

Series Editor Scott Miles

# Effective *Reading*

## Teacher's File

Chris Gough

  
MACMILLAN

**1**  
Elementary

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# Introduction

Welcome to *Effective Reading*, a four-level reading course specially designed to meet the needs and interests of students studying English in universities. *Effective Reading* is different from other course books of its kind in the following principle ways:

## High interest reading texts

The main aim of *Effective Reading* is to provide reading texts of high interest to university students. Too often course books aimed at an international audience contain content that is either uninteresting or simply irrelevant to students, making it difficult for teachers to keep students engaged in the material. In *Effective Reading*, all reading texts have been written specifically to match the interests of young adults. To increase student interest in reading materials, scholar Anthony Bruton (1997) recommends avoiding '(a) general topics with the predictable liberal slant, often communicating nothing that is new; (b) topics of technical or scientific interest to which nothing can be added; (c) culturally distant and anecdotally irrelevant topics; and (d) narratives with a high cultural content.' We took this advice to heart when selecting and developing reading texts in order to maximize student interest, while ensuring that the content is still appropriate for an academic institution.

## Reading skills development

*Effective Reading* teaches reading skills and strategies to help students become more efficient and successful readers. Skills such as skimming, scanning and guessing word meanings from context are found in every unit. *Effective Reading* also promotes the practice of extensive reading. Information on how to read extensively, as well as extracts from Macmillan Graded Readers, give students the opportunity to discover that reading in English at their level of difficulty can be an enjoyable way to develop reading skills, as well as other language skills.

## Academic vocabulary development

University students need to be able to read English materials relating to their major, and this requires consolidating their existing knowledge of vocabulary commonly used in academic settings. To reinforce the vocabulary support in *Effective Reading* books 1–4, the Teacher's Files provide additional vocabulary exercises and tests on words selected from the Academic Word List (a list of words which are common in academic texts).

Improving vocabulary knowledge is dependent on good dictionary skills. Using examples from the *Macmillan English Dictionary*, the Teacher's File provides dictionary skills exercises to increase students' familiarity with English-English dictionaries and to help students use them more effectively.

## Overview of *Effective Reading* books 1–4

Each book is composed of 12 units, with two reading texts per unit. The format of each unit is as follows:

### **PRE-READING EXERCISES**

These exercises activate the reader's background knowledge to make the text more accessible, preview key vocabulary and stimulate interest in the text.

### **FIRST READING TEXT**

This is the main reading text of the unit. The core language (vocabulary and grammar) exercises are drawn primarily from this text.

### **POST-READING EXERCISES**

The first post-reading exercise checks general comprehension of the first reading text. The second post-reading exercise highlights specific sentences and expressions from the text, which are typically problematic for learners. Rather than waiting for the teacher to explain or translate the text, this exercise gives students a chance to find the answers on their own.

### **LANGUAGE DEVELOPMENT AND SPEAKING EXERCISES**

These exercises provide extended work on essential vocabulary and grammar from the first reading text. Only language items which are common in natural English use are selected, as these are words and structures which students are likely to encounter again and again in their future English study. The speaking exercises give students the chance to reflect on and evaluate the first reading text, as well as personalize the content.

### **SECOND READING TEXT AND READING SKILLS WORK**

The second reading text is shorter and slightly simpler in language than the first reading text. In this section, students further develop specific reading skills such as skimming, scanning, reading speed, guessing word meanings from context, and so on.

## NOTES ON FIRST TEXT

## Culture notes

**Granada** is a city in the region of Andalusia in the south of Spain. It is home to one of Spain's greatest monuments, the Alhambra. Granada has a population of 237,000. The city is considered one of the best places to study in the country, and the university, which was officially founded in 1531, has an excellent reputation.

**Chicago** is a city in Illinois in the Midwest of the USA. It has a population of around three million, which is the third largest population in the USA. Around 30 million foreign visitors come to Chicago each year. Foreign students study at the university and in

private language schools. There is great rivalry between the South Side and North Side of Chicago, and the two baseball teams, the Chicago Cubs from the North Side, and the Chicago White Sox from the South Side, epitomize this. The White Sox play in the American League and won the World series in 2005.

## Vocabulary notes

*Jambón Serano* is a dry-cured ham that is served in thin slices. In British English *trousers* is used while in American English *pants* is used. In British English *pants* are men's underwear.

## ANSWER KEY

## Pre-reading 1

Students' own answers

## Pre-reading 2

1. T 2. T 3. T 4. F 5. F 6. T 7. T

## Comprehension 1

1. D 2. F 3. C 4. B 5. A 6. E

## Comprehension 2

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

## Comprehension 3 (first task)

1. good English 2. large city 3. fantastic bars and clubs 4. live music 5. freezing winter 6. friendly people 7. aggressive young people 8. exotic food

## (second task)

1. noise 2. pain 3. party 4. light 5. holiday 6. chat 7. news

## Grammar 1

1. impossible to learn 2. easy to make 3. rude to talk 4. usual to work

## Grammar 2

Students' own answers

## Predicting

Students' own answers

## Skimming and scanning

1. E 2. C 3. A 4. F 5. B 6. D

## Reading for detail

1. two years ago 2. knows some 3. doesn't know 4. quite difficult 5. doesn't like 6. has got

## Inferring

1. F 2. T 3. T 4. T 5. T 6. T

## Vocabulary in context

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

## Using synonyms

1. easy 2. large 3. gift 4. escape 5. clever 6. attractive

## Correcting errors

know; people; furniture; noisy; night; too; favourite; friends

## A different way of life

1. a. small b. friendly c. fresh d. exotic e. real f. live g. impossible 2. a. to see b. to eat c. to carry d. to drive e. to live f. to take



## A different way of life

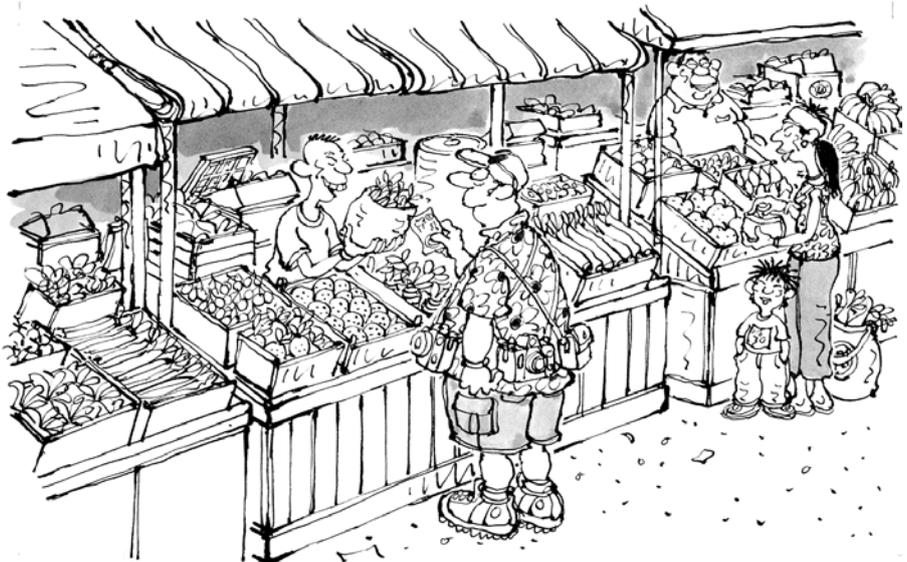
**1. Read about an American living in Bangkok. Complete the text with the adjectives in the box.**

exotic live impossible small real fresh friendly

I came to Thailand to teach English two years ago. I really like Bangkok. It's very big and very exciting. I live in a (a) \_\_\_\_\_ apartment with two friends in the north of the city. The people are very (b) \_\_\_\_\_ and I've made a lot of friends.

I love the food here. People eat a lot of (c) \_\_\_\_\_ fish and seafood and it's always quite spicy. The markets are fantastic for shopping. You can buy all sorts of (d) \_\_\_\_\_ fruit, like rambutans and lychees, which most Americans don't know. There are lots of clothes made from (e) \_\_\_\_\_ silk that aren't too expensive. The only thing I miss is (f) \_\_\_\_\_ rock music. Back home I go to see bands every month but they don't play in Thailand very often.

I'm trying to learn Thai but it's really difficult. The pronunciation is almost (g) \_\_\_\_\_. I don't know when I'll go back to the USA. I'm very happy here for now.



**2. Complete the sentences with the infinitives in the box.**

to drive to take to carry to eat to see to live

- a. In hot countries it's nice \_\_\_\_\_ people out in the street in the evening.
- b. In Europe's capital cities it isn't cheap \_\_\_\_\_ in good restaurants.
- c. In some big cities it's dangerous \_\_\_\_\_ an expensive camera around.
- d. In most countries it's illegal \_\_\_\_\_ without a seatbelt.
- e. In Britain it's unusual \_\_\_\_\_ with your parents after you're 30.
- f. In Japan it's polite \_\_\_\_\_ your shoes off in somebody's house.

## NOTES ON FIRST TEXT

## Culture notes

**Shanghai** is China's largest city. It is the centre of China's modern economy and one of the main cultural, financial and industrial centres. Once a fishing town, Shanghai is now one of the busiest ports in the world. Its recent growth started in 1992 when the Chinese government authorized economic reforms.

It is difficult to calculate Shanghai's exact population but it is estimated at around 17 million. It is thought to have increased by 25% since 1990.

There is a huge construction program all over China but Shanghai's is considered the most extreme. Many buildings are known for their unique style and to many people the cityscape looks like something from a futuristic film.

## Vocabulary notes

A *swamp* is an area of very wet land, often overgrown with grass or trees. A large area with a number of swamps is called *swampland*.

The *rock bed* is the layer of rock below the earth's surface. (Compare *seabed* = the bottom of the sea)

Very tall buildings are sometimes called *skyscrapers* because they 'scrape the sky'.

*Subway* is used in American English, while *underground* or *tube* are more frequent in British English. Some learners may have heard *metro*, which is used in most of Europe.

## ANSWER KEY

## Pre-reading 1 (first task)

B. Shanghai is going down into the ground.

## (second task)

sank / sunk

## (third task)

big buildings

## Pre-reading 2

1. skyscrapers 2. weight 3. record  
4. underground 5. concrete and steel 6. officials  
7. swamp

## Comprehension 1

1. F 2. T 3. F 4. T 5. F 6. T 7. F 8. F

## Comprehension 2

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

## Comprehension 3

1. officials 2. reduce 3. weight 4. steel  
5. surface 6. huge 7. financial 8. land  
9. record 10. slow down

## Grammar 1

1. they; it 2. their 3. them 4. it

## Grammar 2

1. my 2. We 3. it 4. us 5. our 6. us 7. them  
8. they 9. its

## Skimming and scanning (first task)

1. 10% 2. 50% 3. 75%

## (second task)

pollution; history; crime; shopping; schools

## Reading for detail

1. Debbie 2. Jintana 3. Ulrika 4. Jintana  
5. Manolo 6. Ulrika

## Vocabulary in context 1

1. cosmopolitan 2. traffic 3. mask 4. bike  
5. attractions 6. stay away from 7. on my  
doorstep 8. get away 9. kids

## Vocabulary in context 2

1. friends 2. man / boy 3. where I live / house /  
apartment 4. pounds 5. newspaper

## Correcting a summary

*quiet* should be *noisy*; *expensive* should be  
*dangerous*; *less* should be *more*; *small* should be *big*

## City life has its ups and downs

1. a. station b. university c. stadium d. cinema  
e. college f. casino g. hospital h. library  
i. museum j. theatre 2. a. have to b. up  
c. on public d. faster e. inside f. in the  
morning g. in the evening h. is popular  
i. not so popular



## City life has its ups and downs

1. Rearrange the letters in each word to find a building or place in a city.

- |               |       |             |       |
|---------------|-------|-------------|-------|
| a. tonisat    | _____ | f. inosac   | _____ |
| b. yisnitruve | _____ | g. taphisol | _____ |
| c. dumasit    | _____ | h. rabyirl  | _____ |
| d. maniec     | _____ | i. summue   | _____ |
| e. geleloc    | _____ | j. earthet  | _____ |

2. Read the text and underline the correct options in bold.

### Congestion charge hits London drivers

In 2003 the British Government introduced a congestion charge in London. This means that some drivers (a) **have to/don't have to** pay to drive in the centre of the city. The charge started at £5 a day but went (b) **up/down** to £8 a day in 2005. London is the biggest city in the world to have a charge of this kind.

The idea of the charge is to make more people travel (c) **by private/on public** transport, use a bicycle or walk. This reduces the number of cars and lorries in the city centre, makes journeys (d) **faster/slower** and causes less pollution.

Any driver who enters, leaves or moves from one place to another (e) **inside/outside** the city centre between 7.00 (f) **in the morning/in the evening** and 6.30 (g) **in the morning/in the evening** from Monday to Friday must pay the charge.

The congestion charge (h) **is popular/isn't popular** with people who want to see the amount of traffic on the roads reduced but is (i) **very popular/not so popular** with London's millions of drivers.



## NOTES ON FIRST TEXT

## Culture notes

The **Green Magic Tree House Hotel** is in Kerala in Southwest India. The area has many tea, coffee and spice plantations. The tree houses were built by local craftsmen using traditional building techniques so the trees are not damaged.

There are several ice hotels around the world. The **ICEHOTEL** in Jukkasjärvi is probably the most famous and is in the area of northern Scandinavia known as Lapland. Although everything is made of ice, meals are cooked and eaten in a separate building nearby.

**Jules' Undersea Lodge** is in Florida. It was once a research laboratory. It is filled with compressed air, which stops water entering.

## Vocabulary notes

A *plantation* is an estate where crops are grown on a large scale, usually in a tropical country. Typical collocations are *tea/coffee/banana/rubber plantation*.

A *reindeer* is a large mammal that lives in the Arctic and North America, where it is also called *caribou*.

*Lodge* has various meanings. It can mean a small house used for a seasonal activity, like hunting. It is often used, as in the text, as part of the name of a large house or hotel.

## ANSWER KEY

## Pre-reading 2

1. stay in a hotel
2. trees in a hot country
3. climb up and down
4. cross from one high place to another
5. designs buildings
6. a building
7. a place to stay
8. nice to stay in

## Comprehension 1

1. F
2. T
3. F
4. T
5. T
6. T
7. F

## Comprehension 2

1. c
2. b
3. a
4. a
5. a
6. c
7. a
8. c
9. a
10. b
11. b

## Comprehension 3 (first task)

parts of a building: door, window, wall, bathroom, floor, ceiling; kitchen appliances: fridge, microwave oven; living things: fish, bird, insect, reindeer; jobs: architect, designer

## (second task)

1. fridge
2. wall
3. bathroom
4. floor
5. ceiling
6. floor

## Grammar 1

1. has 80 rooms
2. has a nightclub
3. have Internet access

## Grammar 2

1. There is a large indoor swimming pool
2. there is a very good view
3. There are five restaurants

## Activating vocabulary

1. a
2. b
3. b

## Skimming and scanning

1. D
2. E
3. A
4. C
5. B

## Reading for detail

1. T
2. T
3. F
4. F
5. T
6. T

## Vocabulary in context 1

1. limousine
2. balloon
3. curtains
4. court
5. sail
6. chauffeur
7. sight
8. butlers

## Language in context

1. d
2. c
3. a
4. b

## Vocabulary in context 2

1. impressive
2. amazing
3. luxurious
4. incredible
5. fantastic
6. beautiful

## A great place to stay

1. a. IH b. GM c. IH d. JUL e. GM f. JUL g. GM h. IH i. JUL

2. Rich **guests**; from the **coast**; amazing **views**; guests have their own **butlers**; security **guards**



## A great place to stay

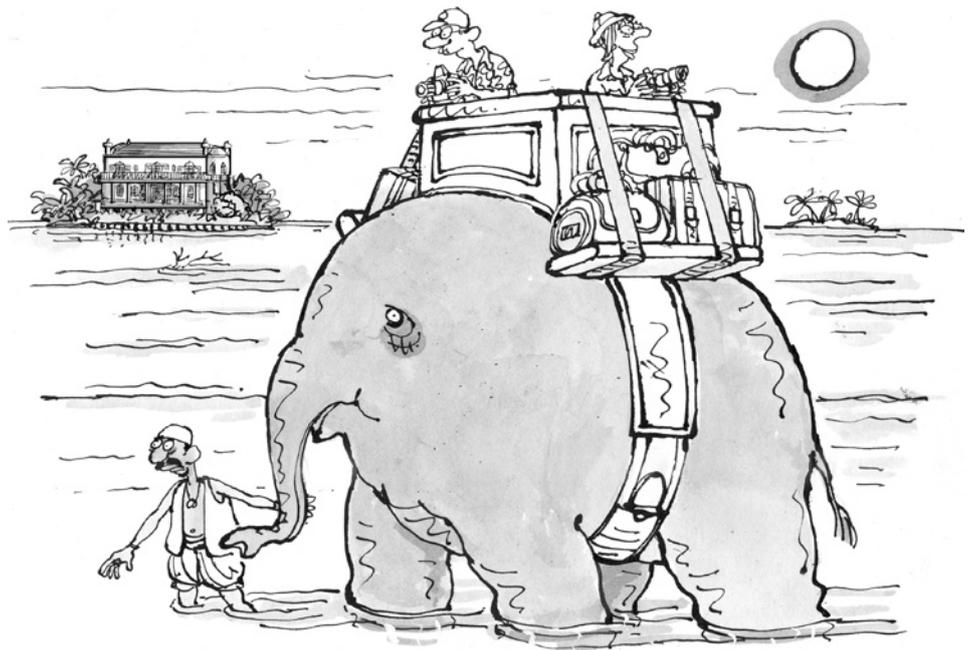
1. For each sentence, say which hotel in Unit 3 you are staying at. Write GM (Green Magic Tree House Hotel), IH (ICEHOTEL) or JUL (Jules Undersea Lodge). Use a dictionary to check the meaning of any new words.

- a. You go for a sleigh ride.
- b. You see a tiger.
- c. Your glass begins to melt.
- d. You see a shark.
- e. You hear monkeys.
- f. You wear a wetsuit.
- g. There's a big spider in your room.
- h. You throw snowballs at somebody.
- i. You swim with dolphins.

2. Read about an unusual hotel in Sri Lanka. Five key words are in the wrong places. Find them and put them in the correct places.

### Taprobane Island

Taprobane Island in Sri Lanka is a private island with just one luxurious five-bedroom villa. Rich guards can rent the island for their family and friends. It was built in the 1920s and is only a hundred metres from the views. Guests can wade through the water to get to the island but many prefer to go across by elephant. From every part of the hotel there are amazing tourists of the sea. Guests have their own coast, a cook, a gardener and security butlers.



## NOTES ON FIRST TEXT

## Culture notes

*The New World* stars Colin Farrell as American colonial leader John Smith, who was supposedly saved from execution by the Native American princess Pocahontas. She was the daughter of Chief Powhatan, who had sentenced Smith to die. Students may know Colin Farrell from the 2006 film *Miami Vice*.

*Charlie and the Chocolate Factory*, a film adapted from a famous children's story by Roald Dahl, came out in 2005 and starred Johnny Depp.

In the 1970s a number of ideas were tried in American movie theaters. As well as the scratch cards mentioned in the text, 3D glasses allowed viewers to see a three-

dimensional image of the movie and, during disaster movies like *Earthquake*, viewers' seats vibrated during certain scenes.

## Vocabulary notes

*Fragrant* (adj) means having a pleasant or sweet smell. The noun is *fragrance*.

*Peppermint* is a plant with a strong oil that is used to flavor candy and chewing gum.

*Rosemary* is a European shrub whose leaves are used in cooking and to make perfume.

## ANSWER KEY

## Pre-reading 2

1. sends to different places 2. make 3. the ability to see or hear, for example 4. people who go to see a film 5. parts of a film 6. where people sit 7. water or milk 8. mark it with something sharp

## Comprehension 1

The best title is *Let's go and smell a film!* (It summarizes the text and is not serious.)

## Comprehension 2

1. smell-o-vision 2. film 3. seven 4. Machines 5. 1970s

## Comprehension 3

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

## Comprehension 4 (first task)

1. c 2. d 3. a 4. e 5. b

## (second task)

1. feel 2. smell 3. taste 4. hear 5. see 6. feel

## Grammar 1

1. can't swim 2. could climb 3. will be able to go 4. can see 5. couldn't call 6. won't be able to buy

## Activating the topic

1. Penélope Cruz 2. Spain 3. Her best-known films are *Captain Corelli's Mandolin*, *Vanilla Sky* and

*Volver*. 4. She has been in romantic comedies, historical dramas and action films.

5. *Vanilla Sky*. Because it made her famous outside Spain.

## Skimming and scanning

1. c 2. e 3. a 4. b 5. d

## Understanding detail

1. She was born ... 2. She learnt ballet ... 3. She was in a video ... 4. She got a part ... 5. She starred in ... 6. She went out with ...

## Identifying key words

1. was an important (key word: starred) 2. came from another film (key word: remake) 3. Spain (key word: homeland) 4. European (key word: preferable)

## Vocabulary in context

1. film 2. book 3. face 4. milk 5. water 6. hand

## We all love films

1. e, b, d, a, c 2. f. It looks (sounds) like Lisa's voice. g. It sounds (smells) like perfume. h. It feels (looks) pretty. i. It smells (feels) soft. j. It tastes (sounds) too loud.



## We all love movies

1. Read about a James Bond movie. Use a dictionary to check the meaning of the words in **bold**. Then put the sentences in the correct order. Use the words in *italics* to help you.

### Korean students needed for 007

- a. *The students* said that Pierce Brosnan, who **played the role** of James Bond, was very friendly.
- b. **He looked** around language schools in London and found Korean students who could **play the parts**.
- c. *They* found Korean actor In-Pyo Cha, who *also* starred in the movie, a pleasure to work with.
- d. More than a hundred of *these students* became **extras** in the movie.
- e. In the 2003 James Bond movie "Die Another Day," the director needed a lot of Korean soldiers for one particular scene.



2. Delete the sentence in each list that is incorrect. Use a dictionary to check the meaning of any new words.

- f. It looks horrible. / It looks like Paris to me. / She looks like your sister. / You look beautiful. / It looks like Lisa's voice.
- g. It sounds interesting. / It sounds like the Beatles to me. / It sounds like perfume. / He sounds angry. / That sounds like a good idea.
- h. It feels like silk. / It feels soft. / It feels a bit rough. / It feels cold in here. / It feels pretty.
- i. You smell very nice. / It smells horrible. / It smells like bad eggs. / It smells soft. / It smells like new leather.
- j. It tastes too loud. / It tastes delicious. / It tastes sweet. / It tastes like chocolate. / It tastes very fresh.

## NOTES ON FIRST TEXT

## Culture notes

**Addiction to shopping** is also often referred to as compulsive shopping or compulsive buying. It is not treated as a true disorder, but it is estimated that around ten percent of the people in any country may be affected by the condition.

**Cola**, like most soft and fizzy drinks, is damaging because of the high sugar content and acidity, both of which cause tooth decay. It can be addictive due to the caffeine it contains. People who stop drinking cola after drinking it regularly complain of bad headaches and loss of concentration.

## Vocabulary notes

In American English *store* is used far more frequently than *shop*. In British English *shop* is used more frequently. In British and American English a *department store* is a big store that sells a range of products.

In American English *can* is used more widely and frequently than *tin* (e.g. *a can of beer*; *a can of tomatoes*). In British English *tin* is more frequently used for food (e.g. *a tin of tomatoes*) while *can* is always used for drinks (e.g. *a can of beer*; *a can of cola*). If the tin or can is empty, it is sometimes called a *tin can*.

A *parcel* (British English) is something wrapped in paper and either comes in the post or is a present from somebody. In American English, *package* is used more frequently than *parcel*.

## ANSWER KEY

## Pre-reading 1

B

## Pre-reading 2

1. S 2. C 3. C 4. S 5. C 6. S 7. C 8. S

## Comprehension 1 (first task)

Picture 1 = F Picture 2 = C Picture 3 = A

## (second task)

1. J 2. B 3. T 4. B

## Comprehension 2

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

## Comprehension 3

1. earn 2. spend 3. finish 4. drink 5. wear  
6. carry

## Grammar 1

do you feel did you start did you decide  
Do you drink does it cost

## Skimming and scanning

3

## Reading for detail

1. T 2. F 3. F 4. T 5. T 6. F

## Vocabulary in context

1. equipment 2. hooked 3. interferes with  
4. suffer 5. revolves around 6. athletes  
7. commonly 8. focus

## Understanding references

1. people 2. exercise 3. people 4. most people

## Using conjunctions

1. but 2. and 3. but 4. but 5. and 6. but

## Linking ideas

and 1. addicted and 2. revolve 3. exercise  
and but 4. suffer and but 5. expensive 6.  
equipment and but and

## The good things in life

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



## The good things in life

### 1. Match 1–7 with a–g to make collocations.

- |                |   |
|----------------|---|
| 1. a can of    | a. chocolate / soap / gold                  |
| 2. a bottle of | b. toothpaste / glue / suntan lotion        |
| 3. a pack of   | c. bananas / grapes / flowers / keys        |
| 4. a bar of    | d. cola / beer / milk / perfume             |
| 5. a jar of    | e. cola / beer / tomatoes / motor oil       |
| 6. a tube of   | f. biscuits / sugar / candy / chewing gum   |
| 7. a bunch of  | g. peanut butter / jam / honey / face cream |

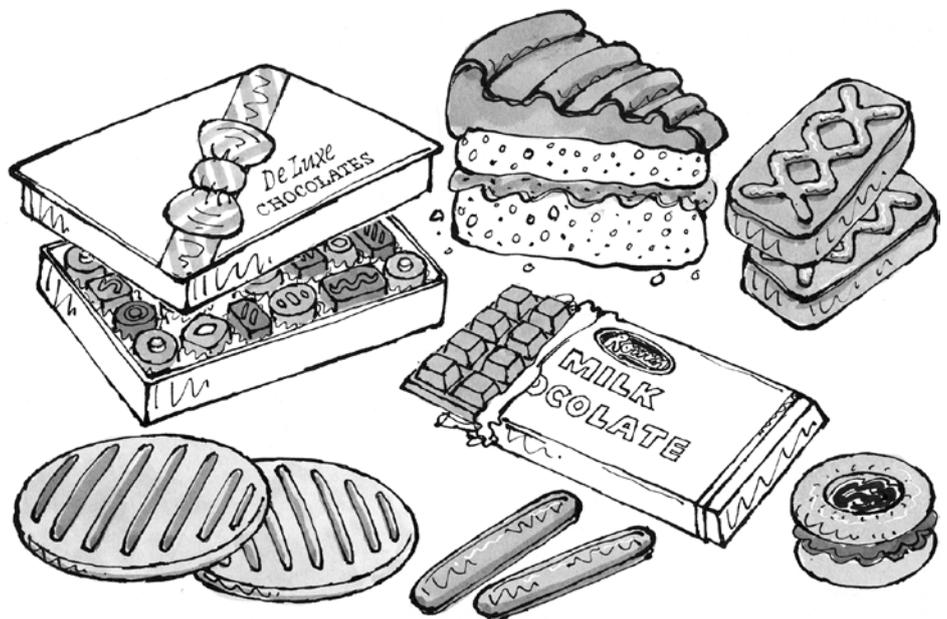
### 2. Read the text. Then complete it by choosing the best option (a, b or c) for each gap.

#### I'm a chocoholic

I'm hooked on chocolate. I eat three large bars, (1) \_\_\_\_\_ and one or two chocolate cakes every day. I can't imagine life without it. If I can't eat chocolate, (2) \_\_\_\_\_ but when I put a piece of chocolate in my mouth I get a fantastic feeling of happiness.

I know it's (3) \_\_\_\_\_ and I'm putting on a lot of weight. The friends I live with (4) \_\_\_\_\_ so that I don't eat too much, but I just go out and buy more. I try really hard to think about other things but the only thing I can think about is chocolate.

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. a. a bar of a chocolate         | 3. a. really delicious    |
| b. a pack of chocolate biscuits    | b. not good for me        |
| c. an apple                        | c. not too expensive      |
| 2. a. I become angry and depressed | 4. a. cook healthy food   |
| b. I feel happy                    | b. lock me in my room     |
| c. I go out for a run              | c. hide all the chocolate |



## NOTES ON FIRST TEXT

## Culture notes

The **Champs-Élysées** is the most famous street in Paris. The French call it *la plus belle avenue du monde* (the most beautiful street in the world). The **Parfumerie Guerlain** is hugely popular. The Guerlain family has been producing perfume since 1828.

**Tokyo** became a fashionable shopping city during the 1960s, partly due to hosting the Olympic Games in 1964. **Ginza** is an upmarket, notoriously expensive area. It is home to the Sony Building and the Apple Store. **Harajuku** has a reputation for being weird and wonderful and is the place to spot celebrities.

The most famous streets for shopping in **New York** are Fifth Avenue, Madison Avenue and 57th Street. **Delis** (delicatessens) are stores that sell speciality foods, especially from other countries, as well as tasty sandwiches. Delis are particularly authentic in New

York as so many immigrants have influenced the food. The window displays at Christmas in New York are very important. Shops like Macy's and Bloomingdale's create impressive displays that often depict scenes from famous films.

## Vocabulary notes

*Designer products* are expensive products that have brand names that everyone recognizes. Armani and Prada are examples of famous designer brands.

A *boutique* (pronounced /bu'tik/) is a small shop that sells fashionable or unusual clothing.

*Deli* (see Culture notes)

A *burrito* is a flour tortilla stuffed with minced beef or chicken, fried beans, sour cream and avocado.

## ANSWER KEY

## Pre-reading 2

1. in a book
2. is very popular
3. sells a small range...
4. less
5. a small, fashionable shop
6. look at things in shop windows...
7. food
8. something that people look at

## Comprehension 1 (first task)

1. Tokyo
2. New York City
3. Paris

## (second task)

1. T
2. F
3. F

## Comprehension 2

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

## Comprehension 3

1. perfume
2. fashionable
3. bargain
4. leather
5. window shopping
6. reasonable
7. speciality
8. designer

## Grammar 1

1. nothing / a / the / the / The
2. nothing / the / the / nothing / nothing / a / an
3. nothing / nothing
4. the / nothing / nothing / The / the

## Skimming and scanning

Marrakech – a shopping experience

## Reading for detail 1

1. D
2. A
3. E
4. C
5. B

## Reading for detail 2

1. is one city
2. the shopping
3. a lot of streets
4. full of colour
5. often
6. less
7. are not happy with the price

## Vocabulary in context

1. airline
2. labyrinth
3. snack
4. souvenir
5. rugs
6. flute

## Correcting errors

In Marrakech, a city in Morocco, there is a fantastic souk. People go there to shop, enjoy the atmosphere and to eat good food. Tourists come especially for the shopping. They can buy leather products and lovely rugs. The main square is the biggest in Africa. People can see snakes dancing to music.

## Shop till you drop

1. butcher's: d, g; florist's: a, h; baker's: b, f; greengrocer's: e, j; chemist's: c, i
2. a. started as a small jewellery company
- b. had fixed prices
- c. grew and began selling a wide range
- d. opened in Tokyo
- e. called Charles Tiffany the King of Diamonds
- f. bought the French Crown Jewels



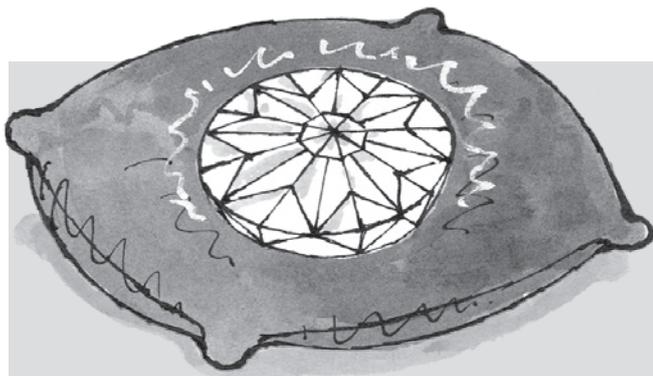
## Shop till you drop

1. Match each shop on the left with two products it sells on the right.

butcher's	<input type="checkbox"/>	<input type="checkbox"/>	a. a bunch of roses
florist's	<input type="checkbox"/>	<input type="checkbox"/>	b. a birthday cake
baker's	<input type="checkbox"/>	<input type="checkbox"/>	c. a pack of aspirin
greengrocer's	<input type="checkbox"/>	<input type="checkbox"/>	d. two lamb chops
chemist's	<input type="checkbox"/>	<input type="checkbox"/>	e. a bag of cherries
			f. freshly-baked bread
			g. eight pork sausages
			h. a potted plant
			i. shaving cream
			j. a bunch of grapes

2. Read the text. Use a dictionary to check the meaning of the words in bold. Then complete the text with the verb phrases in the box.

opened in Tokyo      grew and began selling a wide range  
 called Charles Tiffany the King of Diamonds      had fixed prices  
 started as a small jewellery company      bought the French Crown Jewels



Tiffany's is one of the most famous stores in the world. The business, founded by Charles Lewis Tiffany, and at that time called Tiffany & Co., (a) \_\_\_\_\_ in New York City in 1837. There are now Tiffany's stores in cities all around the world, including London, Rome, Sydney and Tokyo.

The first store was on Broadway. At the time it was normal for jewellers to allow customers

to **barter** but Tiffany & Co. (b) \_\_\_\_\_ and this made it **unique**. The business quickly (c) \_\_\_\_\_ of jewellery and **household products**.

The store on Fifth Avenue in New York is the most well-known store and is a popular attraction for tourists. The first store outside New York was in San Francisco and the first outside the USA (d) \_\_\_\_\_ in 1972.

Tiffany's is probably best known for **diamonds**. People in New York (e) \_\_\_\_\_. In 1887 he (f) \_\_\_\_\_ and became the world's top **authority** on diamonds. Visitors who go to the Fifth Avenue store can see the amazing 128.54 **carat** Tiffany Diamond on display.

## NOTES ON FIRST TEXT

## Culture notes

Research shows that around 50% of people meet their future partner through family or mutual friends. Around 30% of people meet at school, college or work. Some research claims that nowadays 20% of people meet their future partner online. Most people still think that meeting somebody in unusual circumstances, like on the train or on holiday, is romantic.

Various reasons have been suggested for the fact that people are finding it more difficult to find a long-term partner. People now spend more time at work and women are more selective about their partners – they no longer have to think only about security and protection.

Some people believe that **speed dating** came from an idea that was thought of in the 1990s as a way of ensuring that young Jewish people met each other in cities where they had few friends. Some research

claims that since initial attraction is based on smell, three or four minutes is enough time to decide if somebody is wrong or right and so speed dating is a natural process. Critics say that this reduces us to the status of animals.

## Vocabulary notes

You use *couple* to talk about two things of the same type (e.g. *a couple of school girls*) or to talk about an indefinite, small number of things (e.g. *There are a couple of points I'd like to make*). You use *pair* to talk about a set of two things that are of the same type (e.g. *a pair of shoes*).

*A governess* is a woman who teaches children in their home.

*A guardian* is someone who is legally responsible for another person such as a child whose parents have died. (from the *Macmillan English Dictionary*)

## ANSWER KEY

## Pre-reading 2

1. organizer
2. unnatural
3. badge
4. choosy
5. potential
6. conversation
7. participants
8. couple

## Comprehension 1

1. B
2. D
3. E
4. C
5. A

## Comprehension 2

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

## Comprehension 3 (first task)

1. a class partner (we say *a classmate*)
2. a holiday date (we often say *a summer romance*)
3. broken love (we often say *a broken heart*)
4. a new couple of shoes (we say *a pair of shoes*)
5. waste your work
6. say a conversation

## (second task)

1. conversation
2. partner
3. waste
4. date
5. love
6. couple

## Grammar

1. arrives
2. waits
3. looks after
4. walks
5. gives
6. put
7. leave
8. throw

## Activating the topic

1. tries
2. teaches
3. meets, falls
4. becomes
5. saves, loves

## Skimming and scanning

3

## Reading for detail

1. T
2. F
3. F
4. DS
5. DS
6. T

## Identifying key phrases

I walked into the garden; He was silent; I started to cry; He smiled at me; I could not speak; Mr Rochester kissed me

## Understanding dialogue

1. asked, replied
2. told
3. thought
4. screamed

## Summarizing a story

some, as, with, too, in, so

## Get me to the church on time

1. a. eat
- b. drink
- c. give
- d. makes
- e. thanks
- f. cut
- g. goes
- h. tie
2. a. elope
- b. consent
- c. consent
- d. secretly
- e. border
- f. elope
- g. venue



## Get me to the church on time

1. Read about what happens at a Christian wedding after everyone leaves the church. Complete the text with the verbs in the box in the present simple.

cut   tie   drink   thank   go   give   eat   make

When they leave the church, all the guests are invited to a reception (a big party), where they (a) \_\_\_\_\_ good food and (b) \_\_\_\_\_ champagne. The guests (c) \_\_\_\_\_ the couple their wedding presents. After the meal, the best man (d) \_\_\_\_\_ a speech (he stands up and tells the guests funny stories) and the bride's father (e) \_\_\_\_\_ all the guests for coming. Then the bride and groom (f) \_\_\_\_\_ the wedding cake and all the guests have a piece.

The reception (g) \_\_\_\_\_ on until late at night but the bride and groom leave early. They go on their honeymoon (a special holiday). Sometimes some of the guests (h) \_\_\_\_\_ tin cans to the couple's car and spray the windows with messages.



2. Read the text once. Then read it again using a dictionary and underline the correct options in bold. Where the options are the same, the answers are the same.

### Gretna Green

Gretna Green is a small village in the south of Scotland but it's not just any village. People all over Britain know it as the place where young couples (a) **elope/elapse/erase** to get married.

In Britain and Wales you must be 18 to marry without your parents' (b) **consent/conscript/conflict**. In Scotland, though, you can be married at 16 and you don't need your parents to give you permission.

It all started in the eighteenth century. In Britain you had to be 21 to get married and you needed your parents' (c) **consent/conscript/conflict**. In Scotland, boys could marry at 14 and girls at 12, whether their parents liked it or not. Many young couples from England went to Scotland to get married (d) **secretly/silently/steadily**. Gretna Green was the first village across the Scottish (e) **border/barrier/barber** and so thousands of them married there.

Not many people (f) **elope/elapse/erase** to Gretna Green these days but it is still very popular. People from all over the world choose it as a romantic (g) **venue/value/virtue** for their wedding.

## NOTES ON FIRST TEXT

## Culture notes

Llanelli lies on the south coast of Wales, close to Swansea, which is the second largest city in Wales. The area is well-known for its mining, its beer brewing and its rugby. Traditional Welsh beer is likely to be a strong dark beer rather than the lighter lager brewed in Poland.

Poles are the sixth largest national group in Europe. It is estimated that there are 50-60 million people of Polish descent in Europe. There are 38 million Poles in Poland

and around 20 million people of Polish extraction living outside Poland. Between 500,000 and a million Poles are currently living in Britain. The highest level of migration to Britain occurred during and after the First and Second World Wars, when millions of Polish Jews were displaced from their homeland.

## Vocabulary notes

*Lager* is a light-coloured beer brewed in most European countries.

## ANSWER KEY

## Pre-reading 2

1. people who come to live ...
2. people have known about it ...
3. people living together ...
4. the people who control a country
5. that you can do a job
6. people moving from ...
7. people not having a job
8. live in a new place

## Comprehension 1

1. B
2. D
3. E
4. A
5. C

## Comprehension 2

1. F
2. T
3. F
4. T
5. F

## Comprehension 3

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

## Comprehension 4

1. migration
2. settled
3. immigrants
4. shortage
5. settlers
6. homeland
7. traditional
8. freedom
9. unemployment
10. locals

## Grammar 1 (first task)

1. was
2. were
3. had
4. took
5. could
6. found
7. began
8. gave
9. came
10. became

## (second task)

1. did
2. went
3. got
4. made
5. bought
6. spoke
7. took
8. knew
9. put
10. met
11. left
12. said

## Grammar 2

1. was
2. left
3. had
4. came
5. found
6. became
7. made
8. bought
9. met
10. got
11. were
12. had

## Skimming and scanning

Sentences 2 and 5 are true.

## Recognizing names in a text

1. the Charles Bridge, the Astronomical Clock, Prague Castle
2. the National Theatre
3. Koruna
4. Radost FX, Roxy
5. Namesti Republiky
6. Faithless
7. Reduta Jazz Club, Jazzboat
8. house, techno, drum and bass, breakbeat, jazz, Latin, blues
9. the George and Dragon, the James Joyce

## Identifying key words

1. beautiful (magnificent)
2. take money from (charge)
3. ten (decade)
4. changed (influence)
5. feel calm (relaxing)
6. is suddenly a lot of (explosion)

## Understanding compound nouns

1. toothbrush
2. bread knife
3. notebook
4. hairdryer
5. classroom
6. racehorse
7. headache
8. shoe shop
9. milkman
10. waterfall
11. pocket money
12. sunshine

## Taking notes

1. visit
2. bars and nightclubs
3. music
4. night, cheap
5. relax
6. pubs, food
7. changing

## Growing communities

1. a. came b. worked c. married d. had e. spoke f. decided g. began h. returned
2. waiting room, birthday card, birthday cake, chocolate cake, police station, tennis racket, card table, car racing, table tennis, junk mail, junk food, coffee table, racing car, credit card, changing room



## Growing communities

1. Read the text about Japanese people living in Brazil. Then complete the text with the verbs in the box in the past simple.

decide    have    return    come    begin    marry    speak    work

There are around 1.5 million people of Japanese origin living in Brazil – more than in any country apart from Japan. The first people from Japan (a) \_\_\_\_\_ to Brazil at the beginning of the last century looking for a better life. Most of them (b) \_\_\_\_\_ on coffee plantations. Some of them (c) \_\_\_\_\_ Brazilians, (d) \_\_\_\_\_ children and settled in their new country.

During the Second World War, Brazil didn't allow the teaching of Japanese in schools and the children of the settlers (e) \_\_\_\_\_ only Portuguese. At the end of the war many more Japanese people (f) \_\_\_\_\_ to stay in Brazil.

In the 1980s there were economic problems in Brazil while Japan's economy (g) \_\_\_\_\_ to improve. A lot of Japanese families (h) \_\_\_\_\_ to Japan. Today there are around 300,000 Japanese Brazilians living in Japan.



2. Make as many compounds as you can by joining the words in the box. All the compounds are two separate words.

waiting    chocolate    car    birthday    food    table    coffee    station  
police    room    racing    mail    tennis    junk    credit    racket    card  
cake    changing

## NOTES ON FIRST TEXT

## Culture notes

**Heart** and **liver transplants** are now common. Both were first done successfully in 1967.

The first **hand transplant** was in 1998.

In 1970 a monkey's head was transplanted for the first time. A **human head transplant** is possible but it is considered unethical and there is little benefit in the operation.

**Brain transplants** are a long way off.

**Face transplants** are extremely complex and it will be a long time before they are common. There is also the problem of finding a donor and ethical issues have to be considered. Surgeons predict that there will only be around 20 operations in the next five years.

Face transplant patient **Isabelle Dinoire**, who is French, had taken a drug overdose and was unconscious. Her dog sensed that something was

wrong and tried to wake her. In doing so, he bit off parts of her face. She woke up to find she had suffered horrific injuries.

## Vocabulary notes

*Surgery* and *operations* mean more or less the same thing (e.g. *he needed surgery/he needed an operation*). *Surgery* is an uncountable noun, while *operation* is a more concrete, countable noun.

A *donor* is somebody who gives something to help others. It is typically used to talk about giving money to charity or, as in the text, to give a body part, either while still alive (*live donor*) or after death (*deceased donor*). The verb is *donate*.

*Cosmetic surgery* is now used more frequently than *plastic surgery*, which has rather negative connotations.

## ANSWER KEY

## Pre-reading 1

1. yes 2. no 3. yes 4. yes 5. no (not human)  
6. yes (according to the text)

## Pre-reading 2

1. accidents 2. donor 3. operations 4. surgery  
5. surgeon 6. disfigured 7. reject 8. patients

## Comprehension 1

Para A: 2 Para B: 1 Para C: 2 Para D: 1  
Para E: 1

## Comprehension 2

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

## Comprehension 3

1. accident 2. burned 3. hospital 4. patients  
5. improve 6. operation 7. surgeon

## Grammar 1

1. d 2. c 3. b 4. a

## Grammar 2

1. first space 2. second space 3. second space  
4. first space

## Grammar 3

1. Peter is a boy who plays football with me.  
2. Mrs. Andrews is a woman who works with my father.

## Activating vocabulary

The correct definition is B.

## Predicting

1. are having 2. 50% 3. eyes 4. want  
5. famous people

## Reading for detail

1. T 2. F 3. F 4. T 5. T 6. T

## Vocabulary in context 1

1. artificial 2. proud 3. reshaped  
4. celebrities 5. obsessed 6. tummies  
7. enlarge 8. self-esteem

## Vocabulary in context 2

1. walk 2. make 3. play 4. smoke 5. go

## Identifying key facts

1. teenagers/teens 2. the USA 3. operation  
4. bigger, fat 5. their eyes, don't cost  
6. normal, famous, copy

## Face to face

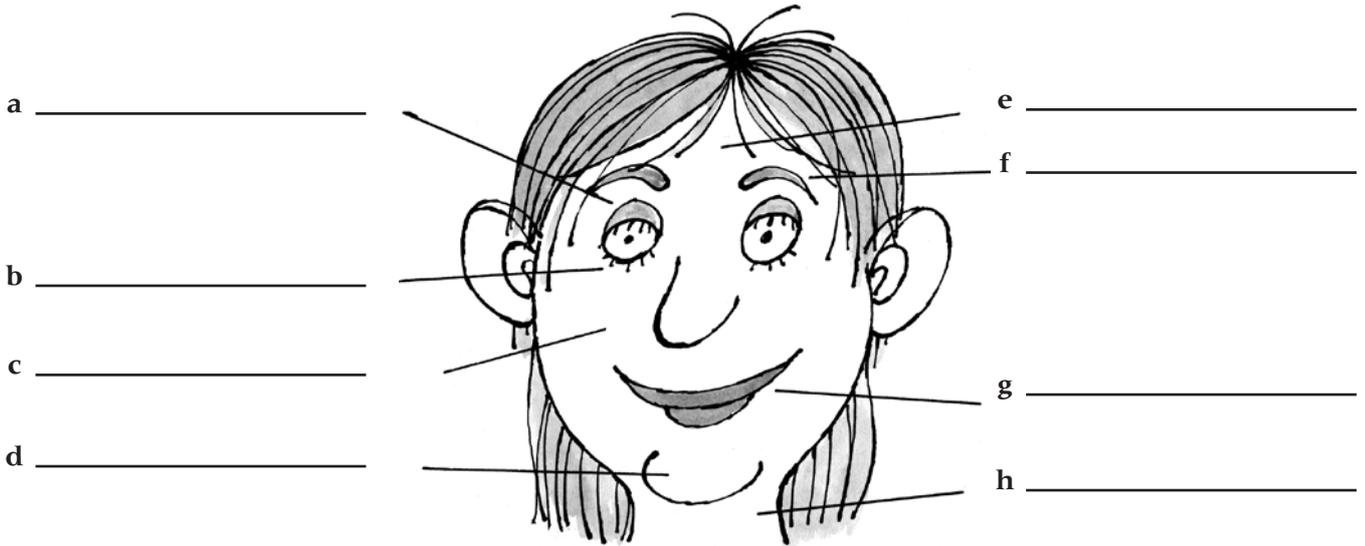
1. a. eyelid b. eyelash c. cheek d. chin  
e. forehead f. eyebrow g. lips h. neck  
2. 1. c 2. b 3. c



## Face to face

1. Label the parts of the face with the words in the box.

neck chin cheek lips forehead eyebrow eyelid eyelash



2. Read the text. Use a dictionary to check the meaning of the words in bold. Then choose a, b or c to complete the sentences.

Recent tests on babies show that they seem to **relate** more to **attractive** faces than to less attractive faces. Babies, both boys and girls, were shown pictures of good-looking people from magazines and pictures of **ordinary** people with **plain** or **ugly** faces. The babies looked at the pictures of the good-looking faces for longer.

The scientists who did the tests think that the babies look at attractive faces for longer because the **features** are more **typical** of all human faces. The nose, eyes and mouth are **average** size and the space between them is more average too. This helps the babies understand their new world more easily.

1. In the test babies saw...
  - a. one picture.
  - b. two pictures.
  - c. more than two pictures.
2. The test shows that babies...
  - a. only want to look at beautiful faces.
  - b. find it easier to look at attractive faces.
  - c. don't like ugly faces.
3. From the text, you can infer that most ordinary people have...
  - a. very attractive faces.
  - b. very ugly faces.
  - c. features that are not average in size.

## NOTES ON FIRST TEXT

## Culture notes

Although a few footballers left their homelands to play in foreign leagues in the 1950s and 60s, it wasn't until the late 1970s that it started to become common. Perhaps the world's greatest ever player, Pelé, never played for a European team. The Argentinean, Diego Maradona, widely regarded as one of the best two or three players of all time, transferred to Barcelona in 1982. Nowadays, every major club in Europe has players from overseas, and many from outside Europe. Very few international players now play outside Europe.

Park Ji-Sung joined Dutch champions PSV Eindhoven in 2003, having starred for South Korea in the 2002 finals. He moved to Manchester United for £4 million in 2005.

Didier Drogba transferred to Chelsea in 2004 for £24 million. He was the Premiership's top scorer in the 2006-07 season and African footballer of the year in 2006.

## Vocabulary notes

A *coach* teaches others to play a sport. In Europe, *coach* is used in football for the person who manages and selects the team.

In sport, your *tactics* are your plans for how to beat your opponent.

A *midfield player* plays in the middle of the field and has a lot of influence on the game. You can say *he plays in midfield* or *he is a midfielder*.

## ANSWER KEY

## Pre-reading 2

1. c 2. e 3. d 4. a 5. b

## Pre-reading 3

1. captain 2. armband 3. substitutes 4. league  
5. tactics 6. crucial 7. communicate 8. ambition

## Comprehension 1

1. foreign 2. some problems 3. must 4. difficult  
5. Ryan Giggs 6. Rio Ferdinand 7. made a mistake

## Comprehension 2

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

## Comprehension 3

1. not a political club, a political *party* 2. not a team of elephants, a *herd* of elephants 3. not the school season, the school *term* 4. not the captain of our department, the *head* of our department  
5. not a beauty game, a beauty *contest*

## Grammar

1. the youngest 2. the oldest 3. the quickest  
4. the biggest 5. The most important 6. the easiest 7. the most surprising 8. the best

## Predicting

1. Sweden 2. £10 million 3. 12 years old  
4. the accuracy of her shots 5. is  
6. in women's and men's tournaments

## Skimming and scanning

Para 1: tournaments Para 2: golf Para 3: score  
Para 4: clubs Para 5: business Para 6: golfers

## Reading for detail

1. F 2. DS 3. T 4. F 5. DS 6. T 7. T 8. T 9. DS

## Vocabulary in context 1

1. promising 2. gap 3. design 4. rival  
5. professional 6. Majors

## Male or female words

male: men's female: she, female, ladies, her,  
woman, women's, girl, sister

## Vocabulary in context 2

1. drink 2. pull 3. eat 4. read 5. run

## Correcting errors

then (line 2); the (line 3); much (line 4); too (line 5); a (line 8); at (line 8); also (line 8); some (line 11)

## Football, golf and diving

1. a. G b. F c. G d. F e. F f. G g. F h. G  
i. G j. F k. G l. F

2. a. ten-metre dive b. a medal c. London Olympics in 2012  
d. champion e. the youngest  
f. his country



## Football, golf and diving

1. Read the sentences and decide if the speaker is talking about football (F) or golf (G).

- a. I was happy with my drive at the first hole.
- b. I scored my first goal on Saturday.
- c. I think my ball went in the bunker.
- d. Unfortunately, our defence isn't very strong.
- e. We've got a very good goalkeeper.
- f. I was on the green in two shots.
- g. It was a penalty but the referee didn't see it.
- h. I'm afraid putting isn't the best part of my game.
- i. I'm going to buy a new set of clubs next week.
- j. I really needed a rest at half-time.
- k. I did the whole round in five over par.
- l. I got a yellow card for a late tackle last week.

2. Complete the text about a young diver with the noun phrases in the box.

a medal   champion   London Olympics in 2012  
his country   ten-metre dive   the youngest

### The future of British diving

Tom Daley is only 13 years-old, but he will represent Britain in the Olympic Games later this year. The young diver has qualified in the individual (a) \_\_\_\_\_. Though, nobody is expecting him to win (b) \_\_\_\_\_ this year, it is hoped that by the (c) \_\_\_\_\_, he will be ready to take gold.

Tom started diving when he was only seven years old, and was an age-group (d) \_\_\_\_\_ in 2004, 2005 and 2006. In 2007, he was voted Young Sporting Personality of the Year. Tom will not be (e) \_\_\_\_\_ British Olympian ever, however. By the time of the Beijing Games, he will be 14, but rower Ken Lester represented (f) \_\_\_\_\_ in the 1960 Games when he was only 13 years and 144 days old!

## NOTES ON FIRST TEXT

## Culture notes

**Blur** formed in 1989 and were one of the most successful British rock/pop bands of the 1990s. They are still influential today. Their best-known album is 1994's *Parklife*. Their last album was 2003's *Think Tank*. **Damon Albarn** was born in 1968. He has also made an album of world music with African musicians and is considered one of the most intelligent and creative musicians working in Britain at the moment.

**Jamie Hewlett** was born in 1962. *Tank Girl* was a graphic novel that was very popular in Britain and the USA in the 1990s. Tank Girl, a girl who lives in a tank, was the main character in the comic strip.

**Gorillaz** was formed in 1998. They quickly achieved both commercial and critical success. They have an entry in the *Guinness Book of World Records* as the most successful virtual band of all time.

## Vocabulary notes

It is more usual to say *guitarist* than *guitar player*. But it is more usual to say *bass player* than *bassist*.

*Rap music* appeared in the mid-1970s. It consists of reciting verses over a rhythmic beat. *Hip-hop* is rap music with elements of African-American dance music. *Heavy metal* is loud, fast, guitar rock music.

## ANSWER KEY

## Pre-reading 2

1. a book of stories with pictures 2. not a real rock band 3. people or animals that... 4. it isn't true 5. musicians record songs 6. a drawing 7. sing on other musicians' records 8. like a thin wall

## Comprehension 1

Sentence 3 is true and summarizes the whole text.

## Comprehension 2

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

## Comprehension 3 (first task)

1. player 2. singer 3. guitarist 4. drummer 5. creator 6. musician

## (second task)

1. an opera singer 2. drummer 3. Adam Clayton 4. Walt Disney 5. musician

## (third task)

1. difference 2. popularity 3. animation 4. fiction 5. fame 6. decision

## Grammar 1

1. to make 2. to be 3. to play 4. to read 5. to live 6. to get

## Activating vocabulary (second task)

1. a judge 2. an audition 3. a contest

## Skimming and scanning

Para 1: sentence 3 Para 2: sentence 1  
Para 3: sentence 4 Para 4: sentence 2

## Reading for detail

1. A reality show started... 2. Five young singers became... 3. TrueBliss had a... 4. *Pop Idol* started. 5. Will Young, Gareth Gates...

## Identifying key words

1. difficult – fierce 2. came second – runner-up 3. not real – artificial 4. very quickly – overnight

## Language in context

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

## Understanding phrasal verbs

1. look up 2. fill up 3. save up 4. grow up 5. put up

## Correcting errors

Unnecessary words: the (line 1); in (line 3); are (line 4); a (line 6); they (line 7) Spelling errors: popular, countries, successful, real, artificial

## My kind of music

1. keyboards (top line across), drummer (line 7 across), musician (line 9 across), band (line 10 across), track (line 10 across), album (line 3 down), record (line 4 down), guitarist (line 5 down), singer (line 9 down), concert (line 10 down)

2. a. NG b. T c. T d. F e. T f. NG g. F



## My kind of music

1. Find ten words connected to music in the grid. The words go across or down.

K	E	Y	B	O	A	R	D	S	K
U	B	M	R	G	U	T	N	I	C
T	R	U	E	U	B	K	N	S	O
S	Y	D	C	I	I	R	N	I	N
N	R	A	O	T	I	R	E	N	C
R	E	L	R	A	R	L	I	G	E
Y	U	B	D	R	U	M	M	E	R
E	A	U	I	I	D	U	A	R	T
O	T	M	U	S	I	C	I	A	N
B	A	N	D	T	R	A	C	K	R

2. Read the text. Then decide if the sentences are True (T), False (F) or if the information is Not Given (NG). Write T, F or NG.

Not long ago everyone agreed that vinyl records were a thing of the past. CD singles and downloading from the Internet seemed to have completely replaced the old-fashioned, black plastic.

Suddenly, though, vinyl is back in fashion. Rock bands and popular singers are demanding that their record companies make their music available on plastic and fans are rushing out to buy vinyl again.

Perhaps it's because people like the fact that a record is a physical object or because they like the artwork on vinyl records. You just can't hold and look at an MP3 download in the same way. Whatever the reason, vinyl is back and many people now believe that it is the CD that will die out.

- a. Thirty years ago people only bought music on vinyl.
- b. Vinyl started to become unpopular because of CDs.
- c. Now vinyl is popular again.
- d. Rock bands and singers don't want their music on vinyl.
- e. People think vinyl records are a nice thing to own.
- f. People don't like downloading music onto MP3s.
- g. Many people think that CDs will become more popular in the future.

## NOTES ON FIRST TEXT

## Culture notes

Until the late 1970s in the UK, **school dinners** (called school dinners despite being served at lunchtime) were traditional hot meals with meat and vegetables. Water was the only drink available. Then the government replaced these with canteens (cafeterias), where children could choose from a menu of snacks and fast food. Fizzy drinks (sodas) were also available.

**Jamie Oliver** is one of the best-known TV chefs in the UK and because he is a little younger than most (born in 1975), he can identify with a younger audience. He is famous for his simple, healthy food and for using organic ingredients. His show *Jamie's School Dinners* started in 2005. Oliver took over the canteen in a London school and tried to educate pupils and parents into eating more healthily. He was acclaimed nationally for what he achieved.

## Vocabulary notes

*Protein* is found in foods such as meat, milk and eggs.

*Vitamins* are substances that in small quantities are essential for the human body. Some vitamins exist in fish, others in fruit and vegetables.

*Minerals*, like iron, are found in cabbage and carrots.

*Crisps* are thinly sliced potatoes, fried in oil. In American English they are called *potato chips*. In British English *chips* are deep-fried potatoes, served hot. These are called *fries* in American English.

*Pupils* refers to young children learning at school; *students* refers to those at college and university.

## ANSWER KEY

## Pre-reading 1 (first task)

The correct definition is B.

## (second task)

Healthy: sushi, fruit, salad, oily fish, fresh vegetables, fruit juice Unhealthy: burgers, chips, crisps, fried noodles, sweets, fizzy drinks, chocolate, biscuits

## Pre-reading 2

1. chef 2. overweight 3. cafeteria 4. smuggling  
5. the government 6. protein, vitamins, minerals  
7. ban 8. meals

## Comprehension 1

Para 1: salt and fat Para 2: so much junk food  
Para 3: chewing gum Para 4: something about it  
Para 5: what is good for them

## Comprehension 2

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

## Comprehension 3

1. menu 2. chef 3. cafeteria 4. fat 5. fizzy  
6. fresh 7. diet 8. meal

## Grammar 1

1. is changing 2. are eating 3. (am)'m putting  
4. (is)'s getting 5. (are)'re trying 6. (am)'m  
drinking 7. (is)'s doing 8. are (both) missing

## Skimming and scanning

Sentences 1, 2 and 3 are definitely true.

## Reading for detail

1. T 2. F 3. T 4. T 5. F 6. F 7. T

## Understanding references

1. soya and miso 2. Japanese 3. Japanese  
people 4. there is less cancer and depression  
5. Japan 6. Japanese ingredients

## Vocabulary in context

1. seaweed 2. slim 3. available 4. best-seller  
5. average 6. risk 7. digest 8. breast 9. kidney  
10. suffer from 11. on the shelves

## You are what you eat

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



## You are what you eat

### 1. Match 1–6 with a–f to make collocations.

- |  |          |
|--|----------|
| 1. fresh / frozen / canned / organic / fast / junk | a. drink |
| 2. big / light / hot / main                        | b. salad |
| 3. healthy / balanced / fat-free                   | c. water |
| 4. tossed / pasta / potato                         | d. food  |
| 5. soft / alcoholic / non-alcoholic                | e. meal  |
| 6. still / sparkling / bottled / mineral / tap     | f. diet  |

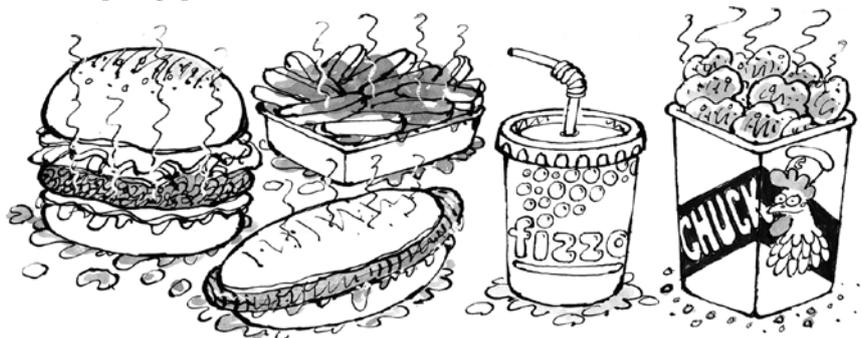
### 2. Read the text. Then choose a, b or c to complete the sentences.

After a spokesperson for a fast food chain in the USA claimed that junk food was good for you, a film-maker decided to see if it was true. Morgan Spurlock ate only junk food for a month. He had breakfast, lunch and dinner at the same fast food restaurant every day. If any member of staff offered him an extra large helping, he accepted.

At the end of the month he had put on more than ten kilos and had much higher levels of cholesterol. His liver was in a very bad condition and his doctor warned him not to continue with his experiment.

Spurlock said that when you eat junk food, you feel good for a short time but then start to get stomach pains and feel depressed. By the end of his month on burgers, fries, shakes and only an occasional salad, he felt terrible. His film clearly shows the dangers of a junk food diet.

- |   |                                  |
|---|----------------------------------|
| 1. Spurlock ate in a fast food restaurant for a month because | 4. The diet affected Spurlock    |
| a. he loves junk food.  | a. only mentally.                |
| b. he wanted to see how it affected his health.               | b. only physically.              |
| c. somebody offered him free food.                            | c. both mentally and physically. |
| 2. Spurlock   | 5. During the month Spurlock ate |
| a. only ate small helpings of food.                           | a. a lot of salad.               |
| b. only ate large helpings of food.                           | b. a little salad.               |
| c. sometimes ate large helpings of food.                      | c. no salad.                     |
| 3. Spurlock's doctor was                                      |                                  |
| a. worried about him.   |                                  |
| b. pleased with him.  |                                  |
| c. very angry.  |                                  |



# Answer key

## EFFECTIVE READING 1 REVIEWS

### Review Unit 1 page 22

**Exercise 2** 1. T 2. T 3. F 4. F 5. T 6. T

**Exercise 3** 1. the type of weather 2. not having much money 3. there is a lot of crime 4. go to live in another country

### Review Unit 2 page 23

**Exercise 2** (first task) the first sentence is B, the last sentence is C; (second task) 1. formal and serious 2. very negative **Exercise 3** 1. builder 2. building 3. built-up 4. build 5. building

### Review Unit 3 page 40

**Exercise 2** 1. buy only their flight 2. arrive in the country 3. want a little more comfort 4. buy a package holiday

**Exercise 3** 1. I'm staying at a fantastic hotel. 2. There's an amazing view from the window. 3. There are lots of different things to do. 4. The hotel has a huge swimming pool. 5. Tomorrow I'm going on a desert safari.

**Exercise 4** positive: delicious, superb, wonderful; negative: awful, dreadful, disgusting

### Review Unit 4 page 41

**Exercise 2** (first task) 1. B 2. A 3. D 4. C 5. A; (second task) 1. influenced 2. decades 3. perhaps 4. principal 5. detail

**Exercise 3** 1. he liked the actors in it – cast 2. a CD of the music in the film – soundtrack 3. what happened in the film – plot

### Review Unit 5 page 58

**Exercise 2** 1. 41 2. many times 3. stopped 4. doesn't really believe 5. thinner 6. very difficult

**Exercise 3** 1. it 2. they 3. there 4. them 5. one

### Review Unit 6 page 59

**Exercise 2** 1. a formal letter 2. an email to a friend 3. a guide book 4. a catalogue

**Exercise 3** 1. the / the 2. The / nothing 3. nothing / the / nothing 4. a / a / a

**Exercise 4** 1. tag 2. refund 3. bargain 4. receipt 5. haggling

### Review Unit 7 page 76

**Exercise 2** 1. T 2. F 3. DS 4. F 5. DS

**Exercise 3** 1. why she likes him 2. going very badly 3. having a relationship... 4. had a very good relationship

### Review Unit 8 page 77

**Exercise 2** 1. Powerzone, Melkweg 2. Rijksmuseum, The Van Gogh Museum 3. Van Gogh 4. Ajax 5. Jaap Eden

**Exercise 3** 1. B 2. C 3. A 4. C 5. B

### Review Unit 9 page 94

**Exercise 2** in the world, before her first operation, in her lips, on other parts, on cosmetic surgery

**Exercise 3** facelift

**Exercise 4** 1. NV 2. V/N 3. V/N 4. NV 5. NV 6. V/N

### Review Unit 10 page 95

**Exercise 2** 1. B 2. A 3. C

**Exercise 3** 1. sporting (adjective) 2. sports (noun) 3. sportsman (noun) 4. sportsmanlike (adjective) 5. sportscast (noun) 6. sportswomen (noun) 7. sportswear (noun)

### Review Unit 11 page 112

**Exercise 2** (first task) 1. E 2. B 3. A 4. D 5. D 6. C; (second task) 1. without 2. posted 3. copies 4. soon 5. straight 6. fastest

**Exercise 3** 1. respect them 2. arrived at... 3. stopped me wanting... 4. stop doing something...

### Review Unit 12 page 113

**Exercise 3** 1. having a good mix... 2. chemicals in food 3. stop yourself... 4. to take the skin off something 5. drinking too much alcohol...

## UNITS 1-3

Complete the sentences with the missing words. The first letters of each word are given. The first one has been done for you.

- The label on your shirt gives you information on how to wash it safely.
- A maj\_\_\_\_\_ cause of air pollution is the car.
- The building is still under con\_\_\_\_\_, so we can't use it yet.
- Housing costs, food prices and other fin\_\_\_\_\_ concerns cause a lot of stress.
- You two look so sim\_\_\_\_\_ that I sometimes can't tell who is who!
- The front door is locked, but you can gain acc\_\_\_\_\_ to the building through the back door.
- The waiters are so ru\_\_\_\_\_! Why can't this restaurant hire polite staff?
- I can hear you just fine. There's no need to sh\_\_\_\_\_.
- We can red\_\_\_\_\_ the amount of trash we create if we recycle more.
- Look! You can see the fish when they swim near the sur\_\_\_\_\_ of the water.
- It's cold today, but the tem\_\_\_\_\_ was much colder this time last year.
- At the conference, everyone wore a \_\_\_\_\_ with their name on it..

## UNITS 4-6

Match three words in each list on the left to the correct definitions on the right.

1. coordination		15. cosmopolitan	
2. display	a. substance such as water	16. blood	g. number of people living in an area
3. liquid	b. people who see a performance	17. tourist	h. large amount of money
4. smell	c. ability to control parts of your body	18. quality	i. how good or bad something is
5. bargain		19. fortune	
6. audience		20. stomach	
7. commercial		21. population	
8. advertise		22. local	
9. unite	d. show something is true	23. imaginative	j. sensible and fair
10. prefer	e. like something more than something else	24. reasonable	k. feeling sorry because you have done something wrong
11. prove	f. encourage something to happen or develop	25. recent	l. in or related to a particular area
12. beg		26. specialty	
13. shake		27. guilty	
14. stimulate		28. fresh	

# Vocabulary review

## UNITS 7-9

Complete the sentences with the missing words. The first letters of each word are given.

1. Shall I con\_\_\_\_\_ you by phone or by email?
2. We are starting a new English club. Would you like to part\_\_\_\_\_?
3. He's poor now, but he has the pot\_\_\_\_\_ to become rich some day.
4. The ec\_\_\_\_\_ is not so strong these days. It's hard to find a well-paid job.
5. The ages of university students usually ran\_\_\_\_\_ from 18 to 28.
6. Asians who eat mostly tra\_\_\_\_\_ food like rice and fish tend to be healthy.
7. Some teachers like to arr\_\_\_\_\_ the classroom desks in one big circle.
8. You can av\_\_\_\_\_ a lot of common illnesses if you eat well and exercise.
9. It took Marco Polo 24 years to complete his jou\_\_\_\_\_ to and from Asia.
10. I can't believe I was\_\_\_\_\_ so much time playing games. I have a test tomorrow!
11. During times of war, men often have to become sol\_\_\_\_\_ and fight.
12. Do you believe we have a so\_\_\_\_\_ that continues to exist after our bodies die?

## UNITS 10-12

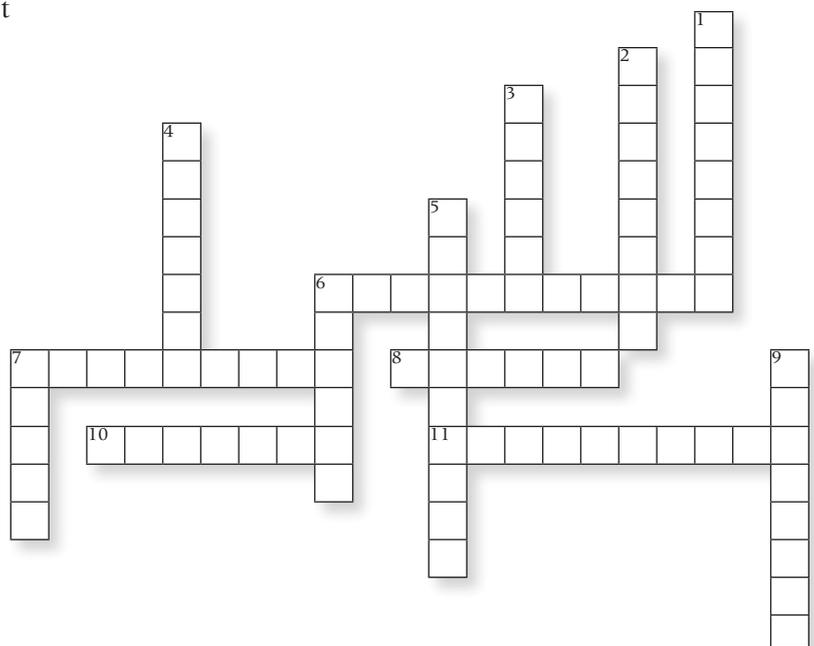
Complete the crossword with the definitions below.

### Across

6. activities of people who are trying to get something that other people also want
7. able to be obtained, taken, or used
8. make something smaller or less in size, amount, price etc.
10. make someone like something, or be interested in something
11. use something new or different instead of what is normally used

### Down

1. determination to become successful, rich, or famous
2. say that you are not satisfied with something
3. an effect or influence
4. extremely important
5. feeling of great sadness
6. make something new exist or happen
7. change your ideas or behaviour in order to deal with a new situation
9. worried feeling that you get when you have to deal with a difficult situation



## Units 1-3

1. label
2. major
3. construction
4. financial
5. similar
6. access
7. rude
8. shout
9. reduce
10. surface
11. temperature
12. badge

## Units 4-6

3. a
6. b
1. c
11. d
10. e
14. f
21. g
19. h
18. i
24. j
27. k
22. l

## Units 7-9

1. contact
2. participate
3. potential
4. economy
5. range
6. traditional
7. arrange
8. avoid
9. journey
10. wasted
11. soldiers
12. soul

## Units 10-12

### Across

6. competition
7. available
8. reduce
10. attract
11. substitute

### Down

1. ambition
2. complain
3. impact
4. crucial
5. depression
6. create
7. adapt
9. pressure