

F Choose the correct answer

Ask students to circle the correct word to fill each gap. If no word is required, they should circle 'no word'. Check answers.

- | | | | |
|-----|-----|-----|-----|
| 1 c | 3 c | 5 c | 7 c |
| 2 b | 4 c | 6 b | 8 c |

G Complete the sentences

Ask students to complete the sentences either by writing a word or by putting a dash (if no word is required) in each gap. Check answers.

- | | | | |
|-----|------|------|----------|
| 1 - | 3 to | 5 - | 7 though |
| 2 - | 4 - | 6 as | 8 - |

H Find the extra word

Ask students to circle the word in italics in each sentence which should not be there. Check answers.

- | | | |
|---------|---------|---------|
| 1 other | 3 one | 5 other |
| 2 else | 4 other | |

GRAMMAR FOCUS

Ask students to circle for each sentence the correct explanation of the meaning of the words in italics. Check answers. Then ask students to circle the correct words and phrases to complete the rules. Check answers.

- | | | | |
|---------|---------|-------------|-----|
| 1 a | 2 b | 3 b | 4 b |
| 1 who | 3 where | 5 don't put | |
| 2 which | 4 put | 6 don't use | |

PHRASAL PERFECT

Note: You may wish students to now complete Phrasalperfect 9 on page 155 of their books. Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. Remind students that, if necessary, they can consult the list of phrasal verbs at the back of their book. You may wish to set this exercise for homework.

- | | |
|---------------|---------------|
| 1 come on | 6 taken on |
| 2 cut down on | 7 come on |
| 3 breaks down | 8 carry on |
| 4 die down | 9 brings on |
| 5 bend down | 10 close down |

EXAM PRACTICE - see page 29

- | | | | | |
|------|----------|--------|-------|-----------|
| 1 in | 4 the | 7 to | 10 ✓ | 13 hardly |
| 2 it | 5 myself | 8 she | 11 if | 14 ✓ |
| 3 ✓ | 6 the | 9 that | 12 on | 15 very |

Unit 10 The Environment

WARM-UP - see page 29

DEVELOP YOUR USE OF ENGLISH SKILLS

A What kind of word?

Ask students, either individually or in pairs, to write the kind of word that is usually formed from the given suffix. Point out that there may be more than one answer for some suffixes. Check answers.

nouns	nouns
verbs	nouns, adjectives
nouns, adjectives	adjectives
nouns	verbs, adjectives
adverbs	nouns
adjectives	adjectives
adjectives	nouns
nouns	nouns
nouns, adjectives	nouns
adjectives	nouns, adjectives
adjectives	nouns
adjectives	adjectives

B Discuss

Ask students, either in pairs or as a whole class, to try to think of one more example for each suffix. Accept all sensible suggestions.

C Write the correct noun

Ask students to write the nouns from the verbs. Point out that the nouns either end in '-ment' or '-tion' and that students may have to make other changes to the words. Check answers.

achievement	entertainment
action	excitement
addition	explanation
agreement	improvement
amusement	information
announcement	intention
appreciation	invention
argument	investigation
arrangement	involvement
association	judgement
competition	measurement
construction	obligation
conversation	observation
decoration	organisation
development	payment
embarrassment	preparation

employment
encouragement
enjoyment

production
qualification
variation

D Write the correct noun

Ask students to write the nouns from the verbs. Point out that the nouns either end in '-ance' or '-ence' and that students may have to make other changes to the words. Check answers.

appearance
attendance
correspondence
difference
distance
disturbance
evidence
existence

importance
independence
insistence
occurrence
patience
performance
reference
residence

E Circle the correct noun

Ask students to circle the correct nouns. Check answers.

accuracy
activity
anxiety
delivery
fitness
freedom
inhabitant
knowledge
machinery

majority
mixture
popularity
possibility
repetition
security
tendency
variety
willingness

F Complete the passage

Ask students to read the passage quickly to get a general idea of what it is about. Then ask students to write an appropriate noun in each gap by changing the word given. Check answers.

1 argument
2 recycling
3 achievement
4 awareness
5 pollution
6 burning
7 involvement
8 appearance

9 improvement
10 distance
11 consumption
12 contribution
13 organisations
14 development
15 production

G Complete the words

Ask students to write one letter in each gap to complete the words. Then, ask them to circle the words which are not people. Check answers.

container inventor customer researcher
director freezer sailor actor

investor explorer inspector protector
container and freezer are not people

H Write the adverbs

Ask students to write the adverbs formed from the words given. Check answers.

amazingly
(un)believably
easily
extremely
generally

(un)happily
(ab)normally
originally
recently
repeatedly

I Complete the sentences

Ask students to write an appropriate verb in each gap by changing the word given. Check answers.

1 emphasise 3 specialises 5 widen
2 tighten 4 realise

J Complete the table

Ask students to write an appropriate adjective in the correct column(s) for each word. Point out that one of the words has an entry in all three columns. Check answers.

-able	-ful	-less
believable		
	careful	careless
comfortable		
countable		countless
desirable		
		endless
enjoyable		
	harmful	harmless
	helpful	helpless
	hopeful	hopeless
	powerful	powerless
profitable		
	successful	
suitable		
usable	useful	useless
valuable		valueless

K Write the suffix

Ask students to write an appropriate suffix to complete each adjective. Check answers.

1 attractive 6 expensive
2 anxious 7 impressive
3 effective 8 political
4 practical 9 additional
5 industrial 10 depressed

GRAMMAR FOCUS

Ask students to circle the correct option to complete the sentences. Then, ask them to tick the sentences a-c which mean the same. Point out that they may have to tick more than one sentence in each case. Check answers.

- | | | | |
|--------------|------|------------|---------|
| 1 to support | a, c | 3 that | a |
| 2 that | a, c | 4 to cause | a, b, c |

PHRASAL PERFECT

Note: You may wish students to now complete Phrasalperfect 10 on page 155 of their books. Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. Remind students that, if necessary, they can consult the list of phrasal verbs at the back of their book. You may wish to set this exercise for homework.

- | | |
|---------------|------------|
| 1 see, off | 6 put, by |
| 2 bringing in | 7 turn in |
| 3 get by | 8 took, in |
| 4 give off | 9 fill in |
| 5 come by | 10 set off |

EXAM PRACTICE - see page 29

- | | |
|----------------|---------------|
| 1 inhabitants | 6 specialists |
| 2 popularity | 7 extremely |
| 3 construction | 8 comfortable |
| 4 harmful | 9 secondary |
| 5 countless | 10 growing |

PRACTICE EXAM 5

Note: You may wish students to do Practice Exam 5 on pages 82 - 85 before moving on to Unit 11. This Practice Exam can either be done under exam conditions in class, or it can be assigned for homework.

Part 1

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

Part 2

- | | | |
|----------|-----------|----------|
| 16 since | 21 how | 26 made |
| 17 be | 22 was | 27 at |
| 18 had | 23 which | 28 of |
| 19 on | 24 to | 29 there |
| 20 where | 25 became | 30 and |

Part 3

- 31 is not / isn't interested in
 32 must have been
 33 nothing left in
 34 is not / isn't far from

- 35 wish I could come
 36 (high / about) time Tim learned
 37 are thought to be hiding
 38 put me through to
 39 the (single) exception of Melissa
 40 as well as bringing up

Part 4

- | | | |
|----------|--------|---------|
| 41 was | 46 the | 51 to |
| 42 of | 47 ✓ | 52 ✓ |
| 43 ✓ | 48 out | 53 have |
| 44 the | 49 did | 54 for |
| 45 there | 50 of | 55 too |

Part 5

- | | |
|-------------------|---------------------|
| 56 evidence | 61 arrangements |
| 57 lawyers | 62 responsibilities |
| 58 correspondence | 63 activities |
| 59 useful | 64 currently |
| 60 customers | 65 unemployment |

Unit 11 Technology

WARM-UP - see page 29

DEVELOP YOUR USE OF ENGLISH SKILLS

A Choose the correct answer

Ask students to circle the correct word or phrase to fill each gap. Check answers.

- | | | | | |
|-----|-----|-----|-----|------|
| 1 a | 3 b | 5 a | 7 c | 9 b |
| 2 c | 4 c | 6 c | 8 b | 10 b |

B Complete the passage

Ask students to read the passage quickly to get a general idea of what it is about. Then ask them to circle the correct word or phrase to fill each gap. Check answers.

- Because
 Although
 even if
 otherwise
 though
 regardless of

C Complete the sentences

Ask students to complete the sentences using the words from the box. Check answers.

- | | | |
|-----------|----------|-----------|
| 1 better | 3 rather | 5 rather |
| 2 further | 4 better | 6 further |