OXFORD
Top Score
Teacher’s Book 3

- Teaching notes
- Vocabulary extension
- Pairwork activities
- Unit tests
- End-of-term tests
- End-of-year tests

Sheila Dignen
Top Score is a course with an emphasis on grammar, reading, and vocabulary. Top Score's topics broaden students' education and activities develop academic study skills. Top Score builds on language students have learned already, extending their knowledge through:

- A strong focus on reading, with two extensive reading texts in every unit.

- Developing writing skills, with guidance on writing descriptions, emails, stories, interviews, and reports.

- Building and extending vocabulary with activities that focus on meaning, usage and word-building. Worksheets in the Teacher's Book introduce more vocabulary.

- Understanding how grammar works, introducing grammar in reading texts with a full range of practice activities.

- Regular revision and testing with end-of-unit Quick Check tests, revision units, and an end-of-year test.

- Practising listening, speaking, and pronunciation skills with activities on listening for meaning and intonation.

- Quick Tip boxes with advice on study skills, tackling a task or question type, and organizing written work.

- Culture Focus pages and topics that broaden students' education.

Available at each level of Top Score
- Student's Book
- Workbook
- Teacher's Book with photocopiable resources
- Audio CD or Audio Cassette

Top Score - training students to succeed in English
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An introduction to Top Score

Top Score is a course designed specifically for secondary school students who have had a solid foundation in English at primary school and who want to progress rapidly. Each level of Top Score builds on the preceding levels quickly focusing on the more challenging language areas. Students who complete the course will have a strong foundation in grammar and vocabulary.

It is a flexible course which can be completed in one school year by groups studying on either a regular programme of 3–4 hours of English per week or an extended programme of 5–6 hours per week.

Top Score components:

- Student’s Book
- Workbook
- Teacher’s Guide (with photocopiable resources)
- Audio CD

Methodology

Fast-paced

Top Score has a fast-paced syllabus to ensure that students reach a high level.

Interesting, educational topics

The topics in Top Score focus on cultural and educational themes, and are designed to appeal to teenage learners and to contribute to their all-round development. Each unit develops and fully exploits its own theme.

Challenging

New language in Top Score is presented within clear, meaningful contexts which help the students to understand and assimilate the new language. All skills and language work is thoroughly practised within each unit with a wide range of exercise types.

Consolidating

Skills work is related to the topic and encourages students to use the vocabulary and grammar from the unit. The language is recycled throughout every unit of Top Score, and regular cumulative revision sections ensure that this new language is activated and tested.

Substantial

Top Score Student’s Book 3 includes two extensive and stimulating reading texts per unit. These are exploited through a variety of tasks, while a full page in each unit develops writing skills. This practice is amplified by the extensive Workbook and photocopiable materials.

Flexible

Top Score 3 is designed to be completed in a school year. However, teachers can tailor the course to their students’ needs:

- The extra suggestions in the Teacher’s Guide can be used if your class works quickly or if there are early finishers.
- The photocopiable Extra reading and Vocabulary extension worksheets can be used either in class or for homework.

Student’s Book

Top Score Student’s Book 3 starts with a six-page introductory unit called Getting started. Getting started revises the main areas of grammar and vocabulary from Student’s Book 2.

Top Score Student’s Book 3 both contains nine theme-related units. Each unit is eight pages long and each double page contains:

- Reading
- Vocabulary (1)
- Grammar
- Communication: Vocabulary (2), Listening, Speaking
- Writing
- Culture focus (Reading)

There are three four-page Revision units, after Units 3, 6 and 9.

At the end of the Student’s Books there is extra practice and reference material:

- Pronunciation activities for each unit
- A comprehensive Grammar reference
- A unit-by-unit Vocabulary list
- An Irregular verbs list
Unit structure

Reading section

Reading

The Student's Book units start with the main reading text which introduces and explores the unit topic. Warm-up questions focus on the students' existing knowledge of the topic.

The Reading sections offer a variety of interesting texts with comprehension exercises which help students to develop skills such as skimming, scanning, and anticipating content. The Reading sections also cover a wide variety of exam-style reading tasks, such as ordering ideas, matching information or headings to paragraphs, and multiple-choice questions. The Reading sections end with a vocabulary matching exercise.

Quick tip

Quick tip boxes appear in the Reading, Grammar and Communication sections of the Student's Book and they have various functions:

- They give advice on how to approach a task that students are about to do. For example, Quick tip boxes suggest how to answer different types of question, or advise on skills such as skimming, organising written work, or taking notes whilst listening.
- They give general suggestions for learning strategies. For example, Quick tip boxes help students to develop study skills and examination techniques.
- They also help with difficult aspects of language.

Vocabulary

Each Reading section ends with a column of extensive vocabulary work based on the unit topic. The exercises focus on the meanings and usage. Thorough practice of the new lexis in contexts that support the meaning reinforces students' knowledge of the new items, some of which are previewed in the reading text. The items are recycled throughout the unit. The vocabulary from each unit is recycled throughout the grammar practice exercises in the Student's Book, as well as in the Vocabulary review exercises in the Workbook Quick checks.

To help students retain vocabulary, teachers should encourage them to use the words in sentences of their own and to record the words in a vocabulary notebook. Teachers could also devise a quick vocabulary test at the beginning of lessons to see how many words students have remembered.

Talk about it

The Talk about it boxes contain stimulating ideas that encourage students to react to the text by relating the topic to their own experience. They help to build students' confidence in expressing themselves in English.

Talk about it boxes appear at the end of each Reading section, and also after the Culture focus reading texts.

Grammar section

The Grammar sections usually start with a short reading text in which the unit's grammar is exemplified naturally. Brief pre- and post-reading exercises focus on the meaning of the text as well as the function of the grammar.

The first exercises after the text help students to analyse the grammatical structures. Students may be asked to find examples of the structure in the text, and to match examples to rules. The subsequent exercises provide controlled practice in clear contexts, and then freer practice. The grammar exercises are always challenging and test usage of the grammar, as well as the form of the structures.

Most Grammar sections present and practise more than one grammar point, although the grammar points are usually closely related. For example, a focus on the present perfect is followed by a contrast between the present perfect and past simple tenses.

All of the Grammar sections end with a Consolidation exercise that revises all of the grammar points from that unit.

Communication section

The Communication sections have Vocabulary and Listening on the first page, and a full page of Speaking on the second page.

Vocabulary

The unit's second vocabulary set is used in the listening and/or speaking activities, and is related to the unit topic. The lexical sets on the Communication pages have an emphasis on word-building skills.

For each unit, there are photocopiable Vocabulary extension worksheets in this Teacher's Guide. The activities present and practise extra vocabulary related to the unit topic. They can be completed without guidance from the teacher, and can be done in class or at home.
Listening
The listenings include authentic text types such as radio programmes, dialogues, interviews and fictional stories.

The tasks start with an exercise that oriantates students and introduces the thematic focus of the text. The extensive practice involves listening for gist and then listening for more specific information, as well as a wide range of exam listening tasks, including putting ideas or pictures in order, matching, note taking, multiple-choice questions, and identifying true / false statements.

Speaking
The speaking exercises develop oral fluency and confidence. At this level, the speaking activities reflect the spoken exchanges that are typical of the speaking sections in exams. A whole page is dedicated to speaking so that there is plenty of build-up to the final speaking task. Students work with a model dialogue and then role play various situations in pairs, using clear prompts.

Speaking practice is particularly important in monolingual groups because students have few opportunities to use the language outside the classroom. To develop a culture of target-language use in lessons, use pairwork and insist that, whenever possible, only English is spoken. During pairwork, monitor by walking round the classroom listening to the students. Individual help can be given and general problems can be identified and dealt with after the activity.

For extra speaking practice, remember to exploit the Talk about it sections with your class.

Writing
The Writing page builds students' confidence in writing short texts. Writing is a difficult skill to master because of the irregularities in English spelling and the need to use linking and sequencing words to make written texts sound natural.

Students often find it difficult to come up with original ideas for writing, so in Top Score students work with a model text and are guided towards completing a similar text of their own. Writing can take a long time, so students may need to do the writing preparation in class and finish the writing tasks at home if necessary.

The Writing section covers a wide variety of writing task types, including writing a description of a friend or a place, emails, postcards and letters, narrative stories, reports and magazine interviews, as well as a variety of exam-style essays.

Culture focus
The Culture focus texts provide substantial additional reading practice and vocabulary input, both of which are important at this level.

The texts feature interesting topics based on the lifestyles and cultural activities in countries all around the English-speaking world. The texts promote understanding about cultures outside the students' own lives, and they broaden students' world knowledge.

Each text has warm-up questions which focus the students on the topic, or which require them to predict what they are going to read. The texts are followed by comprehension exercises, which practise reading for gist and for more specific information.

The Talk about it boxes encourage students to reflect on the text. Students can compare aspects of what they have learnt to their own experiences, and give their own opinions.

Revision
Top Score places a lot of emphasis on recycling and revision so as to properly consolidate students' learning. The language from previous lessons must be reactivated as regularly as possible so that it remains active.

Throughout the main units of the Student's Book and Workbook, language is revised and practised in a variety of ways. To complement this systematic recycling of language, there are two main areas of revision in Top Score: the Revision units in the Student's Book and Workbook, and the Workbook Quick check pages.

Remember to warn your students before they are going to do Revision units, Quick checks, or even simple vocabulary tests, as it is motivating for students to get good marks in any kind of test for which they have revised.

Revision units
There are three four-page Revision units, after Units 3, 6 and 9. They offer a chance for students to revise the grammar and vocabulary they have learned in those units, and can be used by teachers as a progress check.

The first three pages of each Revision unit revise the vocabulary and grammar from the preceding three units, item by item.

At the end of the Student's Book Revision units, the Consolidation pages test all of the grammar and vocabulary from the preceding three units of the Student's Book together.

At the end of the Workbook Revision units, there is a Culture focus quiz (see 'Workbook' section).
Quick check

The Quick check pages at the end of each Workbook unit feature exercises which ensure that students have assimilated the vocabulary and grammar from the unit. The final Vocabulary review and Grammar review exercises offer cumulative practice of the Student's Book until that point.

The Quick checks can be done either as homework, or in class as a test. Alternatively, individual exercises can be given to early finishers.

Pronunciation

At the end of the Student's Book, the Pronunciation section contains several practice exercises for each unit. The exercises focus on areas of difficulty for learners, such as past tense endings, intonation, word stress and weak forms. The exercises often relate to difficult words or structures from the corresponding unit.

Reference section

Grammar reference

The Student's Book grammar presentation pages indicate where students can find the relevant page in the Grammar reference.

Top Score's comprehensive Grammar reference includes all of the forms that are taught in the Student's Book, with full tables and rules. There are also clear explanations about how and when the structures are used, with plenty of examples.

Vocabulary

The Vocabulary list is a unit-by-unit list of all the new words which appear in the course, and they are listed according to the parts of speech (noun, verb, etc.).

The list gives the phonetic transcriptions of all the new words so that students can check the pronunciation. Where appropriate, other useful forms of the root word are given. The opposites and various forms of adjectives are listed, and example expressions are given for less common words, for example. Make sure that your students understand the abbreviations which are used in the list:

- adj: adjective
- n: noun
- v: verb
- sb: somebody
- sth: something
- pl: plural
- pt: past tense (past simple)
- pp: past participle
- opp: opposite
- US: mainly used in the USA or in American English

You can make learning the abbreviations into a guessing or matching game using the board.

Irregular verbs

At the end of the Student's Book there is a table showing all the forms of the most common irregular verbs.

Workbook

Top Score Workbook 3 thoroughly revises and practises all the language and grammar from the Student's Book. Each Workbook unit is six pages long and has the same topic as the unit in the Student's Book. The Workbooks start with a four-page introductory unit, Getting started, which covers the same material as the Student's Book Getting started unit. Each unit contains:

Reading

The texts are related to the unit topic and are accompanied by a variety of challenging comprehension tasks. There are exercises such as ordering events, matching headings and true/false, as well as exam-style comprehension questions which students should answer using full sentences. Students are required to demonstrate that they have really understood the texts.

Grammar

There are two pages of exercises practising the same grammar points covered in the Student's Book, with a clear progression from controlled to more demanding exercises. The Workbooks avoid mechanical exercises which do not require students to think. Each Grammar section ends with a Consolidation exercise that revises all of the grammar points from that unit.
**Communication**

This page covers vocabulary and speaking, but there is no listening in the Workbooks.

The Vocabulary section offers practice of both of the vocabulary sets from the Student's Book. There is an Extension exercise which either develops the vocabulary related to the unit theme from Vocabulary (1), or which extends the Vocabulary (2) word-building set.

The Speaking exercises teach a different function from the Student's Book speaking type. The speaking is thematically linked to the Student's Book unit and the practice includes ordering, gap-fill and matching exercises.

**Writing**

This page contains further practice of the Student's Book writing task. The initial exercises practise the Student's Book writing focus. The subsequent writing tasks are carefully designed to give meaningful practice that is controlled and easy to mark. Students are not expected to produce a full-length piece of writing, as in the Student's Book.

**Quick check**

This page tests the vocabulary and grammar from the corresponding unit in the Student's Book. The final Vocabulary review and Grammar review exercises offer cumulative practice of the whole Student's Book contents until that point.

There are three four-page Revision units, after Units 3, 6 and 9, which revise the vocabulary and grammar from the preceding three units.

The Culture focus, on the last page of the Revision units, is a quiz which tests students' knowledge of the facts that they have learnt in the preceding three units of the Student's Book and Workbook.

**Teacher's Guide**

Top Score Teacher's Guide 3 includes:

- Background information on the topics in the units.
- Detailed suggestions on how to approach the Student's Book activities.
- Language notes and keys to all exercises in the Student's Book.
- Plenty of extra suggestions for vocabulary, grammar, writing, listening, translation and discussion activities.
- Transcripts of all the Student's Book recordings.
- Workbook key and model answers.
- Photocopiable tests and worksheets (see below).

**Photocopiable resources**

**Tests**

There are thirteen photocopiable tests in Teacher's Guide 3. Each test is accompanied by full answer keys and transcripts of the Listening sections (where applicable).

**End-of-unit tests**

There are nine End-of-unit tests, one for use after each unit. The End-of-unit tests revise and consolidate the grammar and vocabulary in each unit, but there is no skills testing. The tests are marked out of 30 or 40 and should take 30 minutes to complete.

**End-of-term tests**

There are two end-of-term tests. End-of-term test 1 is to be used after students have finished Units 1–3. End-of-term test 2 is to be used after they have finished Units 1–6.

The tests are in four sections: Vocabulary, Grammar, Listening and Speaking. They are marked out of 60 or 80.

Listening: the students should listen to the recording once and answer the first question for gist. They should then listen twice more and answer the comprehension questions.

Speaking: this section requires the students to complete a dialogue using the prompts.
End-of-year tests

There are two End-of-year tests. Students should do End-of-year test 1 when they have finished all nine units of the Student’s Book. End-of-year test 2 can be used with students who do not pass End-of-year test 1 and who need more practice of the grammar and vocabulary.

The tests are in four sections, the same as with the End-of-term tests: Vocabulary, Grammar, Listening and Speaking. They are marked out of 60 or 70.

Extra reading worksheets

There are nine photocopiable Extra reading worksheets in Teacher’s Guide 3, one per unit. The texts provide important additional reading practice and are not linked to the topics covered in the Student’s Book. They contain a range of text types, including some fictional adaptations. The texts can be used either in class or for students working alone.

The worksheets are accompanied by full answer keys.

Vocabulary extension worksheets

There are nine photocopiable Vocabulary extension worksheets in Teacher’s Guide 3, one per unit. The worksheets provide useful extension of one of the vocabulary sets in each unit.

The worksheets are accompanied by full answer keys.

Audio CD

All of the Top Score Student’s Book and Test recordings are on the accompanying class audio CD.
To revise and practice basic vocabulary and grammar.

Vocabulary:
- Character adjectives
- Phrasal verbs
- Sport
- The natural world
- Ed and ing adjectives
- Do, have, make and get

Grammar:
- Present simple or present continuous?
- Past simple or past continuous?
- Comparatives and superlatives

Study skills:
- Learning vocabulary

Study's Book pages 4-5

Character adjectives
1. Students complete the definitions with the answers in the box.
   Answers:
   1 lazy 2 outgoing 3 cheerful 4 silly 5 insensitive 6 generous

2. Students match the adjectives 1-6 in exercise 1 with the opposites a-f.
   Answers:
   a cheerful b insensitive c outgoing d generous e silly f lazy

Phrasal verbs
3. Students match the phrasal verbs with the correct meaning.
   Answers:
   1 b 2 e 3 a 4 c 5 d

4. Students complete the sentences with the phrasal verbs in exercise 3.
   Answers:
   1 look up 2 look after 3 look up to 4 look forward to 5 look into

5. Students rewrite the sentences, replacing the bold words with the phrasal verbs in the box. There are three verbs that are not needed.
   Answers:
   1 turn over 2 log on 3 take off 4 tune in to 5 give up 6 turn down

Sport
6. Students look at the photos and label the sports.
   Answers:
   1 snowboarding 2 cycling 3 karate 4 volleyball 5 gymnastics 6 horse riding 7 badminton 8 basketball

7. Students write the sports from exercise 6 in the table. They then add other sports.
   Answers:
   play – volleyball, badminton, basketball
do – karate, gymnastics
go – snowboarding, cycling, horse riding

The natural world
8. Students read the postcard and choose the correct answer.
   Answers:
   1 beaches 2 Sea 3 mountain 4 island 5 forest 6 river
Sentences with the correct form of

Answers
1 tiring 2 bored 3 terrifying 4 embarrassing
5 amazed 6 interesting

Students complete the sentences with the correct form of

Answers
1 gets, does 2 had, made 3 make 4 get, do
5 did, had 6 Have, get 7 make 8 get

Students complete the sentences with the correct form of

Answers
1 gets, does 2 had, made 3 make 4 get, do
5 did, had 6 Have, get 7 make 8 get

Students look at the words and expressions in the box and answer the questions.

Answers
1 wardrobe, shelves, chest of drawers
2 cooker, dishwasher, fridge
3 lend, spend, earn, borrow
4 plug in, start up, log on
5 website, mouse, keyboard
6 a unfashionable b impolite c informal d inexperienced
7 a brilliant at b interested in c scared of d relaxed about

Students complete the sentences with the verbs in brackets.

Answers
1 tiring 2 bored 3 terrifying 4 embarrassing
5 amazed 6 interesting

Students complete the sentences with the correct form of

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Students match sentences 1–3 with the uses a–c. Then they choose the correct tense.

Answers
1 b – present simple 2 a – present simple,
3 c – present continuous

Students choose the correct answer.

Answers
1 does your mother do, teaches
2 Do you come, come
3 goes
4 are you going, I’m going
5 Do you like, don’t eat
6 are you doing, I’m playing

Students complete the sentences with the verbs in the box, using the present simple or present continuous form of the verb.

Answers
1 wear 2’s, talking 3’s raining 4 don’t play
5’s studying 6 Do, cycle 7 I’m making
8 Ye not recording

Students put the words in the correct order to make questions.

Answers
1 Where do you come from?
2 Which subject are you studying?
3 What language are you speaking?
4 What are you doing here?
5 Do you speak any other languages?
6 What do you do at home?

Students complete the dialogue with the questions in exercise 4. They then listen and check.

Answers
a 3 b 1 c 5 d 4 e 6 f 2
Past simple or past continuous?

6 Students choose the correct answer.

Answers
1 didn't go, was raining
2 lost, was running
3 called, didn't hear
4 got up, had
5 were you doing, was sleeping
6 was walking, saw

7 Students complete the sentences, using the past simple or past continuous form of the verbs in brackets.

Answers
1 did you arrive
2 was talking, rang
3 were swimming, did you see
4 didn't start
5 went, had, watched, didn't have
6 was snowing, was skiing

8 Students complete the text with the words in the box.

Answers
1 was waiting 2 looked 3 was holding 4 entered
5 stayed 6 wasn't looking 7 stole 8 was running
9 was laughing 10 opened

9 Students write sentences with the past simple or the past continuous.

Answers
1 The sun wasn’t shining but I was feeling happy.
2 He fell over while we were walking to town.
3 I didn’t go to the cinema last week.
4 I came in, had a shower and went to bed.
5 Were you cycling when you saw Nadia?
6 He was doing his work when his friend called.
7 She switched on the TV, sat down and watched a documentary.
8 Did they have a break while they were playing football?

10 Students complete the dialogue with the correct form of the verbs in brackets, using the past simple or the past continuous. They then listen and check.

Answers
1 Are you enjoying 2 was having 3 had 4 broke
5 Were you doing 6 was skiing 7 started 8 wasn’t going
9 hit 10 helped 11 took 12 was waiting

Comparatives and superlatives

11 Students read the text and look at the pictures, before matching the names in the box with the people in the pictures.

Answers
1 Max 2 Ben 3 Charlie

12 Students complete the table with the comparative and superlative form of the adjectives, before checking their answers in the text in exercise 11.

Answers
1 taller 2 longest 3 curliest 4 nicest 5 thinner
6 more outgoing 7 furthest 8 better 9 worst

13 Students write sentences using is + the comparative form of the adjectives in brackets + than.

Answers
1 A river is wider than a stream.
2 A mile is further than a kilometre.
3 English is easier than Chinese.
4 Playing football is more tiring than watching TV.
5 Charlie is fatter than Ben.
6 This book is better than that book.

14 Students complete the sentences with the and the superlative form of the adjectives in brackets.

Answers
1 the shortest 2 the hottest 3 the most interesting
4 The worst 5 the easiest

15 Students rewrite the sentences using not as … as and the adjectives in the box.

Answers
1 Tanya isn’t as old as her brother.
2 The country isn’t as noisy as the city.
3 An MP3 player isn’t as cheap as a CD player.
4 The maths exam isn’t as good as the English exam.
5 The train isn’t as slow as the bus.

GRAMMAR REFERENCE PAGE 99
WORKBOOK PAGE 5
Learning vocabulary

1. Students write the words in the box on the correct notebook page. Some words can go in more than one group.

   Answers
   Adjectives to describe people - friendly, moody, fashionable, impatient, pessimistic
   Phrasal verbs with turn - turn on / off, turn up / down, turn over
   Television - comedy, turn on / off, documentary, turn over, screen, reality show
   The house - do the washing up, make dinner, bookcase, sink, make the bed
   Expressions with make or do - do the washing up, make dinner, make a mistake, make a phone call, make the bed, make friends

2. Students translate the expressions into their own language. Then they cover one set of words and test themselves.

3. Students match verbs 1–6 with phrases a–f.

   Answers
   1d  2a  3f  4c  5e  6b

4. Students write example sentences for the verbs in exercise 3.

   Students listen, repeat and check their answers.

Review of the phonetic alphabet

Explain, or elicit, that learning how to use the phonetic alphabet is very useful. Point out that the symbols can be found in most dictionaries and are a valuable study aid as they help with the pronunciation of new vocabulary.

1. Explain that each symbol represents a vowel sound. Remind students that, in English, spelling and sound are not necessarily the same. Play the recording for students to listen and repeat the words.

2. Get students, in pairs, to say the words in order to decide which vowel sounds they have. They then complete the phonetic script for the words.

3. Students listen, repeat and check their answers.

4. Elicit, or explain, that each symbol represents a consonant sound. Practise saying the sounds individually with the class. Students work in pairs to match the words with the consonant symbols.

   Answers
   1 fun  2 happy  3 yellow  4 Jenny  5 came  6 man
   7 pen  8 quick  9 visit  10 box  11 she  12 these
   13 television  14 miss

5. Students listen, repeat and check their answers.
**Unit aims**

**Vocabulary:**
Extreme adjectives, the body / health problems, food

**Grammar:**
Present perfect, contrast present perfect and past simple

**Writing:**
An informal letter

**Culture:**
Food and celebrations in the USA

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**Reading**

1. Students look at the picture and think about what happens to their body when they are frightened.

   Students read the text quickly to check if their own ideas are mentioned. Remind students that when they read a text through quickly for the first time they should not worry if they do not understand every single word.

   All reading texts are included on the recording to give the option of students listening and following the text.

   **Background Note**
   The most common phobias are claustrophobia (fear of enclosed spaces), agoraphobia (fear of open spaces), and arachnophobia (fear of spiders). More women suffer from phobias than men. Some people suffer from very specific phobias e.g. a fear of specific items of food. Some phobias are triggered by a traumatic incident during a person's early childhood. Other phobias have no specific cause.

2. Students read the text again and match the headings with the paragraphs. Refer them to the Quick tip.

   **Answers**
   a 5  b not needed  c 1  d 4  e 3  f 2

3. Students read the text again and answer the questions. Make sure they understand the phrase *in response to* (question 2).

   Remind students that they should find the relevant part of the text for each question and read that part very carefully to find the answer. They should use their own words in their answers.

   **Answers**
   1. Fear tells us when there is danger and prepares us to deal with it.
   2. Our body gets ready to fight or escape from the danger.
   3. You sweat to keep cool when you are frightened.
   4. Your body starts to relax when the brain tells it the danger has gone.
   5. A phobia is an extreme fear of a certain thing and it is often irrational.
   6. You avoid the thing that you have a phobia of.
   7. Some people enjoy being scared because they find it exciting.

4. Students read the text and look for the words and expressions. Check answers.

   Make sure students understand that *fearless* does not mean the same as *unafraid*, but means 'brave, not afraid of anything' or 'never afraid'.

   **Answers**
   1 sudden  2 normal  3 brief  4 irrational  5 fearless

5. Make sure that students understand the meaning of *Extreme adjectives*. Students match the familiar adjectives with their extreme equivalents. Students check answers 1–6 in the text. Check the remaining answers with the class. Teach the pronunciation of words that students may find difficult e.g. *exhausting*.

   **Answers**
   1 g  2 e  3 i  4 a  5 h  6 b  7 j  8 f  9 c  10 d
Extra vocabulary

Students work in pairs with books closed. Student A asks a question using one of the adjectives 1-10 in exercise 5. It must elicit the answer Yes. Student B answers using one of the extreme adjectives. For example:
A Is War of the Worlds a good film?
B Yes, it's amazing.
A Is that book interesting?
B Yes, it's fascinating.

Extra vocabulary

Write the following adjectives on the board and ask students to sort them into those meaning 'good' and those meaning 'bad'.

wonderful, terrible, brilliant, appalling, lousy, fantastic, dreadful, perfect, marvellous, atrocious, terrific, horrendous, disgusting, cool (informal), wicked (informal)

Answers

Good: wonderful, brilliant, fantastic, perfect, marvellous, terrific, cool, wicked
Bad: terrible, appalling, lousy, dreadful, atrocious, horrendous, disgusting

Students choose two adjectives from each group and write their own sentences. Tell them that although the adjectives all mean 'good' or 'bad', there are subtle differences between them and they should look up the words they want to use in their dictionaries to check how they are typically used.

Answers

1 terrifying 2 awful 3 fascinating 4 fantastic 5 thrilling 6 tiny 7 exhausting 8 astonishing

Students choose the correct adjective for each sentence.

Answers

1 True - He's thinking about joining the tennis club.
2 True - She thinks it's an amazing sport.
3 False - She's played it for two years.
4 False - He's played it several times.
5 True - She's already joined the swimming club.
6 False - He's never been in a swimming pool.

Check that students know how to form the present perfect. Refer them to the Grammar reference on page 101 for help.

Students read the three uses of the present perfect in the rules box.

Students read the sentences from the dialogue and match them with the three uses of the present perfect from exercise 4.

Answers

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

Extra discussion

1 Do you ever enjoy being afraid? When?
2 Why do you think people enjoy doing dangerous sports? Do you enjoy them?
3 Why do you think people enjoy watching frightening films? Do you enjoy them?

Topics that might arise are: theme parks and scary rides, extreme sports such as mountainboarding and paragliding and horror films and thrillers.
Students complete the dialogue using the present perfect of the verbs in brackets. They then listen and check.

**Answers**
1 Have we finished?
2 haven't done
3 've ever done
4 haven't seen
5 have you been?
6 've just joined
7 've been
8 've done
9 've enjoyed

**Extra grammar**
With books closed, ask students whether the following sentences are correct or incorrect. If incorrect, ask students to correct them.

**Answers**
1 Have you played tennis ever?
2 I've played tennis since three years.
3 Jack has joined already a sports club.
4 I've never played volleyball.
5 I've started playing basketball just.
6 Tom has decided yet what he's going to do.

**Consolidation**
Students complete the text with the present perfect or past simple of the verbs. Remind students that for this type of exercise they should:

- read through the whole text once, ignoring the gaps, to find out what it is about
- read each sentence with a gap very carefully to decide which tense is correct
- decide on the correct form of the verb, thinking about whether the verb is regular or irregular

Students listen and check their answers.

**Answers**
1 've already played
2 went
3 didn't learn
4 Has Dave won?
5 has never ridden
6 did you join

**Extra translation**
Dictate the following sentences to students and ask them to translate them into their own language. Remind them to listen carefully because in speech there is sometimes very little difference between the past simple I had, I joined and the present perfect I've had, I've joined.

**Answers**
I've hurt my arm.
She's never ridden a horse.
I played tennis on Saturday.
I've had a good idea.
I tried doing karate once.
I had a terrifying experience once.
Vocabulary  Parts of the body

1 Refer students to the table. Students write the words under the correct headings.

2 Students listen and check their answers.

Answers
- body / torso – stomach, back, chest, waist
- arm and hand – elbow, wrist, finger, thumb
- leg and foot – toe, thigh, ankle, knee
- head and neck – chin, throat, cheek, forehead

Listening  Health problems

3 Students complete the health problems. Point out that we say 'I've got toothache', not 'I've got a toothache'. Point out also that we say 'I've broken my arm', leg, etc.

Answers
1 d 2 b 3 a 4 c

4 Students discuss what the man might be saying. They then match the labels with the correct expressions.

Students listen and check their answers.

Answers
- a I've got a headache. b I've got a sore throat.
- c I've broken my arm. d I've twisted my ankle.
- e I've hurt my knee. f I've cut my finger.

Make sure that students understand the meaning of all the expressions. Make sure they understand that I feel sick (= I feel as if I am going to vomit) does not mean the same as I feel ill (= I feel unwell). Point out that the verb feel can either be used in the present simple as a stative verb, or in the present continuous I'm feeling sick / terrible.

5 Students read the text and choose the correct answer. Remind students that with this type of exercise they should always read the whole text through once quite quickly for general meaning before going back and reading each sentence carefully to choose the correct answer.

Answers
1 feel 2 hurt 3 twisted 4 ankle 5 broken
6 headache

6 Refer students to the Quick tip before they complete the exercise.

TAPESCRIPr

1 Mum  Come on, Alison. Time to get up.
Girl  I don't think I can go to school today. I feel terrible. I think I ate something bad yesterday and my stomach has hurt all night.
Mum  Would you like some breakfast?
Girl  Breakfast? Oh, no thanks! I think I'm going to be sick ... [Owww!]
Mum  Are you all right?
Girl  No, I've just fallen over and hurt my ankle.
2 Man  Let me open the door for you, Fiona.
Girl  Thanks.
Man  What on earth have you done?
Girl  Oh, I've broken my wrist and my leg. I was cycling to school three days ago and I fell off my bike.
Man  Poor you!
Girl  It isn't too bad. The worst thing is the medicine the doctor's given me. It's horrible and it makes me feel really sick.

Extra listening

Students listen again and find the following expressions.

1 used to ask if someone feels ill (x2)
2 used to ask someone how they got an injury
3 used to express sympathy because someone is ill
4 used to make a suggestion

Answers
1 Are you all right? (dialogue 1) Are you OK? (dialogue 3)
2 What on earth have you done? (dialogue 2)
3 Poor you! (dialogue 2, dialogue 4)
4 Why don't you ...? (dialogue 4)
**Speaking Likes and dislikes**

1. Make sure that students understand that *have a sweet tooth* is an expression. Ask them to guess the meaning (to like sweet foods).

   Students look at the pictures and complete the dialogue. For weaker students, pre-teach spicy and fried food.

2. Students listen and check their answer. They then listen again line by line and repeat.
   **Answers**
   1 fish and chips  2 spaghetti  3 salad  4 chocolate cake

3. Students look at the bold words, decide whether they are positive or negative and then write them under the correct heading.
   **Answers**
   positive - really like, love, adore  
   negative - hate, can't stand, don't like

4. Students read the dialogue again and underline the adjectives.
   **Answers**
   delicious tasty spicy fried unhealthy healthy gorgeous fattening

   Check understanding of the adjectives, or tell students to look them up in their dictionaries. Students then think of four more adjectives. Adjectives that they may think of or you could elicit include: *hot (= spicy), mild, salty, sweet, sour, bitter, rich, creamy, fatty, horrible, disgusting, tasteless, bland, low-fat, fat-free.*

5. Explain to students that they must say what foods they like and dislike and why.

   Encourage them to use the different verbs and expressions to say how strongly they like or dislike something, and encourage them to use the adjectives to say why they like or dislike it.

   Check that students know how to agree and disagree with each other e.g. *I like pasta too. I don't like pasta either.*

   Elicit a few examples from the class before students work in pairs.

   Set a time limit for the discussions, and monitor students while they are talking. Ask some students to report back to the class on what their partner likes and dislikes. Correct any typical or interesting mistakes.

6. Students listen and answer the question.
   **Answer**
   Jane wants to sell fruit because it's healthy.

   Refer students to the expressions in bold in the text and check that students understand how they are used. If necessary, tell students that there are three expressions used for making suggestions (*I think we should ... Perhaps we should ... How about + -ing*) and three used for disagreeing politely (*But don't you think that ... I suppose so but, ... OK, but ...*)

   Students listen again line by line and repeat. Encourage students to use the correct pronunciation, especially for the phrases in bold which they are going to use in their dialogues.

7. Read the task and the bullet points with the class.

   Elicit how to make suggestions about the prices e.g. *I think we should charge 10 pounds for ...*

   Make sure that students know how to express opening hours, e.g. *I think it should be open from ten till twelve every day. It should be open for half an hour in the mornings.*

   Encourage students to use the bold expressions in the dialogue in their own discussions.

   With stronger students, they can discuss the questions in pairs or small groups and then report back their decisions to the class.

   With weaker students, they can prepare their dialogues in pairs initially, and then combine and pool ideas with another pair to form a group of four and prepare an improved dialogue. They then practise this dialogue in pairs before reporting back their decisions to the class.

   Go round the class monitoring and helping while students are preparing and discussing.

   Correct any typical or interesting mistakes at the end.

WORKBOOK PAGE 10
An informal letter

1 Students read the letter and answer the questions.

Answers
1 Anna last heard from Katy three weeks ago.
2 Anna’s broken her ankle.
3 It happened on Saturday afternoon at the gym.
4 Anna is feeling bored because she can’t go out.
5 Anna wants Katy to write soon.

Informal language

2 Check that students understand that informal language is language we use with our family and friends. Students read the letter again and answer the questions.

Answers
1 begin – Dear Katy, end – Write soon, Lots of love 2 no 3 contractions 4 dead 5 How are you? I’m just writing, OK, It’s such a pain, Anyway, exclamation marks (!)

Useful phrases

3 Explain to students that using typical phrases is important in order to improve their writing. Students match the phrases with the functions. Make sure that students understand the meaning of all the functions.

Answers
1 d 2 a 3 c 4 e 5 b 6 f

Extra spelling / punctuation

Dictate the short letter to students and ask them to punctuate it correctly and make sure they spell everything correctly.

Dear Mark,
Hi. How are you? I’m writing to tell you some bad news. Do you know Tim? Well, he’s broken his leg. It’s terrible! He’s really fed up about it. Why don’t you write him a letter to cheer him up? Must go now.
Anyway, write soon,
Love,
Ken

Model answer

Dear Anita,

Thanks for your letter. It was good to hear from you again. I’m sorry to hear about your exam results. That’s really bad luck.
I know you worked really hard for your exams, so you must be disappointed. But don’t worry. You can take your exams again, and I’m sure you’ll pass next time. I think you should forget about exams for a couple of weeks and have some fun. Why don’t you come and stay with me for a weekend? It’d be great to see you. After that you can start working again, and get good results next time.

I’ve been really busy. I went to that big new theme park last weekend and had an amazing time. There’s a huge roller coaster and I went on it. It was terrifying, but I still went on it five times! One of my friends was a bit unlucky because she fell as she was getting off the roller coaster and twisted her ankle. What a drag!

Anyway, write soon and let me know if you’re going to come and stay.

Love,

Lucy

WORKBOOK PAGE 11
Culture focus

Special days in the USA

1 Elicit other ways of saying the USA. Students will probably come up with the US, the United States, the States, and America. Make sure that students understand the words celebrate and celebration. Students guess the days.

2 Students read the text to check their answers. Remind students that they should read the text quite quickly at this stage, and should not worry if they don't understand every word.

Answers
1 4 July 2 the second Monday in October 3 the fourth Thursday in November

3 Students read the text again and decide if the statements are true or false. If they are false, they correct them.

Answers
1 True – Mardi Gras comes from the French immigrants who settled in New Orleans. 2 True – Irish Americans celebrate March 17. 3 False – Independence Day has been celebrated since 1776. 4 False – Columbus Day celebrates the discovery of America. 5 True – Many people travel long distances to visit their families. 6 False – Native Americans helped the pilgrims to plant crops.

Extra vocabulary

Use the text to complete the chart.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate</td>
<td>celebration</td>
</tr>
<tr>
<td>originate</td>
<td>origins</td>
</tr>
<tr>
<td>declare</td>
<td>declaration</td>
</tr>
<tr>
<td>control</td>
<td>discovery</td>
</tr>
<tr>
<td>discover</td>
<td></td>
</tr>
</tbody>
</table>

Talk about it

Elicit some celebrations with the whole class and write them on the board. Categorise some with the whole class into those connected with the history of their country, religious celebrations, and other celebrations or national holidays.

Students may need help with food vocabulary.

Students ask and answer the questions in pairs.

Monitor students while they are talking, and correct any typical or interesting mistakes with the class afterwards.

NOW CHECK YOUR PROGRESS:
WORKBOOK PAGE 12

Pronunciation

Regular verb -ed endings with /d/, /t/ and /d/.

Pronunciation note

Three sounds are used in English for past tense regular verb -ed endings. These are /d/, /t/ and /d/. Typical student errors include exaggerating the -ed ending on all regular verbs, or not pronouncing the -ed endings at all. The focus of this activity is to enhance students' awareness of the different endings and allow them to practise their pronunciation.

1 Explain that there are three sounds for past tense regular verb endings /d/, /t/ and /d/. Practise the individual sounds with the class first. Play the recording so that students can listen and repeat the verbs.

2 Students listen and write the verbs in the correct column in the table. Play the recording again for students to repeat the words. Check that they are articulating the sounds correctly.

Answers
1 celebrated 2 realised 3 involved 4 seemed 5 stopped 6 coached 7 finished

3 Divide the class into pairs. Students complete the rules by writing /d/, /t/ or /d/.

Answers
1 When the letter before the -ed is a d or a t, we pronounce the -ed ending /d/.
2 When the sound before the -ed is unvoiced (/s/, /n/, /p/, /t/, /t/, /f/, /v/, /f/) or /θ/, we pronounce the -ed ending /t/.
3 When the sound before the -ed is voiced (all vowel sounds and /θ/, /ŋ/, /ð/, /ð/, /ɹ/, /ɹ/, /ɹ/ or /l/), we pronounce the -ed ending /d/.

4 Get students to work in pairs. Tell them to say the words aloud in order to choose the correct sound. Refer them back to the rules in the boxes if necessary.

Answers
a argue /d/  b disrupt /d/  c press /t/  d emigrate /d/  e revise /d/  f remove /d/  g investigate /d/  h push /t/  i kick /t/  j reduce /d/.

5 Play the recording for students to listen, repeat and check their answers. Students then practise saying the words in pairs.

UNIT 1