpy, aventure, climbing, corectly.

Students write the words correctly.

Lost vowels

Write up some words with a single vowel missing and a dash to indicate where, e.g.

prom_se, co_rage, dis_ase.

Students write the words correctly.

Write up some words with a vowel missing but with no dash to indicate where, e.g.

seprate, imaginry, behavior.

Students write the words correctly.

Project notes

These projects are available for teachers to make use of during the year in a variety of ways:

- as additional work for more able students
- as additional but more extensive writing tasks for students
- as consolidation of researching, note taking and writing skills for all students
- as an opportunity for students to create a piece of work freely, based on broad guidelines and using their skills

However the projects are used, the intention is for students to enjoy and take pride in creating pieces of work in their own time and outside the main curriculum.

Teachers may present the projects to students in whatever way they choose as appropriate for their classes.

The following notes are suggestions for presenting the projects and giving guidance to students.

Project 1 (Unit 2): A portrait of New York

This project gives students the opportunity to produce work independently and at their own level. It could be done individually, in pairs or in groups. You may wish to allow some or all students to decide themselves on the level and extent of work that is appropriate.

Class preparation

Section 1

- 1 Tell the class that the map and photographs are there to give them ideas.
- 2 The map is a very old one. It shows the small town that was first built on Manhattan Island nearly 400 years ago.
- 3 The photographs show aspects of New York but they can find out about more if they do further research.
- 4 Ask the class what they know about the city. Make a few notes on the board.

Section 2

- 1 Point out the questions and remind them that these are suggestions of questions they can ask themselves to help get them started.
- 2 Read through the questions.

Section 3

- 1 Make sure the class understands that this part of the project is where they should write their own opinions and ideas.
- 2 Point out that all the questions ask for reasons.
- 3 They should write a paragraph for each of the three points.

Suggested writing guidance

- Read through the advice in the speech bubbles.

- Make sure the class understands that if they access information online or in a book, they must read it and make notes.
- Advise them that their notes will be answers to the questions.
- They may add other questions and answer them if they wish.
- They must then use their notes to write information in complete sentences, organised into paragraphs.
- Ask them to look at the questions and suggest ideas, e.g. *The history of New York; New York today, etc.*
- Tell students to give thought to the illustrations they use. They should consider writing captions for their illustrations.
- Point out again that an important part of the project is their own views and they should give time to making this section as detailed as they can.

Assessment and feedback

You may wish to deal with the finished projects in one or more of the following ways:

- assess the projects and give them each a mark
- ask some students to present their projects to the class
- put all of the projects on display
- ask the class what they learned from doing the project

However you choose to use the projects, aim to give positive comments to:

- work that is clearly original writing
- writing that is clearly from notes made by the student
- original ideas for additional content
- carefully considered and well presented illustrations.

Project 2 (Unit 3): A day in the game reserve

This project allows students to be creative and use their own ideas. For those students who find imaginative writing difficult, there are prompt questions to help them include key points in a fictional narrative: what happens, descriptions and direct speech. This project could be done individually or in pairs but is not suitable for group work.

Class preparation

- 1 Give the class time to look at the photographs.
- 2 Explain that they show three environments through which Martine, her grandmother and Tendai pass during the day.
- 3 Read through the outline and questions for each part.
- 4 Tell the class to imagine how Martine would feel and what she would think about walking in the heat. *What would she think about animals they see? Would she ask questions? What questions?*
- 5 Continue in the same way with the next section. Elicit ideas for descriptions from the class. Ask: *Is it pleasant walking in the forest? Why or why not?*
- 6 Continue with the final section. Students who are good at inventing a plot may wish to include a strong plotline for the whole story.

Suggested writing guidance

Ask the class to note down ideas in answer to each question. As well as noting what happens, remind them to note down adjectives to describe things and adverbs to tell the reader how events and actions happen.

Remind them to include some direct speech.

Point out that if they are unsure of how to lay out fiction writing with direct speech, they should look at the extract from *The White Giraffe*, pp28–29.

Make sure students understand that if they wish to, they can make up their own plot for the walk, including particular events and one or two other characters, if they wish.

Assessment and feedback

You may wish to deal with this project in a variety of ways as suggested for Project 1.

In addition, stories can be easily shared in groups:

- Arrange the class in small groups of three to five. Ask several students to read their story to a different group, all at the same time. When the readers have finished, they then move on to another group and read their story again.
- Alternatively, you can choose different readers and continue as before.

Project 3 (Unit 5): People and Mars

This project allows students to practise research skills to find new information. They will also practise taking notes and organising the information they find. Encourage students who are particularly interested in science to find additional information and add their own ideas to the questions they are asked to think about. This project could be done individually, in pairs or in groups with different group members taking on different aspects of the subject.

Class preparation

- 1 Read the introduction to the class. Make sure they know where Mars is in our solar system.
- 2 Give them time to look at the photographs.
- 3 Read out, or ask students to read out, the captions.
- 4 Explain that scientists will continue investigating Mars as much as they can. Students will find recent pictures on the internet.
- 5 Go through the list of questions. Explain that they will have to read some general information about Mars in order to find the information they need to answer the questions.
- 6 They note their answers and decide how to organise the information. Remind them that sub-headings can help.
- 7 Explain that they can find out about *The War of the Worlds* at the library or on the internet.
- 8 Point out that the second section asks students for their own views. Tell them to answer in as much detail as they can.

Suggested writing guidance

- As with Project 1, warn students against downloading information and printing it out as their project.
- Remind them to note answers to each question and then write a full answer in paragraphs.
- If you feel your class would benefit from close guidance, discuss possible sub-headings for the project, e.g. *What Mars is like*; *Travelling to Mars and living there*; *The War of the Worlds*.
- Remind the class to think carefully about illustrations and captions they can include in their projects.

Assessment and feedback

Follow the methods for assessing that were given for Project 1.

Encourage discussion of the projects to help all students recognise what makes a good project.

Again, give positive feedback on original writing expressing students' own thoughts and ideas.

Project 4 (Unit 7): Play writing, A Desert Map

This project gives students the opportunity to create a complete playscript and perform it. Remind them of the Desert Map story. They should remember that it consisted mainly of two interviews. This project could be done individually, in pairs or in groups.

Class preparation

Section 1

- 1 Read through section 1 with the class.
- 2 Ask a pair of students to read the example lines.
- 3 Point out how the playscript only has the spoken words and stage directions.

Section 2

- 1 Look at section 2 with the class. Remind them of the writing you did together. Students should be able to remember the main points of the conversation between Luke and Miranda.
- 2 Students can use those ideas again or use them and add more detail if they wish.

Section 3

- 1 Look at section 3 with the class. All students should have written the part of the story where Miranda phoned the owner of the bookshop and asked him about the map.
- 2 They may use this writing to create the third scene.
- 3 If necessary, they should add new lines if their story did not have much direct speech.

Section 4

- 1 Look at section 4 with the class.
- 2 Explain that this is a new scene.

- 3 Read through the questions with the class.
- 4 Tell them that they must decide on the answers to these questions before they start to write the scene.

Suggested writing guidance

Briefly revise the layout of a playscript:

- The name of the speaker is on the left. The words they say follow the name.
- Stage directions, including the way words are said, are given in brackets before the words that are spoken.
- Stage directions that tell the actor/s what actions happen when no one is speaking are written in brackets between the lines that are spoken.

Assessment and feedback

Encourage all students to perform their plays.

If they wrote in pairs or individually, they will need to form groups to perform their own and each other's plays.

Project 5 (Unit 10): The environment section of the website

This project allows students to write about something that they already know about or which they need to find out more about.

Class preparation

- 1 Remind the class of the work that Laura, Jack, Ross and Holly have been doing and read the list of topics.
- 2 Point out the photos and ask which ones illustrate each topic.
- 3 Tell the class they are going to add their own information to the environment section.

Section 1

- 1 Read through section 1 with the class. Explain that they can take one of these areas and add new information.
- 2 Alternatively, they can choose a completely different subject.

Section 2

- 1 Read through section 2 with the class.
- 2 Make sure students understand that in the first part they must explain the problem and then describe what could be done to deal with the problem.
- 3 In the second part they should describe something that is under threat.

Suggested writing guidance

- If your class is able and confident with writing, simply remind them to order their information in paragraphs.
- Students may benefit from discussion of a paragraph plan before they begin the project, e.g.
part 1: **Paragraph 1** – detailed information about the problem
Paragraph 2 – changes that could be made
Paragraph 3 – why the changes should be made

part 2: **Paragraph 1** – detailed information about something that the writer wants to protect

Paragraph 2 – the reasons why it should be protected

Paragraph 3 – what needs to be done in order to protect it.

- Remind all students of the usefulness of maps, plans and photographs in presenting environmental information.

Assessment and feedback

Use the list of activities suggested for Project 1 and choose those which are most appropriate for your class.

Students may be interested in debating some of the environmental problems and solutions they have written about.

Project 6 (Unit 11): School website students' home page

This project could be done individually, in pairs or in small groups.

Class preparation

- 1 Students should already have thought through some ideas for their presentations in Unit 11.
- 2 Encourage them to look at the ideas they already have for what to include.
- 3 Encourage them to think of what information is on the home page and what information would open up in new tabs.

Suggested writing guidance

- A large part of this project is about ideas and organising information. Encourage the class to use their computer skills.
- Students who do not have easy access to computers can draw out their plan for a website using a large sheet of paper.
- Students need not write all parts of the home page in detail but they should write up several examples of information.
- These are examples of subjects that might be included on the home page:
sports – fixtures list, results, teams
homework – school homework policy, advice on managing homework
uniform – school uniform policy, links to suppliers of school uniform
school trips – reports from recent school trips and visits
student council – student representatives, profiles of student representatives
- If your class needs support, discuss some suitable subjects for the home page and the information that could be written.

Assessment and feedback

Display the projects and ask students to review them.

Ask the class to discuss what they think is useful information for students.

Discuss with the class what makes website pages attractive and easy to use.

Word list

The words in bold are the key words from Lesson 1 (Reading) and the students should learn as many of these as possible. The words in plain type are additional words from Lesson 1, as well as words which fall into particular spelling categories from Lesson 3 (Looking at language). These lists are also at the back of the Workbook.

Unit 1

Words to do with organising a project

essential adj
request v
access v
respond v
assign v
practice n
co-ordinate v
confusion n
deadline n
contact n, v
appropriate adj
monitor v
encounter v
available adj
maintenance n
go off v
back up v
promptly adv
supervisor n
launch v

zone n
perspective n
thoroughly adv
conference n
hint n

Unit 1 Spelling

Words ending -tion / -sion

addition n
alteration n
ambition n
emigration n
interruption n
multiplication n
solution n
reaction n

admission n
decision n
division n
possession n

Unit 2

Words to do with describing visits

fascinating adj
astonishing adj
section n
base on v
experience n
investigate v
background n
exhibit n
armour n
billboards n
queue v
plot v
bring about v
convince v
fault n
extraordinary adj
vivid adj
boo v
draft v
inquire v

course n
coarse adj
source n
sauce n
stationary adj
stationery n
waist n
waste n, v
prehistory n
predecessor n
prerequisite n
prejudge v

Unit 2 Spelling

Words with oi / oy

avoid v
joint n, adj
moisture n
spoil v

alloy n
coy adj
decoy n
employ v
envoy n
loyal adj
royal adj
voyage n

Unit 3

Words to do with a night in an African reserve

reserve n
perfume n
blossom n
dripping adj
bound v
horizon n
drench v
soak v
slither v
scurry v

undergrowth n
tendrils n
droplet n
sway v
throat n
flicker v
panic n
plyage v
strike v
hoof n

investigation n
previous adj
commit v
bind v
secure v
prevent v
stifle v
smack v
ribcage n
focus v
shudder v
dare v
fervently adv
pinpoint v
laden adj
quell v

blow n
mythical adj
risk v
pursuit n
sheer adj
instinct n
barely adv
lethal adj
blur n
crumple v
hover v
skeleton n
carnivore n
blindly adv
overhear v

Unit 3 Spelling

Words with silent gh

-gh / -ph = f

naughty adj
straight adj

rough adj
tough adj
trough n

خوف فراغ

agoraphobia n
arachnophobia n
atmosphere n

autograph n
claustrophobia n

phobia n
saxophone n

Unit 4

Words to do with a palace in the east

magnificence n
decorate v
dazzling adj
majestically adv
residence n
destination n
administration n
office n
state n
ceremonial adj
impressively adv
architectural adj
style n
royal adj
permanent adj
literature n
remarkable adj
ignore v
mural n
comment n, v

continent n
complex n
measure v
lavishly adv
adorn v
façade n
terrace n
sleeveless adj
hire v
trickster n
fake adj
mansion n

Unit 4 Spelling

Words ending -ture /

-sure

composure n
culture n
enclosure n
fracture n, v
immature adj
leisure n
literature n
measure v
pleasure n
premature adj
signature n
texture n

Unit 5

Words to do with a space trip from the Moon to Earth

governor n
feeble adj
transfer v
eagerly adv
crane v
oxygen n
mineral n
extract v
universe n
lab (laboratory) n
sympathetic adj
increase v
burst v
pressure n
gravity n
luxury n
hesitate v
comparison n
barrier n
charge v

spindle n
steely adj
shimmer n
hydroponic adj
ounce n

electrostatic adj
refinement n
ore n
stuff n
slopping v
island-spangled adj
groggy adj
brake v
discomfort n
minimal adj
apparent adj
momentarily adv
birthright n
blurrily adv
nose-bleed n
stewardess n
icepack n
wheelchair n
plod v
crudely adv
convict n
hatch n
ramp n
rail n
exotically adv
casual adj
bystander n
mill around v

Unit 5 Spelling

Words with y sounding

/ɪ/, /aɪ/

apply v
deny v
nylon n
occupy v
python n
rely v
style n

cymbal n
gymnasium n
lyric n
rhythm n

Unit 6

Words to do with an Indian childhood

childhood n
sweaty adj
pudding n
coarsely adv
shallow adj
aroma n
arm v
neglect v
form n
assume v
sink v
surface n
fling v
adept adj
tease v
mercilessly adv
annual adj
unfortified adj
suffer v
distract v

knit v
frigid adj
convent n
gross adj
fare v
off-duty adj
sales pitch n
pure adj
honey-comb n
suspend v
odour n
stump v
wily adj
dupe v
syrup n

Unit 6 Spelling

Words with silent t

bustle v
fasten v
glisten v
rustle v, n
thistle n
wrestle v

Unit 7

Words to do with an airport arrival

immigration n
control n
escort v
security n
hostile adj
stammer v
guilty adj
passport n
mumble v
assertive adj
panic v
sort out v
suggest v
determination n
hesitantly adv
abruptly adv
weird adj
insist v
deserted adj
attentively adv

viper n
even adj
tone n
aim for v
snap v
nauseous adj
relax v
burial n
gulp v
sharply adv
raise v
protest v
second-hand adj
tip-off n

weave v
highway n

Unit 7 Spelling

Words ending -ous / -ious

carnivorous adj
courteous adj
envious adj
grievous adj
harmonious adj
hideous adj
humorous adj
mischievous adj
perilous adj
spontaneous adj
studious adj
victorious adj

Unit 8

Words to do with a magazine survey on texting

survey n
sample n
differ v
effect n
aware adj
inappropriate adj
problematic adj
convention n
communication n
efficient adj
proficient adj
abbreviation n
selectively adv
admit v
analyse v
advantageous adj
private adj
manage v
means n
ability n

worked up adj
craze n
render v

solely adv
vicinity n
disgruntled adj
stock adj
ban v
ensure v
varied adj
notion n
norm n
emoticon n
represent v

Unit 8 Spelling

Words ending -ise / -ize / -yse

criticise v
disguise v, n
dramatise v
emphasise v
enterprise n
improvise v
prioritise v
realise v

analyse v
paralyse v

Unit 9

Words to do with a competition to find 'wonders'

vote v
overwhelming adj
stage n
selection n
locate v
attraction n
situate v
maze n
monument n
burial n
colossal adj
remain v
site n
translate v
ascent n
summit n

fatality n
consider v
provide v
result v

county n
estate n
range n
remodel v
prehistoric adj
causeway n
basalt n
cormorant n
razorbill n

Unit 9 Spelling

Words ending -ary / -ery / -ory

glossary n
imaginary adj
solitary adj
summary n
temporary adj

fiery adj
misery n

category n
compulsory adj
explanatory adj
laboratory n
memory n

Unit 10

Words to do with aboriginal people

aboriginal adj
civilization n
ancestors n
recent adj
pottery n
grateful adj
modern adj
spirit n
inspiring adj
admire v
freedom n

authentic adj
occasion n
excavations n
post (mail) n
video clip n
craft n
shawl n
live adj
dig n

embroidery n
quill n
porcupine n
beadwork n
pow wow n

Unit 10 Spelling

Words with au / aw

audible adj
caution n
fault n

drawl v
hawk n
straw n
withdraw v

Unit 11

Words to do with giving a presentation

nerve-wracking adj
privacy n
ensure v
require v
aspect n
material n
knowledge n
duration n
individual adj
source n
range n
vague adj
condense v
beforehand adv
relevant adj
jog v
tedious adj
engage v
throughout adv
projector n

familiar adj
concentrate v

Unit 11 Spelling

Words with silent u

dialogue n
quarry n
queue n
quibble v
vague adj

Unit 12

Words to do with a website

site n
blog n
submit v
archive n
catalogue n
constantly adv
conference n
expectation n
assemble v
responsible adj
content n
encyclopaedia n
friendship n
expand v
crucially adv
opportunity n
circumstance n
situation n
just adj
government n

human right n
arms n

CONTENTS

Exam Practice Book material

Page 180	Exam Practice Book introductory notes to the teacher
Page 186	Exam Practice Book answer keys
Page 191	Exam Practice Book audioscripts
Page 204	Exam Practice Book audio track listing
Page 205	Exam Practice Book speaking section cards

Introductory notes to the teacher

The practice tests in the Exam Practice Book are intended to be used in class for class tests. It is a good idea to keep these books in a secure location and give them out to your students and collect them in again during the classes when you wish to give a test or part of a test.

This table indicates which units of the course materials each test covers:

Coverage

Test number	Coverage
Test 1 (unit)	Units 1 and 2
Test 2 (unit)	Units 3 and 4
Test 3 (unit)	Units 5 and 6
Test 4 (term)	Units 1 to 6
Test 5 (unit)	Units 7 and 8
Test 6 (unit)	Units 9 and 10
Test 7 (unit)	Units 11 and 12
Test 8 (term)	Units 1 to 12

The following table suggests how much time to allow for each section in the unit tests:

Unit Tests

Section	Approximate time to allow
Grammar and vocabulary	40 minutes
Listening	20 minutes
Reading	30 minutes
Speaking	up to 8 minutes per pair
Writing	30 minutes

This table indicates how much time to allow for each section in the term tests:

Term Tests

Section	Approximate time to allow
Grammar and vocabulary	50 minutes
Listening	25 minutes
Reading	40 minutes
Speaking	up to 10 minutes per pair
Writing	50 minutes

Conducting the tests

The tests should only be given at the end of the teaching units, once the activities and tasks in the Student's Book and Workbook for those particular units have been completed. Please note which units particular tests cover.

Content and progression of the tests

The tests focus on the new vocabulary, structures, functions, skills and topics introduced and practised in particular units of the Student's Book and Workbook. For example, Test 1 focuses on the language of Units 1 and 2 and Test 5 focuses on the language of Units 7 and 8. Please note that each test presupposes a knowledge of preceding material. Thus, while the focus of Test 1 is the language of Units 1 and 2, it will contain language from previous levels of the course. And, while the focus of Test 5 is the language of Units 7 and 8, it will contain language from previous levels of the course together with the language from Units 1 to 6 of English World 8.

The written tests

The written tests contain four parts: grammar and vocabulary, listening, reading and writing. These tests can be given in the order presented in the materials as a single test. Alternatively, the tests can be broken into their sections and given in different order. An example of this might be, that a grammar and vocabulary section is covered in one class, followed by the listening and reading sections in the next class and finally the writing section in a third class.

Speaking tests

Speaking tests should last around eight minutes for the unit tests and about ten minutes for the term tests. If possible, the speaking tests should take place in a small room with only the students and the teacher(s) in attendance. It is important to allocate the same amount of time to all students, to give them all a fair and equal opportunity to show their speaking skills.

Students should take the tests in pairs. There are two speaking tasks in the unit tests and three speaking tasks in the term tests (Tests 4 and 8). The first task is the same in both the unit tests and the term tests.

In the first task, students should talk to each other. Before the students talk, nominate one student as Student 1 and the other student as Student 2 (it is not important which student is which).

At the beginning of Part 1, give Student 2 Card A (which you should copy from the Teacher's Guide, pp205–208). Student 1 now uses the prompts in Question Box A to make questions for Student 2. Student 2 answers the questions about the topic on Card A.

At the beginning of Part 2, give Student 1 Card B (which you should copy from the Teacher's Guide, pp205–208). Student 2 now uses the prompts in Question Box B to make questions for Student 1. Student 1 answers the questions about the topic on Card B.

In the second and third tasks, students will talk on their own. During the second task, the student who is not speaking can leave the room, so he or she won't hear or be influenced by the response of the student who speaks first. In the third task (Tests 4 and 8 only), specify one of the subjects on the card for the first student and specify a different subject for the second student.

It is recommended that you follow one of three ways below to allocate marks to each pair of students as they do their speaking tests:

- (1) You can work alone, listen to the students and note down their performance as they speak. You can then award final marks after the students leave the room.
- (2) You can work with a colleague. One teacher conducts the test while the other teacher listens and assesses performance. After the students leave the room both teachers discuss performance and award scores. In cases where teachers disagree, the 'assessing' teacher should have the final say.
- (3) You can record each session of the speaking test and assess the performance by listening to the test again later and awarding scores as you listen to the recording.

Speaking criteria: Unit Tests

After each test taker's **Unit Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 15 marks in the **two speaking tasks taken together**. The speaking criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's speaking performance.

TRAIT	3 marks for	2 marks for	Award 0 or 1 mark for
Pronunciation, stress and intonation	good overall pronunciation, despite a few minor errors of stress, intonation or pronunciation	pronunciation that sympathetic listeners can follow despite errors	no or minimal responses or pronunciation errors make responses difficult to follow
Task achievement	responses that cover all or almost all of the task requirements	incomplete but relevant responses or responses which are partially relevant	no or minimal responses or no relevant content in the responses
Vocabulary and grammar	responses with an accurate knowledge and appropriate use of vocabulary and grammar; no or few serious errors	responses in which the knowledge of grammar and vocabulary is sufficient to do the task despite noticeable errors	no or minimal responses or numerous errors or knowledge of vocabulary and grammar is not up to the task
Interaction (mostly Task 1)	language that is used effectively to engage and to respond to the other speaker	language that, despite misunderstanding or repetition, engages and responds to the other speaker	no or minimal responses or very little attempt, effort or success in engaging in meaningful interaction
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic listener; moderate spoken language skills	no, minimal or slow and ineffective responses; very poor or poor spoken language skills

A sample grade: Task 1 and Task 2 taken together

TRAIT	3 marks	2 marks	1 mark	0 marks
Pronunciation, stress, etc.			✓	
Task achievement		✓		
Vocabulary and grammar			✓	
Interaction (mostly Task 1)		✓		
Communication and fluency		✓		
Overall score:				8 marks

Speaking criteria: Term Tests

After each test taker's **Term Speaking Test**, use the speaking criteria below to award an overall speaking mark of between 0 marks to 5 marks in each of the **three speaking tasks**. The speaking criteria contain five traits. For each trait you can award a score of 0, $\frac{1}{2}$ or 1 mark, according to the performance of each test taker. After you award scores for each trait, add the five scores together to obtain an overall mark for that task. Then **add the three scores** for each speaking task together to obtain an overall assessment of the test taker's speaking performance.

TRAIT	1 mark for	$\frac{1}{2}$ mark for	Award 0 marks for
Pronunciation, stress and intonation	good overall pronunciation, despite a few minor errors of stress, intonation or pronunciation	pronunciation that sympathetic listeners can follow despite errors	no or minimal responses or pronunciation errors make responses difficult to follow
Task achievement	responses that cover all or almost all of the task requirements	incomplete but relevant responses or responses which are partially relevant	no or minimal responses or no relevant content in the responses
Vocabulary and grammar	responses with an accurate knowledge and appropriate use of vocabulary and grammar; no or few serious errors	responses in which the knowledge of grammar and vocabulary is sufficient to do the task despite noticeable errors	no or minimal responses or numerous errors or knowledge of vocabulary and grammar is not up to the task
Interaction (mostly Task 1 and Task 3)	language that is used effectively to engage and to respond to the other speaker	language that, despite misunderstanding or repetition, engages and responds to the other speaker	no or minimal responses or very little attempt, effort or success in engaging in meaningful interaction
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic listener; moderate spoken language skills	no, minimal or slow and ineffective responses; very poor or poor spoken language skills

A sample grade:

TRAIT	Task 1			Task 2			Task 3		
	1	$\frac{1}{2}$	0	1	$\frac{1}{2}$	0	1	$\frac{1}{2}$	0
Pronunciation, stress, etc.		✓				✓		✓	
Task achievement			✓		✓			✓	
Vocabulary and grammar		✓			✓				✓
Interaction (mostly Task 1 and Task 3)		✓			✓			✓	
Communication and fluency			✓		✓				✓
Overall score:				5 marks					

Writing key: Unit Tests

After collecting the writing task for each test taker's **Unit Writing Test**, use the writing criteria below to award an overall writing mark of between 0 marks to 15 marks in the **writing task**. The writing criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's writing performance.

TRAIT	3 marks for	2 marks for	Award 0 or 1 mark for
Spelling and punctuation	good overall spelling and punctuation despite minor errors or misspellings	despite some errors readers can follow the message	no responses or errors which make texts difficult to follow
Task achievement	excellent responses that cover all or almost all of the task requirements; responses are the right length	incomplete but relevant responses or responses which are partially relevant; responses may be too long or too short	no or minimal responses or no relevant content in the overall response ; responses may be very short
Vocabulary	responses with an accurate knowledge and appropriate use of vocabulary; no or few serious errors	responses in which the knowledge of vocabulary is sufficient to do the tasks despite noticeable errors	no responses or numerous errors or omissions or knowledge of vocabulary is not up to the tasks
Grammar	responses with an accurate knowledge and appropriate use of grammar; no or few serious errors	responses in which knowledge of grammar is sufficient to do the tasks despite noticeable errors	no responses or numerous errors or knowledge of grammar is not up to the tasks
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic reader; moderate language skills	no, minimal or ineffective responses; very poor or poor language skills

A sample grade:

TRAIT	3	2	1	0
Spelling and punctuation			✓	
Task achievement		✓		
Vocabulary	✓			
Grammar				
Communication and fluency		✓	✓	
Overall score:				9 marks

Writing key: Term Tests

After each test taker's **Term Writing Test**, use the writing criteria below to award an overall writing mark of between 0 marks to 15 marks in the **two writing tasks taken together**. The writing criteria contain five traits. For each trait you can award a score of between 0 to 3 marks, according to the performance of each test taker. After you have awarded a score for each trait, add all the scores of the traits together to obtain an overall assessment of the test taker's writing performance.

TRAIT	3 marks for	2 marks for	Award 0 or 1 mark for
Spelling and punctuation	good overall spelling and punctuation despite minor errors or misspellings	despite some errors readers can follow the message	no responses or errors which make texts difficult to follow
Task achievement	excellent responses that cover all or almost all of the task requirements; responses are the right length	incomplete but relevant responses or responses which are partially relevant; responses may be too long or too short	no or minimal responses or no relevant content in the overall response; responses may be very short
Vocabulary	responses with an accurate knowledge and appropriate use of vocabulary; no or few serious errors	responses in which the knowledge of vocabulary is sufficient to do the tasks despite noticeable errors	no responses or numerous errors or omissions or knowledge of vocabulary is not up to the tasks
Grammar	responses with an accurate knowledge and appropriate use of grammar; no or few serious errors	responses in which knowledge of grammar is sufficient to do the tasks despite noticeable errors	no responses or numerous errors or knowledge of grammar is not up to the tasks
Communication and fluency	responses that are coherent, effective and fluent relative to the tasks; good overall language skills	responses that convey the message to a sympathetic reader; moderate language skills	no, minimal or ineffective responses; very poor or poor language skills

A sample grade: Task 1 and Task 2 taken together

TRAIT	3	2	1	0
Spelling and punctuation			✓	
Task achievement		✓		
Vocabulary	✓			
Grammar	✓			
Communication and fluency		✓		
Overall score:				11 marks

Exam Practice Book Answer keys

Test 1 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 just phoned 2 blue car drive 3 she is making
4 expensive, new, Japanese 5 were discussing
2 5 marks: (10 x ½)
1 made 2 have been enjoying 3 take part in
4 have already shown 5 interviewed 6 astonishing
7 are going to create 8 will interest 9 include
10 am looking forward

متدنيات صقر الجنوب التعليمية

- 3 2½ marks: (5 x ½)
1 are going to work 2 will Professor Brown give
3 have you been studying 4 did your team win
5 will we have
4 2½ marks: (5 x ½)
1 road sign 2 car tyre 3 helicopter pilot 4 money box
5 space rocket
5 2½ marks: (10 x ¼)
a confusion b fiction c introduction d discussion
e decision
1 decision 2 fiction 3 introduction 4 discussion
5 confusion
6 5 marks: (10 x ½)
1A 2C 3D 4B 5A 6C 7D 8C 9B 10D

Listening

- 1 5 marks: (5 x 1)
2F 3B 4D 5A Response E is not needed
2 5 marks: (5 x 1)
1 education 2 energy 3 music (and) dancing
4 other countries 5 write (a) play
3 5 marks: (5 x 1)
1B 2C 3A 4C 5A

Reading

- 1 5 marks: (5 x 1)
1A 2B 3C 4C 5A
2 10 marks: (10 x 1)
Hi Robert,
How are you? Did you get back to Kenya without any problems. I hope so. Since we left New York, I have be thinking a lot about the project and what we talked about in New York. Why don't we write about the differences between education in Kenya and education in Brazil? We can do thinks like compare the coarces that students can study in university. We can inviting readers to send questions about Kenyan and Brazilian schools to a website blog and we can write appropriate answers. We can also describe a typical school in our countries. What you think? Does it sound like a good idea?
Sofia

Corrections

- 1 ? 2 hope 3 been 4 don't 5 Brazil 6 things
7 courses 8 invite 9 appropriate 10 do
3 5 marks: (5 x 1)
2C 3G 4E 5A 6F

Speaking

- 1 and 2 Up to 15 marks

Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

- Up to 15 marks

Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 2 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 father had 2 had been waiting 3 asked Ross to
4 order to find 5 Jack to keep
2 5 marks: (10 x ½)
1 had not been / weren't 2 to go 3 didn't have
4 reserved 5 could be 6 looked 7 was really looking
8 wanted 9 not have to 10 had stayed / had been staying
3 2½ marks: (5 x ½)
1 There was another bus in 20 minutes but Laura didn't want to wait for it.
2 Holly had been shopping all day so she felt tired.
3 On the bus Holly looked at her trainers which she/Holly had bought in town.
4 The shop was big so it took Holly a long time to find good trainers.
5 When Holly got home at five she was hungry so her mum made her a sandwich.
4 2½ marks: (10 x ¼)
a-e (in any order) legendary creature; noisy chorus;
protective wall; sheer instinct; split second
1 protective wall 2 noisy chorus 3 Sheer instinct
4 split second 5 legendary creature
5 2½ marks: (5 x ½)
1 swayed 2 dazzling 3 perfume 4 lavishly 5 soaked
6 5 marks: (10 x ½)
1A 2B 3C 4B 5D 6D 7A 8C 9C 10A

Listening

- 1 5 marks: (5 x 1)
2E 3B 4D 5C Response F is not needed
2 5 marks: (5 x 1)
1 (about) 1,000 kms 2 18 main islands
3 habitat 4 history of science 5 alien plants
3 5 marks: (5 x 1)
1 True 2 False 3 Not stated 4 Not stated 5 False

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 True 4 True 5 Not stated 6 False
7 Not stated 8 True 9 False 10 Not stated
- 2 5 marks: (5 x 1)
2C 3B 4F 5D 6A

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

- Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 3 Answer key متديات صقر الجنوب التعليمية

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 was making her 2 As soon 3 neither does / nor does
4 meets her 5 had been waiting
- 2 5 marks: (10 x ½)
1 was growing up 2 fewer 3 lived / was living 4 told
5 didn't have 6 did 7 a few 8 had enjoyed
9 had changed 10 to speak
- 3 2½ marks: (5 x ½)
1 Holly saw the film of *War of the Worlds* on DVD and so did Ross.
2 Ross promised to return / he would return the copy of *Jurassic Park* after he read it.
3 When Holly read the book of *War of the Worlds* she thought it was better than the film.
4 Ross didn't know that Jules Verne wrote science fiction and nor did Holly.
5 There were fewer science fiction films 10 years ago than there are now.
- 4 2½ marks: (5 x ½)
1 oxygen 2 sympathetic 3 pressure 4 distract
5 eagerly
- 5 2½ marks: (5 x ½)
1 feeble 2 luxury 3 charge 4 adept 5 barrier
- 6 5 marks: (10 x ½)
1C 2D 3B 4D 5C 6A 7A 8B 9D 10C

Listening

- 1 5 marks: (5 x 1)
2F 3C 4A 5E Response B is not needed
- 2 5 marks: (5 x 1)
1 *Twelfth Night*
2 middle of September
3 (over / more than) 140,100 / one hundred (and) forty thousand one hundred
4 coat(s), umbrella(s) [any order]

- 5 (great) actors
- 3 5 marks: (5 x 1)
1C 2B 3C 4A 5A

Reading

- 1 7 marks: (7 x 1)
2H 3F 4B 5D 6C 7A 8G
- 2 8 marks: (8 x 1)
1 True 2 Not stated 3 True 4 False 5 False
6 Not stated 7 True 8 False

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

- Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 4 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 were fewer 2 is contacting 3 neither did Jack
4 worse than 5 has been talking
6 marvellous ancient silver 7 was finishing her
8 I am feeling 9 not to get 10 woman carrying two
- 2 2½ marks: (10 x ¼)
a prejudice b overcome c predecessor d translate
e overhear
1 predecessor 2 translate 3 overhear 4 overcome
5 prejudice
- 3 5 marks: (10 x ½)
1 have been 2 would finish 3 has/s been distracting
4 completed 5 have come 6 to bring 7 assumed
8 had done 9 less 10 won't happen
- 4 2½ marks: (10 x ¼)
1 will/I'll be able 2 has been flickering 3 had 4 cooking
5 to help 6 will/I'll die 7 had checked 8 could see
9 wasn't able 10 is/s going to study
- 5 2½ marks: (5 x ½)
1 throat 2 blossom 3 wheelchair 4 brakes 5 office
- 6 2½ marks: (10 x ¼)
1 come 2 hang 3 set 4 do 5 hang 6 come 7 take
8 set 9 take 10 do
- 7 5 marks: (10 x ½)
1 culture 2 neglect 3 slither 4 confused 5 fling
6 burst 7 decorate 8 undergrowth 9 waist 10 request
- 8 5 marks: (10 x ½)
1D 2B 3B 4C 5C 6B 7D 8A 9D 10A

Listening

- 1 5 marks: (5 x 1)
2A 3B 4F 5D Response C is not needed

- 2 5 marks: (5 x 1)
1A 2B 3C 4A 5B
- 3 5 marks: (5 x 1)
1 two/2 brothers
2 learn French
3 in 1872
4 kept in contact
5 her grandfather
- 4 5 marks: (5 x 1)
A5 B2 C3 D1 (example) E6 F4

Reading

- 1 5 marks: (5 x 1)
2A 3F 4C 5D 6E
- 2 7 marks: (7 x 1)
1 At the foot of the hill
2 (A) bird (of prey)
3 in her apron
4 (they) smelled / began to smell their favourite food
5 to its nest
6 (to) see the nest
7 two/2
- 3 8 marks: (8 x 1)
1 False 2 True 3 Not stated 4 True 5 Not stated
6 True 7 False 8 False

Speaking

Tasks 1, 2 and 3 Up to 15 marks
Please refer to the speaking criteria on p183 of the Teacher's Guide to award marks for the three speaking tasks.

Writing

Tasks 1 and 2 Up to 15 marks
Please refer to the writing criteria on p185 of the Teacher's Guide to award marks for the two writing tasks.

Test 5 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 you describe 2 yourself pack your
3 Luke/he thanked her 4 his/his passport
5 can I go
- 2 5 marks: (10 x ½)
1 insisted 2 did she want 3 To discuss
4 a problem/problematic 5 would not get 6 annoying
7 abbreviations 8 did 9 communicated
10 would/could check
- 3 2½ marks: (5 x ½)
1 It was such a cold day that Ross wore a coat and gloves.
2 Ross couldn't find a seat because the bus was so crowded.
3 A passenger asked Ross when the bus would reach the town centre.

Exam Practice Book material Teacher's Guide

- 4 "It will probably take about another ten minutes,"
Ross replied to her.
- 5 Just then the bus stopped so abruptly that Ross nearly fell over.

- 4 2½ marks: (10 x ¼)
a different b hesitant c ridiculous d selective
e wonderful
1 wonder 2 hesitant 3 selective 4 ridiculous 5 differ
- 5 2½ marks: (5 x ½)
1 abilities 2 attentively 3 proficient 4 sort out
5 mumbled
- 6 5 marks: (10 x ½)
1C 2A 3C 4D 5B 6B 7D 8A 9B 10A

Listening

- 1 5 marks: (5 x 1)
2B 3E 4C 5D Response A is not needed
- 2 5 marks: (5 x 1)
1 some disadvantages 2 harmful effects
3 wide vocabulary 4 very cheap 5 passing on information
- 3 5 marks: (5 x 1)
1 17/seventeen 2 (the) beaches were (contaminated and) closed 3 on July 15th 2010 4 406/four hundred and six
5 5/five billion dollars

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 Not stated 4 False 5 True
6 Not stated 7 True 8 False 9 True 10 False
- 2 5 marks: (5 x 1)
2E 3G 4A 5C 6F

Speaking

1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 6 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 was destroyed by 2 so that 3 were being shown
4 Built for his 5 have been injured
- 2 5 marks: (10 x ½)
1 was being held 2 are being counted 3 is
4 is being run 5 select 6 vote/votes 7 had known
8 would have taken part 9 had entered
10 would have chosen / would choose
- 3 2½ marks: (5 x ½)
1 fed up 2 grateful 3 full 4 keen 5 concerned

- 4 2½ marks: (5 x ½)
1 shawl 2 geyser 3 summit 4 excavation 5 post
- 5 2½ marks: (5 x ½)
1 reign 2 locate 3 promote 4 campus 5 attraction
- 6 5 marks: (10 x ½)
1D 2D 3C 4A 5C 6B 7B 8D 9A 10B

Listening

- 1 5 marks: (5 x 1)
2F 3B 4E 5A Response D is not needed
- 2 5 marks: (5 x 1)
1 climate change 2 country to country 3 destruction of rainforests 4 take the bus 5 (have) smaller families
- 3 5 marks: (5 x 1)
1C 2A 3C 4B 5A

Reading

- 1 6 marks: (6 x 1)
2E 3A 4B 5G 6D 7C
- 2 9 marks: (9 x 1)
1 True 2 Not stated 3 True 4 False 5 False
6 Not stated 7 False 8 True 9 Not stated

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

- Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 7 Answer key

Grammar and Vocabulary

- 1 2½ marks: (5 x ½)
1 will be talking 2 hasn't she 3 Neither Ahmed nor
4 going to be 5 had been completed
- 2 5 marks: (10 x ½)
1 had just been launched / had just launched
2 remember 3 isn't 4 left 5 will be showing / will show
6 incredibly 7 shouldn't 8 will be buying 9 extremely
10 would be able
- 3 2½ marks: (5 x ½)
1 Ben's computer project had been handed in after the appropriate deadline.
2 Steve's French essay hadn't been started by the time the teacher asked for it.
3 Ben and Steve's parents weren't very pleased with the boys, were they?
4 Both Ben and Steve will probably have to do extra study, won't they?
5 Ben will be doing his project and Steve will be writing his essay over the summer.

- 4 2½ marks: (10 x ¼)
(any order) a-e human right, photo gallery, snail mail, sound recordings, video conference
1 video conference 2 sound recordings 3 snail mail
4 human right 5 photo gallery
- 5 2½ marks: (5 x ½)
1 circumstances 2 expand 3 thrilled 4 assemble
5 constantly
- 6 5 marks: (10 x ½)
1D 2C 3D 4A 5B 6B 7D 8C 9C 10A

Listening

- 1 5 marks: (5 x 1)
2F 3A 4D 5E Response C is not needed
- 2 5 marks: (5 x 1)
1 nineteen forties/1940s 2 ancient Greeks
3 very fast calculators 4 soldiers 5 analyse secret codes
- 3 5 marks: (5 x 1)
1B 2A 3B 4A 5C

Reading

- 1 10 marks: (10 x 1)
1 False 2 True 3 Not stated 4 False 5 True
6 Not stated 7 True 8 False 9 True 10 Not stated
- 2 5 marks: (5 x 1)
2C 3F 4G 5E 6B

Speaking

- 1 and 2 Up to 15 marks
Please refer to the speaking criteria on p182 of the Teacher's Guide to award marks for the speaking tasks.

Writing

- Up to 15 marks
Please refer to the writing criteria on p184 of the Teacher's Guide to award marks for the writing task.

Test 8 Answer key

Grammar and Vocabulary

- 1 5 marks: (10 x ½)
1 You turned off 2 be flying over 3 has been neglecting
4 was being cooked 5 been handed out 6 we will have
7 such a pleasant 8 (that) she had 9 if he/Tom would
10 If Daisy hadn't
- 2 2½ marks: (10 x ¼)
a hardship b neighbourhood c friendship d disadvantage
e likelihood
1 disadvantage 2 neighbourhood 3 friendship 4 hardship
5 likelihood
- 3 5 marks: (10 x ½)
1 are relaxing 2 has been taking part in 3 creation
4 Designed 5 had run / had been running 6 was given
7 to present 8 told 9 did 10 would not have been able
- 4 2½ marks: (10 x ¼)
1 will start 2 had worked / had been working 3 to plan

- 4 Built 5 has ... been investigating 6 would help
7 are being destroyed 8 hadn't / had not had
9 will be waiting 10 would have spent
- 5 2½ marks: (5 x ½)
1 ramp 2 chain 3 rail 4 billboard 5 projector
- 6 2½ marks: (10 x ¼)
1 make 2 tell 3 come 4 set 5 hang 6 say 7 talk
8 take 9 hand 10 pay
- 7 5 marks: (10 x ½)
1 harsh 2 condense 3 weird 4 extract 5 immigration
6 stationary 7 assemble 8 scurry 9 deserted
10 consider
- 8 5 marks: (10 x ½)
1D 2A 3C 4B 5B 6C 7A 8D 9A 10B

منتديات صقر الجنوب التعليمية

Listening

- 1 5 marks: (5 x 1)
2D 3A 4C 5E Response B is not needed
- 2 5 marks: (5 x 1)
1B 2A 3C 4B 5C
- 3 5 marks: (5 x 1)
1 in an office 2 in 1985 3 finish college / go to university
4 lost his job 5 head
- 4 5 marks: (5 x 1)
A3 B5 D6 E2 F4

Reading

- 1 6 marks: (6 x 1)
2G 3D 4F 5B 6A 7E
- 2 7 marks: (7 x 1)
1 Not stated 2 False 3 True 4 False 5 Not stated
6 True 7 False
- 3 7 marks: (7 x 1)
1 (Doctor) James Mortimer
2 He/Holmes could see him/Watson in the coffee-pot.
3 Holmes('s)
4 Those who know him/his friends gave him a gift (of a stick).
5 in the country
6 He (thought he) could) apply Holmes' system.
7 a few minutes

Speaking

Tasks 1, 2 and 3 Up to 15 marks

Please refer to the speaking criteria on p183 of the Teacher's Guide to award marks for the three speaking tasks.

Writing

Tasks 1 and 2 Up to 15 marks

Please refer to the writing criteria on p185 of the Teacher's Guide to award marks for the two writing tasks.

Exam Practice Book Audioscript

Audioscript for Test 1

Track 1

Test 1 Listening Question 1

Listen to the people speaking about the *www project*. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

So don't forget to share information. You're not working on your own. Stay in contact with your partner team. Don't go off and do your own thing. Make sure they are aware of all your plans. It's also a good idea to hold regular review meetings with all eight people to discuss your ideas.

Conversation one matches phrase C. That was the example.
Now listen and match the phrases to the other conversations.

Conversation two

Female: Right. Now's the time we've been waiting for. We're going to hear about our subject area.

Male: I hope we get science. I'm really into it.

Female: Yes, I like science, too but I prefer the environment.

Male: You'll get something about the environment.

No worries.

Female: Do you think our group will be lucky? I hope you're right.

Conversation three

We want you to spend time on the topic areas. You aren't experts on computers. That's not your job. That's ours. We have staff at the project website. If you remember to save and back up your work, our design and maintenance staff will support you with computer equipment and help you to design your part of the website.

Conversation four

Male: Eight of us are going to be working together.

Female: Yes – and we come from different parts of the world.

Male: So some of us will be in different time zones.

Female: That's right. We must be careful not to contact someone in the other team at the wrong time.

Male: Yes, I'd be cross if someone rang in the middle of the night!

Female: You bet!

Conversation five

Laura, Holly, Jack and I won the towns project, we thought it was fantastic. I mean, we won a trip to New York and we've been

really excited about it. But then Professor Brown told us about the *www project*. It's much bigger than the towns project. We are designing a website with a worldwide perspective. I mean, wow! No doubt about it, it's just amazing!

Now listen again and check your answers.

Track 2

Test 1 Listening Question 2

Three students, George, Julia and Alexei, are discussing topics for a school project. Listen to the conversation and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Julia: So what topic are you going to choose, George?

George: That's easy. The environment. What about you, Julia?

Julia: I've been thinking about it for the last few days and I'm going to do a project on education.

Alexei: Education? That's funny because I was thinking of doing a project on education, too.

George: So you're choosing education, are you, Alexei?

Alexei: No, I'm not.

Julia: I don't understand, Alexei.

Alexei: I've changed my mind. I've decided to do a project about the arts.

George: Good, so we've all got a topic, now we have to say why we chose our topics.

Julia: So why did you choose the environment, George?

George: That's easy. Because we waste so much energy. I want to study why we waste energy and some ways we can stop wasting it.

Julia: Well, I am doing a project on education because it is essential for our future. It will be difficult to get a job without a good education. Why are you doing a project on the arts, Alexei?

Alexei: It's quite simple. I'm really into music and dancing.

Julia: Are there any other reasons why you want to study the environment, George?

George: Yes, I want to persuade more people about the benefits of renewable energy.

Alexei: What, wind farms and that kind of stuff, George?

George: Yes, exactly.

Julia: I want to find out more about people in other countries.

George: What's your second reason for choosing your topic, Alexei?

Alexei: Don't laugh but I want to learn how to write a play and I think my project should help me to do that.

Now listen again and check your answers.

Track 3

Test 1 Listening Question 3

Listen to Sofia and her parents. For each question, circle the correct answer A, B or C. There is one example.

- Dad: What's in this first photo, Sofia? Is it Fifth Avenue? Or Times Square?
- Sofia: It's at Central Park.
- Dad: It's a great picture.
- Mum: This photo is nice, too, Sofia. That's Angello wearing the baseball cap but I can also see a girl holding some shopping bags. Who's she?
- Sofia: That's Anna.
- Dad: I think she looks like you, Sofia.
- Sofia: You're joking, Dad!
- Mum: I like this photo of the sports stadium. Is it for baseball? Do the New York Yankees team play there?
- Dad: Or is the stadium for that famous basketball team? Oh, what are they called?
- Mum: The New York Knicks.
- Dad: That's the team!
- Sofia: It's Flushing Meadow. They play tennis there. I didn't have time to see a match.
- Dad: What a pity!
- Sofia: Yes.
- Mum: But you saw the Statue of Liberty, right? That's an astounding photo of it.
- Sofia: Yes.
- Dad: It looks very small. As if it's about 30 metres high.
- Sofia: Yes. Actually it's about 50 metres high – that's the statue itself and about 90 metres high including the base.
- Mum: Is this the Brooklyn Bridge?
- Sofia: Yes, it's fascinating. It dates from 1883. I bet you don't know how many cars cross the bridge each day.
- Mum: No idea – five thousand?
- Sofia: Dad?
- Dad: Eighty thousand?
- Sofia: It's about one hundred and twenty thousand each day.
- Dad: Wow!
- Mum: So did you enjoy your trip to New York, Sofia?
- Sofia: It was absolutely brilliant, Mum.
- Mum: What was the best thing? The shopping?
- Sofia: Well, I enjoyed the shopping, sure. The weather was really great, too, when we were there, and the sightseeing was amazing. I think I liked the sightseeing most.

Now listen again and check your answers.

Audioscript for Test 2

Track 4

Test 2 Listening Question 1

Listen to these people speaking about their education. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

When the day to go to the school arrived, I was anxious. I had never been away from home for a long time before and I wasn't sure if a boarding school was right for me. The sister of one of my friends had been to a boarding school and she told me that she hated it. I kept on thinking about what would go wrong.

Conversation one matches phrase A. That was the example. Now listen and match the conversations to the other phrases.

Conversation two

Female: You went to a village primary school, didn't you?

Male: Yes, that's right. There were only about 100 kids in the whole school.

Female: So how did it feel when you came here?

Male: Like I'd just moved from the country to the city. There were people everywhere and so many classrooms. It was just so busy.

Conversation three

The school website and the information leaflet looked wonderful. It had everything: a modern school, up-to-date equipment, the latest technology, fantastic teachers and an amazing head. I started at the school the following September. It's true there was good equipment but the teachers weren't good and the head was hopeless. I told my parents and they soon sent me to a better school.

Conversation four

Male: Why did the head want to see you?

Female: I didn't know! As I walked to her office, I was panicking. I wondered what I had done wrong. Had I forgotten to hand in some work?

Male: So what was it?

Female: Well, I'd come top of my year in my exams and the head wanted to tell me that she was very pleased!

Conversation five

My parents had just moved and they told me that it was a good idea to go to a school nearer our new home. At first I didn't like it because I didn't want to change. My old school wasn't fantastic but it was OK. Then my parents brought me here to look round.

As soon as I visited this school, I knew I would be happy here. I agreed to move school immediately.

Now listen again and check your answers.

Track 5

Test 2 Listening Question 2

A radio reporter is interviewing an expert on an important natural habitat. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

- Male: Thank you for doing this interview, Doctor Hartson.
Female: No worries.
Male: So the area you want to talk about is?
Female: The Galapagos Islands.
Male: And where are they situated?
Female: In the eastern Pacific Ocean, 1,000 kilometres to the west of the coast of South America.
Male: So can you start us off with a few facts about the Galapagos Islands?
Female: Sure. They cover an area of 45,000 square kilometres and they consist of 18 main islands and about 100 small rocks and very small islands.
Male: And what's so amazing about these islands?
Female: They are a unique wildlife habitat with some of the most interesting and fascinating animals in the world.
Male: Is that the only reason why these are special?
Female: No. Another reason is that the islands are very important in the history of science. In 1835 the British scientist, Charles Darwin, visited the Galapagos Islands and it was here that he started to develop his important ideas for biological sciences.
Male: Now I understand that the Galapagos Islands are a protected area but I also read that they face a threat to their future. Is that correct?
Female: It's not just one threat. It's a number of threats.
Male: What are they?
Female: Well, people want to visit the islands and that itself is a threat. There are threats like other places from pollution and global warming. A particular local threat is from alien plants.
Male: Alien plants.
Female: Yes, these are plants which people have brought from South America. In places they are killing the local plants.
Male: What can be ...

Now listen again and check your answers.

Track 6

Test 2 Listening Question 3

Listen to Ross and Laura. For each sentence circle the correct answer True, False or Not stated. There is one example.

- Laura: Hi, Ross, have you got the photos from your brother yet?
Ross: Yes, I have. Tom told me he would send them yesterday but he was busy. He actually sent them this morning.
Laura: Let's have a look. Um, they're not as good as my photos but they aren't too bad.
Ross: Well, we can't be all expert photographers like you, Laura.
Laura: No, that's true. How long has Tom been in the Galapagos Islands?
Ross: For the last two weeks. Before that he'd been travelling round South America for a month.
Laura: So what's Tom doing there, Ross?
Ross: After he'd finished university, Tom couldn't find a permanent job, so he decided to travel. He wrote about the places he visited and sent an article to a newspaper. They liked it. He's been working as a travel writer since then.
Laura: Great! Is Tom writing about the Galapagos Islands?
Ross: Yes. He told me in an email that he was writing about the effects of tourists on the wildlife of the islands.
Laura: And what is happening to the wildlife? Is there a threat to it in the Galapagos Islands?
Ross: Yes, there is. Tom told me about it. He said that the wildlife that lives on the islands is safe enough because the islands are a national park. He thinks that whales, dolphins and seabirds that visit the islands but don't live there are most in danger.
Laura: That's really interesting, Ross. Let's choose some of Tom's photos for the project website.

Now listen again and check your answers.

Audioscript for Test 3

Track 7

Test 3 Listening Question 1

Listen to the people speaking about space. Choose the correct phrase from phrases A-F below to match the conversations 1-5. There is one example and one extra phrase.

Conversation one

The people I had spoken to told me I would love feeling that my apparent weight was nearly half what it was on Earth. But I didn't enjoy it, I hated it. No one told me I would feel groggy and

confused. No one told me that I would hit my head on the ceiling every time I moved.

Conversation one matches phrase D. That was the example.
Now listen and match the phrases to the other conversations.

Conversation two

Male: Do you like the planet?
Female: I think it's absolutely wonderful.
Male: So do I.
Female: I mean, it's not perfect. It's a bit colder than Earth and there's not so much oxygen to breathe.
Male: You're right about that – but those things are not important.
Female: The best thing is that everything is clean and new here. We have left behind the noise, the crowds, the pollution and the broken environment.

Conversation three

There had been people living on the planet New Nation for 50 years. At first everything had gone well. But then news reports spoke about a mystery illness which was spreading across New Nation. Doctors couldn't cure it. It didn't seem to spread from person to person but directly from the planet itself. In the end, the governor ordered everyone to return to Earth.

Conversation four

Female: How much oxygen is there on this planet?
Male: About ten per cent of surface gases.
Female: And the gravity is double that of the Earth. I can see the island-spangled blueness of the ocean here. But are there any large areas of land?
Male: No, only little ones and many fewer than on Earth.
Female: I don't think it looks good.
Male: Nor do I.

Conversation five

We braked in orbit and then suddenly the weight hit, as if someone had dropped a rock on me. I couldn't breathe because of the pressure on my chest. My nose started to bleed. My brain wanted to jump out of my head. Other people who had gone back to Earth had warned me that the journey to Earth would be awful. I hadn't listened to them carefully enough.

Now listen again and check your answers.

Track 8

Test 3 Listening Question 2

A tour guide is talking about a London theatre. Listen to the tour guide and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Hello everyone. Thank you for coming on this tour of the Open Air Theatre. As you know, the theatre is situated right in the heart of London here in beautiful Regent's Park. It is the oldest permanent outdoor theatre in Britain. The theatre's history dates back about 80 years to 1932. The first play here was *Twelfth Night*, by William Shakespeare.

Every summer since then the Open Air Theatre has welcomed audiences for performances of plays by William Shakespeare as well as plays, comedies, drama and musicals by other writers. Performances take place here each year over a four-month period from mid-May to the middle of September.

There is room in the theatre for over 1,200 people for each performance. This is fewer than the size of the audience of 1,500 that can fit in the Globe Theatre but it is still big. More than 140,100 theatregoers see performances here during the 16-week annual season.

The stage is not covered and neither are the seats, so if you come to see a play here, please be prepared for all types of weather. The actors always try their best to finish the play once a performance has begun. We always advise audiences that they should come with umbrellas if the weather is wet and coats for cold nights. Cushions for the seats are also a good idea.

As I speak to you, you can hear that a rehearsal for a new production is taking place on the rehearsal stage. The theatre is very popular. The seats where audiences sit for the performances rise steeply in front of us. When we ask audiences what they like about the Open Air Theatre, they tell us about this good view they have. Theatregoers also say that they enjoy the outdoor location and the great actors who perform here.

Now listen again and check your answers.

Track 9

Test 3 Listening Question 3

Listen to Professor Brown's phone conversation with Sofia and Robert. For each question, circle the correct answer A, B or C. There is one example.

Prof. Brown: Now, who am I speaking to?
Sofia: Sofia.
Robert: Robert.
Prof. Brown: You're not doing the environment. That's Group 4. So are you doing science?
Sofia: No, that's Group 2.
Robert: We're doing education.
Prof. Brown: Yes, of course you are. Sorry.
Sofia: No worries, Professor.
Prof. Brown: OK. Now the reason I wanted to speak to you is because one or two team members are saying that they are spending a lot of time on the project.
Sofia: Yes, that's true.

Prof. Brown: And because of this they are beginning to neglect their school studies. Is this a problem for you two or for your teams?

Robert: No, it isn't, Professor.

Sofia: Nor for me or my team.

Prof. Brown: So is everything generally going OK?

Sofia: Yes, I think so.

Robert: Yes, it is.

Prof. Brown: Great. That's good news. Have you written any compositions for your websites yet?

Sofia: Three or four – not very many.

Robert: But we're doing well with photos. We've taken lots of photos.

Prof. Brown: And what are you working on at the moment?

Sofia: We're making comparisons between education in different countries.

Prof. Brown: That sounds a good idea. And what's education like in Brazil?

Sofia: The biggest problem here is too much learning by heart. We don't think about things for ourselves. There are other problems, too much homework and too many private lessons but I think learning things by heart is the worst one.

Prof. Brown: And what about education in Kenya, Robert? What are the problems there?

Robert: So many problems, Professor. There aren't many well-qualified teachers. There's never enough money and pupils don't have enough time for their work. They always have things to do for their families. That's probably the biggest problem.

Prof. Brown: I see. And now you are doing the project, can you balance your hobbies with your schoolwork?

Sofia: Yes, I can.

Robert: So can I. My teacher lets me do the project as part of my schoolwork.

Sofia: And I have stopped playing tennis to leave more time for the project and my school studies.

Now listen again and check your answers.

Audioscript for Test 4

Track 10

Test 4 Listening Question 1

Listen to the people speaking about the environment. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

The world can support a certain number of people. Maybe seven billion, maybe eight billion. I don't know how many exactly. We

can grow food for the population now but what about in the future? We have minerals and energy now but what about in 50 years' time? We have to control the number of people on the planet. That's the only solution to the world's problems.

Conversation one matches phrase E. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: You told us that the world would suffer a lot of problems from climate change. What is the best way to stop it?

Female: In my opinion the best solution is to stop the increase in the use of energy.

Male: Stop using so much energy?

Female: Yes.

Male: And if we do that, will we stop climate change?

Female: I'm not completely sure but I hope so. If we are lucky, we'll avoid the worst results of climate change.

Conversation three

Different scientists say different things about global warming and climate change. Some say that they are happening because of what humans are doing to the planet. Other scientists say that there is no global warming and that climate change is something natural. In my opinion we should study the situation and find out more about it before we spend loads of money on a problem which may not be real.

Conversation four

Female: What do you think when scientists warn us about climate change and global warming?

Male: They are just trying to stop us using oil, driving big cars and turning on the fire when we're cold. It's a sales pitch for an idea that they are trying to sell us. They're tricksters.

Female: And what idea is it that they are trying to sell us?

Male: That we need to change the way we live.

Female: So you're sure climate change isn't happening?

Male: Absolutely certain.

Conversation five

We can see climate change all around us. Spring is coming earlier and autumn is getting longer. And what about polar ice? It could be a huge problem. If the ice in polar areas of the world melts, this will be a disaster. Sea levels will rise and people who live by the coast will be under threat. No, we can't sit around and do nothing. We must act now to try and stop climate change.

Now listen again and check your answers.

Track 11

Test 4 Listening Question 2

Listen to a conversation about schools. For each question, circle the correct answer A, B or C. There is one example.

- Tom: Did you enjoy secondary school as much as I did, Anna?
- Anna: Yes.
- Kellie: So did I.
- Tom: What type of school did you go to, Kellie?
- Kellie: A private school. It was near my home and I could walk to the school in five minutes.
- Anna: I went to a private school as well but it was a long way from my home. I stayed there during term time.
- Kellie: Good heavens, Anna. You went to a boarding school?
- Anna: Yes.
- Tom: Wow, I'm the only one here who went to a state school.
- Kellie: Was your school big, Tom?
- Tom: Pretty big. About 1,200 students went there.
- Anna: Wow, that's really big. There weren't more than 200 students where I studied.
- Kellie: That's very few, Anna. Our school was much bigger. We had about 600 girls at my school.
- Anna: So only girls went to your school, Kellie? Is that right?
- Kellie: Yes. What about you, Tom? Were there boys and girls at your school?
- Tom: Yes.
- Anna: It was the same at my school, too.
- Kellie: That's interesting. Actually, there was one thing that wasn't so good in my school. The school lunches.
- Tom: That's a pity. I'm really into food and we had a great canteen in our school.
- Anna: The food at my school wasn't great but it wasn't too bad. So was the canteen the best thing about your school, Tom?
- Tom: Not really. The science labs were good and the sports hall was amazing. What were the best things in your school, Kellie?
- Kellie: Well, we had good sports facilities, too but my favourite thing was the large hall and stage. I really love acting.
- Anna: You're both making me jealous. Your two schools sound so much better than mine was. But I bet you two had to go to lessons. In my school, you could choose which lessons you went to.
- Kellie: What?
- Tom: Really, Anna?
- Anna: Really.

Now listen again and check your answers.

Track 12

Test 4 Listening Question 3

Listen to the information about a popular writer and fill in the missing information in each numbered space in the notes. There is one example.

Johanna Spyri is one of Switzerland's most famous writers. She was born in 1827. Her father was a country doctor and her mother was from a rich family that had connections to Swiss literature. Johanna's parents had six children, two boys and four girls. Johanna was the fourth child. The family lived in a small village near the city of Zürich and this country location forms the background to a lot of her stories.

She received her early education from tutors at home. At 16 years of age Johanna Spyri was sent to a boarding school in a city in western Switzerland to learn French. After finishing school she returned home and helped her mother, teaching her little brother and sister. She also read a lot at this time and played the piano.

In 1852, Johanna married Johann Spyri and they had a son, Bernhard, in 1855. The couple moved to the city of Zürich to a mansion overlooking the lake. It was here that Johanna Spyri began to write fiction about life in the Swiss countryside. She completed her first book in 1871. The following year she wrote more stories, including *Heidi*.

In 1884 Johanna Spyri's husband and her son both died. After their death, she lived a very busy life. She brought up her sister's child, she travelled abroad, she kept in contact with many friends and she wrote more stories before her own death in 1901.

Heidi is Johanna Spyri's most famous book. It is one of the best-known stories about Switzerland's traditions and culture in the 19th century. It is about Heidi, who goes to live with her grandfather in Switzerland after the death of her parents. The first part covers the events in Heidi's life in the mountains and her travels and the second part is about how Heidi uses her education and learning to help others.

Now listen again and check your answers.

Track 13

Test 4 Listening Question 4

Listen to the people speaking and number the pictures in the correct order. There is one example.

Conversation one

- Female: So how did you get this shot? Was it difficult?
- Male: Yes, it was. I had to try and find the right place to take it from?
- Female: Were you standing close to it?
- Male: Not really. I mean, it's about 180 metres high. It's a long cylinder really.

Conversation two

This photo shows a building with a long history. It was completed in 1098 and for a number of years it was the tallest building in London. It measures 36 metres by 32 and originally had three floors. The entrance was above ground and the building was surrounded by protective walls and there is an inner courtyard to the south.

Conversation three

Female: Wow, this photo's impressive. All those lights. It's very vivid.

Male: Yes, it is. Look at all the colour and dazzling lights.

Female: I bet you get loads of people coming to see the plays.

Male: Yes, it's really exciting when all the crowds come out of the theatres.

Conversation four

Male: What's so special about it?

Female: Well, there are very few like it. That's why I took the photo.

Male: Yes, why did they build it like that? I mean, it's really weird.

Female: At one time there was a large port in this part of London and large ships had to be able to sail up and down the river. That's why the middle part can move up and down.

Conversation five

Male: Do you like this one? The view across London is out of this world. You can even see Tower Bridge.

Female: You can't see Tower Bridge in your picture.

Male: No, that's true.

Female: So how much do they charge you to go on it?

Male: Over 30 pounds.

Female: You're joking!

Conversation six

This building was bought originally by the royal family in 1761 but it didn't become the main royal residence in London until 1837. It is big and measures 108 metres by 120 and is 24 metres high. There is an inner courtyard and the outside façades are covered in stone. This picture shows the west façade that overlooks the garden.

Now listen again and check your answers.

Audioscript for Test 5

Track 14

Test 5 Listening Question 1

Listen to the people speaking about forgetting or losing things.

Choose the correct phrase from phrases A-F below to

match the conversations 1-5. There is one example and one extra phrase.

Conversation one

Male: I had a terrible day last Thursday.

Female: What happened?

Male: I was really busy at the office. I didn't get home till about eight.

Female: That's later than usual, isn't it?

Male: Yes, I usually get home by six or six thirty. I still hadn't finished my work. I had a report to do for the morning. When I got home, I discovered I'd left my computer at work and I couldn't work on it. My boss was not pleased.

Female: Oh no!

Conversation one matches phrase F. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

At primary school our teacher took us on a lot of trips - nature walks, visits to the town, that sort of thing. She was a very nice person but there was one thing about her that was really annoying. She'd always ask the same question time and time again. "Do you have your jackets with you?" I can still hear her voice and I haven't seen her for ten years. I don't know why she repeated that question so often.

Conversation three

Female: I hate losing things. I left my camera on the beach when I was on holiday. I felt terrible. I went back to the place where we were sitting but someone had already taken it.

Male: Did you tell your mum that you'd lost it?

Female: Yeah. I thought she was going to be really angry. Funny thing was, she wasn't cross.

Male: No!

Female: No. In fact, she told me not to worry about it. She said it was OK and that she'd give me a new camera for my birthday.

Conversation four

Last year I had a great holiday in Thailand but I had an awful experience when we first landed. I was going through passport control and I couldn't find my passport. I looked in my backpack where I normally keep it. It wasn't there. I looked in my pockets. It wasn't there. I looked in my jacket. The policeman smiled and was very patient. I checked my bag again and, sure enough, it was there, under my jumper. I couldn't see it because I was too worked up.

Conversation five

- Female: I lost my mobile last weekend. I have no idea where.
Male: Did you try borrowing another mobile and phoning your own number?
Female: Yes, but it didn't work. It's the third phone I've lost this year.
Male: Oh no!
Female: It's not as bad as my sister. She doesn't have a mobile now because she loses so many. It's a waste of money.
Male: Sounds like you and your sister are forgetful.
Female: Yes, and my dad and my mum are just as bad.

Now listen again and check your answers.

Track 15

Test 5 Listening Question 2

Listen to the conversation about text messaging and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

- Sam: What do you think of the new survey, Alison?
Alison: What survey?
Sam: Didn't you see it? It was about text messaging. They asked people if they thought text messaging was a good thing.
Alison: Oh. Well, I don't like it. I think people send too many text messages. What do you think, Sam?
Sam: I'm not sure. There are some things about it that are OK but it has some disadvantages.
Alison: Only some disadvantages? I think there are lots.
Sam: OK, so tell me what they are.
Alison: Well, young people use all these abbreviations – you know them better than me – G R 8 for great and B and 4 for before – and it has harmful effects on their spelling.
Sam: I'm not so worried when people use abbreviations. It's punctuation that worries me. People don't use capital letters in the right way. I think that is annoying.
Alison: Yes. And there are lots of other disadvantages, too. When I get texts ...
Sam: So you get texts?
Alison: Yes, I do and when I get them, people don't use a very wide vocabulary when they text. They use a few stock phrases. It doesn't encourage people to express themselves.
Sam: Yes, you have a point about a limited vocabulary. And also what you say about people using the conventions of text messaging in their written English.
Alison: So we agree text messaging is a bad thing.
Sam: No, like I said, there are some advantages.

- Alison: Such as?
Sam: Come on. I bet you can think of at least one advantage.
Alison: Well, there is a small advantage. Text messaging is very cheap.
Sam: Yes, and there are others, you know.
Alison: Right, name one more.
Sam: Well, it's a quick and easy way of passing on information. You have to admit that's a good thing.
Alison: No, I don't think ...

Now listen again and check your answers.

Track 16

Test 5 Listening Question 3

A news presenter is talking about a man-made disaster. Listen to the news report and answer the questions. Write short answers. There is one example.

On April the 20th 2010 there was a terrible accident at an oil well in the Gulf of Mexico. The name of the well was Deepwater Horizon. When the oil well exploded, 11 men who were working there were killed and 17 other men were injured. Immediately, oil started to spill from the damaged oil well and pour into the waters of the Gulf of Mexico.

It did not take long for the disaster to have serious effects on marine and wildlife habitats and on the fishing and tourism industries. Very soon sticky black oil reached the south coast of the United States. More than 500 kilometres of coast was contaminated and closed for fishing and tourism. People in the fishing and tourist industries could not work at that time because of the oil spill.

The operation to stop the oil spill started immediately after the accident but stopping the escape of oil from deep under the ocean was very problematic. It took engineers nearly three months before they managed to stop the escaping oil completely on July the 15th 2010. During these three months it has been estimated that the amount of oil that spilled into the ocean was about a billion gallons. This is nearly 20 times more oil than spilled from the Exxon Valdez in 1989.

This disaster resulted in the deaths of billions of fish and other marine life. There was a drastic reduction of food for creatures such as seabirds, sea otters, whales and dolphins. Dolphins and whales which feed on the fish of the area, could not and cannot find enough to eat. In April 2011 scientists discovered 406 dead dolphins. More dolphins and whales are dying after the accident than died before the accident.

Many people now think that the Deepwater Horizon disaster is the worst man-made marine environmental disaster of all time. The environmental effects have already cost five billion dollars and the final cost may reach 20 or 25 billion dollars.

Now listen again and check your answers.

Audioscript for Test 6

Track 17

Test 6 Listening Question 1

Listen to the people speaking. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

If you had come here ten years ago, you would never have believed that the town would become the most important tourist attraction in our country. At that time no new hotels were being built and no one wanted to come here. There were also very few – if any – good shops. Another thing – the thermal springs were polluted and the transport system in town was very poor. But we really worked hard to solve these problems and make the town a success.

Conversation one matches phrase C. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: Why are you at home, Anna? I thought you and Matt were going on holiday.

Female: We were but everything has gone wrong this week.

Male: Oh dear.

Female: First, the car is being fixed because the brakes aren't working. Then we found out the hotel we usually stay in is closed because it's being remodelled and yesterday we heard that our second choice hotel has had a fire in it and is not taking any guests this week. I wish we could go away but we can't.

Conversation three

Our trip to Canada was just fantastic. Steve and I enjoyed it so much. We spent three weeks going round Vancouver and the West Coast. The scenery was overwhelming and we were really keen on our whale watching trip. Most impressive of all were the collections of Canadian First Nations art and crafts collected over many years by the museum in Victoria on Vancouver Island. I have never had a better holiday.

Conversation four

Male: There was a lot of work going on in the hotel when we arrived.

Female: New windows were being put in in some of the bedrooms and the restaurant was being painted.

Male: And the old lifts were being changed and one of the swimming pools was being cleaned.

Female: We were worried that this work would affect our holiday but it was all done very quickly and efficiently.

Male: Now the hotel looks just as good as when it opened. It's amazing.

Conversation five

If you had told me that we would get better weather 500 kilometres to the north than we did on the south coast, I would have laughed. But it was true. I mean, the weather wasn't perfect there but it was much better than the south. We were so fed up of the rain. We were being soaked. We could camp in the north or go home and finish our holiday. That was the only choice we had. We decided to go north.

Now listen again and check your answers.

Track 18

Test 6 Listening Question 2

A radio reporter is interviewing an expert about the environment. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Female: Thank you for speaking to us this evening, Professor Lewis.

Male: Not at all.

Female: First, can I ask, what kind of environmental threats is the world facing?

Male: We can say they come under two general headings, man-made dangers like losing natural habitats and natural threats like floods.

Female: And in your opinion, which is the most serious of the man-made threats to the environment?

Male: That's easy to say. It's definitely climate change and the reason is that it affects or will affect so many people.

Female: What about natural threats to the environment?

Male: Which are the most serious, you mean?

Female: Yes.

Male: It's difficult to say. Floods, eruptions of volcanoes and earthquakes can all be very serious. All these natural disasters are threats to people who are affected by them. But the threats are different from country to country. I don't know which are the most serious.

Female: And can you name some other man-made problems we cause to our environment?

Male: Unfortunately, there are quite a few. We are taking natural habitats away from animals. We cause air pollution from traffic and water pollution from things like oil spills. There is destruction of the rainforests. Shall I go on?

Female: That's quite a long list. And what can we do personally to protect our environment?

Male: There are lots of things. Resources are being used and wasted. We can try to use fewer things and recycle what we use. We can travel less and cycle

more. That would help. And we can take the bus – it's a simple way to decrease air pollution.

Female: And are there any big things we can do to protect the environment?

Male: Yes.

Female: And what are they?

Male: Actually, what is it? It is this. We could have smaller families.

Female: Just that?

Male: Yes, because it helps ...

Now listen again and check your answers.

Track 19

Test 6 Listening Question 3

Listen to Sofia discussing diets with a friend. For each question, circle the correct answer A, B or C. There is one example.

Sofia: What kind of diet do you have, Rafael? Do you think it's healthy or unhealthy?

Rafael: It's not too bad. In my opinion it's quite healthy.

Sofia: I wish my diet was more healthy. I eat too many sweets. And I just love cheese. It's my favourite snack. And I know too much cheese is bad for you.

Rafael: Why don't you eat something like apples for a snack. They're healthy.

Sofia: No, I don't like apples.

Rafael: Well, tell me about your food habits. What do you eat for breakfast?

Sofia: Nothing. I get up too late. I have a drink of coke when I arrive at school.

Rafael: I have cereal, fruit and tea. My mum always says I must have something for breakfast.

Sofia: Do you always do what your mum says?

Rafael: No, but I like breakfast. What do you have for lunch? A sandwich like me?

Sofia: Sometimes. But I usually have a burger or a pizza.

Rafael: Do you have salad with them?

Sofia: Sometimes but not very often.

Rafael: Well, that's not bad but the rest of your diet isn't very healthy. You should try and eat some healthier foods.

Sofia: Yes, I think you're right. I mean, when I get home from school, I have things like biscuits, sweets and crisps. I know I shouldn't but I like them.

Rafael: Yes, perhaps you should try to reduce them. Have something like chicken and vegetables at lunchtime. That's quite healthy and you wouldn't be so hungry when you got in.

Sofia: And no more burgers and chips?

Rafael: Right. No more burgers and chips.

Now listen again and check your answers.

Audioscript for Test 7

Track 20

Test 7 Listening Question 1

Listen to the people speaking about class presentations. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

My friend Sally wasn't usually very good at giving presentations to the class when she was at school. I have probably seen her give them four or five times. She prepares topics and makes notes but her voice is very tedious and she doesn't engage with her audience. Once, however, I saw her give an amazing presentation about cooking. It was her favourite hobby and everyone loved what she said. The next time I heard her give a presentation, she was just as boring as before.

Conversation one matches phrase B. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Female: So how did it go? It was OK, wasn't it?

Male: Yes, I think so. I mean, I'd worked really hard beforehand and spent hours getting things ready. I certainly knew a lot about the topic.

Female: But you don't sound particularly pleased about your presentation, do you? Did something go wrong?

Male: No, it's just that I don't like speaking in front of a class. At the beginning I was shaking like a leaf. I was so nervous.

Conversation three

When I did my class presentation for my exam, my preparation had been completed two weeks before. I had a projector with the most important aspects of my topic. I started really well and my classmates seemed interested. Then I completely forgot what to say and my mind was empty. I stood and said nothing. However, my teacher said "Look at your notes, Tom." I heard her and looked and everything was OK. After that, I remembered what to say.

Conversation four

Male: You're glad you've finished, aren't you?

Female: Yes.

Male: And either you or Sarah will get the highest mark. That's good, isn't it?

Female: Not really. I worked extremely hard. I used different sources of information like encyclopaedias and internet websites.

Male: Yes, I saw you.

Female: But Sarah neither prepared nor practised much but she's good at talking. Her mark should not be as good as mine. She didn't work as hard. It's not right.

Conversation five

I don't know how Max did it. He chose the environment. That's a really boring topic in my opinion and I thought his talk was going to be extremely tedious – but it wasn't. He was funny and interesting and the range of information and his knowledge of the topic was inspiring. Sometimes people surprise you and I was really surprised by Max. At the end of the talk we all clapped, it was just so good.

Now listen again and check your answers.

Track 21

Test 7 Listening Question 2

A radio presenter is interviewing an expert for a technology programme. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

Male: Hello. I'm with Dr Jenny Williams from the University of Hampton. Jenny, you'll be talking about the development of computers.

Jenny: Yes, that's right. I'll be speaking about how computers have changed over time.

Male: And they certainly have changed, haven't they? How long have we been using them? About 50 years?

Jenny: A bit longer, actually. The first computers were being used in the 1940s.

Male: So that's more like 60 or 70 years ago, isn't it?

Jenny: Yes, it is. And the idea of computers is much older than that. There was an English scientist, Charles Babbage, who designed a kind of computer in the 19th century.

Male: Really?

Jenny: Yes, and as well as Babbage, we can also say that the ancient Greeks had machines with aspects of modern computers, so you can say they had the idea for the first computers.

Male: Now this might sound a rather vague question but what is a computer?

Jenny: That's a good question and I can give you a very long answer or a very short answer to it.

Male: A short answer, please.

Jenny: They are really machines which are very fast calculators for doing lots of tedious maths sums very quickly.

Male: So who were the first users of modern computers? Scientists?

Jenny: Well, the first modern computers which use electricity as a source of power were made by scientists and technicians, that's true. But the first people to use them were not scientists, they were soldiers.

Male: Why did soldiers need computers at that time?

Jenny: During the Second World War governments protected secret information by putting it into secret codes. Computers were first used to analyse these codes to find out how they worked and what they meant.

Male: So you are telling me that computers ...

Now listen again and check your answers.

Track 22

Test 7 Listening Question 3

Listen to the people speaking about the Global Youth Link. For each question, circle the correct answer A, B or C. There is one example.

Hi, Sofia here. Best wishes to everyone from Brazil. I think the website is incredibly good. We've produced a fantastic range of information for young people around the world. I really liked the video clips of different aspects of education around the world. I'm really looking forward to more. I also really liked Usha's feature about new science inventions in India and the photos of wildlife affected by that oil spill in Alaska.

Hello, my name's Francisco and like Sofia, I'm also from Brazil. The website is absolutely amazing, isn't it? My favourite parts are the film of the Thai dancing and the pictures and reports on the Great Barrier Reef. I hope people around the world will soon be sending in lots of comments and messages to the message board. In addition to the website, another great thing about the project has been working in teams. I've learned such a lot. Before I started the project, I didn't like speaking in public. Not any more. Now it's difficult to keep me quiet.

Tippi from Thailand here. Hello. Like the rest of us I think the website is incredibly brilliant. I'd also like to thank everyone for the comments on the Thai dancing film. It was terribly hard to make the film, so hearing that you enjoyed it was really great. For me one of the wonderful things about the website has been the information on education in different countries. It was really moving to hear some of the stories from children in Kenya and how hard they have to work to get an education. I wish kids in my country knew more about education in other countries outside Thailand, too. The Global Youth Link website will be one way to help them do that, won't it?

Now listen again and check your answers.

Audioscript for Test 8

Track 23

Test 8 Listening Question 1

Listen to the people speaking about diet and health. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversation one

There is nothing magic about controlling weight. We have to approximately equalise two different quantities. They are the amount of energy we take in from our food – what we eat – and the amount of energy our body needs to work – the energy that we use. Generally speaking, an individual increases in weight if they eat more food energy than they use. However, if an individual uses more energy than they take in, then this person will lose weight.

Conversation one matches phrase F. That was the example. Now listen and match the phrases to the other conversations.

Conversation two

Male: I'm jealous of Claire.
Female: Claire! Why? She's just an ordinary person.
Male: Yes and no.
Female: What do you mean?
Male: Well, you know I have to be careful about my weight. I always wondered why Claire can eat so many sweets and cake and be terribly thin. She told me that she just doesn't put on weight. It doesn't matter what she eats.
Female: Really?
Male: Yes – and her mum and brothers are just the same as her.

Conversation three

If you took a sample of people's weights from different countries now and compared them to a survey of weights which were taken 30 or 40 years ago, it is easy to see that weight has gradually been increasing during all that time. There are a number of reasons for this. As people's standard of living increases, they generally eat more food. At the same time the amount of exercise people naturally take in their daily lives is now less as lifestyles change.

Conversation four

Male: How do you spell 'vegan'?
Female: It's V-E-G-A-N.
Male: And it means someone who doesn't eat meat, doesn't it?
Female: Not quite. Someone who doesn't eat meat is a vegetarian.

Male: How is a vegan different?
Female: Vegans don't have meat or eat anything from an animal like cheese or milk.
Male: So you don't eat meat or animal products?
Female: No.
Male: It must be difficult to be a vegan.
Female: Not really. I know I'm doing the right thing for myself, for animals and for the planet.

Conversation five

People often go on diets, that is, they either try to change what they are eating or to reduce how much they are eating. This works for some people but not for everyone. In a few cases people's bodies seem to lose the ability to control weight and they continue to put on more and more weight. This has serious effects on someone's health. Now it is possible to have an operation to reduce the size of your stomach and stop weight gain. But this operation is only appropriate for someone with an extremely serious weight problem.

Now listen again and check your answers.

Track 24

Test 8 Listening Question 2

Listen to the conversation. For each question, circle the correct answer A, B or C. There is one example.

Max: Have you been to a studio before, Petra?
Petra: Yes, my aunt took me to a TV studio in Manchester last year. Why do you ask, Max?
Max: Well, I went when I was on a trip to Los Angeles. My dad took me and my brother on a trip to one of the studios.
Petra: That's absolutely brilliant! My tour was disappointing. Did you enjoy yours?
Max: Yes, it was really interesting.
Petra: Which one did you go to? Disneyland, I hope? I'd love to go there!
Max: No, I wished we had but it took too long. My dad gave us the choice of Warner Brothers and Universal Studios. We chose Warner Brothers, because it's a real working studio.
Petra: Was that in the summer? You were in the United States then, weren't you, Max?
Max: Yes, but I went to the studios in October.
Petra: You're joking! You've only just come back from a visit in January as well. You've been to the States three times in the last year!
Max: Yes, I have. But don't forget my mum is American!
Petra: Of course she is. I was forgetting! Anyway, what did you see at the studios?

Max: Lots of things. The studio museum – that was great – the sound stages where actors speak their lines and the editing studios where editors work on finishing the programmes and films, that's where we started the tour. Where else? Yes, the costume department where they make and keep the costumes for the films. I thought it was all fascinating.

Petra: Did the other people enjoy the tour?

Max: Yes. I looked at a survey of visitor comments online. Most people, about 65 per cent, said they thought the visit was really excellent. About 20 per cent said they thought the tour was terrible and ten per cent said it was OK.

Now listen again and check your answers.

Track 25

Test 8 Listening Question 3

Listen to the information about a businessman and inventor and fill in the missing information in each numbered space in the notes. There is one example.

Steve Jobs was one of the world's most famous recent businessmen and inventors. He was born in February 1955. His natural father was from the Middle East and his natural mother was from the USA but he was brought up by Paul and Clara Jobs, an American family who he described as "his parents one thousand per cent". His father, Paul, worked in a factory and his mother, Clara, in an office. When Steve was five in 1960 the family decided to bring up another daughter, Patti. Then Steve discovered later in life that his natural parents had had a daughter, Mona, his natural sister. They met for the first time in 1985 and became close friends.

Steve Jobs went to primary school in his home town of Mountain View and had his high school education in the town of Cupertino in California. After he had completed high school in 1972 he started college but stopped very quickly. He did not go to university.

Steve Jobs' business and inventing career started in 1976 when he and two other people founded the Apple Computer company. In the next few years Steve Jobs helped to invent and design some of the first computers for use in the home. In 1984 Apple launched the Apple Macintosh, a famous and well-designed computer. A year later, Steve Jobs lost his job because of differences of opinion with other managers about which products to develop. He said that he hadn't enjoyed losing his job but that he thought it was good for him.

In 1985 and 1987 Steve Jobs developed two successful companies, NeXT, a computer company and Pixar, a company which makes cartoon films. Steve Jobs returned to Apple when Apple bought NeXT computers in 1996 and became head of Apple in 1997. After this Apple developed and sold a number

of famous products such as the iMac and the iPod and became one of America's biggest companies. Steve Jobs died in October 2011.

Now listen again and check your answers.

Track 26

Test 8 Listening Question 4

Listen to the people speaking about environmental problems and number the pictures in the correct order. There is one example.

Conversation one

Female: You can see it from space?

Male: Yes, it's the only living thing you can see from there.

Female: How big is it?

Male: Absolutely massive – over 3,000 kilometres long. It's home to a wide range of wildlife including fish, birds and reptiles.

Female: Why are parts of it dying?

Male: It's climate change, I am afraid. The coral can only survive at certain temperatures and because of climate change, sea temperatures are rising so parts of the coral are dying.

Conversation two

Some people are not convinced that it is really happening and some scientists admit that it is happening but are uncertain what to do about it. However, large numbers of scientists and experts think there is a clear change in the world's weather because of carbon dioxide and other gases which are escaping into the atmosphere. The result is a hotter world, rising sea levels, melting ice and changes to weather patterns. There will be huge effects on people, habitats and wildlife.

Conversation three

Male: When will they be telling us about the flight?

Female: They said they'd be giving us some more news at three.

Male: It's ten past three already and they haven't said anything.

Female: I wonder if they'll close the airport. They say that it may be dangerous to fly while the volcano is erupting.

Male: I hope not. We're supposed to be at school tomorrow.

Female: So, perhaps this isn't such bad news, is it?

Male: Maybe not.

Conversation four

Here are pictures of the scene. A large area of coastline is being affected and the clean-up operation started at seven thirty yesterday morning. Workers are trying to restore the environment and help birds and animals which have been caught by the sticky

black oil but progress has been very slow. Already there have been reports of dead fish and seabirds. We think it will take a long time for the region to recover from the disaster.

Conversation five

Female: Please can you tell us something about the situation.

Male: Sure. We're losing about 50,000 square kilometres every year. This is because people need more land for farming or to build on and because they want the wood for energy or for building with.

Female: And why is this important?

Male: Because these areas contain so many different kinds of species – plants, trees, animals, insects and birds. If we lose the habitat for this wildlife, we will lose the wildlife itself forever.

Conversation six

The heavy traffic and smoke from factories here can add to the problem of climate change. But the main worry is for the health of the people who live near the road itself. The smoke and fumes from the traffic can make it difficult to breathe and cause other health problems as well. We can solve the problem by reducing the number of cars and lorries on our roads.

Now listen again and check your answers.

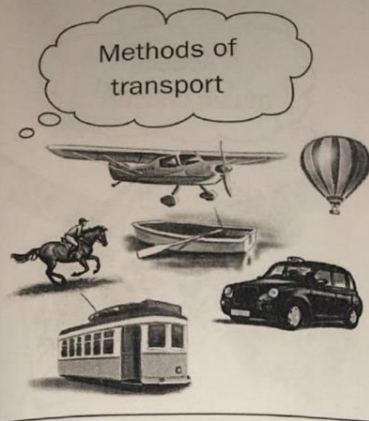
Exam Practice Book

Audio track listing

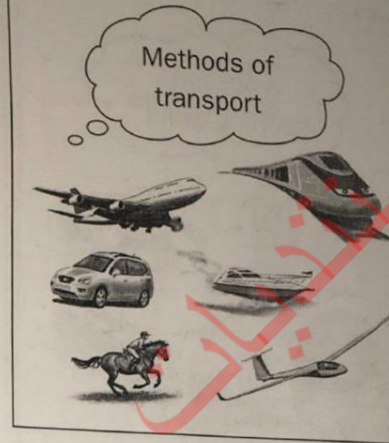
Track 1	Test 1 Listening Question 1
Track 2	Test 1 Listening Question 2
Track 3	Test 1 Listening Question 3
Track 4	Test 2 Listening Question 1
Track 5	Test 2 Listening Question 2
Track 6	Test 2 Listening Question 3
Track 7	Test 3 Listening Question 1
Track 8	Test 3 Listening Question 2
Track 9	Test 3 Listening Question 3
Track 10	Test 4 Listening Question 1
Track 11	Test 4 Listening Question 2
Track 12	Test 4 Listening Question 3
Track 13	Test 4 Listening Question 4
Track 14	Test 5 Listening Question 1
Track 15	Test 5 Listening Question 2
Track 16	Test 5 Listening Question 3
Track 17	Test 6 Listening Question 1
Track 18	Test 6 Listening Question 2
Track 19	Test 6 Listening Question 3
Track 20	Test 7 Listening Question 1
Track 21	Test 7 Listening Question 2
Track 22	Test 7 Listening Question 3
Track 23	Test 8 Listening Question 1
Track 24	Test 8 Listening Question 2
Track 25	Test 8 Listening Question 3
Track 26	Test 8 Listening Question 4

Test 1

Card A



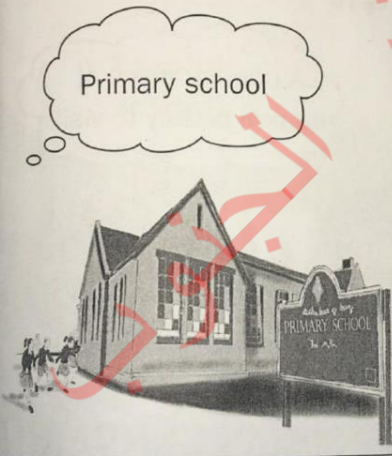
Card B



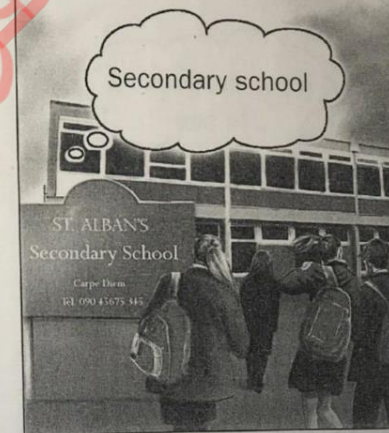
Test 2

منتديات صقر الجنوب التعليمية

Card A



Card B



Photocopiable

English World 8 Teacher's Guide © Macmillan Publishers Limited 2012

20!

Test 3

Card A

A special
sporting event



Card B

A special
music concert



Test 4

Card A

A popular building
to see



Card B

A popular place of
natural beauty to visit



est 5

Card A

A ceremonial
occasion

happy birthday



Card B

An important
arrangement



Your next appointment is:

Date:

Time:

Please call 023 4768 54 if you need to
cancel or reschedule.

est 6

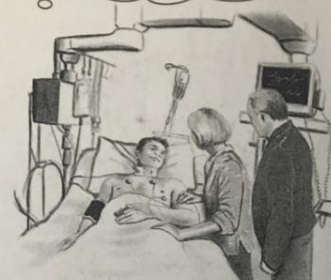
Card A

A serious
accident



Card B

A serious illness



Photocopiable

English World 8 Teacher's Guide © Macmillan Publishers Limited 2012

207

Test 7

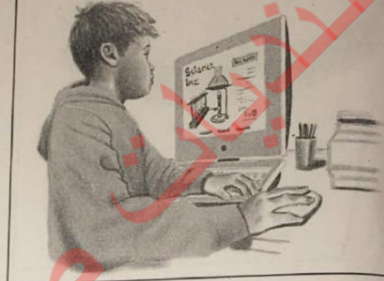
Card A

Computer games



Card B

Educational websites



Test 8

Card A

A driving examination



Card B

An individual presentation

