A high-contrast, black and white close-up photograph of a cat's face. The focus is on the right eye, which is wide open and has a bright, almost white glow. The fur is dark and textured, with fine details visible. The lighting is dramatic, highlighting the contours of the face and the texture of the fur.

Innehåll

Facit till övningar i Textbook s. 3–9

Facit till övningar i Workbook s. 10–28

Facit till grammar i Workbook s. 29–38

Focus on English

9

FACIT

Liber

**MARIA JONES
ANDERS ODELAHL
JÖRGEN GUSTAFSSON**

FACIT TILL UPPGIFTER I TEXTBOOK

Till textbokens uppgifter ger vi förslag på svar. Dina svar bör innehålla samma saker, men det kan finnas andra sätt att uttrycka sig på. Där dina egna åsikter om något efterfrågas ger vi inga förslag på svar. Din lärare har facit till textbokens alla hörövningar.

Focus on English

s. 9

2.

babysitting = sitta barnvakt

lead sb by the nose = få någon dit man vill

butterflies in your stomach = fjärilar i magen

hit the sack = krypa till kojs

Pigs might fly. = Och det vill du jag ska tro!

smell a rat = ana oråd, ana ugglor i mossen

On the Move

PART 1: SECURITY CHECK

s. 10/11

1.

... has checked in online ...

... handed in her luggage ...

... gone through the passport control.

security check

... put liquids in plastic bags ...

... take my belt off.

... put all metal objects in the tray

carry-on baggage

... in a sealed plastic bag.

You're only allowed 100 ml ...

pass through the scanner

Final call for boarding flight BA 223 to New York.

... go to gate A immediately.

aisle seat

Teen Life

MY CHOICE

s. 19

4. *Förslag:*

Some difficult things could be that you're on your own and it's up to you to find the help and assistance you need.

It can be a bit scary to make new friends in a foreign country. At the same time more students are probably in the same situation, so making new friends might also be the easiest thing.

It can be difficult finding your way around a new town and school where nobody speaks your language and things work in other ways than you are used to/don't work the way you're used to.

Doing your homework can take more time because everything is in a foreign language. At the same time you would very quickly get better at speaking and understanding because you have to use the language all the time.

Being away from your family could be very hard, especially if you get sick. At the same time being away from home is part of the adventure.

TEENS AND CAREERS – A SURVEY

s. 20

1.

2. **dentist:** one of the second most popular jobs

3. **artist:** the third most popular kind of job

1. **environmental scientist:** the most popular kind of job

4. **plumber:** the least popular kind of job

2.

The pay/salary/money

Betrayal – Part one

s. 31

Förslag:

1.

At first Jules seems to be very sure of herself: She strolls into the classroom and flops down on a chair and makes a joke, she doesn't brag about her clothes so maybe she doesn't feel the need to impress anybody. People want to be around her, because she is funny and she makes them laugh. She seems strong and doesn't seem to need anybody.

After a while you realise that she needs support from her friend Eliot. She talks to him about her family and tells him that she tries to stay away from home and that her stepfather is scary. She also asks Eliot if she can borrow some money. When she does this, she seems nervous and unsure of herself. She wants to know that she can trust Eliot and this shows that she feels a bit insecure.

2.

Eliot likes that Jules puts a fun spin on everything. He likes her energy and has a lot of fun together with her. He also likes the way they talk to each other. Jules confides in Eliot and he likes the way she makes him feel important and special.

3.

In the beginning their friendship is about talking and having fun together. When Jules asks to borrow money she doesn't seem like her normal self. She's a bit nervous and doesn't really trust Eliot. At the same time it feels as if she says this to make sure he'll lend her the money she needs. It's as if she's using him. Once she gets the money she starts to distance herself from Eliot and she hangs out with others, but she still comes back to borrow more money. It's as if that's all Eliot is good for now.

On the Move

PART 2: CUSTOMS AND IMMIGRATION

s. 32/33

1.

Make sure you sound a bit angry when you read the dialogue. You may also want to change the following lines.

CBP OFFICER Thank you. Look into the camera, please.

CBP OFFICER I see. How long will you be staying in the United States?

CBP OFFICER Welcome to America. Enjoy your stay.

Also make sure you sound a bit rude when you read the dialogue.

2.

You would probably not feel welcome. Maybe you'd also be upset or angry or even feel a bit scared.

You might ask yourself if the rest of the country is very unfriendly and if it will be very difficult to get in touch with people/ make new acquaintances.

Focus on the Republic of Ireland

LIMERICK TREASURE TROVE

s. 40/41

2.

- Five.
- You find out who it is about, and where that person comes from.
- Line 1, 2 and 5 rhyme, and line 3 and 4 rhyme.

THE LEGEND OF OISÍN AND NIAMH

s. 51

All the suggestions describe the moral of the story:

Love is blind:

It's easy to do what you know you shouldn't when you are in love. It's as if love makes you blind, so you don't realise/see what you should do/see what is the sensible thing to do. Oisín leaves his father and everything he knows for Niamh because he loves her so much. At the same time he goes back to his own country because he loves all that he left behind. It's as if he's not thinking clearly and because of that he loses everything.

Pride goes before fall:

Oisín is very proud and that's the reason why he gets off his horse and dies. If he hadn't been so proud, he would have left and been able to go back to Niamh and Tír na nÓg.

There's no place like home:

Oisín really misses his home, which is why he decides to go back even though it is risky. Niamh clearly loves her home, because she takes Oisín there and doesn't offer to stay with him in Ireland even though she loves him. Because of their love for their own homes, they end up losing each other.

The ocean gives and the ocean takes:

Niamh comes from across the ocean, so in a way the ocean gives her to Oisín. When Oisín decides to go back to Tír na nÓg with Niamh, he has to cross the ocean. So, in a way, the ocean takes Oisín away from his father and Ireland. When Oisín goes back to visit his home, he crosses the ocean again and never comes back. The ocean takes him away from Niamh as well. The horse, however, does return over the ocean to Niamh. So, the ocean gives the horse back to Niamh, but it also gives her sorrow/great sadness.

On the Move

PART 3: ZOMBIES AND A MISSING COUSIN

The Voodoo Queen of New Orleans

s.54/55

1.
Marie Laveau was the daughter of a rich plantation owner and his slave mistress from Haiti. She became/was known as the Voodoo Queen of New Orleans. She sold "magic" charms of voodoo and she cursed people using voodoo dolls.

Betrayal – Part two

s. 69

Förslag:

1.
Eliot is hurt by the way Jules has left him behind. He feels that she's used him to get money and he misses the way they used to talk. Maybe it's easier for him to pretend he doesn't care than to admit that he feels left behind.

2.
In the first part when they talk about flying, Jules says she wants to get high, not that she wants to get up high in the sky. Maybe she's not talking about flying at all.

Eliot also describes her as a person who never gets tired and who's full of energy all the time. That could be because she uses drugs that help her stay alert. He also says that she gets a crazy look in her eyes when she talks about flying (or getting high).

When she asks to borrow money she acts like she really needs it. This could be a sign that she needs to buy drugs or that she owes people money. Either way, she seems upset, so the money is important to her.

Jules's appearance changes and she starts to look tired and drawn. Once Jules stops

hanging out with Eliot, she starts to hang out with some “dodgy characters” and she borrows money from other students as well. Eliot then sees her dealing with an older man outside of school and she puts something in her mouth at the time, probably drugs of some sort.

3.

In one way Jules betrays Eliot from the beginning. She confides in him and tells him stories to make him feel special, but in the end Eliot doesn't really think any of it was true. She borrows money from him and never repays him. She leaves him behind and makes him feel abandoned.

In another way Eliot could be seen as the betrayer. Once he realises that something is wrong with Jules, he hides behind his books and doesn't talk to anyone about it. Even after seeing her dealing with the older man, he goes home instead of turning to somebody for help. When he finds Jules unconscious, he runs to the staff room and the other students think he's a grass.

The other students could also be seen as betrayers because they don't support Eliot afterwards, even though he probably saved Jules's life.

4.

Maybe the other students were getting drugs from Jules and now they can't get their hands on any drugs. Maybe they are afraid that they will be implicated. If they were partying with Jules they don't want any secrets about themselves to be known. They might think that Eliot knows something about them and they want to scare him so he doesn't tell on them.

On the Move

PART 4: LOST IN THE FRENCH QUARTER

s. 70/71

1.

awesome

All different colors.

And look at those iron balconies!

Everything looks really old.

It looks a bit like a movie set.

They look like little houses.

They're all above ground.

It looks really special.

It must be pretty creepy here after dark.

It looks kind of ghostly with all those dead leaves and ivy.

You can add to your list for example words that have to do with:

- *size* like huge, enormous, tiny
- *colours* and *hues* like orange, mauve (lila), hazel
- *position* and *location* like above, below, in front of, besides
- *the impression something makes* like fascinating, awe-inspiring (skräckinjagande) etc.

With a Critical Eye

The Lying Competition

s. 77

1.

Reading 'with a critical eye' means that you read a text very carefully, asking yourself questions such as 'Is this really true?', 'Does this make good sense?', 'Is this possible?', 'Is this likely to have happened?' and so on.

Here are some examples of Q and A that you may ask yourself about this text:

Is there really a lying competition in a pub in England every year? Does it seem likely? Yes, it is true!

Did it start more than 100 years ago with a pub landlord who wanted to have more customers? Could this be true? Yes, it's perfectly possible, of course, and true.

Can anyone take part, but not politicians and lawyers? Does this sound likely? Well, perhaps, but is it really OK to tell politicians and lawyers that they are 'big liars' and can't enter the competition? Perhaps true but here you need to be a bit careful. A couple of lines further down it says that 'Margaret Thatcher, British Prime Minister' took part. If politicians can't take part, then the Prime Minister shouldn't be there in the first place. Or else politicians can take part and so it's incorrect to say that 'politicians can't enter the competition'. So which of the two statements is true? It's true that 'politicians and lawyers cannot take part'. And that's why it's not true that Margaret Thatcher entered the competition at all.

What about the three rules? Is it likely that you've only got 'five minutes' to tell your lie? Is it likely that you cannot use a script or a prop? Is it likely that only British citizens can take part? Well, all three rules make good sense, don't they? But ... further down it says that 'Abi Krüger, a native South African citizen ...' took part.

Either this is not correct, or else it is not correct that 'only British citizens' can take part. So, which is true and which is not true? It is not true that 'only British citizens are allowed to participate' – anyone can enter the competition. Does it make sense that you can tell a story about almost anything as long as it has a 'ring of truth in it'? Yes, of course. That's perfectly true.

So what about Abi Krüger, John Graham and the bishop's lies? All of that sounds perfectly possible, doesn't it?

What about Margaret Thatcher's dog? A three-legged dog that can do somersaults backwards and forwards? Does that make good sense? Of course not, there is no such dog so it's clearly a lie.

Are the judges very strict? Of course they are! It's a lying competition so they've got to be extra careful!

This text is also included in the teacher's guide.

THE TRUTH, THE WHOLE TRUTH AND NOTHING BUT THE TRUTH AND LOCAL OPINION

s. 80/81

Förslag:

1.

Three 8-year-old boys were killed in Memphis, USA, in 1993. Three teenage boys were arrested and convicted of the killing. One of them was sentenced to death, and the other two were sentenced to life imprisonment/prison for life. There was a lot of media attention around this case, and some local people expressed very clearly that the three definitely were guilty of the crime. The headlines also show that some people thought the suspects belonged to a Satanist cult.

NEW POSSIBLE SUSPECTS

s. 83

Förslag:

Media reports are probably very important in a case like this one. If, for example, newspapers and TV reports make it sound as if the defendant (*den anklagade*) is not guilty, then the members of the jury (*jurymedlemmarna*) are more likely to declare him or her not guilty. The opposite result is likely if the reports are clearly against the defendant.

4.

They pleaded guilty because they realised that the prosecutor had enough evidence against them. At the same time they were set free – they had already spent many years in prison. As far as the state is concerned, the case has been solved.

GUILTY OR NOT GUILTY?

s. 85

2.

The celebrities played a very important part in all this. Without their attention *The West Memphis Three* would probably not have been released from prison. The celebrities clearly influenced the outcome (resultatet) of the case.

Focus on India

A HORSE AND TWO GOATS

s. 103

1. Förslag:

Muni thought the American was a policeman/police officer. When the American gives him his card, Muni thinks it's a warrant to arrest him. The American just nods when Muni swears he doesn't know anything about the murder.

They also clearly misunderstand each other when they talk about the statue and the goats.

The future

IS ANYTHING POSSIBLE?

s. 110/111

1.

Ms Liu is optimistic about a number of things: plastic surgery, DNA-changing pills, computers that can smell, taste and perhaps even think, space exploration.

Mr Mullery is also optimistic about a number of things: a space elevator to the moon, a 3D printing machine, DNA-changing pills, computers that can smell and taste, further space exploration.

2.

Ms Liu doesn't like the idea of pills that will stop the aging process. She is also worried

about the overpopulation of the earth, the rising sea levels and that the Arctic will become ice free.

Mr Mullery doesn't quite like the idea of plastic surgery to change the way we look. He is not very keen on pills that will stop aging. He is worried about the environment and the way we live.

SPACE EXPLORATION – OUR FUTURE?

p. 121

1. Förslag:

Some of the problems we could face would be:

- **Finding water.** If we can't find water, we'd have to transport water. That could be difficult because the distance is so big and we'd need so much water.
- **Getting there.** If we decide to transport a lot of people, it would cost a lot of money to build the spacecraft and to get fuel for them. Maybe we'd need to build fuelling stations along the way.
- **Finding oxygen.** We may have to build domes if the air on the new planet is poisonous. Then we'd need to find ways of keeping the air inside the dome fresh and full of oxygen.
- **Finding food.** We'd have to change the way we eat and we'd have to find new ways of planting seeds and growing crops for example.
- **Getting sunshine/daylight.** If we lived in a dome we wouldn't get a lot of daylight and we'd get very tired.
- **Making friends.** There could be aliens and they might not be friendly. How would we communicate with them?
- **Developing.** We develop technology, medicine etc. at a high pace on Earth. To do this, we need a lot of equipment. It would be difficult to transport such equipment to another planet, so we'd need to find a lot of the things we need on the new planet. *Etc.*

From the Bookshelf

THE SNIPER

s. 125

1. **When and where:** This is about a civil war in Ireland in the 1920s.

Why: The Irish army has split into two parts, and the two snipers (who are brothers) have joined different factions (groups).

2. In this situation the sniper had to find a way to escape and he could only do that if he killed the other sniper. He never intended to kill his brother, of course.

3. Something similar could happen in, for example, Syria, Afghanistan, Libya or Egypt.

HUSH, HUSH

s. 129

1. Even though Nora is afraid of heights, she says that she feels safe with Patch. She also says that she finds 'a measure of consolation' in having him beside her. That means that she feels better because he is next to her.

3. Patch makes a bet with Nora before they get on the ride. If she screams, they will keep sitting next to each other in class. If she doesn't scream, he has to ask their teacher to change their seats. Patch seems to find it funny that Nora is a little scared. Maybe he thinks she'll be more interested in him if he seems strange and mysterious.

4. The expression means that if you are too proud and take too many chances, you might learn the hard way that you were wrong. Maybe he says this as a warning so Nora won't ask too many questions about his past. Or maybe he has done something dangerous himself and had to learn the hard way. Maybe that is what he doesn't want to tell Nora about.

SENTENCED

s. 133

1. He feels very bad about it and he makes excuses why he hasn't the time to visit his cousin. He can't stop thinking about all the good things he can do, which his cousin can't.

2. Mike and Terry were dealing in drugs. The people they were going to meet were late and while they were waiting for them, Mike went to get a slurpie. Through the shop window he saw the police arrest his cousin and take him away. He didn't do anything. He just finished his slurpie. When the police asked him the next day where he'd been, he said he'd been at home watching TV.

THE HUNGER GAMES

s. 137

1. If everybody has to watch the games every year, they aren't allowed to forget. They will always be frightened of the Capitol and what could happen if they don't do as they are told. The Capitol makes sure that everybody knows who is in charge. It's a good way for the Capitol to stay in power.

2. Maybe it's a way to show the people again that the Capitol has the power over them. When the people celebrate the games every year, they look like they all enjoy it. Then they can't say afterwards that the game is wrong.

3. Documentary soap operas on TV very often show people that haven't succeeded in life. They make it look like something funny and when we enjoy the TV shows, we laugh at other people. The people in Panem are also asked to enjoy the show.

People often compete in documentary soaps, just like they do in the Hunger Games. Sometimes the rules are very hard in documentary soaps as well. There is often a prize to win, just like in the Hunger Games.

More young people are in documentary soaps today, just like in the Hunger Games.

We are not forced to watch documentary soaps and they are not used to control people. They are only meant to entertain.

FACIT TILL ÖVNINGAR I WORKBOOK

On the Move

PART 1: SECURITY CHECK

s. 4

A. Airport announcements

Din lärare har facit. (Teacher's Guide)

s. 6

B. Airport words and phrases

1. luggage/baggage
2. passport control
3. liquids
4. metal objects
5. carry-on luggage (BrE)/baggage (AmE)
6. hand sanitiser (BrE)/sanitizer (AmE)
7. tray/bin
8. final call
9. metal detector
10. aisle seat
11. boarding
12. window seat

s. 7

D. Airport conversations

Förslag:

1.
 - Hi, I'm flying to Mumbai. Do you know which gate I should go to?
 - Hold on, let me check. Yes, gate 73. I think they will start boarding soon. Have a nice flight.
 - Thank you.
2.
 - Oh, that's just some toothpaste.
 - I'm sorry, but you're only allowed 100 ml. That tube looks bigger.

- But it's half empty.
- It's the size of the tube that matters. You'll have to leave your toothpaste here.
- Okay... I guess.

3.

- Please step back. Do you carry any sharp objects in your luggage?
- No, I don't.
- I need you to step aside. Open your bag, please.
- But, there's nothing sharp in my bag!
- What about this?
- Oh, that's a gift for my grandfather. It's a Swiss Army knife. I bought it as a present, but forgot about it.
- Hmm, you'll have to come with me. This way, please.
- No, but... Wait! It's a gift!
- Yeah, that's what they all say.

BANK ROBBER MISSING

s. 8

A. True or false?

	True	False
1. The bank robbers took a woman hostage.	X	
2. The hostage was threatened with a gun.	X	
3. One of the robbers was waiting in a get-away car during the robbery.		X
4. £100,000 was transferred to a bank account in Sweden.		X
5. The bank account could easily be traced by the police.		X
6. The robbers escaped in a car parked outside the bank.	X	
7. The robbers physically hurt the hostage.		X
8. The police secured the DNA of both bank robbers.	X	
9. Both robbers are known to the police.		X
10. The police are distributing wanted posters of the robbers.	X	

B. Correct

Förslag:

- Both robbers went into the bank during the robbery.
- £100,000 was transferred to a bank account in Switzerland/to a Swiss bank account.
- The bank account couldn't be traced by the police.
- The robbers didn't hurt the hostage.
- Only one of the robbers is known to the police.

C. Working with words – synonyms and definitions

- | | |
|-----------------|---------------|
| 1. suspects | 7. considered |
| 2. escaped | 8. off |
| 3. transferred | 9. locked |
| 4. penitentiary | 10. injuries |
| 5. trial | 11. treated |
| 6. approach | |

s. 9

D. off or of?

- | | |
|--------|--------|
| 1. off | 7. off |
| 2. of | 8. off |
| 3. of | |
| 4. off | |
| 5. of | |
| 6. of | |

Teen Life

MY CHOICE

s. 10

A. Who says what?

1.

	ARTIE	ELENA	JACOB	HEDDA	STUART
a. Goes to a school nearby.	(A)	B	O	L	G
b. Mother has a different opinion.	C	S	(P)	U	I
c. Found first friend in the school cafeteria.	N	Y	D	(P)	R
d. Likes electrical gadgets.	O	(R)	K	J	Y
e. Listened to friends before choosing school.	S	D	(E)	H	Z
f. Studies and works at the same time.	H	(N)	L	K	J
g. Has to follow the rules.	L	M	K	(T)	Q
h. Is a bit disappointed.	(I)	J	Y	V	O
i. Wanted to go to one of the best schools.	R	G	(C)	Z	F
j. Feels the need to relax.	W	D	J	P	(E)
k. Family likes choice of education.	R	(S)	T	C	M
l. Is trying to adapt to a new school environment.	S	I	U	(H)	A
m. Goes to a very high-ranking school.	B	Q	(I)	R	L
n. Is interested in zoology.	(P)	A	F	V	U

2. APPRENTICESHIP

s. 11

B. Working with words – definitions

- | | |
|-------------------|-----------------------|
| 1. neighbourhood | 9. engineer |
| 2. bike ride | 10. exchange student |
| 3. education | |
| 4. electrician | 11. semester |
| 5. a trade | 12. line |
| 6. recommendation | 13. take into account |
| 7. throughout | 14. enrol |
| 8. furious | |

s. 12

D. Complete

- | | |
|------------------|----------------|
| 1. bike ride | 5. education |
| 2. neighbourhood | 6. engineer |
| 3. trade | 7. semester |
| 4. throughout | 8. electrician |

E. My own sentences

Förslag:

My sister was an **exchange student** in New Zealand last year.

I hate standing **in line**.

People who try to make you feel small make me **furious**.

I will **enrol** in a school of my own choice.

s. 14

H. Other students' opinions

Din lärare har facit (Teacher's Guide).

TEENS AND CAREERS – A SURVEY

s. 15

A. Spot the mistakes

- 43% of the teens asked in the survey felt ~~pretty unsure~~ **very confident** of what their future job would be.
- Most teens valued ~~good colleagues~~ **a good salary** more than working their dream job.
- It ~~doesn't seem~~ **seems** very important to have a career mentor in school.
- The ~~least~~ **most** popular work is in the science field.
- Teens need to learn how to work ~~on their own~~ **together** in school./Teens need to learn how to ~~work on their own~~ **communicate, negotiate and lead** in school.
- Teens say they would ~~let their parents pay~~ **pay themselves** for their education./ Teens say they would ~~let their parents pay for their education~~ **pay for part of their education themselves**.

s. 16

B. Working with words – synonyms

- b. An investigation
- d. their opinions
- b. A large
- c. demands

- a. extremely important
- d. their skills

s. 17

D. Living my dream

Din lärare har facit. (Teacher's Guide)

FRIENDSHIP MATTERS

s. 20

B. Words to learn

- | | |
|--------------|----------------|
| a. separated | h. even though |
| b. Honestly | i. prefers |
| c. spend | j. appointment |
| d. suits | k. cancel |
| e. laughter | l. share |
| f. admiring | m. updating |
| g. ignore | n. convinced |

s. 21

C. Words in context

Förslag:

- my mobile phone/cell phone, my laptop, a computer file, an app/application, my digital camera
- the dentist, my teacher, an employer
- a meal, pocket money, a secret, books, a taxi
- an idol, a writer, a parent, a friend
- a flight, an appointment, a meeting, an evening out

E. Phrases in context

- Do you think Sarah **has got what it takes** to be a pop star?
- I wonder **whether you are** as tough as they say.
- It **looks as though** the shop's closing.
- You're not really that bad, **even though you** seem to think so.
- It **will do you good** to be challenged.
- Seeing him upset like this **just makes it** worse.

s. 22

F. Friendship crossword puzzle



s. 24

H. And then one of them said ...

Din lärare har facit. (Teacher's Guide)

On the Move

PART 2: CUSTOMS AND IMMIGRATION

s. 26

A. Where are they?

Din lärare har facit (Teacher's Guide).

B. At the Airport

- 1 Catch the airport bus
- 7 Board the plane
- 4 Go through security
- 5 Do duty-free shopping
- 2 Check in
- 3 Go through passport control
- 8 Have an in-flight meal
- 9 Go through Customs and Immigration
- 6 Go to the gate

TARA'S TRAVEL DIARY

s. 28

A. About Tara

Förslag:

Dina svar kan vara kortare, men måste ha samma innehåll.

1. At the airport while /she's/ waiting for her bag.
2. She thinks he is the bank robber she just read an article about.
3. He looks just like the man in the picture (in the article). The man jokes and pretends he is the actual robber.
4. (The man does fencing and) he got the scar while fencing.
5. She's looking forward to seeing her cousin./She wants to see her cousin.

B. Working with words – definitions

- | | |
|---------------|----------|
| 1. pretend | 4. cheek |
| 2. apparently | 5. scar |
| 3. through | |

s. 29

C. Working with words – my own

definitions

Förslag:

1. in the end
2. A mark you get when you get hurt, for example a cut from a knife.
3. very, very tired
4. talk to someone again in a while

D. Word building

VERB	NOUN	ADJECTIVE
believe	belief	X
pretend	pretence	X
scan	scan	X
X	delicacy	delicate
serve/service	service	X
prepare	preparation	X
present	presentation	X
connect	connection	X
enter	entrance	X

s. 30

E. Informal vs Formal

- I just **want to** get out of here.
- I've got to go**./I have got to go.
- He said** he usually looks better ...
- I'm going** to New Orleans.
- I hope** Kellan shows up soon.
- I don't know**.

F. Which rhymes with ...?

The following words rhyme:
 though – dough
 hiccough – (give) up

Focus on Ireland

LIMERICK TREASURE TROVE

s. 31

A. Last words?

1.
 a)
 There was a young lady called **Rose**
 Who had a large wart on her **nose**.
 When she had it **removed**
 Her appearance **improved**.
 But her glasses slipped down to her **toes**.

b)
 There was an old man from **Peru**
 Who dreamed he was eating his **shoe**.
 He awoke in the **night**
 With a terrible **fright**
 To discover it was totally **true**.

c)
 There once was a fly on the **wall**
 I wonder why didn't it **fall**
 Because its feet **stuck**
 Or was it just **luck**?
 Or does gravity miss things so **small**?

ACROSS THE EMERALD ISLE

s. 32

A. True or false?

1.

	True	False
a. About 5% of the Irish speak Gaelic on a daily basis.	X	
b. The population of Dublin is quite old.		X
c. Leprechauns are called 'the wee people' because they are quite small.	X	
d. The famine in the 1840s was one of the reasons why people emigrated to America.	X	
e. Ireland became a Christian country around the year 400.		X

2. Förslag:

- The population of Dublin is quite young.
- Ireland became a Christian country around the year 300 /in the early 4th century.

B. Working with words – synonyms

- c (not allowed)
- b (nearly died out)
- a (very successful companies)
- b (hurt)
- a (valuable things)
- c (becoming bigger)
- c (lack of food)
- b (origin)

s. 33

C. Working with words – definitions

- | | |
|----------------|--------------|
| a. century | f. law |
| b. shoulder | g. starve |
| c. the present | h. regularly |
| d. the past | i. allow |
| e. recover | j. conflict |

2. Förslag:

A **society** is the people who live in the same area.

To **require** something means the same as to need something.

THE IRISH AND THE ENGLISH – A TIMELINE

s. 34

A. Which year was it?

1. The Catholics were defeated in a famous battle.	1690
2. The IRA began to exist.	1919
3. An organisation said officially that they would stop fighting.	1994
4. People starved because the potato crops weren't big enough to feed everybody.	1845–1849
5. The English Head of State tried to reach an agreement.	2012
6. An island was split into two separate parts.	1921
7. The beginning of a violent power struggle in Northern Ireland.	1969
8. An attempt by the nationalists to take control of Ireland.	1916
9. The Queen met a former enemy.	2012
10. People in Ireland voted about a peace plan.	1998
11. The English invaded and occupied Ireland.	1170
12. Eire became its own country.	1921

s. 35

B. Working with words – definitions

1.

- | | |
|---------------|-----------|
| a. attempt | f. defeat |
| b. fail | g. claim |
| c. battle | h. divide |
| d. memory | i. invade |
| e. eventually | j. ignore |

3.

Förslag:

Independence means that a country is not ruled by another country. It is its own country.

A **riot** is a violent protest by many people at the same time. People behave in a violent and uncontrolled way.

THE LEGEND OF OISÍN AND NIAMH

s. 37

A. Q & A

1.

Fionn is a great leader and warrior.

The Fianna is a band of warriors.

Oisín is Fionn's son.

Niamh is a fairy princess.

Tír na nÓg is the Land of Eternal Youth.

2. She rides across the waves on her horse, she asks Oisín to marry her, she takes him to Tír na nÓg.

3. Three hundred years had passed in Ireland and they were all dead.

4. Oisín wants to prove to the farmers that they're wrong./He touched the ground to prove that he was a strong warrior./He touched the ground to prove he was Fionn's son.

5. Because Oisín never returned to Tír na nÓg./He never saw Niamh again./Oisín died and the horse galloped back over the waves alone.

s. 38

B. Find the correct word

- | | |
|--------------|------------|
| 1. instant | 5. eternal |
| 2. greeted | 6. brave |
| 3. deserted | 7. gazed |
| 4. conquered | 8. fear |

C. Word building – adjectives to

nouns

ADJECTIVES	NOUNS
true (sann)	truth (sanning)
beautiful (vacker)	beauty (skönhet)
happy (glad, lycklig)	happiness (lycka, glädje)
powerful (stark, mäktig)	power (styrka, makt)
safe (säker)	safety (säkerhet)
dead (död)	death (död/en/)

s. 39

D. Finn McCool and the Giant's

Causeway

Din lärare har facit. (Teacher's Guide).

s. 41

F. Nice and Easy

2. The farmer has 9 sheep.
3. pig
4. Patrick had been cheating.

On the Move

PART 3: ZOMBIES AND A MISSING COUSIN

s. 42

A. Telephone numbers

Din lärare har facit (Teacher's Guide).

B. Booking a Room

Din lärare har facit (Teacher's Guide).

THE VOODOO QUEEN OF NEW ORLEANS

s. 44

A. The walking dead of Haiti

– textbook, page 54

1. His own **funeral**.
Nails driven into his coffin.
His sister **crying**.
2. **A** (He was buried alive.)
3. An American **scientist**.
4. **zombification**
5. To work as **slaves** on sugar plantations.
6. **C** (The blowfish toxin doesn't work like Davis says.)

s. 45

C. Words in context

1. **trade** – the buying and selling of goods
2. **belief** – feeling that something is good
3. **heal** – become emotionally strong again
4. **ancient** – very old
5. **gain** – get, obtain or achieve
7. **society** – people who share laws, customs etc.
8. **charm** – small object that has magical powers
9. **curse** – ask a magical power to harm

s. 46

D. Complete

- | | |
|---------------|-----------|
| 1. exaggerate | 5. actual |
| 2. practise | 6. simply |
| 3. basically | 7. gain |
| 4. especially | 8. curse |

s. 47

E. Word building

VERB	NOUN	ADJECTIVE
practise	practice	practical
believe	belief	X
own	owner	X
introduce	introduction	introductory
curse	curse	X
actualise	actuality	actual
die	death	dead
exist	existence	existential
research	research	X
fascinate	fascination	fascinating

F. Complete

- | | |
|--------------|--------------|
| 1. belief | 6. existence |
| 2. believe | 7. fascinate |
| 3. owner | 8. death |
| 4. owns | |
| 5. Introduce | |

Crossing the Line

ACTIONS AND CONSEQUENCES

s. 48

A. What do they think?

a. *Shifat*

1. fare-dodging
2. downloading
3. fine

b. *Calvin*

4. mow the lawn
5. depends on

c. *Ella*

6. throw away the key/throw the key away
7. a hefty fine
8. pay up
9. work it off at home

d. *John:*

10. lower the fares
11. go first
12. tag along

s. 49

B. Words to learn

- | | |
|--------------|------------|
| a. lawn | f. fare |
| b. illegal | g. penalty |
| c. necessary | h. law |
| d. offence | i. tricky |
| e. harsh | j. blame |

s. 50

D. Working with phrases

- a. on purpose
- b. get away with
- c. who's supposed to
- d. that depends on
- e. in the long run

E. Which crime is it?

Din lärare har facit (Teacher's Guide)

CRIME HALL OF SHAME

s. 52

A. Thanks for the info – word of wisdom

c. Think twice before you open your mouth.

B. Ridiculous robberies – true or false?

STATEMENT	TRUE	FALSE
a. A bank robber tried to rob a bank without a gun.		X
b. The bank robber couldn't speak.		X
c. The bank robber demanded a piece of paper from the teller.		X
d. The bank robber left too much information behind.	X	

C. The wrong tool for the job

– Q & A

1. She brought an electric chainsaw./She didn't plug in the chainsaw./She forgot to get a gun.
2. He pretended his hand was a gun, but accidentally waved it in the air./He waved his hand in the air so everybody could see he didn't have a gun.

s. 53

D. A Heavy Loot – missing words

1. armored truck.
2. bags of money.
3. 30 pounds.
4. struggled to get away.

E. Crossword Puzzle

1.

2. COURT

s. 55

G. Crime Riddles

- Of course, first of all they light a match.
- The door isn't locked.
- He wasn't driving his taxi, he was just walking along.

s. 56

H. The story of Samuel

Johnston and Juan Gonzales

Din lärare har facit (Teacher's Guide).

MORAL DILEMMAS

s. 57

A. True or false?

Statement	True	False
1. Clare is the one to be blamed for the slander.	X	
2. Mrs Richards managed to calm people down.		X
3. Lynn, Clare and Amanda are still close friends.		X
4. Pauline says she had prepared quite a lot for the maths test.		X
5. Oscar is perhaps not as good a student as the teacher thinks.	X	
6. After the test Pauline knows exactly what to do.		X
7. Peter was a bit afraid when the thugs got on the train.	X	
8. No one helped the man who tried to help the girl on the train.	X	
9. In the end Peter decided to get off the train.		X

B. What's the correct word order?

1. And what she *did next had consequences far worse than any of us could imagine*.
2. During the lunch break, *students gathered in the schoolyard, demanding to know who had done this to Lynn*.
3. Oscar, who was sitting *a couple of seats in front of me, took out his phone from under his thigh and started fiddling with it*.
4. Our teacher *always praised him and told the rest of us he was the perfect role model*.
5. When she tried *to get up, the biggest guy menacingly pushed her back down on the seat*.
6. He swallowed, *looked out of the window and tried to muster up the strength to do something*.

s. 59

C. Words in context

Slander

1. being very good friends
2. being good friends
3. a group of people
4. to become healthy again
5. grow bigger very quickly

The Maths Test

6. something you learn at school
7. not be honest
8. understand
9. somebody who tells on people

Peter's Predicament

10. to see something happen
11. to send a message
12. assistance

D. What do you think?

1. Is silence always golden?

On the Move

PART 4: LOST IN THE FRENCH QUARTER

s. 60

A. A day out in New Orleans

Din lärare har facit (Teacher's Guide).

TARA'S TRAVEL DIARY

s. 62

A. True or false?

	True	False
1. Tara got picked up at the airport.		X
2. She spent the first night at a hotel.	X	
3. She was fast asleep.	X	
4. The first evening she had a zombie meal for dinner.		X
5. She spent the day with a new friend in the French Quarter.	X	
6. She finds Moswen attractive.	X	
7. Tara and Moswen got lost in the French Quarter because it's so big.		X
8. They found their way back because Moswen put on his GPS.		X
9. They finished the day with a typical New Orleans meal.	X	
10. Tara is going on a sightseeing tour in New Orleans.	X	

s. 63

C. Working with words and phrases

– synonyms

1. My father **picked me up** at the airport.
2. I **slept like a log**.
3. There isn't a lot **going on** right now.
4. We didn't have one single Cajun meal during our **entire stay in** New Orleans.
5. We **don't get along** at all.
6. We **got lost**.
7. We **rounded off** our day/We **rounded** our day **off** in the French Quarter.
8. I'd like you to **be around** if I need you.
9. I'll **keep you posted**.

s. 64

D. Complete – expressions with prepositions

- 1.
- a. full **of**
- b. **at** the airport
- c. loads **of**
- d. **at** the moment
- e. listen **to**
- f. think (thought, thought) **of/about**
- g. a visit **to**
- h. **on** my (your, his, her, our their) own
- i. look **at**
- j. a friend **of**

E. Complete

- | | |
|--------------|------------------|
| 1. full of | 6. at the moment |
| 2. loads of | 7. thought of |
| 3. Listen to | 8. visit to |
| 4. at | 9. on her own |
| 5. friend of | 10. look at |

s. 65

F. What does voodoo have in common with a banana?

When you place the first letter at the end of each word, you can read them backwards.

With A Critical Eye

THE LYING COMPETITION

s. 66

A. Summary

- | | |
|---------------------|----------------------|
| 1. liar | 9. a lie |
| 2. competition | 10. are not allowed |
| 3. November | 11. script |
| /Cumbria | 12. contestant |
| 4. 19 th | 13. was crowned |
| 5. landlord | 14. bishop |
| 6. encourage | 15. three-legged dog |
| 7. politicians | 16. somersaults |
| 8. rules | 17. forwards |

s. 67

B. They all begin with the letter T

- | | |
|----------|------------|
| a. try | e. thought |
| b. true | f. trick |
| c. trust | g. take |
| d. tales | h. truth |

s. 68

C. The 21th century

1.
In Swedish, 1800-talet = 1800–1899,
1900-talet = 1900–1999,
2000-talet = 2000–2099, but in English
the 19th century is 1800–1899,
the 20th century is 1901–1999,
the 21st century is 2001–2099.
2.
 - a. the **17th** century and the **18th** century
 - b. the **18th** century and the **19th** century
 - c. the **16th** century and the **17th** century
 - d. the **19th** century and the **20th** century
3. It is now the **21st** century.

THE BATTLE OF THE SEXES

s. 69

A. A summary

1. movement
2. champion
3. female
4. convinced
5. event
6. equality

B. Combine

1. start increasing
2. be better than
3. sexes
4. fight
5. be totally sure

THE TRUTH, THE WHOLE TRUTH AND NOTHING BUT THE TRUTH?

s. 70

A. True or false?

Statement	True	False
1. Two children were murdered by three teenagers.		X
2. Many people thought the suspects belonged to a Satanist cult.	X	
3. Most people thought the suspects would be found guilty.	X	
4. One of the suspects was found not guilty.		X
5. One of the suspects was sentenced to death.	X	

s. 71

C. Words to learn

- truth
 - headlines
 - guilty
 - crime
 - court
 - prosecutor
 - relieved
 - sentenced
 - case
 - rumours
 - verdict
 - penalty

s. 72

D. Words in context

- guilty
 - the truth
 - crime
 - the headlines
 - court
 - rumours
 - relieved
 - prosecutor

E. Complete

- express
 - affect
 - opinion
 - upset
 - except
 - sloppy

s. 73

F. On the news

Din lärare har facit (Teacher's Guide).

GUILTY OR NOT GUILTY?

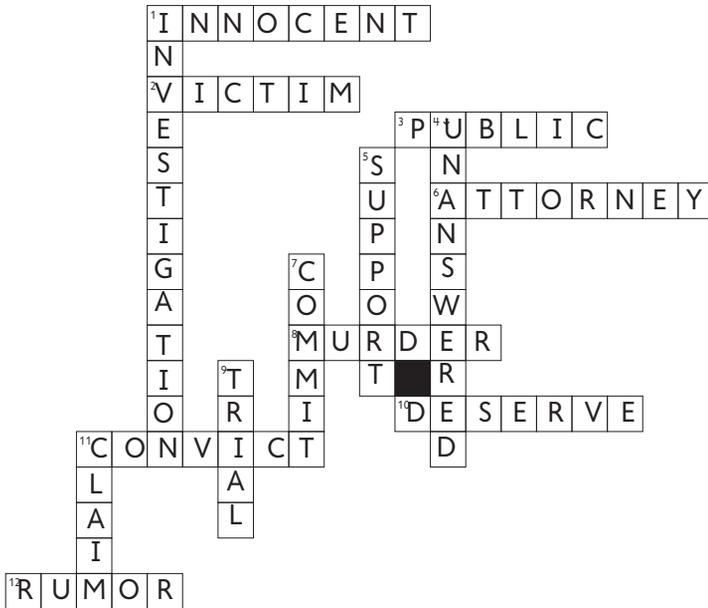
s. 74

A. Spot the mistakes

- Rumours spread like **crazy wildfire** through Arkansas.
- A number of celebrities **disliked supported** the idea that the three teenagers deserved a new trial.
- So the case was **closed reopened**, and all three men were released in 2011, after 18 years in prison.
- After all, some people say, the three of them pleaded guilty, and the jury found that the evidence against them was **not-enough overwhelming**.
- The jury was possibly influenced by all the media attention and also felt the pressure from the **law public**.
- Will they, in the **name eye** of the public, always be guilty until there is proof that they are not guilty?

s. 75

B. A crossword puzzle



s. 76

C. Working with words – definitions

- a. confess
 - b. fee
 - c. justice
 - d. release
 - e. intimidate
 - f. revenge
 - g. suspect

2.

Förslag:

celebrities are people who are famous and who you often see on TV, in films and so on. **evidence** is something that proves or indicates that you have done something wrong. It's almost the same thing as proof.

s. 77

D. No questions asked!

Stäm av mot hörmanus (hörmanus finns i Teacher's Guide).

F. Say what you mean!

Så här låter meningarna på svenska:

- a. Prata inte med mig medan jag avbryter dig.
- b. Den här restaurangen är öppen sju dagar och veckoslut/helger.
- c. Hälften av de lögnerna säger om mig är inte sanna.
- d. Hon dog i huset där hon föddes vid 92 års ålder.
- e. Om du vill köpa en ny bil, varför då gå någon annanstans för att bli lurad? Kom hit först.
- f. Stulen målning upphittad av/vid träd.

On the Move

PART 5: TIME OUT IN TORONTO

s. 78

A. A day out in Toronto

Din lärare har facit (Teacher's Guide).

s. 79

B. Useful things to say

Förslag:

1. **I'm looking forward to** going to Spain.
2. **I must admit** I was wrong (when I did that).
3. **Calm down!** It'll all be good/all right.
4. Can **you put him up** for a couple of days?
5. And **who is supposed to** pay for all of this?
6. **Hold your horses!** (You need to slow down.)
7. Brilliant! **That's not a bad idea!**
8. **That's a bargain.**

s. 80

D. Unscramble!

1.
 1. browse
 2. apparently
 3. shopaholic
 4. height
 5. schmuck
 6. view
 7. sneak
 8. bargain
 9. doubt
 10. nope
 11. mall

2.
DOWN TO EARTH

s. 81

E. Niagara Falls Daredevils

Din lärare har facit (Teacher's Guide).

Focus on India

VISITING INDIA

s. 82

A. What does Theo say about India?

1. **c** (... helps people see animals in the wild.)
2. **b** (... a country of very great diversity.)
3. **c** (... only very few people in the countryside speak English.)
4. **a** (... keeping clean was quite a problem.)
5. **c** (... quite traditional, just like their parents.)

s. 83

B. Explaining words

Förslag:

1.

Abroad: if you go abroad you go to a foreign country.

Crowded means that there are too many people or too many things in one small place. This word is the opposite of empty.

Apply for a job means that you try to get a job, you go to an interview, you send in your CV etc.

Litter is things that people have thrown away and left on the ground. Synonyms for this word are rubbish/trash/garbage.

A **department store** is a very large shop with many separate shops/departments in it that sell many different types of things.

Ancient means very old, something that existed a very long time ago. The opposite of this word is new or modern.

Scenery is the countryside, especially the beautiful parts of the country for example the fields, the valleys etc. This word means almost the same as landscape.

Ambitious means that you are hardworking because you want to be successful.

s. 84

C. Usually, used to and use

- 2.
- | | |
|------------|------------|
| a. used to | g. used to |
| b. use | h. usually |
| c. usually | i. use |
| d. used to | j. use |
| e. usually | k. usually |
| f. use | l. used to |

s. 85

D. Used to ... and used to + -ing

- 2.
- used to drive
 - used to watching
 - used to smoke
 - used to paying

s. 87

G. Interview with the Nagaraj family

Din lärare har facit (Teacher's Guide).

LAND OF DIVERSITY AND CONTRAST

s. 88

A. Spot the mistake

- After English, Hindi **Hindi, English** is the most commonly spoken language in India.
- The majority of people live in **big cities villages in the countryside**.
- India is one of the largest exporters of computer **hardware software (products)**.
- About 400 million people in India live below the poverty line, many of them in the large **houses slums** in the cities.
- The majority of Indians are **Buddhists Hindus** who believe there is one Supreme Being called Brahman.
- Chicken Tikka Masala, a favourite dish at Indian restaurants in Great Britain, is said to have been invented in **London/ England Glasgow/Great Britain**.

s. 89

B. Words and expressions

- speak fluent English
- live below the poverty line
- is more or less
- overtake on the inside lane
- an enormous number of
- is said to have been invented

s. 90

D. Linking words

- 1.
- | | |
|----------------|----------------|
| a. even though | d. until |
| b. both – and | e. However |
| c. unless | f. either – or |

A HORSE AND TWO GOATS

s. 92

A. Sum it up

- The old man Muni goes to the village to get food.
- Muni sits down on a bench.
- A car stops in front of Muni.
- The American spots the clay horse.
- The American offers Muni a cigarette.
- Muni thinks he will be arrested for murder.
- Muni tries to leave, but the man grabs his shoulder.
- The American shows Muni some money.
- Muni thinks the man wants to buy his goats.
- Muni walks away from the man.
- The man takes the horse.
- The goats come back home to Muni's house.

B. Working with words – definitions

- a very small town
- didn't give
- very nasty and painful

4. someone from another country
5. to some degree
6. words that you know
7. look on someone's face
8. moved

s. 93

C. Working with words – definitions

1. offered
2. warrant
3. confused
4. made an attempt
5. seized
6. took advantage of
7. lend him a hand

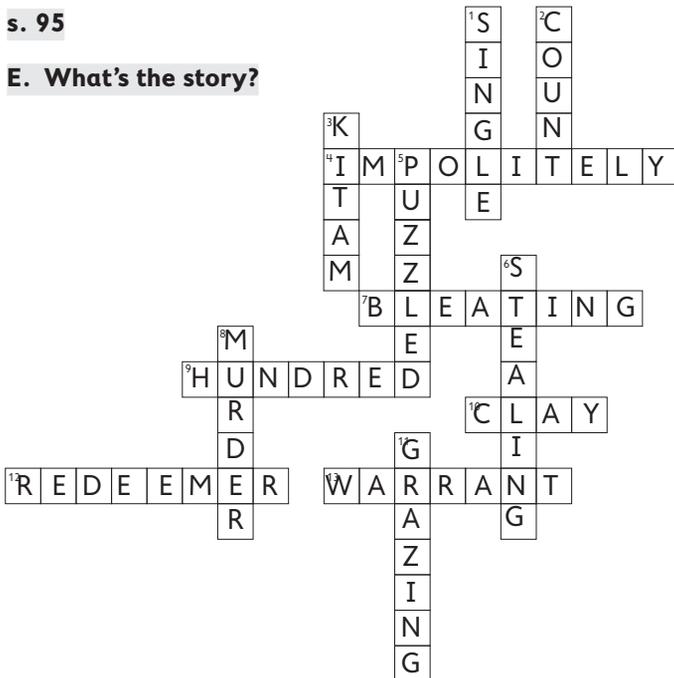
s. 94

D. Working with words – Translate

1. pleasant = b.(angenäm)
vision = a. (syn)
2. c. (främling)
3. b. (svärson)
4. b. (klappade)
5. c. (erbjudande)
6. b. (betade)
7. b. (hade stoppat undan)
8. c. (slet till sig)

s. 95

E. What's the story?



The Future

PREDICTIONS – A LONDON SCHOOL PROJECT

s. 96

A. Predictions tell us that ...

1. Chinese
2. (transatlantic) tunnel
3. room/space
4. melt/melt and be flooded
5. Time travel
6. space elevator/lift
7. thoughts/brains
8. (colourful) pills
9. disappear
10. think and smell

s. 97

C. Working with words – definitions

- | | |
|-------------------|----------------|
| 1. pill | 6. colony |
| 2. replace | 7. devastating |
| 3. transatlantic | 8. wipe out |
| 4. fuel-efficient | 9. prediction |
| 5. cause | 10. flooding |

s. 98

D. Food of the future

Din lärare har facit (Teacher's Guide).

s. 99

E. Guess the tool

The tools are a **hammer** and a **mobile phone/cell phone**.

IS ANYTHING POSSIBLE?

s. 101

A. Spot the mistakes

The following statements are wrong:

1. An elevator to the moon is a bad idea.
5. We've got lots of time to save the planet.
7. She's against plastic surgery.
9. She likes the idea of not growing old.
11. The food problem is the biggest issue in the future.

s. 102

C. Working with words – definitions

- | | |
|---------------|--------------------|
| 1. prediction | 7. ripe |
| 2. imagine | 8. weird |
| 3. surgery | 9. definitely |
| 4. aspect | 10. solution |
| 5. disease | 11. overpopulation |
| 6. suffering | 12. cope |

s. 103

D. Complete

- | | |
|----------------------|------------------|
| 1. aspects/solutions | 5. surgery |
| 2. reckon | 6. imagine |
| 3. solution | 7. consideration |
| 4. predictions | 8. ripe |

E. Unscramble the words

1. IMAGINE
2. DISEASE
3. EXPLORATION
4. ESSAY
5. SURGERY
6. RIPE

s. 104

F. Crossword puzzle of the future

1.

The crossword puzzle grid contains the following words:

- Across 1: SURGERY
- Across 3: SUGGESTION
- Across 4: CURSE
- Across 8: OPTIMISM
- Across 10: ARCHTIC
- Across 12: PRODUCE
- Across 6: ELEVATOR
- Across 11: CHANGE
- Across 13: PREDICTIONS

2. THE FUTURE IS NOW

s. 105

G. Let's take a look at look

2.
 - a. look after
 - b. look for
 - c. Look at
 - d. look for
 - e. looking for
 - f. looked at
 - g. look after

H. Let's take a look at like

- 2.
- a. tastes like – looks like
- b. feels/looks like
- c. looks like
- d. looks/sounds like
- e. feels like
- f. look like
- g. sounds like
- h. sounds like
- i. feel like – feels like

3.

Förslag:

- a. This summer **feels like** the best ever.
- b. This hamburger **tastes like** fish.
- c. It **sounds like** you were lucky.
- d. It **looks like** everyone enjoyed the show.

s. 106

H. They didn't get it right

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

DUNE HOPPIN'

s. 107

A. Sum it up

- 1 The Earth gets invaded.
- 2 There is a row in the cafeteria.
- 3 The storyteller hooks up a private link with Wolfram.
- 4 Bi, Josh and the storyteller sneak away on scooters.
- 5 They decide to go dune hoppin'.
- 6 Bi requests a private link with the storyteller.
- 7 There is a crash.
- 8 Josh gets hurt.
- 9 Bi sneaks away on her own.
- 10 The med team arrives.

B. Compare endings

1.
Ending 1: concerned
Ending 2: annoyed
Ending 3: encouraging
2.
Ending 1: worried
Ending 2: unjustly treated
Ending 3: optimistic
3.
Ending 1: Josh
Ending 2: the storyteller
Ending 3: nobody, no one

s. 108

C. Words to learn

1.
a. familiar
b. convenient
c. Apparently
d. trying
e. constantly
f. including
g. mischievous
h. privately
- i. until further notice
j. Due to
k. allow
l. recent
m. avoids
n. manages

s. 109

D. Words in context

Förslag:

1. taking the bus, having a shower at night, doing homework in school
2. having to baby-sit, when others speak about you behind your back
3. getting sick, arguing with my parents, eating too many sweets/much candy

E. Combine

1	I	(It's <i>pretty convenient</i> communicating like this. – It's useful and saves time.)
2	C	(Tensions are <i>running high</i> . – People are getting more and more nervous.)
3	H	(Feelings and toes are <i>constantly getting stepped on</i> . – People are getting wronged and injured all the time.)
4	D	(She smiles <i>mischievously</i> . – In a naughty way)
5	J	(It's my job <i>on the line</i> . – In danger)
6	F	(I <i>didn't quite pull it off</i> . – Couldn't really manage.)
7	A	(I was <i>mooning over</i> Bi. – Dreaming about in a romantic way.)
8	E	(The doctor looks <i>sternly</i> at me. – Strictly and seriously.)
9	B	(He'll have to <i>be shuttled</i> back to Earth. – Be transported in a spacecraft.)
10	G	(That was a ridiculous <i>stunt</i> . – Spectacular action.)

s. 110

F. Opposites

- | | |
|----------------|-----------|
| 1. turn on | 5. tiny |
| 2. in front of | 6. forbid |
| 3. delete | 7. guilty |
| 4. narrow | 8. light |

H. The Encounter

Din lärare har facit (Teacher's Guide).

FACIT TILL GRAMMATIKÖVNINGARNA I WORKBOOK

1. OBESTÄMD ARTIKEL (Indefinite article)

s. 118

B. A or an?

1. **a** cat
2. **an** elephant
3. **a** year
4. **a** horror film
5. **an** important meeting
6. **an** SOS signal
7. **an** honest person
8. **a** UFO
9. **a** pair of jeans
10. **an** up-and-coming hockey player
11. **an** M.O.T test
12. **a** one-armed bandit
13. **an** unusual colour
14. **a** US spy
15. **a** European car
16. **an** L-shaped room

s. 119

C. Complete

- | | |
|-------|--------|
| 1. a | 7. an |
| 2. an | 8. a |
| 3. a | 9. an |
| 4. a | 10. an |
| 5. a | 11. an |
| 6. a | 12. a |

2. SUBSTANTIV (nouns)

Singular (ental) – Plural (flertal)

A. Work it out

Jämför med regelrutan sid. 119–120.

s. 120

B. Write the plural forms

- | | |
|-----------|------------|
| 1. buses | 5. stories |
| 2. parks | 6. beaches |
| 3. boxes | 7. knives |
| 4. wolves | 8. valleys |

C. Write the singular forms

- | | |
|---------|-----------|
| 1. lady | 5. life |
| 2. leaf | 6. fox |
| 3. bush | 7. tomato |
| 4. hero | 8. fly |

s. 121

D. Write the plural forms

- | | |
|-------------|--------------|
| 1. mice | 6. aircraft |
| 2. sheep | 7. men |
| 3. children | 8. feet |
| 4. women | 9. salmon |
| 5. teeth | 10. reindeer |

s. 122

E. Elena's travelogue

- | | |
|---------------|----------------|
| 1. days | 16. buses |
| 2. chairs | 17. faces |
| 3. tables | 18. oranges |
| 4. meals | 19. peaches |
| 5. mattresses | 20. potatoes |
| 6. flies | 21. tomatoes |
| 7. mice | 22. vegetables |
| 8. beaches | 23. shelves |
| 9. bridges | 24. loaves |
| 10. crocs | 25. lions |
| 11. feet | 26. zebras |
| 12. photos | 27. hippos |
| 13. trout | 28. countries |
| 14. churches | 29. wolves |
| 15. Children | 30. centuries |

Advice – a piece of advice

s. 124

A. Work it out

Jämför med regelrutan s. 124.

B. Translate

1. My grandma's advice is always good advice.
2. What's our homework for tomorrow?
3. This money is not enough for a trip around the world.
4. Do you like our new furniture? We bought it yesterday.
5. If you need more information, you'll find it on the Internet.
6. No news is good news.

3. PRONOMEN (Pronouns)

Det – it eller there?

s. 125

A. Work it out

Jämför med regelrutan sid. 125.

s. 126

B. Translate

1.
 - **Is there** anything good on telly/TV to-night?
 - No, **there's** absolutely nothing I'd like/ I want to see.
 - Hold on/Wait. **There's** a film on at nine.
 - What kind of /a/ film?
 - **It's** a film/movie by Scorsese. **It's** some kind of a maffia film/movie.
2.
 - I've been robbed. **Is there** a police station nearby?
 - Yes, **there's** one on/in Main Street.
 - Is **it** far?
 - A bit/Pretty far. **It's** a couple of miles. **It'll** take you half an hour on foot/if you walk.

Take bus number 37. **There's** a bus stop round the corner.

3.

- Yuck, **it's** cold. I'm freezing. How cold is **it**, really?
- **It's** minus ten/ten degrees below. And, **it's** snowing.

C. Complete

It was a perfect day for surfing.

There was a strong wind.

There were high waves.

It was simply a wonderful morning.

Then suddenly, **there were** dark clouds in the sky and

It was pouring down.

There was only one thing I could do, pack it up and go home.

Personliga, possessiva och reflexiva pronomen

s. 127

A. A friend of mine

I exempel 1 använder man *förenad form/självständig form*.

I exempel 2 använder man *förenad form/självständig form*.

B. Complete

1.
 - a. John Davis is **my** best friend.
 - b. John Davis is a very good friend **of mine**.
2.
 - a. Hello meet **our** relatives Ken and Lulu Sharp.
 - b. Hello, meet some relatives **of ours**.
3.
 - a. Are they **your** friends?
 - b. Are they friends **of yours**?
4.
 - a. Is Benny **her** boyfriend?
 - b. Is Benny a friend **of hers**?

5.
 a. Is Betty **his** girlfriend?
 b. Is Betty a friend **of his**?
6.
 a. Those people over there are **their** cousins.
 b. Are those people over there cousins **of theirs**?

s. 128

C. On my own – by myself

- | | |
|------------------|------------------|
| 1. by myself | 5. by himself |
| 2. by themselves | 6. by themselves |
| 3. by ourselves | 7. by herself |
| 4. by yourselves | |

4. VERB

s. 130

A. Do you remember?

Tillsammans med *Do, does* och *did* står alltid infinitivformen (verbets grundform).

Det är första formen i ett verbs tema.

B. Make negative sentences and questions

1.
 a) Their father **doesn't help** them with their homework.
 b) **Does** their father **help** them with their homework?
2.
 a) Laila and Edie **didn't see** a horror movie.
 b) **Did** Laila and Edie **see** a horror movie?
3.
 a) Our school **didn't buy** new laptops last week.
 b) **Did** our school **buy** new laptops last week?
4.
 a) Her sister **doesn't live** in London.
 b) **Does** her sister **live** in London?

5.
 a) She **didn't play** computer games a lot when she was young.
 b) **Did** she **play** computer games a lot when she was young?
6.
 a) His dogs **don't like** to play in the park.
 b) **Do** his dogs **like** to play in the park?

s. 131

Modala hjälpverb

Translate

Woman: May I buy you dinner?

Man: If you must.

Woman: It might be nice!

Man: I suppose it could be.

Woman: You should mind your manners.

Man: Why should I?

Woman: Because, now I will *not* buy you dinner.

Futurum

will- am (are, is going to) – shall

s. 132

A. Work it out

Jämför med regelrutan på sid. 132.

B. Translate and complete

- My brother starts school in August. I'm sure **he'll like** it.
- Arsenal have a very good team. **They'll win** easily on Saturday.
- Archie can't keep a secret. **He'll tell** everybody.
- It's very slippery. If you're not careful **you'll slip**.
- Don't worry, **I'll help** you.

s. 133

C. Translate and complete

- Sophie: That tablet is fantastic.
 Dylan: **Are you going to buy** one?

Sophie: **I'm** definitely **going to get** one.

2.

I feel awful. I think **I'm going to** faint.

3.

Dylan: Everybody's bought tickets for the concert. **It's going to be** crowded.

Sophie: What **are you going to wear**?

Dylan: **I'm going to wear** a black jumper and black trousers.

s. 133

D. Make questions

1. Shall I carry them (for you)?
2. Shall I help you?
3. Shall I take it for a walk?
4. Shall I cook dinner?
5. Shall we/I go to the cinema?

Would – should

s. 134

A. Work it out

Would betyder *skulle*.

Would används i den sats som står tillsammans med en *if*-sats.

Should betyder *bör/borde*.

Should används ofta när man *ger någon råd*.

B. Should or would?

1. You **shouldn't** drink that.
2. What **would** you do, if you won £1,000?
3. I wish they'**d/would** stop arguing.
4. **It would** be great, if you could come to my party.
5. Maybe Lisa'**d/would** come too if you ask her.
6. We're late. I think, we **should** take a taxi.
7. I don't like your cough. You **should** see a doctor.
8. **I'd/would** buy a motorbike, if I could afford it.
9. I think you **should** tell her the truth.

10. Lucy promised **she'd/she would** be back by six o'clock.

s. 135

C. Nice advice

1. You look very tired. **You should/ought to go to bed.**
2. You don't look well. **You should/ought to see a doctor.**
3. It's too far to walk. **We/You should/ought to take a bus.**
4. You have to get up very early. **You ought to/should go to bed/set the alarm.**
5. It's very cold. **I/You should /ought to put on a sweater.**

Must – have/has to – had to

s. 136

A. Work it out

När *måste* betyder *är tvungen att* används **must** eller **have/has to**.

När *måste* betyder *var tvungen att* används **had to**.

B. Complete

- | | |
|-----------|-----------|
| 1. had to | 4. had to |
| 2. must | 5. must |
| 3. must | 6. had to |

s. 137

C. Complete

- | | |
|------------|-----------|
| 1. have to | 4. had to |
| 2. had to | 5. has to |
| 3. have to | 6. had to |

Must not (mustn't) – don't/doesn't have to

A. Work it out

1. Här betyder *mustn't* att du inte får gå upp ur sängen (eftersom du är sjuk).

2. Här betyder *don't have to* att du inte behöver gå upp ur sängen (eftersom du sannolikt är ledig från jobbet).

s. 138

B. Complete

1. mustn't
2. don't have to
3. mustn't
4. mustn't
5. don't have to
6. don't have to
7. mustn't
8. don't have to
9. mustn't

C. Don't need to

2. You **don't need to** come to the party if you don't want to.
5. We **don't need to** run. We've got plenty of time.
6. Please! You **don't need to** shout. I can hear you clearly.
8. You can stay a little longer. You **don't need to** go yet.

Direct – indirect speech

s. 139

B. Change the sentences

1. Karen said that **she'd (would) help you with your homework.**
2. Tim said that **he'd (would) pick me/us up at seven.**
3. Maria said that **her parents were going to sell their house.**
4. Lucy said that **she'd (would) watch TV.**
5. Rodney said that **he'd be there by nine.**
6. Harry asked, if **he should help me/us.**
7. Patricia asked, **if she should come back tomorrow.**
8. My English teacher said that **I/we could do this.**
9. My class teacher said that **I/we had to be there on time.**

Ing-form

s. 140

Work it out

De följs alla av **ing-form**.

A. Complete the sentences

- | | |
|------------|--------------------|
| 1. seeing | 5. studying |
| 2. doing | 6. repairing |
| 3. driving | 7. surfing the net |
| 4. reading | 8. working |

s. 141

B. Translate and complete

1. worth doing
2. worth repairing
3. busy surfing the net/Internet.
4. used to working
5. worth visiting
6. used to eating hot food

Verb som följs av ing-form

s. 142

A. Translate

- | | |
|---------------------|--------------|
| 1. reading | 6. doing |
| 2. meeting | 7. smoking |
| 3. making | 8. singing |
| 4. yelling/shouting | 9. losing |
| 5. raining | 10. breaking |

Olika uttryck som följs av ing-form

s. 143

A. Complete

1. laughing
2. asking him
3. seeing her
4. eating fish and chips
5. waiting
6. opening the window?
7. watching TV/telly

8. going for/taking a walk
9. lying
10. helping

s. 144

B. Translate

1. It's no use complaining.
2. Do you mind helping me?
3. I couldn't help laughing.
4. I can't stand seeing him this upset.
5. She avoids/She's avoiding meeting me, I think.
6. There's nothing like reading a good book.
7. He wasn't used to going to bed this late.
8. Is this film/movie really worth seeing?
9. Stop nagging!
10. Do you really feel like eating snails?

Ing-form efter sit, stand, lie

D. What are they doing?

Förslag:

The girl/she lays (in the sofa) listening to music.

The boy/he sits (in the chair) playing Guitar Hero.

etc.

Infinitiv med to

s. 145

Translate

1. What would you like me to do?/What do you want me to do?
2. I want you to buy snacks and lemonade/ soda./ I'd like you to ...
3. When do you want the guests to arrive/ come?/ When would you like the guests to come?
4. I want them/ I'd like them to arrive/ come at seven.
5. I thought you said they'd come/arrive a bit earlier.
6. Holly has promised to help. Would you like her/Do you want her to come earlier?

Ing-form eller infinitiv med to?

Make sentences

Förslag:

1. We want you to help us.
2. I'd like them to make dinner.
3. Frieda avoids seeing him.
4. My parents can't stand smoking.

Pågående preteritum (The past continuous)

s. 146

A. Work it out

1. Preteritum används genomgående i texten.
2. I de tre första meningarna (som är pågående preteritum) beskrivs saker som pågick just för stunden/som Amelia höll på att göra eller kände just då. I de tre sista meningarna beskrivs saker som Amelia såg, inget hon höll på att göra.

s. 147

B. The past continuous or the past simple?

1. What **was our teacher doing** do when the kids broke the window?
2. It **was raining** when I got up this morning.
3. Was Jessica busy when you went to see her. Yes, she **was studying**.
4. a. How **did you break** the window?
b. We **were playing** football.
c. I kicked the ball and it **hit** the window.
5. a. The accident **happened** when Dad **was painting** the ceiling.
b. He **fell off** the ladder and **broke** his arm.
6. He **was driving** at over 100 kilometres an hour when the accident **happened**.
7. Believe it or not, but somebody **ran** off with my clothes while I **was swimming**.

s. 147

C. Answer the questions

1. were walking in the park
2. were listening to music
3. were you driving
4. Were you watching TV
5. a. were you doing
b. was taking it easy
6. were standing

Passiv form (The passive, the passive voice)

s. 148

A. Work it out

2. Passiv form består av en form av hjälp-
verbet *be* och den *första/andra/tredje*
formen i verbets tema.
3. *Is, was, has* används när det handlar om
en person eller sak.
Are, were, have används när det handlar
om flera personer eller saker.

B. Write them in the passive

1. This house **was built** in 1885.
2. My iPhone **was stolen** yesterday.
3. Good food **is served** in our school res-
taurant.
4. Many great films **are produced** in
Hollywood.

s. 149

C. Make sentences

Förslag:

Karen **was bitten** by a dog.
These cars **are liked** by everybody.
Dublin **was founded** by the Vikings.
Butter **is made** from milk.
John F. Kennedy **was assassinated** in 1963.
The first pyramids **were built** around
2500 BC.
The telephone **was invented** by Alexander
Bell.
etc.

D. Choose the right alternative

1. Look, dustballs everywhere. When **was**
this classroom **cleaned**?
2. This film **was made** many years ago.
3. My laptop **was stolen** two days ago.
4. But it **was found** by my homeroom
teacher today.
5. Where **were** these tablets **made**?
6. I **was asked** to come.
7. Sanderson **was sent** off for roughing.
8. **Have** you **been asked** to Sally's party?
9. Last night both our cats **were tempted**
to chase a mouse.
10. Look at that castle! I wonder when it
was built.

s. 150

E. The active and the passive

2.

Förslag:

Last week a black Ford Focus **was stolen** in
Main Street.
A couple of days later it **was found by**
two girls in Green Park. The car had a dent
in one of its swings and all the petrol **had**
been stolen. The police think the car was
involved in a traffic accident with another car
in King's Road. The thieves hit another car
and escaped. Nobody **was** seriously **injured**.
One person **was taken** to hospital for minor
injuries.

5. ADVERB (Adverbs)

s. 151

A. Work it out

1. *Happy* hör ihop med 'The girl!'. Happy är
ett *adjektiv*.
2. *Happily* hör ihop med verbet 'smiled', det
säger *hur* eller *på vilket sätt* hon log. Ord
som säger något om verbet kallas för
adverb.

s. 152

B. From adjective to adverb

1. She drives **carefully**.
2. He speaks **badly**.
3. She runs **fast**.
4. He paints **carelessly**.
5. She works **hard**.
6. He dances **well**.

s. 153

C. Adjective or adverb?

1. clear – clearly
2. nicely – nice
3. angrily – angry
4. well – good
5. terribly – Luckily
6. bad – badly
7. beautiful – beautifully
8. Unfortunately

D. Translate

1. Alice got many difficult questions. She answered quickly/fast and correctly.
2. The result of the test was incredibly/unbelievably good.
3. Dad said that he felt tired. We told him to drive carefully.
4. Liza ran 1500 metres/meters in less than 5 minutes. She was breathing hard/heavily after her run.
5. I can hardly wait for my birthday.
6. Don't you think that this is an extremely stupid/silly game.
7. I had lost my keys but luckily I found them in my locker.

s. 154

E. It's all about cricket!

- | | |
|---------------|------------------|
| 1. happy | 7. careful |
| 2. extremely | 8. patiently |
| 3. absolutely | 9. Unfortunately |
| 4. nervously | 10. easy |
| 5. politely | 11. probably |
| 6. easily | 12. hard |

6. KONJUNKTIONER (Conjunctions)

s. 155

A. What's missing?

1. Both – and
2. Neither – nor
3. either – or
4. not – until
5. if/whether
6. hardly – when
7. since
8. The – the

s. 156

B. Combine

- | | |
|------|------|
| 1. D | 5. H |
| 2. G | 6. B |
| 3. E | 7. C |
| 4. A | 8. F |

C. Complete

Förslag:

1. I didn't answer your text because I wanted to talk to you instead.
2. She phoned me as soon as she got back home.
3. I have neither a laptop nor a tablet in school.
4. If you want that job you can either talk to the boss or her secretary.
5. It started snowing while we were on our way to the concert.
6. Although we played very well, we lost in the end.

7. KONGRUENS (Agreement)

s. 157

A. Work it out

1. Fem ord är ental (singular): this – film – seems – doesn't – it
2. Sju ord är flertal (plural): those – teams – have – many – times – haven't – they

s. 158

B. From singular to plural

1. My brothers **wash** up every day.
2. **These** shops **close** at six.
3. **Those** buses **go** to Luton, **don't they?**
4. Our uncles **were** watching an MTV show/MTV shows.
5. **Have** your friends visited that country/**those** countries?
6. The paintings **were** sold for **many** million dollars/one million dollars.
7. Those **children** **have** **many** spare-time activities/one spare-time activity.

s. 159

C. From plural to singular

1. **My sister** watches a lot of soap operas on TV/a soap **opera** on TV.
2. Our **cat** **doesn't** catch any rats.
3. The **baby** **cries** when **he/she/it** is hungry.
4. **That woman** has a new **dress**.
5. **That picture** is really nice, **isn't it?**
6. **This shoe** **isn't** yours, **is it?**
7. **The man** is talking on **his** phone.

D. Translate

1. **Steven** hardly ever misses the bus to school.
2. **Kendra** is a girl **who** knows what **she** wants.
3. **This** is too **much** homework for one day, **isn't it?**
4. **There** were **many/a lot of** people at the party yesterday, **weren't there?**
5. **Jason and Scott** are totally/completely different, **aren't they?** **One of them** often lies and **the other one** always tells the truth.
6. **Money** **doesn't** solve all problems in life, **does it?**

8. ORDFÖLJD (Word order)

s. 160

A. Work it out

I den engelska meningen står **I** före **had** (subjektet före predikatet/verbet). I svenskan står **åt** före **jag** (predikatet/verbet före subjektet).

B. Translate

- | | |
|---------------|-----------------|
| 1. we went | 5. he whispered |
| 2. I thought | 6. I felt |
| 3. it is/it's | 7. they changed |
| 4. I promise | 8. we send |

s. 161

C. Make sentences

Förslag:

Last night **I watched** a film.

Sometimes **I feel** as if I'm being watched.

Without thinking, **I ran** across the street even though there were cars everywhere.

Of course **I wouldn't** go there if I didn't know I was welcome.

Early this morning as I got out of bed **I realised** I'd forgotten to lock the door last night.

Much later when everybody had left, **I flopped** in front of the TV.

Sooner or later **I'm** sure he'll realise his mistake.

When the police arrived at the bank, **they found** the burglar was waiting for them.

Unfortunately **I forgot** to bring my wallet, so I had to turn back home.

Just as I was getting off the bus **I remembered** that I'd left my bag on the seat.

If I see him again **I'll tell** him exactly what I think.

etc.

D. What's the word order?

1. The first time I tried **I felt very nervous**.
2. After a few minutes **Claire came into the room**.
3. When I came home **I went to bed straight away**.

Ordföljd – adverbial (Wordorder – adverbials)

s. 162

A. Work it out

I den engelska meningen står **never** före **lie** (adverbial före verbet). I svenskan står **ljuger** före **aldrig** (verbet före tidsadverbialet).

s. 163

B. Complete

1. Jared Larsen **never** helps me even if I ask him.
2. They **probably** understood that it was a joke.
3. Emmie is **always** nice to other people.
4. The car **suddenly** turned left.
5. I don't **usually** work on Sundays.
6. I can **hardly** wait until Monday before we meet again.
7. Young people of today **hardly ever** read any newspapers.
8. We have **already** finished our project.
9. Ron said he had **never** been to Ireland.
10. I think they have **already** left.
11. We realized right away that we would **soon** lose everything we had won so far.

C. Put them in the right order

So, I'm finally finished with all the grammar assignments I was given.



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