

Key and teacher's notes

Using your dictionary (p1)

- 1A** 1 arch 7 jellyfish
 2 bring 8 ripple
 3 duck 9 snail
 4 earth 10 sneeze
 5 glasses 11 windmill
 6 hat 12 zebra

Teacher's note: When students have completed 1A, give them sets of 10 words beginning with the same letter to alphabetize. This could be a race with students working in pairs. These worksheets are all designed to demonstrate to students how much information and help their dictionary provides. Exercise 2 gives examples of some of the information that can be found at the entries, but there is much more. The teacher could concentrate on any of these aspects, for example, past tenses or comparatives, both of which are written out in full at the relevant entries. Look at the **Guide to the Dictionary** pp iv and v to discover more about what information this dictionary gives, and how it is given.

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

3

Homes (p2-3)

- 1A** 1 semi-detached house
 2 block of flats
 3 bungalow
 4 terraced house
 5 detached house
 6 cottage
- 1B** a a bungalow
 b a block of flats
 c a semi-detached house
 d a terraced house

2A Teacher's note: Ask students to work in pairs, finding the answers to the questions, then practising questions and answers together.

- 2A** Here are the questions you can answer:
 1 £60 a week.
 3 Yes, it's fully furnished.
 7 Yes, it's five minutes from the shops.
 9 July 1.
 10 Yes, you'd have to pay bills (e.g. gas and electricity).
- 2B** a Is there a garden?
 b Is there a washing machine?
 c How many other people live in the house?
 d Would I have my own bathroom or would I have to share?
 e Is there a phone?

Teacher's note: Role play Divide the class in half. One half is looking for a flatmate and writes an advertisement, the other half is looking for accommodation and writes a list of questions to ask. Then put them together in pairs to ask and answer each other's questions.

3

Times of year (p4-5)

- 1A** 1 Monday
 2 Tuesday
 3 Wednesday
 4 Thursday
 5 Friday
 6 Saturday
 7 Sunday

Teacher's note: Students can practise the days of the week by either making sentences about regular activities: *On Tuesday I play football, On Friday I have my guitar lesson, etc.* or by describing what they did last week: *On Sunday my aunt and uncle came to visit us, On Thursday I went to the dentist, etc.*

- 1B** Thirty days has **September**
April, June and dull **November**.
 All the rest have thirty-one,
 Except **February** alone,
 Which has twenty-eight days clear,
 And twenty-nine in each leap year.
- 2A** Thanksgiving (US) November
 Thanksgiving (Canada) October
 Easter March or April
 December
 Christmas December
 New Year's Day January
 Halloween October

- 2B** **Easter:**
 spring
 Easter Monday
 chocolate eggs
 Good Friday
- Christmas:**
 Boxing Day
 carols
 Father
 Christmas
 Santa Claus
 Christmas Eve
 cards
 presents
 Christmas Day
 pudding
 turkey
 dinner

- 2C** cards
 presents
 Christmas Eve
 Christmas Day
 Father Christmas (or Santa Claus)
 carols
 dinner
 turkey
 pudding
 Boxing Day

Teacher's note: ask students to write about a special day in their country. When is it? What do they do? What do they eat and drink?

3

Education (p6-7)

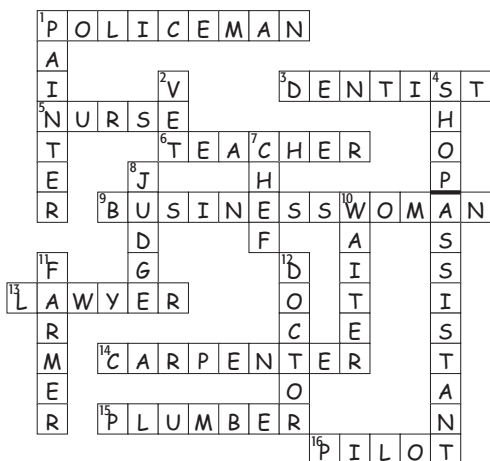
1

- 2A** a educated e graduates
 b educational f trains
 c education g training
 d graduated h training
- 2B** a at d on
 b in e from
 c of, at f to
- 2C** take; passes; learning; teaching;
 classes; homework; study; library

2D Teacher's note: Use this as an opportunity to revise question formation. Write an example statement on the board in a speech bubble: *I have been learning English for 2 years.* In another speech bubble write *How long...?* and try to elicit the rest of the sentence.

Work (p8-9)

1



- 2 apply for ... CV ... candidates ...
full-time ... overtime ... commute ...
salary ... promoted ... get the sack ...
resign ... company ... retire

Teacher's note: Students can look up different words and then do some peer-teaching here.

- 3 1 hours 4 experience
2 earn 5 qualifications
3 uniform 6 interview

Teacher's note: Students can role-play Sam and the job applicant, first practising the phone conversation, then doing an interview.

Leisure (p10-11)

1



- 2A I love... I really like... I like...
I quite like... I don't mind...
I don't like...

Teacher's note: Ask students 'What do you do in your free time?' to give them plenty of practice for this frequently asked exam question.

- 2B Suggested answers:
I like going to the cinema...
I really like cooking...
I don't like playing video games...
I don't mind going to the beach...
I quite like going to the gym...
I love shopping...

2C Teacher's note: Ask students to write their sentences on pieces of paper, then collect them and redistribute them to different students. Students read out the sentences they now have and the others guess who wrote them.

- 3A • **people in sports:** champion, player, umpire, referee, athlete
• **places where you do sports:** pool, track, ring, court, pitch, club
• **things that you wear on your body:** gloves, tracksuit, helmet, shorts, boots, trainers, goggles
• **things you use to hit the ball:** bat, club, stick, racket,

- 3B a Tennis, badminton, volleyball, basketball ... *court*
b boxing ... *ring*
c swimming ... *pool*
d cricket, hockey, football ... *pitch*
e football, basketball, baseball, tennis ... *player*
f badminton, tennis, squash ... *racket*
g hockey ... *stick*
h golf ... *club*
i baseball, table tennis ... *bat*
3C a goggles d athletes
b referee e trainers
c champion

- 3A **shirt:** I'm not happy with it; It doesn't fit me; When I washed it, it shrank; It's the wrong colour; It's too big.
watch: I'm not happy with it; It doesn't work; It's broken.
bowling: I'm not happy with it; It's chipped; It's broken; It's too big.
3B second-hand ... brand new ... in the sale ... buzzing noise ... faulty ... receipt ... a refund ... at a discount ... exchange

Teacher's note: Students can write the dialogue between customer and shop assistant, and/or role-play the situation.

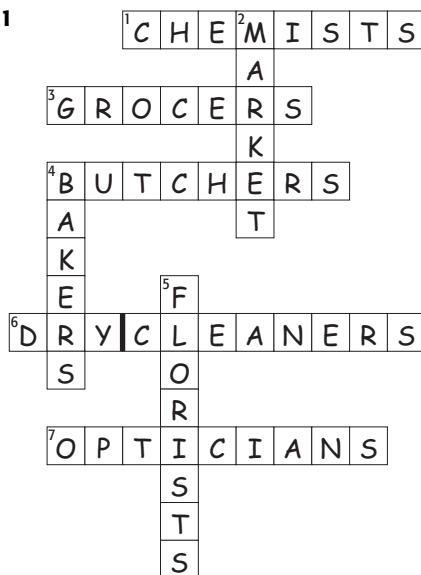
Food and Drink (p14-15)

- 1A a Butter e cream
b eggs f rice
c chips g marmalade
d milk h pepper

Teacher's note: If students are not familiar with all these food items, direct them to the Picture Dictionary for identification.

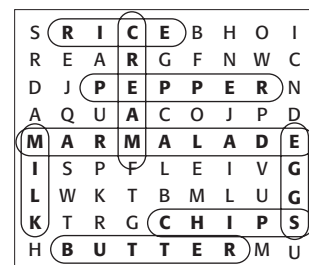
Going Shopping (p12-13)

1



2 Teacher's note: These conversations can be cut up and given to students. Students can either be put into groups and given all the pieces to put in order, or be given just one line of dialogue each and have to mingle to put themselves in order round the classroom.

- 2A 1 Can I have a kilo of apples, please?
2 Here you are. Anything else?
3 That's all, thanks.
4 That'll be £1.90, please.
5 I've only got a twenty-pound note
6 That's OK. Here's your change. Thank you.
7 Thank you, goodbye.
2B 1 Have you got a guide to Oxford?
2 Yes, here you are.
3 How much is that?
4 £10.99.
5 OK, I'll take it.
6 Anything else?
7 No, that's all. Can I pay by credit card?
8 Of course.



- 1B a a bottle h a packet
b a pot i a tin
c a bunch j a slice
d a jar k a can
e a carton l a loaf
f a box m a spoonful
g a bar
2A a bacon d potatoes
b chicken e rice
c sausages f fish
2B a peas d pasta
b ice cream e a quiche
c chicken

Teacher's note: Students can practise this in groups, playing True or False. They take turns to make a statement e.g.; 'You can boil bananas' then ask the others if this is true or false.

- 2C a fry g peel
b slice h slice/chop
c peel i chop/slice
d chop j cook
e fry/cook k stir
f add l serve

Teacher's note: Students from the same country could agree on a typical dish, write recipes separately and then compare. Or each student could write up a favourite recipe for homework.

- 3 1 breakfast, lunch and dinner (or tea or supper).
- 2 soup
- 3 white coffee
- 4 chocolate eggs
- 5 turkey
- 6 knife, fork and spoon (or teaspoon, dessertspoon, tablespoon).
- 7 pudding or sweet
- 8 candles
- 9 12
- 10 meat or fish

Teacher's note: Divide class into teams for this quiz. When they have finished, each team write two or three more questions to try on the other teams.

Health (p16-17)

1 Teacher's note: explain to students that this only represents part of a typical form.

- 2A d, c, g, k, a, f, e, b, i, h, j
- 2B
- My neck aches. I can't turn my head.
 - I've got a sore throat. It hurts when I swallow.
 - I keep getting terrible headaches. My whole head really hurts.
 - I've sprained my ankle. It hurts to walk on it.
 - I've cut my hand. It's very painful.
 - I keep coughing and sneezing. I've got a bad cold.
 - I've got stomach ache. I've been sick.

Teacher's note: In groups, students take turns to mime the symptom. The others have to guess what the matter is, using the correct language.

- 3A **People:** doctor, patient, paramedic, surgeon, nurse, midwife
Places: hospital, ward, casualty department, surgery, waiting room
Things: stretcher, syringe, thermometer, prescription, plaster, bandage, pill
- 3B
- 1 stretcher
 - 2 surgeon
 - 3 prescription
 - 4 casualty department
 - 5 plaster
 - 6 patients
 - 7 ward or hospital
 - 8 thermometer

Transport (p18-19)

- 1A
- a bicycle
 - b van
 - c bicycle
 - d lorry
 - e taxi
- 1B **Bicycle:** pedal, cyclist, handlebars
Car: passenger, steering wheel, driver, parking meter, pedal
Bus: passenger, steering wheel, station, fare, driver, ticket
Train: passenger, station, carriage, fare, driver, platform, ticket
Plane: passenger, fare, pilot, flight, ticket, boarding card

- 1C
- 1 fare
 - 2 platform
 - 3 passengers
 - 4 pedals
 - 5 pilot
 - 6 parking meter
 - 7 flight
 - 8 handlebars
 - 9 carriages
 - 10 ticket

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

3 **Suggested answers:**

- 1 The most popular way to travel is by car. **However**, rush hour traffic often makes you late.
- 2 Travelling by plane is the fastest way to go long distances, **although** this form of transport is the most harmful for the environment.
- 3 Travelling by bicycle keeps you fit, **though** it is no fun in the rain and bad weather.
- 4 Travelling by train is usually reliable and comfortable. **However**, it is expensive in Britain,
- 5 Travelling by bus is a cheap method of transport, **but** you may have to wait a long time for one to arrive, and they can be crowded.
- 6 Travelling by motorbike is fast and exciting, **but** you can't take more than one passenger!

Teacher's note: Deal with grammar on board first – new sentences, commas, etc. Use two simple statements to do this, e.g. *It is expensive. It is comfortable.* Elicit full sentences using each of the linkers, noting position in sentence, punctuation, order of ideas, etc.