

UNIT 5

✓ Listening

Identifying the speaker activities

In this type of activity you match different speakers with the things they say.

Step 1: Before you listen, think about the topic of what you are going to listen to. This will help you to predict ideas and words that could appear in the recording.

Step 2: Read the questions to know how many speakers there are and what they may say.

Step 3: When you listen, remember that in the listening text the speakers will probably express the same ideas using different words and expressions. Thinking of synonyms for the words in the statements can help you to identify the answers.

Step 4: Don't worry if you don't understand everything the first time you listen. Usually you listen twice. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

✓ Speaking

Negotiating

In negotiating activities, you usually work with another person. The examiner explains a situation where you and the other speaker need to come to a decision.

In this type of exercise, remember that there isn't usually a right or wrong answer. Basically, the examiner wants to hear you speaking English. If you can't think of something to say:

- Ask your partner a question like *What do you think?* This gives you time to think of what you can say next.
- Use fillers like *Well, Hmm* or *Let me think* to give you time to think of what you want to say next.
- Don't be afraid to say something you think is obvious.
- Give full explanations for your opinions and ideas.
- Listen to what your partner or the examiner is saying. In a conversation we speak *and* listen.
- If you don't understand what the examiner or your partner is saying, ask them in English to repeat or to speak more slowly. Use expressions like: *Sorry, can you say that again?* or, *Sorry, could you speak more slowly?*

UNIT 6

✓ Grammar

Sentence transformation activities

In this type of activity you have a sentence and you must complete a second sentence so that it means the same as the original sentence. In some exercises you must use a word that they give. In this case, you cannot change the form of this word. Generally you can only use between two and five words, including the word they give you.

Step 1: Read the original sentence carefully. Think about the meaning of the sentence, the type of structure(s) used, the tense(s) used, etc.

Step 2: If they give you a word, think about its meaning. Think also about the grammatical function of the word. Does it always or usually go with another word or tense?

Step 3: Write your sentence.

Step 4: When you finish, check that you:

- have not changed the meaning of the original sentence.
- have not changed the form of the word they gave you.
- have not used more than the maximum number of words permitted.

✓ Writing

Exam conditions

- When you write in exam conditions, you cannot usually use a dictionary or grammar book. If you do not know a word, think of a similar word or a more basic or general word. Do not leave a gap or write the word in your own language. If necessary, change what you were going to say.
- If you are not sure how to use a grammatical structure, think of a different way to say the same thing.
- Answer the question. You might not get any points if you don't answer the question properly.
- Pay attention to the maximum and minimum number of words in the instructions. Plan and organise your essay before you write and check it carefully for mistakes when you finish.



Reality TV Blog

1

'Reality TV? No, I prefer more serious programmes.' That's what a lot of people say. But a survey by OnePoll showed that one in four people in the UK watch a reality show. Perhaps that's not surprising when you think that there are hundreds of different shows to choose from. Some popular examples have people singing, dancing or cooking. But recently there have been more unusual programmes – a competition between men trying to grow the longest beard (Whisker Wars), celebrities competing in challenges in the Australian jungle (I'm a Celebrity ... Get Me Out of Here!), or a group of 40 kids who lived together for 40 days without adults (Kid Nation).

2

But just how real are the people in reality TV shows? It depends. Some shows actually use professional actors. Others use ordinary members of the public – they're much cheaper than actors. But even when the people are real, the situations are often carefully written and planned. And even when real people are talking about true situations, it's easy to edit their words and make them say something different. In spite of this, the above survey discovered that 42% of people in the UK between the ages of 25 and 34 believe that reality shows are 100% real!

3

What about talent shows, one of the most popular types of reality show? Did you know that it is often the producers of the show, not the judges, who decide who leaves the competition? Talent is often a lot less important than other factors. The producers need contestants who attract more viewers, for example, by starting arguments. In fact, some producers create drama and tension between the competitors on purpose.

4

Does it matter that reality shows aren't real? In some documentaries, they say they are in one place when in fact they are filming in a different location. In other shows, they 'surprise' the contestants with things that they knew about already. And in most shows they give a false idea of time. An activity which really takes hours, days or weeks happens in just 50 minutes.

5

One of the saddest things is that reality shows can give us unrealistic ideas about what we can do. Things aren't as fast as they look on the screen, and they're usually slightly more complicated. Reality shows can make us confused because we can't tell the difference between what's real and what isn't. The scariest thing is that they can make us stop believing everything we see on TV, including the news. People think it's all manipulation. Perhaps the best thing is to stop watching reality TV for a while and rediscover the real world. It's just as amazing and inspiring as anything that you can see on a screen.

Unit 1

Revision

- 1
 1 is knocking 2 are having 3 helps
 4 are arguing 5 think 6 sees
 7 doesn't realise 8 Does, switch
 2
 1 a 2 b 3 b 4 c 5 a 6 c
 3
 1 correct 2 ~~are you coming~~ do you come
 3 ~~improves~~ is improving 4 correct
 5 ~~is never accepting~~ never accepts
 4
 1 a 2 the 3 0 4 a 5 the
 5
 a a b the c think d is increasing
 e are living f 0 g don't discuss h a
 i 0 j likes

Extension

- 1
 1 is knocking 2 are having 3 helps
 4 are arguing 5 think 6 sees
 7 doesn't realise 8 Does, switch
 2
 1 a 2 b 3 b 4 c 5 a 6 d
 3
 1 correct 2 ~~are you coming~~ do you come
 3 ~~improves~~ is improving 4 correct
 5 ~~is never accepting~~ never accepts
 4
 1 About 30% of my classmates come from a non-European country outside of Europe.
 2 My cousin and I are almost **the** same age.
 3 I always feel very nervous before a class presentation – I don't like speaking in public.
 4 My brother is at university and my sister works as a nurse in a hospital.
 5 We have class discussions in English all the time, but I don't always have **the** confidence to speak.
 5
 1 The Grandparents 2 more an experience 3 Teens are often think
 4 A study ~~being~~ called 5 the number are is increasing 6 a school work
 7 the school events 8 are ~~being~~ busy
 9 has a ~~the~~ better relationship
 10 generation that are likes

Unit 2

Revision

- 1
 1 did, arrest, found 2 did, steal, took, escaped 3 did, break, was, saw 4 did,

- accuse, had, didn't go
 2
 a was b loved c appeared
 d changed e became f didn't kill
 g died
 3
 1 was trying 2 wasn't working
 3 was shouting 4 were questioning
 5 were, looking
 4
 1 arrived 2 were investigating
 3 was looking 4 was trying 5 melted
 5
 a was travelling b came across
 c believed d didn't help e was sleeping
 f heard g found h analysed
 i killed

Extension

- 1
 1 did, arrest, found 2 did, steal, took, escaped 3 did, break, was, saw 4 did, accuse, had, didn't go
 2
 a was b loved c appeared
 d changed e became f didn't kill
 g died
 3
 1 arrived, were collecting 2 were investigating, turned up 3 shoplifted, was looking 4 was, was trying 5 left, melted
 4
 1 correct 2 ~~hurted~~ hurt 3 ~~questioned~~ were questioning 4 ~~looked~~ were looking
 5 correct
 5
 a was travelling b came across
 c believed d didn't help e was sleeping
 f heard g found h analysed i killed

Unit 3

Revision

- 1
 1 some 2 any 3 some 4 any
 5 Some 6 any
 2
 1 A lot of 2 much 3 Many 4 a lot of
 5 many 6 a lot of 7 a little 8 a few
 3
 a who b 0 c where d whose
 e when f which
 4
 1 that 2 correct 3 correct
 4 which 5 correct
 5
 1 B 2 A 3 C 4 B 5 A 6 B 7 A
 8 A 9 C 10 B

Extension

- 1
 1 some, any 2 any, many 3 much
 4 any/many, some 5 some 6 much
 2
 1 A lot 2 a little 3 A few 4 much
 5 much 6 a little 7 a few 8 many
 3
 1 correct/0 2 ~~who he wrote~~ who wrote
 3 ~~when~~ who 4 correct/that/that/0
 5 ~~who~~ which/that/0
 4
 1 are some 2 whose parents are Bulgarian 3 where I met Alex
 4 isn't much
 5
 1 D 2 B 3 C 4 D 5 D 6 B 7 A
 8 A 9 C 10 B

Unit 4

Revision

- 1
 1 has never been 2 Have you ever used
 3 has never had 4 Have you ever tried
 5 have never called
 6 Have you ever caught
 2
 1 haven't seen, for 2 have been, for
 3 have had, since 4 has helped, since
 5 Have, lived, for 6 haven't taken, since
 3
 1 You haven't looked well since Monday – have you seen the doctor **yet**?
 2 Sorry, I'm still a bit tired – I've **just** woken up.
 3 I think I have flu, but I haven't checked my temperature **yet**.
 4 We've **already** called to ask for an ambulance twice. Where is it?
 5 I've **just** taken a painkiller and I feel much better. OR I've taken a painkiller and I **already** feel much better.
 6 They're bored because they've **already** played this game many times.
 4
 1 haven't seen, was, told 2 've never travelled, 've been, visited 3 Have you hurt, fell off, happened 4 injured, didn't know, Have they used
 5
 1 A 2 C 3 B 4 B 5 B 6 C 7 B
 8 C 9 C 10 A

Extension

- 1
 1 has never been 2 Have you ever used
 3 has never had 4 Have you ever tried
 5 have never called 6 Have you ever caught

- 2
 1 haven't seen, for 2 have been, for
 3 have had, since 4 has helped, since
 5 Have, lived, for 6 haven't taken, since

- 3
 1 already yet 2 already-just 3 just yet
 4 ~~Already we've called~~ We've already called
 5 ~~I just have taken~~ I've just taken OR ~~I just have taken~~ I have taken ... feel much better already
 6 yet they've already played

- 4
 1 haven't seen, was, told 2 've never travelled, 've been, visited 3 Have you hurt, fell off, happened 4 injured, didn't know, Have they used

- 5
 1 Have ~~did~~ you 2 journalists ~~have~~ decided 3 Since ~~yet~~ 1971
 4 they ~~have~~ treated 5 ~~has~~ been was
 6 ~~has~~ already since seen 7 ~~has~~ definitely never ~~have~~ felt bored 8 I ~~have~~ been the best job 9 ~~has~~ received ever 10 MSF ~~has~~ won

Unit 5

Revision

- 1
 1 worse 2 fitter 3 laziest 4 better
 5 farthest 6 more confusing
- 2
 1 more serious 2 the most embarrassing
 3 more informative than 4 more relaxed than
 5 the most popular 6 the most exciting 7 more frightening than
 8 the scariest

- 3
 1 isn't as comfortable as
 2 as intelligent as 3 less important than
 4 as expensive as 5 isn't as stressful as

- 4
 1 They said I didn't have **enough** qualifications for the job.
 2 Is this horror film scary **enough** for you?/
 Is this horror film **too scary** for you?
 3 This game show is **too** confusing. I don't understand what's happening!
 4 Do you think he's attractive **enough** to be a model?

- 5 Is James old **enough** to see that film?
 5
 1 A 2 A 3 B 4 C 5 C 6 A 7 C
 8 B 9 A

Extension

- 1
 1 much worse 2 fitter 3 the laziest
 4 better 5 farthest 6 more confusing
- 2
 1 more serious 2 the most embarrassing
 3 more informative than 4 more relaxed

- than 5 the most popular 6 the most exciting 7 more scary than
 8 the most moving

- 3
 1 isn't as comfortable as 2 qualified enough 3 as expensive as 4 better at English than

- 4
 1 ~~enough scary~~ scary enough 2 ~~more cheaper~~ cheaper 3 correct 4 ~~as-intelligent~~ his as intelligent as his
 5 correct

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

Unit 6

Revision

- 1
 1 will 2 'll 3 're going to 4 'm going to 5 will 6 won't

- 2
 1 may/might 2 won't 3 will 4 may/might 5 will 6 won't

- 3
 1 switch off, save 2 happens, is 3 save, use 4 cycle, help, stay 5 rains, are

- 4
 1 is, won't survive 2 won't, don't stop 3 will go up, switch on 4 will become, keep eating 5 forget, 'll die

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

Extension

- 1
 1 will melt 2 'll get 3 're going to learn 4 'm not going to fly 5 will disappear 6 won't get

- 2
 1 definitely 2 probably 3 to 4 might 5 not 6 to

- 3
 1 ~~will be~~ is 2 correct 3 be are
 4 correct 5 correct

- 4
 1 If there is another oil spill into the ocean, many sea animals won't survive.
 2 There won't be enough water for everyone if we don't stop wasting it.
 3 Your electricity bill will go up if you switch on so many devices all the time.
 4 Tuna fish will become extinct if we keep eating it.

- 5 If you forget to water your plants, they'll die.

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

Unit 7

Revision

- 1
 1 has to 2 have to 3 don't have to 4 have to 5 don't have to 6 has to

- 2
 1 mustn't 2 mustn't 3 don't have to 4 don't have to 5 doesn't have to

- 3
 a have to b must c have to
 d mustn't e should f shouldn't
 g have to h should

- 4
 1 was/were, would like 2 didn't believe, wouldn't be 3 would meet, weren't
 4 would be, wasn't/weren't 5 wouldn't love, didn't get to

- 5
 a doesn't have to b would be c have to
 d mustn't e would have f should
 g have to h must

Extension

- 1
 1 A 'mystery shopper' has to review the service they get in shops.
 2 You must add your email to your CV.
 3 A security guard mustn't leave the shop.
 4 I don't have to learn the local language in my new job – everybody speaks English!
 5 As a hotel receptionist, I have to answer the telephone and be well-organised.
 6 In my country, taxi drivers mustn't carry more than four passengers.

- 2
 a have to b must c have to
 d mustn't e should f shouldn't
 g have to h should

- 3
 1 correct 2 mustn't shouldn't 3 must-to be have to be 4 should shouldn't
 5 correct

- 4
 1 was/were, would like 2 had, would find
 3 didn't believe, wouldn't be 4 would meet, weren't 5 would be, wasn't/weren't
 6 wouldn't love, didn't get to

- 5
Suggested answers:
 a doesn't have to b would be
 c have to d mustn't e would have
 f should g have to h must

Unit 8

Revision

- 1
 1 had been 2 had made up 3 had criticised 4 had made 5 went
- 2
 1 had fallen out, felt 2 woke up, had finished 3 was, had got 4 hadn't slept, went 5 started, had learned/learnt
- 3
 1 used to do 2 used to be 3 used to feel 4 Did you use to have 5 didn't use to see 6 Did you use to hang out
- 4
 1 swimming 2 to take part 3 playing 4 Building 5 to criticise 6 joining 7 making
- 5
 1 used to talk 2 chatting 3 had been 4 to hang out 5 to use 6 to text 7 didn't use to be 8 to help 9 hadn't spoken 10 had grown

Extension

- 1
 1 ~~had become~~ became 2 correct 3 correct 4 correct 5 ~~had gone~~ went
- 2
 1 After I had fallen out with my best friend, I felt very lonely.
 2 By the time you woke up, I had finished all my homework.
 3 Laura was a bit angry because I had got a higher mark than her.
 4 We hadn't slept well the night before, so we went to bed straight away.
 5 Before he started primary school, he had learned/learnt to read and write.
- 3
 1 used to do 2 used to feel 3 Did you use to have 4 didn't use to see 5 Did you use to hang out
- 4
 1 swimming 2 to take part 3 playing 4 Building 5 to criticise 6 joining 7 making
- 5
 1 C 2 C 3 B 4 B 5 A 6 B 7 A 8 B 9 C 10 A

Unit 9

Revision

- 1
 1 preferred fantasy to science fiction
 2 had to look up the new words in the dictionary
 3 wouldn't tell us how the story ended
 4 had been writing a trilogy on Rome
 5 had never written children's fiction

- 2
 1 said 2 told 3 said 4 told 5 said
- 3
 1 had filled in 2 the author was born/had been born 3 why 4 before 5 I didn't like 6 if 7 that night
- 4
 1 told to me 2 how much ~~did~~ the city map cost 3 asked to the famous author 4 once said us that 5 if ~~whether~~ we OR if whether we
- 5
 1 C 2 A 3 B 4 A 5 B 6 B 7 A 8 C 9 C 10 A

Extension

- 1
 1 The author said (that) all his/her stories were set there, in his/her home town.
 2 The teacher said (that) we had to look up the new words in that dictionary.
 3 He said (that) he would tell me how the story ended if I didn't finish the book by that night.
 4 They said (that) she was presenting her war trilogy that day.
 5 She said (that) she hadn't written children's fiction before, but that she might start a book the following year.
- 2
 1 The bookseller said **told** me that the book I was looking for **were was** no longer for sale.
 2 The tourists asked ~~to~~ their guide how much ~~did~~ the city map cost.
 3 Lots of fans ~~said~~ **asked** the famous author to sign ~~our~~ **their** copies.
 4 My grandfather once ~~told~~ **said** that when he was younger, he ~~can~~ **could** fly a helicopter.
 5 They wanted to know ~~if whether~~ **if/whether** we ever read e-books in ~~your~~ **our** free time.
- 3
 1 The secretary asked me if/whether I had filled in all the forms.
 2 The interviewer wanted to know where I was born.
 3 Tony asked James why he hadn't enjoyed the last Harry Potter novel.
 4 Mum asked my sister why she didn't like reading.
 5 I asked the librarian if/whether I could flick through the new books.

- 4
 a say b is c said d would start e told f copied g tell h asked i would take
- 5
 1 C 2 A 3 D 4 A 5 B 6 B 7 A 8 D 9 C 10 D

Unit 10

Revision

- 1
 1 is visited 2 are manufactured 3 are opened 4 aren't checked 5 is sent 6 is posted
- 2
 1 are 2 were 3 are being 4 are going to be 5 will be 6 has been
- 3
 1 was invented 2 has been upgraded 3 has just been installed 4 's being fixed 5 was being built
- 4
 1 get/have 2 has had 3 'll have/'ll get 4 'll have/'ll get 5 got
- 5
 1 will be connected 2 are connected 3 get 4 is accessed 5 were connected 6 would be created 7 by 8 was offered 9 had 10 was

Extension

- 1
 1 is visited 2 are manufactured 3 are opened 4 aren't checked 5 is sent
- 2
 1 ~~upload~~ uploaded 2 ~~was were, from by~~ 3 ~~downloaded~~ being downloaded 4 is are, interview interviewed 5 ~~launch~~ be launched 6 ~~has~~ has been
- 3
 1 was invented 2 has been upgraded 3 has been installed/was installed 4 's being fixed 5 was being built
- 4
 1 get/have their photos developed 2 has had her PC repaired 3 'll have/'ll get it looked 4 'll have/'ll get it done 5 got a friend to read
- 5
 1 B 2 C 3 A 4 C 5 C 6 B 7 C 8 A 9 A 10 B

Warmer

Books closed. Generate a class discussion about animation. Encourage students to talk about some of their favourite animated films. Ask *What do you like about that/those film(s) in particular? E.g. Is it the characters, the story, the music? Would you like the film as much if it had human actors instead of animated characters? Why? Why not? Do you think animation is a form of art or technology? Why?*

Books open. Ask students to look at the STEAM logo on the left of the page and to say what they think the letters represent (Science, Technology, Engineering, the Arts and Mathematics)

Read the STEAM concept on page 104 together and tell them that this is what they will learn on pages 104–105. Tell them that they can find useful STEAM vocabulary on page 110.

1

Answers

Students' own answers

2

Answers

Students' own answers

3

Possible answer

We can create an animation using any method that presents a series of images to the human eye very quickly. For example, you can use a flip book or a zoetrope.

4

Possible answer

When a large number of images are passed by our eyes at a fast rate, we stop seeing them as separate images and instead see a single moving image.

5

Possible answer

- 1 Realistic flight simulators. Benefit: could improve safety on flights.
- 2 Modelling how climate change will affect our planet and what the world might look like in the future. Benefit: help people to understand complex concepts more easily and in a visual way.
- 3 Creating detailed 'walk-through' animations of buildings. Benefit: people can see what a building will be like before it's been built. Architects can present their ideas in a convincing way.
- 4 Animations showing what the inside of the body looks like and how complex operations are carried out. Benefit: medical students can expand their knowledge by watching animations online wherever they are.

6

Possible answer

- In manufacturing and retail, to demonstrate new products
- In marketing and advertising, to create eye-catching and entertaining advertisements / promotional material
- In virtually all areas of education, to communicate complex concepts.
- In gaming, to create a realistic and immersive experience.
- In space exploration, to train astronauts.

7

- 1 The number of frames that you use per second of film.
- 2 One second.
- 3 It travels 11 units in both clips.

+ Extra activity (optional)

Tell students to look at the frames for Clip B again. In this clip, the snail will appear to move at a steady speed. Without changing the number of frames or the frame rate, how could you make the snail start moving slowly and then accelerate? (*Answer: You can change the spacing so that the snail moves forward a very short distance between the first few frames and then by increasingly long distances in the last few frames.*)

8



WOMEN IN SCIENCE

Reiniger is important because she developed the technique of silhouette animation, she invented the multiplane camera and she created the first animated film in colour.

+ Extra activity (optional)

Teachers can find examples of Reiniger's animations and more information about her online, for example there are videos about her work on Youtube.

9

STEAM challenge This is an optional activity to give students practical experience of the main concepts that have been covered on the page.

- **OPTIONAL** Form small groups and assign as homework.

Warmer

Books closed. Generate a class discussion about how animation can be used outside of art and entertainment. Encourage students to think of other places and situations they have seen animation used. For example, in

Books open. Read the STEAM concept on page 106 together and tell them that this is what they will learn on pages 106–107. Tell them that they can find useful STEAM vocabulary on page 110.

1

Motion graphics are often used in website and app design, in explainer / tutorial videos, in adverts and promotional videos and in the opening credits of films and TV series. The production company logos that appear at the beginning of a film often use motion graphics.

+ Extra activity (optional)

It is helpful to show students some examples of motion graphics online.

2

Possible answer

- The following are some of the reasons why motion graphics are used:
- They're fun and entertaining.
 - They're eye-catching so they can be very effective for marketing and advertising.
 - They help to give a brand a unique identity.
 - They can show things visually that are difficult to express in words.

3

Vectors are a set of mathematical instructions for creating digital graphics.

The four main types of vector transformation are: translation, enlargement, rotation and reflection.

4

Answers

1 yellow triangle: $\begin{pmatrix} -2 & 5 \\ 3 & 5 \end{pmatrix}$

2 green triangle: $\begin{pmatrix} -2 & 2 \\ 3 & 3 \end{pmatrix}$

3 purple triangle: $\begin{pmatrix} 2 & 3 \\ 3 & -2 \end{pmatrix}$

+ Extra activity (optional)

Tell students that an important advantage of vector graphics is that you can change their size without affecting the image quality. Ask students what types of images they think are usually created using vector graphics and why? (*logos icons photographs clip art fonts detailed illustrations*, etc. Vector graphics are useful for objects that are made of quite simple shapes and that need to be reproduced at different sizes.)

5

Answers

1D 2A 3B 4C

6

Answers

translation and enlargement

7

STEAM challenge This is an optional activity to give students practical experience of the main concepts that have been covered on the page.

- **OPTIONAL** Form small groups and assign as homework.

Warmer

Books closed. If you have already looked at the vocabulary in unit 7, “Things you can do with a ball”, elicit from students the different verbs (e.g. *pass, throw, kick, hit, bounce, header, catch*, etc...). Write *bouncing ball* on the board and ask students if they can guess how understanding science can help us create a realistic animation of a bouncing ball.

Books open. Read the STEAM concept on page 108 together and tell them that this is what they will learn on pages 108–109. Tell them that they can find useful STEAM vocabulary on page 111.

1

Answers

Students' own answers

2

Answers

The ball is made of rubber. Rubber is an elastic material so the ball stretches as it falls and squashes when it lands. Next the ball will quickly return to its original shape and bounce back up.

3

Answers

a slowly b fast c squash d round

4

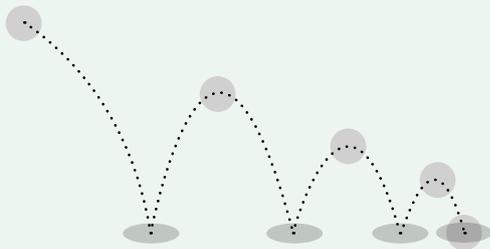
Answers

1 round 2 stretched 3 squashed 4 stretched 5 stretched, squashed 6 round

5

Suggested answer

Students' drawings should look roughly like this:



6

Possible answer

It should always have the same area. The volume of an object doesn't change when it changes shape in the real world. So in 2-D animation, we need to keep the area of an object the same, even when it changes shape. Otherwise, it won't look realistic.

7

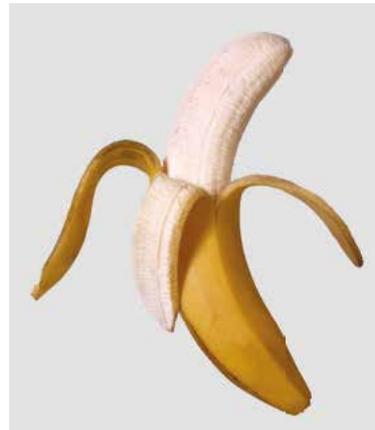
STEAM challenge

This is an optional activity to give students practical experience of the main concepts that have been covered on the page.

- **OPTIONAL** Form small groups and assign as homework.

Just ten questions

Complete the table. Ask and answer to find out another group's answers.



1	Write the name of an object, e.g. banana, mobile phone.	
2	Write the name of an animal, e.g. dolphin, cat.	
3	Write the name of a hobby or activity, e.g. photography, playing football.	
4	Write the name of a famous man, e.g. Bradley Cooper, Barack Obama.	
5	Write the name of a famous woman, e.g. Scarlett Johansson, Serena Williams.	



Scoring

Asking questions:

- You can only ask ten Yes/No questions.
- A simple Yes/No question = 1 point
Example: *Is it small?*
- A comparative Yes/No question = 2 points
Example: *Is it bigger than a dog?*
- A question with less ... than, (not) as ... as = 3 points
Example: *Is it less friendly than a dog?*
- A correct guess = 10 points

Answering questions:

- A simple answer = 1 point
Example: *No, it isn't.*
- A comparative answer = 2 points
Example: *Yes, it's bigger than a dog.*
- An answer with less ... than, (not) as ... as = 3 points
Example: *Yes, it's much less friendly than a dog.*
- A superlative answer = 4 points
Example: *Yes, it's the biggest animal on Earth*

(Be careful: you get more points for a superlative answer, but you make it easier for the other group to guess the answer!)

Present simple and present continuous; Adverbs of frequency; State and action verbs

1 Complete with the present simple or the present continuous form of the verbs given.

- I (do) a lot of physical exercise at the moment because they say it (help) reduce stress, but it (not work) with me!
- She normally (wear) her hair short – she says it (look) tidier.
- These days my team and I (train) for four hours a day to prepare for the school football finals which (take place) every year in June.
- I (feel) really pleased today because my teacher says I (make) great progress with my English.
- My little sister (need) encouragement – she's very clever but she (not show) it.
- She (always/complain) about everything, and I (become) more and more annoyed with it.

2 Complete these sentences with an adverb of frequency.

always (x2) • occasionally • rarely • sometimes • usually

- We eat out on Sundays, but not more than once a month.
- He's definitely very clever, but he can be a bit arrogant
- Our teachers don't give us homework over the weekend, only when we have a test on a Monday.
- My grandmother looks happy to see my cousins and me.
- My friend asks me if she looks trendy because she reads that fashion blog every day.
- Dad has time to relax in the evening – he usually has work to finish.

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

- I (think) long hair looks terrible on me.
- She (not work) at the moment, she's on holiday.
- What's in this milkshake? It (taste) delicious.
- We (think) of going to the cinema

this weekend.

- He can't come to the phone he (have) a shower at the moment.
- She's young but she (have) a very strong personality.
- Who's the first person you (see) when you wake up in the morning?

4 Find and correct the five mistakes.

Sylvia is having has many qualities, but she's a bit too shy. She's more intelligent than she thinks. She's quite a good student and she knows French and Spanish well, but she's poor in maths. In fact, she gets very low marks in algebra at the moment. Sylvia badly needs extra lessons and looks for a private teacher. She's my best friend and we are having a great time when we hang out together. And we love going window-shopping, we are looking at clothes, or smell perfumes, but we never buy anything.

5 Complete the text with the present simple or present continuous forms of the verbs given and the adverbs.

ask • aspire • do • get • have • love • hold • look • study • not study (always)

Tanishq Abraham is a child prodigy. When he was only four years old, in 2007, he scored 99.9 on an IQ test. He (1) several university degrees – in maths, physics, science and foreign languages. Tanishq (2) a wide range of interests, so how does he decide what to study? 'If I find something that interests me,' he says, 'I read a book on it, and then start to do research. I sometimes (3) in touch with scientists, too, and learn from them.' This multi-talented Indian-American child (4) to run for president of the USA. But that can only happen when he's 35. In the meantime, he (5) to become a doctor. Does he get on with the other students on his course? 'Oh yes,' he says. 'Because I (6) so young, at the beginning they all wonder what I (7) in their class, but then we make friends and they often (8) me for help. But Tanishq (9) In his free time, he (10)

- 2
 1 haven't seen, for 2 have been, for
 3 have had, since 4 has helped, since
 5 Have, lived, for 6 haven't taken, since

- 3
 1 already yet 2 already-just 3 just yet
 4 ~~Already we've called~~ We've already called
 5 ~~I just have taken~~ I've just taken OR ~~I just have taken~~ I have taken ... feel much better already
 6 yet they've already played

- 4
 1 haven't seen, was, told 2 've never travelled, 've been, visited 3 Have you hurt, fell off, happened 4 injured, didn't know, Have they used

- 5
 1 Have ~~did~~ you 2 journalists ~~have~~ decided 3 Since ~~yet~~ 1971
 4 they ~~have~~ treated 5 ~~has~~ been was
 6 ~~has~~ already since seen 7 ~~has~~ definitely never ~~have~~ felt bored 8 I ~~have~~ been the best job 9 ~~has~~ received ever 10 MSF ~~has~~ won

Unit 5

Revision

- 1
 1 worse 2 fitter 3 laziest 4 better
 5 farthest 6 more confusing
- 2
 1 more serious 2 the most embarrassing
 3 more informative than 4 more relaxed than
 5 the most popular 6 the most exciting 7 more frightening than
 8 the scariest

- 3
 1 isn't as comfortable as
 2 as intelligent as 3 less important than
 4 as expensive as 5 isn't as stressful as

- 4
 1 They said I didn't have **enough** qualifications for the job.
 2 Is this horror film scary **enough** for you?/
 Is this horror film **too scary** for you?
 3 This game show is **too** confusing. I don't understand what's happening!
 4 Do you think he's attractive **enough** to be a model?

- 5 Is James old **enough** to see that film?
 5
 1 A 2 A 3 B 4 C 5 C 6 A 7 C
 8 B 9 A

Extension

- 1
 1 much worse 2 fitter 3 the laziest
 4 better 5 farthest 6 more confusing
- 2
 1 more serious 2 the most embarrassing
 3 more informative than 4 more relaxed

- than 5 the most popular 6 the most exciting
 7 more scary than
 8 the most moving

- 3
 1 isn't as comfortable as 2 qualified enough
 3 as expensive as 4 better at English than

- 4
 1 ~~enough scary~~ scary enough 2 ~~more cheaper~~ cheaper 3 correct 4 ~~as-intelligent~~ his as intelligent as his
 5 correct

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

Unit 6

Revision

- 1
 1 will 2 'll 3 're going to 4 'm going to
 5 will 6 won't

- 2
 1 may/might 2 won't 3 will 4 may/might
 5 will 6 won't

- 3
 1 switch off, save 2 happens, is 3 save, use
 4 cycle, help, stay 5 rains, are

- 4
 1 is, won't survive 2 won't, don't stop
 3 will go up, switch on 4 will become, keep eating
 5 forget, 'll die

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

Extension

- 1
 1 will melt 2 'll get 3 're going to learn
 4 'm not going to fly 5 will disappear
 6 won't get

- 2
 1 definitely 2 probably 3 to 4 might
 5 not 6 to

- 3
 1 ~~will be~~ is 2 correct 3 be are
 4 correct 5 correct

- 4
 1 If there is another oil spill into the ocean,
 many sea animals won't survive.

- 2 There won't be enough water for everyone if we don't stop wasting it.

- 3 Your electricity bill will go up if you switch on so many devices all the time.

- 4 Tuna fish will become extinct if we keep eating it.

- 5 If you forget to water your plants, they'll die.

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

Unit 7

Revision

- 1
 1 has to 2 have to 3 don't have to
 4 have to 5 don't have to 6 has to

- 2
 1 mustn't 2 mustn't 3 don't have to
 4 don't have to 5 doesn't have to

- 3
 a have to b must c have to
 d mustn't e should f shouldn't
 g have to h should

- 4
 1 was/were, would like 2 didn't believe, wouldn't be
 3 would meet, weren't
 4 would be, wasn't/weren't 5 wouldn't love, didn't get to

- 5
 a doesn't have to b would be c have to
 d mustn't e would have f should
 g have to h must

Extension

- 1
 1 A 'mystery shopper' has to review the service they get in shops.
 2 You must add your email to your CV.
 3 A security guard mustn't leave the shop.
 4 I don't have to learn the local language in my new job – everybody speaks English!
 5 As a hotel receptionist, I have to answer the telephone and be well-organised.
 6 In my country, taxi drivers mustn't carry more than four passengers.

- 2
 a have to b must c have to
 d mustn't e should f shouldn't
 g have to h should

- 3
 1 correct 2 mustn't shouldn't 3 must-
 to be have to be 4 should shouldn't
 5 correct

- 4
 1 was/were, would like 2 had, would find
 3 didn't believe, wouldn't be 4 would meet, weren't
 5 would be, wasn't/weren't
 6 wouldn't love, didn't get to

Suggested answers:

- a doesn't have to b would be
 c have to d mustn't e would have
 f should g have to h must

Present simple and present continuous; Adverbs of frequency; State and action verbs

1 Complete with the present simple or the present continuous form of the verbs given.

- 1 She normally (wear) her hair short, she says it looks tidier!
- 2 Hurry up – it (get) late.
- 3 At the moment my team and I (train) for four hours a day to prepare for the school football finals.
- 4 I'm very pleased today because my teacher says I (make) great progress with my English.
- 5 My little sister is really clever but she (not work) very hard.
- 6 You (always/complain) about everything – it's so annoying!

2 Put these words in the correct order.

- 1 out/We/occasionally/eat/on/Sundays/.
.....
- 2 blue/wearing/T-shirt/at/my/the moment/I'm/.
.....
- 3 the weekend/give/don't usually/over/homework/us/teachers/Our/.
.....
- 4 Granny/she sees/looks/her grandchildren/when/cheerful/always/.
.....
- 5 asking/friend/my/clothes/to borrow/My/is always/me/.
.....
- 6 finishing/but today/Dad/ the evening,/usually/in/some/relaxes/he's/work/.
.....

3 Unscramble these words to find 12 state verbs.

- 1 dnsou
- 2 ebmremer
- 3 esem
- 4 etah
- 5 lebevie
- 6 mesll
- 7 name
- 8 now
- 9 obglne
- 10 pparea
- 11 rpefer
- 12 surneddant

4 Circle the correct option.

Sylvia (1) has/is having many qualities, but she's a bit too shy. She's more intelligent than she (2) thinks/is thinking. She's quite a good student and she (3) knows/is knowing French and Spanish well, but she's poor in maths. In fact, she (4) gets/is getting very low marks in algebra at the moment. Sylvia badly (5) needs/is needing extra lessons and (6) looks/is looking for a private teacher. She's my best friend and we (7) have/are having a great time when we hang out together. And we (8) love/are loving going window-shopping – we (9) look/are looking at clothes, or (10) smell/are smelling the new perfumes, but we rarely buy anything.

5 Complete the text with the present simple or present continuous forms of the verbs given and the adverbs.

Tanishq Abraham is a child prodigy. When he was only four years old, in 2007, he scored 99.9 in an IQ test. He (1) (hold) several university degrees in maths, physics, science and foreign languages! Tanishq (2) (have) a wide range of interests, so how does he decide what to study? 'If I find something that interests me,' he says, 'I read a book on it, and then start to do research. I sometimes (3) (get) in touch with scientists, too, and learn from them.' This multi-talented Indian-American child (4) (aspire) to run for president of the USA! But that can only happen when he's 35 years old. In the meantime, he (5) (study) to become a doctor. Does he get on with the other students on his course? 'Oh yes,' he says. 'Because I (6) (look) so young, at the beginning they all wonder what I (7) (do) in their class, but then we make friends and they often (8) (ask) me for help. But Tanishq (9) (not study/always). In his free time, he (10) (love) playing video games with his sister.'

Your quick guide to *virtual classroom exchanges*

Bringing learners from different cultures and backgrounds together using digital communication tools can lead to many positive outcomes in the language learning classroom. **The Virtual Classroom Exchange can help promote teamwork, collaboration and digital literacy as well as fostering intercultural awareness**, all in the target language.

1 Why exchange?

Interacting with learners worldwide will help students develop cross-cultural awareness and understanding. Building meaningful relationships and developing a positive, open-minded attitude are key to success as a **global citizen** in this modern interdependent world.



Interacting online with others outside their immediate community will strengthen learners' **life skills**. Such essential skills as critical and creative thinking, intercultural communication, and collaboration will enable students to identify and appreciate cultural differences.



Creating meaningful content together through the Virtual Classroom Exchange will help students to take control of their learning. And exchanging **student-generated content** such as projects with young people of their own age from different backgrounds will enhance **learner engagement**.

2 What to do

Learners from each classroom can **interview** one another, as groups or peer-to-peer. Statements on the board can prompt **discussions** to compare or contrast meaningful topics from each class's perspective. **Polls** and **questionnaires** can help establish similarities and common ground between the two groups.



Students can share **projects** or **stories** with the other class. Or small groups can create content and then give online **presentations** in real-time, as a group or individually. Young learners can sing a traditional song and older students could role play an aspect of their culture.



In addition to 'live' video conferences, you could do **asynchronous activities** where learners respond at any time to texts, photos, videos or challenges on a shared digital document or app. This is good for developing **learner autonomy** and caters to students who can **work independently**.

3 How to start

Both teachers should meet beforehand to discuss the **technical and logistical practicalities** to make sure both sides get the most out of the exchange. Ask yourselves: What do we want to achieve? What are our learners' needs? What technology is available? How much time can we give to this?



The next step is to address **educational considerations**: How do we inform and/or involve parents? How do we ensure a safe digital learning environment? What learning outcomes will we prioritise? What kind of topics are meaningful for our learners? What kind of tasks enhance the learning process? What kind of materials are required? How do we assess the activity?



Finally, conduct a **practise session** with the other teacher to check the (digital) setting and classroom set-up. Decide on an alternative way to communicate in case things do not work on the day. **With all this in place, you have the ingredients for a respectful, authentic, meaningful, mutually beneficial and, above all, enjoyable learning experience.**