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# Introduction to the Teacher

*Starlight 8* is a modular secondary-level course for learners studying British English at upper-intermediate level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*Starlight 8* consists of six modules. Each module consists of nine units plus Language in Use, Revision and Skills Practice sections. The corresponding module in the Workbook provides the option of additional practice.

## COURSE COMPONENTS

### Student's Book & Workbook

The Student's Book is the main component of the course. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see **Elements of the Coursebook**).

The Workbook is in full colour and contains units corresponding to those in the Student's Book containing practice on all four language skills. It also contains a Grammar Bank, Revision Practice for students to prepare for their tests. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book.

### Teacher's Book and Tests

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book & Workbook and the tapescripts of the listening material. The Tests, one per module, are available for teachers to use as a formal means of checking their Ss' progress. There is also a full key to the Tests, listening tasks & tapescripts.

### Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section and the material for all listening tasks.

### Student's Audio CD

The S's Audio CD contains the main texts or model dialogues in the Reading sections of the Student's Book, Pronunciation/Intonation tasks as well as the Listening tasks of the Workbook for the purposes of homework and preparation.

## ELEMENTS OF THE COURSEBOOK

Each module begins with a modular spread that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practice the vocabulary presented.

### *Each module contains the following sections:*

#### Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. Vocabulary is practiced through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 1a, p. 10*)

#### Grammar

- The grammar items of each module are presented by means of clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

#### Listening tasks and Speaking practice

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practiced in each module, in this way reinforcing understanding of the language taught in the module.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.

#### Pronunciation/Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

#### Everyday English

These sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

#### Study Skills

Brief tips, explanations and reminders at various points throughout each module help Ss develop strategies which improve holistic learning skills and enable Ss to become autonomous learners of the English language.

## Writing Bank

This section provides preparation of the writing task types as they are presented in the Student's Book. It contains theory, plans, full-length model compositions and useful language to help Ss produce successful pieces of writing.

## Reading texts

These texts or situational dialogues practise specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students;
- top-down activities (scanning and reading for gist);
- bottom-up activities (reading for detailed understanding);
- oral reproduction (Ss outline the main points of the text).

## Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, postcards and reviews.

## Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learned and compare it to the culture of their own country.
- Each **Curricular section** enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learnt by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learnt throughout the module.

## Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games enable Ss to use the new language in an enjoyable way, using the format of a team competition and promoting humanistic learning.

The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

## Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

## Vocabulary Bank

This section contains presentation and practice of vocabulary items related to the theme of the module.

## American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

## Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

## Word List

A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

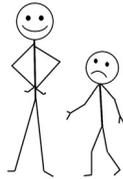
## SUGGESTED TEACHING TECHNIQUES

**A Presenting new vocabulary** *Starlight 8* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 18, Ex. 1b*)

Further techniques that you may use to introduce new vocabulary include:

- **Miming**. Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions**. Examples:
  - present the word **strong** by giving a synonym: "powerful";
  - present the word **strong** by giving its opposite: "weak";
  - present the word **weekend** by paraphrasing it: "Saturday and Sunday";
  - present the word **famous for** by giving its definition: "very well – known (person or thing)".

- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: "Rome is a city, but Parma is a town."
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

**Note:** *Check these words* sections can be treated as follows: Go through the list of words before Ss read the text and present the new words by giving examples, synonyms/opposites or miming their meaning.

Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

## B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them. Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

## C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 1, p. 8, Ex. 2a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (*See Student's Book, Module 1, p. 9, Ex. 2b/Module 1, p. 17, Ex. 9. Ss will have to read or listen to the text on page 16 for a second time in order to do the task. They are looking for specific details in the text and not for general information.*)

## D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (*See Student's Book, Module 1, p. 13, Ex. 6 where Ss use the same structures to express likes and dislikes.*)
- Ss are then led to **free** speaking activities. (*See Student's Book, Module 1, p. 18, Ex. 3 where Ss are invited to give and react to bad news, provided with the necessary lexical items and structures.*)

## E Writing

All writing tasks in *Starlight 8* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (*See Student's Book, Module 1, p. 20.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student's Book, Module 1, p. 20, Ex. 1. Ss are asked to write a story.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student's Book, Module 1, p. 21, Ex. 10.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

## F Projects

- When dealing with project work, it is necessary to prepare Ss well in class before they attempt the writing task at home.

## G Assigning homework

When assigning writing tasks, prepare Ss as well as possible in advance. This will help them avoid errors and get maximum benefit from the task.

Commonly assigned tasks include:

**Copy** – Ss copy an assigned extract;

**Dictation** – Ss learn the spelling of particular words without memorising the text in which they appear;

**Vocabulary** – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;

**Reading Aloud** – Assisted by the S's CDs, Ss practice at home in preparation for reading aloud in class;

**Project** – After they have been prepared in class, Ss complete the writing task; and

**Writing** – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

## H Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**

Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.

- **Oral fluency work:**

Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.

- **Written work:**

Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

## I Class organisation

- **Open pairs**

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 3 on p. 18 of the Student's Book.)

- **Closed pairs**

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 6 on p. 13 of the Student's Book)

- **Stages of pairwork**

- Put Ss in pairs.
- Explain the task and set time limit.
- Rehearse the task in open pairs.
- In closed pairs, get Ss to do the task.
- Go around the class and help Ss.
- Open pairs report back to the class.

- **Group work**

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

## J Using the Student's Audio CD

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio CD. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.
- All listening tasks in the Workbook are also included in the Student's CD.

## K Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's:

|        |                           |       |             |
|--------|---------------------------|-------|-------------|
| T      | Teacher                   | p(p). | Page(s)     |
| S(s)   | Student(s)                | e.g.  | For example |
| HW     | Homework                  | i.e.  | That is     |
| L1     | Students' native language | etc   | Et cetera   |
|        |                           | sb    | Somebody    |
| Ex(s). | Exercise(s)               | sth   | Something   |

# Starter

## Objectives

**Lesson Objectives:** To revise vocabulary for jobs, extreme sports, entertainment, the Internet, the weather, health issues, appearance & character and the environment; to practise everyday English

**Vocabulary:** Jobs (*video game tester, flight attendant, secret shopper, sales assistant, camp counsellor, police officer, dog walker, storm chaser, sports coach*); Extreme Sports (*street luge, speed skiing, windsurfing, mountain biking, paragliding, motocross, white-water rafting, rock climbing*); Entertainment (*audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon*); The Internet (*user-friendly interface, search engine, email account, login name, profile, browse, sign up, tight-knit community*); The Weather (*snow, blizzard, breeze, hail, sleet, rain, tornado, flood, shower, drizzle, wind, gale, storm, temperature, boiling hot, chilly, sunny spells, freezing cold*); Health Issues (*eye strain, hearing loss, thumb arthritis, swelling, itchy rash, skin infection, shoulder strain, upset stomach, immune system, insomnia, watery eyes, travel sickness*); Appearance & Character (*middle-aged, old, teenager, plump, well-built, overweight, skinny, medium, neck, beard, moustache, hair, curly, wavy, pierced, straight, wrinkles, freckles, tattoo, eyebrows, patient, generous, outgoing, blonde*); The Environment (*global warming, fossil fuels, greenhouse gas, lose habitats, polar ice caps, under threat, rise in temperature, become extinct*)

1 a) **Aim** To revise jobs

Give Ss time to complete the task and then check Ss' answers. Elicit more jobs from Ss (e.g. *teacher, actor, secretary, violinist, tour guide, etc.*).

**Answer Key**

1 H      3 E      5 A      7 C      9 F  
2 D      4 G      6 I      8 B

b) **Aim** To personalise the task

- Give Ss time to complete the task.
- Ask various Ss to tell the class. Ss should justify their answers.

**Suggested Answer Key**

*I'd like to be a teacher because I love children.*

2 **Aim** To revise extreme sports

Give Ss time to write the correct extreme sport under each picture and then check Ss' answers. Elicit more extreme sports from Ss (e.g. *kite surfing, sky diving, etc.*).

**Answer Key**

1 *white-water rafting*      5 *windsurfing*  
2 *speed skiing*      6 *motocross*  
3 *street luge*      7 *paragliding*  
4 *mountain biking*      8 *rock climbing*

3 **Aim** To revise vocabulary related to entertainment

- Go through the list of words and explain/elicite the meanings of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers around the class.

**Answer Key**

1 *icon*      5 *performance*      9 *scene*  
2 *scenery*      6 *lighting*      10 *props*  
3 *audience*      7 *stage*  
4 *fame*      8 *curtain*

4 **Aim** To revise vocabulary related to the Internet

- Go through the list of words and explain/elicite the meanings of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers.

**Answer Key**

1 *account*      4 *login*      7 *interface*  
2 *engine*      5 *profile*      8 *browse*  
3 *community*      6 *sign up*

5 **Aim** To revise vocabulary related to the weather

- Elicit various words related to weather (e.g. *hot, cold, freezing cold, etc.*). Ask Ss to describe weather conditions in their country. (*In my country, summers are hot.*)
- Give Ss time to complete the task and then elicit answers from Ss around the class.

**Answer Key**

1 *breeze*      3 *storm*  
2 *tornado*      4 *sunny spells*

6 **Aim** To revise vocabulary related to health issues

- Go through the list of words and explain/elicite the meaning of any that Ss are unsure of.
- Give Ss time to complete the sentences in pairs and then check Ss' answers around the class.

**Answer Key**

- |            |            |              |
|------------|------------|--------------|
| 1 immune   | 5 strain   | 9 insomnia   |
| 2 swelling | 6 shoulder | 10 infection |
| 3 sickness | 7 loss     | 11 upset     |
| 4 watery   | 8 rash     | 12 thumb     |

**7** **Aim** To revise vocabulary for appearance & character

- Give Ss time to complete the task and then elicit answers from Ss around the class. Ask Ss to justify their answers.

**Answer Key**

- 1 plump (refers to weight)
- 2 medium (refers to height)
- 3 neck (part of body)
- 4 pierced (ears, nose)
- 5 eyebrows (part of face, rest of words are special characteristics)
- 6 blonde (refers to hair)

- As an extension ask various Ss to present themselves to the class.

**Suggested Answer Key**

*I'm Laura and I'm 20 years old. I'm tall and slim with long, straight, brown hair and blue eyes. I'm patient and outgoing, but I can be stubborn at times.*

**8** **Aim** To revise vocabulary related to the environment

- Go through the list of words and explain/elicit the meaning of any that Ss are unsure of.
- Give Ss time to complete the task in pairs, then check Ss' answers.

**Answer Key**

- |               |              |           |
|---------------|--------------|-----------|
| 1 caps        | 4 fossil     | 7 lose    |
| 2 temperature | 5 greenhouse | 8 extinct |
| 3 Global      | 6 threat     |           |

**9** **Aim** To identify appropriate responses to everyday English expressions

- Explain the task.
- Allow Ss some time to complete it.
- Check Ss' answers.
- As an extension ask pairs of Ss to act out the exchanges.

**Answer Key**

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

# Breaking news

## Topic

In this module, Ss will explore the topics of world events, volcanoes, accidents & injuries, weird weather and disasters.

## Modular page

7

**Lesson objectives:** Overview of module

**Vocabulary:** World events (*technological invention, volcanic eruption, huge tropical storm, mine collapse, earthquake, tsunami*)

## 1a Volcano chasers

8-9

**Lesson objectives:** To read for gist & specific information, to revise tenses, to talk & write about volcano chasing

**Vocabulary:** Volcanic eruptions (*ash and gas fly up into the atmosphere, rocks and lava erupt out of the crater, lava pushes through vents in the side of the volcano*); Verbs (*erupt, grab, burn, mystify, shelter, admit*); Phrasal verbs (*take off, shoot up*); Nouns (*volcano, heat, gas mask, lava flow, deafening roar, acid, dormant volcano, steam, jet of lava, boulder, poisonous gas*); Adjectives (*freelance, dedicated, sharp*); Phrases (*ground is shaking, flaming hot lava, stunning photograph, in high demand, block the view, be worth it, be on the scene, spectacular shot, lava fountain, take precautions, matter of survival*)

## 1b Amazing escape

10-11

**Lesson objectives:** To read for gist, to read for cohesion & coherence, to learn the past perfect & the past perfect continuous, to prepare and act out an interview

**Vocabulary:** Accidents & injuries (*twist/sprain your ankle, go to hospital, faint with exhaustion & dehydration, see a doctor, slam a door on your finger, be very painful, badly gash your leg, have stitches, slip & break your arm, put on a cast, bang your head, put ice on it*); Verbs (*trap, struggle*); Phrasal verb (*chip away at*); Nouns (*canyon, sacrifice, climbing gear, first aid kit, crack, boulder, canyon wall, exhaustion, dehydration, rescue crew, prosthetic arm*); Adjectives (*remote, delirious*); Phrases (*disaster struck, get free, blunt penknife, administer first aid, be missing, notify authorities, live life to the fullest, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones*.)

## 1c Culture Corner

12

**Lesson objectives:** To listen & read for gist, to read for key information, to personalise a situation, to describe a national disaster, to compare and contrast disasters

**Vocabulary:** Verbs (*strengthen, declare, evacuate, smash, struggle to cope, pump, rebuild*); Nouns (*residents, state of emergency, levee, looting, violence, emergency services, the military, army engineers*); Adjective (*desperate*); Phrases (*eye of the storm, below sea level, come ashore, storm surge, slow recovery*)

## 1d Everyday English

13

**Lesson objectives:** Deciding what to watch on TV, to practise intonation in echo questions, to practise role-playing

**Vocabulary:** Sentences (*What are you watching this for?, It's nearly finished., What's on later?, Why don't you look in the TV guide?, I like the sound of that., Isn't there anything else on?, As long as we can change the channel at 8., That's fine with me!*)

## 1e Weird weather

14-15

**Lesson objectives:** To listen & read for gist, to read for specific information, to learn weather idioms, to talk & write about weird weather

**Vocabulary:** Weather idioms (*raining cats and dogs, every cloud has a silver lining, fair-weather friend, in a fog, be under the weather*); Verbs (*crash into, restore, occur, spin, ignite*); Nouns (*weather forecast, lightning storm, weather phenomena, nitrogen oxide, ozone layer, temperature, wildfire, region, witness, miracle*); Adjectives (*never-ending, violent, whirling, astonished, rare*); Adverb (*constantly*); Phrases (*wrap up warm, violent storm, silver lining, make world news, underground river, above ground*)

## 1f Disasters

16-17

**Lesson objectives:** To read for specific information, to read for cohesion & coherence, to revise quantifiers, to talk & write about a disaster

**Vocabulary:** Disasters (*closed down, washes away, running water, undersea earthquake strikes, force, evacuated*); Verbs (*strike, exceed, shake, head (for), roll (across), crash (into), struggle, collapse, rip (apart), blaze, sweep away, slam into*); Nouns (*nuclear meltdown, axis, foreshock, epicentre, authorities, warning, debris, landslide, mud, pylon, evacuation, explosion, technician, aftershock, relief worker, force*); Adjectives (*devastating, courageous, desperate*); Adverb (*inland*); Past participle (*loaded (with)*)

**1g Skills****18**

**Lesson objectives:** To describe a picture, to role-play giving & reacting to bad news, to listen for specific information, to write a news report

**Vocabulary:** Disasters (*rail accident, landslide, flood, factory explosion, road accident, plane crash, severe/freak storm, environmental disaster, tsunami, earthquake, war, avalanche*)

**1h Curricular: Geography****19**

**Lesson objectives:** To listen & read for gist, to read for key information, to give a presentation on tsunamis

**Vocabulary:** Verbs (*slide, force, ripple, flatten*); Nouns (*speed, tectonic plates, fault line, pebble, shore, fast tide, impact, ecosystem*); Adjective (*initial*); Adverbs (*outwards, inland*); Phrases (*undersea landslide, volcanic eruption in its path, on a large scale, tremendous damage, loss of life*)

**1i Writing****20-21**

**Lesson objectives:** To analyse a model story, to practise using adjectives and adverbs, to write a story

**Vocabulary:** Adjectives (*deafening, dark, terrified, massive, heavy*); Adverbs (*rapidly, carefully, violently*)

**Skills 1****22-24**

**Lesson objectives:** To read for specific information, to listen for key information, to predict the content of a text and read for key information, to consolidate vocabulary related to films/TV programmes, to express likes and dislikes, to practise word formation, to practise key word transformations, to write a story

**Language in Use 1****25**

**Lesson objectives:** To present/practise phrasal verbs with *back, call* and *carry*, to practise prepositional phrases, to form compound adjectives, to revise collocations, to do a quiz, to write a quiz

**Russia 1****26**

**Lesson objectives:** To listen and read for gist, to read for specific information, to consolidate information in a text, to develop critical thinking skills, to make a poster about the International Space Station

**Vocabulary:** Verbs (*interrupt, orbit, congratulate, honour*); Adjective (*scheduled, cosmic*); Nouns (*broadcasting, mankind, conquest, hero, icon*)

**►► What's in this module?**

Read the title of the module *Breaking news* and ask Ss to suggest what they think the module will be about (*it is about world events and disasters*). Go through the topic list and initiate a discussion to stimulate Ss' interest in the module.

**Vocabulary****1 Aim** To present vocabulary for world events

- Play the recording with pauses for Ss to repeat as a class or individually.
- Check Ss' pronunciation and intonation.

**2 a) Aim** To introduce new vocabulary

- Give Ss time to complete the sentences in pairs.
- Check Ss' answers.

**Answer Key**

- |            |           |       |
|------------|-----------|-------|
| 1 launched | 3 caused  | 5 hit |
| 2 rescued  | 4 erupted |       |

**b) Aim** To match vocabulary to pictures

- Ask Ss to look at the pictures A-E and then match the world events in Ex. 1 to them.
- Check Ss' answers.

**Answer Key**

- A technological invention  
B mine collapse  
C huge tropical storm  
D volcanic eruption  
E earthquake & tsunami

**3 Aim** To listen for gist

- Explain the task and play the recording.
- Ss listen and match the extracts to two of the pictures.
- Check Ss' answers.

**Answer Key**

Extract 1 – D

Extract 2 – B

**OVER TO YOU!****Aim** To personalise the topic

Ask Ss to close their books, then elicit answers from various Ss around the class.

**Suggested Answer Key**

*The Microsoft Corporation launched the first tablet PC in 2002.*

*33 men were trapped in a mine in Chile.*

*Hurricane Katrina caused terrible flooding in New Orleans and lots of people died.*

In 2010, a volcano in Iceland erupted.

There was a terrible earthquake and a tsunami in Japan in 2011 and thousands of people died.

### BACKGROUND INFORMATION

The **Microsoft Corporation** is an American company that develops and manufactures a range of computing, gaming and electronic products including Windows, Microsoft Office, Xbox 360, as well as digital services including MSN and Windows Phone. It was founded by Bill Gates and Paul Allen in 1975. The **Atacama Desert** is in Chile in South America to the west of the Andes Mountains. It covers a 1000-km strip of land along the Pacific coast. It is said to be the driest place in the world.

**New Orleans** is a large city in the state of Louisiana, in the south of the USA. It has a population of 1.2 million people and covers 9,726 square km. It is famous for its jazz music, its cuisine and its festivals, especially Mardi Gras.

**Iceland** is an island country in the North Atlantic Ocean. It is part of Europe and the capital city is Reykjavik. It has a population of 318,452 people. It is famous for its volcanoes and glaciers.

**Japan** is an island country in East Asia in the Pacific Ocean. It is also known as the Land of the Rising Sun. The capital city is Tokyo and the population is 127 million people.

## 1a Volcano chasers

### Vocabulary

- 1 **Aim** To present new vocabulary related to volcanic eruptions

- Play the recording with pauses for Ss to listen and repeat as a class or individually.
- Direct Ss' attention to the picture on p. 8 and ask them to use the captions to tell the class what happens when a volcano erupts.

#### Suggested Answer Key

When a volcano erupts, ash and gas fly up into the atmosphere. Rocks and lava erupt out of the crater and lava pushes through vents in the side of the volcano.

### Listening & Reading

- 2 a) **Aim** To predict the content of the text and listen and read for gist

- Direct Ss' attention to the title, the introduction and the first sentence in each paragraph and elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check.

#### Suggested Answer Key

The text is about a man who photographs volcanic eruptions for a living.

- b) **Aim** To read for specific information

- Give Ss time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

1 A    2 C    3 D    4 B    5 D

- 1 He can't stay this close for too long because the gases and acids will destroy his camera ... (para 2)
- 2 It takes a lot of patience ... (para 3)
- 3 ... the volcano was throwing out rocks the size of cars, so for most of the time he was sheltering behind a large boulder! (para 4)
- 4 ... but that doesn't stop him from taking precautions because this is a job where safety is a priority. (para 5)
- 5 As Martin admits, "One has to know when it's safe to come near and when it is a matter of survival to stay away ..." (para 5)

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words. Alternatively, ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**volcano (n):** a mountain which can explode

**erupt (v):** to throw out ash, steam and lava

**grab (v):** to take sth quickly

**heat (n):** a high temperature

**burn (v):** to feel too hot

**gas mask (n):** a special face covering that protects you from poisonous gas

**lava flow (n):** the movement of hot molten rock

**ground is shaking (phr):** the earth is moving up and down quickly

**deafening roar (n):** a very loud noise

**take off (phr v):** to leave the ground (plane, helicopter)

**acid (n):** a corrosive liquid

**flaming hot lava (phr):** molten rock as hot as fire

**freelance (adj):** working for different organisations and getting paid for each piece of work

**stunning photograph (phr):** amazing picture  
**in high demand (phr):** very popular  
**dedicated (adj):** devoted, committed  
**dormant volcano (n):** not active volcano  
**steam (n):** water vapour  
**block the view (phr):** prevent sb from seeing sth by being in the way  
**mystify (v):** to puzzle  
**be worth it (phr):** to deserve the effort put into it  
**be on the scene (phr):** to be at the right place at the right time  
**spectacular shot (phr):** amazing photo  
**lava fountain (phr):** lava which is sent up into the air and falls back down again  
**jet of lava (n):** a powerful thin stream of lava  
**shoot up (phr v):** to move upwards suddenly  
**shelter (v):** to take cover  
**boulder (n):** large rock  
**take precautions (phr):** to take actions to ensure safety  
**poisonous gas (n):** a harmful type of air  
**sharp (adj):** having a thin edge; not blunt  
**admit (v):** to say that sth is true  
**matter of survival (phr):** whether sb lives or dies

**3** **Aim** To consolidate new vocabulary through synonyms; to identify parts of speech

- Direct Ss' attention to the words in bold in the text.
- Read through the list of synonyms and then give Ss time to match them to the words in bold.
- Check Ss' answers and then elicit the part of speech for each word.

**Answer Key**

**ground (n):** earth  
*(is) shaking (v):* (is) moving up and down  
**freelance (adj):** not employed by others  
**dedicated (adj):** devoted  
**block (v):** prevent you from seeing  
**mystifies (v):** puzzles  
*(was) sheltering (v):* (was) hiding  
**boulder (n):** rock  
**precautions (n):** safety measures

**4** **Aim** To practise new vocabulary

Give Ss time to complete the task. Check Ss' answers.

**Answer Key**

- |                   |                    |
|-------------------|--------------------|
| 1 volcano erupted | 4 Poisonous gas    |
| 2 deafening roar  | 5 Flaming hot lava |
| 3 dormant volcano | 6 blocked, view    |

**Grammar**

**5** **Aim** To revise present and past tenses

- Refer Ss to the **Grammar Reference** section to revise use of tenses.

- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit their reasons for their choice of tenses used.

**Answer Key**

- 1 tripped, cut, was walking (one action happening after another in the past & an action in progress)
- 2 hasn't reached (an uncompleted action in the present)
- 3 are exploding (an action happening now, at the moment of speaking)
- 4 are going (fixed future arrangement)
- 5 has been working (emphasis on the duration of an action which started in the past and continues up to the present)
- 6 are leaving (fixed future arrangement)
- 7 were looking, was flowing (two actions in progress at the same time in the past)

**6** **Aim** To practise past and present tenses and time expressions using personal examples

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Suggested Answer Key**

*I get up early every day.  
 Last week, I went to the cinema.  
 At this time last Monday, I was sitting in my French lesson.  
 I went to Spain on holiday two years ago.  
 I haven't finished my history project yet.  
 I am studying English now.  
 I have only been learning French for a month.  
 I have already planned my summer holiday.  
 I haven't done any chores since last weekend.*

**Speaking & Writing**

**7** **Aim** To write and talk about an imaginary experience

- Give Ss three minutes to write a few sentences answering the questions in the rubric from Martin Rietze's point of view referring back to the text on p. 8 if necessary.
- Ask various Ss to read their sentences to the class out loud.

**Suggested Answer Key**

*The volcano has just erupted. I can hear the deafening roar of the volcano. I can see the red hot lava flowing and I can feel the heat burning my face even through my gas mask. The ground beneath my feet is shaking. I feel scared.*

# 1b Amazing escape

## Vocabulary

- 1 a) **Aim** To introduce topic-related vocabulary
- Direct Ss' attention to the pictures 1-6.
  - Read the phrases under each one out loud and explain/ elicit the meanings of any unknown words.
  - Play the recording. Ss listen and repeat as a class or individually.
- b) **Aim** To relate a personal experience to the topic
- Ask various Ss to tell the class about any accidents they had like the ones in the pictures.

### Suggested Answer Key

*I once twisted my ankle. I had to go to hospital.  
I once fainted with exhaustion. I had to see a doctor.  
I once badly gashed my leg. I had to have stitches.  
I once slipped and broke my arm. I had to put on a cast.  
I once banged my head against a tree. I had to put ice on it.*

## Reading

- 2 a) **Aim** To listen and read for gist
- Direct Ss' attention to the picture, title and introduction in the text.
  - Elicit Ss' guesses as to what sacrifice Aron had to make.
  - Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

### Answer Key

*He had to cut off his own arm to stay alive.*

- b) **Aim** To read for cohesion & coherence
- Give Ss time to read the text again and match the missing sentences (A-F) to the gaps (1-5).
  - Check Ss' answers and elicit Ss' justifications for their choices.

### Answer Key

- 1 E he took things he needed for one day  
2 A it: the boulder  
3 F At first ... four days and freezing cold nights passed ...  
4 B reached a decision ... that could save his life ... if he didn't rescue himself now ...  
5 D living life to the fullest ... has become a better climber ... He also works ...

## BACKGROUND INFORMATION

The **Blue John Canyon** is in Utah, USA. It is a slot canyon which means it is very narrow, deep and winding. It is part of the Canyonlands National Park and it is famous as the accident site of Aron Ralston.

**Moab** is a city in Grand County, Utah, USA. Around 5,000 people live there. It is a popular stop for tourists on their way to the Canyonlands National Park and the Arches National Park which are nearby.

**127 Hours** is the name of a film written, directed and produced by Danny Boyle. It stars James Franco as Aron Ralston who was trapped in Blue John Canyon in Utah for 127 hours and had to cut off his arm to save his own life. It was nominated for six Academy Awards.

- 3 **Aim** To consolidate new vocabulary

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Answer Key

**remote (adj):** far away from towns, cities and other people  
**canyon (n):** a long narrow valley with steep sides

**sacrifice (n):** the action of giving up sth important in order to get sth else

**climbing gear (n):** equipment needed for climbing such as ropes and hooks

**first aid kit (n):** a small box with medical supplies

**crack (n):** a long narrow space between two parts of sth

**disaster struck (phr):** sth bad happened suddenly

**boulder (n):** a large rock

**trap (v):** to block your way or prevent you from moving

**canyon wall (n):** the side of the canyon

**struggle (v):** to try very hard to achieve sth

**get free (phr):** to escape

**chip away at (phr v):** to break small pieces off sth using sth else

**exhaustion (n):** extreme tiredness

**dehydration (n):** the state of extreme thirst

**delirious (adj):** unable to think clearly because you are unwell

**blunt penknife (phr):** a small pocket knife that folds up that is not sharp

**administer first aid (phr):** to give medical assistance

**be missing (phr):** to have disappeared

**notify authorities (phr):** to contact the police or health services

**rescue crew (n):** trained emergency service personnel

**live life to the fullest (phr):** to get the most out of life and enjoy every moment

**prosthetic arm (n):** a false arm that replaces a missing one

**motivational speaker (phr):** a person who gives inspiring lectures/talks for a living

**disabled athlete (phr):** a sportsperson who has a physical disability

**troubled teenager (phr):** a young person who has problems

**desperate struggle (phr):** risky ordeal

**loved ones (phr):** family and close friends

- Then, give Ss time to use the correct words to complete the summary.
- Check Ss' answers by asking various Ss to read the summary to the class.

#### Answer Key

- |                          |                        |
|--------------------------|------------------------|
| 1 Canyon                 | 7 dehydration/         |
| 2 first aid kit          | exhaustion             |
| 3 disaster struck        | 8 blunt penknife       |
| 4 boulder                | 9 notified authorities |
| 5 struggled              | 10 prosthetic arm      |
| 6 exhaustion/dehydration |                        |

## Grammar

### 4 **Aim** To present the past perfect and the past perfect continuous

- Read the table aloud and explain that we form the past perfect with **had/hadn't + past participle** and the past perfect continuous with **had/hadn't + been + verb -ing**.
- Explain that we use the past perfect to talk about an action that happened before another action in the past.
- Explain that we use the past perfect continuous to talk about an action that happened for a period of time before another past action and to emphasise the duration of a past action.
- Refer Ss back to the text in Ex. 2 and elicit examples.

#### Answer Key

*had gone, hadn't told, had been climbing all day, had realised, had used*

### 5 **Aim** To practise the past perfect and the past perfect continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

- |                    |                   |
|--------------------|-------------------|
| 1 had stopped      | 4 hadn't taken    |
| 2 had been walking | 5 had been hiking |
| 3 had left         |                   |

### 6 **Aim** To practise the past perfect and the past perfect continuous

- Explain the task and give Ss time to complete the task using the prompts.
- Check Ss' answers around the class.

## Answer Key

- 1 Jeff was happy because he had won first prize.
- 2 Lucy was tired because she had been working all morning.
- 3 Betty was sad because she had failed the test.
- 4 They were exhausted because they had been digging the garden all day.
- 5 Mark was thrilled because he had graduated from college.

#### Suggested Answer Key

- 2 I was tired because I had been studying all night.
- 3 I was sad because I had lost my purse.
- 4 I was exhausted because I had been playing basketball all afternoon.
- 5 I was thrilled because I had passed all my exams.

## Speaking & Writing

### 7 **Aim** To consolidate information in a text through role play

- Play the recording. Ss listen and follow the text in their books.
- Explain the task and give Ss time to prepare their questions and answers.
- Ask various Ss to present their interviews to the class.

#### Suggested Answer Key

**Aron:** No, I'd been climbing alone many times before.

**TV Presenter:** Why didn't you tell anyone where you were going that day?

**Aron:** To be honest, I really thought I would be back by evening as I had done so many times before.

**TV Presenter:** Is that why you didn't even take your mobile phone with you?

**Aron:** Not really. There's no mobile phone reception in the canyon.

**TV Presenter:** I see. How did you feel when you realised you were trapped?

**Aron:** I was optimistic that someone would come along and help me, but then after a few days had passed I understood that I would have to rescue myself. I had been chipping away at the boulder without success so I knew there was only one thing I could do to free myself and that was to cut off my arm.

**TV Presenter:** That must have been a tough decision. How did you know you would survive?

**Aron:** It was tough but I knew I couldn't stay as I was for much longer because I was exhausted and dehydrated.

**TV Presenter:** How did you handle the pain?

**Aron:** I don't know – I just did.

**TV Presenter:** Then when you were free, how did you feel?

**Aron:** I was happy and relieved, but I knew I still had a long way to go to get out of the canyon. Luckily, I managed to make it back to my truck.

**TV Presenter:** Do you still climb today?

**Aron:** Yes, I do, and I'm an even better climber now than I was before.

**TV Presenter:** *That's amazing! Well, thank you so much for coming on the show.*

**Aron:** *My pleasure.*

### Activity for weaker classes

Write the questions in the Suggested Answer Key on the board. Ss, in pairs prepare their dialogues.

## 8 **Aim** To develop critical thinking skills

- Give Ss three minutes to write a few sentences expressing their opinion.
- Ask various Ss around the class to read their sentences to the class.

### Suggested Answer Key

*Aron's decision surprised me because it was very brave and something not many people would be able to do. It shows us that some people can do whatever it takes to survive. I definitely agree with his decision because if he hadn't cut off part of his arm, he would have died.*

## 1c Culture Corner

### 1 **Aim** To listen and read for gist

- Ask Ss to look at the picture and answer the question.
- Play the recording. Ss listen and follow the text in their books.
- Ss check their answers.

### Answer Key

*Hurricane Katrina has seriously affected New Orleans. A lot of people lost their homes and many others lost their lives.*

### 2 **Aim** To read for key information

- Go through the subheadings A-G and elicit/explain any unknown words. Give Ss time to do the task.
- Check Ss' answers. Ask Ss to justify their answers.

### Answer Key

1 E    2 B    3 A    4 G    5 F    6 D

- 1 *birth of storm – storm formed*
- 2 *gathering strength – became stronger*
- 3 *surrounded/water – river on two sides, lake/north, most of city below sea level*
- 4 *awful situation – left city/temporary shelters, begging for help, suffering from looting*
- 5 *help at last – eventually, moved into, get food, pumped last of water*
- 6 *moving on – slow recovery*

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**strengthen (v):** to become stronger

**residents (n):** the people who live in a place

**declare (v):** to state publicly

**state of emergency (n):** a non-permanent state when the government takes special measures to deal with a dangerous situation

**evacuate (v):** to make the people in an area leave because of an emergency

**eye of the storm (phr):** an area of calm weather at the centre of a tropical storm

**below sea level (phr):** (of the land) lower than the surface of the sea

**come ashore (phr):** to come onto the land from the sea

**levee (n):** an embankment for preventing flooding

**storm surge (phr):** a sudden powerful movement of water or wind created by a storm

**smash (v):** to break violently

**looting (n):** large scale action of stealing from stores and houses that people have left

**violence (n):** behaviour intended to harm or kill people

**emergency services (pl n):** the fire, police and ambulance services

**struggle to cope (phr):** to have difficulty handling a situation

**the military (n):** armed forces

**desperate (adj):** being in a very bad situation

**army engineers (n):** people who work for the army to build roads and bridges

**pump (v):** to force liquid to flow in a certain direction

**slow recovery (phr):** (of a situation) gradual improvement

**rebuild (v):** to build again

## BACKGROUND INFORMATION

**The Bahamas** is a country made up of 29 islands. It is located in the Atlantic Ocean to the southeast of the USA off the coast of Florida. The capital city is Nassau and the population is around 330,000 people. It is a popular tourist destination.

**Miami** is a large city in the state of **Florida** in the southeast United States. The population is 5.5 million people and the city is an important commercial, entertainment and cultural centre.

**The Gulf of Mexico** is an ocean basin surrounded on three sides by land between Mexico, the USA and Cuba. It is around 1,300 kilometres across and the deepest part is 4,384 metres. It is an important ecosystem and was badly damaged by the Deepwater Horizon oil spill in 2010.

**The Mississippi River** is the biggest river system in the USA. It is 3,730 km long and crosses 10 states. The Mississippi River Delta drains into the Gulf of Mexico.

**Lake Pontchartrain** is not actually a lake, it is an estuary in southeast Louisiana. It is 1,600km<sup>2</sup> in area and averages 3 to 4 metres in depth.

3 **Aim** To consolidate new vocabulary

- Ask Ss to read the text again and give them time to match the words accordingly.
- Check Ss' answers.

**Answer Key**

**declared:** announced

**evacuating:** sending people to a place of safety

**under threat:** in danger

**came ashore:** moved from the sea to land

**smashed:** broke

**the elderly:** old people

**begging:** asking anxiously

**looting:** stealing

**cope:** manage

4 **Aim** To consolidate new vocabulary

Give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- |            |            |            |             |
|------------|------------|------------|-------------|
| 1 tropical | 4 threat   | 7 rise     | 10 pump     |
| 2 declare  | 5 level    | 8 beg      | 11 lose     |
| 3 eye      | 6 shelters | 9 struggle | 12 recovery |

5 **Aim** To personalise a situation

Explain the task and ask various Ss to use the phrases in Ex. 4 to narrate their experience to the class.

**Suggested Answer Key**

*We heard about the tropical storm, but when the mayor declared a state of emergency, we knew we had to evacuate the city. The city is below sea level and there is a great risk of flooding. When the eye of the storm missed the city, some people relaxed and thought it would be OK. We didn't. We thought it would be best to leave and stay in temporary shelter until the danger passed. We watched the scenes on the television and saw the waters rise. People were begging for help and struggling to cope. We stayed away until the army had pumped the water out of the city. After that we went back to help rebuild the city, including our own house.*

6 **Aim** To describe a national disaster; to compare and contrast disasters

- Explain the task and ask Ss to look up information on the Internet or in encyclopaedias and other reference books.
- Ask various Ss to compare their disaster with the New Orleans disaster.
- Check Ss' answers.

**Suggested Answer Key**

*On 12th January, 2010, a terrible earthquake struck the country of Haiti in the Caribbean. It was a catastrophic 7.0 magnitude earthquake. Three million people were affected. 46,000 people died, 300,000 were injured and 1 million people became homeless. Most of the buildings in the cities of Port-au-Prince and Léogâne were destroyed. Since the earthquake, efforts to bring the cities back to life have been made but progress is slow. One year later, only 5% of the rubble has been cleared and there are still 1 million refugees living in tents.*

*The disaster is different to that of New Orleans because New Orleans was destroyed by water. Also, in New Orleans the people were warned that the storm was coming. In Haiti there was no warning. In addition, Haiti is a poor country whereas the USA is a rich country so recovery is faster for New Orleans.*

## 1d Everyday English

1 **Aim** To introduce the topic & present new vocabulary

- Direct Ss' attention to the TV guide and elicit which programmes Ss like the most/the least.
- Ask Ss to tell their partners and give reasons using the adjectives in the list.
- Monitor the activity around the class and then ask some pairs to report back to the rest of the class.

**Suggested Answer Key**

*My favourite programme in the TV guide is CSI: New York because it is really interesting and thought-provoking to see how they try to solve a crime.*

*My least favourite TV programme is Grey's Anatomy because I find hospital dramas really boring and totally predictable.*

2 **Aim** To present situational language

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

3 **Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and answer the questions in the rubric.
- Check Ss' answers.

**Answer Key**

*Andy and Becky decide to watch American Idol and then CSI.*

*CSI starts at 8.*

4 **Aim** To identify synonymous phrases in a dialogue

- Read the phrases out loud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

**Answer Key**

*Actually, I'm enjoying it. – I happen to find it interesting.  
Is there another option? – Isn't there anything else on?  
I think I'd enjoy that. – I like the sound of that!  
No problem. – That's fine with me.*

### Intonation

5 **Aim** To practise intonation in echo questions

- Explain the task and read the example aloud.
- Give Ss time to complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat as a class or individually.
- Pay attention to Ss' intonation.

**Answer Key**

- 2 *It's a documentary about what?*
- 3 *The film's on at what time?*
- 4 *He's paid how much a show?*
- 5 *The Simpsons have been running for how long?*

### Speaking

6 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2 and the TV guide from Ex. 1 to complete the task.
- Ss complete the task in pairs using the plan.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *What are you watching this for? Cartoons are silly!*  
B: *I find it funny. Anyway, it's nearly finished.*  
A: *What's on later?*  
B: *Why don't you look in the TV guide?*  
A: *OK. Well, after this there's a soap opera on Channel 1 or there's a wildlife programme on Channel 2.*  
B: *Soap operas are boring and I don't like wildlife programmes much. Isn't there anything else on?*  
A: *Sportsline is on Channel 3. We can watch that.*  
B: *OK. I like the sound of that! As long as we can change the channel at 6:30. I want to see The Daily Show.*  
A: *OK. That's fine with me!*

## 1e Weird weather

### Vocabulary

1 **Aim** To generate topic-related vocabulary

- Ask Ss to copy the word map headings into their notebooks and then give them three minutes to add as many words as they can think of.
- Check Ss' answers on the board.

**Suggested Answer Key**

**Nouns:** clouds, lightning, thunder, wind, snow, hail, sleet, heat, gale

**Verbs:** rain, snow, shine, pour, spin, crash, light up, rain

**Adjectives:** windy, snowy, crisp, freezing, cool, scorching, heavy, strong, puffy, whirling, swirling, violent

**Extreme conditions:** cyclone, hurricane, storm, whirlwind

2 **Aim** To develop critical thinking skills

- Play the recording.
- Ss listen to the music and sounds.
- Ask various Ss around the class to say what they think the weather is like and what they imagine they can see, feel, hear and smell.

**Suggested Answer Key**

*I think the weather is cold. I can see snow, bare trees and a winter landscape. I can hear the wind blowing. I can feel the cold. I can smell nature.*

3 **Aim** To introduce topic-related vocabulary

- Play the recording. Ss listen and repeat together or individually.
- Elicit which of the unusual weather phenomena Ss have heard of.
- Direct Ss' attention to the pictures and elicit which of the phenomena they can see.

**Answer Key**

- 1 *a never-ending lightning storm*
- 2 *a fire tornado*
- 3 *raining animals*

### Reading & Listening

4 **Aim** To read for gist

- Direct Ss' attention to the title and subheadings in the text and play the recording.
- Ss listen and follow the text in their books and find out which of the weather phenomena the texts are about.

**Answer Key**

- A a never-ending lightning storm  
 B a fire tornado  
 C raining animals

5 **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 DS      3 T      5 T      7 T  
 2 T      4 T      6 F

- 2 ... the lightning activity produces nitrogen oxide which may help to restore the ozone layer.  
 3 ... ball lightning... lasts longer than a lightning bolt.  
 4 A fire tornado can happen when high temperatures from a wildfire mix with strong winds.  
 5 Luckily, fire tornados are very rare.  
 6 ... has been happening... for over a century.  
 7 One explanation is that strong winds... could pick them up ...

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**weather forecast (n):** predictions about the weather from official sources

**wrap up warm (phr):** to wear lots of warm clothes

**never-ending (adj):** having no end

**lightning storm (n):** a storm during which a series of lightning appears

**weather phenomena (pl n):** different types of weather events

**constantly (adv):** always

**crash (into) (v):** to hit sth very hard

**violent (adj):** very strong and causing a lot of damage

**silver lining (phr):** positive side

**nitrogen oxide (n):** a chemical compound of nitrogen and oxygen

**restore (v):** to cause sth to be in its previous condition again

**ozone layer (n):** part of the Earth's atmosphere

**occur (v):** to happen

**whirling (adj):** turning around in circles

**temperature (n):** the measurement of how hot or cold sth is

**wildfire (n):** a fire that spreads quickly and goes out of control

**make world news (phr):** to be reported all over the world

**astonished (adj):** amazed; shocked

**spin (v):** to turn around very quickly

**ignite (v):** to make sth start burning

**rare (adj):** unusual

**region (n):** area

**witness (n):** a person who sees sth happening

**violent storm (phr):** bad weather with strong winds and heavy rain that causes a lot of damage

**miracle (n):** an unexplainable event that people believe is caused by a god; wonder

**underground river (phr):** a body of water that runs below the ground

**above ground (phr):** on top of the earth

**BACKGROUND INFORMATION**

**Catatumbo River** is a river that starts in Northern Colombia and ends in Lake Maracaibo in Venezuela. It is 338 kilometres long and it is famous for the Catatumbo Lightning which takes place at the mouth of the river.

**Lake Maracaibo** is a large bay connected to the Gulf of Venezuela in the north of Venezuela. It is 75 km long, 67 km wide, 59 metres deep and it contains saltwater.

**Brazil** is the largest country in South America. The capital city is Brasilia and the population is 190 million people. The people speak Portuguese and they are known for their love of football.

**Kanto** is a region in **Japan** in Asia that includes the Greater Tokyo Area, the country's capital. Around one third of the population of Japan live in this region. In 1923, there was a huge earthquake in Kanto that killed over 100,000 people.

**Yoro** is a region in the north of **Honduras** in Central America. It covers an area of around 5,000 km<sup>2</sup> and has lots of fertile farmland. The population is around 500,000 people and it is famous for the rain of fishes (Lluvia de Peces).

6 **Aim** To consolidate new vocabulary

- Explain the task and give Ss some time to complete it in pairs.
- Check Ss' answers.

**Answer Key**

- 1 weather forecast      4 spin  
 2 lightning storm      5 violent storm  
 3 world news      6 restore

7 a) **Aim** To present weather-related idioms

- Explain the task.
- Give Ss some time to complete it.
- Check Ss' answers and elicit any similar idioms in Ss' L1.

**Answer Key**

- 1 D      2 A      3 C      4 B      5 E

b) **Aim** To practise idioms

- Give Ss time to complete the sentences.
- Check Ss' answers.

**Answer Key**

- 1 *raining cats and dogs*
- 2 *in a fog*
- 3 *fair-weather friend*
- 4 *every cloud has a silver lining*
- 5 *is under the weather*

## Speaking & Writing

8 **Aim** To consolidate information in a text

- Ss work in pairs and discuss what they have learned from the text.
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

*Lightning activity produces nitrogen oxide which may help restore the ozone layer.  
I learned about fire tornados which I hadn't heard of before.  
There is a rain of fish every summer in Honduras.  
I had never heard of ball lightning before.*

9 **Aim** To write about an imaginary experience

- Explain the situation and give Ss a three-minute time limit to write a few sentences describing how they feel.
- Ask various Ss to read their sentences aloud.

**Suggested Answer Key**

*... pouring with rain and I am soaking wet. Hundreds of slippery fish are all over the ground. It's weird and a bit disgusting! People are collecting the fish to take home to cook. I feel as if I'm dreaming.*

# 1 f Disasters

## Vocabulary & Reading

1 a) **Aim** To present vocabulary related to disasters

- Elicit/Explain the meaning of the words/phrases in the list.
- Explain the task and give them time to read and fill in the headlines.
- Play the recording. Ss listen and check.
- Check Ss' answers around the class. Elicit L1 translations for the headlines.

**Answer Key**

- |               |                 |
|---------------|-----------------|
| 1 UNDERSEA    | 5 CLOSED DOWN   |
| 2 STRIKES     | 6 EVACUATED     |
| 3 WASHES AWAY | 7 RUNNING WATER |
| 4 FORCE       |                 |

b) **Aim** To activate vocabulary

Refer Ss to the headlines and elicit answers from various Ss around the class.

**Suggested Answer Key**

*In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, a 10-metre tsunami followed which washed away many houses and cars. The force of the Japan quake was so big that it moved the island by about 2.4 metres. Many nuclear power stations in the areas where the quake struck had to be closed down. Half a million Japanese people evacuated their houses and almost 1.4 million in total were without running water.*

2 **Aim** To stimulate interest in the topic and read for specific information

- Read the rubric aloud and elicit questions from Ss around the class.
- Give Ss time to read the text and try to answer the questions.
- Check Ss' answers around the class.

**Suggested Answer Key**

- 1 *How strong was the earthquake? It was a magnitude 9 quake.*
- 2 *How many people died? Over 15,000 people died.*
- 3 *How far inland did the tsunami reach? It reached 10 km inland.*

3 **Aim** To read for cohesion and coherence

- Explain the task and give Ss time to complete it. Remind them to look at key words before and after the gaps that will help them find the missing sentences.
- Check Ss' answers around the class. Elicit which words helped them decide.

**Answer Key**

- 1 C      2 A      3 F      4 E      5 D

- 1 *devastating tsunami ... swept away*
- 2 *hundreds of kilometres away ... closer to the epicentre*
- 3 *a wall of water ... washed away houses ... hurled ships far in land*
- 4 *pylons had crumbled ... without power, ...*
- 5 *Over 15,000 people died ... there were hardly any survivors*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up

**Suggested Answer Key****strike (v):** to hit; to occur**devastating (adj):** very damaging**nuclear meltdown (n):** a failure in the system of a nuclear reactor where fuel rods melt and radiation escapes**axis (n):** the invisible line which the Earth rotates around**foreshock (n):** a small earthquake that precedes a bigger one**exceed (v):** to go over/more than**shake (v):** to move quickly back and forth or up and down**epicentre (n):** the spot on the surface of the Earth where the earthquake occurs**authorities (pl n):** the people in a town/city who have the power to make decisions**warning (n):** an announcement by authorities informing people of a possible danger/threat**head (for) (v):** to go towards**roll (across) (v):** to move along turning over and over**crash (into) (v):** to hit sth with great force**loaded (with) (pp):** being full of sth**debris (n):** pieces of sth destroyed**landslide (n):** a great amount of soil and rocks falling from the side of a mountain**mud (n):** a mixture of soil and water**pylon (n):** a tall metal structure with electric cables that transmit electricity**evacuation (n):** the act of sending people away from an area under threat or in danger**explosion (n):** a sudden and violent burst or blast**courageous (adj):** brave**technician (n):** a person skilled in a certain technical job**struggle (v):** to try very hard**aftershock (n):** a small earthquake that follows a big one**relief worker (n):** sb hired to help those in need**desperate (adj):** panicked; frightened**collapse (v):** to fall down suddenly**rip (apart) (v):** to completely destroy sth**blaze (v):** to burn strongly**force (n):** power; strength**sweep away (phr v):** to clear; to cause sth to disappear**inland (adv):** away from the coast towards the middle of the land**slam (into) (v):** to hit with great force**4 Aim** To consolidate new vocabulary

- Explain the task to Ss and give them time to complete it. Ss work in pairs.
- Check Ss' answers around the class.

**Answer Key****triggered:** started**partial:** incomplete**frantic:** panicked & frightened**hurled:** violently threw**stranded:** unable to leave**swamp-like:** very wet**crumbled:** broken into small pieces**rubble:** pieces of bricks, stones & other materials**clinging to:** holding on tightly**Grammar****5 a) Aim** To revise quantifiers (*some, any, a few, (a) little, much, many, a lot of/lots of*)

- Write on the board in two columns: **How many eggs?** **How much water?**
- Elicit that we use **how many** to ask about countable nouns (C) (nouns we can count e.g. *one house-two houses*) and **how much** to ask about uncountable nouns (U) (nouns we cannot count e.g. *flour-some flour*: NOT: ~~two flours~~). Copy and complete the following table on the board:

| How many eggs?   | How much water?  |
|--|--|
| too many eggs               | too much water                  |
| a lot of/lots of eggs       | a lot of/lots of water          |
| some/a few eggs            | some/a little water            |
| (very) few/not many eggs  | (very) little/not much water  |
| not any/no eggs  | not any/no water              |

- Remind Ss that we normally use **any** in questions and negations and **some** in statements.
- Ask Ss to choose between the following pairs of sentences: *Would you like some cake?/ Would you like any cake? – Can I have some water?/Can I have any water?* Elicit that we can use **some** in questions when we make an offer or a request. Refer Ss to the **Grammar Reference** section for more information.
- Ss complete the task in closed pairs. Check Ss' answers around the class. Ask Ss to give example sentences using the quantifiers.

**Answer Key**

1 C, C, C, C/U

3 U, U, U

2 C, C/U, C/U, C

4 U, C/U, U

**b) Aim** To practise quantifiers

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Elicit sentences from various Ss around the class. Ss should justify their answers.

**Answer Key**

- |       |            |             |
|-------|------------|-------------|
| 1 any | 3 A lot of | 5 Most, any |
| 2 few | 4 a little | 6 much, any |

**Suggested Answer Key**

- |                       |                                  |
|-----------------------|----------------------------------|
| 1 (C – interrogative) | 4 (U)                            |
| 2 (C – affirmative)   | 5 (plural – C), (negative – U)   |
| 3 (C – affirmative)   | 6 (U – negative), (C – negative) |

- There were **some** aftershocks after the earthquake.
- Rescue workers wasted **little** time and started looking for survivors.
- Much** damage was caused by the earthquake.
- Only a **few** people survived.
- A lot of people evacuated the town because there was **too much** damage, but **some** people stayed.
- There weren't **many** houses that people could live in and **some** people stayed in shelters.

6 **Aim** To introduce/practise quantifying phrases

- Refer Ss to the **Grammar Reference** section to revise usage of the quantifying phrases in bold.
- Ss do the task in pairs. Check Ss' answers around the class. Ss should justify their answers.
- Elicit more examples from the text.

**Answer Key**

- a number of (not possible C), large amount of (U), a great deal of (U), plenty of (C/U)
- a little (not possible U), quite a lot of (C/U), quite a few (C), plenty of (C/U)
- any (not possible – negative), no (C/U), hardly any (C/U), a small number of (C)
- Much (not possible U), A large number of (C), Several (C), A couple of (C)
- Every (not possible – singular C), All (C), Several (C), Each (of) (C)

Examples from text: **a great deal of** time(U), **quite a few** foreshocks (C), **many** office workers (C), **much** worse (U), **a large number of** aftershocks (C)...

7 **Aim** To practise using **the whole of, both, neither, either and none**

- Ask Ss to close their books.
- Write the following sentences and do a quick revision of the quantifiers on the board:  
e.g. *The water flooded **the whole of** the town. Unfortunately, **both** the town **and** the countryside suffered from damages. **Both of these** videos show the disaster in Japan. **Both Ted and** Larry play tennis. **Neither of** my brothers has/have heard the news. **Neither John nor** Ryan has heard the news. **Either** they evacuate now **or** later. **Either of** these suits look good on you. **None of** her sisters were rescued.*

- Elicit that we use **the whole of** with singular countable nouns and NOT with uncountable nouns. Remind them that **both ... and** (*the one and the other*), **neither (of)** (*not one or the other*) and **either (of)** (*the one or the other*) refer to two people, things or groups, and that they can be used with *of* or on their own. e.g. *Both (of them) were happy.*
- Elicit that **none** refers to more than two people, things or groups.
- Refer Ss to the **Grammar Reference** section for further information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- Neither (*not one and not the other*)
- both (*refers to two*)
- The whole of (*all the*)
- Either (*choice between two*)
- none (*more than two*)

8 **Aim** To practise using different quantifiers in sentences

- Explain the task.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

**Suggested Answer Key**

**The whole of** the northeastern coast of Japan was hit by the tsunami.

**A large amount of** people were affected.

There was **hardly any** time to evacuate when the earthquake struck.

**Most people** were told to leave their homes.

As the days passed, there was **little hope** of finding missing people.

Only **a few** people survived.

**Speaking & Writing**

9 **Aim** To consolidate a text

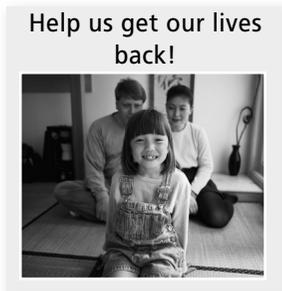
- Play the recording. Ss listen and follow the text in their books.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

*It was about a quarter to three and I was on my way to lunch. Suddenly, as I was crossing the street the ground began to shake. I froze on the spot as I saw office workers running out of their buildings and watched as the buildings shook violently. People were screaming and crying. To make matters worse, authorities announced a tsunami was heading our way and ordered people to run to high ground. There were frantic people everywhere running up the hills. Once up on the hill, we watched as a 10-metre-high tsunami crashed into the coast. It washed away houses, cars and buildings. I felt terrified.*

10 **Aim** To expand on the topic

- Explain the task and ask Ss to work in groups and draw a picture. Alternatively, assign the task as HW.
- Ask Ss to present their picture(s) to the class.

**Suggested Answer Key**

## 1g Skills

**Vocabulary**1 a) **Aim** To present disasters

- Direct Ss' attention to the disasters in the list.
- Play the recording. Ss listen and repeat as a class or individually.
- Go through the list of disasters and elicit which ones are natural and which ones are influenced by man.
- Then elicit which disasters are shown in the pictures.

**Answer Key**

|                     |                      |
|---------------------|----------------------|
| 1 influenced by man | 7 natural            |
| 2 natural           | 8 influenced by man  |
| 3 natural           | 9 natural            |
| 4 influenced by man | 10 natural           |
| 5 influenced by man | 11 influenced by man |
| 6 influenced by man | 12 natural           |

Picture 1 – war

Picture 3 – flood

Picture 2 – rail accident

Picture 4 – earthquake

b) **Aim** To match disasters to headlines

- Give Ss time to complete the task.
- Check Ss' answers. Ask Ss to give justifications.

**Answer Key**

|                             |
|-----------------------------|
| A 1 (train)                 |
| B 10 (tremors)              |
| C 8 (oil spill, coast)      |
| D 6 (aircraft)              |
| E 4 (blast, chemical plant) |
| F 7 (hurricane)             |

G 3 (rising river waters)

H 2 (side of mountain collapses)

2 a) **Aim** To listen for gist

Play the recording. Ss listen and match the descriptions to the pictures.

**Answer Key**

A 1 B 3 C 4 D 2

b) **Aim** To describe a picture

- Ss work in pairs and choose a picture to describe to their partner.
- Monitor the activity around the class and then ask various Ss to describe the pictures.

**Suggested Answer Key**

In picture 1, I can see five soldiers. They are wearing army clothes. They are all wearing gloves and hats. Four of them are looking through binoculars and one person is writing on a piece of paper. There is a vehicle behind them. I think it is a tank.

In picture 2, there is a large train engine. It is black with a red front with the letters 'SP' in white. It has come off the tracks, but it hasn't fallen over. There are two men by the side of the tracks in yellow jackets. I think they are discussing what to do.

In picture 3, there are a number of people walking along a raised walkway which runs along a flooded street. The people are wearing boots and pulling small suitcases along so I think they are being evacuated from a flooded town. Along the side of the street there are shops, but they are partly under the water.

In picture 4, there is a rescue worker and a search and rescue dog. They are in a collapsed building. I can see broken concrete walls. The dog is looking into an area which has collapsed and maybe it can smell a person trapped there. The man is wearing safety gear. He is wearing blue coveralls and a hard hat with a light on it.

**Speaking**3 **Aim** To role-play giving and reacting to bad news

- Explain the task and ask two Ss to act out the example exchange.
- Ss work in pairs and use the useful language in the box and the headlines in Ex. 1b to make exchanges.

**Suggested Answer Key**

A: You'll never guess what's happened! Violent tremors have hit the capital city.

B: Oh no! That's terrible!

A: Did you see the news? There's been an oil spill off the coast.

B: That's so depressing.

A: Have you heard? There was a dangerous blast at a chemical plant.

B: Really? How horrible!

A: Guess what happened! Some buildings downtown were damaged by a hurricane.

B: I don't believe it.

A: Look at this! Rising river waters have closed roads.

B: It's awful, isn't it?

A: Did you hear about the side of a mountain that collapsed onto some homes?

B: Oh no! That's awful!

## Listening

### 4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5 and underline the key words. Elicit what the radio news report will be about (*a train crash and a flood*).
- Play the recording. Ss listen and tick the sentences as true or false.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

#### Answer Key

1 F    2 T    3 T    4 F    5 F

### 5 **Aim** To give a news report

- Explain the task. If necessary, assign it as HW. You can photocopy the script for Ex. 4 on p. 18 for Ss to use as a model but Ss' reports should be shorter.
- Ss work in pairs and prepare their news reports.
- Ask various Ss to read their reports to the class.

#### Suggested Answer Key

On Sunday, 22nd May, 2011 a massive tornado struck the city of Joplin in Missouri, USA. The tornado was one of the most destructive in US history. Winds of 320 kmph swept through the city causing widespread damage and considerable loss of life. The president said everything possible will be done to help survivors rebuild their community.

## 1h Curricular: Geography

### 1 **Aim** To introduce the topic and read for specific information

- Elicit what Ss know about tsunamis.

#### Suggested Answer Key

I know that tsunamis are huge waves that can cause terrible damage to coastal areas.

- Ask Ss to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books and see if they can answer the questions.

#### Suggested Answer Key

- 1 Why do they happen? (They are usually caused by an undersea earthquake.)
- 2 Why is there sometimes more than one at a time? (There are often other waves following a tsunami because of the ripple effect.)
- 3 How destructive can a tsunami get? (It can cause the loss of life, flatten buildings and trees and destroy whole ecosystems.)

### 2 **Aim** To read for key information

- Ask Ss to read the subheadings A-G and then give them time to read the text and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

1 G    2 E    3 B    4 C    5 F    6 D

- 1 undersea/underwater
- 2 move suddenly
- 3 the water ripples
- 4 wave moves, hit shore/strong and fast tide
- 5 slowly get smaller
- 6 powerful force, loss of life

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**speed (n):** the rate at which sth moves  
**undersea landslide (phr):** huge piece of land under the sea falling away from another piece  
**volcanic eruption (phr):** activity during which a volcano explodes  
**tectonic plates (pl n):** pieces of the Earth's crust  
**fault line (n):** the place where two tectonic plates meet  
**slide (v):** to move smoothly over sth  
**force (v):** to use a lot of strength to move sth  
**pebble (n):** a small smooth stone  
**ripple (v):** (of water) to move gently in small waves  
**outwards (adv):** away from the place sth started  
**shore (n):** the place where the sea meets the land  
**come inland (phr):** to come away from the coast  
**fast tide (phr):** a natural movement of sea water but at great speed  
**impact (n):** the force of one thing hitting another  
**in its path (phr):** in the way of another thing  
**initial (adj):** first  
**on a large scale (phr):** over a wide area or involving lots of people/things  
**tremendous damage (phr):** a large amount of destruction

**loss of life (phr):** death

**flatten (v):** to destroy; to level

**ecosystem (n):** all the plants and animals that live in an area and their relationship to each other in the food chain

### 3 **Aim** To consolidate new vocabulary

Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

- |                   |                     |
|-------------------|---------------------|
| 1 earthquake      | 4 shore/inland/path |
| 2 tectonic plates | 5 flatten           |
| 3 pebble/scale    |                     |

### 4 **Aim** To consolidate information in a text

- Give Ss time to prepare their answers and tell their partners.
- Check Ss' answers by asking various pairs to tell the class.

#### Suggested Answer Key

*I have learned what causes a tsunami.*

*Not all tsunamis are giant waves, some are strong tides.*

*An undersea earthquake usually happens on a fault line.*

*I didn't know there were underwater volcanoes.*

### 5 **Aim** To research a topic

- Explain the task. Ask Ss to use the Internet or other sources of reference to collect information. Explain that Ss should first research the topic to collect information, then decide which information they will present and in which order. Ss should paraphrase the information. Ss can use pictures, drawings, etc to enrich their presentation. Ss can make a PowerPoint presentation.
- Ss work in pairs and prepare their presentations.
- Ask various pairs to present their information to the class.
- Alternatively, assign the task as HW and ask various pairs to present their information in the next lesson.

#### Suggested Answer Key

*The word 'tsunami' comes from a Japanese word which means 'harbour wave'.*

*Testing nuclear devices by exploding them under the sea can cause a tsunami.*

*A historian in ancient Greece first made the connection between tsunamis and underwater earthquakes.*

*The wave travels very fast and increases in height only when it reaches shallow water.*

## 1 Writing

### 1 **Aim** To analyse the rubric

- Ask Ss to read the **Writing Tip**.
- Ask Ss to read through the rubric and the key words in bold and answer the questions.
- Explain to Ss that it is very important to read the rubric carefully so that they include all the points mentioned.
- Check Ss' answers around the class.

#### Answer Key

- 1 a story
- 2 readers of a travel magazine
- 3 a nasty holiday experience
- 4 between 120-180 words
- 5 first-person narrative

### 2 **Aim** To analyse a model story

- Read the rubric aloud, give Ss time to read the model story and answer the questions.
- Check Ss' answers.

#### Answer Key

- 1 The writer sets the scene by introducing the main characters (himself and his friend James), saying where and when they were (travelling across the USA during a summer holiday), and what they were doing (taking a journey on a steam train).
- 2 The climax event is when the train started rocking dangerously from side to side and people started screaming.
- 3 In the end, the train slowed down and pulled into the next station.
- 4 The characters felt relieved that no one was injured.

### 3 **Aim** To sequence a story

- Explain the task to Ss and give them time to reread the text and complete the task.
- In pairs, have Ss compare their results.
- Check Ss' answers around the class.

#### Answer Key

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

### 4 **Aim** To identify adjectives in a story

- Ss do the task.
- Check Ss' answers.

#### Answer Key

- 1 thrilling
- 2 smooth
- 3 screeching

5 **Aim** To identify adverbs in a story

Elicit the adverbs in the story that describe the verbs in the list from Ss around the class.

**Answer Key**

- 1 slowly                      3 dangerously      5 anxiously  
2 frantically                4 quickly

6 **Aim** To practise using adjectives and adverbs

- Explain the task. Elicit which of the words in the list are adjectives/adverbs.
- Ss do the task. Check Ss' answers.

**Answer Key**

- 1 deafening (adj), violently (adv)  
2 terrified (adj), massive (adj), rapidly (adv)  
3 Dark (adj), heavy (adj)  
4 carefully (adv)

7 **Aim** To practise using linkers that show sequence of events

- Explain the task to Ss and give them time to complete it.
- Check answers around the class.

**Answer Key**

- 1 As soon as                4 Suddenly                7 and then  
2 Eventually                5 and  
3 While                      6 Before

8 **Aim** To understand how to set the scene

- Ask Ss to read through the **Study Skills** box.
- Ask Ss to say how the writer sets the scene in the story in Ex. 2. (*who* = my friend James and I, *where* = travel across the USA, *when* = summer)
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Suggested Answer Key**

Last Saturday afternoon, Steve and his friends were enjoying themselves in their sailing boat. Suddenly, the sky went dark and the wind began to blow hard. Huge waves hit their boat and Steve and his friends felt frightened.

9 **Aim** To predict the content of a story and practise sequence of events

- Direct Ss' attention to the pictures and elicit what each one shows and ask Ss to decide in which order they go.
- Play the recording. Ss listen and check.

**Answer Key**

- 1 C a huge wave hit the jeep  
2 A the characters put their surfboards in the jeep  
3 D the emergency services rescued them  
4 B they went to the beach, there were dark clouds and the wind was strong

10 **Aim** To write a story

- Read the rubric aloud and elicit answers to the questions in the plan from various Ss around the class. Refer Ss to the **Writing Bank** for more details.
- Give Ss time to write their story and remind them to use a variety of adjectives and adverbs.
- Then ask various Ss to read their stories aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key***A Nasty Experience*

It was a lovely sunny day in August. Matt and his three friends decided to go surfing at a sandy beach that they knew about 20 miles away. After they had loaded their surfboards in the back of Matt's jeep, they clambered inside and set off happily.

At first, the sun was shining brightly but by the time they got to the beach, dark clouds began to appear in the sky. The wind started blowing hard and the sea was full of big white waves. Excited rather than disappointed by the change in the weather, Matt drove onto the beach and parked on the sand.

The four friends were about to get out of the jeep and get their surfing gear when, all of a sudden, a huge wave smashed against the side of the vehicle and overturned it. They knew they had to get out quickly before another wave struck. Harry managed to open a door. "This way, hurry!" he shouted. Unluckily, Max's seatbelt was stuck. The boys screamed frantically as they tried to release him. Eventually, they managed, but not before the jeep was half full of water!

Matt phoned the emergency services and before long they were towing the jeep out of the water. Everyone sighed with relief. It had been a nasty experience but at least they were safe.

## Skills 1

## Reading

1 **Aim** To understand the task and read for gist

- Give Ss time to read the rubric and the text.
- Explain that by reading a text the first time we can get a better idea of what the text will be about.
- Go around the class and elicit what the text is about.

**Suggested Answer Key**

*It is about a radio play in 1938 about an alien invasion.*

- Ask Ss to read the statements (1-5).
- Give them time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 F *It was the night before Halloween*
- 2 F *... listening to a radio programme featuring Ramon Raquello and his Orchestra*
- 3 T *It was so realistic that thousands of listeners were convinced ... was taking place*
- 4 NS
- 5 T *... when people found out ... were furious*

**Listening**

- 2 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and the headings A-F.
- Elicit what words Ss may expect to hear.

**Suggested Answer Key**

- B *disaster at sea – huge waves, boat sank*  
 C *hope after the disaster – alive, optimistic, find survivors*  
 D *disruption to daily lives – travel problems*  
 E *taken by surprise – unexpectedly, not prepared*  
 F *paying for a wrong decision – ignored warnings, risks*

- b) **Aim** To listen for key information

- Play the recording. Ss listen and complete the task.
- Check Ss' answers around the class and elicit which words helped them.

**Suggested Answer Key**

- Speaker 1 C *(alive, optimistic, survivors)*  
 Speaker 2 D *(citizens go out only if necessary)*  
 Speaker 3 E *(unexpectedly, not prepared)*  
 Speaker 4 F *(warned, should not have risked)*  
 Speaker 5 A *(lucky, amazingly no one seriously hurt)*

**Reading**

- 3 a) **Aim** To predict the content of a text and read for gist

- Ask Ss to read the rubric.
- Direct Ss' attention to the title and the picture of the text.
- Elicit what the text is about from various Ss around the class.
- Ask Ss to read through the text quickly and check.

**Suggested Answer Key**

*The text is about the job of a photojournalist.*

- b) **Aim** To read for specific information

- Give Ss time to read the text and mark the statements correctly.
- Ss compare their answers with those of their partners.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 T *most photographers ... my photos don't have words*
- 2 NS
- 3 T *... I love ... diversity*
- 4 F *I'm old fashioned ... from Alaska to Zanzibar*

**Speaking**

- 4 a) **Aim** To identify expressions for expressing likes/dislikes

- Read the rubric aloud and then play the recording. Ss complete the task.
- Check Ss' answers and elicit the person's reasons.

**Answer Key**

**Likes:** *(I enjoy, I just love) I find them really exciting and interesting.*

**Dislikes:** *(I'm not really a fan of, I can't stand) I think both of these are silly and a waste of time.*

- b) **Aim** To consolidate vocabulary related to films/TV programmes

- Ask the Ss to work in pairs and brainstorm for words related to films/TV programmes.
- Elicit answers from various students.

**Suggested Answer Key**

**Films:** *adventure, horror, sci-fi, western, detective, romance etc.*

**TV programmes:** *reality show, talk show, documentary, police drama, soap opera etc.*

- c) **Aim** To express likes and dislikes.

- Explain the task and ask Ss to work in pairs to prepare their answers.
- Ss should use the vocabulary in ex. 4b as well as the Useful Language box in ex. 4a.
- Ask Ss to present their answers to the class.

**Suggested Answer Key**

*I really like watching quite a lot of programmes on TV but I absolutely love documentaries. I think that they are very interesting and sometimes fun. You can learn a lot of things that you would need a great deal of time to find out yourself by researching the internet or looking up in encyclopedias otherwise. The fun part lies to the fact that you can find out amazing and sometimes unbelievable things about the world around us. For example, I was*

amazed to discover that the male seahorse gives birth to the offspring and not the female one.

On the other hand though, I hate watching talk shows or reality shows on TV. I can't understand why so many people watch them. I find them so boring. For me, they're just a waste of time. I usually watch TV in the evenings when I have done my homework or during the weekends when I have a lot of free time, and to be honest, I sometimes spend quite a lot of hours in front of a TV set. On average, I would say, I spend ten to twelve hours per week watching TV.

## 5 **Aim** To practise word formation

- Explain that the words in bold are the stem from which the missing words are derived.
- Give Ss time to complete the task and then compare their answers in pairs.
- Check Ss' answers.

### Answer Key

- |                 |               |
|-----------------|---------------|
| 1 documentary   | 4 terrified   |
| 2 active        | 5 Fortunately |
| 3 concentration |               |

| NOUN<br>ABSTRACT/<br>CONCRETE | NOUN<br>PERSON | VERB        | ADJECTIVE   | ADVERB      |
|-------------------------------|----------------|-------------|-------------|-------------|
| document<br>documentary       |                | document    | documentary |             |
| action                        | actor          | act         | active      | actively    |
| concentration                 |                | concentrate | –           | –           |
| terror                        |                | terrify     | terrified   |             |
| fortune                       | –              | –           | fortunate   | fortunately |

- As an extension, ask Ss to start a word formation section in their notebooks. Ss draw columns labelled: NOUN ABSTRACT/CONCRETE, NOUN PERSON, VERB, ADJECTIVE, ADVERB and list words they come across in word formation exercises and write their derivatives. Ss can revise this section regularly.

## 6 **Aim** To practise sentence structure (lexical & grammatical)

- Explain the task.
- Explain that the second sentence should have the same meaning as the first one. Remind Ss that the word in bold cannot be changed.
- Point out that Ss can use two to five words to fill in the gap including the word in bold.
- Read the first sentence and direct Ss to the word in bold.
- Elicit/Explain that they have to find out what the question is testing (passive, past perfect, part of speech, etc).
- Remind Ss to check for spelling and grammar mistakes.

- Give Ss time to complete the task.
- Check Ss' answers.

### Answer Key

- 1 ... the first time I had ...
- 2 ... have been many changes ...
- 3 ... did not succeed in finding ...
- 4 ... didn't pay attention to ...
- 5 ... are in high demand ...

## Writing

### 7 a) **Aim** To write a story

- Read the rubric aloud and elicit what the key words are (*what you are writing, who the readers are, what the story is about, how long*).
- Ask Ss to write the headings in the rubric in their notebooks and give them time to think of ideas for them.
- Give Ss time to write their story. Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Answer Key

**Key words:** college's English magazine, story, 'An Amazing Rescue', appear, next edition, 120-180 words

### b) **Aim** To use a checklist to improve a story

- Read the checklist aloud.
- Explain that this helps Ss to improve their writing skills.
- Ask Ss to check their writing, following the checklist.

### Suggested Answer Key

#### An Amazing Rescue

Mark Chase is a very lucky man who survived a nasty accident with his lorry on a road in Mt Morris. It was around 2:30 in the afternoon and Mark was driving along the road when another car went through a red light and hit him.

Suddenly, Mark's lorry skidded off the road and fell sideways into a stream. Luckily, he had been wearing a seatbelt, but he soon realised that he couldn't open the door. The water from the stream was flowing into the cabin and he had to hold his head up to keep from drowning. Further up the road some men had heard the crash. They called the emergency services and went to see what they could do.

By the time they reached the lorry, they realised they couldn't wait for the emergency services to arrive. At first they tried putting rocks under the lorry to keep it out of the water, but the ground was too soft and the rocks just sank into it. The only way to save Mark was to turn the lorry upright again. They pushed hard and managed to turn the lorry over and save Mark.

Mark couldn't hold back his tears as he looked at his rescuers. He knew that without them he wouldn't be alive. His lorry was ruined, but he felt lucky to be alive.

# Language in Use **1**

## 1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- 1 away                      3 on                      5 off  
2 out                        4 up                      6 out

## 2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.
- Ask Ss to start a **Prepositions** section in their notebooks and use it to list words that go with prepositions in alphabetical order.
- Ask Ss to revise this section regularly as this will help them use the English language in a natural way.

### Answer Key

- 1 at            2 to            3 in            4 in            5 for

## 3 **Aim** To consolidate words which are often confused

Explain the task and give Ss time to complete it and then check Ss' answers.

### Answer Key

- 1 stay                      3 blocked                      5 reached  
2 shake                      4 rose

### Note:

- keep sb alive**
- rise – rose – risen:** intransitive verb – doesn't take an object, **raise – raised – raised:** transitive verb – takes an object; (raise your hand) **arise – arose – arisen** (for problems, difficulties, etc.)
- arrive in a big city, arrive at a small area (village)**

## 4 **Aim** To form compound adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- 1 never-                      3 thought-                      5 man-  
2 well-                      4 thirty-

## 5 **Aim** To revise vocabulary from the module

Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- 1 tectonic-                      5 arm                      9 take  
2 flow                      6 emergency                      10 struck  
3 freelance                      7 environmental  
4 volcanic                      8 dormant

## Quiz

### **Aim** To consolidate information in the module

- Give Ss time to complete the quiz looking back through the module if necessary.
- Check Ss' answers.

### Answer Key

- 1 F (As high as a thirty-storey building)  
2 F (127 hours)  
3 T  
4 T  
5 T  
6 T  
7 F (Undersea earthquakes, undersea landslides and underwater volcanoes cause them.)  
8 T

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
- Ask Ss to exchange their quizzes, do them and then check their answers.

### Suggested Answer Key

- 1 Eyjafjallajökull erupted in 2011. (F – 2010)  
2 Martin Rietze lost his arm in a climbing accident. (F – Aron Ralston)  
3 Volcano chasing is dangerous. (T)  
4 There is a movie about Aron Ralston. (T)  
5 New Orleans has recovered from Hurricane Katrina. (F – It's making a slow recovery.)  
6 Catatumbo is in Venezuela. (T)  
7 The largest fire tornado in history happened in Brazil. (F – Japan)  
8 It has rained frogs in Honduras. (F – fish)

# Russia **1**

## Reading & Listening

### 1 **Aim** To introduce the topic and read for specific information

- Direct Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Yuri Gagarin.

**Suggested Answer Key**

Yuri Gagarin was a famous astronaut who was the first to travel into outer space.

- Ask Ss to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books and see if they can answer the questions.

**Suggested Answer Key**

- 1 When did Yuri Gagarin first travel to space? (On 12th April, 1961.)
- 2 What was his profession before he became a cosmonaut? (He was an army officer.)
- 3 Was he alone in the spaceship? (Yes.)

2 **Aim** To read for key information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 F Radio Moscow interrupted scheduled broadcasting to announce ...
- 2 T ... as its only crew ...
- 3 T His safe return put to rest worries ... opened the doors to space travel.
- 4 F ... a previously unknown army officer ...
- 5 NS

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**interrupt (v):** to stop a radio programme temporarily to make an announcement

**scheduled (adj):** arranged or planned according to a programme

**broadcasting (n):** the airing of a radio programme

**cosmic (adj):** of or related to the universe

**orbit (v):** to move around the earth in circles

**congratulate (v):** to praise sb for their achievement

**mankind (n):** the human race

**conquest (n):** the state of having been explored

**hero (n):** a person noted for special achievement in a particular field

**icon (n):** a person that represents sth of importance, an idol

**honour (v):** to show respect

3 **Aim** To consolidate information in a text

- Give Ss some time to prepare their answers and tell their partner.
- Check Ss' answers by asking various pairs to tell the class.

**Suggested Answer Key**

I was impressed by the fact that people manage to travel to space so early in time.

The fact that the landing site at Engels has become a monument park is another thing that impressed me.

It is impressive that after so many years, on the 50th anniversary of Gagarin's voyage, the cosmonauts honoured the hero by sending a video message to the people.

4 **Aim** To develop critical thinking skills

- Direct Ss' attention to the questions and give them some time to answer them, Ss can take down notes if they like.
- Ask Ss to justify their answers.

**Answer Key**

There are many reasons why space exploration is considered to be important. We can name just a few. For many, the ultimate aim would be space colonization in order to eliminate earth's overpopulation. For others, the issue that earth's natural resources are running out could be solved by exploiting the natural resources that are virtually unlimited in outer space. We should also mention the useful environmental research that has been carried out throughout the years due to space exploration. The study of air quality, climate change, alternative energy, and dangerous near earth objects has greatly contributed to the welfare of humanity. Personally, I would love to go to space as I believe this would be an amazing experience for me. Seeing our planet from such a distance and realising how small and fragile it is may help us become more conscious and caring about our own home.

5 **Aim** To research a topic

- Explain the task. Ask students to use the Internet or other sources of reference to collect information. Explain that students should first research the topic to collect information, then decide which information they will use to make their posters. Ss should paraphrase the information. Ss can use pictures or drawings to enrich their posters.
- Ss work in groups of three and prepare their posters.
- Alternatively, assign the task as HW and ask various groups to present their poster to the next lesson.

(Ss' own answers.)

# Consumer society

## Topic

In this module, Ss will explore the topics of shopping, shops & services, materials & substances, supermarket shopping, furniture & appliances and faulty products.

## Modular page

27

**Lesson Objectives:** Overview of the module

**Vocabulary:** Shops & services (*shoe shop, clothes shop, supermarket, chemist's, bookshop, optician's, jeweller's, post office, butcher's, baker's, florist's, hair salon*); Nouns (*chicken breasts, biographies, bunch, daffodils, prescription, aisle, frozen foods, rolls*); Phrase (*cut and blow-dry*)

## 2a Products of the future

28-29

**Lesson Objectives:** To listen & read for gist, to read for specific information, to revise future tenses, to talk & write about products of the future

**Vocabulary:** Materials & substances (*fabric [cotton, silk, wool, nylon], metal [aluminium, steel], glass, wood [oak, pine], plastic*); Verb (*dissolve*); Phrasal verbs (*turn into, drop in, look into*); Nouns (*garment, trendsetter, booth, bandage, furniture covering, cartridge, skin graft*); Adjectives (*fully-functional, lighter, instant, voice-activated*); Phrases (*develop textiles, generate electricity, monitor fitness, spray-on fabric, minute fibres, dry instantly, go on sale, fully-working machine, no assembly required, endless possibilities, burn victim, dietary advice, on demand*)

## 2b Buy, buy, buy!

30-31

**Lesson Objectives:** To listen & read for gist, to read for key information, to revise comparative/superlative forms, to revise infinitive & -ing forms, to talk & write about supermarket tricks

**Vocabulary:** Verbs (*expose, grab, resist, tempt, tend (to), scan*); Nouns (*sliding doors, deal, bargain, brand, strategy, aisle, checkout, loyalty card*); Adjectives (*overflowing, intentional, pre-packaged, loose, sneaky*); Phrases (*the answer lies, the smell hits you, freshly-baked bread, fresh produce, go to waste, at eye-level, give your neck a workout, tempting display, wait in line, money-off coupons, address sb by name*)

## 2c Culture Corner

32

**Lesson Objectives:** To listen & read for gist, to read for specific information, to summarise a text, to write a short text about a product from your country

**Vocabulary:** Verbs (*wonder, ban, fast-forward*); Phrasal verb (*go back*); Nouns (*story, generation, formula, serving, ingredients, trade secret*); Adjective (*crispy*); Phrases (*durable cotton, manual workers, big hit, staple item, take revenge, fussy diner, batch of fries, brass kettle, sales rise*)

## 2d Everyday English

33

**Lesson Objectives:** Buying clothes, to practise intonation in exclamations, to practise role-playing

**Vocabulary:** Sentences (*What size are you?, Any good?, Can I try them on, please?, We've almost sold out., Can I pay by credit card?, Your receipt is in the bag., Do you need any help?, Could I have your ID, please?, They're on sale at the moment, aren't they?, Yes, they fit me really well.*)

## 2e The good old days

34-35

**Lesson Objectives:** To listen & read for gist, to read for specific information, to make assumptions based on information in a text, to compare two people's lifestyles

**Vocabulary:** Verbs (*rule, long, cherish, mend, admit, spoil, shudder*); Nouns (*time warp, era, values, time capsule, lipstick, convention, trilby hat, pension, conveniences, violence, greed, materialism*); Adjectives (*second-hand, vintage, authentic, tight, bland, distressing*); Phrases (*retro décor, make do, throwaway fashion, out of sight, in retreat from*)

## 2f Skyscraper farms

36-37

**Lesson Objectives:** To read for cohesion and coherence, to present/practise the future perfect and the future perfect continuous, to develop critical thinking skills.

**Vocabulary:** Skyscraper farms (*Solar panels and wind turbines power the building., Different storeys grow a variety of fruit and vegetables., Glass walls allow in sunlight., The produce is grown in a solution of nutrients and water.*); Verbs (*drain, rise, soar, powered, consume, convert*); Phrasal verb (*spring up*); Nouns (*wonder, structure, solution, nutrients, mankind, wasteland*); Adjectives (*lush, equivalent*); Adverb (*horizontally*); Phrases (*long gone, vertical farming, food shortage, environmentally friendly, transport costs, local produce, permanent light source, industrial greenhouse*)

**2g Skills****38**

**Lesson Objectives:** To listen for key information, to make complaints & request action

**Vocabulary:** Faulty Products (*The heel is broken., The strap is torn., A button is missing., The lens is scratched., The lid is cracked., There's a chip in it., There's a hole in the sleeve., The earphones are damaged.*)

**2h Curricular: Citizenship****39**

**Lesson Objectives:** To listen & read for gist, to read for comprehension

**Vocabulary:** Verbs (*treat, operate*); Phrasal verb (*sell off*); Nouns (*bargain-hunting, quest, awareness, human rights, policy, sweatshop, child labour, guarantee, natural resources, treasure trove, purchase, reduced prices, balance*); Adjective (*ethical*); Phrases (*hard-earned cash, manufacture goods, mine of information, seasonal retail shift, money sense*)

**2i Writing****40-41**

**Lesson Objectives:** To analyse a model email of complaint, to present clauses of concession, to practise linking words, to write an email of complaint

**Skills 2****42-43**

**Lesson Objectives:** To read for gist, to match headings to paragraphs, to listen for key information, to practise a dialogue about buying clothes, to practise word formation, to practise key word transformations, to write an article

**Language in Use 2****45**

**Lesson Objectives:** To present/practise phrasal verbs with *do, drop & get*, to practise prepositional phrases, to form verbs from nouns/adjectives, to revise collocations, to do a quiz, to write a quiz

**Russia 2****46**

**Lesson Objectives:** To introduce a topic, to predict the content of a text, to listen and read for specific information, to practise synonyms, to make a presentation, to write a paragraph about a market in your town

**Vocabulary:** Verbs (*construct*); Adjectives (*open-air, vintage, medieval*); Adverb (*officially*); Nouns (*flea market, level, cutlery, stall, bargain, busker, surroundings*)

**►► What's in this module?**

Read the title of the module *Consumer society* and ask students to suggest what they think the module will be about (*it is about shops and shopping*). Go through the topic list and familiarise Ss with the content of the module.

**Vocabulary****1 Aim** To speculate

- Play the recording with pauses for Ss to repeat chorally or individually.
- Read sentences 1-12 aloud, one at the time and elicit which shop each one matches.

**Answer Key**

|                |                |
|----------------|----------------|
| 1 clothes shop | 7 jeweller's   |
| 2 butcher's    | 8 hair salon   |
| 3 bookshop     | 9 chemist's    |
| 4 optician's   | 10 post office |
| 5 florist's    | 11 supermarket |
| 6 shoe shop    | 12 baker's     |

**2 Aim** To listen for gist

- Play the recording. Ss listen and identify the shops.
- Check Ss' answers.

**Answer Key**

A clothes shop    B jeweller's    C shoe shop

**3 Aim** To expand on a topic

Explain the task. Ss, in pairs, prepare their answers. Go round the class and monitor the activity. Ask various pairs to report back to the class.

**Suggested Answer Key**

- A: *This top matches that skirt.*  
B: *Yes, I think I'll try them on.*
  - A: *What size do you take?*  
B: *I take a size 9.*
  - A: *Can I have a bunch of roses, please?*  
B: *Sure. Here you are.*
  - A: *How much milk do we need?*  
B: *A carton.*
- One woman is holding a top, the other woman is holding a skirt. I think the woman with the longer hair is looking for an outfit and the other woman is helping her to find one.*
  - There is a couple in a shoe shop. They are holding a shoe in their hands and are looking at the display.*
  - A young woman is standing behind a table with flowerpots. She has got long brown hair and is wearing an apron. I think she is a florist.*

- 4 *There is a man in front of a large fridge full of dairy products in a supermarket. He is holding a carton of (soya) milk. He looks like he isn't sure what to buy.*

As an extension, ask Ss to choose a picture and describe it. Ss should talk about: where the people are, what they are wearing, what they are doing and how they might feel.

**Suggested Answer Key**

**Picture 1** shows two women in a clothes shop. They are both in their twenties with dark hair. The woman on the right is holding a blue polka-dot top in front of her body and the woman on the left is holding a black and white polka-dot skirt up near to it to see how it looks. The woman on the right is obviously trying to find an outfit and the other woman is helping her. Perhaps the woman on the left is a shop assistant.

**Picture 2** shows a couple in a shoe shop. They are looking at trainers. They are holding a trainer in their hands and looking up at the display. They are both wearing casual clothes.

**Picture 3** shows a florist. She is a young woman with long brown hair and she is wearing an apron. She is standing behind a table with flowerpots on it. She has an appointment book open on the table in front of her.

**Picture 4** shows a man in a supermarket aisle. He's standing by a large fridge full of dairy products holding a carton of soya milk. He's about 30 and he's wearing a red shirt. He looks like he's not sure what to buy and he's trying to decide which product is the best choice for him.

**OVER TO YOU!**

**Aim** To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class.

**Suggested Answer Key**

*I have a supermarket and a chemist's close to my home. They are small and run by local people. They are a bit expensive. The shops in the city centre are much bigger and have more products to choose from. I like to go to the clothes shops and shoe shops in the city centre to buy clothes, shoes and accessories. There is a greater variety of things to choose from.*

**2a Products of the future**

**Vocabulary**

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat as a class or individually.
- Read the example sentence aloud and elicit similar sentences from Ss around the class.

**Answer Key**

- 2 *The key is made of metal.*
- 3 *The bottle is made of glass.*
- 4 *The chair is made of wood.*
- 5 *The box is made of plastic.*

**Reading & Listening**

2 **Aim** To listen and read for gist

- Direct Ss' attention to the title, introduction and pictures and elicit Ss' guesses as to what they think the text is about.
- Play the recording. Ss listen and follow the text in their books to find out.

**Suggested Answer Key**

*I expect the text to be about technology of the future and how it will make life easier for people.*

3 **Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences correctly.
- Check Ss' answers and ask them to justify their answers.

**Suggested Answer Key**

- 1 *F wear it again – just like the rest of your clothes*
- 2 *T use the material again to make something new*
- 3 *F when it goes on sale*
- 4 *DS*
- 5 *T medical researchers ... used to print out skin grafts*
- 6 *T voice-activated*
- 7 *F be on the market within the next few years*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words/phrases or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- develop textiles (phr):** to come up with new fabrics
- generate electricity (phr):** to produce electric power
- monitor fitness (phr):** to check your athletic ability
- spray-on fabric (phr):** material that comes from a spray can
- minute fibres (phr):** very small threads
- dry instantly (phr):** to lose all moisture very quickly
- turn into (phr v):** to become
- garment (n):** item of clothing
- dissolve (v):** to turn to liquid and disappear
- go on sale (phr):** to become available to buy
- trendsetter (n):** a person who starts a new fashion
- booth (n):** a small private area separated from a public area by thin walls
- drop in (phr v):** to visit quickly
- look into (phr v):** to investigate
- bandage (n):** a dressing for a wound/injury
- furniture covering (n):** fabric on couches, chairs, etc
- fully-working machine (phr):** a piece of equipment that functions as it should

**fully-functional (adj):** able to do everything it is meant to

**light (lighter – lightest) (adj):** not heavy

**no assembly required (phr):** no need to put sth together, it is ready to use

**endless possibilities (phr):** infinite ways of using sth

**cartridge (n):** part of a machine that can be replaced when it runs out e.g. ink cartridge

**skin graft (n):** a piece of healthy skin used to replace another that has been damaged

**burn victim (phr):** a person who has been injured by fire

**dietary advice (phr):** dos and don'ts for what to eat

**on demand (phr):** ready when needed

**instant (adj):** immediate

**voice-activated (adj):** relating to a device that starts working when it hears sb's voice

## 4 **Aim** To consolidate new vocabulary

Give Ss time to complete the sentences then check Ss' answers.

### Answer Key

- |             |             |            |
|-------------|-------------|------------|
| 1 instantly | 3 turn into | 5 access   |
| 2 assembly  | 4 endless   | 6 dissolve |

## Grammar

### 5 **Aim** To revise future tenses

- Explain the task. Go through the uses A-G and elicit which tense we use in each case. Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task then check Ss' answers.

### Answer Key

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

- Elicit further examples from the text in Ex. 2.

### Answer Key

**will:** what everyday life will be like, it'll probably cost around £10 a can, there will be

**be going to:** all of it is going to be on the market within the next few years

**future continuous:** what will we be wearing, before long we will be talking to the walls

### 6 **Aim** To practise future tenses

- Explain the task. Give Ss time to complete it and then check Ss' answers.
- Elicit the reasons for each use.

### Answer Key

- 1 will answer – an on-the-spot decision
- 2 will be – a prediction based on what we believe/imagine
- 3 am going to buy – a plan or intention
- 4 Are you working – a fixed arrangement

5 will be travelling – an action in progress at a particular time in the future

6 won't – a promise

7 is going to play – a prediction based on what we see

### 7 **Aim** To practise future tenses using personal examples

Elicit a variety of answers from Ss around the class.

### Suggested Answer Key

I will be studying at school this time next week.

I will be having an English lesson this time next week.

I'm playing football tomorrow evening.

I'm visiting my grandparents tomorrow evening.

In the summer, I will swim in the sea.

In the summer, I will go on holiday.

I'm going to clean my room this weekend.

I'm going to watch TV this weekend.

## Speaking & Writing

### 8 **Aim** To speculate

Give Ss three minutes to prepare their answers and then ask various Ss to tell the class.

### Suggested Answer Key

People will be able to make clothes that fit them perfectly with the spray-on fabric. They won't need to look for clothes that are the right size. Fabrican will also help people who travel a lot. They won't need to pack so many clothes when they travel. The 3D printer will help scientists and medics to test their ideas. Also, shoppers will be able to use it to get what they want without leaving the house. The e-home will help people to live healthy lifestyles. It will also help people to communicate because it will make the Internet available throughout the house.

## 2b Buy, buy, buy!

### Vocabulary

#### 1 a) **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat as a class or individually.
- Check Ss' intonation and pronunciation.

#### b) **Aim** To describe a picture

Direct Ss' attention to the picture and ask various Ss to describe it.

### Suggested Answer Key

The picture is of a supermarket **checkout**. There's a **customer** who has bought a lot of goods. She has a full **trolley** and a lot more products near the cash register. There is a **cashier** operating the cash register. The customer has been to a lot of **supermarket sections**. She

has bought a large chicken, bottles of milk, carrots, broccoli, paper towels, crisps and tinned food. She doesn't seem to have any **pre-packaged** fruit or vegetables.

2 a) **Aim** To personalise the topic

Elicit a variety of answers to the questions in the rubric from various Ss around the class.

**Suggested Answer Key**

I go to the supermarket with my family once a week. My dad makes a list of the things we need, but we don't always stick to it because I always ask if we can buy things I like, such as crisps, biscuits and fizzy drinks. We often buy sweets, magazines and newspapers at the checkout, too.

b) **Aim** To listen and read for gist

Play the recording. Ss listen and follow the text in their books and find out about supermarket tricks.

**Suggested Answer Key**

Supermarkets use delicious smells, special offers, packaging, product placement and tempting displays to tempt us into spending more.

3 **Aim** To read for key information

- Ask Ss to read through the subheadings A-G and explain/elicite the meanings of any unknown words.
- Ask Ss to read the text again and match the subheadings to the paragraphs.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

- 1 F smell, displays
- 2 E buy one get one free
- 3 G middle shelves, high shelves
- 4 B packaging strategies
- 5 C moves it, walking up and down
- 6 D planning for near future

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**expose (v):** to reveal the truth about sb or sth, esp sth bad  
**overflow (v):** to be so full that things are falling out  
**the answer lies (phr):** the solution can be found  
**grab (v):** to snatch or take sth quickly  
**sliding doors (pl n):** automatic doors that open sideways when a person approaches  
**freshly-baked bread (phr):** bread that has just come out of the oven  
**the smell hits you (phr):** you encounter a strong aroma  
**fresh produce (phr):** recently picked fruit and vegetables  
**intentional (adj):** done on purpose; deliberate  
**tempt (v):** to attract sb to sth

**resist (v):** to stop yourself from doing or having sth  
**deal (n):** a bargain  
**go to waste (phr):** to be thrown away, usually without being used  
**bargain (n):** sth that is good value for money  
**tend (to) (v):** to usually do sth  
**at eye-level (phr):** (to be) at the height of most people's line of sight  
**brand (n):** a product made by a particular manufacturer  
**give your neck a workout (phr):** to stretch your neck upwards  
**strategy (n):** plan  
**pre-packaged (adj):** already wrapped in plastic, cardboard, etc  
**loose (adj):** not packaged in a bag, box, etc  
**aisle (n):** the long narrow gap between rows of shelves in a supermarket  
**checkout (n):** the area where you pay for your purchases in a shop/supermarket  
**tempting display (phr):** an arrangement of goods that attracts people to buy them  
**wait in line (phr):** to stand with people one behind the other and wait for your turn  
**sneaky (adj):** dishonest  
**scan (v):** to get information from sth using a machine  
**loyalty card (n):** a plastic card that some shops give to regular customers which is used to collect points and receive special discounts  
**money-off coupons (phr):** vouchers issued to customers by retailers to get a reduced price on certain goods  
**address sb by name (phr):** to call sb by their name

4 a) **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking Ss around the class to read the sentences aloud.

**Answer Key**

- |                   |           |            |
|-------------------|-----------|------------|
| 1 pre-packed      | 4 loyalty | 7 eye      |
| 2 money-off       | 5 wait in | 8 tempting |
| 3 environmentally | 6 sliding |            |

**Suggested Answer Key**

Sometimes we get **money-off coupons** in the post.  
 I take my own shopping bags to the supermarket to be more **environmentally friendly**.  
 My mum has a **loyalty card** for our local supermarket.  
 I hate to **wait in line**.  
 I think all supermarkets have **sliding doors** these days.  
 Supermarkets put the most popular brands at **eye level** so many people put them in their shopping trolley without thinking.  
 There are **tempting displays** of sweets at the checkout to choose from.

**b) Aim** To expand vocabulary

Allow Ss some time to do the task. Check Ss' answers around the classroom.

**Answer Key**

*exhibitions: displays*                      *planned: intentional*  
*training: workout*                         *good buy: bargain*  
*dishonest: sneaky*                         *get: grab*

## Grammar

**5 Aim** To revise comparative/superlative forms

- Revise the comparative. Explain that we use the comparative to compare two people or things. We form the comparative of one or two-syllable adjectives with **adjective + er** (*tall – taller*) and with **more + adjective** (*expensive – more expensive*) for adjectives with more than two syllables. We also use **than** with the comparative. (*This supermarket is more expensive than that one.*)
- Revise the superlative. Explain that we use the superlative to compare one person or thing with the others of the same group. We form the superlative of one or two-syllable adjectives with **adjective + est** (*cleverest*) and with **most + adjective** for adjectives with more than two syllables (*the most expensive*). We also use **of/in** with the superlative. (*This is the most expensive supermarket of all in the area.*)
- Go through the examples in the box. Refer Ss to the **Grammar Reference** section for more details.

**Answer Key**

*Examples in the text in Ex. 2:*  
*feel even hungrier, most expensive ones, cheaper brands, which goods are the cheapest*

**6 Aim** To practise comparative/superlative forms

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 *more expensive*    4 *longer, more*        7 *the best*  
 2 *the biggest*        5 *the best*  
 3 *good*                6 *higher, higher*

**7 Aim** To revise the **-ing/(to)** infinitive forms

- Revise the to-infinitive form. Explain that we use the to-infinitive after certain verbs (*advise, agree, decide, expect, hope, offer, promise, etc*), after **be + adjective** (*glad, happy, nice, sorry, etc*), after some verbs (*know, learn, remember, ask, etc*) when there is a **question word** after them, with **too** and **enough** and to express purpose.
- Explain that we use the infinitive without to after modal verbs (*can, must, etc*) and after the verbs *let* and *make*.

- Revise the **-ing** form. Explain that we use the **-ing** form after the verbs *like, love, dislike, hate, enjoy, prefer, start, begin, stop, finish*, after **prepositions**, after the verb *go* when we talk about activities, after certain expressions (*it's no use, it's not worth, there's no point in*) and after the verbs *avoid, admit, confess, deny, look forward to, spend, suggest*. Refer Ss to the **Grammar Reference** section for more details.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 *-ing form*                                      5 *to-infinitive*  
 2 *infinitive without to*                    6 *to-infinitive*  
 3 *to-infinitive*                                7 *infinitive without to*  
 4 *-ing form*

*make you spend, Let's grab, start feeling, making you feel, by selecting, can resist, might not be saving, you'll have, remember to give, make it easy to work out, love doing, have to spend, want to buy, will scan, might even get, you've forgotten to buy*

**Suggested Answer Key**

- 1 *I avoid going shopping at the weekends.*
- 2 *My parents let me spend all my money.*
- 3 *I would prefer to buy the fruit for the picnic from the market.*
- 4 *I can't stand waiting in queues in shops.*
- 5 *We have enough flour to make several cakes.*
- 6 *I promise to return the car by 9 o'clock.*
- 7 *I must get a new pair of shoes for work.*

**8 Aim** To practise the **-ing/(to)** infinitive forms

- Explain the task and give Ss time to complete it. Refer Ss to the **Grammar Reference** section for more details.
- Check Ss' answers. Then ask various Ss to tell the class how the sentences differ in meaning.

**Answer Key**

1 *a to buy (failed to remember)*  
*b shopping (not recall)*  
 2 *a to get (interrupted a journey)*  
*b working (ceased an activity)*  
 3 *a living (all the time)*  
*b to go (one occasion)*  
 4 *a spending (wish we hadn't)*  
*b to inform (be sad)*  
 5 *a cutting (as a test)*  
*b to stick (make an effort)*

## Speaking & Writing

**9 Aim** To develop critical thinking skills

- Give Ss three minutes to prepare their answers.
- Then ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

I learned how supermarkets try to make their customers spend more money. It is helpful to know that loose fruit and vegetables are usually cheaper than pre-packaged ones. It is also useful to know that people waste a lot of money buying more than they need because of special offers. I will remember that and try not to buy too much at supermarkets.

## 2c Culture Corner

1 **Aim** To introduce the topic and listen and read for gist

- Read the subheadings in the text aloud and elicit what Ss know about the products.
- Play the recording. Ss listen and follow the text in their books and find out about them.

**Suggested Answer Key**

I know that jeans were invented in America sometime in the 1800s. I don't know much about potato chips. I know that Coca-Cola is probably the most popular soft drink in the world and the recipe is a secret.

2 **Aim** To read for specific information

- Ask Ss to read the text again and answer the questions.
- Check Ss' answers.

**Answer Key**

- |                |                    |
|----------------|--------------------|
| 1 Coca-Cola    | 4 Coca-Cola        |
| 2 potato chips | 5 jeans, Coca-Cola |
| 3 potato chips | 6 jeans            |
- 1 ... in his backyard!
  - 2 Crum got very angry ...
  - 3 To George's surprise ... other diners began asking for them, too.
  - 4 ... was first sold ... on 8th May, 1886. ... made about \$50 in the first year ... In 1887 ... sales had risen by over 4000%.
  - 5 ... decided to design trousers for manual workers .../ The soft drink was first sold as a medicine ...
  - 6 At first, many places ... banned them.
- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**wonder (v):** to think about the reason why  
**story (n):** history  
**go back (phr v):** to date back to a certain time  
**durable cotton (phr):** a natural fabric that resists wear and tear

**manual worker (phr):** a person whose job involves physical labour  
**big hit (phr):** a huge success  
**generation (n):** a group of people who were all born around the same time and who share similar experiences  
**ban (v):** to state officially that sth is not allowed  
**staple item (phr):** sth that is basic and important in everyday life  
**take revenge (phr):** to get even with sb who you feel has wronged you  
**fussy diner (phr):** a person at a restaurant who complains about their food  
**batch of fries (phr):** a portion of fries cooked at the same time  
**crispy (adj):** dry and hard  
**fast-forward (v):** to skip ahead in time  
**formula (n):** the amounts of various substances that make up another substance  
**brass kettle (phr):** a container for boiling water made from a yellow metal (made from copper and zinc)  
**serving (n):** portion  
**sales rise (phr):** a large number of products are sold  
**ingredients (pl n):** the different foods that go together to make sth, especially a dish  
**trade secret (n):** information that is kept hidden from others by a company so their competitors don't steal their business

3 **Aim** To consolidate new vocabulary

Give Ss time to complete the task using their dictionaries if necessary and then check Ss' answers.

**Suggested Answer Key**

**sailors** – men who work on a ship  
**manual workers** – people who work with their hands  
**big hit** – popular  
**banned** – forbade  
**staple** – basic  
**thick** – not thin  
**take revenge** – punish  
**fussy diner** – difficult-to-please restaurant customer  
**crispy** – crunchy  
**thrilled** – very pleased  
**servings** – portions of food or drinks  
**formula** – recipe  
**ingredients** – components of a mixture

4 **Aim** To make notes and summarise a text

- Explain the task and write the headings on the board.
- Elicit notes for each heading from Ss around the class and Ss copy them into their notebooks.
- Ask various Ss to use their notes to present the products to the rest of the class.

## Suggested Answer Key

| Product      | when invented/<br>by whom | how it became popular                          | the product today                     |
|--------------|---------------------------|--|---------------------------------------|
| Jeans        | 1853,<br>Levi Strauss     | manual workers liked jeans                     | staple item of clothing               |
| Potato chips | 1853,<br>George Crum      | a customer complained about thick French fries | sales of \$6 billion a year in the US |
| Coca-Cola    | 1886,<br>John Pemberton   | a businessman bought the formula               | most famous soft drink in the world   |

### 5 **Aim** To write a short text about a well-known product from your country

- Ask Ss to work in groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about a well-known product from their country.
- Allow time for Ss to collect their information and write their texts. Alternatively, assign the task as HW.
- Ask various Ss to read their texts to the class.

#### Suggested Answer Key

| when invented/<br>by whom                   | how it became popular                    | the product today |
|---|--|-------------------|
| 1890, Sergei Maliutin & Vasily Zvyozdochkin | An industrialist promoted them in France | a famous souvenir |

Matryoshka dolls are popular Russian souvenirs that have many small dolls inside them, each one smaller than the other. These wooden dolls are beautifully painted, often in bright colours. At the end of the 19th century in Russia, Sava Mamontov was an industrialist and supporter of the arts. One of the artists that worked for him saw a Japanese doll that had other dolls inside it and decided to make something similar. Sergei Maliutin designed the doll and Vasily Zvyozdochkin carved the first one in 1890. The dolls became famous worldwide when they won a prize at an exhibition in Paris in 1900.

## 2d Everyday English

### 1 a) **Aim** To present situational language

- Play the recording. Ss listen and repeat as a class or individually.
- Check Ss' intonation and pronunciation.

### b) **Aim** To identify speakers

- Elicit which speaker would say each sentence.
- Play the recording for Ss to check their answers.

#### Suggested Answer Key

**shop assistant:** *What size are you?; Any good?; We've almost sold out.; Your receipt is in the bag.; Do you need any help?; Could I have your ID, please?*

**customer:** *Can I try them on, please?; Can I pay by credit card?; They're on sale at the moment, aren't they?; Yes, they fit me really well.*

### 2 **Aim** To identify synonymous sentences in a dialogue

- Read the sentences out loud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

#### Answer Key

*Is it alright if I use my credit card to pay? – Can I pay by credit card?*

*They are reduced in price right now, aren't they? – They're on sale at the moment, aren't they?*

*Could you please give me your ID card? – Can I have your ID, please?*

*Are they the right size? – Any good?*

*We don't have many left. – We've almost sold out.*

## Intonation

### 3 a) **Aim** To practise intonation in exclamations

- Go through the table with Ss. Elicit/Explain that exclamations are sentences that are used to express a huge range of emotions.
- Play the recording. Ss listen and read the examples.
- Elicit whether the intonation in each case is rising or falling.

#### Answer Key

*falling = How*

*rising = What*

### b) **Aim** To practise making exclamations

- Explain the task and give Ss time to complete it.
- Play the recording. Ss listen and check their answers.
- Play the recording again, then ask Ss to repeat as a class or individually.

#### Answer Key

1 *What a* 2 *What* 3 *How* 4 *How*

**Speaking**

4 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Exs 1 & 2 and the plan to complete the task.
- Ss complete the task in pairs.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: Do you need any help?  
 B: Yes, please. I'm looking for the green T-shirt that's in the window.  
 A: What size are you?  
 B: Medium. Can I try one on?  
 A: Sure. Let me take a look ... Here's one in your size. The fitting rooms are over there ... Any good?  
 B: Yes, it fits me really well. I'll take it. Is it alright if I use my credit card to pay?  
 A: Yes, that's no problem. That's £25 then, please.  
 B: Here you are.  
 A: Sign here, please. Thank you. Here's your card back and your receipt.  
 B: Thank you very much. Goodbye.  
 A: Goodbye.

people in the 1950s used cookbooks a lot – the woman is holding one open and there is also one on the kitchen table.

c) **Aim** To compare a modern kitchen and a 1950s kitchen

- Ask Ss to think about their kitchen at home and compare it to the one in the picture.
- Ask various Ss around the class to tell the class.

**Suggested Answer Key**

The kitchen in my house has a lot of modern electrical appliances whereas the one in the picture has got authentic 1950s ones. We have an electric kettle, a fridge, a dishwasher, a cooker and a microwave. We have cupboards on the walls and under the counters. We also have a wooden table with chairs around it. Our kitchen isn't as colourful as the one in the picture.

2 **Aim** To listen and read for gist

- Ask Ss to read the title and the introduction and then elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out.

**Suggested Answer Key**

I think Joanne Massey's life is simple. She lives like a 1950s woman without a mobile phone or modern gadgets.

**2e The good old days**

**Vocabulary & Reading**

1 a) **Aim** To generate topic-related vocabulary

- Write the headings on the board and elicit words from Ss around the class for each heading.
- Ask Ss to copy the vocabulary into their notebooks.

**Suggested Answer Key**

**rooms:** kitchen, bedroom, dining room, study, utility room  
**furniture:** chair, dining table, bookcase, desk, coffee table  
**appliances:** microwave, vacuum cleaner, dishwasher, washing machine, fridge

b) **Aim** To elicit information from a picture

Direct Ss' attention to the picture and elicit what Ss can guess about the 1950s from what it shows.

**Suggested Answer Key**

The picture shows that people in the 1950s didn't have as much technology in their kitchens as we have. For example, they didn't have electric kettles – they heated water on top of the cooker. The woman is using a wooden spoon to mix ingredients, which shows that people didn't have electric mixers, either. The picture suggests that

**BACKGROUND INFORMATION**

**Birmingham** is a large city in the county of West Midlands in central England. Over 1 million people live there. It is an international commercial centre as well as a centre for education.

In **1950s Britain** the population was around 50 million. Most of the women stayed at home while the men went to work. There was more housework because typically homes only had a cooker and a vacuum cleaner. Only one third of households had a washing machine so people washed their clothes by hand. Not many people had fridges which meant they had to buy fresh food daily. Until the early 50s, food, clothing, furniture and petrol were rationed to make sure that everybody got a fair share of what was available because there were shortages after WWII. Only 10 percent of the population had a telephone, and TVs didn't become common until 1953 when Queen Elizabeth's coronation was televised. For entertainment, people listened to the radio, played gramophone records or spent their free time reading, knitting, sewing or gardening.

### 3 **Aim** To read for specific information

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

- 1 D (lines 14-19)      4 D (lines 42-46)  
 2 C (lines 26-28)      5 C (lines 51-53)  
 3 B (lines 31-34)

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**rule (v):** to control

**long (v):** to desire

**time warp (n):** an imaginary distortion in time where a person from one period can exist in another period in history

**era (n):** a period in history

**values (pl n):** moral principles

**cherish (v):** to treasure

**time capsule (n):** a box of objects typical of the age, buried or preserved for discovery in the future

**retro décor (phr):** old-fashioned decoration of rooms in a house

**second-hand (adj):** previously owned by sb else

**vintage (adj):** old but the best of its kind

**authentic (adj):** real; genuine

**lipstick (n):** make-up for the lips

**tight (adj):** fitting closely to the body; not loose

**convention (n):** a big meeting of people belonging to the same organisation

**trilby hat (n):** a style of headwear worn in the 50s made of felt

**bland (adj):** plain, uninteresting

**make do (phr):** to manage; to get by

**mend (v):** to repair

**throwaway fashion (phr):** cheap, trendy items that go out of style quickly and are easily replaced

**pension (n):** an amount of money paid by the state to a retired person

**distressing (adj):** upsetting

**admit (v):** to confess

**conveniences (pl n):** things intended to make life easier

**out of sight (phr):** unable to be seen

**spoil (v):** to ruin

**in retreat from (phr):** running away from sth

**violence (n):** behaviour with the intent to cause harm

**greed (n):** the desire to have more of sth than is needed

**materialism (n):** an attitude that attaches a lot of importance to owning things

**shudder (v):** to shake with fear, cold or horror

### 4 a) **Aim** To consolidate new vocabulary

- Explain the task and give Ss some time to complete it and write their sentences.
- Check Ss' answers.

#### Answer Key

- |          |                |               |
|----------|----------------|---------------|
| 1 warp   | 5 conveniences | 9 career      |
| 2 TVs    | 6 bright       | 10 tips       |
| 3 music  | 7 stylish      | 11 appliances |
| 4 values | 8 fashion      | 12 back       |

#### Suggested Answer Key

Joanne Massey lives in a 1950s **time warp**.

They had **black and white TVs** in the 50s.

**Rock and roll music** was popular then.

People had **traditional values** in the 50s.

She has a laptop and other **21st century conveniences** but she keeps them hidden.

She likes to wear **bright lipstick**.

Her husband often wears a **stylish suit** from the 50s.

Joanne doesn't like the **throwaway fashion** of modern times.

She has a successful **singing career** as Lola Lamour.

Joanne writes a blog giving people **cleaning tips**.

Joanne Massey has lots of **second-hand appliances** in her house.

There wasn't so much violence and greed **back then**.

### b) **Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the text and give Ss some time to complete it.
- Check Ss' answers.

#### Answer Key

**cherishes** – adores

**vintage** – antique

**convention** – large meeting

**trilby (hat)** – a hat made of felt

**bland** – dull

**values** – moral principles

**throwaway** – disposable

**looked after** – took care of

**spirit** – energy

**pensions** – money for retired people from the state

**distressing** – upsetting

**tips** – advice

**admits** – confesses

**conveniences** – useful equipment

**out of sight** – hidden

**in retreat from** – running away from

**greed** – desire to have more of sth than you need

**materialism** – culture of valuing shopping and goods

**shudder** – shake in disgust

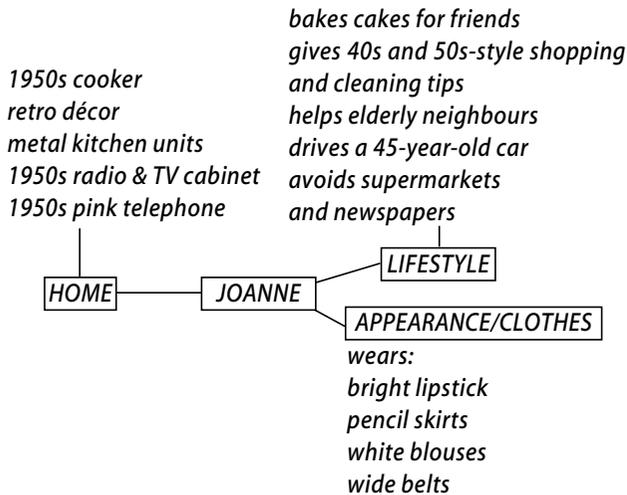
## Speaking & Writing

### 5 **Aim** To complete a web diagram, make notes and summarise a text

- Read the **Study Skills** box aloud.
- Give Ss time to read the text again.
- Write the headings on the board, ask Ss to copy them into their notebooks, and give Ss time to make notes under each heading.

- Elicit notes for each heading from various Ss and write them on the board. Ss use either their notes or the notes on the board to give a summary of the text to their partner.
- Choose various Ss from around the class to summarise the text in front of the class.

**Suggested Answer Key**



Joanne Massey lives in a home that has a 1950s cooker, radio, and telephone. It has retro décor, including metal kitchen units and a 1950s TV cabinet. She dresses like a woman in the 1950s, in clothes like pencil skirts, white blouses, and wide belts. She wears bright 1950s-style lipstick. Her lifestyle is also very 1950s. She bakes cakes for friends, gives 1950s-style shopping and cleaning tips, helps her elderly neighbours, drives a 45-year-old car, and avoids supermarkets and newspapers.

**6 Aim** To make assumptions based on information in a text

- Give Ss time to write a few sentences about Joanne Massey's personality.
- Ask various Ss to read their sentences aloud.

**Suggested Answer Key**

I think Joanne Massey is a very caring person. She says she doesn't like the 21st century because of violence, greed, and materialism. She prefers having a 1950s lifestyle because she thinks people treated each other better then. I think living like it's the 1950s is a little strange, but I admire her because she has strong values and prefers a simpler life.

**7 Aim** To compare two people's lifestyles

- Explain the task and give Ss time to write a few sentences comparing their lifestyle to Joanne Massey's.
- Ask various Ss to read their sentences aloud.

**Suggested Answer Key**

My lifestyle is similar to Joanna Massey's. I don't use the Internet every day and I like cooking a lot. Although I don't go shopping for my neighbours like Joanne, I do help them with chores like gardening sometimes.

# 2f Skyscraper farms

## Reading & Listening

**1 Aim** To present new vocabulary

- Ask Ss to look at the picture. Elicit what they can see (*a tall round glass building*).
- Play the recording. Ss listen and repeat chorally and/or individually.
- Ask various Ss around the class to try to answer the questions in the rubric.
- Give Ss time to read the task and find out.

**Suggested Answer Key**

I think it's a tall building where you can grow food. It is powered by solar panels and wind turbines and the produce is grown in a solution of nutrients and water.

**2 Aim** To read for lexico-grammatical cohesion and coherence

- Explain the task. Give Ss time to read the text again and choose the correct word for each gap that makes the text coherent so it is lexically and grammatically correct.
- Check Ss' answers and elicit the Ss' reasons.
- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words/phrases or ask Ss to use their dictionaries and look them up.

**Answer Key**

1 B    2 A    3 C    4 A    5 D    6 C

- wonder (n):** a masterpiece or a landmark globally admired
- structure (n):** a type of building
- lush (adj):** having lots of plants
- long gone (phr):** finished; not existing anymore
- drain (v):** to exhaust or empty
- rise (v):** to increase
- soar (v):** to rise; to go up
- equivalent (n):** sth equal to sth else
- spring up (phr v):** to suddenly appear
- vertical farming (phr):** growing fruit & vegetables in tower blocks
- solution (n):** a liquid in which another substance has been dissolved
- nutrients (pl n):** substances that help plants/animals grow
- food shortage (phr):** lack of food
- environmentally friendly (phr):** not damaging the environment
- power (v):** to provide with energy
- transport costs (phr):** the amount of money needed to move goods
- local produce (phr):** fruit & vegetables grown locally
- permanent light source (phr):** a continuing supply of light

**industrial greenhouse (phr):** a large durable structure made to grow crops within a controlled environment

**mankind (n):** the human race

**horizontally (adv):** parallel to the horizon; not vertically

**consume (v):** to use; to eat; to spend

**convert (v):** to change sth into sth else so as to use it for a different purpose

**wasteland (n):** an area of land that is not used

### 3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task. Tell them to use their dictionaries if they wish.
- Check Ss' answers.

#### Answer Key

- |                |           |           |
|----------------|-----------|-----------|
| 1 challenge    | 4 save    | 7 produce |
| 2 risen        | 5 powered | 8 rising  |
| 3 springing up | 6 drains  |           |

### 4 **Aim** To practise new vocabulary

- Give Ss time to complete the task. Ss can look up any words they are unsure of in their dictionaries.
- Check Ss' answers. Give Ss time to write their sentences. Check Ss' answers by asking various Ss to read their sentences aloud.

#### Answer Key

- |            |            |         |          |
|------------|------------|---------|----------|
| 2 friendly | 4 wind     | 6 local | 8 direct |
| 3 real     | 5 vertical | 7 costs |          |

#### Suggested Answer Key

- We only buy products that are **environmentally friendly**.
- Feeding everyone is going to be a **real challenge** in the coming years.
- Skyscraper farms are powered by **wind turbines**.
- Vertical farming** may solve our problems in the future.
- We should all try to buy **local produce**.
- Transport costs** are included in the products you buy.
- Avoid **direct sunlight** and use sunblock if you have fair skin.

## Grammar

### 5 **Aim** To present the future perfect and the future perfect continuous

- Write on the board: *I will have taught* and say what you will have done by the end of the day (*I will have taught for 8 hours by the end of the day*). Elicit the meaning of *will have* + past participle (*expresses an action that will have finished before a stated time in the future*).
- Write on the board: *I will have been living* and say how long you will have been living at your house by the end of next month (*By the end of next month, I will have been living in my house for 10 years*). Elicit the meaning of *will have been* + verb + *-ing* (*expresses the duration of an action until a certain time in the future*).

- Ask Ss to read through the theory box and then find examples in the text.
- Write answers on the board as Ss say them aloud.

#### Answer Key

*will have risen, will have been travelling*

### 6 **Aim** To practise the future perfect and the future perfect continuous

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

#### Answer Key

- |                          |                       |
|--------------------------|-----------------------|
| 1 will have been living  | 4 won't have finished |
| 2 will have started      | 5 Will we have found  |
| 3 will have been working |                       |

### 7 **Aim** To personalise the topic

- Read out the rubric and explain the task.
- Ss work in pairs and tell each other their answers.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### Suggested Answer Key

*I hope I will have travelled abroad and I hope I will have got a great career by the time I'm 30.*

*By the end of this year, I will have been learning English for over 5 years and I will have been living in my house for over 5 years.*

## Speaking & Writing

### 8 **Aim** To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books.
- Ss work in groups and tell each other what they learnt. Then, ask some Ss to tell the class.

#### Suggested Answer Key

*I learnt that the population is going to reach 9 billion by the year 2050 and that we don't have enough farmland to grow enough food for all those people. I learnt that scientists are trying to come up with ideas like vertical farming. It was interesting to learn that crops can be grown in nutrients and water instead of soil.*

### 9 **Aim** To develop critical thinking skills

- Explain the task and give Ss time to write their sentences.
- Ask various Ss around the class to read their sentences aloud.

#### Suggested Answer Key

*Vertical farms are a good idea because they don't take up as much space as traditional farms. They may be a solution to growing enough food for an increasing*

population with a lack of farmland. They can be built in cities to allow people to have access to local produce and therefore reduce transport costs. They will be powered by solar and wind energy and will grow a variety of fruit and vegetables in a solution of nutrients and water.

## 2g Skills

### Vocabulary

- 1 a) **Aim** To present vocabulary related to faulty products
- Direct Ss' attention to the pictures and read through the problems 1-8.
  - Give Ss time to think about which problem matches which product and elicit Ss' answers.
  - Play the recording for Ss to check their answers.
  - Play the recording again with pauses for Ss to repeat as a class or individually. Check Ss' intonation and pronunciation.

**Answer Key**

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

- b) **Aim** To personalise the topic
- Ask Ss to answer the questions in the rubric in pairs using the prompts.
  - Monitor the activity around the class and then ask various Ss to tell the class.

**Suggested Answer Key**

*I once bought a mobile phone, but the camera on it didn't work. I took it back to the shop and asked to exchange it for another one. They had sold out of that phone so I got a refund and bought the same phone from a different shop.*

### Listening

- 2 a) **Aim** To listen for key information
- Explain the task then ask Ss to read the sentences A-F and underline the key words. Ask Ss to think of words related to each heading (e.g., A: *heel broken, button missing, etc.*)
  - Play the recording. Ss listen and match them to the speakers 1-5.
  - Check Ss' answers and play the recording again with pauses for Ss to check their answers.

**Answer Key**

|               |               |               |
|---------------|---------------|---------------|
| Speaker 1 – D | Speaker 3 – F | Speaker 5 – A |
| Speaker 2 – C | Speaker 4 – E |               |

- b) **Aim** To listen for specific information
- Play the recording again.
  - Ss listen and identify what action each person asked for.
  - Check Ss' answers.

**Answer Key**

Speaker 1 – for the company to check if the order has been sent  
 Speaker 2 – a refund  
 Speaker 3 – an apology  
 Speaker 4 – a refund  
 Speaker 5 – a replacement

### Speaking

- 3 **Aim** To role play making complaints & requesting action
- Explain the task and go through the Useful Language box. Ask two Ss to read the example exchange aloud.
  - Ss work in pairs and use the products A-H in the pictures and the problems in Ex.1a as well as the phrases in the Useful Language box to act out exchanges.
  - Monitor the activity around the class and then choose various pairs to act out their exchanges in front of the rest of the class.

**Suggested Answer Key**

A: *I bought this cardigan and there's a button missing. Is it possible to have my money back, please?*  
 B: *Of course. Could I see your receipt, please?*  
 A: *There's something wrong with this MP3 player. The earphones are damaged. The left one doesn't work properly. Can you take a look at it, please?*  
 B: *You're right, there's something wrong with it. Do you have your receipt, please?*  
 A: *Here it is.*

## 2h Curricular: Citizenship

- 1 a) **Aim** To introduce and personalise the topic
- Ask Ss to read the sentences 1-10 and then ask various Ss around the class to say which one(s) best describe(s) them.
  - Elicit/Explain any unknown words.

**Suggested Answer Key**

*Sentence 2 – I always check where and how a product was made. I read the labels on the clothes I buy and if I hear in the news about stores that use cheap labour, I avoid going to them. Also sentence 3 – I often shop online. I believe you can find some real bargains by shopping on websites.*

**b) Aim** To express a personal opinion and to listen to verify information

- Elicit a variety of answers to the question in the rubric from various Ss around the class.
- Play the recording. Ss listen and follow the text in their books to find out.

**Suggested Answer Key**

A responsible shopper knows where and how the products they buy are made. They buy fair trade products. They buy products that use fewer natural resources and that don't have unnecessary packaging. They buy second-hand goods and they recycle. Responsible shoppers don't buy anything that is unnecessary and they don't pay too much.

**2 Aim** To read for specific information

- Ask Ss to read the incomplete sentences 1-6 and then give them time to read the text again and complete them.
- Check Ss' answers.

**Suggested Answer Key**

- 1 manufacture their goods
- 2 the goods have been made under acceptable working conditions
- 3 they are often much better quality than cheaply made new products for sale at similar prices
- 4 try to recycle our belongings
- 5 to avoid paying too much
- 6 to save money

- Refer Ss to the **Check these words** box and elicit/explain the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**bargain-hunting (n):** a way of shopping where the shopper tries to find products sold at a lower price than usual  
**quest (n):** a mission to try and get/find sth  
**awareness (n):** the state of being aware or having knowledge of sth  
**human rights (pl n):** a set of entitlements that all people in society should have  
**hard-earned cash (phr):** money that we have worked hard to get  
**policy (n):** the attitude and actions of a company regarding an issue  
**ethical (adj):** morally right  
**manufacture goods (phr):** to make products  
**treat (v):** to behave towards sb in a certain way  
**sweatshop (n):** a place where many people work in bad conditions for low pay  
**child labour (n):** the employment of children below the legal minimum age  
**mine of information (phr):** sb or sth that has a great deal of knowledge about sth  
**operate (v):** to function; to work

**guarantee (n):** a certainty that sth is true  
**natural resources (pl n):** the land, forests, energy sources, and minerals that come from the Earth and can be used to make things  
**treasure trove (n):** a collection of valuable objects  
**purchase (n):** sth you have bought  
**seasonal retail shift (phr):** the change in cost of products at different times of year usually due to summer/winter sales  
**sell (sth) off (phr v):** to sell all of sth usually at a reduced price  
**reduced prices (phr):** the cost of goods for sale is less than their usual retail price  
**balance (n):** a state in which two things have the same strength or importance  
**money sense (phr):** the ability to make good judgements when it comes to money

**3 Aim** To consolidate new vocabulary

Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- |           |               |            |
|-----------|---------------|------------|
| 1 human   | 4 reduced     | 7 wisely   |
| 2 child   | 5 take        | 8 seasonal |
| 3 working | 6 hard-earned |            |

**4 Aim** To consolidate information in a text and express a personal opinion

- Give Ss three minutes to write a few sentences expressing their opinion on how the information in the text may have changed their perspective and helped them.
- Ask various Ss around the class to read their sentences out.

**Suggested Answer Key**

The text made me realise that I don't think enough about where and how the things I buy were manufactured. Because of it, I will start to do some research on the big stores that I use. This will stop me paying money to companies that use child labour or have unacceptable working conditions.

## 2i Writing

**1 a) Aim** To analyse a model email of complaint

- Read the **Writing Tip** aloud and then give Ss time to read the model email.
- Ask them to match the paragraphs to the descriptions and then check Ss' answers.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| A 2 | B 1 | C 3 | D 4 |
|-----|-----|-----|-----|

- b) **Aim** To consolidate information in a text  
Ask Ss to read the email again and find examples to support their answer.

**Suggested Answer Key**

*It is a mild email. e.g. I am writing to complain ...  
Unfortunately, I experienced ... I would appreciate ...*

- 2 **Aim** To identify main & supporting ideas

- Draw the table on the board and fill in the headings. Give Ss time to read the text and fill in the table.
- Elicit Ss' answers and write them in the table on the board.

**Answer Key**

| Complaints   | Justifications  |
|--|---|
| <ul style="list-style-type: none"> <li>• I ordered a Cooltunes ... and despite the promise ... within 5 working days ...</li> <li>• ... when I received the MP3 player...</li> <li>• ... the product description ... stated a case was included ...</li> </ul> | <ul style="list-style-type: none"> <li>• ... it did not arrive until ...</li> <li>• ... it was badly scratched</li> <li>• ... this was missing</li> </ul> |

- 3 **Aim** To identify opening/closing remarks and strong/mild complaints

- Give Ss time to read the sentences 1-4 and elicit which ones are opening remarks and which ones are closing remarks.
- Then elicit the tone of each sentence to help Ss identify whether they are mild or strong complaints.

**Answer Key**

- 1 O strong complaint
- 2 C strong complaint
- 3 C mild complaint
- 4 O mild complaint

- 4 a) **Aim** To present clauses of concession

- Elicit/Explain that clauses of concession are expressions of a contrast to another idea.
- Ask various Ss to read the sentences aloud and refer them to the **Grammar Reference** section for further detail.

- b) **Aim** To practise using clauses of concession

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss around the class to read the joined sentences out.

**Answer Key**

- 1 Despite the product description saying the remote control would work with any TV, it didn't work with my TV.
- 2 In spite of the website saying I would receive the dress I ordered last week, it still hasn't arrived.
- 3 The webpage stated the DVD player was multi-regional; however it can only play region-2 DVDs.
- 4 The camera isn't in very good condition, despite the fact that the seller said it was as good as new.
- 5 In spite of having ordered a leather bag, the bag I received is plastic.

- 5 **Aim** To practise using linking words

- Ss work in pairs to complete the task.
- Check Ss' answers.

**Answer Key**

- 1 Although 3 and 5 Therefore
- 2 Furthermore 4 However

- 6 **Aim** To write an email of complaint

- Read the rubric aloud and elicit answers to the questions in the plan from various Ss around the class. Refer Ss to the **Writing Bank** and the Useful Language box for more details.
- Give Ss time to write their email of complaint and remind them to use appropriate linkers and a mild or strong tone.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**Plan:**

**Para 1:** I am writing to inform you that I am very disappointed with your company and the DVD player I ordered through your website on 3rd March.

**Para 2:** The DVD player was late, is the wrong colour, and something is missing.

**Para 3:** Replace the DVD player.

**Para 4:** I hope you will deal with this matter promptly.

**To:** customerservice@greatshopping.com

**From:** jsmith@gmail.com

**Subject:** Complaint about DVD player order

Dear Sir/Madam,

I am writing to inform you that I am very disappointed with the DVD player I ordered through your website on 3rd March. Unfortunately, I experienced a number of problems with the product.

I ordered a Topscreen 545 silver DVD player, which took six weeks to arrive, even though the website said it would be delivered within 28 days. To make matters worse, the DVD player I received is black whereas I ordered it in silver. Furthermore, the product description on your website stated that the player has 2 metres of cable. However, the cable on the player I received is only 1 metre. This means I can not

easily put the DVD player where I want it in my living room. I would appreciate it if you could replace the DVD player with the correct model. I am sending it back to you together with my invoice. I hope you will deal with this matter promptly.

Yours faithfully,  
John Smith

## Skills 2

### Reading

#### 1 **Aim** To read for gist

- Ask Ss to read the rubric and then read through the text quickly to get an idea of what it is about.
- Elicit answers from around the class.

#### Suggested Answer Key

The text is about a young woman's experience working at a clothes factory in New Delhi, India.

#### 2 a) **Aim** To read for specific information

- Read out the **Study Skills** box and point out that this tip will help Ss to complete the task successfully.
- Go through the headings (A-F) and explain/ elicit any unknown words. Ss underline the key words in the headings. (A No choice, B Health risks, C Doing my bit, D Curious, E Great journalism, F Terrible work environment)
- Ss read each paragraph and in pairs find words/phrases related to the headings.
- Ask Ss to read these words/phrases to the class.

#### Suggested Answer Key

para 1: ...how hard could making T-shirts be?

para 2: ...dirty, rundown building....huge, noisy, boiling hot room....

para 3: ....there's no other work here...It's the factory or the street...

para 4: ...difficult to breathe...strange rushes appeared on my skin...

para 5: ....campaigning for ethical fashion.... complain about sweatshop labour... found fairtrade designers online...

#### b) **Aim** To match the headings to the paragraphs

- Allow Ss some time to complete the task.
- Check Ss' answers.

#### Answer Key

1 D      2 F      3 A      4 B      5 C

### Listening

#### 3 **Aim** To listen for key information

- Read the rubric and the choices (A-E) aloud and explain the task.
- Play the recording. Ss listen and do the task.
- Check Ss' answers around the class.

#### Answer Key

Speaker 1 – E (size 42, I'll get you a pair now, They're tight around the toes)

Speaker 2 – D (I'm really thirsty so do you think we can order...?)

Speaker 3 – C (the earphones are broken, I'll get you a new set)

Speaker 4 – A (I'd like to try this on, changing rooms)

### Speaking

#### 4 a) **Aim** To prepare for a situational dialogue

- Ask Ss to read the rubric and the information in the box.
- Allow Ss time to write down words/phrases related to the topic.
- Ss compare their answers to their partner's.
- Ask various Ss to read their words/phrases in class.

#### Suggested Answer Key

I'm a size 10., Can I try it on, please?, Do you have it in red?, How much is it? I'll take it., Can I pay by credit card?, Your receipt is in the bag.

#### b) **Aim** To identify the speaker

- Ask Ss to read the questions and identify the person each question is addressed to.
- Check Ss' answers.

#### Answer Key

Do you need any help? – shop assistant

Can I try it on? – customer

How much is it? – customer

Have you got it in size ....? – customer

Can I pay by credit card? – customer

#### c) **Aim** To practise a dialogue about buying clothes

- Explain the task and ask Ss to work in pairs to prepare their answers.
- Ss should use the vocabulary in Ex. 4b as well as the information in Ex. 4a.
- Ask Ss to present their answers to the class.

#### Suggested Answer Key

A: (shop assistant): Hello, can I help you?

B: (customer): Yes, please. I'm looking for a dress to wear to a wedding.

A: Certainly. What size are you?

- B: *I am a size 10 and I would like it to be red or yellow.*  
 A: *Here you are.*  
 B: *Can I try it on, please?*  
 A: *Yes the changing rooms are over there. ... Any good?*  
 B: *It's perfect.*  
 A: *I agree, it looks lovely on you.*  
 B: *I think I'll take it. How much is it?*  
 A: *It's £120.*  
 B: *Right. Can I pay by credit card?*  
 A: *Yes, that's no problem. Can I have your ID, please?*  
 B: *Here you are.*  
 A: *Just sign here, please. Here's your credit card and ID back.*  
 B: *Thank you very much. Goodbye.*  
 A: *Goodbye.*

**Writing**

5 a) **Aim** To prepare for a writing task

- Read out the **Writing Tip** box and explain that this tip will help Ss to complete the task successfully.
- Read the rubric aloud and ask Ss to underline the key words.
- Elicit answers to the questions in the rubric from Ss around the class.

**Suggested Answer Key**

**Key words:** *English magazine for tourists, interesting places to go shopping, your area, article, describing place, explaining why, tourist, want to visit it*

*I have to write an article for tourists.  
 The readers of the magazine will read it.  
 I must include a great place for shopping in my area and explain why a tourist might want to visit it.*

b) **Aim** To write an article

- Draw Ss' attention to the plan. Ask them to copy the plan into their notebooks and make notes under each section.
- Remind them to include all the points mentioned in the rubric.
- Give Ss time to write their article or alternatively assign it for HW.
- Check Ss' answers.

**Suggested Answer Key**

*No trip to Amsterdam would be complete without a visit to Holland's largest and most popular street market, the Albert Cuyp Market. Since 1905 the market has grown and now has around 300 stalls lining both sides of Albert Cuyp street.*

*At the market, you can find almost anything from fresh fruit and vegetables to fish and meat or flowers and plants to clothing and jewellery. The prices are some of the cheapest that you will find in the city and the atmosphere is laid back and friendly. The market is open from 9 in the morning to 5 in the afternoon, Monday to Saturday.*

*Tourists can enjoy themselves in a number of ways at the market. They can take a leisurely stroll along the street, stop for a coffee in a traditional Amsterdam café or visit some of the other shops in the area along neighbouring streets. All in all, Albert Cuyp is a place where you can find everything you need and a shopping trip there is an unmissable experience.*

6 **Aim** To practise forming words

- Ask the Ss to read the text quickly and guess what it is about.
- Explain that the words in bold are the stem from which the missing words are derived.
- Allow Ss time to complete the task. When Ss have completed the exercise, have them compare their answers in pairs.
- Monitor the discussion and then check Ss' answers on the board.

**Answer Key**

- 1 *mathematician*    3 *popularity*    5 *directly*  
 2 *appearance*    4 *nutritional*

7 **Aim** To practise sentence completion

- Read the task aloud to the class.
- Elicit/Explain that the second sentence should have the same meaning as the first one. Remind Ss that the word in bold cannot change and must be used as is.
- Point out that they can use two to five words to fill in the gap including the word in bold.
- Give Ss time to complete the task.
- Remind Ss to check for spelling and grammar mistakes.
- Check Ss' answers.

**Answer Key**

- 1 *... was not as expensive as ... (comparison)*  
 2 *... is going to buy ... (intention)*  
 3 *... not tall enough to reach ... (adj + enough)*  
 4 *... something wrong with ... (lexical)*  
 5 *... is good for ... (lexical)*

**Language in Use** **2**

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 *out*    3 *along*    5 *over*  
 2 *up*    4 *by*    6 *across*

# Module 2

## 2 **Aim** To practise prepositional phrases

Explain the task and give Ss time to complete it and then check Ss' answers.

### Answer Key

1 at      3 for      5 to      7 from  
2 of      4 on      6 of

## 3 **Aim** To form verbs from nouns/adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

1 shorten      3 ensure      5 encourage  
2 strengthen      4 enlarge

## 4 **Aim** To revise vocabulary from the module

Give Ss time to complete the task and then check Ss' answers.

### Answer Key

1 advice      4 manual      7 appliances  
2 high-heeled      5 responsible      8 medical  
3 sliding      6 loyalty

## 5 **Aim** To consolidate phrases with *make* and *do*

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

### Answer Key

1 do      4 make      7 do      10 make  
2 make      5 do      8 do      11 make  
3 do      6 make      9 do      12 make

## Quiz

### **Aim** To consolidate information in the module

- Give Ss time to complete the quiz, looking back through the module if necessary.
- Check Ss' answers.
- Have Ss write their own quiz and exchange quizzes with their partners to do. Ask various Ss around the class to read out their quiz.

### Answer Key

1 F (10 years)  
2 T  
3 F (40%)  
4 F (manual workers)  
5 F (made under acceptable working conditions)  
6 F (time warp)  
7 T  
8 F (in sales)

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
- Ask Ss to exchange their quizzes, do them, and then check their answers.

### Suggested Answer Key

1 Fabrican will cost about £10. (T)  
2 3D printers can't produce body parts. (F – they can)  
3 Grace was invented by Microsoft. (T)  
4 Cheaper brands in supermarkets are easy to find. (F – they are often hard to reach)  
5 George Crum was a pharmacist. (F – He was a chef.)  
6 John Pemberton invented Coca-Cola. (T)  
7 Levi Strauss came from Italy. (F – He came from Germany.)  
8 Lola Lamour is a singer. (T)

# Russia 2

## Reading & Listening

### 1 a) **Aim** To introduce the topic

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Izmaylovo Market.

### Suggested Answer Key

Izmaylovo market is an open-air flea market in Moscow which is popular with tourists.

- Ask Ss to write down two questions they would like to ask on the topic.

### b) **Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to read the text and see if they can answer their questions.

### Suggested Answer Key

1 What can I buy there? (a great range of products from vintage and second-hand items to antiques and works of art)  
2 Is it expensive to shop there? (No, the prices are a lot lower than in the city centre)

### 2 **Aim** To read for key information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 NS      2 T      3 T      4 NS      5 T
- 2 ...one of the city's top tourist attractions....and is very popular with tourists...
- 3 ...the prices are a lot lower than in the city centre....
- 5 ...Saturday and Sunday is the best time to visit....
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- flea market (n):** a type of an outdoor bazaar for inexpensive or second-hand articles
- open-air (adj):** outdoor
- construct (v):** to build
- level (n):** floor
- cutlery (pl n):** the knives, forks, and spoons that you use for eating food
- vintage (adj):** antique
- stall (n):** a large table or a small construction that is open at the front, used for selling things
- officially (adv):** according to what people in authority say, although it may not be true
- bargain (n):** a lower than usual price
- busker (n):** a street artist
- medieval (adj):** relating to the Middle Ages
- surroundings (pl n):** the area around a place

**3 Aim** To find synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

**Answer Key**

- |                            |               |
|----------------------------|---------------|
| 1 range                    | 5 second-hand |
| 2 bargain                  | 6 busker      |
| 3 top (tourist attraction) | 7 vintage     |
| 4 top (level)              | 8 lower       |

**4 Aim** To consolidate the vocabulary and make a presentation

- Direct Ss' attention to the **Check these words** box.
- Explain the task.
- Allow Ss some time to prepare their presentation.
- Ask various Ss to present Izmaylovo Market to the class.

**Suggested Answer Key**

The Izmaylovo **open-air flea market** is one of the most famous tourist attractions in Moscow. It is **constructed** on three **levels** where you can find a great variety of **vintage** and second-hand products. Everything from **cutlery** and old cameras to antiques and works of art are on display. Strolling up and down Izmaylovo Market you can find great **bargains** in its **stalls**. You can also have fun listening to **buskers** playing music on a stage-set **medieval** palace. Its picturesque **surroundings** offer you a chance to explore this famous part of Moscow on a sunny day.

**5 Aim** To write a paragraph about a famous market

- Read the rubric aloud and explain the task.
- Remind Ss that they can use the text in Ex. 1b as model.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**Danilovsky Market**

Danilovsky market is a well-known market that mostly sells food. It is located in the oldest trading area in Moscow and started around the beginning of the 14th century. Its name refers to the famous Danilovsky monastery, built in 1282, which is nearby. It is located close to the metro station Tul'skaya and it also has a tramway (cable car) station. It is quite a large market with many stalls selling fresh fruit and vegetables, meat, cheese, dried fruit, and homemade pickles.

## Doing the right thing

### Topic

In this module, Ss will explore the topics of community action, members of society, world problems, environmental problems and space colonisation.

### Modular page

47

**Lesson objectives:** Overview of the module

**Vocabulary:** Community action (*recycle old materials, pick up litter in your neighbourhood, help the elderly, donate to charities, look after stray animals*)

### 3a Life swap

48-49

**Lesson objectives:** To listen & read for gist, to read for specific information, to revise modals, to write an account of an imaginary experience

**Vocabulary:** Members of society (*the rich, the poor, the young, the blind, the homeless, the elderly, the unemployed, the disabled*); Verbs (*abuse, criticise, accuse, donate*); Phrasal verbs (*set out, get rid of, dig into, doze off*); Nouns (*walking stick, senior citizen, debt, judgment*); Adjectives (*marginalised, eye-opening, shabby, convincing, chatty, embarrassed, invisible*); Phrases (*go undercover, prosthetic make-up, make small talk, scruffy clothes, puffy eyes, frizzy hair, family break-up*); Past participle (*curled up*)

### 3b Giving your time!

50-51

**Lesson objectives:** To listen & read for gist, to read for specific information, to revise conditionals, to present/practise wishes, to role-play and summarise/paraphrase information

**Vocabulary:** World problems (*homelessness, illiteracy, war, crime, ageing population, population growth, hunger, racism, poverty*); Verbs (*beg, leak, adopt*); Phrasal verbs (*turn up, miss out*); Nouns (*affection, slum, volunteer group, hygiene, literacy, violence, destitution, shack, reputation*); Adjectives (*worthwhile, privileged, appalling, wealthy, nerve-racking, eager, unofficial, eye-opening*); Phrase (*makeshift school, broken home, shine shoes, host family*)

### 3c Culture Corner

52

**Lesson objectives:** To listen & read for specific information, to read for lexical correctness & coherence, to write about an interesting festival in your country

**Vocabulary:** Verbs (*wander, promote, respect, recover*); Nouns (*performing arts, summer solstice, legend, teepee, fan, massage, amphitheatre, pyramid, stage, humanitarianism, freedom of expression, principles*); Adjectives (*mystical, muddy, loyal, familiar*); Phrases (*spiritual tradition, if in doubt*)

### 3d Everyday English

53

**Lesson objectives:** Making a donation to charity, to practise intonation in polite requests

**Vocabulary:** Sentences (*How can I help you?, I'd like to make a donation., Would you like to make a single donation or a regular monthly donation?, That's wonderful!, Could I get your full name and address, please?, Could you give me your credit or debit card number, please?, And what's the expiry date?, Thank you so much for your donation., You're very welcome.*)

### 3e At all costs

54-55

**Lesson objectives:** To listen & read for gist, to read for cohesion & coherence, to present/revise relative clauses, to write & act out an interview

**Vocabulary:** Raising awareness (*raise funds by organising a music festival or an art contest, join a conservation/environmental group, start a blog campaign, organise a slide show or a lecture, create informative window displays and posters, make a video and upload it to YouTube, walk through the Amazon Rainforest*); Verbs (*gather, conserve*); Phrasal verb (*set off*); Nouns (*source, trickle, electric eel, drug smuggler, malaria, deforestation, pit viper*); Phrases (*entire length, face terrifying hazards, hostile tribes, sharp-toothed caiman crocodile, true inspiration, former army captain, jungle expedition, raise public awareness, grab attention, hair-raising moments, swarm of wasps, inject with antibiotics, forest worker, draw a bow, reach a destination, collapse with exhaustion, natural wonder, at all costs*)

### 3f Moving out

56-57

**Lesson objectives:** To read for cohesion & coherence, to present/practise mixed conditionals, to talk about colonising space, to consolidate information in a text to develop critical thinking skills

**Vocabulary:** Verbs (*spread, orbit, generate, construct, extract, overcome, afford*); Phrasal verbs (*warm sth up, wipe out*); Nouns (*colonisation, leap, mankind, solar panel, supplies, resources, colony, atmosphere, carbon dioxide, exploration, centuries, millennia, catastrophe, meteor, nuclear war*); Adjectives (*endless, self-sufficient, harsh*); Phrases (*futuristic community, final frontier*)

**3g Skills 58**

**Lesson objectives:** To practise expressing an opinion and discussing a problem, to listen for specific information

**Vocabulary:** Environmental problems (*air pollution, rubbish, water pollution, deforestation, natural resources (oil, coal & gas, etc) are running out, electronic waste*)

**3h Curricular: Geography 59**

**Lesson objectives:** To listen & read for gist, to read for lexico-grammatical correctness and coherence, to give a presentation on deforestation

**Vocabulary:** Verbs (*contribute*); Phrasal verbs (*turn into, die out*); Nouns (*tropical rainforest, logger, urban developer, mine, ecosystem, disease, greenhouse gas, global warming*); Adjectives (*sustainable, commercial*); Phrases (*slash and burn, major threat, unique species, cancer-fighting properties*); Prepositions (*including*)

**3i Writing 60-61**

**Lesson objectives:** To analyse a model essay, to practise linking words, to write an opinion essay

**Skills 3 62-64**

**Lesson objectives:** To read for gist, to read for specific information, to listen for specific information, to give a talk using key points, to express an opinion giving reasons, to practise word formation, to practise key word transformations, to write an opinion essay

**Language in Use 3 65**

**Lesson objectives:** To present/practise phrasal verbs with *hand, hang & join*, to practise prepositional phrases, to form nouns with prefixes, to do a quiz, to write a quiz

**Russia 3 66**

**Lesson objectives:** To listen and read for gist, to read for specific information, to identify synonyms, to talk about the topic, to write a summary

**Vocabulary:** Verbs (*fight, roam, support*); Adjectives (*non-profit, peaceful, stray, numerous, decent*); Nouns (*animal rights, cruelty, campaign, ban, assistance, plight, victory, attempt*); Phrases (*cosmetic product, make people aware of, welfare laws*)

► **What's in this module?**

Read the title of the module *Doing the right thing* and ask Ss to suggest what they think the module will be about (*the module is about community action, world problems and social issues*). Go through the topic list and initiate a discussion to stimulate Ss' interest in the module.

**Vocabulary**

1 **Aim** To present vocabulary for community action

- Ask Ss to look at the pictures A-E and match them to the phrases 1-5.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses for Ss to repeat as a class or individually. Check Ss' intonation and pronunciation.

**Answer Key**

1 C    2 A    3 B    4 E    5 D

2 **Aim** To practise new vocabulary

- Explain the task and read the example aloud. Explain/Elicit that the example sentence is Conditional Type 1. Elicit how we form it and when this type is used (*if + present simple → will: possibility in the future*).
- Give Ss time to prepare their answers.
- Check Ss' answers.

**Answer Key**

*If we pick up litter in our neighbourhood, our neighbourhood will be clean.*

*If we help the elderly, we will improve their quality of life.*

*If we donate to charities, we will help people in need.*

*If we look after stray animals, they will have food to eat.*

**OVER TO YOU!**

**Aim** To personalise the topic

- Explain the task. Read the example sentence and elicit what type of conditional it is (Type 2). Elicit form and use (*if + past simple, would + bare infinitive: unreal present situation*).
- Ask Ss to work in pairs and discuss the question in the rubric and then tell another pair.
- Monitor the activity around the class, then ask various pairs to share their answers with the class.

## Suggested Answer Key

- A: I think we should build more shelters for the homeless.
- B: Yes. If we built more shelters, homeless people would have somewhere to sleep and something to eat.
- A: Then, we could donate food and clothing to the shelters.
- B: Yes. If we donated more things, the shelters would be able to help more people.

## 3a Life swap

### Vocabulary

- 1 a) **Aim** To present new vocabulary
- Direct Ss' attention to the pictures A-H and play the recording.
  - Ss listen and repeat as a class or individually. Point out that we use *the* + adjective to refer to a group of people.
- b) **Aim** To listen for gist
- Play the recording.
  - Ss listen and match the speakers to the social group they belong to.
  - Check Ss' answers. Ss should justify their answers.

#### Answer Key

**Pete:** the unemployed  
**Sandy:** the disabled  
**Ann:** the blind  
**Bart:** the rich

- 2 **Aim** To expand a vocabulary area
- Give Ss time to complete the task.
  - Ask various Ss around the class to share their answers with the rest of the class.

#### Suggested Answer Key

*In many ways, the young have a happy carefree lifestyle. Teenagers don't usually have to worry about things like running a house or paying bills. They can enjoy their lives travelling, hanging out with friends, going to parties and concerts and so on. But the young also have their own problems. Schoolwork and studies can be very demanding with a lot of pressure on them to succeed. There is also uncertainty about future employment and whether or not they will find a good job. Peer pressure can also affect their lifestyle. A lot of teenagers can be easily influenced and can make bad choices because of their lack of life experience.*

## Reading & Listening

- 3 **Aim** To predict the content of the text and listen and read for gist

- Direct Ss' attention to the pictures in the text.
- Ask Ss to look at their clothing and facial expressions.
- Elicit Ss' guesses as to what their lifestyles may be like.
- Play the recording. Ss listen and follow the text in their books to find out.

#### Suggested Answer Key

*I think a typical day for an elderly woman is rather boring. She may feel quite lonely. She may not have many friends or family to spend time with. I think a typical day for a homeless man is difficult. Living on the streets must be dangerous. He has nowhere to spend the night, he wears dirty clothes and he has no food.*

- 4 **Aim** To read for specific information

- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers.
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Answer Key

- 1 find out what it's really like to be in someone else's shoes
- 2 (incredibly) embarrassed and lonely
- 3 invisible and unwanted by society
- 4 it was biting cold, people were walking close to his head, and the stone floor where he slept was hard
- 5 debts or family break-ups
- 6 they have no address or ID

#### Suggested Answer Key

**abuse (v):** to treat sb cruelly & violently  
**criticise (v):** to express your disapproval of sb  
**accuse (v):** to tell sb that you think they did sth wrong  
**marginalised (adj):** made to feel isolated and unimportant by a society  
**go undercover (phr):** to secretly get information through disguising yourself as sb else  
**eye-opening (adj):** surprising  
**prosthetic make-up (phr):** make-up that includes false body parts  
**shabby (adj):** scruffy, worn  
**walking stick (n):** a wooden stick that people lean on to help them walk  
**convincing (adj):** believable  
**set out (phr v):** to start a journey/course of action  
**make small talk (phr):** to make conversation on trivial topics e.g. the weather  
**chatty (adj):** talkative  
**senior citizen (n):** a person over 60

- get rid of (phr v):** to make sb leave because you find them annoying
- embarrassed (adj):** shy or ashamed about sth
- invisible (adj):** feeling ignored
- scruffy clothes (phr):** dirty, untidy clothes
- curl up (phr v):** be in a position where your arms and legs are pulled into the body
- dig into (phr v):** to press sth hard into sth else
- doze off (phr v):** to fall asleep, esp during the day
- puffy eyes (phr):** swollen eyes
- frizzy hair (phr):** hair that is wild and tightly curled
- debt (n):** money that is owed to sb
- family break-up (phr):** family split up/separation
- judgment (n):** negative opinion of sb/sth
- donate (v):** to give money or goods to sb or a charity

**5** **Aim** To consolidate new vocabulary

Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- |                  |                  |
|------------------|------------------|
| 1 senior citizen | 5 curled         |
| 2 eye-opening    | 6 frizzy         |
| 3 invisible      | 7 debts          |
| 4 talk           | 8 identification |

**Grammar**

**6** **Aim** To revise modals

- Explain the task and read the example aloud.
- Ask Ss to underline *it's impossible*. Elicit that the sentence refers to lack of possibility. Read the answer. Elicit that *can't* expresses this lack. Do the same with the rest of the items and elicit appropriate modal verbs. Refer Ss to the **Grammar Reference** section for more information.
- Ss complete the task, then check Ss' answers.

**Answer Key**

- 2 *Could we go now?*
- 3 *Ian didn't have to go.*
- 4 *You should help the poor.*
- 5 *You mustn't enter the area.*
- 6 *You must inform John about it.*

**Modal verbs in the texts:** **Text A:** *can (be), might (feel), had to (be covered), might not (have heard), couldn't (wait), couldn't (believe), couldn't (help), would (have treated), could (be)*

**Text B:** *couldn't (sleep), had to (leave), couldn't (believe), couldn't (get off), should (get), can't (be employed), could (do)*

**7** **Aim** To personalise a topic

- Ask Ss to work in groups of three. One will be a reporter, the other two the people in the texts.

- Ss prepare their questions and answers using the information in the text. Monitor the task around the class. Help if necessary. Ask groups of Ss to present their interviews to the class.

**Suggested Answer Key**

- A: *How did you turn yourself into an 80-year old woman?*  
 B: *I used prosthetic make-up, a shabby coat and a walking stick.*  
 A: *What did you do?*  
 B: *I talked to people on the bus, at the make-up counter and in a music store.*  
 A: *How did people treat you as an elderly lady?*  
 B: *They didn't want to talk to me. They laughed at me and couldn't wait to get rid of me.*  
 A: *How did you feel?*  
 B: *I felt embarrassed and lonely.*  
 A: *How did it feel to sleep in a doorway?*  
 C: *It was biting cold, the hard stone floor dug into my shoulder and hip and I was constantly aware of people walking close to my head.*  
 A: *How did people treat you as a homeless person?*  
 C: *People avoided looking at me and told me to leave.*  
 A: *What did you look like?*  
 C: *My eyes were red and puffy, my skin was pale and my hair was frizzy.*  
 A: *What did you learn from your experience?*  
 C: *Homeless people need our help, not our judgement. We should all donate time and money to help them.*

**8** **Aim** To write an account of an imaginary experience

- Explain the situation and give Ss time to think about how people treat unemployed people and some of the problems and prejudices they may face every day.
- Give Ss time to write their accounts and then ask various Ss to read them to their partners. Ask various Ss to read them to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*The first thing I did when I got up in the morning was to go online and check the newspapers for jobs. Then, after breakfast, I put on my best clothes and went to a number of businesses in the city centre. I told them I was looking for work and gave them a copy of my CV. Most people just threw it into a filing tray without even opening it and said they would keep it on file in case there were any vacancies. Everyone seemed unfriendly and wanted to get rid of me as soon as possible. I felt so depressed and disappointed.*

## 3b Giving your time

### Vocabulary

1 a) **Aim** To introduce new vocabulary

- Direct Ss' attention to the diagram.
- Play the recording. Ss listen and repeat as a class or individually. Check Ss' intonation and pronunciation. Elicit/Explain any unknown vocabulary.

b) **Aim** To practise new vocabulary and expand the topic

Read the rubric and the example aloud and then elicit answers from Ss around the class.

**Suggested Answer Key**

*Poverty is on the increase in my country. We should all help the poor. I think more people should donate to charities. We can donate unwanted clothes and other items instead of throwing them away.*

### Reading

2 **Aim** To predict the content of a text and listen and read for gist

- Direct Ss' attention to the title, introduction, and the first sentence of each paragraph and elicit Ss' guesses about Mitch's experience.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*I imagine he had a really rewarding experience in Rio de Janeiro, helping young people learn something worthwhile.*

#### BACKGROUND INFORMATION

Rio de Janeiro, is a large city in the south-east of Brazil in South America. About 14 million people live there. It is a popular tourist area and the most visited city in South America. It is famous for its samba music, carnival celebrations, and natural features such as Copacabana Beach, Corcovado Mountain and Sugarloaf Mountain. It also has some famous landmarks such as the statue of Christ the Redeemer and the Maracana Stadium.

A **favela** is a shanty town in Brazil. They can be found on the outskirts of large cities. The houses are makeshift using whatever materials people can find. In Sao Paulo there are 612 favelas and in Rio de Janeiro there are 513. The largest favela in Rio is called Rocinha and around a quarter of a million people live there.

3 **Aim** To read for specific information

- Give Ss time to read the text again and choose the correct answer for each question 1-4.
- Check Ss' answers. Ask Ss to justify their answers.
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Answer Key**

- |                   |                   |
|-------------------|-------------------|
| 1 C (lines 12-15) | 3 D (lines 36-37) |
| 2 A (line 20)     | 4 B (lines 44-46) |

**Suggested Answer Key**

**worthwhile (adj):** being worth the time, money, effort spent doing it

**privileged (adj):** having advantages that others don't have

**affection (n):** love and feelings of fondness

**slum (n):** an area with very poor living conditions and poor housing

**appalling (adj):** terrible; shocking

**volunteer group (n):** an organised group of people who work for free to help others

**hygiene (n):** the practice of cleanliness

**literacy (n):** the ability to read

**makeshift school (phr):** a temporary, poor quality school made with whatever materials/resources are available

**wealthy (adj):** rich, having lots of money

**broken home (phr):** a family where the parents have split up

**violence (n):** behaviour intended to harm others

**beg (v):** to ask for food or money from people

**shine shoes (phr):** to polish people's shoes for money

**nerve-racking (adj):** making you nervous, anxious or scared

**turn up (phr v):** to arrive, usually unexpectedly

**eager (to) (adj):** enthusiastic about

**destitution (n):** the state of having no money or possessions

**shack (n):** a flimsy hut

**leak (v):** to drip water

**reputation (n):** the opinion held by others of sb/sth

**host family (phr):** a family that a visiting student stays with, usually arranged by an organisation

**adopt (v):** to make sb part of your family

**unofficial (adj):** not authorised or approved by a recognised authority

**eye-opening (adj):** surprising

**miss out (phr v):** to lose the opportunity to do sth

4 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task in closed pairs.
- Check Ss' answers and then elicit a variety of sentences using the phrases from Ss around the class.

**Answer Key**

- |              |          |               |
|--------------|----------|---------------|
| 1 privileged | 5 broken | 9 host        |
| 2 poverty    | 6 shine  | 10 truly      |
| 3 basic      | 7 eager  | 11 eye        |
| 4 makeshift  | 8 make   | 12 experience |

**Suggested Answer Key**

- Mitch admitted that he had a **privileged childhood**.
- Mitch wanted to help people who **live in poverty**.
- The **basic skills** that Mitch taught included English.
- Mitch was working in a **makeshift school**, not a modern one.
- Many of the children he taught came from **broken homes** whose parents had got divorced.
- A lot of his students had previously been **shining shoes**.
- Mitch was pleasantly surprised that his pupils were **eager to learn**.
- Mitch's pupils **made a lot of progress** with their lessons.
- His **host family** made him feel completely at home.
- Mitch describes his time in Brazil as **truly special** because he learned a lot of things.
- He refers to his experience as **eye-opening**.
- Mitch is glad he did not miss out on an **experience of a lifetime**.

**Grammar**5 **Aim** To revise conditionals

- Explain/Elicit that we form conditionals with an *if-clause* and a *main clause*.
- Read the examples aloud one at a time.
- Explain/elicite that we use type 0 conditionals to talk about a fact of nature or a general truth.
- Explain that we always use the present simple tense in zero conditionals.
- Explain/Elicit that we form type 1 conditionals with an *if-clause* and a *main clause*, and that we always use the present simple tense in the *if-clause* and the future simple tense/an imperative/*can, may, should* + base form of the verb in the main clause. We use type 1 conditionals to talk about things that are likely to happen in the future.
- Explain/Elicit that we form type 2 conditionals with *if + past simple* → *would/could + infinitive without to* and that we use it to talk about an unreal situation in the present or future and to give advice.
- Explain/Elicit that we form type 3 conditionals with *if/when + past perfect* → *would have + past participle* of the main verb and that we use it to talk about an unreal situation in the past. Refer Ss to the **Grammar Reference** section for more information.
- Elicit examples from the text. Ask Ss to identify what type each is.

**Suggested Answer Key**

Conditional sentences are divided into two clauses, the *if-clause* and the *main clause*, and are formed as follows:

Type 0: *When/If + verb in present simple* → *verb in present simple*

Type 1: *If + verb in present simple* → *verb in future simple*

Type 2: *If + verb in past simple* → **would** + *infinitive without to*

Type 3: *If + verb in past perfect* → **would have** + *past participle*

**Examples in text:** What would you do if you had three months to do whatever you wanted? (Type 2) if they experience violence at home or their families can't look after them anymore, children end up on the streets. (Type 1) If I hadn't gone, I would have missed out on the experience of a lifetime. (Type 3) If I could do it all again, I'd jump on a plane right now! (Type 2)

6 **Aim** To practise conditionals

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |                        |                       |
|------------------------|-----------------------|
| 1 won (type 2)         | 4 won't play (type 1) |
| 2 had learned (type 3) | 5 were (type 2)       |
| 3 don't have (type 0)  |                       |

7 **Aim** To present wishes

- Read the examples aloud.
- Explain that we use *wish/if only + past simple* to talk about sth we wish was true in the present and *wish/if only + past perfect* to talk about sth we regret/wish was different in the past.
- Elicit which sentence refers to present/past. Point out that we can use *were* in all persons.
- Refer Ss to the **Grammar Reference** section for more information.

**Answer Key**

*I wish I was/were in Rio* refers to the present. (unreal in the present)

*I wish I had gone to Rio* refers to the past. (unreal in the past)

8 **Aim** To practise wishes

- Explain the task and read the example out loud.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- I wish I had studied more.*
- I wish I had some friends.*
- I wish I hadn't been ill.*
- I wish I could speak Spanish.*

## Speaking & Writing

9 **Aim** To practise conditional sentences based on the text/personal examples

- Ss do the task in closed pairs.
- Check Ss' answers by asking various Ss to read their sentences aloud to the class.

### Suggested Answer Key

- 1 *I would try to persuade more people to volunteer for those in need*
- 2 *he would have missed the experience of a lifetime*
- 3 *the world will become a better place*
- 4 *able to go to Rio*
- 5 *volunteer work during my summer holiday*

10 a) **Aim** To role-play an imaginary telephone conversation based on a text

- Explain the task and ask Ss to work in pairs, take roles and act out a conversation between Mitch and a family member.
- Monitor the activity around the class and then ask various pairs to act out their conversations in front of the rest of the class.

### Suggested Answer Key

Mitch: Hi, Mum. How are you?

Mum: Good. It's great to hear your voice. How is Rio?

Mitch: Oh, it's amazing! I'm so glad I came.

Mum: I'm glad to hear that everything is going so well for you.

Mitch: Well, it started out a bit rough.

Mum: Oh?

Mitch: The area where I teach is a favela, one of the poorest neighbourhoods of the city. Even though many of the students are poor and come from broken homes, they're always eager to learn something new.

Mum: That's good to hear. What do you teach them?

Mitch: English, literacy and business skills. I even give them some hygiene tips. In return, they are teaching me that anyone can succeed if they work hard.

Mum: That's a good lesson to learn. How is your host family? Do they treat you OK?

Mitch: They treat me better than OK. It's like I'm one of the family. Well I'd better go now, tell Dad "hello" from me. I'll see you next month!

Mum: All right. Thanks for calling!

### Activity for weaker classes.

- Elicit possible questions and write them on the board. Ask Ss to work in pairs to ask and answer the questions using information from the text.

### Possible questions

How are you?

Are you having a good time in Rio?

What do you teach the kids?

How's your host family?

When are you coming back?

b) **Aim** To summarise/paraphrase information in a text in the form of a letter

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss to read their letters to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to read their letters out in the next lesson.

### Suggested Answer Key

Dear Mum and Dad,

Hope you are both well. I'm having an amazing experience here in Rio. It's a big city with wealthy areas, but I am getting to know the poorer neighbourhoods.

I work in a makeshift school. Although many kids are poor and come from broken homes, they are friendly and want to learn. I teach them English, literacy, hygiene and business skills. The facilities are very basic – we don't even have any textbooks! – but the kids like me and are making progress. I really feel like I'm developing a relationship with them and we often cook and eat meals together.

As for the host family I stay with, they are very kind. They have made me feel really at home and they treat me like family.

It's great to be here doing something worthwhile, but I do miss you both. See you next month!

All my love,

Mitch

## 3c Culture Corner

1 **Aim** To predict the content of a text and listen and read for specific information

- Read the names in the list out loud and elicit what Ss know about Glastonbury and whether they know how the names are related to it.
- Play the recording. Ss listen and follow the text in their books and find out.

### Suggested Answer Key

*I think the Glastonbury Festival is a rock festival that is held in England every summer. It's an open-air event, with lots of famous rock bands, and it attracts thousands of visitors.*

*Vale of Avalon – the area the festival takes place*

*Arcadia – an area on the festival site*

*Glasto – another name for the festival*

*The Arctic Monkeys – a band that has played at the festival*

*Oxfam – a charity the festival supports*

2 **Aim** To read for key information

- Read the headings A-E aloud.
- Give Ss time to read the text again and match the headings to the paragraphs. Ask Ss to look for synonymous words to the words in the headings.
- Check Ss' answers.

**Answer Key**

- 1 C *Now Glastonbury Festival is one of the largest, most popular greenfield music and performing arts festivals in the world, ...*
  - 2 E *Then it's time to explore the huge, 900-acre site with nearly 20 different unique areas, each with their special attractions ...*
  - 3 A *... where top musicians including U2, Shakira, Kylie Minogue, and The Arctic Monkeys have played.*
  - 4 D *It's also about promoting green issues, humanitarianism, and freedom of expression ...*
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**performing arts (pl n):** music, dance, and other arts that are performed before an audience

**mystical (adj):** involving spiritual powers

**summer solstice (n):** the day of the year with the most hours of daylight

**legend (n):** an old story which may or may not be true

**spiritual tradition (phr):** an old practice that relates to a group's beliefs, customs and history

**muddy (adj):** (for earth) wet

**teepee (n):** a Native American style tent

**loyal (adj):** faithful

**fan (n):** supporter

**massage (n):** action of squeezing and rubbing the body to ease pain or help it relax

**amphitheatre (n):** a large open area for performances surrounded by rows of seats in tiers; ancient theatre

**if in doubt (phr):** if you are unsure

**wander (v):** to walk around a place, usually aimlessly

**familiar (adj):** recognisable; well known

**pyramid (n):** a shape with a square base and triangular sides

**stage (n):** a raised platform for performances

**promote (v):** to publicise

**humanitarianism (n):** the action of helping people who are suffering

**freedom of expression (phr):** the right to express oneself without restraint

**principles (pl n):** moral/ethical values

**respect (v):** to treat with kindness and care

**recover (v):** to return to a previous condition

**BACKGROUND INFORMATION**

**Pilton** is a village in the county of Somerset in England. It is about 10 km from the city of Glastonbury. It has a population of around 900 people and it is famous as the location of Worthy Farm which hosts the annual Glastonbury Festival of Performing Arts.

**Avalon** is a legendary magical place where people say King Arthur is buried. Around 1190, some monks at Glastonbury Abbey claimed to have found the bones of King Arthur. Since then, this area in Somerset has come to be known as the **Vale of Avalon** and is said to be a mystical place.

**U2** is a successful Irish rock band that was formed in 1976. The lead singer is Bono and the lead guitarist is called The Edge. They are well known as campaigners for human rights and charities. Some of their albums are *The Joshua Tree*, *Achtung Baby* and *No Line on the Horizon*. They have won 22 Grammy Awards and they have sold more than 150 million records worldwide.

**Shakira** is a successful Colombian pop singer and songwriter. She is well known for her dance moves and she does a lot of charity work. Some of her albums are *Laundry Service* and *She Wolf*. She has won 12 Grammy Awards, 12 Billboard Music Awards and sold 50 million albums worldwide.

**Kylie Minogue** is a successful Australian actress and pop singer. She has won a Brit Award and a Grammy Award and has an OBE. She has sold over 68 million records worldwide and some of her albums are *Light Years*, *Fever* and *Aphrodite*.

**The Arctic Monkeys** is an English rock group that was formed in 2002. They are the first band to have become popular through the Internet and their first album *Whatever People Say I am, That's What I'm Not* became the fastest-selling album in British music history.

**The Great Pyramid of Giza** in Egypt is the oldest and largest pyramid in the world. It was one of the Seven Ancient Wonders of the World. It was built in 2560 BC for the Pharaoh Khufu. It is over 480 feet high and took 20 years to build.

**WaterAid** is a non-profit organisation and charity based in London, England. It works to help people overcome poverty and disease caused by a lack of clean water.

**Oxfam** is an international charity organisation that operates in 98 countries to help fight poverty. It was originally started in Oxford, England in 1942. They help poor people to help themselves through sustainable development programmes.

**Greenpeace** is an international environmental organisation that works to combat world issues such as global warming, deforestation, overfishing, and whaling. It is known for its direct action and because of this it is the most well-known environmental organisation in the world.

### 3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers and then elicit sentences from various Ss around the class.

#### Answer Key

|              |             |              |
|--------------|-------------|--------------|
| 1 music      | 5 solstice  | 9 vegetarian |
| 2 performing | 6 spiritual | 10 stands    |
| 3 raise      | 7 pitch     | 11 live      |
| 4 attract    | 8 loyal     | 12 muddy     |

#### Suggested Answer Key

Glastonbury is a famous **music festival**. It is also a **performing arts festival**. The organisers use it to **raise money for charity**. The top bands and great events **attract people** from all over. Glastonbury takes place around the time of the **summer solstice**. The Vale of Avalon is famous for its **spiritual traditions**. Lots of people who go to Glastonbury **pitch a tent** in a field. **Loyal fans** of Glastonbury go every year. In the Green Fields area you can find a lot of **vegetarian food**. There are **food stands** everywhere. Top musicians give **live performances**. Nobody seems to mind standing in a **muddy field**.

### 4 **Aim** To write about an interesting festival in your country

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about an interesting festival in their country.
- Ss collect information under the headings and write a short text, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

#### Suggested Answer Key

**Name:** RockNess

**Place/Time:** Loch Ness at Dores near Inverness, Scotland/June

**What you can do there:** watch concerts, camp, see comedians, listen & dance to live concerts, take the RockNess Express

In Scotland, every year since 2006, the RockNess Festival takes place on the banks of Loch Ness at Dores near Inverness. It takes place in June and celebrates popular

music. It attracts people from all over Europe. You can watch amazing concerts and see comedians. Visitors can pitch a tent or stay in a campervan. People listen and dance to live music, all in the beautiful Scottish Highlands. You can even take the RockNess Express to get there. It is a party train that travels from London, stopping at various stations on the way to Inverness.

## 3d Everyday English

### 1 **Aim** To present situational language

- Play the recording. Ss listen and repeat as a class or individually.
- Pay attention to Ss' intonation and pronunciation.

### 2 **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and give Ss time to match the speakers to the sentences in Ex. 1.
- Check Ss' answers.

#### Answer Key

- How can I help you? (rep)
- I'd like to make a donation. (caller)
- Would you like to make a single donation or a regular monthly donation? (rep)
- That's wonderful. (rep)
- Could I get your full name and address, please? (rep)
- Could you give me your credit or debit card number, please? (rep)
- And what's the expiry date? (rep)
- Thank you so much for your donation. (rep)
- You're very welcome. (caller)

### 3 **Aim** To identify synonymous phrases in a dialogue

- Read the phrases aloud and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

#### Answer Key

What can I do for you? – How can I help you?

I want to give some money. – I'd like to make a donation. Great! – That's wonderful.

When does the card expire? – What's the expiry date?

## Intonation

### 4 **Aim** To practise intonation in polite requests

Play the recording with pauses for Ss to repeat as a class or individually. Point out that a rising intonation is used in polite requests.

## Speaking

### 5 **Aim** To practise role-playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 1 and the dialogue in Ex. 2 to help them complete the task.
- Ss complete the task in pairs using the plan.
- Monitor the activity around the class and then ask various pairs to act out their dialogues to the class.

#### Suggested Answer Key

A: Hello, Greenpeace. How can I help you?

B: Hello. I've been reading one of your leaflets and I'd like to make a donation to Greenpeace, please.

A: Great. Would you like to make a single donation or a regular monthly donation?

B: I'd like to make a regular donation of £5 a month, please.

A: OK, that's wonderful. Could I get your full name and address, please?

B: Sure. It's Sue Ashton. That's A-S-H-T-O-N. My address is 9 Station Road, Liverpool.

A: And a contact number?

B: 0151-221-4872

A: Could you give me your credit or debit card number, please?

B: Certainly. It's 4909 3838 5551 6667.

A: And what's the expiry date?

B: It's May next year.

A: OK, that's all, Miss Ashton. Thank you so much for your donation.

B: You're very welcome. Goodbye.

## 3e At all costs

## Vocabulary

### 1 **Aim** To introduce new vocabulary

- Play the recording. Ss listen and repeat as a class or individually.
- Explain/Elicit the meanings of any unknown words.
- As an extension ask Ss to choose two ideas they think they are most effective.
- Invite various pairs to report back to the class.

## Reading & Listening

### 2 **Aim** To predict the content of a text and read and listen for gist

- Direct Ss' attention to the picture and elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

### Suggested Answer Key

I imagine this man walked through the Amazon rainforest to help raise awareness of the problems facing rainforests. We can see him walking through what looks like a tropical rainforest holding a knife and carrying a huge backpack. It's probably a difficult and risky undertaking.

### 3 **Aim** To read for cohesion and coherence

- Give Ss time to read the text again and choose the correct sentence for each gap.
- Ask Ss to check their answers with their partners and then ask various Ss around the classroom to justify their answers.

#### Answer Key

1 D ... hostile habitats .... no-one was brave enough to walk it. The dangers there are enough to put anybody off ...

2 F So why did Ed want to walk there? ... Firstly, Ed wanted to prove that this walk was possible ... But his true inspiration ...

3 A He constantly struggled to stay healthy. ... One time, a swarm of wasps attacked him ... Another time, he had to inject himself with antibiotics for 3 weeks to stop a face-eating bug he caught.

4 B The list of difficulties goes on and on. ... Crossing under or over fallen trees, wading through mud, and walking through razor-sharp grass ...

5 C In the last week ... a fierce, 6-mile wide river nearly swept him out to sea ... But, somehow, Ed finally made it. ... He is so happy that his achievement succeeded in ...

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**entire length (phr):** from one end to the other

**face terrifying hazards (phr):** to deal with scary situations which require great effort and determination

**source (n):** the origin of sth

**trickle (n):** (of a liquid) a slow flow

**gather (v):** (of speed) to become faster

**electric eel (n):** a long thin fish like a snake that can give electric shocks

**drug smuggler (n):** sb who takes illegal substances into/ out of a country

**malaria (n):** a tropical disease that causes fever

**hostile tribes (phr):** groups of aggressive native people

**sharp-toothed caiman crocodile (phr):** a reptile that lives in the Amazon and has sharp teeth

**true inspiration (phr):** the real reason for

**former army captain (phr):** an ex-officer in the armed forces

**jungle expedition (phr):** a trek through a dense tropical forest

**deforestation (n):** cutting down all the trees in an area

**raise public awareness (phr):** to make the general public aware of sth

**grab attention (phr):** to get other people to notice you

**set off (phr v):** to start on a journey

**hair-raising moments (phr):** scary instances

**pit viper (n):** a poisonous snake

**swarm of wasps (phr):** a large group of wasps (stinging insects) flying together

**inject with antibiotics (phr):** to use a needle to put medicine into sb's body

**forest worker (phr):** sb who works in a forest

**draw a bow (phr):** to pull back a bow with an arrow in it ready to release it

**reach a destination (phr):** to arrive at a place at the end of a journey

**collapse with exhaustion (phr):** to fall down from total tiredness

**natural wonder (phr):** an amazing creation of nature

**conserve (v):** to preserve, protect from harm

**at all costs (phr):** no matter what the risk or effort may be

**hair-raising (adj):** frightening

**furious (adj):** very angry

**foreigners (n):** strangers

**territory (n):** area

**agonising (adj):** very painful

**conserve (v):** protect

**wading (gerund):** walking through water/a soft substance

## Grammar

### 5 **Aim** To present/revise relative clauses

- Go through the theory box and explain that we introduce relative clauses with **who/that, which/that, whose** or **where**.
- Explain that there are two kinds of relative clauses: defining and non-defining. Explain that a defining relative clause gives information vital to the meaning of the sentence and a non-defining relative clause gives extra information that does not affect the meaning of the sentence.
- Read the examples out loud and elicit further examples from the text from various Ss. (*the largest jungle which is home to ... Ed, who was a former army captain ...*)

#### Answer Key

**who/that** is used for people; **where** is used for places; **which** is used for things; **whose** is used for possession

### 6 **Aim** To practise relatives

Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

- |                |                |                |
|----------------|----------------|----------------|
| 1 <i>which</i> | 3 <i>whose</i> | 5 <i>who</i>   |
| 2 <i>which</i> | 4 <i>who</i>   | 6 <i>where</i> |

### 7 **Aim** To practise relative clauses

- Explain the task and read the example aloud.
- Write the words in the list on the board and elicit a variety of sentences using relative pronouns/adverbs from Ss around the class for each one.
- Write them on the board and ask Ss to copy them into their notebooks.

#### Suggested Answer Key

- **Ed Stafford, who** comes from England, is the first man to walk the entire length of the Amazon River.
- When Ed's GPS failed, he had to use a map **which** was 60 years old!
- The **Amazon Rainforest, where** you can find a tenth of the world's species, is also a dangerous place.
- The **Amerindian tribe, who** were carrying weapons, threatened Ed and his companion.
- The **pit viper** is a snake **whose** bite can be deadly.
- **Ed and Gadiel's guide, who** was hostile at first, became very friendly towards them.

## BACKGROUND INFORMATION

The Amazon Rainforest is a tropical forest that covers an area of 5,500,000 km<sup>2</sup> in the Amazon Basin in South America. 60% of it is in Brazil, 13% is in Peru and the rest is divided between 7 other countries. It is the biggest rainforest in the world and contains the most animal and plant species. People call it one of the New Seven Wonders of Nature.

**Amerindians** are the native people of South America. There are many different tribes and languages especially in Bolivia, Peru, Ecuador and New Guinea. Some tribes in the rainforest have had no contact at all with western society and do not want any contact with strangers.

The Atlantic is the second largest ocean in the world. It covers 76,762,000 km<sup>2</sup> and 20% of the Earth's surface. It occupies the space between the continents of North and South America and the continents of Europe and Africa.

### 4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss some time to complete it using their dictionaries if necessary.
- Check Ss' answers, then elicit the part of speech for each word.

#### Suggested Answer Key

**entire (adj):** whole

**hazards (n):** dangers

**trickle (n):** small flow

**hostile (adj):** dangerous and threatening

**put off (phr v):** persuade not to do sth

**grab attention (phr):** attract interest quickly

- *Ed's journey, which lasted 860 days, was very dangerous and tiring.*
- *Ed finally reached the Atlantic coast of Brazil, where his journey ended.*

## Speaking & Writing

### 8 **Aim** To prepare & act out an interview

- Explain the task.
- Ask Ss to work in pairs and take the roles of Ed Stafford and a journalist and prepare questions and answers.
- Ss then act out their interviews.
- Monitor the activity around the class and then ask various pairs to act out their interviews in front of the rest of the class.

#### Suggested Answer Key

A: *So, Ed, why did you decide to make this journey?*

B: *I wanted to attract people's attention to the rainforests and thought the walk would be a great idea.*

A: *How did you manage to keep going for 28 months in such terrible conditions?*

B: *Don't forget I had army training. That makes you tough! Apart from that, I was determined not to give up. I couldn't go home and tell my friends I'd failed. I'm not like that. I always finish what I start.*

A: *What do you think was your most frightening moment?*

B: *I suppose the worst one was when we were surrounded by Amerindians. I really thought that they were going to kill us.*

A: *How did you come to meet your partner Gadiel, or Cho as you call him?*

B: *My first partner decided to return to the UK after 3 months. I was lucky to meet Cho shortly afterwards. He is a forest worker. He's also a very patient and cheerful guy. He was a great help on the expedition.*

A: *You nearly got swept out to sea at the end of your journey. How did you manage to survive?*

B: *I'm a strong swimmer and I didn't panic. You just have to pace yourself.*

A: *What do you think of your expedition?*

B: *I'm really proud that I've managed to raise a lot of money and draw people's attention to rainforests.*

#### Activity for weaker classes.

- Ask the questions you see in the Suggested Answer for Ex. 8. Ask various Ss to answer them.

### 9 **Aim** To prepare a slide show or a lecture on the topic

- Ask Ss to work in small groups and either prepare a PowerPoint presentation or a lecture to give the class.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about rainforests and the problems they are facing.

- Ss collect information and write their lecture or prepare their presentation and then present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their lecture or present their presentation to the class in the next lesson.

#### Suggested Answer Key

*The rainforests are home to many unique plants and animals. We rely on a lot of the plants for many of the treatments used in modern medicine, but the rainforests are vanishing at an alarming rate and need our help.*

*The rainforests, which some people call the lungs of the planet because they take in carbon dioxide and release oxygen, are disappearing because of deforestation. Logging companies cut down the trees for timber and farmers clear areas to graze their cattle on. This not only destroys the plants in the forest but also the homes of many animals.*

*The rainforests are a beautiful and vital natural resource that benefits all of mankind. We cannot allow them to disappear any longer and must do everything we can to save them.*

## 3 Moving out

### Vocabulary

#### 1 **Aim** To consolidate vocabulary

- Elicit the names of the planets in our solar system from Ss around the class.
- Play the recording. Ss listen and check if they named them all as well as practice the correct pronunciation and intonation.

#### Answer Key

*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*

**Note:** *The solar system consists of the Sun and the planets that go around it.*

### Reading

#### 2 **Aim** To predict the content of a text

- Read the title of the text and the quotation aloud and ask Ss to think about the questions in the rubric.
- Give Ss time to read the text and then elicit answers to the questions from Ss around the class.

#### Suggested Answer Key

*The problems of space colonisation are the lack of technology and the lack of money. For example, it would take 1,000 years to travel to the nearest star system and it costs £6,000 to put half a kilo of something into near-Earth orbit.*

*The solution may be to give 0.25% of the world's financial resources to fund space colonisation.*

**3** **Aim** To read for cohesion and coherence

- Explain the task and ask Ss to read the sentences A-F and then give them time to read the text again.
- Ask Ss to check their answers with their partner and then elicit justifications for Ss' answers from Ss around the class.

**Answer Key**

- 1 F ... but now leading scientists such as Stephen Hawking say ... he believes ...
  - 2 A ... Humans would need to be self-sufficient ... The Moon has rich resources ... found water on the moon ...
  - 3 E Life would be very harsh, though ... There is no atmosphere on the Moon ...
  - 4 D ... endless amounts of money ... costs £6,000... we can afford 0.25% ... financial resources ...
  - 5 B ... matter of time ... years, centuries or millennia.
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- spread (into) (v):** settle on other planets  
**colonisation (n):** the action of moving to a new place to live and taking control of it  
**leap (n):** a jump ahead  
**mankind (n):** human race  
**futuristic community (phr):** a community that is thought likely to be current or fashionable at some future time  
**orbit (v):** to travel around a planet  
**solar panel (n):** a device that produces electricity from the Sun's rays  
**generate (v):** to produce  
**supplies (pl n):** food and other essential equipment that people need  
**resources (pl n):** materials, land, water, etc that a community needs to function properly  
**construct (v):** to build  
**colony (n):** a place in one country controlled by people from another country  
**extract (v):** to take out  
**atmosphere (n):** the air around a planet  
**carbon dioxide (n):** a gas  
**warm sth up (phr v):** to cause sth to become hotter  
**endless (adj):** (of amount) very large, inexhaustible  
**exploration (n):** the action of exploring or looking around a place  
**overcome (v):** to successfully deal with a situation or problem  
**final frontier (phr):** the last/farthest border of an unexplored land/area  
**self-sufficient (adj):** having the ability to look after yourself without relying on others  
**centuries (pl n):** hundreds of years  
**millennia (pl n):** thousands of years  
**afford (v):** to have enough money to pay for sth

- harsh (adj):** very difficult  
**wipe out (phr v):** to destroy completely  
**catastrophe (n):** a terrible disaster  
**meteor (n):** a large rock from space  
**nuclear war (n):** a war using nuclear weapons

**4** **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |                   |           |          |
|-------------------|-----------|----------|
| 1 harsh           | 3 warm up | 5 afford |
| 2 self-sufficient | 4 release |          |

**5** **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries to look up any unknown words.
- Check Ss' answers.

**Answer Key**

- |            |            |
|------------|------------|
| 1 Supplies | 3 wipe out |
| 2 overcome | 4 endless  |

**Grammar**

**6** **Aim** To present mixed conditionals

- Direct Ss' attention to the table and read out the examples. Give Ss time to study the table and refer them to the **Grammar Reference** section for more details.
- Elicit examples of mixed conditionals in the text from various Ss around the class.

**Answer Key**

*If we had endless amounts of money for space exploration, maybe we would have already overcome these problems and built the first space colonies. Just imagine – if people hadn't given Columbus money for his voyage to America in 1492, NASA probably wouldn't exist today!*

**7** **Aim** To practise mixed conditionals

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 2 If Sam had better eyesight, he would have been accepted on the astronaut training programme.
- 3 If Mark had handed in his project, he would pass the astronomy course.
- 4 If Greg hadn't studied/hadn't been studying all night, he wouldn't be tired now.
- 5 If he could afford it, he would have applied to study abroad.
- 6 If Janet wasn't interested in astronomy, she wouldn't have visited the planetarium yesterday.

## 3g Skills

### Speaking & Writing

8 **Aim** To consolidate information in a text

- Play the recording again. Ss listen and follow the text in their books.
- Then Ss talk in pairs and tell their partner three reasons why space colonisation is difficult. Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

*Colonising space is difficult because it is expensive to put things into space. It is also a long way to the nearest solar system which may have Earth-like planets and we don't have the technology to travel fast in space.*

9 **Aim** To personalise a topic

- Explain the task and ask Ss to talk in pairs about what they imagine it is like to travel in a spacecraft.
- Ask various Ss to report back to the rest of the class.

**Suggested Answer Key**

*I can see other astronauts in the spacecraft with me and I can see the stars outside the window as well as the blackness of space. It is quiet except for the sound of the engines and it's very peaceful. I feel very excited to be travelling in space and also very privileged to be one of the few humans to experience this.*

10 **Aim** To develop critical thinking skills

- Read the rubric aloud and give Ss a few minutes to think about their answers and write a few sentences.
- Ask various Ss around the class to read their sentences aloud.

**Suggested Answer Key**

*I would like to live in a space colony because I think it would be the start of a new civilisation. I would like to be there at the start of a new era and I think it would be an exciting new experience with lots of interesting things to see and do.*

*I wouldn't like to live in a space colony because I can't imagine what life would be like there. I like living on Earth and I think it would be too different and too difficult to live in space or on another planet.*

### Vocabulary

1 a) **Aim** To present new vocabulary for environmental problems

- Direct Ss' attention to the pictures and the phrases.
- Play the recording. Ss listen and repeat as a class or individually.

b) **Aim** To present new vocabulary for solutions to environmental problems

- Read the solutions A-F aloud and give Ss time to match them to the problems 1-6.
- Check Ss' answers and then elicit answers to the question in the rubric from various Ss around the class.

**Answer Key**

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

**Suggested Answer Key**

*Water and air pollution are big problems in my country, especially in the north. Air pollution has damaged the forest and caused many health problems and some water is unsafe to drink.*

### Speaking

2 a) **Aim** To present useful language for expressing opinions

Read the table of useful language aloud and then ask two Ss to act out the example exchange.

b) **Aim** To practise expressing an opinion and discussing a problem

- Explain the task. Write sentence B on the board and elicit points for and against this action.
- Ask Ss to work in pairs and discuss the pros and cons of this possible solution. (*Pros: less rubbish in the streets, use fewer natural resources, Cons: it only makes a difference if a lot of people do it.*)
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

**B** *We should recycle at home and try to reuse things.*

**A:** *To my mind, we should recycle at home and try to reuse things. There would be less rubbish in the streets.*

B: You're right. Also, we would use fewer natural resources by manufacturing fewer things. On the other hand, recycling only makes a difference if a lot of people do it.

- As an extension ask Ss to discuss the rest of the solutions.

### Suggested Answer Key

C We must find new sources of renewable energy. (wind and solar power always available, BUT expensive to set up)

A: In my opinion, we must find new sources of renewable energy. For example, wind and solar power are clean and always available.

B: I completely agree. But don't you think they are expensive to set up?

A: I agree, but it would be worth it to save our natural resources.

D We should stop cutting down trees. (protect wildlife habitats, BUT land needed for housing and farming)

A: The way I see it, we should stop cutting down trees. It's the only way we can protect animals and birds in their natural habitats.

B: I totally agree with you. But don't you think people need houses and farmers need land to grow their crops?

E Manufacturers should be responsible for disposing of old electronic equipment. (less electronic waste, parts could be recycled, BUT they may raise prices to do this)

A: I truly believe manufacturers should be responsible for disposing of old electronic equipment. That would reduce electronic waste and old parts could be recycled.

B: Yes, I think so, too. On the other hand, they may raise prices to cover the cost of this.

F We should use non-chemical biodegradable detergents. (reduce water pollution BUT can be more expensive, not everyone can afford them)

A: I think we should use non-chemical biodegradable detergents. This would reduce water pollution.

B: I agree with you, but they can be more expensive so not a lot of people can afford to buy them.

## Listening

3 a) **Aim** To prepare for a listening task

- Explain the task and ask Ss to read the questions 1-4 and the possible answers.
- Elicit an answer to the question in the rubric.

### Answer Key

Improving living conditions in big cities.

b) **Aim** To listen for specific information

- Play the recording. Ss listen and choose the correct answers.

- Check Ss' answers. Ask Ss to justify their answers.

### Answer Key

- 1 B I was born and raised in a small town in the country.
- 2 C It seemed like the perfect way to brighten up the area.
- 3 A Most people really liked the idea from the start ... People keep telling me that they feel a real sense of satisfaction ...
- 4 C We visit a lot of community groups and events to talk about what we've done and to encourage others to do the same.

## 3H Curricular: Geography

1 **Aim** To introduce the topic and listen and read for gist

- Read the title and the subheadings in the text aloud. Elicit Ss' guesses in answer to the questions about deforestation.
- Play the recording. Ss listen and follow the text in their books and find out the answers.

### Suggested Answer Key

Deforestation is the cutting down of large areas of trees. It is happening because farmers want space to grow crops or people want land to build houses on. It's a problem because it destroys the natural habitat of plants and wildlife. This, in turn, is destroying the world's climate and ecosystems. We can help fight it by planting more trees, recycling paper, raising awareness and supporting rainforest charities.

2 **Aim** To read for specific information

- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers

### Answer Key

- 1 tropical rainforests left
- 2 grow crops or let animals graze
- 3 medicines
- 4 forests are cut down or burned
- 5 comes from rainforest areas

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**tropical rainforest (n):** a large thick forest of tall trees in an area with hot wet weather

**turn into (phr v):** to change into sth else

**slash and burn (phr):** a method of farming that involves cutting down all the trees and burning all the plants and farming for a short time and then moving on and doing it again

**logger (n):** a person whose job is to cut down trees  
**urban developer (n):** a person/company that buys land and builds houses, offices, stores, etc on it  
**mine (n):** a deep hole in the ground dug to find minerals  
**contribute (v):** to add to  
**major threat (phr):** a big danger to sth  
**ecosystem (n):** all the plants and animals that live in an area and their relationship to each other in the food chain  
**including (prep):** used to introduce sb or sth that is part of a group  
**die out (phr v):** to become less and less until it disappears completely  
**unique species (phr):** a type of plant or animal that is one of a kind  
**disease (n):** an illness caused by bacteria or infection  
**cancer-fighting properties (phr):** qualities sth has to fight cancer  
**greenhouse gas (n):** a gas that is responsible for the greenhouse effect which contributes to global warming esp carbon dioxide  
**global warming (n):** the gradual increase in the Earth's temperature caused by high levels of carbon dioxide in the atmosphere  
**sustainable (adj):** keeping the use of sth at a steady level to not damage the environment  
**commercial (adj):** relating to the buying and selling of goods

**3 Aim** To consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the sentences 1-6.
- Explain/Elicit the meanings of any unknown words and give Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- |                |                  |
|----------------|------------------|
| 1 are home to  | 4 delicate       |
| 2 release      | 5 absorb harmful |
| 3 under threat | 6 graze          |

**4 Aim** To use your imagination to talk about deforestation from the trees' point of view

- Explain the situation and ask Ss to use vocabulary and information from the text to help them write their sentences.
- Give Ss time to complete the task and then ask various Ss to read the sentences aloud to their partners or to the class.

**Suggested Answer Key**

*Don't cut us down or burn us because this way you are ruining the world's ecosystem. You are causing erosion and flooding, as well as global warming. You are taking away from doctors lots of valuable medicines. Without us many species of animals will become extinct. Stop being so ungrateful and greedy!*

**5 Aim** To give a presentation on deforestation

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about deforestation.
- Ss collect information and then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Deforestation is not new. On Easter Island, in Polynesia, settlers arrived between 800 and 1200 AD. They built the strange stone statues which the island is still famous for today. The islanders cut down trees to grow crops and they also used wood to build homes. When the wood ran out, they had to leave. Dutch sailors arrived in around 1700 to find the island deserted.*

*One new idea to save rainforests could be bat roosts! A recent study involved placing bats in simple boxes in deforested areas. From there, they eat fruit and then scatter around 60 different types of seeds. Scientists hope this experiment with bats could help trees to grow back.*

**3i Writing**

**1 Aim** To analyse a rubric

- Go through the **Writing Tip** with Ss.
- Give Ss time to underline the key words in the rubric and answer the questions.
- Check Ss' answers.

**Answer Key**

**Key words:** all private transport ... should be banned in cities, essay, your opinion and reasons

- 1 My teacher
- 2 No, because I will use formal style.
- 3 I agree because people will have to use public transport and pollution will be reduced.

**2 a) Aim** To identify paragraph content

Give Ss time to read the model and match the paragraphs to the headings. Check Ss' answers.

**Answer Key**

- A 5      B 3      C 1      D 2      E 4

**b) Aim** To analyse a model essay

- Give Ss time to read through the **Writing Tip** and then direct Ss' attention to the topic.
- Give Ss time to read the model essay and elicit answers to the questions in the rubric.

## Answer Key

- 1 The writer's opinion is that private transport should be banned in cities.
- 2 The writer's first viewpoint is that cities would be more pleasant without heavy traffic. He/She believes this would lead to cleaner air. He/She adds that, as a result, public transport would improve. The writer's second viewpoint is that banning private transport would make cities safer. People would walk or cycle, so the number of road accidents would be reduced.
- 3 The opposing viewpoint is that people should not be forced to accept a total ban on private transport, as this restricts people's rights and freedom.

### 3 a) **Aim** To identify the functions of linking words in an essay

Direct Ss' attention to the linking words in bold in the essay and elicit which of the linkers match which functions from Ss around the class.

## Answer Key

**introduce an opinion:** *In my opinion*

**list points:** *Firstly, Moreover*

**add more points:** *Also*

**show results:** *As a result*

**introduce an opposite viewpoint:** *On the other hand*

**introduce examples:** *For example*

**conclude:** *All in all*

### b) **Aim** To practise linking words

Explain the task and give Ss time to complete it. Elicit answers from Ss around the class.

## Answer Key

**In my opinion:** *In my view*

**Firstly, Moreover:** *To start with, Secondly*

**For example:** *For instance*

**Also:** *In addition*

**As a result:** *Consequently*

**On the other hand:** *However*

**All in all:** *In conclusion*

### 4 **Aim** To practise writing supporting sentences for topic sentences

- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

## Suggested Answer Key

- 1 Firstly, if we were able to find another planet to live on, then this would help resolve the problem of overpopulation on Earth. Secondly, space exploration may also lead to finding new natural resources which would benefit everyone.

- 2 To start with, it reduces air pollution because there are fewer exhaust fumes. Moreover, it is a good form of exercise so it benefits people's physical health, too.

### 5 **Aim** To express opinions

- Explain the task and read out the example.
- Give Ss time to complete the task, then check their answers.

## Suggested Answer Key

- 2 I believe we should all donate to charities. In this way, we can help those in need to have decent lives.
- 3 It seems to me that we must recycle waste material. It is the best way to conserve our natural resources.
- 4 I completely agree that we should join in on clean-up days. If we do, we can all help our cities to look better.

### 6 a) **Aim** To prepare for a writing task

Read the essay topic aloud and ask Ss to read the viewpoints 1-3.

### b) **Aim** To listen for specific information

- Play the recording, twice if necessary, and ask Ss to write down the reasons/examples the speakers give to support their viewpoints.
- Check Ss' answers.

## Answer Key

- 1 They would learn how to work as part of a team and also develop a greater sense of responsibility, which are useful qualities for future careers.
- 2 Young people are already under a lot of pressure with their studies or work.
- 3 Young people travel to school or work using cars or public transport which makes the problem of air pollution worse.

### 7 **Aim** To write an opinion essay

- Give Ss time to write their essay using their answers from Ex. 6, the plan and the **Writing Tip** to help them.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

## Suggested Answer Key

*Our Earth is threatened by serious environmental problems, such as pollution and deforestation. I feel that all young people should get involved and help to protect it. Firstly, environmental work would benefit young people in their future. It would be an excellent opportunity for them to learn valuable teamwork skills and gain a greater sense of responsibility. Because of this, they would be better qualified in the job market.*

Secondly, young people help to cause environmental problems so they should help solve them. For example, young people use a lot of gadgets and electrical equipment which use a lot of energy. Planting trees or cleaning up beaches would help make up for this.

However, some people believe it is unfair to force young people to give up their free time. They are already under a great deal of pressure from their studies or work.

All in all, I believe young people should get involved with environmental protection. They get valuable experience and learn to look after the environment responsibly.

## Skills **3**

### Reading

1 a) **Aim** To read for gist

- Direct Ss' attention to the rubric.
- Ask Ss to read the rubric and the text and answer the question.
- Elicit answers from various Ss.

**Suggested Answer Key**

The text is about a conservationist who dedicated his life to raising awareness about sharks and made a documentary which became an international success.

b) **Aim** To read for specific information

- Direct Ss' attention to the **Study Skills** box.
- Read it aloud and explain that this tip will help them do the task successfully.
- Ss underline the key words and try to find related words/phrases in the text.

**Answer Key**

- Key words:** Most people, not aware, sharks, in danger  
**Related words in the text:** –
- Key words:** Sharks kill more people, than any other animal  
**Related words in the text:** ...Sharks kill about 5 people every year...Elephants kill at least 100 people...
- Key words:** interested in sharks, after graduating, university  
**Related words in the text:** ...Stewart first became fascinated by sharks as a child...
- Key words:** Shark fins, prized ingredient  
**Related words in the text:** ...Shark fins are incredibly valuable... luxury item...
- Key words:** ran out of money, while making, film  
**Related words in the text:** –
- Key words:** Not everyone, happy, Costa Rica, was doing  
**Related words in the text:** ...after coming into conflict with organised crime and local authorities...

- Allow Ss time to do the task.
- Check Ss' answers.

**Answer Key**

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

### Listening

2 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and the questions and then give them time to underline the key words.
- Check Ss' answers.

**Answer Key**

- How long, Brendan, work – all summer/two weeks/six weeks
- Brendan's job – raise money/conduct guided tours/feed animals, clean enclosures
- to work, shelter, you have to – work well/team/be caring, strong
- thinks – anyone, volunteer/volunteers, be trained/enough volunteers

b) **Aim** To listen for specific information

- Play the recording twice.
- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

**Suggested Answer Key**

- C – I did some voluntary work for six weeks
- B – I was asked to organise guided tours for tourists
- B – You have to be caring with them but you also have to be strong
- A – They never have enough volunteers, Anyone can learn how to take care of animals

### Speaking

3 a) **Aim** To brainstorm for ideas

- Ask Ss to read the rubric and work with their partner to think of words related to environmental problems in their country.
- Monitor the activity around the class and assist if necessary.
- Check Ss' answers around the class.

**Suggested Answer Key**

Extinction, endangered species, conservation, habitat destruction, poaching, deforestation, soil erosion, soil contamination, desertification, pollution, nuclear waste, waste, carbon emissions, pollution, air pollution, air quality, vehicle emissions, water pollution, water quality, asthma, life expectancy, acid rain, air quality, nuclear waste, global warming, climate change, ozone depletion, sustainability, waste, carbon dioxide absorption, logging, catalytic converters

b) **Aim** To give a talk using key points

- Explain the task and allow Ss time to prepare their talks.
- Remind them to use the words related to the environmental problems from ex. 3a.
- Ask various Ss to give their talk in class.

**Suggested Answer Key**

*My country has many environmental problems. Air pollution is a major problem affecting most of the country, particularly big cities. This makes it difficult for people to breathe properly and causes illnesses such as asthma. Vehicle emissions cause most of the pollution because people drive their cars more and more these days. One solution for this problem would be to get people to use public transport more, or even ride their bicycles to work. Lorries also cause some of this pollution. They should be banned from the centres of cities and towns at certain times. Finally, both lorries and cars could be made less polluting by using cleaner fuels. Pollution from factories is also a major problem. Waste from factories pollutes the air and our rivers and lakes. This means that people drink water that is bad for their health which can lead to serious diseases. Carbon emissions from factories also cause ozone depletion and global warming. We must encourage companies to be more environmentally friendly, but also fine them if they do not follow our laws which are designed to protect the environment.*

*Plants and animals also suffer from environmental problems in my country. Lots of forests are being cut down which is leading to habitat destruction. One solution to this problem would be to make logging more efficient, as many trees are cut down and not even used. Illegal logging must be stopped by catching those who do it and fining them or sending them to prison.*

4 a) **Aim** To brainstorm for ideas

- Ask Ss to read the rubric.
- Ss work in pairs to brainstorm ideas for various charities and events.
- Monitor the activity around the class and assist if necessary.
- Ask some pairs to report their ideas back to class.

**Suggested Answer Key**

*Homeless charities give people who have nowhere to live a place to stay, raise money, raise awareness, environmental charities help us preserve the environment, hold a bazaar, bring in things that they no longer need, make some nice food, sell these things to people in the community, organise a clean up day, local lake/forest and pick up any rubbish*

b) **Aim** To express an opinion giving reasons

- Ask Ss to work in pairs.
- Ss prepare their questions and answers using information from ex. 4a.
- Monitor the activity around the class and assist if necessary.
- Ask various pairs to present their dialogues in class.

**Suggested Answer Key**

S: *Can you tell me which charities the school is considering helping, please?*

T: *The school is considering helping homeless people or environmental groups.*

S: *How do those charities help people and society?*

T: *Homeless charities give people who have nowhere to live a place to stay. Environmental charities help us preserve the environment so that everyone can benefit from it.*

S: *Great. What kind of events can we run to help one of these charities?*

T: *If we decide to help homeless people, we can hold a bazaar.*

S: *What would that involve?*

T: *Everyone could bring in things that they no longer need, or perhaps make some nice food. Then we would hold a bazaar and sell these things to people in the community. In this way we would raise money to help get homeless people off the streets.*

S: *What if we decide to help an environmental charity?*

T: *If we decide to help an environmental charity, then we can organise a clean up day. We can go to the local lake and pick up any rubbish next to it so that people can enjoy being next to it.*

S: *I think we should help homeless people. I know the environment is really important, but I believe that we need to help those who live on the streets get back on their feet.*

T: *Yes, I think that too.*

**Writing**

5 a) **Aim** To prepare for a writing task

Read the rubric aloud and elicit the key words from Ss around the class.

**Suggested Answer Key**

*teacher, opinion essay, should we spend great amounts of money on space exploration*

b) **Aim** To provide reasons/examples to support viewpoints

- Explain the task and ask Ss to read the table and think of supporting sentences for the viewpoints.
- Give Ss time to complete the task and then check Ss' answers.

**Suggested Answer Key**

- 1 In the future, environmental problems, nuclear war or a sudden collision with a meteor may threaten our existence. If we find another planet where we can live, we can avoid being wiped out.
- 2 If governments stopped spending money on armies, weapons and war, for example, then a great deal more money would be free to spend on space exploration.
- 3 For example, we may discover new resources on other planets. We may also develop new technologies for growing crops in space which may be helpful on Earth.
- 4 For instance, there are still a great number of problems here on Earth such as poverty, disease and hunger that need to be solved before we launch into space.
- 5 For example, there have already been the Challenger and Columbia space shuttle disasters. Each time something goes wrong it costs lives and lots of money.

c) **Aim** To listen for specific information

- Play the recording.
- Ss listen and say whether the reasons/examples they heard matched their own.
- Play the recording again for Ss to check their answers.

**Suggested Answer Key**

The reasons/examples were quite similar to mine.

6 **Aim** To write an opinion essay

- Give Ss time to complete the task using their answers from Exs. 5b, 5c.
- Check Ss' answers.

**Suggested Answer Key**

Space exploration is a hot topic these days, especially when so many things that used to be science fiction are now becoming reality, but not surprisingly it is very expensive. This leads some people to question whether we should spend great amounts of money on space exploration. I think we must if we are to prepare for the future.

Firstly, we need to explore other planets to ensure the survival of the human race. In the future, environmental problems, nuclear war or a sudden collision with a meteor may threaten our existence. If we find another planet where we can live, we can avoid being wiped out. Secondly, important scientific discoveries made in space can help us here on Earth. For example, we may discover new resources on other planets. We may also develop new technologies for growing crops in space which may be helpful on Earth.

On the other hand, some people believe that it can be very expensive and the money could be better spent on other things. They feel that there are still a great number

of problems here on Earth such as poverty, disease and hunger that need to be solved before we launch into space.

All in all, I believe space exploration is very important for the future of mankind. There is so much out there to discover and although it is expensive, it is an investment in the future.

7 **Aim** To practise forming words

- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

**Answer Key**

- |                |             |              |
|----------------|-------------|--------------|
| 1 conservation | 3 curiosity | 5 appearance |
| 2 equipment    | 4 sight     |              |

8 **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 wishes he had helped (wish referring to the past)
- 2 where he volunteered was (relative)
- 3 if he doesn't pay (conditional Type 1)
- 4 had more money, she could (conditional Type 2)
- 5 I was/were able to go (wish referring to the present)

## Language in Use **3**

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- |      |       |        |
|------|-------|--------|
| 1 in | 3 on  | 5 over |
| 2 in | 4 out | 6 out  |

2 **Aim** To practise prepositional phrases

Explain the task and give Ss time to complete it and then check Ss' answers.

**Answer Key**

- |      |         |      |
|------|---------|------|
| 1 to | 3 under | 5 to |
| 2 on | 4 to    | 6 in |

3 **Aim** To revise vocabulary from the module

Give Ss time to complete the task and then check Ss' answers.

# Module 3

## Answer Key

- |             |                |             |
|-------------|----------------|-------------|
| 1 vicious   | 5 walking      | 9 scruffy   |
| 2 long term | 6 unique       | 10 solstice |
| 3 toxic     | 7 hair-raising |             |
| 4 badly     | 8 natural      |             |

### 4 **Aim** To form nouns with prefixes

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

## Answer Key

- |                      |               |
|----------------------|---------------|
| 1 superheroes        | 4 ex-husband  |
| 2 telecommunications | 5 interaction |
| 3 autobiography      |               |

### 5 **Aim** To revise vocabulary from the module

Give Ss time to complete the task using their dictionaries and then check Ss' answers.

## Answer Key

- |                    |                |
|--------------------|----------------|
| 1 wandered/settled | 4 spent/biting |
| 2 swarm/attacked   | 5 doubt        |
| 3 grab/public      |                |

## Quiz

### **Aim** To consolidate information in the module

- Give Ss time to complete the quiz, looking back through the module if necessary.
- Check Ss' answers.

## Answer Key

- 1 F (The number will triple.)
- 2 T
- 3 T
- 4 F (It takes place in the summer in June.)
- 5 T
- 6 F (a tenth)
- 7 F (They cover 6-7% of the Earth.)
- 8 F (It means a native of Rio.)

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
- Ask Ss to exchange their quizzes, do them, and then check their answers.

## Suggested Answer Key

- 1 Europeans first explored the Amazon in the 15th century. (F They first explored it in the 16th century.)
- 2 You can go camping at the Glastonbury Festival. (T)
- 3 Rio de Janeiro is in Brazil. (T)
- 4 A viper is a deadly snake. (T)
- 5 Ed Stafford walked halfway along the Amazon River. (F He walked its entire length.)
- 6 Glastonbury is a British festival. (T)

- 7 The Congo is the biggest rainforest in the world. (F The Amazon is the biggest rainforest in the world.)
- 8 137 species of animals and plants become extinct every day because of deforestation. (T)

# Russia 3

## Reading & Listening

### 1 **Aim** To introduce the topic and listen and read to verify information

- Draw Ss' attention to the title of the text.
- Elicit what Ss know about VITA.

## Suggested Answer Key

VITA is a non-profit charity organisation that protects animals against cruelty. It cares about animals on farms, circuses and zoos as well as stray animals.

- Play the recording.
- Ss listen and find out if their guesses were correct.

### 2 **Aim** To read for specific information

- Allow Ss time to read the text again and complete the task.
- Check Ss' answers.

## Answer Key

- 1 VITA is a non-profit charity organisation for animals' rights.
  - 2 Its objectives are many, the ban of testing medicine and cosmetic products on animals, better living conditions for farm animals, animals in zoos and circuses and also to help and give food to stray cats and dogs.
  - 3 Its main activity is to make people aware of the plight of suffering animals through campaigning or taking part in radio and television programmes.
  - 4 It works with the government to try introduce new animal welfare laws.
  - 5 In 2008, VITA took a number of stars to a trip in an attempt to stop the killing of some newborn Greenland seals. Its success was the ban on hunting baby seals.
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

## Suggested Answer Key

**animal rights (pl n):** the rights of animals to be protected from exploitation and abuse by humans  
**non-profit (adj):** not seeking to produce a profit  
**cruelty (n):** behaviour that deliberately causes pain to other people or animals  
**peaceful (adj):** not involving violence

**campaign (n):** a series of actions intended to produce political or social change

**ban (n):** an official order that prevents something from happening

**cosmetic product (phr):** a product used to improve a person's appearance

**fight (v):** to use a lot of effort to achieve something, or to stop something

**assistance (n):** help

**stray (adj):** (of an animal) lost or having no home

**roam (v):** to move about aimlessly or without any destination, often in search of food

**make people aware of (phr):** to inform people

**plight (n):** an unfortunate or difficult situation

**numerous (adj):** existing in large numbers

**welfare laws (phr):** laws that aid or promote well-being

**support (v):** to promote the interests or cause of

**victory (n):** a successful ending of a struggle

**attempt (n):** effort

**decent (adj):** proper; worthy

**3 Aim** To identify synonymous words

- Read the words in the list and explain/ elicit any unknown words.
- Ask Ss to match the words in the list to the words in bold in the text.
- Allow Ss some time to complete the task.
- Check Ss' answers.

**Answer Key**

- |             |              |        |
|-------------|--------------|--------|
| 1 victories | 3 assistance | 5 roam |
| 2 decent    | 4 plight     |        |

**4 Aim** To consolidate information in a text

- Read the question aloud.
- Ask various Ss to answer the question.

**Suggested Answer Key**

I learnt that VITA is a non-profit charity organisation whose aim is to help animals that suffer.

VITA's main activity is to raise people's awareness against animal cruelty.

VITA works with the government to introduce new laws for the welfare of animals.

Many celebrities support VITA's causes.

In 2008, they succeeded in passing a law against the hunting of baby seals.

VITA co-operates with many international organisations for animal rights and is a member of RSPCA.

**5 Aim** To develop critical thinking skills

- Ss work in pairs and discuss what they can do to protect animals and make their lives better.
- Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

A: What do you believe we can do to protect animals?

B: I believe, the first thing people should do is to raise other people's awareness against animal cruelty.

A: How can we do that?

B: Well, by organising campaigns or by giving lectures.

A: That's true. How about raising money to help animals in need?

B: That's a great idea! In my opinion another thing that will help is to try and find a home for the stray cats and dogs or at least help and feed them.

A: I agree. What about the animals in circuses or those who are subject to testing for medicine or cosmetic products?

B: Well, that's a difficult one! We need to put pressure on the government to change the laws.

**6 Aim** To write a summary of a text

- Read the rubric aloud and explain the task.
- Ask Ss to read the text and make notes of the key information. Then, use their notes to write their summaries.
- Ask Ss to try to use their own words as much as possible.
- Remind Ss that they can use their answers in ex. 2 to help them complete the task.
- Allow Ss some time to prepare their writings.
- Ask various Ss to present their writings to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

VITA is a non-profit charity organisation whose aim is to protect animals and promote animals' rights.

They fight for the ban on testing medicine and cosmetic products on animals. They try to improve living conditions for farm animals, animals in zoos and circuses and also to help and give food to stray cats and dogs. Its main activity is to make people aware of the suffering of animals through campaigning or taking part in radio and television programmes. They work with the government to try to introduce new animal welfare laws and co-operate with other international charity organisations. They are also a member of RSPCA.

## Still a mystery

### Topic

In this module Ss will explore the topics of mysterious events, strange creatures, unexplained phenomena and types of books.

### Modular page

67

**Lesson Objectives:** Overview of module, to read and listen for gist

**Vocabulary:** Mysterious events/places (*Roswell UFO incident, Bigfoot, Apollo 13, JFK's assassination, the Bermuda Triangle, Stonehenge*)

### 4a UFO tour

68-69

**Lesson Objectives:** To read for gist, to read for cohesion & coherence, to study/revise the passive, to talk and write about an experience

**Vocabulary:** Verbs (*unfold, report (on), burst*); Nouns (*sceptic, freeway, billboard, assignment, spot, cattle farmer, weather balloon, debris, aircraft, hangar, army base, remains, hieroglyphics, autopsy, hotspot, formation, rattlesnake*); Adjectives (*oval-shaped, weird, doubtful, eerie*); Past participle (*lined (with)*); Phrases (*eye-witness account*)

### 4b Strange creatures

70-71

**Lesson Objectives:** To listen and read for specific information, to learn verbs of vision, to revise/practise the passive (personal/impersonal constructions), to summarise a text

**Vocabulary:** Nouns (*plaster cast, sample, specimen, cryptozoologist, witness, scratch, screech, fake, hoax, footage, mobility, hips*); Adjectives (*leading, countless, valued, sceptical, secretive, panther-like, reluctant*); Phrases (*stand guard, legendary beast, hard evidence, virtually unknown, tales of sightings, native tribe, become extinct, prehistoric times, human settlement*)

### 4c Culture Corner

72

**Lesson Objectives:** To read for specific information, to read for lexical correctness, to talk and write about an experience using the senses, to present a haunted/mysterious place from your country

**Vocabulary:** Verbs (*behead, spot, occur*); Nouns (*graveyard, imprisonment, trial, execution, torture, occurrence, phantom, usher, clog dance*); Adjectives (*cruel*); Phrases (*ghostly goings-on, make presence felt, welcome addition*)

### 4d Everyday English

73

**Lesson Objectives:** Booking tickets for a guided tour, to learn intonation in question tags

**Vocabulary:** Sentences (*This is the right place to get tickets for the Tower of London, isn't it? Yes, it certainly is, Could you tell me what the ticket price includes, please? I'd like to book some tickets for this afternoon then, please. How many tickets would you like? My pleasure. Enjoy your visit.*)

### 4e Unexplained phenomena

74-75

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn verbs of sound, to practise articles, to describe an imaginary visit to a place using the senses

**Vocabulary:** Verbs (*sustain, bless, gather, drag, resemble*); Nouns (*dizziness, anxiety, vegetation, serpent, river bed, labyrinth, maze, lair*); Adjectives (*apparent, glowing, suffocating*); Adverb (*majestically, intriguingly*); Phrases (*tap dripping, tap foot, drive sb to distraction, irritating sound, remain a mystery, drive sb mad, baffling enigma, methane gas bubbles, eerie sound*)

### 4f Recreating monsters

76-77

**Lesson Objectives:** To read for specific information, to read for cohesion and coherence, to revise reflexive/emphatic pronouns, to practise key word transformations, to speculate on a topic and give your opinion

**Vocabulary:** Verbs (*preserve, unleash, roam, last, excavate, reactivate, hatch, revive, magnify, survive*); Nouns (*clone, thigh bone, finding, ancestor, evolution, embryo, expedition, lead, alteration, blueprint*); Adjectives (*domestic, remote, dormant, reverse, optimistic, prehistoric, impressive, ambitious, satisfying*); Adverb (*officially*); Phrases (*make a breakthrough, organic material, genetic map, distant relative, conduct experiments*)

### 4g Skills

78

**Lesson Objectives:** To learn types of books, to listen for key information, to talk about books you have read

**Vocabulary:** Types of books (*romance, science fiction, classic novels, crime, non-fiction, horror story, tragedy, thriller, biography, historical fiction, mystery story, adventure story, fantasy*); Plot (*mysterious, clever, interesting, exciting, gripping, well/poorly-developed, fast/slow-paced, predictable, weak, funny, unimaginative, original, brilliant, awful*); Characters (*interesting, well-rounded, likeable, dull, evil, shallow, unusual*); Beginning/Ending (*confusing, flat, unexpected, disappointing, exciting, surprising, satisfying*)

**4h Curricular: Literature****79**

**Lesson Objectives:** To listen for gist, to read for cohesion and coherence, to describe an imaginary scenario from a book

**Vocabulary:** Verbs (*doubt, wipe, smack, hack, account (for), mist*); Phrasal verbs (*settle down, break in, whip up*); Nouns (*trap, hedge, alertness, lane, flame-thrower, outhouse, wire, enclosure*); Adjective (*unharmd*); Adverb (*irritably*); Phrase (*slashing sting*)

**4i Writing****80-81**

**Lesson Objectives:** To analyse a model book review, to recommend a book, to write a book review

**Skills 4****82-84**

**Lesson Objectives:** To listen for key information, to read for gist, to read for specific information, to make a decision and justify your choice, to practise text completion using appropriate grammar forms, to practise word formation, to write a story

**Language in Use 4****85**

**Lesson Objectives:** To present/practise phrasal verbs with *keep, let & pick*, to practise prepositional phrases, to form abstract nouns from verbs/adjectives, to revise collocations, to do a quiz, to write a quiz

**Russia 4****86**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to identify synonyms, to talk about the topic, to write a short text

**Vocabulary:** Verbs (*split, tremble, occur, flatten, gather, reflect, blame, rip, release, reveal*); Adjectives (*mighty, remote, volcanic*); Nouns (*bang, witness, explosion, blast, reindeer, region, expedition, comet, asteroid, ash, heavens*)

**►► What's in this module?**

Read the title of the module *Still a mystery* and ask Ss to suggest what they think the module will be about (*the module is about mysterious events, places and creatures*). Go through the Module objectives and stimulate a discussion about what Ss will learn in the module.

**Vocabulary****1 Aim** To present new vocabulary

- Ask Ss to read the descriptions 1-6 and fill in the gaps with the words in the list.
- Check Ss' answers.

**Answer Key**

- 1 was built
- 2 have been reported
- 3 was launched
- 4 have crashed, was captured
- 5 is known
- 6 was assassinated

**2 Aim** To match descriptions to pictures

- Ask Ss to match the pictures to the descriptions. Check Ss' answers.
- Play the recording. Ss listen and check their answers.

**Answer Key**

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

**OVER TO YOU!****Aim** To personalise the topic

Elicit answers to the question in the rubric from various Ss around the class.

**Suggested Answer Key**

*I think the Roswell UFO incident is impressive because it happened such a long time ago but people still talk about it. In 1947, an alien spacecraft was reported to have crashed in New Mexico and its alien crew was captured.*

*I also think the Bermuda Triangle mystery is impressive. There have been mysterious disappearances of aircraft and ships in this area in the western part of the North Atlantic Ocean.*

*Stonehenge is impressive, too. It was built between 3100 BC and 2800 BC and no one knows why.*

# 4a UFO tour

## Vocabulary & Reading

### 1 **Aim** To introduce the topic

- Explain/Elicit what UFO means (*unidentified flying object*).
- Play the recording. Ss listen and read the headlines. Explain/Elicit the meanings of any unknown words/phrases (e.g. *flying saucer = name for an alien spacecraft from science fiction*).
- Elicit what various Ss think happened in these incidents.

#### Suggested Answer Key

- A – *An alien spacecraft probably crashed on a ranch in the Roswell region and it was captured by some people.*
- B – *I think some people reported finding a strange wreckage and they think alien bodies were examined at Roswell Army Base.*
- C – *A police officer reported a sighting of an alien spacecraft in Socorro, New Mexico.*
- D – *Thousands of people witnessed strange lights over Phoenix, Arizona.*

### 2 **Aim** To predict the content of the text

- Direct Ss' attention to the title and the introduction in the text. Elicit Ss' guesses as to what it can be about.
- Ss read the text to see if their guesses were correct.

#### Suggested Answer Key

*I think the text is about a journalist investigating the case of the UFO crash landing in New Mexico in 1947 and whether or not it may actually have happened.*

### BACKGROUND INFORMATION

Roswell, New Mexico is a city in the southeastern quarter of the state of New Mexico, USA. There are about 50,000 people living there. It is home to the New Mexico Military Institute.

The Nevada Desert is in the USA. It occupies parts of California, Nevada, Utah and Arizona. It rarely rains there.

### 3 **Aim** To read for cohesion and coherence

- Ask Ss to read the sentences A-F and give them time to read the text again and match them to the gaps 1-5.
- Check Ss' answers around the class.

### Answer Key

- 1 D *smiling, amusing sights, fun*
- 2 A *hoping to find ..., instead ... disturbed a rattlesnake*
- 3 F *fascinated, couldn't help wondering*
- 4 C *asked, told me*
- 5 B *photographing, photo*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

- unfold (v):** to develop
- report (on) (v):** to tell people about sth as part of your job
- sceptic (n):** sb who doubts sth that others believe
- freeway (n):** motorway
- lined (with) (pp):** having sth along both sides of sth else
- billboard (n):** a large board on which advertisements are displayed
- assignment (n):** a task/project
- spot (n):** location
- cattle farmer (n):** sb who raises cows and bulls
- weather balloon (n):** an inflatable device that carries instruments for recording the weather as it flies up in the air
- debris (n):** broken pieces from sth that has been destroyed
- aircraft (n):** any vehicle that can fly up in the air
- hangar (n):** a big building where aircraft are kept
- army base (n):** a location with military buildings and weapons where members of the army live and work
- remains (pl n):** pieces of sth left after it has been destroyed
- eye-witness account (phr):** the description of an event from sb who has seen sth
- hieroglyphics (pl n):** a kind of writing used in ancient Egypt that uses pictures instead of words
- autopsy (n):** the examination of a dead body to find out the cause of death
- oval-shaped (adj):** shaped like an egg
- burst (v):** (of flames) to burn strongly all of a sudden
- hotspot (n):** a popular location
- weird (adj):** strange
- formation (n):** arrangement
- doubtful (adj):** uncertain
- eerie (adj):** strange and frightening
- rattlesnake (n):** a poisonous snake

### 4 **Aim** To identify the writer's purpose

- Explain that writers write articles in order to inform, to persuade or entertain readers.
- Play the recording. Ss listen and follow the text in their books.
- Ask Ss to identify the reason why the writer wrote the article.

#### Suggested Answer Key

*The writer's purpose is to inform readers of what a tour is like. She wanted to give us an idea of what it's like at Roswell on the UFO Discovery Tour and how it can make a sceptic wonder if it's all true or not.*

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |          |            |          |
|----------|------------|----------|
| 1 trip   | 4 examined | 7 events |
| 2 spot   | 5 site     |          |
| 3 desert | 6 locals   |          |

**Suggested Answer Key**

We all enjoyed the **tour** of the famous site that lasted three hours.

He made a **mark** on the tree as we walked through the forest so that he could find his way back.

That diner sells **dessert** such as ice cream in the shape of an alien!

Please inform us if you **experience** any problems watching our documentary online.

UFO-seekers are a common **sight** in this area.

You should respect the **natives** and their customs in this village.

Scientists have been reviewing the **facts** since the crash trying to find out how it happened.

6 **Aim** To identify synonymous words/phrases

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

**wandered away:** walked without a purpose

**debris:** destroyed remains

**creepy:** scary

**soared into the sky:** moved quickly up

**hovering:** floating in the same position

**eerie:** strange & frightening

**disturbed:** bothered

**disappointed:** felt unhappy

**Grammar**

7 a) **Aim** To study/revise the passive

- Direct Ss' attention to the examples.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Explain/Elicit that we form the passive with *be + past participle* of the main verb. Point out that the subject in the active sentence becomes the agent in the passive sentence and is introduced with 'by' whereas the object in the active sentence becomes the subject in the passive sentence. Refer Ss to the **Grammar Reference** section for more details.

**Answer Key**

We use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing such as in a news report or headline.

We form the passive with *be + past participle* of the main verb. The subject in the active sentence becomes the agent in the passive sentence and is introduced with 'by' whereas the object in the active sentence becomes the subject in the passive sentence.

b) **Aim** To practise the passive

- Elicit examples of passive sentences from the text in Ex. 3.

**Answer Key**

*was asked, was greeted, were driven, were taken, would be shown, were taken, had ever been seen, was made, were drawn, could be seen, had been witnessed*

- Read the example sentence aloud and then give Ss time to rewrite the rest of the sentences in the passive.
- Check Ss' answers.

**Answer Key**

- 2 *The UFO museum was opened by the mayor.*
- 3 *Roswell, New Mexico is visited by lots of UFO-spotters.*
- 4 *Preparations are being made for the town's first UFO festival.*
- 5 *A UFO tour is being started by Sam in the area.*
- 6 *Many strange lights have been seen by locals in the desert.*
- 7 *Bill's book about local mysteries will be published next month.*

8 **Aim** To practise the passive

- Point out that in newspaper headlines the present tense is used to refer to recent events and the past participle of a verb is used to refer to a past event. Elicit which headlines refer to the present (C, D) and which refer to the past (A, B).
- Explain the task. Give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- A – *A flying saucer was captured on a ranch in the Roswell region.*  
 B – *A strange wreckage and alien bodies were examined at the Roswell Army Base.*  
 C – *A sighting of an alien spacecraft is reported by a police officer in Socorro, New Mexico.*  
 D – *Strange lights have been witnessed by thousands of people over Phoenix, Arizona.*

## Speaking & Writing

9 **Aim** To consolidate and summarise information in a text

- Explain the task and give Ss time to write a paragraph based on the information in the text.
- Ask various Ss to read their paragraph out to the class.

### Suggested Answer Key

Everyone was really friendly when we arrived. I was amazed by all the UFO-themed places along the freeway; hotels, souvenir shops, billboards and road signs all showed aliens. Ruth is a sceptic, but we both agreed this assignment might be fun. At the crash site we were told about how the events unfolded on that day back in 1947 and then we visited Building 84 where the aircraft was taken for examination. All the stories were interesting, but the creepy sketches of aliens on autopsy tables at the museum were so fascinating that even Ruth was impressed. While sleeping under the stars that night, I saw Ruth staring up into the dark sky with her camera ready hoping to witness the next alien event. I think the place and the stories had affected her and all of us. We left slightly disappointed, but a little less doubtful about whether or not aliens exist.

## 4b Strange creatures

### Reading & Vocabulary

1 **Aim** To introduce the topic and present new vocabulary

Direct Ss to the pictures on pp. 70-71. Go through the list of phrases. Explain/ elicit the meaning of any unknown words and then ask various Ss to tell the class about the monsters in the pictures.

### Answer Key

Bigfoot is a large hairy ape-like creature.  
The Loch Ness Monster looks like a dinosaur and has a long neck.

2 **Aim** To predict the content of the text and listen and read for specific information

- Ask Ss to read the title and the first sentence in each paragraph in the text and try to guess the answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

### Suggested Answer Key

I think Loren Coleman has a cryptozoology museum and is fascinated by cryptids. He is an expert in the unexplained. He has a particular interest in Bigfoot although he hasn't seen one himself.

3 **Aim** To read for general comprehension

- Ask Ss to read the questions 1-5 and the possible answers. Then give Ss time to read the text again and complete the task.
- Check Ss' answers around the class. Ss should justify their answers.

### Answer Key

- 1 C seeing a documentary
- 2 B he firmly believes ... hard evidence
- 3 A he believes ... its existence
- 4 D they thought ... deep in the forests
- 5 B reluctant, ... isn't trying to prove anything ... the truth

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**stand guard (phr):** to be outside a place on duty protecting it

**plaster cast (n):** a model made by pouring plaster into a mould of sth so when it hardens it has the same shape as the original

**sample (n):** a small quantity of sth scientists collect to examine

**specimen (n):** a piece/example of sth

**leading (adj):** most important/successful

**cryptozoologist (n):** a person who studies mysterious creatures

**legendary beast (phr):** famous creature

**countless (adj):** endless

**witness (n):** sb who has seen sth

**scratch (n):** a mark or cut

**screech (n):** a scream or cry

**valued (adj):** considered important

**hard evidence (phr):** facts that prove beyond a doubt that sth is true

**sceptical (adj):** doubtful

**fake (n):** sth that has been made to look real but it is not

**hoax (n):** a trick

**footage (n):** a film/video showing an event

**mobility (n):** ability to move

**hips (pl n):** the joints that connect the legs to the upper body

**virtually unknown (phr):** used to describe sth that almost no one knows about

**tales of sightings (phr):** stories people say about seeing legendary creatures

**native tribe (phr):** a community of indigenous people usually living away from major cities who follow their own customs

**become extinct (phr):** to stop existing, to disappear forever

**prehistoric times (phr):** a time in the past from which we have no written records

**human settlement (phr):** an area where people have come from another place to live

**secretive (adj):** hiding thoughts and actions from others; reserved

**panther-like (adj):** looking like a panther  
**reluctant (adj):** unwilling

**4** **Aim** To identify synonymous words/phrases

Allow Ss some time to do the task. Check Ss' answers around the classroom.

**Answer Key**

**proof:** evidence                      **top:** leading  
**live in:** inhabit                      **respected:** valued  
**colonies:** settlements              **looking:** glancing  
**almost:** virtually                      **unwilling:** reluctant  
**model:** replica

**5** **Aim** To introduce and practise verbs of vision

- Ask Ss to go through the definitions. Alternatively read the definitions aloud miming the way of looking each time.
- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 glimpsed    3 gazed    5 peeped    7 glanced  
 2 peered    4 glared    6 stared

**Grammar**

**6** **Aim** To revise/practise the passive (personal/impersonal constructions)

- Read out the examples. Explain that certain verbs have personal and impersonal passive constructions.
- Explain/Elicit how the two passive constructions are different (*Impersonal construction starts with It ... whereas personal construction starts with the subject of the second clause.*) Point out that in the personal passive structure the verb changes into a corresponding infinitive.

**Answer Key**

*The first passive construction is impersonal (it) the second passive construction is personal (he).*

- Elicit similar constructions in the text from Ss around the class.

**Answer Key**

*Bigfoot or Sasquatch (,which) is said to inhabit ... it was believed by most ... they were thought to be legends ... a huge 1.5-metre-long fish (that) was thought to have become extinct ...*

- Give Ss time to rewrite the sentences in the passive and then check Ss' answers.

**Answer Key**

2 *It is said (that) many frogs are becoming extinct. Many frogs are said to be becoming extinct.*

- 3 *It is reported (that) Yeti footprints have been found. Yeti footprints are reported to have been found.*
- 4 *It is thought (that) the photos are fakes. The photos are thought to be fakes.*

**Speaking & Writing**

**7** **Aim** To identify the main idea in a paragraph; to summarise a text

- Ss work in pairs and find the main idea in each paragraph (*See underlined sentences in the Suggested Answer Key.*)
- Give Ss time to use these to write a summary of the text and then ask various Ss to read their summary to the rest of the class.

**Suggested Answer Key**

The International Cryptozoology Museum is owned by Loren Coleman, the world's leading cryptozoologist. Loren first became interested in monsters at the age of 12. *Since then, he has gone monster-hunting all over the world and written over 30 books on the topic. His opinion is valued because, although he is a believer in the existence of cryptids, he is a sceptic and demands hard evidence. Coleman is mostly fascinated by Bigfoot. He has never seen one, but he believes it's wrong to conclude that they don't exist. Just like the coelacanth, a fish once believed to be extinct, was rediscovered in the 1930s, so other creatures may exist. For Loren, these cryptids are a species of animal that have managed to live at a distance from humans and keep their existence a secret. Loren accepts that cryptids may not exist, but he will keep searching until he finds out the truth.*

**4** **Culture Corner**

**1** **Aim** To introduce the topic and read for specific information

- Read the title of the text and say the names of the places aloud. Elicit Ss' guesses as to what kind of ghosts may be in these places.
- Give Ss time to read the text and find out.

**Suggested Answer Key**

*I think that in the Tower of London there may be ghosts of people from history. At the Theatre Royal, I think there may be ghosts of actors and actresses.*

**2** **Aim** To read for lexis-grammatical correctness & coherence

- Explain the task and ask Ss to read the sentences 1-6 and the possible answers and then give them time to read the text.
- For each gap ask Ss to try each option until they are happy that it is the correct one. Ask Ss to give evidence which supports their choices.

- Play the recording. Ss listen and follow the text in their book and check their answers.

**Answer Key**

- 1 B (*view = what you can see from a window or high place; picture = painting or photograph; scene = the appearance of a place and impression it gives*)
- 2 D (*view = to look at sth for a particular purpose; watch = to look at for a period of time to see what they are doing; notice = to become aware of sth*)
- 3 C (*impersonal passive tense is correct [is said]*)
- 4 C (*uncover = remove the cover from; drew = closed, unlocked = used a key to open sth*)
- 5 B (*sb is famous for sth*)
- 6 C (*bare passive infinitive after 'can'*)

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- graveyard (n):** a piece of land, usually next to a church, where people are buried after death  
**cruel (adj):** harsh; not kind  
**imprisonment (n):** the act of putting sb in prison  
**trial (n):** the legal process held in a court of law in order to decide if a person is guilty of a crime  
**execution (n):** the act of putting sb to death as punishment for a serious crime  
**torture (n):** the act of causing extreme physical pain to someone as punishment  
**occurrence (n):** happening  
**behead (v):** to cut off sb's head  
**spot (v):** to notice  
**ghostly goings-on (phr):** supernatural events involving ghosts  
**occur (v):** to happen  
**phantom (n):** a ghost  
**make presence felt (phr):** to make others aware of their existence  
**usher (n):** the person who takes people to their seats in a theatre  
**clog dance (n):** a special dance wearing wooden shoes  
**welcome addition (phr):** sth new accepted with pleasure

**BACKGROUND INFORMATION**

Henry VIII was King of England from 1509 until his death in 1547. He was the second monarch of the House of Tudor. He got married six times and he was responsible for the separation of the Church of England from the Roman Catholic Church. He ruled with absolute power.

Anne Boleyn was Henry VIII's second wife from 1533 to 1536. Anne failed to give Henry a male heir. Henry wanted a new wife so he had her arrested and sent to the Tower of London. She was tried, found guilty of high treason and beheaded.

**3 Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it, referring back to the text if necessary.
- Check Ss' answers.
- Give Ss time to write sentences using the phrases and then check Ss' answers.

**Answer Key**

- |              |               |
|--------------|---------------|
| 1 capital    | 4 cruel       |
| 2 common     | 5 freeze      |
| 3 successful | 6 mischievous |

**Suggested Answer Key**

- 1 London is the most haunted **capital city** in the world.
- 2 Sightings of ghosts are a **common occurrence** at the Tower of London.
- 3 The Man in Grey appears at the beginning of a **successful performance** at the Theatre Royal.
- 4 The Tower of London has a **long, cruel history** of trials and executions.
- 5 Seeing a ghost can make people **freeze in terror**.
- 6 Joseph Grimaldi was a **mischievous clown** who died in 1837 and is said to haunt the Theatre Royal.

**4 Aim** To personalise the topic

- Explain the task and ask Ss to imagine how they might have felt if the scenario happened to them.
- Play the recording. Ss listen and read the text in their books.
- Give Ss five minutes to write about how they might have felt.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*I was walking through the halls of the Tower of London when I felt a strange presence and there was the strong scent of a woman's perfume. I looked around to see who it belonged to and I froze in terror as the ghost of a lady all in white waved at me and disappeared.*

**5 Aim** To present a haunted/mysterious place from your country

- Give Ss time to collect information about a local haunted/mysterious place and then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

*St. Petersburg's long and often bloody history means that it has many haunted places. The famous Winter Palace is now home to the Hermitage museum. The ghost of one of the emperors, Nikolas I, who once lived there, is sometimes seen looking after some of the exhibits. Some people even say that one of the mummies in the collection winks at people.*

Another ghost who is often seen is the architect who designed the Russian Academy of Arts, Kokorinov. He designed the building for Catherine the Great, but killed himself when her dress was spoiled by some wet paint. His ghost carries his drawing tools as it rushes around the building. The ghost of a famous sculptor is also sometimes seen there. When the weather is really bad he bangs on the door to go into the building. Some say that he shouts he is cold and wet in his grave and demands to be let inside.

Pavel I built the Mikhailovsky castle to protect himself against assassins, but he was killed a few weeks after he moved in. Now he wanders the castle at night in his bed clothes, trying to find those who killed him. Other times he is seen playing the flute. The people who work there are so scared that they will not stay there at night. Even the police don't like to go there!

## 4d Everyday English

### 1 a) **Aim** To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

### b) **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 1a from Ss around the class.
- Play the recording for Ss to check their answers.

#### Answer Key

**Tourist:** *This is the right place to get tickets for the Tower of London, isn't it? Could you tell me what the ticket price includes, please? I'd like to book some tickets for this afternoon then, please.*

**Ticket office attendant:** *Yes, it certainly is. How many tickets would you like? My pleasure. Enjoy your visit.*

### 2 **Aim** To identify synonymous phrases in a dialogue; to expand vocabulary

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

#### Answer Key

**That's right.** – *Yes, it certainly is.*

**What do you get for the price of the ticket?** – *Could you tell me what the ticket price includes, please?*

**You're welcome. Have a great time.** – *My pleasure. Enjoy your visit.*

## Intonation

### 3 a) **Aim** To practise question tags

- Give Ss time to complete the task.
- Check Ss' answers.
- Refer Ss to the **Grammar Reference** section at the back of their books and briefly revise questions tags.

#### Answer Key

- |               |               |              |
|---------------|---------------|--------------|
| 1 shall we?   | 3 will you?   | 5 could you? |
| 2 didn't you? | 4 doesn't he? | 6 will you?  |

### b) **Aim** To present intonation in question tags

- Play the recording and ask Ss to mark the questions according to whether they expect an answer or not.
- Point out that when a question tag expects an answer the intonation rises and when it asks for confirmation of information the speaker already knows, the intonation falls.
- Check Ss' answers and refer Ss to the **Grammar Reference** section for more information if necessary.

#### Answer Key

- |                             |
|-----------------------------|
| 1 expects an answer (↗)     |
| 2 asks for confirmation (↘) |
| 3 asks for confirmation (↘) |
| 4 expects an answer (↗)     |
| 5 expects an answer (↗)     |
| 6 asks for confirmation (↘) |

## Speaking

### 4 **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the information in the advert and the plan as a guide.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

#### Suggested Answer Key

**A:** *Good morning. This is the right place to get tickets for the London Ghost Bus Tour, isn't it?*

**B:** *That's right.*

**A:** *Could you tell me what the ticket price includes, please?*

**B:** *Sure. It includes stories of London's past told by a conductor and onboard entertainment with real actors.*

**A:** *Sounds great. I'd like to book some tickets for tomorrow night then, please.*

**B:** *Yes, of course. How many tickets would you like?*

**A:** *2 adults and two children, please.*

**B:** *OK. That's £50 for a family ticket then.*

**A:** *Alright. Here you are.*

**B:** *Thanks.*

- A: Could you tell me where the tour bus starts from?  
 B: Sure. It starts from Northumberland Avenue, just off Trafalgar Square at 7:30 pm and 9 pm.  
 A: Thank you very much.  
 B: You're welcome. Have a great time.

## 4e Unexplained phenomena

### Reading

- 1 **Aim** To introduce the topic and predict the content of a text

- Ask Ss to read the introduction and the headings in the text.
- Elicit what Ss think makes each place mysterious.
- Play the recording. Ss listen and follow the text in their books to find out.

#### Answer Key

- A – a strange noise  
 B – a tree that has lived in a desert for 400 years  
 C – strange fireballs  
 D – strange caves, mysterious disappearances and a cat-like beast

- 2 **Aim** To read for specific information

- Ask Ss to read the questions 1-15 and underline the key words.

#### Suggested Answer Key

- 1 ...no visible means of life support
- 2 ...gets worse.....particular time
- 3 ....occurring in previous centuries
- 4 ...locals believe is protected...by god
- 5 ...might....experience health problems
- 6 ...occurs annually
- 7 ...could be caused...by human body..
- 8 ...makes no sound...
- 9 ...visitors are warned of dangers
- 10 ...believed...be protected...by spiritual being
- 11 ...is caused by a mythical creature
- 12 ...does not affect everyone
- 13 frightening sounds...from trapped people
- 14 ...witnessed by large crowds...
- 15 ...legendary animal...kill people...

- Give Ss some time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

- 1 B has survived ... for 400 years ... with no apparent source of water
- 2 A it's loudest on Sundays
- 3 C there are records written ... hundreds of years ago
- 4 B the mythical god of water, Enki
- 5 A loss of sleep, dizziness, headaches and anxiety
- 6 C Every year ... October

- 7 A sounds produced naturally by the ear
- 8 C silently exploding
- 9 D visitors should beware
- 10 B miles from any other form of vegetation
- 11 C the breath of Naga, a mythical serpent
- 12 A Not everyone hears the strange noise
- 13 D the eerie sounds of loud cries and banging are the lost trying to find their way out
- 14 C the thousands of believers who gather along the banks of the Mekong to view this amazing sight
- 15 D There is also a legend that a cat-like beast ... is responsible for the disappearances ... drags the victims into its lair ...

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

- tap dripping (phr):** water falling in drops from a device that controls the flow of water from a pipe  
**tap foot (phr):** to strike the foot lightly on the floor  
**drive sb to distraction (phr):** to irritate and annoy sb very much  
**irritating sound (phr):** annoying noise  
**dizziness (n):** a feeling as if you or the things around you are spinning  
**anxiety (n):** nervousness, worry  
**remain a mystery (phr):** to have been given no explanation for sth happening  
**drive sb mad (phr):** to make sb feel extremely annoyed  
**majestically (adv):** in a way that causes you to admire sth  
**vegetation (n):** plants and trees  
**apparent (adj):** visible  
**sustain (v):** to maintain; to keep alive  
**baffling enigma (phr):** unexplained mystery  
**bless (v):** to make sth holy  
**glowing (adj):** shining with a warm light  
**gather (v):** to come together  
**serpent (n):** a snake  
**methane gas bubbles (phr):** small balls of a colourless gas in a liquid  
**river bed (n):** the bottom of a river  
**labyrinth (n):** a maze  
**maze (n):** a complicated path set up in a way that you can get lost  
**suffocating (adj):** making it difficult to breath  
**eerie sound (phr):** a scary noise  
**drag (v):** to pull sb/sth with force along the ground  
**lair (n):** a nest or den of an animal  
**intriguingly (adv):** in an interesting/fascinating way  
**resemble (v):** to look like

### BACKGROUND INFORMATION

Taos, New Mexico is a town in the north-central region of New Mexico, USA. There are about 4,700 people living there.  
 Woodland, UK is a small village in county Durham in England. 300 people live there.

**Bahrain** is a small island state near the western shores of the Persian Gulf. It is an archipelago of 33 islands, the largest being Bahrain Island. Its capital city is Manama. It is known for its pearls and oil.

**Thailand**, formerly known as Siam, is a country located at the centre of the Indochina peninsula and Southeast Asia. Its capital city is Bangkok. Its official language is Thai.

**Laos** is a country in Southeast Asia and it is bordered by Burma, China, Vietnam, Cambodia and Thailand. Its capital city is Vientiane. The official language is Lao.

**Australia** is the world's sixth-largest country by total area and is in the Southern Hemisphere. Its capital city is Canberra and Sydney is its largest city. Its name is derived from the Latin 'australis', which means 'southern'.

3 **Aim** To identify opposites

- Direct Ss' attention to the underlined adjectives in the text and explain/ elicit their meanings.
- Give Ss time to match them to their opposites in the list and then check Ss' answers.

**Answer Key**

|                                |                                    |
|--------------------------------|------------------------------------|
| <i>weird</i> ≠ <i>normal</i>   | <i>clever</i> ≠ <i>silly</i>       |
| <i>faint</i> ≠ <i>loud</i>     | <i>natural</i> ≠ <i>artificial</i> |
| <i>distant</i> ≠ <i>nearby</i> | <i>massive</i> ≠ <i>tiny</i>       |
| <i>high</i> ≠ <i>low</i>       | <i>dark</i> ≠ <i>light</i>         |
| <i>deep</i> ≠ <i>shallow</i>   |                                    |

4 **Aim** To consolidate new vocabulary

- Explain the task and ask Ss to use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Suggested Answer Key**

**complain of (v):** to tell sb you're not satisfied with sth  
**naturally (adv):** normally  
**tiny (adj):** very small  
**remains (v):** continues to be  
**apparent (adj):** visible  
**baffling (adj):** confusing  
**exploding (v):** breaking into parts in a violent way  
**witnessed (v):** saw sth happen  
**caused by (pp):** was the reason sth happened  
**beware (v):** to be careful of sth

5 a) **Aim** To present verbs of sound

- Play the recording. Ss listen and repeat chorally and/or individually.
- Check Ss' pronunciation and intonation.

b) **Aim** To practise new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

|          |           |            |           |
|----------|-----------|------------|-----------|
| 1 buzz   | 4 scratch | 7 drips    | 10 splash |
| 2 blows  | 5 rustle  | 8 stamp    | 11 crack  |
| 3 crunch | 6 patters | 9 whistles |           |

**Grammar**

6 **Aim** To revise articles

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Grammar Reference** section at the back of their books to check their answers.

**Suggested Answer Key**

|       |       |       |        |        |
|-------|-------|-------|--------|--------|
| 1 the | 4 -   | 7 a   | 10 the | 13 a   |
| 2 -   | 5 the | 8 The | 11 an  | 14 the |
| 3 the | 6 the | 9 -   | 12 the |        |

**Speaking & Writing**

7 **Aim** To consolidate information in a text

- Ss work in pairs and tell their partner two things they remember from each place in the text.
- Monitor the activity around the class and then ask some pairs to tell the class.

**Suggested Answer Key**

*In a town in New Mexico, people have been complaining about a strange humming sound. This humming sound also recently appeared in a small village in England.*  
*In Bahrain, there is a tree that has survived in the desert for 400 years. It has no apparent source of water.*  
*In Thailand, people gather every year in October to see the Naga Fireballs. Some people believe it is the breath of a serpent that lives in the river.*  
*In Black Mountain, Australia, there is a labyrinth of massive black boulders. People say strange loud cries and bangs come from within the mountain and people have disappeared there.*

8 **Aim** To personalise the topic; to develop critical thinking skills

- Explain the task and ask Ss to imagine they are in one of the places. Give Ss time to use their imagination to write about their experience. Explain that Ss should use present tenses.
- Ask Ss to read their sentences to their partners or ask various Ss to tell the class.

**Suggested Answer Key**

*I am walking through Taos, New Mexico, and suddenly I become aware of a strange sound. I'm not sure at first, but it sounds like a car engine in the distance. I look around but see nothing coming my way. I stand still and*

listen. It's a faint hum. I start feeling dizzy so I find somewhere to sit. The more I hear it, the more irritating it becomes. I just want to leave.

## 4f Recreating monsters

### Vocabulary & Reading

1 **Aim** To introduce the topic and to read for specific information

- Ask Ss to read the definition and the newspaper headline.
- Elicit Ss' guesses in answer to the question in the rubric.
- Gives Ss time to read the text and find out.

**Suggested Answer Key**

I think it is possible, but I think it would take a long time.

2 **Aim** To read for cohesion and coherence

- Give Ss time to read the text again and complete the task.
- Play the recording. Ss listen and check their answers. Ask Ss to justify their answers.

**Answer Key**

- 1 H ... dinosaurs ... roaming the Earth over 65 million years ago ... dinosaur DNA doesn't last that long ... It is generally accepted ... survive 100,000 years at the most.
- 2 C ... running tests on the bone ... suddenly found organic material ... After it was placed under a microscope ... dinosaur blood vessels ... 68 million years old ... It was an astonishing find ...
- 3 A Jack believes ... complete genetic map ... might take decades ... For this reason ... he ... looking at other ways ...
- 4 G ... an embryo ... It seemed that the embryo ...
- 5 B ... enlarge its tail by three more bones ... This may not seem so impressive ...
- 6 D ... see ... dinosaur within the next hundred years ... That seems a long time to wait ... some Japanese scientists ... The Tokyo researchers ...
- 7 F He imagines himself teaching ... the most satisfying lecture ...

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**officially** (adv): formally

**preserve** (v): to maintain; to conserve

**domestic** (adj): living on a farm, not wild

**clone** (n): a genetic copy produced from the cells of another living thing

**unleash** (v): to release sth dangerous

**roam** (v): to move around without any definite direction

**last** (v): to continue to survive or exist

**make a breakthrough** (phr): to come upon an amazing or important discovery that answers a problem

**excavate** (v): to dig sth out of the ground and remove it

**remote** (adj): distant, far

**thigh bone** (n): the long bone in the upper part of the leg

**organic material** (phr): a substance coming from living plants and animals

**finding** (n): information discovered after examination

**genetic map** (phr): a DNA sequence that represents the genes in a living thing

**distant relative** (phr): sb related to you but not closely

**dormant** (adj): not active

**ancestor** (n): a person in your family history that you descend from

**conduct experiments** (phr): to take part in scientific tests

**reactivate** (v): to bring back or stimulate sth into activity

**evolution** (n): the change and development of a living thing

**embryo** (n): an unborn animal or human being

**hatch** (v): to be born out of an egg by breaking the shell

**reverse** (adj): going backwards

**expedition** (n): an organised journey

**optimistic** (adj): hopeful that things will go well; not pessimistic

**prehistoric** (adj): existing in a period of time in history that we have no written records of

**lead** (n): a rope or chain attached to an animal when taken for a walk

**revive** (v): to bring back to life

**impressive** (adj): making you admire it because it's very large, good, etc

**alteration** (n): adjustment, change

**magnify** (v): to make sth appear larger using a special lense

**ambitious** (adj): eager to achieve or succeed

**satisfying** (adj): pleasing

**blueprint** (n): a pattern living cells have that decides how an organism develops

**survive** (v): to continue to exist for a long time

3 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class.

**Answer Key**

- |          |             |            |
|----------|-------------|------------|
| 1 become | 5 preserved | 9 advanced |
| 2 bring  | 6 break     | 10 distant |
| 3 make   | 7 conduct   |            |
| 4 roam   | 8 hatch     |            |

4 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task using the words from the **Check these words** box.
- Check Ss' answers.

**Answer Key**

- 1 roam 2 magnified 3 survive 4 ancestors

**Grammar**

5 **Aim** To revise reflexive/emphatic pronouns

- Explain the task and give Ss time to complete it.
- Ask Ss to check their answers in the **Grammar Reference** section at the back of their books.

**Answer Key**

- 1 himself      3 herself      5 himself  
 2 themselves      4 yourself      6 ourselves

6 **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it. Ask Ss to identify the grammar/lexical structures practised.
- Check Ss' answers around the class.

**Answer Key**

- 1 were astonished by (passive)  
 2 had a great time (lexical)  
 3 is reported to have (personal passive construction)  
 4 doesn't mind spending (-ing form)  
 5 is said to be (personal passive construction)

**Speaking & Writing**

7 a) **Aim** To consolidate information in a text; to develop critical thinking skills

- Play the recording. Ss listen and follow the text in their books.
- Ss work in pairs and talk about what information they found the most interesting in the text.
- Monitor the activity around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

*What I found most interesting is that they have found living dinosaur DNA. I am also fascinated by the fact that birds are the distant relatives of dinosaurs and that they can be used to possibly bring dinosaurs back to life in one way or another.*

b) **Aim** To express your opinion on the topic; to develop critical thinking skills.

- Read the rubric aloud and give Ss three minutes to think about their answers and write some sentences.
- Ask various Ss around the class to read out their sentences to the class.

**Suggested Answer Key**

*I don't think it is such a good idea to interfere with nature and natural events in time. I think dinosaurs should remain extinct. I don't think it would be safe for us or for these species to exist out of their time. However, I think that other species that became extinct in an unnatural way due to man's activities, such as hunting or destroying*

*their habitats, should be brought back because they may still play an important role in the ecosystem.*

8 **Aim** To practise research skills

- Explain the task and ask Ss to work in small groups.
- Ask Ss to collect information from the Internet, reference books or other sources and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*The age of the dinosaurs lasted about 200 million years during the Mesozoic Era (250-65 million years ago). Dinosaur fossils show they lived during the three periods of that era; the Triassic, Jurassic and Cretaceous periods. The first dinosaurs appeared during the Triassic Period about 230 million years ago. They were small and lightweight. During the Jurassic Period (208-144 million years ago) much bigger dinosaurs appeared. The climate was hot and humid with plenty of rain which produced rich vegetation everywhere. It was during this time Brachiosaurus lived and bird-like dinosaurs appeared. The Cretaceous Period (114-65 million years ago) was hot and humid with plenty of swamps; perfect for dinosaurs. There were now a huge variety of dinosaurs roaming the land and flying in the air. This was the time of the Tyrannosaurus rex and the Triceratops. At the end of the third period (65 million years ago) all the dinosaurs suddenly became extinct. A large meteor may have hit the Earth or climate cooling may have been to blame.*

- Alternatively, you can ask Ss to prepare a quiz on dinosaurs to hand out to their classmates.

**4g Skills**

**Vocabulary**

1 **Aim** To present new vocabulary

- Divide the class into small groups.
- Direct Ss' attention to the diagram and the language in the table.
- Choose a S to read out the example and then ask Ss to discuss the questions in the rubric using the vocabulary presented.
- Monitor the activity around the class and then ask various Ss to tell the class about their book preferences.

**Suggested Answer Key**

*I love crime stories because they make you think and are exciting to read. I find romances a waste of time. I think they're silly and predictable.*

## Listening

### 2 **Aim** To listen for specific information

- Read the rubric aloud to give Ss an idea of what they will listen to.
- Ask Ss to read the statements 1-5.
- Tell them to underline key words.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

- 1 F *an enthusiastic reader of all kinds of fiction*
- 2 T *It's actually the first book in the "Inner Space" trilogy*
- 3 F *The hero of the story is Detective Inspector Nick Burton... his boss and friend, ..., is arrested and charged of murder*
- 4 F *I really thought that they (the characters) were coming to life as the story developed*
- 5 T *he used to be an officer in the navy,...., which definitely comes through in his writing*

## Speaking

### 3 a) **Aim** To expand vocabulary

- Explain the task and give Ss time to complete it looking up the meanings of any unknown adjectives in their dictionaries.
- Check Ss' answers.

#### Suggested Answer Key

**Positive:** *clever, interesting, exciting, gripping, well-developed, funny, original, brilliant, interesting, well-rounded, likeable, satisfying*

**Negative:** *poorly-developed, predictable, weak, unimaginative, awful, dull, evil, shallow, confusing, flat, disappointing*

**Neutral:** *mysterious, fast/slow-paced, unusual, unexpected, surprising*

### b) **Aim** To personalise the topic; to consolidate new vocabulary

- Explain the task and ask Ss to read the example.
- Ss work in pairs and discuss any books they have read using the language in Ex. 3a.
- Monitor the activity around the class and then ask some pairs to tell the class about a book they read.

#### Suggested Answer Key

A: *I recently read One Day by David Nicholls. It's about the same day in the lives of two people over 20 years ago.*

B: *What did you think of the plot?*

A: *It's original and brilliant.*

B: *What about the characters?*

A: *I thought they were interesting and well-rounded.*

### 4 a) **Aim** To make a choice from three options and justify your choice

- Explain the task, read out the book titles and go through the Useful Language box. Elicit what type of book each is (*The Lord of the Rings – fantasy/adventure, Murder on the Orient Express – crime/detective story, Jane Eyre – classic romance*).
- Give Ss some time to make their choice and then ask various Ss around the class to tell the rest of the class their decision giving reasons.

#### Suggested Answer Key

*I think the best choice for my pen-friend is The Lord of the Rings because he likes fantasies and adventure stories so it will make an interesting read. It's got a gripping plot and lots of unusual characters.*

*I don't think Murder on the Orient Express would be a good idea because he doesn't like crime stories. He says the endings are usually too predictable. Jane Eyre wouldn't be a good idea, either, because he doesn't like romance novels or classical novels. He finds such types of books boring.*

### b) **Aim** To talk about your favourite book

Explain the task and give Ss some time to prepare their answers. Then ask various Ss around the class to answer the questions.

#### Suggested Answer Key

1 *I enjoy reading historical fiction. I think they are very well written with interesting plots and well-developed characters. You can learn a lot about the past and they give you plenty to think about.*

2 *My favourite book is by Tracy Chevalier called Girl with a Pearl Earring. It is a brilliant book that was inspired by the painting of the same name. It is about a young servant girl who goes to work in the house of the painter Johannes Vermeer. She struggles with her dream to escape poverty and her growing feelings for her master Vermeer. The plot and the characters are beautifully developed and the descriptions of their feelings are so realistic you can't put the book down.*

3 *My favourite book character is Sherlock Holmes. I think he is very clever and likeable. The way he solves crimes is very interesting.*

## 4h Curricular: Literature

### 1 **Aim** To introduce the topic and listen for gist

- Read the rubric aloud and direct Ss' attention to the picture. Elicit that truffids are strange plants.
- Play the recording. Ss listen and find out the answer.

**Suggested Answer Key**

*Triffids appear in a science-fiction novel by John Wyndham. They are tall plants with legs that seem intelligent but are aggressive and attack people with their poisonous stings.*

2 **Aim** To read for cohesion and coherence

- Explain the task and ask Ss to read the sentences A-F.
- Then give Ss time to read the text and complete the task.
- Check Ss' answers around the class. Ask Ss to justify their answers.

**Answer Key**

- 1 E didn't ... do anything ... They simply settled down
  - 2 A complete darkness ... turned on the light
  - 3 B pulled the window shut sharply ... even as it closed ...
  - 4 F took no risks ... thick clothing and gloves ... leather helmet ... goggles ... wire mask
  - 5 D in a fine spray ... it misted the goggles ... wash it off my face
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**irritably (adv):** in an annoyed manner  
**trap (n):** a device for catching sth  
**settle down (phr v):** to feel comfortable somewhere and decide to stay  
**hedge (n):** a line of bushes along the edge of a garden, field or road  
**doubt (v):** to not be certain about sth  
**alertness (n):** readiness  
**lane (n):** a small country road  
**slashing sting (phr):** a painful long deep cut from a sharp part of sth (the plant) with poison on it  
**wipe (v):** to clean  
**break in (phr v):** to enter by force  
**whip up (phr v):** to appear suddenly  
**smack (v):** to hit with force  
**flame-thrower (n):** a device that releases burning liquid in a long jet  
**outhouse (n):** a shed or barn on the same land as a main house  
**wire (n):** metal thread  
**hack (v):** to cut through sth strongly  
**unharmful (adj):** not hurt; having no injury  
**enclosure (n):** an area that is surrounded by sth  
**account (for) (v):** to know where everything is  
**mist (v):** to cover with tiny drops of moisture so you can't see through it

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

*wriggled – turned quickly*  
*viciously – violently*  
*smacked – hit sharply*  
*intruders – invaders*  
*tiptoe – the front part of your foot*

4 **Aim** To identify adjectives in a text

Explain the task and give Ss some time to complete it. Check Ss' answers around the class.

**Answer Key**

- |                  |                   |
|------------------|-------------------|
| 1 slashing       | 5 thick           |
| 2 grey           | 6 leather         |
| 3 complete       | 7 largest carving |
| 4 leathery green | 8 fine            |

5 **Aim** To develop critical thinking skills

- Explain the situation.
- Play the recording and give Ss some time to do the task.
- Monitor the activity around the room and then ask some Ss to report back to the class.

**Suggested Answer Key**

*I can see them all around the car, standing there silently. As the car moves the leaves seem to cover the car and everything goes dark inside. I see the stings whip up and hear them smack against the windscreen. I feel frightened.*

**4 Writing**

1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content and layout.
- Give Ss time to read the book review and match the paragraphs to the headings.

**Answer Key**

A 2      B 1      C 4      D 3

2 **Aim** To present new vocabulary related to the topic

- Explain the task and give Ss time to complete it using their dictionaries to help them.
- Check Ss' answers.

**Answer Key**

- |                      |               |               |
|----------------------|---------------|---------------|
| 1 set                | 3 put it down | 6 main        |
| 2 tells the story of | 4 is based on | 7 dull, twist |
|                      | 5 absorbed    | 8 bestseller  |

# Module 4

## 3 **Aim** To identify adjectives in a text

- Explain the task and give Ss time to find the adjectives the writer has used in the text for each noun.
- Check Ss' answers.

### Answer Key

- |              |              |                 |
|--------------|--------------|-----------------|
| 1 gripping   | 4 fast-paced | 7 life-changing |
| 2 intriguing | 5 thrilling  | 8 realistic     |
| 3 evil       | 6 dark       | 9 satisfying    |

## 4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- |               |                            |
|---------------|----------------------------|
| 1 predictable | 5 heart-warming            |
| 2 original    | 6 well-developed, likeable |
| 3 mysterious  | 7 surprising               |
| 4 gripping    | 8 strong                   |

## 5 a) **Aim** To practise language used for recommending

- Explain the task and give Ss time to complete it. Ss work in pairs and do the task.
- Check Ss' answers.

### Answer Key

- A 1 would definitely recommend  
2 couldn't put it down
- B 3 you are looking for  
4 is definitely for you  
5 I've ever read
- C 6 make sure it's this one  
7 won't regret it  
8 In my opinion

## b) **Aim** To identify a recommendation in a text

Elicit answers to the question in the rubric from Ss around the class.

### Answer Key

*I thoroughly recommend..., It is well worth reading., If you like romance and excitement ... this satisfying sequel will not disappoint you., Don't miss it!*

## 6 **Aim** To prepare for a writing task

- Ask Ss to read the rubric and underline the key words. Then give Ss time to answer the questions.
- Check Ss' answers around the class.

### Answer Key

**Key words:** website, book reviews, write your review, adventure-fantasy story, plot, making general comments, your recommendation

1 a book review

2 readers of the website

3 mostly present tenses

4 *Items to be ticked (✓): name of author, whether you recommend it, main points of plot, general comments on characters/plot, etc*

## 7 **Aim** To write a book review

- Direct Ss' attention to the plan and the Useful Language section and give them time to complete the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

*The Lost Hero by Rick Riordan is the first book in a new series called The Heroes Of Olympus. It is a thrilling adventure-fantasy novel set in modern-day America about three teen semi-gods and their battles against monsters.*

*The story begins when Jason Grace finds himself sitting on a school bus with his classmates on a field trip to the Grand Canyon. Sitting with Jason on the bus are his two friends Piper and Leo, but Jason remembers nothing; not even who he is. To make matters worse, an evil spirit takes hold of their bus and the three heroes are suddenly forced together to fight ancient monsters and characters from Greek mythology and stop an evil scheme to destroy the Olympian gods.*

*It has a brilliant plot full of fast-paced action and interesting characters. The stories of the three main characters are well-developed and linked to each other in a clever way. The dynamic heroes are very likeable and there are realistic portrayals of the issues young people deal with today.*

*I thoroughly recommend The Lost Hero. If you love gripping adventure and breathtaking action, then this is the book for you. Don't miss it!*

# Skills 4

## Listening

### 1 a) **Aim** To prepare for a listening task

- Direct Ss' attention to the **Study Skills** box.
- Explain to Ss that this is a useful tip that will help them to complete their task successfully.
- Ask Ss to read the headings A-F and talk in pairs and think of vocabulary related to the key words in the headings.
- Check Ss' answers.

### Suggested Answer Key

A destination – purpose, intention, place; the sick – the ill

B religious centre – place of worship, gods

C giant – huge; clock – dial, time

- D landing site – runway, spot
- E the dead – pass away, lost, buried
- F observing – looking, watching; stars – night sky

b) **Aim** To listen for key information

- Play the recording. Ss listen and match the speakers to the correct headings.
- Check Ss' answers and elicit which words helped Ss decide on their answers.

**Suggested Answer Key**

- Speaker 1 – C time, sundial, longest day, measure time
- Speaker 2 – B worship, spiritual place, pray, gods
- Speaker 3 – A remains, bones, improve health
- Speaker 4 – D roof, arrive on, leave, spaceships
- Speaker 5 – E buried, burial site, memorial monuments, gravestones, peaceful spot, passed away

**Reading**

2 **Aim** To read for gist

- Explain the task. Remind Ss that they should read the text quickly just to get the general idea.
- Give Ss time to read the rubric and the text.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

The extract is about a haunted house in England that an American family, who don't believe in ghosts, moves into.

**BACKGROUND INFORMATION**

Oscar Wilde (1854-1900) was an Irish writer and poet. He was one of the most popular playwrights in the early 1890s. His most famous works are: *The Importance of Being Earnest* and *The Picture of Dorian Gray*.

3 a) **Aim** To prepare for a reading task

- Read the **Study Skills** box aloud. Ask Ss to follow this advice and complete the task.
- Check Ss' answers.

**Answer Key**

- 1 – paragraph 2                      4 – paragraph 7
- 2 – paragraph 3                      5 – paragraph 8
- 3 – paragraph 5

b) **Aim** To further prepare for a reading task

- Explain the task and ask Ss to eliminate the option in each question they think is the most incorrect.
- Check Ss' answers and elicit reasoning.

**Suggested Answer Key**

- 1 C (the incident involving her scared the servants and they wouldn't stay in the house)
- 2 A (he says they have everything money can buy but not that everyone has money)
- 3 C (there was a stillness in the air)
- 4 A (it has been much admired not 'put there')
- 5 D (she fainted; she was not sleepy)

c) **Aim** To read for specific information

- Give Ss time to re-read the text and then choose the correct answer for each question.
- Ask Ss to compare their answers with a partner, justifying their choice.
- Check Ss' answers.

**Answer Key**

- 1 D (illness ... never really recovered ... ghostly hands)
- 2 D (come from a modern country)
- 3 B (sky suddenly became overcast)
- 4 C (blood of ... murdered on that very spot)
- 5 A (terrified housekeeper)

**Speaking**

4 **Aim** To prepare for a speaking task and to read for gist

- Ask Ss to read the rubric and then the description.
- Elicit which book is being described from the three in the pictures.

**Answer Key**

I think the book described is the classic novel "Little Women" by Louisa May Alcott a famous American writer.

5 **Aim** To make a decision and justify your choice

- Explain the task and direct Ss to the Useful Language box to help them.
- Ss complete the task in pairs, taking turns.
- Monitor the activity around the class and then ask some Ss to tell the class.

**Suggested Answer Key**

I would definitely choose IT by American author Steven King because I am a fan of horror stories and King is considered to be a master of this kind. I find his books fascinating and well-written with clever and mysterious plots. I am also interested in reading something which is fast-paced and modern. This is the reason why I wouldn't choose the classic novel. Furthermore, I think that Harry Potter series is for younger children and besides that reading about magic is not my cup of tea.

6 **Aim** To practise text completion using appropriate grammar forms

- Read the rubric aloud and explain the task to the students.
- Allow Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- 1 happen                      3 having signed    5 be found  
2 helped                      4 had

7 a) **Aim** To read for gist

Read the rubric aloud and then ask Ss to skim the text and elicit what it is about.

**Suggested Answer Key**

The text is about a photograph NASA took of a strange creature on Mars that turned out to be a very small stone.

b) **Aim** To practise word formation

- Give Ss time to read the text again and complete the task. Point out Ss should use correct spelling.
- Check Ss' answers on the board.

**Answer Key**

- 1 agency                                      4 rocky  
2 comparisons                              5 surprisingly  
3 scientific

## Writing

8 a) **Aim** To prepare for a writing task

- Give Ss time to read the rubric and underline the key words.
- Then elicit Ss' ideas as to what their stories could be about from Ss around the class.
- Give Ss time to make notes on the main characters, place, time and plot of their story.

**Answer Key**

**Key words:** English-language radio station, write a short story, title 'A Mysterious Occurrence', 120-180 words

**Suggested Answer Key**

*It could be about something strange that happened to me and a friend a few years ago.*

**main characters:** my friends Mary, Lauren, Tim and me

**place:** Mary's garden

**time:** early evening

**weather:** clear night in September

**plot:** I was at an annual barbecue with my friends when we witnessed an unexplained phenomenon in the night sky. We all had our own theories about it but no official explanation has ever been given.

b) **Aim** To write a story

- Give Ss time to write their story using their notes from Ex. 8a.
- Ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Every year my friends and I have a barbecue to celebrate the end of summer. On 15th September last year, Lauren, Tim and I had gathered at our friend Mary's house. It was a lovely evening, perfect for an outdoor dinner party. At about 7 o'clock something strange happened that we will never forget.*

*We were all in the garden. Tim was lighting the fire, Mary was serving juice and Lauren and I were setting the table. As I was going back into the house to get some napkins, I noticed the neighbours standing outside their door staring up into the sky. I quickly followed their gaze and saw strange streaks of light shooting across the night sky. I pointed to the sky excitedly and shouted at everyone to look up.*

*None of us could really understand what we were looking at. At times, it looked like huge fireballs were cutting through the sky. At other times, we saw red, purple, green and white lights with tails. Could they be meteors? No one was really sure. Thousands of people witnessed this event across the country. The authorities said it might have been a satellite breaking up and falling to Earth, but that was not confirmed. They said it definitely wasn't alien in origin.*

*Several months have passed since this sighting and no explanation has been given. Tim always jokes around and says it was alien spaceships landing on Earth. I think it was some strange natural phenomenon and I hope that I am right.*

## Language in Use 4

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 off                                      3 on                                      5 up  
2 down                                      4 out

2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it and then check Ss' answers.

- Ask Ss to list words that go with prepositions in alphabetical order in a **Prepositions** section in their notebooks.
- Ask Ss to revise this section regularly as this will help them use the English language in a natural way.

**Answer Key**

1 in 2 on 3 for 4 at 5 in

**3 Aim** To consolidate vocabulary from the module

Explain the task and give Ss time to complete it and then check Ss' answers.

**Answer Key**

- 1 attracts (*draw = to pull – draw attention to*)
- 2 sank (*drop = to fall, e.g. temperature*)
- 3 wandered (*wondered = asked himself*)
- 4 admitted (*accept an invitation*)
- 5 bring (*take from one place to another*)
- 6 lies (*lay sth down*)

**4 Aim** To practise forming nouns from verbs/ adjectives

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers on the board.

**Answer Key**

- |                      |              |            |
|----------------------|--------------|------------|
| 1 appearance         | 3 collection | 5 activity |
| 2 quietness, privacy | 4 difference |            |

**5 Aim** To consolidate vocabulary from the module

Give Ss time to complete the task, then check Ss' answers.

**Answer Key**

- |           |            |            |
|-----------|------------|------------|
| 1 annual  | 5 lifelong | 9 welcome  |
| 2 travel  | 6 demand   | 10 drive   |
| 3 weather | 7 native   | 11 full    |
| 4 video   | 8 highly   | 12 closely |

**Quiz**

**Aim** To do a quiz

- Explain the task and give Ss time to do the quiz looking back through the module if necessary.
- Check Ss' answers and elicit corrections for the false answers.

**Answer Key**

- 1 T
- 2 F one police officer
- 3 F Yetis
- 4 F rediscovered in 1938
- 5 F every October full moon

- 6 T
- 7 F 65 million years ago
- 8 F JFK was assassinated

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
- Ask Ss to exchange their quizzes, do them, and then check their answers.

**Suggested Answer Key**

- 1 Apollo 13 went into space in 1969. (F – 1970)
- 2 The Bermuda Triangle is in the Pacific Ocean. (F – The Atlantic)
- 3 Roswell is in New Mexico. (T)
- 4 Henry VIII haunts the Tower of London. (F – Anne Boleyn)
- 5 The Theatre Royal opened in 1663. (T)
- 6 The Tree of Life is in New Mexico. (F – Bahrain)
- 7 Jack Horner is an archaeologist. (F – palaeontologist)
- 8 Eclipse was written by Stephanie Meyer. (T)

# Russia **4**

**Reading & Listening**

**1 Aim** To introduce the topic and to listen and read for specific information

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Tunguska event.

**Answer Key**

*It refers to a blast up into the sky from which fireballs reached the earth and set fire in a large forest area in Siberia, Russia.*

- Ask Ss to write down three questions they would like to ask on the topic.
- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to read the text and see if they can answer their questions.

**Suggested Answer Key**

- 1 Where and when did the Tunguska Event happen? (Near Vanavara in Siberia, Russia, on 30th June 1908)
- 2 How many people were killed by this strange event? (None)
- 3 What was the impact of the explosion? (A wildfire in a forest that flattened millions of trees and killed thousands of animals)

**2 Aim** To read for specific information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

## Answer Key

- 1 NS
- 2 F ...it was recorded by instruments as far away as England...
- 3 T ...thousands of reindeer and other wildlife were killed...
- 4 T ...local people thought that the god Odgy had punished them...
- 5 F ...releasing energy equal to about 1000 times the atomic bomb dropped on Hiroshima....
- 6 F ...there were no human victims though...

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

## Suggested Answer Key

**split (v):** to separate

**bang (n):** a sudden very loud noise

**mighty (adj):** having or showing great strength, force, or intensity

**tremble (v):** to shake quickly, and involuntarily, up and down, or sideways

**witness (n):** a close observer

**occur (v) :** to happen

**explosion (n):** a violent release of energy

**blast (n):** an explosion

**flatten (v):** to make flat

**reindeer (n):** an Arctic deer with large antlers

**gather (v):** to collect in one place

**region (n):** area

**reflect (the sunlight away) (v):** to block the sunlight from reaching the earth

**remote (adj):** located far away

**expedition (n):** a journey organized for a particular purpose

**comet (n):** a celestial body that travels around the sun

**asteroid (n):** a small celestial body that moves around the sun

**blame (v):** to attribute responsibility to

**rip (v):** to move rapidly

**release (v):** to let energy spread into the area or atmosphere around sth, especially as part of a chemical reaction

**reveal (v):** to let sth become known

**volcanic (adj):** relating to a volcano

**ash (n):** the residue that remains when something is burned  
**(the) heavens (pl n):** the paradise

## 3 **Aim** To identify synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

## Suggested Answer Key

- |          |               |          |
|----------|---------------|----------|
| 1 remote | 3 tremble     | 5 mighty |
| 2 blame  | 4 rip through | 6 occur  |

## 4 **Aim** To consolidate information in a text

- Give Ss time to prepare their answers.
- Ask various Ss to tell the class.

## Suggested Answer Key

*I learnt that the Tunguska event happened in Siberia, Russia, on 30th June 1908.*

*I also learnt that luckily nobody was killed.*

*The releasing energy was equal to about 1000 times the atomic bomb dropped on Hiroshima.*

*The event was recorded by instruments as far away as England.*

## 5 **Aim** To develop research skills and write a short text about Tunguska Event

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

## Answer Key

*The Tunguska event was the biggest unexplained explosion in recent history and it was very lucky that no one was killed. Many explanations have been suggested for this strange event. The local people, the Evenks, believed that they were being punished by the god Odgy for living badly. Other people have suggested that it was caused by an alien spaceship exploding in the sky. It has even been suggested that it was a black hole passing through the earth.*

*The most likely explanation is that this was a comet or asteroid that entered the earth's atmosphere and exploded because of the extreme temperature it reached. There was no crater left by something hitting the earth, so whatever it was exploded in the sky. Scientific surveys have shown lots of metals present in the soil in the area that are not usually found on earth. This means that whatever caused the event was probably some kind of rock from outer space.*

*We now know that much smaller events happen like this all the time, as there are many asteroids and comets that burn up in our atmosphere, or come close to earth. Scientists suggest that events as big as the Tunguska event happen around every three hundred years. If this event had happened over a city it would have completely destroyed it. Maybe the next time something like this crashes into the earth we will not be so lucky.*

# Lifelong learning

## Topic

In this module Ss will explore the topics of learning, education, skills, awards, achievements and experiences.

## Modular page

87

**Lesson Objectives:** Overview of the module, to listen for gist

**Vocabulary:** Learning experiences (*family & home environment, educational institutions, the mass media, travelling, peers, free time activities, youth groups & social organisations, information technology, nature & the environment*)

## 5a Extraordinary skills

88-89

**Lesson Objectives:** To read for gist, to read for cohesion and coherence, to learn reported speech, to act out an interview, to write about sb's experience

**Vocabulary:** Shaolin skills (*balance body on the tips of spears, lie on a bed of nails, break bricks on someone's body, throw oneself into the air, walk barefoot up a staircase of knives, fight blindfolded, do the splits, stand still with legs bent, crawl on hands and knees down a mountain*); Verbs (*spin, land*); Nouns (*spear, muscles, failure, punch, kick, martial art, meditation class, humility, discipline*); Adjective (*bent*); Adverb (*constantly*); Phrases (*gasp in amazement, stunning scenery, take breath away, to my relief, build character, inner strength, mental strength*)

## 5b The way we learn

90-91

**Lesson Objectives:** To listen for specific information, to listen and read for gist, to read specific information, to learn reported questions and commands, to act out an interview, to talk and write about the Khan Academy

**Vocabulary:** School/University subjects (*Chemistry, Maths, Medicine*); Technology in education (*take an online course, watch lectures/educational videos online, complete an MBA through a Facebook application, have private lessons, enrol at a school/university, have lessons with interactive whiteboards*); Verbs (*tutor, admit, quit, stumble, claim*); Nouns (*lecture, university graduate, clip, principle, scribble, crash course, approach, process*); Adjectives (*potential, virtual, motivated, committed*); Phrases (*at your own pace, attract attention, occasional error, teaching resource, negotiation skills*); Past participle (*converted*)

## 5c Culture Corner

92

**Lesson Objectives:** To read for gist, to read for lexicogrammatical correctness & coherence, to listen for specific information, to talk and write about an award for young people in your country

**Vocabulary:** Verbs (*aim, progress, pick*); Nouns (*charity shop, parachuting, first aid, expedition, royal palace*); Adjectives (*challenging, focused, disciplined*); Adverb (*ultimately*); Phrases (*full potential, animal rescue centre, rowing trip, extracurricular activity*)

## 5d Everyday English

93

**Lesson Objectives:** Borrowing library books, to learn emphatic stress

**Vocabulary:** Sentences (*Do you know the title of the book and the author?, I'll check on the computer for you., I'm afraid it's out right now., Would you like to reserve it?, When will it be back in?, Can I take these two books out, please?, They're due back one week from today.*)

## 5e Overcoming the odds

94-95

**Lesson Objectives:** To listen and read for specific information, to learn special introductory verbs, to talk and write about how you imagine sb feels

**Vocabulary:** Achievements (*get a degree, invent something to improve people's lives, pass your driving test, establish a successful business, win a scholarship to a college/university, learn to speak a foreign language, take part in a charity project, win a sports competition, do well in your exams/a test*); Verbs (*huddle, capture, ignore, irrigate*); Phrasal verb (*drop out*); Nouns (*famine, starvation, windmill, light bulb, miracle, scholarship, donation, tinfoil*); Adjectives (*faint, scarce, influential, generous*); Adverb (*truly*); Phrases (*kerosene lamp, self-taught inventor, set one's sights high, tuition fees, scrap metal, have access to, renewable energy, real asset, hands-on method, shining example*); Prepositional phrase (*due to*)

## 5f Taking a gap year

96-97

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn time clauses, to summarise a text, to talk and write about gap year experiences

**Vocabulary:** Gap year experiences (*work as a beekeeper, study opera in Italy, coach football at a school in Zambia, help rehabilitate injured animals, drive sled dogs in Siberia, help build an orphanage in China, learn to be a cowboy/cowgirl on a ranch, do a massage course in Thailand, help conserve coral reefs in Fiji*); Verbs (*groom, mend, toast, coach, clap, beat*); Phrasal verb (*step back*); Nouns (*Masters, outback, stable, lassoing, marshmallow, requirement, resources, sticky tape, football pitch, practice, session, kit, rehearsal*); Adjectives (*work-based, rolled up, eager, poisonous, grand*); Phrases (*sheep station, sheep shearing, shearing shed, whip cracking, starry sky, average wage, fall in love with, voice coaching lesson, breathing control*)

**5g Skills****98**

**Lesson Objectives:** To describe pictures, to compare photos, to speculate, to talk about ways of learning, to listen for key information

**Vocabulary:** Higher education: Types of institution (*university, college of further education, online university, vocational college*); Buildings & facilities (*science lab, library, lecture theatre, classroom, hall of residence, canteen, gym*); Subjects (*Biochemistry, History of Art, Media Studies, Modern Languages, Philosophy, Medicine*); Types of learning (*seminar, tutorial, lecture*); People (*student, lecturer, librarian, professor, tutor, head of department*)

**5h Curricular: PSHE****99**

**Lesson Objectives:** To read for gist, to read for lexicogrammatical correctness & coherence, to summarise a text, to give a presentation on ways to improve your memory

**Vocabulary:** Verbs (*retain, recall, erupt, bark, snarl, cram (for)*); Phrasal verbs (*let (sb) down, break down, space out*); Nouns (*mnemonics, rhyme, visualisation, long-term memory, boost*); Adjectives (*weird, tricky*); Adverbs (*mentally, effectively*); Phrases (*keep in top form, string of information, personal connection, take a break, burnt into your memory*)

**5i Writing****100-101**

**Lesson Objectives:** To analyse a model for-and-against essay, to practise linkers, to write a for-and-against essay

**Skills 5****102-104**

**Lesson objectives:** To listen for specific information, to practice text completion using appropriate grammar forms, to express an opinion giving reasons, to read for gist, to read for specific information, to match headlines to paragraphs, to practice word formation, to practice key word transformations, to write a for-and-against essay

**Language in Use 5****105**

**Lesson Objectives:** To present/practise phrasal verbs with *pass, stick & think*, to practise prepositional phrases, to form abstract nouns adding suffixes, to revise collocations, to do a quiz, to write a quiz

**Russia 5****106**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to identify synonyms, to present a summary of a text, to write a short text

**Vocabulary:** Verbs (*preserve, invest, review*); Adjectives (*gifted, worthy, fund-raising*); Nouns (*composer, forefather, award, fee, jury, expenses, scholarship, foundation*); Phrases (*follow in sb's footsteps, financial support*)

**►► What's in this module?**

Read the title of the module *Lifelong learning* and ask Ss to suggest what they think the module will be about (*the module is about learning experiences, skills, education & achievements*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

**Vocabulary****1 Aim** To present new vocabulary

- Direct Ss' attention to the pictures. Elicit what each one shows and explain/elicit any unknown words.
- Explain the task, read out the example and elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

*When I was 6-12 years old, I learnt mostly from educational institutions, my peers and my free-time activities.*

*When I was 12-16 years old, I learnt mostly from educational institutions, youth groups, social organisations and my peers.*

*Now that I am 18 + years old I learn mostly from the mass media, information technology, nature and the environment.*

**2 Aim** To listen for ideas and discuss a saying

- Explain the task and play the recording. Ask Ss to listen and make notes on what they hear.
- Read the saying aloud and ask Ss to discuss the saying in pairs.
- Monitor the activity around the class and then ask various Ss to tell the class their opinion on the subject.

**Suggested Answer Key**

*I think it means that learning is a lifelong process and we can learn all sorts of skills in all sorts of situations and from all sorts of experiences. We learn information and study skills in the classroom at school whereas we learn life skills, practical skills, social skills and much more through life experiences, from our family, peers, free-time activities, travelling and so on.*

**OVER TO YOU!****Aim** To express a personal opinion on the topic

Elicit answers to the question in the rubric from various Ss around the class.

**Suggested Answer Key**

*A: No, I don't think we learn everything we need to know from school studies. We need to learn skills like common sense, good judgement, personal responsibility as well as practical skills which I don't believe we can learn from books or in the classroom.*

B: *I agree. I think we need to experience a much wider variety of situations to develop certain skills that simply cannot be learnt from school studies.*

## 5a Extraordinary skills

### Vocabulary

1 **Aim** To introduce the topic and present new vocabulary

- Play the recording. Ss listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Explain/Elicit the meanings of any unknown words and then elicit which of the actions Ss can see in the pictures.

**Suggested Answer Key**

*One picture shows someone balancing their body on the tips of spears. In the other picture, I can also see someone doing the splits.*

2 **Aim** To present new vocabulary and express an opinion

- Go through the qualities in the list and explain/ elicit the meanings of any unknown words.
- Read out the example and then elicit answers from Ss around the class.

**Suggested Answer Key**

*I think someone needs to have determination and inner strength to be able to do these actions because they seem very difficult.*

### Reading

3 **Aim** To predict the content of a text and read for gist

- Ask Ss to read the title and the first and last sentences in each paragraph and guess what the text is about.
- Give Ss time to read the whole text and check.

**Suggested Answer Key**

*The text is about someone's experience training with Shaolin monks in China.*

4 **Aim** To read for cohesion and coherence

- Ask Ss to read the sentences A-F and give them time to read the text again and match them to the gaps 1-5.
- Check Ss' answers around the class and elicit which words helped them decide on their answers.

### Answer Key

- 1 B *After the performance, So I did*
- 2 F *looked on in horror, how will I survive*
- 3 D *couldn't do it, felt like a failure*
- 4 A *work out our minds, building mental strength*
- 5 C *life changing experience, build character and learn humility*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

- spin (v):** to turn around very quickly
- land (v):** to come back down to earth
- spear (n):** a weapon which is a long wooden stick with a sharp metal end
- gasp in amazement (phr):** to take a sharp breath because you are surprised and excited
- stunning scenery (phr):** beautiful view
- take breath away (phr):** to feel short of breath from surprise or amazement; to be amazed
- muscle (n):** the soft tissue that can tighten and relax to produce movement
- to my relief (phr):** thankfully
- bent (adj):** no longer straight
- failure (n):** sb or sth unsuccessful
- punch (n):** the action of hitting sth hard with a closed fist
- kick (n):** the action of hitting sth with your foot
- martial art (n):** a method of fighting from the Far East e.g. Karate, Kung Fu
- meditation class (n):** a lesson where you learn to clear your mind and relax
- constantly (adv):** all the time
- build character (phr):** to become a better person
- humility (n):** humbleness/modesty
- discipline (n):** mental strength
- inner strength (phr):** strength of mind
- mental strength (phr):** willpower

### BACKGROUND INFORMATION

Kung Fu is a Chinese martial art. The term actually refers to any skill or accomplishment achieved through hard work over a long period of time.

The Shaolin Temple is a Buddhist monastery in Dengfeng, China. It dates from the 5th century. The monks there are famous for practising a martial art known as Shaolin Kung Fu.

Tai Chi (T'ai chi ch'uan) is a type of Chinese martial art used for self defence and health purposes. A major belief is that by concentrating on controlled movements, a person can achieve a state of calmness and relaxation. It is often used for stress management in the West.

## 5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

### Answer Key

- |                   |                        |                 |
|-------------------|------------------------|-----------------|
| 1 <i>gaped</i>    | 5 <i>life-changing</i> | 9 <i>inner</i>  |
| 2 <i>stunning</i> | 6 <i>exhaustion</i>    | 10 <i>goals</i> |
| 3 <i>breath</i>   | 7 <i>energy</i>        |                 |
| 4 <i>failure</i>  | 8 <i>character</i>     |                 |

## 6 **Aim** To identify synonymous words/phrases

- Explain the task and go through the words/phrases in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

### Answer Key

*awe (n): amazement*

*crouched (v): bent*

*skilled (adj): talented*

*training (n): preparation by doing exercises*

*struggled (v): fought*

*crawled (v): moved forwards on hands and knees*

*fierce (adj): aggressive*

*exhaustion (n): tiredness*

*harsher (adj): more difficult*

*flew by (v): passed quickly*

*hardship (n): difficulty*

*determined (adj): firmly decided*

## Grammar

### 7 a) **Aim** To present reported speech

- Direct Ss' attention to the table and read the examples aloud.
- Explain that reported speech is the exact meaning of what somebody said, but not the exact words and we don't use quotation marks. Explain that direct speech is the exact words somebody said in quotation marks.
- Explain that we use *say* and *tell* and sometimes *that* with reported speech.
- Refer Ss to the **Grammar Reference** section for more information.

### Suggested Answer Key

*Reported speech is the exact meaning of what somebody said, but not the exact words. Direct speech is the exact words somebody said in quotation marks. In reported speech the tenses change as well as personal/possessive pronouns and possessive adjectives. Certain words (e.g. now, yet, yesterday, etc) change according to the meaning.*

### b) **Aim** To practise reported speech

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 *I thought he said he was a karate teacher.*
- 2 *I thought she said she had spent a year studying yoga.*
- 3 *I thought he said he (had) left a month before.*
- 4 *I thought you said we'd get up at 5 am.*
- 5 *I thought you said you were planning to go to the gym later.*
- 6 *I thought she said she was learning Japanese.*

### c) **Aim** To practise changing reported speech to direct speech

- Explain the task. Give Ss time to complete it.
- Check Ss' answers.

### Suggested Answer Key

- 1 *Master Jin Long came over and told me that I would learn little by little.  
Master Jin Long came over and said, "You will learn little by little."*
- 2 *After the class, he told me that a key secret to Kung Fu was repetition and that I would improve greatly after a lot of practice.  
After the class he said, "A key secret to Kung Fu is repetition. You will improve greatly after a lot of practice."*
- 3 *The monks constantly told us that we would build character and learn humility through hardship and discipline.  
The monks constantly said, "You will build character and learn humility through hardship and discipline."*

## Speaking & Writing

### 8 **Aim** To act out an interview; to consolidate information in an interview

- Explain the task. Ask Ss to work in pairs and take the roles of a radio presenter and a Shaolin monk and act out an interview.
- Play the recording again. Ss listen and follow the text in their books. Then give Ss time to prepare their questions and answers and complete the task. With weaker classes, help Ss form their questions (See questions in the *Suggested Answer Key*) and write them on the board. Ask Ss to use these questions in their interviews.
- Monitor the activity around the class and then ask various pairs to act out their interviews in front of the class.

**Suggested Answer Key**

- A: *Today we have in the studio with us a Shaolin monk from China to tell us all about the training they do at a Shaolin school in the art of Kung Fu. Welcome!*  
 B: *Thank you.*  
 A: *So tell us. What's a typical day like?*  
 B: *Well, we get up at 5 am, wake the students up at around 5:40 am and take them for a run up the mountain. Then, on the way back down, the students have to crawl on their hands and knees to build up their muscles and then it's back to the academy for more warming up.*  
 A: *What skills do the students learn?*  
 B: *They learn to do the splits. They learn punches, kicks and Tai Chi. They also learn to fight blindfolded and break bricks on their bodies as well as to throw themselves through the air and land safely.*  
 A: *At what age do the students start training?*  
 B: *From as young as five.*  
 A: *And what is life like at the school? Is it comfortable?*  
 B: *Life is simple. The students are here to build character through hardship and discipline. There is no hot water and we have a simple diet of rice and vegetables.*  
 A: *Well, thank you for coming in to talk to us today. It's been very interesting.*  
 B: *You're welcome.*

**9** **Aim** To develop critical thinking skills

- Explain the task and set a three-minute time limit for Ss to write their sentences.
- Ask various Ss around the class to share their sentences with the rest of the class.

**Suggested Answer Key**

*Joseph developed an inner strength from his time at the Shaolin school and he was determined to work hard and achieve his goals in life. I think he has also learnt to appreciate what he has back home such as hot water and a comfortable bed.*

**5b** **The way we learn**

**Vocabulary**

**1** **Aim** To generate topic related vocabulary

- Read the rubric aloud. In one minute elicit a variety of school/university subjects from Ss around the class. Write them on the board and then ask Ss to copy them into their notebooks.
- Elicit which ones are Ss' favourite subjects.

**Suggested Answer Key**

*Law, Biology, Physics, Sociology, Psychology, Archaeology, Business Studies, History, English Literature, Politics, Computer Science, etc*

*My favourite subjects are Biology, Physics and Chemistry.*

**2 a)** **Aim** To present new vocabulary

Play the recording for Ss to listen and repeat chorally and/or individually. Explain any unknown vocabulary.

**b)** **Aim** To listen for specific information

- Explain the task and play the recording.
- Ss listen and make notes on what each speaker says in answer to the questions in the rubric.
- Check Ss' answers with the class.

**Answer Key**

*Sam – complete an MBA through a Facebook application: have access to study material, videos, lectures and student advisors, be able to access the material anytime from his own home at the click of a mouse*

*Brian – take an online course: can log on whenever he wants and study at his own pace, all the resources he needs are at his fingertips, he can email or chat online with a tutor anytime he needs help, doesn't have to pay a fortune for books*

*Mary – have private lessons: great to study at home, gets one-to-one attention, tutor goes over everything as many times as she likes at her own pace, learning a lot faster than in a traditional classroom situation*

**Reading**

**3** **Aim** To introduce the topic of the text and listen and read for gist

- Ask Ss to read the first two paragraphs of the text and guess the answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out if they are correct.

**Suggested Answer Key**

*Harvard University is where Salmon Khan graduated from. Boston is where he lives.*

*YouTube is where he posts his video lectures.*

*Nadia is his cousin.*

**4 a)** **Aim** To read for specific information

- Ask Ss to read the questions 1-5 and the possible answers.
- Give Ss time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ss should justify their answers.

**Answer Key**

- 1 C *he didn't want to keep explaining*  
 2 D *at her own pace*  
 3 A *easy to understand ... chatty style*  
 4 B *see the process better ... himself*  
 5 B *is planning to ... school*

- Refer Ss to the **Check these words** box and explain/elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key – see p. 94(T)**

**university graduate (n):** sb who has been to university and passed a degree course

**converted (pp):** changed from one thing into another

**lecture (n):** an educational talk

**potential (adj):** possible

**tutor (v):** to give private lessons

**admit (v):** to confess

**virtual (adj):** computerised, not real

**clip (n):** short piece of video/film

**at your own pace (phr):** at a speed that is comfortable for you

**attract attention (phr):** to draw attention to sth

**quit (v):** to give up doing sth

**principle (n):** rule

**scribble (n):** sth written or drawn very quickly

**crash course (n):** a quick series of lessons

**motivated (adj):** very keen (to succeed in doing sth)

**occasional error (phr):** a mistake made every now and then

**approach (n):** a way of doing sth

**process (n):** a series of actions to achieve a goal

**stumble (v):** to do sth in an uncontrolled manner

**claim (v):** to maintain

**teaching resource (phr):** a tool for teaching

**negotiation skills (phr):** abilities that help sb to talk about a problem and find a solution

**committed (adj):** dedicated

### BACKGROUND INFORMATION

**Harvard University** is a private university in Cambridge, Massachusetts, USA. It is the oldest university in America dating back to 1636. Past graduates include eight US Presidents.

**Boston** is the state capital of Massachusetts, USA. It was founded in 1630 and today has a population of over 7.6 million people. It is famous as a centre of higher education, medicine and biotechnology.

The **Microsoft Corporation** is a multinational company with headquarters in Washington, USA. It develops and manufactures computer products and services. It was founded in 1975 by Bill Gates and Paul Allen and it makes over \$69 billion a year.

#### b) **Aim** To identify synonyms

- Explain the task and go through the words/phrases in the list and explain/elicit the meanings of any unknown words.

- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

#### Answer Key

**mistakes:** errors

**confessed:** admitted

**varying:** ranging

**possible:** potential

**considering:** thinking

**changed:** converted

**give up:** quit

**difficult:** complicated

**dedicated:** committed

#### 5 **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 studying

4 chatty

7 audience

2 admits

5 researched

3 complicated

6 private

### Grammar

#### 6 a) **Aim** To present reported questions/commands

- Read out the examples.
- Explain/Elicit that we report questions with the verbs: *ask, inquire, wonder* or the phrase: *want to know*.
- Explain/Elicit that we report a *yes/no* question by using *if/whether* (e.g. *Do you know the time? He asked me if/whether I knew the time.*) and a *wh-* question with the same *wh-* question word from the question (e.g. *What time is it? He asked me what the time was.*)
- Explain/Elicit that we report the imperative by using *tell/order + sb + (not) + to-infinitive*.
- Refer Ss to the **Grammar Reference** section for more information.

#### b) **Aim** To practise introductory verbs and reported questions/commands

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers.

#### Answer Key

1 asked

3 asked

5 told

2 said

4 asked

2 Matt asked Sam if/whether he had watched any of Salman Khan's video lectures.

3 Jane told Tom to call her that evening.

4 I asked Danny when he would be home from school.

5 Kim asked Julie if/whether she could borrow that book.

6 She told us not to talk in the library.

## Speaking & Writing

**7** **Aim** To act out an interview; to consolidate information in a text

- Explain the task and ask Ss to work in groups of three. Two Ss take the roles of a radio presenter and Salman Khan and act out an interview with four questions and answers based on the text. The third S will report the dialogue.
- Give Ss time to prepare their questions and answers and complete the task. Monitor the activity around the class and then ask a variety of Ss to report the dialogues in their group to the class.

**Suggested Answer Key**

A: *Why did you start making the video lectures?*

B: *I started tutoring my cousin in maths, but then other relatives and family friends wanted help so I thought it would be a good idea to make the videos and put them on YouTube. That way I didn't have to explain the same things over and over again.*

A: *Did your cousin like the videos?*

B: *Yes. She preferred the virtual me to the real me.*

A: *How do you make them?*

B: *I explain the principle of a subject in an informal chatty style and scribble on a digital sketchpad.*

A: *What do you do when you don't know anything about the subject?*

B: *I give myself a crash course and research a subject until I can explain it in my own words.*

*The presenter asked (Salman) why he (had) started making the video lectures. Salman said/replied (that) that he had started tutoring his cousin in maths, but then other relatives and family friends wanted help so he thought it would be a good idea to make the videos and put them on YouTube. That way he didn't have to explain the same things over and over again. The presenter asked (Salman/him) if/whether his cousin had liked the videos. Salman said (that)/replied that she preferred the virtual Salman to the real one. The presenter asked (Salman/him) how he made them. Salman said (that)/replied that he explained the principle of a subject in an informal chatty style and scribbled on a digital sketchpad. The presenter asked (Salman/him) what he did when he didn't know anything about the subject. Salman said (that)/replied that he gave himself a crash course and researched a subject until he could explain it in his own words.*

**8** **Aim** To develop critical thinking skills

- Give Ss a three-minute time limit to write down their thoughts in answer to the question in the rubric.
- Ask various Ss around the class to read their answers out to the class.

**Suggested Answer Key**

*I think the Khan Academy can help people a lot with its online videos. Students who have fallen behind at school or who have to miss school because of illness or another reason can still keep up with their classmates by using them. The only problem is that it isn't available to all people everywhere because people must have access to the Internet. However, if a community doesn't have access to a school, teachers or textbooks and other teaching resources then all they would need would be a computer with Internet access to study school subjects.*

## 5c Culture Corner

**1** **Aim** To introduce the topic and read for gist

Elicit what, if anything, Ss know about the Duke of Edinburgh's Award and then give Ss time to read the text and find out about it.

**Suggested Answer Key**

*The Duke of Edinburgh's Award is a youth programme that allows 14-24 year olds to face challenges and receive a special award from the Duke of Edinburgh.*

**2** **Aim** To read for lexicogrammatical correctness & coherence

- Ask Ss to read the four options for each gap and then give them time to read the text again and choose the correct answers.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

- A reach one's full potential (have necessary abilities to become successful in life) (phr)
- B take action = do  
take part in = participate  
take place = happen  
take risks = do sth that can be sth undesirable
- D competitor = rival  
contributor = cause  
player in a game  
participant = person who takes part in an activity
- C each = in each category (referring to a number of items previously mentioned)
- C passive present form
- B perfect -ing form shows sth that happened after sth else finished

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**aim (v):** to intend

**full potential (phr):** everything sb/sth is capable of being/ becoming

**extracurricular activity (phr):** an educational activity that is done outside of school hours

**progress (v):** to advance

**challenging (adj):** difficult

**animal rescue centre (phr):** a place where injured/lost animals go to be looked after

**charity shop (n):** a second-hand shop where the proceeds go to help worthy causes

**parachuting (n):** the activity that involves jumping out of a plane wearing a parachute

**first aid (n):** immediate/basic medical care

**expedition (n):** a long and difficult trip usually for scientific purposes

**rowing trip (phr):** a journey along a body of water in a row boat

**pick (v):** to choose

**ultimately (adv):** in the end

**royal palace (n):** a place where kings and queens live

**focused (adj):** giving all your attention to sth

**disciplined (adj):** following the rules and using dedication

**BACKGROUND INFORMATION**

The **Duke of Edinburgh** is a title currently held by Prince Philip husband to Queen Elizabeth II of the UK. He was born in Greece in 1921. He is the chairman of The Duke of Edinburgh's Award Scheme for people aged 14 to 24 years and a patron of over 800 different organisations.

The **Danube** is a river in Central Europe. It is 2,872 km long and runs through ten countries including Germany, Austria, Hungary and Ukraine.

**Katherine Jenkins** is a mezzo-soprano singer from Wales. She was born in 1980 and she is well known in opera and musical theatre in the UK and appears regularly on British TV.

**3 Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete the task, referring back to the text if necessary.
- Check Ss' answers.

**Answer Key**

- |             |           |         |
|-------------|-----------|---------|
| 1 full      | 4 easy    | 7 pick  |
| 2 skills    | 5 rescue  | 8 gold  |
| 3 different | 6 charity | 9 comes |

**4 a) Aim** To consolidate information in a text

- Read the rubric aloud.
- Play the recording. Ss listen and follow the text in their books.
- Give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

There are three levels of the award; the bronze, the silver and the gold. Each level is more difficult and challenging than the previous one. Young people can take part in different activities in four different areas: volunteering, physical, skills or expedition. They can pick the activities they want to do in each area. Completing the awards can take from three months to three years.

**b) Aim** To consolidate the topic

- Read the rubric aloud and set a three-minute time limit for Ss to think about the question and prepare their answers.
- Ask various Ss around the class to read their sentences out to the class.

**Suggested Answer Key**

This award can help young people to develop their character and learn life skills. They can learn to care for others through volunteering. They can learn a new skill such as dancing, parachuting, jewellery-making or first aid. They can also learn survival skills and endurance skills from going on an expedition.

**5 Aim** To present an award/youth organisation from your country

- Give Ss time to collect information about a local award/youth organisation and then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

'Support for talented youth' is a youth award program run by the Russian Ministry of Education and Science. It aims to encourage young people to reach their potential and awards money for outstanding achievements by young people. 5,350 prizes, of up to 60,000 rubles, are awarded across all regions each year. They are presented to two groups. The first awards are given to young people who succeed in international olympiads. The second are given to those who are judged to have made significant achievements in areas such as scientific work, art and sports. It is important for young people to take part in these activities to develop their potential and to help our country develop in the future.

**5d Everyday English**

**1 Aim** To introduce the topic

Read the questions in the rubric and the example aloud and elicit answers from various Ss around the class.

**Suggested Answer Key**

*I sometimes use the library to borrow books for reading at home.*

- 2 a) **Aim** To present situational language
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
  - Pay attention to Ss' intonation and pronunciation.

- b) **Aim** To match sentences to speakers in a situational dialogue
- Explain the task and elicit which speaker might say each sentence from Ex. 2a from Ss around the class.
  - Play the recording. Ss listen and follow the dialogue in their books and find out.

**Answer Key**

**A librarian:** *Do you know the title of the book and the author? I'll check on the computer for you. I'm afraid it's out right now. Would you like to reserve it? They're due back one week from today.*

**A student:** *When will it be back in? Can I take these two books out, please?*

- 3 **Aim** To identify synonymous phrases in a dialogue
- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
  - Check Ss' answers.

**Answer Key**

*Someone has borrowed that book. – I'm afraid it's out right now.*

*Would you like me to keep it for you? – Would you like to reserve it?*

*Here you are. – There you go./Here it is.*

*You have to return the books in one week. – They're due back one week from today.*

*Let me have a look on my computer. – I'll check on the computer for you.*

**Pronunciation**

- 4 a) **Aim** To present emphatic stress
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
  - Elicit which word/syllable is stressed in each sentence.

**Answer Key**

- 1 a Sam came to the library with me yesterday.  
 b Sam came to the library with me yesterday.  
 2 a You mustn't talk so loudly.  
 b You mustn't talk so loudly.

- b) **Aim** To understand how emphatic stress can change the meaning in a sentence
- Read the rubric aloud and play the recording. Ss listen and write which word/syllable is stressed in each sentence each time it is heard and how the meaning is different each time.
  - Play the recording as many times as necessary, then check Ss' answers.

**Answer Key**

- 1 *I'd prefer to go to the library later.*  
*I'd prefer to go to the library later.*  
*The first sentence emphasises the place the person wants to go.*  
*The second sentence emphasises the time the person wants to go there.*  
 2 **John** lent me this brilliant book.  
*John lent me this brilliant book.*  
*The first sentence emphasises who lent the person the book.*  
*The second sentence emphasises what John lent them.*  
 3 The **maths** test was very difficult.  
*The maths test was very difficult.*  
*The first sentence emphasises the type of test.*  
*The second sentence emphasises how difficult the test was.*

**Speaking**

- 5 **Aim** To practise role playing
- Explain the situation and ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 2a and the diagram as a guide.
  - Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: *Hi, I wonder if you could help me.*  
 B: *Of course. What's the problem?*  
 A: *I'm looking for a history book.*  
 B: *Do you know the title of the book and the author? I'll check on the computer for you.*  
 A: *It's Daily Life in Ancient Rome by Jerome Carcopino.*  
 B: *Alright. Just one moment ... Oh yes. I'm afraid it's out right now. Would you like to reserve it?*  
 A: *Yes, please. That would be great. When will it be back in?*  
 B: *It's due back in two days. Would you like to leave your name and number? I can call you when we have it.*  
 A: *Oh yes, thank you. That would be great. It's Adam Jones and my number is 073466312943. Also, can I take this book out, please?*  
 B: *Certainly. Can I see your library card, please?*  
 A: *Yes, here it is.*  
 B: *OK, there you go. It's due back two weeks from today.*  
 A: *OK. Thank you very much.*  
 B: *You're welcome.*

# 5e Overcoming the odds

## Vocabulary

### 1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually. Explain any unknown words.
- Read out the example and elicit which of the achievements Ss around the class would like to achieve in the future.

#### Suggested Answer Key

*I'd like to invent something to improve people's lives.*

## Reading

### 2 **Aim** To predict the content of a text and listen and read for specific information

- Direct Ss' attention to the picture and the title of the article and elicit Ss' guesses as to what William may have achieved from the list in Ex. 1.
- Play the recording. Ss listen and follow the text in their books and find out.

#### Answer Key

*I think William invented something to improve people's lives.*

### 3 a) **Aim** To read for specific information

- Ask Ss to look at the questions 1-8 and elicit what the focus of each question is.
- Then give Ss time to read the text again and answer the questions.
- Check Ss' answers and ask them to give reasons for them.

#### Suggested Answer Key

- The reason William and his sisters used kerosene lamps.*
- The reason William left school.*
- What William achieved in 8 weeks.*
- How Bryan Meeler heard about William.*
- The use of the word 'asset' in the text.*
- What William is doing now.*
- What William's mother does.*
- The author's purpose.*

- B huddle around ... faint light ... to read and study*
- C didn't have enough money to afford the tuition fees*
- A two months ... windmill ... supplied enough power to light four small light bulbs ...*
- C news ... spread ... blogs and newspaper articles ... heard*
- C to his country*

- D currently studying for a degree in America*
- C mother has no choice but to walk three hours ... every day*
- B whole text*

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**huddle (v):** to group tightly together

**faint (adj):** weak

**kerosene lamp (phr):** a light that burns kerosene oil

**self-taught inventor (phr):** sb who invents things by learning how to do it on their own

**set one's sights high (phr):** to aim for difficult goals

**famine (n):** extreme hunger

**scarce (adj):** rare

**starvation (n):** the state of having little or no food

**tuition fees (phr):** money required to pay for lessons

**drop out (phr v):** to stop doing a course of education

**truly (adv):** really

**capture (v):** (of imagination) to make sb become very interested in sth

**scrap metal (phr):** used pieces of iron, steel, etc

**ignore (v):** to not pay attention to sb/sth

**windmill (n):** a machine/structure that has sails that are turned by the wind to produce energy

**light bulb (n):** a glass part of an electric lamp that gives out light when electricity passes through it

**have access to (phr):** to be able to get/use sth

**miracle (n):** an amazing event thought to be the work of God

**irrigate (v):** to supply sth with water

**renewable energy (phr):** natural energy source (wind, water, etc)

**influential (adj):** very important

**real asset (phr):** very useful and helpful person

**scholarship (n):** paid tuition to a school or university

**generous (adj):** (of an amount) larger than usual

**donation (n):** sth/money given to charity

**due to (prep phr):** because of

**tinfoil (n):** a thin sheet of shiny metal

**hands-on method (phr):** a way of doing sth that actually involves manual work

**shining example (phr):** a great role model for other people to copy

### b) **Aim** To identify synonyms

Allow Ss some time to do the task. Check Ss' answers around the classroom.

#### Answer Key

**spare:** afford

**caught:** captured

**at present:** currently

**bright:** shining

**intending:** aiming

**stop:** drop out

**made known:** spread

**lack of food:** starvation

**BACKGROUND INFORMATION**

**Masitala** is a small village in **Malawi**, southeast Africa. The capital of Malawi is Lilongwe and the population is around 15 million people. It is one of the world's least developed countries and has problems providing education and health care to its people.

**4 Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can look up any unknown words in their dictionaries.
- Check Ss' answers.
- As an extension, ask Ss to make sentences using the other words.

**Answer Key**

- |                   |           |
|-------------------|-----------|
| 1 dropped/tuition | 5 survive |
| 2 up              | 6 supply  |
| 3 cover/captured  | 7 offered |
| 4 faint           | 8 shining |

**Suggested Answer Key**

- Billy hurt his knee when he tripped and fell over his brother's toy car.  
The standard of **teaching** at this school is the best in the country.
- I had to give **away** my concert tickets because I had the flu.
- I can never reach the **top** of the bookcase without a ladder.  
The advert for the new leisure centre **caught** my attention.
- The colour of the armchair **faded** because it was sitting in direct sunlight.
- Poverty **remains** a big problem in many countries of the world.
- Solar panels and wind turbines **produce** green energy.
- The university **provided** accommodation for first year students.
- Carey is a **bright** and hardworking student.

**Grammar**

**5 Aim** To practise reported speech using special introductory verbs

- Explain the task and go through the list of verbs. Explain/Elicit the meanings of any unknown ones.
- Explain that with different special introductory verbs we can use to-infinitive, the -ing form or a that-clause.
- Explain that we use to-infinitive with *promise* and *offer*, sb + to infinitive with *remind*, -ing with *suggest*, *complain (to sb of sth)*, *deny*, *apologise (for)* and that-clause with *explain*, *complain*, *deny*.

- Refer Ss to the **Grammar Reference** section for more information.
- Give Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- She offered to help me with my essay.
- He suggested my studying for a degree.
- She complained to me that her history lecturer was very boring./She complained that her history lecturer was very boring.
- Phil denied cheating/having cheated in the exam./Phil denied that he had cheated in the exam.
- Ann reminded Jane to hand in her essay that day.
- He offered to share his book.
- Bill apologised for copying/having copied her work.
- He explained that he was late because he missed/had missed his bus.

**Speaking & Writing**

**6 Aim** To consolidate information in a text

- Refer Ss back to the text and give them time to write down four things that impressed them.
- Ask various Ss around the class to read out their sentences to the class.

**Suggested Answer Key**

I was impressed that William was determined to read and study in order to get a better future.  
I was impressed by William's inventiveness.  
I was impressed by William's determination to make life better for his whole village.  
I was impressed that his achievements were recognised and he got offered a scholarship to an American university.

**7 Aim** To personalise a topic; to develop critical thinking skills

- Read the rubric aloud and ask Ss to imagine the situation.
- Give Ss time to think about how they might feel if they were William in this situation and write down some sentences.
- Ask various Ss around the class to read their sentences to the rest of the class.

**Suggested Answer Key**

I hope this works. I think I have done everything right. If this works, it will allow me to study at night. There will be no darkness and hunger in the village anymore. I know people think I'm crazy but I am sure it will work.

# 5f Taking a gap year

## Vocabulary

1 a) **Aim** To present new vocabulary

- Play the recording. Ss listen and repeat chorally and/or individually.
- Then go through the list of experiences and elicit which ones give someone the chance to help the environment, help a community or learn a new skill from Ss around the class.

**Suggested Answer Key**

**help the environment:** help rehabilitate injured animals, help conserve coral reefs in Fiji

**help a community:** coach football at a school in Zambia, help build an orphanage in China

**learn (a) new skill(s):** work as a beekeeper, study opera in Italy, drive sled dogs in Siberia, learn to be a cowboy/cowgirl on a ranch, do a massage course in Thailand

b) **Aim** To match new vocabulary to pictures

Elicit which experiences are shown in the pictures A-C from Ss around the class.

**Answer Key**

- A learn to be a cowboy/cowgirl on a ranch  
 B coach football at a school in Zambia  
 C study opera in Italy

## Reading

2 **Aim** To predict the content of a text and listen and read for gist

- Direct Ss' attention to the pictures and the first sentence in each text.
- Elicit Ss' guesses as to what each person's experience involved.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

I think Chelsea's experience involved riding a horse

I think Paul's experience involved teaching children sports.

I think Olivia's experience involved singing in a concert hall.

3 **Aim** To read for specific information

- Explain the task and ask Ss to read the questions 1-15.
- Give Ss time to read the text again and complete the task. Ask Ss to justify their answers.
- Check Ss' answers.

**Answer Key**

- 1 B work-based project
- 2 A after ... her degree
- 3 C since she was a young girl
- 4 B Most ... world
- 5 C pilates
- 6 B not far from the capital
- 7 A isolated ... from its nearest neighbour
- 8 B beat ... mamba snakes
- 9 A shearers .... brilliant
- 10 C interrupted ... degree
- 11 A back-breaking
- 12 C private
- 13 A feeling burnt out ... hard work
- 14 B few resources
- 15 C make it back

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**Master's (n):** a postgraduate qualification

**sheep station (phr):** a farm for sheep in Australia

**outback (n):** the wide open spaces in the countryside in Australia

**groom (v):** to brush the coat of an animal

**stable (n):** a place where horses are kept

**sheep shearing (phr):** cutting the wool off a sheep

**shearing shed (phr):** a place where the wool is taken off sheep

**mend (v):** to repair

**whip cracking (phr):** the action of making a long thin piece of leather or rope with a handle make a loud noise

**lassoing (n):** the action of taking a rope with a loop in it and throwing it around an animal

**toast (v):** to make sth brown over a fire

**marshmallow (n):** a soft sugary sweet

**starry sky (phr):** sky full of stars

**requirement (n):** necessity

**work-based (adj):** related to employment

**coach (v):** to train

**resources (pl n):** money, equipment, property, etc available to be used

**rolled-up (adj):** having folded the ends of sth several times around itself

**sticky tape (n):** adhesive fastening

**football pitch (n):** a marked out area for playing football

**practice (n):** a period of time spent training for a sport

**eager (adj):** keen

**average wage (phr):** the normal amount sb gets paid for a job

**session (n):** a period of time

**clap (v):** to hit one's hands together to show appreciation for sth

**kit (n):** the clothes and equipment needed for a sport

**beat (v):** to hit repeatedly

**poisonous (adj):** toxic; fatal

**step back (phr v):** to think about a situation as if you were not involved

**grand (adj):** impressive

**fall in love with (phr):** to like a lot

**voice coaching lesson (phr):** a period of time spent with a teacher learning how to use your voice

**rehearsal (n):** a practice session

**breathing control (phr):** purposefully changing how you take air in and out of your lungs

**BACKGROUND INFORMATION**

A **jillaroo** is a young woman (male = jackaroo) who works on a sheep or cattle station in Australia and learns how to perform all the different jobs the work involves.

**Zambia** is a country in southern Africa. It has a population of 13 million people. It is a former British colony and the official language is English. It declared independence in 1964. The capital city is **Lusaka** which has a population of 1.7 million people.

**Grammar**

**4 Aim** To present time clauses

- Explain that time clauses are introduced with time conjunctions (*when, as soon as, by the time, while, after, etc*).
- Explain that time clauses usually go with a main clause and that if the time clause comes before the main clause, we use a comma to separate the two clauses.
- Explain that there is a sequence of tenses in time clauses. When the verb of the main clause is in the present or future, the verb of the time clause is in the present. When the verb of the main clause is in the past, the verb of the time clause is in the past, too. Also, we use the present simple or the present perfect to talk about the future in a time clause.
- Refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to read the examples 1-3. Read the rubric aloud and elicit answers to the questions from Ss around the class.

**Answer Key**

*'When' in example 3 is not a time word it is a question word. Example 2 refers to the present/future.*

*We use the present tense after a time word when the sentence refers to the future.*

*We use commas to separate the main clause from the time clause when the time clause comes first.*

**5 Aim** To practise time clauses

- Explain the task.
- Give Ss time to complete the task referring to the **Grammar Reference** section if necessary.
- Check Ss' answers.

**Answer Key**

- 1 She spoke Italian well by the time/since she left Italy.
- 2 Until/As soon as he arrived in Zambia, he met the students at the school.
- 3 Before/When I see you, I'll show you my photos.
- 4 Chelsea saddled her horse since/after she (had) groomed it.
- 5 They didn't play football by the time/until it (had) stopped raining.

**6 Aim** To practise time clauses using personal examples

- Read the rubric and the example aloud and give Ss time to prepare their answers using the time words/phrases.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*As soon as I finish school, I'll get a job./ I'll get a job as soon as I finish school.*

*By the time I'm 25, I'll have my own business./ I'll have my own business by the time I'm 25.*

*After I finish college, I'll go travelling./ I'll go travelling after I finish college.*

*I won't stop studying until I pass my degree./ Until I pass my degree, I won't stop studying.*

**Speaking & Writing**

**7 a) Aim** To consolidate information in a text

- Ask Ss to work in pairs, choose one of the texts and relate their experience as the person in the text to their partners.
- Monitor the activity around the class and then ask some pairs to tell the class.

**Suggested Answer Key**

*My gap year experience was amazing. I spent eight months on an isolated sheep station in the outback of Australia. I was a 'jillaroo' and I had to groom horses, clean out the stables and help with the sheep shearing. It was really hard work. The shearers were brilliant and really fast. I learnt a lot about looking after horses and sheep, mending fences, lassoing and whip cracking, too. I got to relax in the evenings by toasting marshmallows over a campfire and playing my guitar and singing songs. The sky was the starriest I'd ever seen. I had a fantastic time and I really miss riding in the Australian outback.*

*I had to do a work-based learning project as a requirement for my degree so I decided to volunteer in a small village in Zambia not far from the capital Lusaka. When I arrived at the school I was amazed to see the children using rolled-up plastic bags held together with sticky tape to play football. We marked out a football pitch in a clearing in the woods and made our own goalposts and our first practice session was a great success with 75 kids. The kids were so happy to play, it*

made me step back and think about what's important in life.

*I interrupted my Music degree to take a year off and visit Italy to get a taste of opera. I lived with an Italian family and had language lessons every morning. In the afternoons, I had private voice coaching lessons, rehearsals and pilates classes to develop my muscles for better breathing control. The highlight of my stay was performing opera at an open-air concert in a beautiful piazza. When I finish my degree, I hope to return to Italy and continue studying opera.*

**b) Aim** To consolidate information in a text; to develop critical thinking skills

- Explain the task and give Ss a five-minute time limit to prepare their answers to the question in the rubric.
- Ask various Ss to read their sentences out to the class.

**Suggested Answer Key**

*I think Chelsea learnt the value of hard work as well as plenty of new skills such as looking after horses and mending fences.*

*I think Paul learnt to appreciate the simple things in life. I think Olivia learnt that it is important to understand the meanings of the words when you are singing in a foreign language because it takes her performance to a different level.*

**8 Aim** To personalise the topic

Ask various Ss around the class to answer the question in the rubric and give reasons in front of the rest of the class.

**Suggested Answer Key**

*I would choose to work on a sheep station in the Australian outback. I think it would be a unique experience as I love animals and the outdoors.*

*I would choose to coach football to children in Zambia because I enjoy sports and I think it would be worthwhile to volunteer in a needy part of the world. I think it would also help me to appreciate the simple things in life.*

*I would choose to study opera in the Italian countryside. I think it would be a great cultural experience to stay with an Italian family and learn the language to better understand the music.*

- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the lists.
- Ask Ss to add any other words they can think of for any category and check their answers with their partner.

**Answer Key**

**Types of institutions:** online university, vocational college (technical college)

**Buildings & facilities:** lecture theatre, classroom, hall of residence, gym, canteen (auditorium, cafeteria)

**Subjects:** Media Studies, Modern Languages, Philosophy, Medicine (Law, Physics)

**Types of learning:** lecture (practical)

**People:** librarian, professor, tutor, head of department (secretary, lab technician)

## Speaking

**2 a) Aim** To describe pictures

- Ask Ss to look at the pictures and then describe them in pairs. Ask Ss to describe the photos in as much detail as possible.
- Monitor the activity around the class and then ask some Ss to describe a picture to the class.

**Suggested Answer Key**

*In picture A, there are two teenage students sitting at a table. The girl on the left is wearing a blue T-shirt and using a laptop. The boy on the right is wearing a long-sleeved light blue jumper and is looking in a textbook. They may be researching the same topic together or working on a project together. They could be in a library. In picture B, there are two older students and a teacher. The woman on the right is wearing a white jumper and is using a computer. The teacher is looking at the screen over her shoulder. He is wearing a white shirt and a dark blue tank top. There is a man on the left who is also looking at the woman's screen. He's got a dark complexion. He's got a moustache and is wearing a striped shirt. All of them may be in a classroom learning practical computer skills.*

**b) Aim** To listen for gist

- Play the recording. Ss listen and then discuss the question in the rubric.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*I think studying with another student outside the classroom such as when working on a project is effective. It teaches students to work independently and solve problems on their own.*

*I think learning in a classroom with a teacher/tutor is effective because the teacher is on hand to answer any questions you may have. Also, the teacher can demonstrate a practical exercise while you watch.*

## 5g Skills

### Vocabulary

**1 Aim** To present new vocabulary

- Direct Ss' attention to the word lists under the vocabulary categories.

3 a) **Aim** To describe pictures

- Ask Ss to look at the pictures and then describe them in pairs.
- Monitor the activity around the class and then ask some Ss to describe a picture to the class.

**Suggested Answer Key**

*In picture C, there is a lecturer giving a lecture in a lecture hall full of students. He is standing at a podium and there is a microphone in front of him. It must be a university.*

*In picture D, there is a student sitting at a desk in front of a computer looking at the screen. There are lots of books open in front of him. He may be taking an online course.*

b) **Aim** To compare two pictures

- Read the **Study Skills** box aloud and explain the task.
- Go through the prompts and the useful language.
- Ask Ss to compare the pictures and answer the question in the rubric.
- Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*Both pictures show students learning in different situations. In picture C, there is a lecturer giving a lecture in a lecture hall full of students, whereas in picture D, there is a student sitting at a desk in front of a computer on his own. The students in picture C seem to be in a university although in picture D the student may be at home or at a library. The students are learning together in picture C while the student in picture D is learning alone. I'd say the students in picture C are being presented with all the relevant information whereas the student in picture D may be having more difficulty finding the relevant information because there are lots of books open in front of him. Both the pictures show a different method of learning.*

*The advantages of lectures are that students are given an overview of the main themes and guidance on how to research further. The lecturer gives students a reading list of relevant material and raises questions to develop students' thinking. The disadvantages are that lectures are passive and not interactive and they can sometimes be boring.*

*The advantages of online learning are that it is easy to access and convenient. Students can study whenever they want and for as long as they want. The disadvantages are that online learning isolates students and it requires computer skills.*

4 **Aim** To personalise the topic

- Ask Ss to discuss the question in the rubric with their partner and give reasons.
- Ask various Ss around the class to share their opinion with the rest of the class.

**Suggested Answer Key**

*I think classroom learning is the most enjoyable because the teacher tells you everything you need to know and you can discuss things with the teacher and your classmates. If you have a problem with your homework you can call a classmate and talk about it. I think online learning or studying on your own can make you feel isolated. On the other hand, I think lectures are very difficult because there is so much extra reading to do.*

**Listening**

5 **Aim** To listen for key information

- Explain the task and play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

**Suggested Answer Key**

1 B      2 E      3 F      4 D      5 A

**5h Curricular: PSHE**

1 **Aim** To predict the content of the text and read for gist

- Read the title of the text aloud and ask Ss to read the introduction and the headings and elicit their guesses as to how we can improve our memory.
- Give Ss time to read the whole text and find out.

**Suggested Answer Key**

*We can use a number of techniques to improve our memory such as chunking information, thinking in pictures, word association, using location, etc.*

2 **Aim** To read for lexis-grammatical correctness & coherence

- Direct Ss' attention to the **Study Skills** box and read the tips aloud. Explain that these tips will help them complete the task successfully.
- Ask Ss to read the text again and think of a word to complete each gap that makes the text coherent so that it is lexically and grammatically correct. Ss should pay attention to the words before/after each gap as they will help them do the task.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

1 better    4 of      7 them    10 to  
2 studying    5 by      8 up      11 trying  
3 than      6 such    9 take    12 remember

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**retain (v):** to keep

**recall (v):** to remember

**let (sb) down (phr v):** to fail to do what is expected

**keep in top form (phr):** to be in perfect condition

**chunk (n):** a piece

**break down (phr v):** to divide sth into smaller parts

**string of information (phr):** related pieces of knowledge/facts

**erupt (v):** to explode

**personal connection (phr):** sth linked to sb in a meaningful way

**bark (v):** (of a dog) to make a loud noise

**snarl (v):** (of an animal) to show one's teeth and make a low growl

**weird (adj):** strange; unusual

**mnemonics (n):** short poems or sentences that help you to remember sth

**tricky (adj):** awkward/difficult

**rhyme (n):** a short poem that has lines ending with the same last sound

**visualisation (n):** the creation of a mental picture

**mentally (adv):** in one's mind

**effectively (adv):** in a way that has the desired effect

**space out (phr v):** to break up sth in smaller pieces/parts

**cram (for) (v):** to study hard in a short space of time

**take a break (phr):** to stop doing sth for a short time

**burn into your memory (phr):** to store sth in your memory

**long-term memory (n):** the part of the memory that remembers things from the past

**boost (n):** an action that helps sth to increase, improve or become more successful

**BACKGROUND INFORMATION**

**Vesuvius** is a volcano near Naples in Italy. It is famous for its eruption in 79 AD which buried the ancient Roman city of **Pompeii** under 6 metres of ash and destroyed it completely. Pompeii was completely forgotten until it was accidentally rediscovered in 1749. It is now a UNESCO World Heritage site.

**Alice in Wonderland (Alice's Adventures in Wonderland)** is a famous and popular children's book by Lewis Carroll. It was written in 1865 and is about a girl who falls down a rabbit hole into a strange dream-like world. It has been adapted many times for the cinema and television.

The **Romans** refers to Ancient Rome during the period from 800 BC to 1453 AD when it was a great civilisation with a huge empire that covered most of Europe. It was a very important period in history and its culture, architecture, famous figures and politics are still remembered today.

**3 Aim To consolidate new vocabulary**

- Give Ss time to look back through the text and find all the phrasal verbs. Check Ss' answers on the board.
- Give Ss time to write sentences using the phrasal verbs.
- Check Ss' answers around the class.

**Answer Key**

*let (sb) down, breaking down, falling down, coming up with, space out, come back*

**Suggested Answer Key**

*My mum and dad never **let me down**.*

*When you're studying for a test you should **break down** the information into the key points.*

*Tom **fell down** the stairs yesterday.*

*I **came up with** a great idea for a present for Tina.*

*Mum planted some flowers in the garden and **spaced** them **out** evenly.*

*Have a break from studying and then **come back** to it later.*

**4 Aim To consolidate new vocabulary**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 *Remind*

3 *Memorise*

2 *Remember*

4 *recall*

**5 a) Aim To give a summary of a text**

- Play the recording. Ss listen and follow the text in their books.
- Give Ss time to paraphrase the information in the text and then ask various Ss to tell the class about the brain training techniques and which one they think would work best for them.

**Suggested Answer Key**

*We can train our brains to remember things by using various techniques. Breaking down information into small chunks makes it easier to remember. We can make personal connections by associating something meaningful with each chunk. We can associate pictures with names or pieces of information to help us remember them. Using word association or mnemonics can help us remember a list of things by making up a silly rhyme. This technique works best for me. Also, we could use a technique called 'loci' which uses the imagination to place things we need to remember in a room in our house. We simply walk around the imaginary room and remember the items we placed there. The best way to remember things is to space out our learning so we don't overload our brains. Finally, staying healthy will give us the best chance of having a good memory.*

b) **Aim** To research and present other memory techniques

- Divide the class into small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect more information about memory techniques.
- Ask various groups of Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

You should tell yourself that you have a good memory and that it will improve. The power of positive thinking is very helpful. You should also get organised. If you have a place for everything and put everything in its place, then you are less likely to misplace things or forget where you put them. When you are trying to remember something, breathe slowly and deeply. This will help your brain switch to theta waves which aid memory and help you learn new information as well as make you feel more relaxed. Improving your observation and concentration skills will also improve your memory because when you actively concentrate and take in all the information around you the brain can organise and store it well. Finally, reduce the stress in your life because this can interfere with memory.

# 5 i Writing

1 **Aim** To analyse a rubric

- Read the **Writing Tip** aloud and introduce the type of writing, the content, layout and useful language.
- Give Ss time to read the rubric and answer the questions.
- Check Ss' answers.

**Answer Key**

- 1 a for-and-against essay
- 2 a formal, impersonal style
- 3 1 A      3 A      5 A      7 A  
2 D      4 D      6 D      8 A

2 **Aim** To identify writing techniques in a model essay

Give Ss time to read the essay and then elicit answers to the question in the rubric.

**Answer Key**

The writer has addressed the reader directly to start the essay and has used a quotation to end the essay.

## BACKGROUND INFORMATION

**St Augustine** was a Roman bishop who lived in Africa over 1600 years ago. He was a philosopher and a theologian whose writings helped to develop Christianity in the West.

3 **Aim** To analyse a model essay for structure and content

Read the rubric aloud and give Ss time to read the model again and answer the questions.

**Answer Key**

Paragraph 1 presents the topic, paragraph 2 gives the arguments for, paragraph 3 gives the arguments against and paragraph 4 gives the writer's opinion.

4 **Aim** To practise and substitute linkers

- Go through the linkers in the box.
- Explain the task and give Ss time to choose the correct linkers in sentences 1-3.
- Check Ss' answers.

**Answer Key**

- 1 To begin with, For example
- 2 Some people feel that, because
- 3 In contrast, For instance

- Give Ss time to replace the linkers in bold in the text with suitable alternatives.
- Check Ss' answers around the class.

**Suggested Answer Key**

**Without a doubt** – Certainly

**To begin with** – Firstly

**Consequently** – As a result

**In addition** – Furthermore

**Lastly** – Finally

**On the other hand** – In contrast

**Firstly** – To start with

**Moreover** – In addition

**As a result** – Consequently

**In conclusion** – All in all

5 **Aim** To organise sentences into a cohesive paragraph

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.
- Elicit which the topic sentence is and then elicit suitable alternatives from Ss around the class.

**Answer Key**

A 5      B 3      C 2      D 1      E 4

Sentence D is the topic sentence.

**Suggested Answer Key**

Certainly there are many arguments in favour of making PE a compulsory subject in schools.

**6** **Aim** To prepare for a writing task

- Give Ss time to read the rubric, underline the key words and answer the questions.
- Check Ss' answers.

**Suggested Answer Key**

**Key words:** Should all teaching and learning take place online these days? for-and-against essay, pros and cons

- 1 I have to write a for-and-against essay. Students who read the website will read it.
- 2 Paragraph 1 will present the topic, paragraph 2 will present the arguments for, paragraph 3 will present the arguments against and paragraph 4 will present my opinion.
- 3 I could begin with a rhetorical question and I could end by addressing the reader directly.
- 4 A 3 (for) B 2 (against) C 1 (for)
- 5 To start with, online learning requires computer hardware and an Internet connection which can be expensive. Therefore, students from an underprivileged background would not be able to afford to buy the equipment. Also, online learning requires computer skills which many students may not have and may not have the opportunity to learn. This would put them at a great disadvantage.

**7** **Aim** To write a for-and-against essay

- Direct Ss' attention to the plan and give them time to complete the task using their answers from Ex. 6.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*How would you like to have all your lessons online instead of going to school? Many school subjects already have a high ICT content these days. However, is it a sensible proposal to conduct all lessons online and what are the drawbacks?*

*Some people feel that there are a number of advantages to online learning. Firstly, it is more convenient than traditional schools and classrooms. For example, there are no fixed hours and students can log on and off when they want. Furthermore, students can participate in lessons from anywhere in the world. As a result, students living in remote areas can still have access to an education.*

*On the other hand, there are also disadvantages to online teaching and learning. To start with, it can be cold and impersonal. A computer cannot replace the face-to-face communication between a teacher and a class. Moreover, online learning requires computer hardware and an Internet connection which can be expensive. Therefore, students from underprivileged backgrounds would not be able to afford to buy the equipment. Furthermore, online learning requires computer skills which many students may not have and may not have*

*the opportunity to learn. This would put them at a great disadvantage.*

*Overall, I believe that online teaching and learning has many drawbacks and we need to interact with teachers and classmates to learn properly. After all, as Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn."*

## Skills **5**

### Listening

**1** **Aim** To listen for specific information

- Ask a S to read the rubric aloud. Explain the task.
- Give Ss time to read the questions and underline the key words.
- Play the recording twice.
- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

- 1 B I'd never had a job so I wanted to get some work experience
- 2 C I decided to fund myself by working for a while in the UK
- 3 A the accommodation was quite basic and there wasn't much privacy
- 4 C (I learnt) A lot of teamwork skills in particular

**2** **Aim** To practise text completion using appropriate grammar forms

- Read the rubric aloud and explain the task to the Ss.
- Allow Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- |            |            |         |
|------------|------------|---------|
| 1 spending | 3 is based | 5 being |
| 2 include  | 4 said     |         |

### Speaking

**3** **Aim** To express an opinion giving reasons

- Ask Ss to read the rubric.
- Explain the task and allow Ss time to prepare their tasks.
- Ss work in pairs to brainstorm ideas for various extra-curricular lessons and activities.
- Monitor the activity around the class and assist if necessary.
- Ask various pairs to present their dialogues in class.

**Suggested Answer Key**

S: Can you tell me which extra-curricular lessons and activities the school is considering, please?



| PROS   | CONS   |
|--|--|
| <ul style="list-style-type: none"> <li>• make new friends</li> <li>• visit new places</li> </ul> | <ul style="list-style-type: none"> <li>• struggle with the language</li> <li>• strange food</li> </ul> |

## 8 **Aim** To write a for-and-against essay

- Read out the rubric and explain the task.
- Give Ss time to write their essay.
- Ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and check Ss' answers to the next lesson.

### Suggested Answer Key

*Have you ever been on a school exchange visit to another country? Many schools offer them as they believe they can benefit students. However, do the advantages outweigh the disadvantages?*

*There are certainly a number of advantages to school exchange visits. To start with, students can learn about another culture. Staying with a family means they can learn a lot more than visiting the country as a tourist. Furthermore, students can develop their language skills. They must use the local language to communicate with their hosts. Moreover, they can have new experiences, see new places and make new friends. As a result, their exchange visit can be a very positive experience.*

*On the other hand, there are also some disadvantages. Firstly, it can be expensive as it involves travel abroad. In addition, some students may have problems with cultural differences, they may struggle with the language, they may get homesick, or they may find the food very strange. As a result, their experience may be quite unpleasant.*

*All in all, I think a school exchange visit can be a positive experience for some and a negative experience for others. Individual students should think carefully about whether it will suit them before they decide to go.*

## Language in Use 5

### 1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

- 1 at                      3 out                      5 away  
2 up                      4 around

### 2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it using their dictionaries to help them if necessary.
- Check Ss' answers.

#### Answer Key

- 1 of                      3 in                      5 to  
2 with                      4 of                      6 to

### 3 **Aim** To consolidate words which are often confused

Explain the task and give Ss time to complete it, then check Ss' answers.

#### Answer Key

- 1 took                      3 work                      5 shining  
2 opportunity                      4 sights

### 4 **Aim** To form abstract nouns

- Read the theory box and the examples aloud and then explain the task.
- Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

- 1 childhood                      4 neighbourhood  
2 scholarship                      5 apprenticeship  
3 friendship

### 5 **Aim** To revise vocabulary learnt in the module

Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

- 1 negotiation                      5 activities                      9 financial  
2 university                      6 inner                      10 full  
3 fees                      7 art                      11 halls  
4 energy                      8 course                      12 occasional

## Quiz

### **Aim** To consolidate information in the module

- Give Ss time to complete the quiz looking back through the module if necessary.
- Check Ss' answers.

#### Answer Key

- 1 T  
2 F He runs a free educational website.  
3 F William Kamkwamba  
4 T  
5 F young people 14-24  
6 F free  
7 F to his village Masitala  
8 T  
9 F cowgirls  
10 T

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.

- Ask Ss to exchange their quizzes, do them, and then check their answers.

**Suggested Answer Key**

- 1 Shaolin monks come from Thailand. (F – China)
- 2 Salman Khan graduated from Boston University. (F – Harvard)
- 3 Katherine Jenkins is an opera singer. (T)
- 4 Bryan Mealer is an American journalist. (T)
- 5 20% of people have access to electricity in Malawi. (F – 2%)
- 6 William Kankwamba invented a type of lamp. (F – a type of windmill to produce electricity)
- 7 The capital of Zambia is Lusaka. (T)
- 8 The average monthly wage in Zambia is \$75. (F – \$40)
- 9 Pilates can help you sing better. (F – breathing control)
- 10 Loci is a visualisation technique. (T)

# Russia **5**

## Reading & Listening

- 1 **Aim** To introduce the topic and listen and read to verify information

- Draw Ss' attention to the title of the text.
- Elicit what Ss know about Yuri Rozum foundation.

**Answer Key**

*Yuri Rozum foundation is a foundation that awards scholarships to children who wish to study music.*

- Play the recording.
- Ss listen and find out if their guesses were correct.

- 2 **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 NS
- 2 F ...from the ages of 7 to 17...
- 3 T ...Children are invited to come and perform before a jury of judges....
- 4 F ...they can spend this money to buy instruments, pay school fees or private lessons and for travel and living expenses...
- 5 T ...the main fund-raising events are concerts....

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**gifted (adj):** talented

**composer (n):** a person who writes music

**preserve (v):** to maintain

**follow in sb's footsteps (phr):** to act like; to take after

**forefather (n):** an ancestor

**invest (v):** to use, give, or devote (time, talent, money etc.), as for a purpose

**award (n):** a prize or other reward that is given to someone who has achieved something

**fee (n):** a fixed charge for professional services

**jury (n):** a committee appointed to judge a competition

**worthy (adj):** eligible of being chosen

**financial support (phr):** money given to support a person or a cause

**expenses (pl n):** money needed for individual purchases; cost

**review (v):** to evaluate

**scholarship (n):** financial aid provided to a student on the basis of academic merit

**foundation (n):** an institution; an organisation

**fund-raising (adj):** collecting money for a cause or project

- 3 **Aim** To identify synonyms

- Read the words in the list and explain/elicit any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

**Suggested Answer Key**

- |          |            |               |
|----------|------------|---------------|
| 1 worthy | 3 preserve | 5 skill       |
| 2 afford | 4 select   | 6 opportunity |

- 4 **Aim** To consolidate information in a text and present a summary

- Read the rubric aloud and explain the task.
- Ask Ss to read the text and make notes of the key information. Then, use their notes to write their summaries.
- Ask Ss to try to use their own words as much as possible.
- Give Ss time to prepare their answers.
- Ask various Ss to tell the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Russia has produced many great musicians in the past. The Yuri Rozum International Charity Foundation was created in 2005 to make sure that the country will have many great artists in the future too. It gives money to children who have musical ability but whose parents do not have money to help them become musicians. Children perform in contests once a year. If the judges think they are good enough they are given money for one year to spend on lessons or whatever else they need. The charity raises money by holding concerts each year, where the children who were awarded money the previous year perform.*

5 **Aim** To develop research skills

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their texts.
- Ask various Ss to present their texts to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*The foundation was born when an art school that Yuri Rozum was already involved with asked him if it could be named after him. The foundation still helps the school, along with its awards of money to those young musicians all over Russia who need its help.*

*The Rozum Foundation also helps the federal government with a program that identifies the best music and art schools in different regions. It coordinates activities to raise money from business. This money is used to buy prizes to be given in this competition. It also travels with the competition to make people more aware of the foundation's work.*

## Getting to know you

### Topic

In this module Ss will explore the topics of appearance & character, self-expression, negative personality types, body language, communication mistakes and communication in nature.

### Modular page

107

**Lesson Objectives:** Overview of the module, to describe people

**Vocabulary:** Appearance (*early/mid/late teens/thirties/sixties, curly/straight/wavy hair, ponytail, shaven head, casually/smartly dressed, pale/dark-skinned, tanned complexion, bushy/thin/plucked eyebrows, rosy/chubby cheeks, square/oval/round face, goatee/full beard*); Character (*kind-hearted, ambitious, fun-loving, introvert, efficient, trustworthy, moody, rude, eager, shy, caring, outgoing, ill-tempered, organised, reliable, impolite*)

### 6a Changes

108-109

**Lesson Objectives:** To predict the content of a text, to read for specific information, to learn the causative, to speculate & make assumptions, to summarise a text, to give your opinion on sb's view on self-expression

**Vocabulary:** Changing one's appearance (*have a facelift, get hair highlighted, shave head, grow a beard, have a tattoo, have ears pierced, pluck eyebrows, lose weight*); Verbs (*adjust, enhance, tease, bully, boost*); Adjectives (*muscular, frizzy, convinced, rejected, unflattering, inadequate*); Nouns (*spot, puberty, puppy fat, acne*); Phrase (*flawless complexion*)

### 6b Negative personality types 110-111

**Lesson Objectives:** To predict the content of a text, to read for specific information, to learn clauses of purpose, result, reason and manner, to talk and write about how to deal with different personality types

**Vocabulary:** Types of people (*gossip, bully, whinger, killjoy, snob, troublemaker, scatterbrain, know-it-all, chatterbox, bighead, drama queen, party animal, nosy parker, bossy boots, steamroller*); Verbs (*exaggerate, contribute, intimidate, admit, dominate, drag, dismiss, moan, handle, interrupt*); Phrasal verbs (*die down, back down*); Nouns (*process, issue, downside, triumph, tragedy*); Adjectives (*harmless, direct, hostile, aggressive, assertive, neutral, trivial, bizarre, life-threatening*); Adverb (*firmly*); Phrases (*take delight in, without a second thought, couldn't care less, take an interest*)

### 6c Culture Corner

112

**Lesson Objectives:** To predict the content of a text, to read for lexico-grammatical correctness & coherence, to give a presentation on a traditional dance or ceremony

**Vocabulary:** Verbs (*originate, slap, switch*); Nouns (*chant, war cry, supporter, opponent, tribe, weapon, engraving, pit, enemy, triumph*); Adjective (*native*); Phrases (*stick out your tongue, stamp your feet, go into battle, grass skirt*)

### 6d Everyday English

113

**Lesson Objectives:** Rearranging an appointment, expressing sympathy

**Vocabulary:** Sentences (*I'm calling to see if I can rearrange my dance lesson., I'm sorry to hear that., What time was your lesson supposed to be?, When would you like to rearrange it for?, I'm afraid that time isn't available., Could you make it on Saturday the 11th at 10 am?*)

### 6e Body talk

114-115

**Lesson Objectives:** To listen and read for specific information, to read for specific information, to learn body idioms, to talk and write about body language

**Vocabulary:** Body language (*scratch your head, raise your eyebrows, wrinkle your nose, show your teeth, look right & bite your nails, cover your mouth, frown, open your eyes & mouth wide*); Verbs (*rub, hire, distinguish (between), conceal, overcompensate, convince, stall, mirror, flash (across), droop, spot*); Nouns (*lie detector, human nature, fibber, discomfort, barrier, twitch, eyelid, instinct*); Adjectives (*truthful, awkward, suspicious, tricky, itchy*); Adverbs (*confidently, intensely, instinctively*); Phrases (*forensic psychologist, subconscious signal, spin a yarn, eye contact, telltale sign, muscle spasm*); Idiom (*pull the wool over sb's eyes*)

### 6f Animal talk

116-117

**Lesson Objectives:** To read for specific information, to read for cohesion and coherence, to learn inversion, to practise key word transformations, to summarise a text

**Vocabulary:** Collective nouns for animals (*pack, pod, colony, shoal, swarm, pride, herd, flock, litter*); Verbs (*mimic, delight, adapt*); Nouns (*pod, scar, flipper, wound, encounter, vocal chord, whistle, seaweed, impact*); Phrases (*evolved brain, remarkably skilled, resolve conflicts, aquatic mammal, high-frequency sound, make contact with, distant galaxy, training ground*)

# Module 6

## 6g Skills 118

**Lesson Objectives:** To listen for specific information, to criticise and respond

**Vocabulary:** Communication mistakes (*not allow the other person to speak, be argumentative and aggressive, put your foot in it, interrupt the speaker, not make eye contact, talk down to someone, not pay attention, talk too fast, get tongue-tied, have negative body language (e.g. scratch, fidget, crack your knuckles), insist on your own way, talk too loudly*)

## 6h Curricular: Science 119

**Lesson Objectives:** To listen for gist, to read for specific information, to give a presentation on animal communication

**Vocabulary:** Verbs (*invade, signal*); Phrasal verb (*pass on*); Nouns (*affection, hive, caterpillar, wasp, fungi, gland, alarm, enemy, antennae, sac, nervous system, pattern, texture, prey, predator*); Adjective (*tail-wagging*); Phrases (*release chemicals, military campaign, pile of crumbs*)

## 6i Writing 120-121

**Lesson Objectives:** To write an article describing a person, how to make a description interesting

## Skills 6 122-124

**Lesson Objectives:** To read for specific information, to listen for specific information, to read for lexical correction, to give a talk about someone who inspires you, to practise word formation, to practise key word transformations, to write an article describing a person

## Language in Use 6 125

**Lesson Objectives:** To present/practise phrasal verbs with *fill, hold* and *try*, to practise prepositional phrases, to form nouns from verbs, to revise collocations, to do a quiz, to write a quiz

## Russia 6 126

**Lesson Objectives:** To listen and read for gist, to read for specific information, to identify synonyms, to present a short text about *Alexander Pushkin* and his novel *The Captain's Daughter*

**Vocabulary:** Verbs (*torment, sin, dispose, mutter*); Adjective (*inconsiderable*); Nouns (*reflection, sigh, peasant, whip*)

## ►► What's in this module?

Read the title of the module *Getting to know you* and ask Ss to suggest what they think the module will be about (*the module is about appearance & character, negative personality types, changing one's appearance, body language and communication mistakes*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

## Vocabulary

### 1 **Aim** To present new vocabulary

- Ask Ss to read the phrases 1-8 and the words in the list.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task.
- Play the recording for Ss to check their answers. Play the recording again with pauses for Ss to repeat chorally and/or individually.

#### Answer Key

|            |          |         |
|------------|----------|---------|
| 1 early    | 4 tanned | 7 round |
| 2 curly    | 5 bushy  | 8 full  |
| 3 casually | 6 rosy   |         |

### 2 **Aim** To present new vocabulary

- Go through the list of adjectives and explain/ elicit the meanings of the words and then give Ss time to complete the task using their dictionaries to help them if necessary.
- Play the recording for Ss to check their answers. Play the recording again with pauses for Ss to repeat chorally and/or individually.

#### Answer Key

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

### 3 **Aim** To describe people

- Explain the task and read out the example.
- Direct Ss' attention to the pictures and elicit descriptions from various Ss around the class using the words from Exs 1 & 2.

#### Suggested Answer Key

*Mr Harris is in his mid-fifties. He's smartly dressed and he's got pale skin, grey hair and a big nose. He seems to be ambitious.*

*Tina is in her late twenties or early thirties and she's casually dressed. She's dark-skinned and she's got curly hair and an oval face. She seems to be fun-loving. She doesn't seem to be moody.*

*Jenny is in her mid-twenties. She's got a tanned complexion, a ponytail and chubby cheeks. She seems to be introverted, caring and reliable. She doesn't seem to be moody or impolite.*

Susan is in her late teens. She's got long straight bright red hair and an oval face. She seems to be outgoing and kind-hearted. She doesn't seem to be ill-tempered. Bill is in his late twenties and he's dark-skinned. He's got a shaved head and a goatee beard. He seems to be outgoing. He doesn't seem to be impolite.

**OVER TO YOU!**

**Aim** To personalise the topic

Elicit answers to the question in the rubric from various Ss around the class.

**Suggested Answer Key**

Sam is my cousin. He is in his mid-teens with short brown hair and a round face. He is fun-loving and kind-hearted. Mr Green is my English teacher. He is in his mid-thirties, pale-skinned and he's got a square face. He is organised and trustworthy.

**6a Changes**

**Vocabulary**

1 a) **Aim** To present new vocabulary

Play the recording with pauses for Ss to repeat chorally and/or individually.

b) **Aim** To consolidate new vocabulary and personalise the topic

- Read the rubric and the example aloud.
- Ss work in pairs and answer the questions in the rubric.
- Ask some pairs to report back to the class.

**Suggested Answer Key**

My mum has lost weight recently.  
My older sister has plucked her eyebrows.  
My friend has got her hair highlighted.

2 **Aim** To predict the content of a text

- Direct Ss' attention to the title and the first sentence in each paragraph in the text. Elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

The text is about teenagers and body image.

3 **Aim** To read for specific information

- Ask Ss to read questions 1-5 and the possible answers.

- Give Ss time to read the text again and choose the correct answers for the questions.
- Check Ss' answers around the class. Ss should justify their answers.

**Answer Key**

- |                   |                   |
|-------------------|-------------------|
| 1 B (lines 7-9)   | 4 D (lines 51-53) |
| 2 C (lines 23-26) | 5 D (lines 62-63) |
| 3 D (lines 31-36) |                   |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Answer Key**

- muscular (adj):** having lots of muscles
- spot (n):** a red bump on the skin
- frizzy (adj):** tightly curled
- convinced (adj):** believing sth to be true
- rejected (adj):** feeling unloved/unaccepted
- unflattering (adj):** uncomplimentary
- puberty (n):** a period of physical changes when a child becomes an adult
- adjust (v):** to get used to sth new; to adapt
- puppy fat (n):** fat on a child's body that disappears with adolescence
- acne (n):** a medical condition that causes a lot of spots
- flawless complexion (phr):** perfect skin
- enhance (v):** to improve
- inadequate (adj):** not good enough
- tease (v):** to make fun of sb
- bully (v):** to tease and intimidate
- boost (v):** to improve greatly

**Grammar**

4 a) **Aim** To present the causative

- Read the example sentences aloud and elicit which one suggests that the action is done by another person.

**Answer Key**

'Sue is having her nails painted' suggests that the action is done by someone else.

- Explain that we use *have + object + past participle* to say that we arrange for someone to do something for us. We can also use this construction to express that something unpleasant happened to someone. (*He had his car stolen yesterday.*)
- Refer Ss to the **Grammar Reference** section for more information.

b) **Aim** To practise the causative

Give Ss time to rewrite the sentences 1-4 and then check Ss' answers.

## Answer Key

- 1 *Jo is having a dress made by Mrs Jones.*
- 2 *Anne has had her hair dyed.*
- 3 *Tom will have his trousers shortened by Steve.*
- 4 *You should have your shoes re-heeled.*

### 5 a) **Aim** To present modals for speculating and making assumptions

- Go through the examples.
- Explain that we use *must* to make positive logical assumptions, we use *can't* to make negative logical assumptions, we use *may/might* to speculate about the future.
- Point out that we use the infinitive without *to* after modal verbs and go through the different tenses of the infinitive.
- Write this table on the board and elicit how we form tenses of the infinitive and how they correspond to various tense forms.

| Tenses of the infinitive  |                        |                       |
|---|------------------------|-----------------------|
|   | Active voice           | Passive voice         |
| Present   | (to) play              | (to) be played        |
| Present continuous  | (to) be playing        | –                     |
| Perfect   | (to) have played       | (to) have been played |
| Perfect continuous  | (to) have been playing | –                     |
| present simple → present infinitive   |                        |                       |
| present continuous/future continuous → present continuous infinitive                            |                        |                       |
| past simple/present perfect/past perfect → perfect infinitive                                   |                        |                       |
| past continuous/present perfect continuous/past perfect continuous → present perfect continuous |                        |                       |

- Refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to read the sentences and elicit which refer to the past and which express duration.

## Answer Key

Sentence 4 refers to the past (*must have had*).

Sentence 5 expresses duration (*be working*).

### b) **Aim** To practise modals

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

## Answer Key

- 2 *Sandra must be talking to Steve.*
- 3 *James can't have got a tattoo.*
- 4 *Jane may/might/could have borrowed your coat.*
- 5 *She must have had a facelift.*
- 6 *Carol can't be having surgery again.*

### 6 **Aim** To practise making assumptions

- Direct Ss' attention to the pictures and the phrases and explain the task.
- Ask Ss to work in pairs and make as many assumptions as they can for each picture using the phrases. Ask Ss to use their own ideas as well.
- Monitor the activity around the class and then ask some pairs to report back to the class.

## Suggested Answer Key

A *He must be sitting an exam. He must be stressed. He can't know the answers. He can't have revised properly. (He may fail the exam).*

B *They must be on holiday. They must feel happy. They can't be working. They might be cruising around the Mediterranean. (They may have hired a yacht).*

## Speaking & Writing

### 7 **Aim** To make notes and summarise a text

- Give Ss time to make notes on the text and then ask Ss to use them to summarise the text to their partner.
- Monitor the activity around the class and then ask some Ss to summarise the text for the class.

## Suggested Answer Key

*Many teenagers don't like what they see in the mirror. Magazine problem pages are full of letters from teens who have a poor self image. This is mostly due to puberty which changes the body and can cause acne and puppy fat. The media doesn't help because models and film stars always look perfect and their photoshopped images set unrealistic ideals. Puberty is only temporary though and we shouldn't compare ourselves to others. We can change our diet and hairstyle but other things we have to accept. We should all learn to accept ourselves as we are and feel good about ourselves, then others will, too.*

### 8 **Aim** To develop critical thinking skills

- Explain the task. Ask Ss to look back at the text. Give Ss three minutes to write some sentences expressing their opinion on the writer's views.
- Ask various Ss around the class to report back to the class.

## Suggested Answer Key

*I think the writer is right. We should be our own best friend and try to improve our self-confidence. When we feel good about ourselves we are also more likeable to other people, too.*

## 6b Negative personality types

### Vocabulary

#### 1 **Aim** To present new vocabulary

- Explain the task and read out the example.
- Go through the personality types 1-15 and the definitions and explain/elicite the meaning of any unknown words.
- Give Ss time to match them and write sentences and then play the recording for Ss to check their answers.

#### Answer Key

- 2 D A bully is someone who likes hurting others.
- 3 I A whinger is someone who complains about everything.
- 4 L A killjoy is someone who stops others enjoying themselves
- 5 H A snob is someone who thinks they're better than others.
- 6 B A troublemaker is someone who likes to cause problems.
- 7 C A scatterbrain is someone who is easily disorganised.
- 8 K A know-it-all is someone who thinks they know more than others.
- 9 G A chatterbox is someone who just won't stop talking.
- 10 M A bighead is someone who thinks they are very important.
- 11 F A drama queen is someone who exaggerates their emotions.
- 12 E A party animal is someone who loves having a good time.
- 13 O A nosy parker is someone who pries into other people's business.
- 14 J A bossy boots is someone who is always telling others what to do.
- 15 A A steamroller is someone who walks all over others.

#### 2 **Aim** To introduce the topic of a text

- Ask Ss to look at the pictures in the text and say what type of person each one is and how we can deal with them.
- Play the recording. Ss listen and follow the text in their books to find out.

#### Suggested Answer Key

*I think A is a gossip and we can deal with them by not listening to what they say.*

*I think B is a steamroller and we can deal with them by standing up for ourselves.*

*I think C is a know-it-all and we can deal with them by not getting involved in their conversation.*

*I think D is a whinger and we can deal with them by agreeing with what they say.*

*I think E is a chatterbox and we can deal with them by interrupting them firmly.*

*I think F is a drama queen and we can deal with them by reacting as little as possible.*

#### 3 a) **Aim** To read for specific information

- Ask Ss to read the questions 1-15 and then give them time to read the text again and match the people A-F to the questions.
- Check Ss' answers around the class and ask Ss to give reasons to support their answers.

#### Answer Key

- 1 A might seem harmless
  - 2 D often just want a little bit of sympathy
  - 3 A exaggerating
  - 4 D complain about everything ... it doesn't matter how trivial or bizarre
  - 5 F exaggerate everything
  - 6 B it is essential to be calm ... so that they don't get even angrier
  - 7 F by taking an interest ... you are just encouraging them
  - 8 C they can have valuable opinions
  - 9 E are sociable and often have big hearts
  - 10 C dominate conversations
  - 11 E you cannot get a word in edgeways
  - 12 C tries to make other people feel small
  - 13 A usually dies down quickly when no one wants to listen
  - 14 D They ... dismiss every solution you come up with
  - 15 B they want – for you to be afraid of them
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**harmless (adj):** not likely to cause any problems

**take delight in (phr):** to really enjoy

**exaggerate (v):** to make sth seem better/worse than it is  
**process (n):** a series of actions that lead to an end (in the process (phr): while doing sth)

**direct (adj):** straight; honest

**die down (phr v):** to become less

**contribute (v):** to say sth; to add

**hostile (adj):** unfriendly

**aggressive (adj):** having a violent attitude; destructive  
**without a second thought (phr):** (doing sth) without thinking

**intimidate (v):** to make sb feel threatened

**admit (v):** to agree, often unwillingly

**assertive (adj):** stating needs/opinions clearly; confident

**back down (phr v):** to give in to sb's demands

**dominate (v):** to control sb or sth

**neutral (adj):** neither positive nor negative

- issue (n):** topic; subject
- drag (into) (v):** (of an argument) to make sb become involved in it
- couldn't care less (phr):** to have no interest in sth
- trivial (adj):** minor; unimportant
- bizarre (adj):** strange; weird
- downside (n):** the negative aspect to sth
- dismiss (v):** to decide sth is unimportant & stop thinking about it
- moan (v):** to complain
- handle (v):** to deal with
- interrupt (v):** to start talking when sb else is talking
- firmly (adv):** in a controlled but forceful way
- life-threatening (adj):** very dangerous (in a way that might kill sb)
- take an interest (phr):** to become interested in sth/sb
- triumph (n):** success
- tragedy (n):** sad event

b) **Aim** To identify the author's purpose

Elicit the reason why the author wrote the text from Ss (*advise, entertain, inform, persuade*).

**Answer Key**

The author's purpose is to inform and advise.

**Grammar**

4 **Aim** To present clauses of purpose, result, reason & manner

- Go through the examples with Ss and explain/ elicit which words are used to introduce the clauses in each case. Write them on the board.

**Answer Key**

Clauses of purpose – *so as to/in order to/so that*  
 Clauses of result – *so/such (a) ... that, as a result*  
 Clauses of reason – *because, since/as, the reason for/the reason why*  
 Clauses of manner – *as if (he/she) was/had + pp*

- Explain that we use clauses of purpose to express the purpose of an action i.e. why sb does sth. We introduce them with: *to – in order to – so as to – so that – in order that – in case, etc.*
- Explain that we use clauses of result to express the result of sth. We introduce them with: *so – so/such ... (that) – as a result – therefore – consequently/as a consequence, etc.*
- Explain that we use clauses of reason to express the reason for sth. We introduce them with: *as/since – because – the reason for/why – because of/due to, etc.*
- Explain that we use clauses of manner to express the way in which sth is done. We introduce them with: *as if/ as though – like, etc.* Point out that we use the past simple to refer to a present situation and the past perfect to refer to a past situation (unreal past).

- Refer Ss to the **Grammar Reference** section for more detail.
- Refer Ss back to the text and elicit examples for each type of clause from various Ss around the class.

**Answer Key**

The gossip will often try to find out what you know **in order to** tell someone else. (clause of purpose)  
 It is essential to be calm when dealing with a steamroller **so that** they don't get even angrier. (clause of purpose)  
 ... they don't listen to what you have to say and **as a result** it's impossible to get anything done around them (clause of result)

5 **Aim** To practise clauses (purpose, result, reason & manner)

Explain the task and give Ss time to complete it and then check Ss' answers.

**Answer Key**

- |                        |               |             |
|------------------------|---------------|-------------|
| 1 due to the fact that | 2 such a      | 4 as though |
|                        | 3 in order to | 5 so that   |

**Speaking & Writing**

6 **Aim** To consolidate information in a text

- Ss work in pairs and discuss someone who is one of the personality types in the text, and how to deal with them. Point out that Ss should not mention a person by name.
- Monitor that activity around the class and then ask some pairs to discuss the person in front of the rest of the class.

**Suggested Answer Key**

A: I know a person who is a gossip. He always talks about other people and asks me what I know to gossip about with someone else. I try not to say anything, but sometimes I say things without realising it.  
 B: You should try and avoid him. If he starts gossiping to you, make him understand that you aren't interested in hearing his gossip so that he can get the message loud and clear.

7 **Aim** To present a negative personality type

- Explain the task and ask Ss to look up information on the Internet or in any other relevant sources.
- Give Ss time to do their research and write a short paragraph about the type of person and how to deal with them.
- Ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to present the type of person in the next lesson.

**Suggested Answer Key**

A bossy boots is someone who likes telling people what to do and how to do it. They like to be in charge and they like things done just how they like it. If you find yourself in the company of a bossy boots, the best thing to do is to stand up for yourself. If you think simply doing what a bossy boots wants is the easy answer, you're wrong. If you let them get their own way even once, they'll just keep on doing it. No matter what the task, you should try and reach a compromise every time. Either share the work or agree that one of you will do it this time and the other will do it next time.

**6c Culture Corner**

**1 Aim** To predict the content of a text

- Direct Ss' attention to the picture. Play the recording. Ss listen to the chant and elicit what Ss think the Haka is (a ceremonial dance).
- Give Ss time to read the text and then elicit answers to the questions in the rubric.

**Suggested Answer Key**

The Haka is a ceremonial dance of the Maori of New Zealand. It is a physical dance with chants that is performed at special events for important people and before every All Blacks rugby match.

**2 Aim** To read for lexico-grammatical correctness & coherence

- Explain the task and ask Ss to read the text again and think of a word to complete each gap that makes the text coherent so that it is lexically and grammatically correct. Ss should pay attention to the words before/after each gap as they will help them do the task.
- Ss compare their answers with their partners. Check Ss' answers around the class. Ss should justify their answers.

**Answer Key**

- |   |   |    |                   |
|---|---|----|-------------------|
| 0 | which (relative clause)                         | 6  | on (slap on)      |
| 1 | or/and (joins to-inf)                           | 7  | while (+ -ing)    |
| 2 | will (conditional Type 1)                       | 8  | made (passive)    |
| 3 | to (show respect to)                            | 9  | for (famous for)  |
| 4 | their (The All Blacks)/<br>the (The first Haka) | 10 | by (passive)      |
| 5 | which (relative clause)                         | 11 | made (make sure)  |
|   |   | 12 | soon (as soon as) |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**originate (v):** to come from  
**native (adj):** belonging to a place; local

- chant (n):** a song without music
- war cry (n):** a shout made at a battle to give courage to fighters and frighten the enemy
- supporter (n):** sb who wants sb/sth to succeed
- opponent (n):** sb you fight/play against in a battle/sport
- slap (v):** to hit with an open hand
- stick out your tongue (phr):** to put your tongue out of your mouth and point it at sb/sth
- stamp your feet (phr):** to lift your feet up and down heavily and make a noise on the floor
- tribe (n):** a group of people who are of the same race, language & customs
- weapon (n):** sth used to cause harm to sb else e.g. knife, gun
- go into battle (phr):** to prepare to fight against others
- grass skirt (phr):** a covering for the lower half of the body made from a type of plant
- engraving (n):** a picture or design that has been cut into a surface
- pit (n):** a large/deep hole in the ground
- enemy (n):** sb who hates you and wants to harm you
- switch (v):** to change quickly back and forth
- triumph (n):** success

- Refer Ss to the Internet to watch a Haka performance on YouTube.

**BACKGROUND INFORMATION**

New Zealand is an island country in the southwest Pacific Ocean to the east of Australia. It is made up of two large islands (North and South Islands) and many smaller islands. The capital city is Wellington and the population is about 4.5 million people. The **Maori** are the original inhabitants of New Zealand. They came to New Zealand from Polynesia and they have a unique and rich culture and heritage. There are over 600,000 Maori living in New Zealand today. The **All Blacks** is the nickname of the New Zealand national rugby team. Rugby is the national sport of New Zealand and the people take great pride in their national team. The team has held the top position in the world for longer than any other team and has only been beaten five times in the last 100 years.

**3 Aim** To identify synonyms

- Explain the task.
- Give Ss time to complete the task, using their dictionaries if necessary.
- Check Ss' answers.

**Answer Key**

- 1 **unique:** one of a kind
- 2 **ferocious:** violent
- 3 **feared:** frightening

- 4 **fleeing**: running away  
 5 **be outnumbered**: fewer in number than another group

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

**Answer Key**

- 1 native 3 welcome 5 stamp 7 outfit  
 2 physical 4 body 6 stick out 8 tribal

5 **Aim** To consolidate information in a text

- Play the recording. Ss listen and follow the text in their books.
- Ask Ss to talk with their partner about four things they remember from the text.
- Monitor that activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

*I remember that the Haka is a traditional dance from New Zealand. It is performed by the Maori to welcome guests and to entertain. The New Zealand national rugby team, the All Blacks, perform it before every game. The most famous Haka is the Ka Mate Haka.*

6 **Aim** To develop research skills

- Explain the task and ask Ss to work in pairs or small groups and collect information from the Internet or reference books on a traditional dance or ceremony from their country.
- Give Ss time to collect information and then present it to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Both the Haka and the Khorovod originate from ancient native dances. The Haka was performed as a war dance, while the Khorovod was based on rituals celebrating the sun. It is usually danced in a circle to resemble the sun, and people move from east to west, as the sun does across the sky. While the Haka can be performed all year round to welcome important guests or even just to entertain tourists, the Khorovod is only performed in the summer months, starting at Easter. Both dances can involve men and women but the Haka is mostly performed by men. Khorovod, on the other hand, is usually started by young women, who sing songs and act out the lyrics. As the dance develops more women join, and eventually young men are allowed to join in too. This is because the dance was often a way for young men and women to meet each other and to choose someone to marry. The women wear their best dresses and shawls, often made of silk and with colourful patterns. In the Haka a simple grass skirt is worn*

*and the men have tattoos that cover their bodies and make them look more frightening.*

## 6d Everyday English

1 **Aim** To introduce the topic and practise rearranging an appointment

- Explain the task and read out the example.
- Go through the phrases in the list and explain/ elicit the meaning of any unknown words.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and then ask some Ss to tell the class.

**Suggested Answer Key**

*I had to rearrange a dance lesson because I had a family emergency.*

2 a) **Aim** To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

b) **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 2a from Ss around the class.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

**Answer Key**

**Receptionist:** *I'm sorry to hear that. What time was your lesson supposed to be? When would you like to rearrange it for? I'm afraid that time isn't available. Could you make it on Saturday the 11th at 10 am?*

**Caller:** *I'm calling to see if I can rearrange my dance lesson.*

3 **Aim** To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

**Answer Key**

*That's too bad. – I'm sorry to hear that.  
 When was the lesson scheduled for? – What time was your lesson supposed to be?  
 I'm sorry, but that time is booked. – I'm afraid that time isn't available.*

**Pronunciation**

4 **Aim** To learn words stress while expressing sympathy

- Play the recording. Ss listen and repeat chorally and/or individually.
- Play the recording again and ask Ss to underline the stressed syllables.
- Check Ss' answers.

**Answer Key**

- 1 I'm **so** sorry to hear that!
- 2 Oh **no**, that's **awful**!
- 3 That's **such** a **shame**!
- 4 I **really** hope things get better soon.
- 5 Oh **dear**!

5 **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 2a and the ideas in Ex. 1 to help them.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: Good morning, Carleton Dental Surgery.  
 B: Hello. This is Jane Smith. I'm calling to see if I can rearrange my appointment. I'm stuck in traffic and I can't get there in time.  
 A: I'm sorry to hear that. What time was your appointment supposed to be?  
 B: At 2 o'clock today.  
 A: OK. When would you like to rearrange it for?  
 B: How about 4 o'clock this afternoon? I should be able to make it by then.  
 A: I'm afraid that time isn't available. Could you make it at 5:30?  
 B: Erm ... yes, that should be fine.  
 A: Ok. So see you at 5:30.  
 B: Great. Thank you very much.  
 A: You're welcome. Goodbye.

- Read out the adjectives in the rubric and elicit which picture matches which emotion from Ss around the class.

**Suggested Answer Key**

- 2 I think the person who is raising his eyebrows is surprised.
- 3 I think the person who is wrinkling her nose is disgusted.
- 4 I think the person who is showing her teeth is scared.
- 5 I think the person who is looking to the right and biting her nails is worried.
- 6 I think the person who is covering his mouth is embarrassed.
- 7 I think the person who is frowning is annoyed.
- 8 I think the person who is opening her eyes and mouth wide is shocked.

**Reading & Listening**

2 **Aim** To listen and read for specific information

Read the rubric aloud and elicit answers to the question from Ss around the class. Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

If someone scratches their head, covers their mouth or looks to the right and bites their nails, it could suggest that they are lying.

3 **Aim** To read for specific information

- Ask Ss to read the statements 1-10 and then give Ss time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- |                   |                    |
|-------------------|--------------------|
| 1 DS              | 6 T (lines 38-41)  |
| 2 DS              | 7 F (lines 48-52)  |
| 3 T (lines 19-20) | 8 T (lines 53-57)  |
| 4 F (line 23-24)  | 9 T (lines 61-66)  |
| 5 T (lines 30-32) | 10 F (lines 73-75) |

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

- confidently (adv):** in a sure and certain manner  
**rub (v):** to scratch  
**intensely (adv):** in an extreme manner  
**hire (v):** to pay sb for their services  
**truthful (adj):** honest  
**distinguish (between) (v):** to tell the difference between two or more things  
**lie detector (n):** a machine that can determine if sb is telling the truth or not  
**forensic psychologist (phr):** a scientist that studies the actions and motives of criminals

**6e Body talk**

**Vocabulary**

1 a) **Aim** To present new vocabulary

- Direct Ss' attention to the pictures 1-8.
- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

b) **Aim** To match body language to emotions

- Explain the task and read out the example.

**subconscious signal (phr):** a physical reaction sb is unaware of  
**conceal (v):** to hide  
**awkward (adj):** difficult; embarrassing  
**human nature (n):** the natural qualities and behaviour that most people have  
**spin a yarn (phr):** to tell an untrue story  
**fibber (n):** liar  
**eye contact (phr):** the act of looking at sb in the eyes  
**overcompensate (v):** to do far more than necessary to make a situation better  
**convince (v):** to make sb believe you  
**suspicious (adj):** not trusting sb  
**instinctively (adv):** naturally; without thinking  
**discomfort (n):** a painful feeling  
**barrier (n):** obstruction  
**stall (v):** to avoid doing sth until later  
**mirror (v):** to copy sb exactly  
**telltale sign (phr):** sth that gives away information about sth  
**twitch (n):** a small jumping movement; jerk; spasm  
**muscle spasm (phr):** when a muscle suddenly tightens without control  
**flash (across) (v):** to move/happen quickly  
**eyelid (n):** the top covering of the eye  
**droop (v):** to sag; to bend  
**tricky (adj):** difficult  
**spot (v):** to see/notice sth  
**instinct (n):** impulse; intuition  
**pull the wool over sb's eyes (idm):** to deceive sb  
**itchy (adj):** having an unpleasant feeling that makes you want to scratch

**BACKGROUND INFORMATION**

Darren Stanton is the UK's leading lie detector and body language expert. He was a special constable, a police constable and then a forensic psychologist for the prison service. Today he gives seminars, appears in the media and works as a consultant for private companies.

**4 Aim** To consolidate new vocabulary

- Explain the task and ask Ss to use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

**Answer Key**

- |               |           |           |
|---------------|-----------|-----------|
| 1 confidently | 5 signals | 9 contact |
| 2 intensely   | 6 hurt    | 10 spasms |
| 3 body        | 7 nature  |           |
| 4 forensic    | 8 spin    |           |

**5 Aim** To present idioms related to the body

- Explain the task and give Ss time to fill in the gaps with the appropriate body part from the list.
- Play the recording. Ss listen and check their answers.
- Elicit if there are similar idioms in Ss' L1.

**Answer Key**

- |        |        |         |
|--------|--------|---------|
| 1 eye  | 3 feet | 5 leg   |
| 2 eyes | 4 hand | 6 chest |

(Ss' own answers)

**Speaking & Writing**

**6 Aim** To paraphrase and consolidate information in a text

- Explain the task and give Ss time to complete it.
- Monitor the activity around the class and then ask various Ss to tell the class.

**Suggested Answer Key**

You can tell if someone is lying by their body language. Some of the telltale signals that someone is lying include avoiding eye contact or maintaining it for too long, touching their face, scratching their head or touching their mouths. Sometimes people who are lying may mirror what the person asking the question says in order to buy more time to think of a lie. Also, right-handed people may look to the right when lying and left-handed people may look to the left when they are lying. Overall, most people who are lying will show it on their face without knowing it but still you need to be careful not to take things too far.

**7 Aim** To develop research skills

- Ask Ss to work in pairs or small groups and look up information about body language on the Internet, in reference books or other sources.
- Give Ss time to collect their information and prepare their presentation, paraphrasing the information and using visual stimuli if they want to. Ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

When someone crosses their arms across their chest, it could mean that the person is putting up a barrier between them and the other person. When someone stands with their hands on their hips, it could mean that they feel in control or possibly aggressive.

When someone is listening to another person and they rub their ear or scratch their chin, it could mean that they don't believe what the person is saying.

When someone is listening to another person and they tilt their head to one side or their eyes glaze over, this could mean that they are bored by what the person is saying.

When someone purses their lips, it could mean they disapprove of something or distrust someone.

When someone bites their lips, it could mean they feel stressed or worried.

## 6f Animal talk

### Reading

- 1 a) **Aim** To introduce the topic

Elicit what Ss know about dolphins from various Ss around the class.

#### Suggested Answer Key

Dolphins are mammals. They are intelligent animals and they live in the sea.

- b) **Aim** To introduce the topic of the text and read for specific information

- Read the questions in the rubric aloud.
- Play the recording. Ss listen and follow the text in their books and find out.

#### Suggested Answer Key

Dolphins communicate with whistles, clicks and other sounds including high-frequency sounds.

Scientists want to decode their language to communicate with them and to possibly communicate with extraterrestrials.

- 2 **Aim** To read for cohesion and coherence

- Ask Ss to read the sentences A-F and give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to justify them.

#### Suggested Answer Key

- 1 C thinking ... what's on their minds
- 2 F attempts to talk ... mostly one-way ... ask dolphins to respond to human commands
- 3 D whistles, clicks and other sounds ... too high-frequency for humans ... sensory world ... different sounds
- 4 A sounds dolphins make... put through computer ... patterns, scientists ... reply with dolphin-like signals
- 5 E Scientists ... only a matter of time ... speak to dolphins ... The only question is ... what are they going to say to us?

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

### Suggested Answer Key

**pod (n):** a group of aquatic mammals e.g. whales, dolphins

**scar (n):** the mark left after a wound has healed

**flipper (n):** the side fin on a dolphin

**wound (n):** a cut or other form of surface damage to the body

**mimic (v):** to copy

**encounter (n):** meeting

**evolved brain (phr):** a brain that is capable of higher functions such as language

**remarkably skilled (phr):** having a surprising amount of knowledge and ability

**resolve conflicts (phr):** to settle arguments

**aquatic mammal (phr):** an animal that lives in the sea which gives birth to babies (not eggs) and feeds them milk

**vocal chord (n):** the part of the throat that vibrates to produce sounds

**whistle (n):** a loud high sound

**high-frequency sound (phr):** a sound wave that vibrates so fast humans can't hear it

**seaweed (n):** a plant that lives in the sea

**impact (n):** the effect one thing has on another

**delight (v):** to fill with joy

**adapt (v):** to change to fit new circumstances

**make contact with (phr):** to meet for the first time

**distant galaxy (phr):** a group of stars far away

**training ground (phr):** place/period of time where/when you learn skills for a particular activity

### BACKGROUND INFORMATION

Dr Denise Herzing is the Research Director of the Wild Dolphin Project which is a non-profit scientific research organisation that studies dolphins. She has a BSc, an MA and a PhD and she works at Florida Atlantic University. She is also the Scientific Advisor to the America Cetacean Society.

Florida is a state in the southeast of the USA on both the Atlantic Coast and the Gulf Coast. The state capital is Tallahassee and the population is over 18 million people.

**CHAT (Cetacean Hearing And Telemetry)** is a mobile phone-sized device that is worn around a diver's neck with two hydrophones and a one-handed keyboard. It has a processor that can detect patterns in dolphin communication. Researchers are hoping it will help decode dolphin language.

**SETI (Search for Extraterrestrial Intelligence)** is a non-profit organisation that wants to understand and explain the origin and nature of life in the universe. It works with schools and teachers and promotes the teaching of evolution and works on projects with NASA.

## 3 a) **Aim** To consolidate new vocabulary

- Explain the task. Ss do the task. They can use their dictionaries to look up any unknown words.
- Check Ss' answers.
- Give Ss time to write their sentences and then ask various Ss to read them out to the class.

### Answer Key

- |            |                 |           |
|------------|-----------------|-----------|
| 1 familiar | 4 signals       | 7 contact |
| 2 coast    | 5 experimenting |           |
| 3 resolve  | 6 impact        |           |

### Suggested Answer Key

- 1 Dolphins are **common** in the sea off the Florida coast.
- 2 When I swim in the sea, I don't like to go too far from **shore**.
- 3 We can **conclude** from their behaviour that dolphins are very intelligent.
- 4 In basic maths we use the plus, minus and equals **signs**.
- 5 The police detective is **investigating** the crime.
- 6 The student made a good **impression** on her teacher by studying hard.
- 7 I usually get in **touch** with my friends by phone.

## b) **Aim** To identify synonymous words/phrases

- Explain the task and go through the words/phrases in the list and explain/elicite the meanings of any unknown words.
- Give Ss time to complete the task using their dictionaries to help them if necessary.
- Check Ss' answers.

### Answer Key

**trying to:** experimenting with    **developed:** evolved  
**sort out:** resolve    **interpret:** decode  
**meetings:** encounters    **consequence:** impact  
**understand:** make out    **most recent:** latest  
**imitates:** mimics

## 4 **Aim** To present new vocabulary

- Explain the task. Go through the list of collective nouns and explain/elicite their meanings or ask Ss to look them up in their dictionaries. Alternatively, ask Ss to guess the answers.
- Give Ss time to complete the task and then play the recording for Ss to check their answers.

### Answer Key

- |         |          |          |
|---------|----------|----------|
| 1 herd  | 4 flock  | 7 pod    |
| 2 swarm | 5 litter | 8 colony |
| 3 shoal | 6 pride  | 9 pack   |

## Grammar

### 5 **Aim** To present inversion

- Go through the theory box and explain that there are two types of inversion: *modal/auxiliary verb + subject + main verb* is used in questions and after certain words and expressions when they come at the beginning of a sentence and *main verb + subject* is used after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence.
- Explain that we use inversion to give emphasis. Refer Ss to the **Grammar Reference** section at the back of their books for more information.
- Refer Ss back to the text and elicit examples of inversion.

### Answer Key

*So clever are these aquatic mammals ...  
 ... but barely do we ask dolphins ...  
 Not only would it delight marine biologists ...*

### 6 **Aim** To practise inversion

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- 2 *Not only has Anna never been diving, but Tom hasn't either.*
- 3 *Should you see Mike today, ask him if he wants to go diving on Saturday.*
- 4 *Only if you swim with dolphins, will you realise how amazing they are.*
- 5 *Such a tiring day did Greg have (that) he fell asleep on the bus home.*

### 7 **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class. Ask Ss to justify their answers (*all sentences practise inversion*).

### Answer Key

- 1 *sooner had Sam dived*
- 2 *no circumstances will we*
- 3 *happy was Jo that*
- 4 *by testing it will they*

## Speaking & Writing

### 8 **Aim** To consolidate information in a text

- Explain the task and give Ss time to make notes on each paragraph in the text.
- Ask various Ss around the class to use their notes to give a talk to the class as if they were Denise Herzing.

**Suggested Answer Key**

*I know all the members of the pod of wild spotted dolphins that I am studying because I have shared 27 summers and had over 2,600 encounters with them. I try to communicate, but I also want to know what they are thinking.*

*Dolphins have the second most evolved brain on the planet and they are highly intelligent and sociable. They live in a complex society and share responsibilities. They can understand two hundred human words through gestures but we can't understand what they say. Theirs is a sensory world full of different sights, sounds and tastes that we can't imagine so the only way to communicate effectively is to create a new language. To do this, I've come up with CHAT (Cetacean Hearing and Telemetry) which is a device that sends out signals that correspond to something in the undersea world to see if the dolphins mimic the signals. The system will try to learn 'dolphinsese' through the sounds the dolphins make and try to decode their vocabulary and grammar and then hopefully we can learn to reply with dolphin-like signals ourselves. We are only at the trial stage right now but in the future CHAT could be used to communicate with other animal species and even extraterrestrials. If we can understand life on this planet then there is hope for the exploration of the galaxy.*

**6g Skills**

**Vocabulary**

1 a) **Aim** To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Explain any unknown words by miming the meaning of the phrase.
- Ask Ss to translate these phrases to their L1.
- Elicit any other communication mistakes from Ss around the class.

**Suggested Answer Key**

*react too quickly, drop a subject, lie, misunderstand text messages, etc*

b) **Aim** To match cartoons to communication mistakes

Direct Ss' attention to the cartoons and elicit which communication mistakes each one shows.

**Answer Key**

- 1 not allow the other person to speak
- 2 not pay attention
- 3 get tongue-tied

2 **Aim** To talk about communication mistakes

- Ask Ss to work in pairs and talk about the communication mistakes in Ex. 1a.
- Monitor the activity around the class and then ask some Ss to report back to the class.

**Suggested Answer Key**

*I feel angry when someone insists on their own way.  
I feel confused when someone is argumentative and aggressive when they're speaking.  
I feel embarrassed when someone/I get(s) tongue-tied when they're/I'm speaking.*

**Listening**

3 **Aim** To listen for specific information

- Read the rubric aloud to give Ss an idea of what they will listen to.
- Ask Ss to read the questions 1-4 and the possible answers and underline the key words.
- Play the recording. Ss listen and choose the correct answers.
- Play the recording again with pauses for Ss to check their answers.

**Answer Key**

- 1 B ... if we learn to communicate with each other better, we'll sort out our differences ...
- 2 A That way they know that you are paying attention to them ...
- 3 B ... they may feel attacked and become angry and defensive ...
- 4 D ... not taking responsibility for your own mistakes.

**Speaking**

4 **Aim** To practise criticising and responding to criticism

- Explain the task and read out the example exchange.
- Ask Ss to work in pairs and act out exchanges using the phrases in Ex. 1a and the language in the box.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

**Suggested Answer Key**

A: *Could you please stop being so argumentative and aggressive?*  
B: *I'm really sorry. I'll try not to do it again.*  
A: *Do you mind not talking down to me when I'm speaking?*  
B: *Oh, I'm sorry. I didn't realise I was doing that.*  
A: *Please stop fidgeting when I'm speaking! It's so annoying.*  
B: *Sorry, I don't mean to do that.*

## 6h Curricular: Science

### 1 **Aim** To introduce the topic and listen for gist

- Ask Ss to read the introduction and the headings in the text. Elicit how Ss think these animals/plants communicate.
- Play the recording. Ss listen and find out the answer.

#### Suggested Answer Key

*I think bees communicate by dancing, plants communicate silently, ants communicate in an organised way and cuttlefish use their skin to communicate.*

### 2 **Aim** To read for specific information

- Explain the task and ask Ss to read the sentences 1-4.
- Then give Ss time to read the text and complete the task.
- Check Ss' answers around the class.

#### Answer Key

- 1 A ... it rubs its antennae ... pass on the good news.
- 2 B Bees make a series of dance-like movements ... location of food.
- 3 C Cuttlefish put on an amazing display of colours ... hide from predators.
- 4 P ... send chemical messages that attract the caterpillar's worst enemies, wasps.

- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

#### Suggested Answer Key

**affection (n):** love, care, liking  
**hive (n):** a place where bees live  
**tail-wagging (adj):** moving the rear part of an animal's body  
**invade (v):** to move into an area by force and take control; to conquer  
**caterpillar (n):** a plant-eating insect that later turns into a butterfly  
**wasp (n):** a stinging insect  
**fungus (fungi – plural) (n):** a type of plant that lives off decaying material e.g. a mushroom, mould, etc  
**gland (n):** an organ in the body of a plant/animal that produces chemicals  
**release chemicals (phr):** to emit substances  
**signal (v):** to give a sign to sb  
**alarm (n):** a signal for danger  
**military campaign (phr):** an organised attack by an army  
**enemy (n):** sb who hates you and wants to harm you  
**pile of crumbs (phr):** a collection of small pieces of food

**antenna (antennae – plural) (n):** the two long thin body parts on the head of an insect used to feel things

**pass on (phr v):** to give to sb else

**sac (n):** the small part of an animal's body that is shaped like a bag that may contain liquid or air

**nervous system (n):** all the nerves in the body, the brain and the spinal cord

**pattern (n):** an arrangement of lines or shapes that is repeated over a surface

**texture (n):** the feel of sth

**prey (n):** an animal that is eaten by another larger animal

**predator (n):** an animal that hunts and eats other animals

### 3 **Aim** To consolidate new vocabulary

- Read the words in the rubric aloud and give Ss time to complete the phrases.
- Check Ss' answers.

#### Answer Key

- |           |           |           |
|-----------|-----------|-----------|
| 1 rub     | 4 pile    | 7 nervous |
| 2 release | 5 pass on | 8 display |
| 3 signal  | 6 warning |           |

- Elicit sentences from Ss around the class using the phrases based on the text.

#### Suggested Answer Key

*Horses rub noses as a sign of affection.*

*Ants release chemicals to signal alarm or to pass on the news about a pile of crumbs.*

*Trees can send warning signals to other trees if they are attacked by fungi or insects.*

*The cuttlefish's nervous system controls its skin colour and they can put on an amazing display of colours to attract prey.*

### 4 **Aim** To develop research skills

- Explain the task and divide the class into small groups.
- Give Ss time to use the Internet or encyclopaedias to collect information about how other animals communicate and then present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

#### Suggested Answer Key

*Chimpanzees greet each other by touching hands.*

*White-tailed deer flick up their tails when they want to warn other deer of danger.*

*When elephants twist their trunk round another elephant's trunk, it means they like each other.*

*Swans twist their long necks together when they fight off another male.*

*Kangaroos warn each other of danger by thumping their hind legs on the ground.*

*Whales leap out of the water many times to send messages to other whales. They also sing.*

# 6 Writing

## 1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content and layout.
- Give Ss time to read the model and match the paragraphs to the headings.

### Answer Key

A 2      B 5      C 3      D 4      E 1

## 2 **Aim** To categorise vocabulary

- Explain the task and ask Ss to write the headings into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

### Answer Key

**Physical appearance:** often wears her hair in a ponytail, in his mid-twenties, in her early forties, of medium height, no sense of style, beautiful almond-shaped eyes, always smartly dressed, often looks a but scruffy, looks younger than she is, long blond hair, pale-skinned, has lots of tattoos, wrinkles around her eyes, good-looking (in her late twenties, attractive, tall and dark-skinned, short dark hair, warm smile, dark brown eyes, great sense of style, looks well dressed)

**Personality:** loves to have fun, good-natured, sensitive, absent-minded, doesn't let difficulties get him down, always does what he says he will, shy (very popular, sociable, lights up the room, bubbly personality, fantastic sense of humour, rather bossy, loves telling everyone what to do)

**Hobbies/Interests:** is a bookworm, loves being outdoors, keen on water sports

## 3 **Aim** To link sentences using a variety of structures

- Read the **Writing Tip** aloud and go through the examples.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

- 1 Hayley is short and a little plump with piercing blue eyes that sparkle when she smiles.
- 2 Mike is well-built with curly blond hair and a lot of tattoos that make him look tough.
- 3 Sally is a beautiful lady with dyed red hair which she wears in a bob.

## 4 **Aim** To practise using adjectives in descriptive sentences

- Explain the task and give Ss time to complete it using their dictionaries to look up unknown words if necessary.
- Check Ss' answers.

### Answer Key

1 disorganised      4 pessimistic      7 reserved  
2 supportive      5 considerate      8 confident  
3 cheerful      6 easy-going

## 5 **Aim** To practise linkers

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

### Answer Key

1 and, but      2 As well as, However      3 both

## 6 **Aim** To analyse a rubric and prepare for a writing task

Read the rubric aloud and elicit answers to the questions in the rubric from Ss around the class.

### Suggested Answer Key

I could describe a friend, a relative or a celebrity whom I admire. I would write five paragraphs. The introduction would say who the person is. The second paragraph would describe their appearance. The third paragraph would say what they are like. The fourth paragraph would describe their achievements and why I admire them. The conclusion would include my final comments and feelings.

## 7 **Aim** To write an article describing a person

- Direct Ss' attention to the plan and the Useful Language section and give them time to complete the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

Maria is my next-door neighbour. I first got to know her three years ago when my family and I moved into our house. We have been close friends ever since.

Maria is an attractive woman in her middle thirties. She is tall and slim with long dark curly hair and a dark complexion. Her eyes are blue and she has a very direct honest gaze. She is very stylish and is always elegantly dressed. It doesn't matter to Maria if something is in fashion or not. If it suits her, she wears it!

As for her personality, Maria is patient and kind. She never loses her temper and she is always concerned about others. As well as that, she is confident and outgoing and never afraid to take on new challenges.

She can sometimes be a bit unreliable, though. For instance, she is often late for appointments, but is always so apologetic when this happens that you can't help forgiving her!

Maria works tirelessly to help people. She is a skilled doctor with a job in a busy hospital. In addition to this, she also volunteers to help overseas in times of disaster. She has saved many lives in countries around the world, thanks to her caring attitude and professional skill.

For all these reasons, Maria is an inspiration to me. I admire her for her dedication to others and her desire to help whenever she can.

## 6g Skills

### Reading

- 1 a) **Aim** To predict the content of a text
- Direct Ss' attention to the rubric and the title of the text.
  - Elicit Ss' guesses in answer to the question in the rubric.
  - Ss read the text in their books to find out.

#### Suggested Answer Key

It is about whistled languages that have been a tradition for centuries in some areas around the world. They are found in areas where communication over distances is difficult.

- b) **Aim** To read for specific information
- Read the rubric aloud and explain the task.
  - Allow Ss some time to read the text again and complete the task.
  - Ss compare their answers with their partners.
  - Check Ss' answers around the class. Ss should justify their answers.

#### Answer Key

- 1 F Most whistled languages are based on actual spoken languages and are not secret codes
- 2 T ...the Spanish verb *silbar* which means 'to whistle'...
- 3 NS
- 4 T It was the main form of communication during invasions, wars and immigration.
- 5 T The young people have embraced the idea of learning the language
- 6 F ...known as the 'bird village'...

### Listening

- 2 **Aim** To listen for specific information
- Ask a S to read the rubric aloud. Explain the task.
  - Elicit words related to each place eg: schools: teacher, classroom, students etc.

- Play the recording twice.
- Ss listen and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

#### Answer Key

- 1 C ...Drink your coffee...can you call the waiter?...
- 2 E ...instructor...exercise machines ... sauna... swimming pool...member
- 3 B ...highlights
- 4 D ...terrible toothache...I can't stand the pain any longer

### Speaking

- 3 a) **Aim** To brainstorm for ideas
- Ask Ss to read the rubric and work with their partner to think of words related to the topic.
  - Monitor the activity around the class and assist if necessary.
  - Check Ss' answers around the class.

#### Suggested Answer Key

be of average height, in his/her mid thirties, passionate, committed to his/her job/science, incredibly ambitious, at times he/she can be..., often looks a bit scruffy..., famous player, sociable, easy-going, highly respected, long blonde hair, be a bookworm, smartly dressed, excellent sense of style, short, well-built, sophisticated, athletic, muscular etc.

- b) **Aim** AIM To give a talk using key points
- Explain the task and allow Ss time to prepare their talks.
  - Remind them to use the words related to someone who inspires them from ex. 3a.
  - Ask various Ss to give their talk in class.

#### Suggested Answer Key

I am really inspired by Maria Sharapova. She is a famous tennis player and is one of only three women ever to have won all the major tennis tournaments. She has also been ranked the number 1 female tennis player in the world. She is a beautiful woman, very tall and athletic with long blonde hair. She has modeled for many famous brands and now even has her own clothes lines. She actually designs the clothes that she wears in the major tennis tournaments because the clothes that she was provided with didn't suit her body very well! Sharapova is known for her kindness and generosity. She has a very caring personality and has used her fame to help people in need. She has given money to people affected by the Belsan School crisis as well as the Chernobyl disaster. She is a Goodwill Ambassador for the United Nations Development Agency. She has also helped sports in my country by promoting the 2014 Winter Olympics in Sochi.

*She inspires me because she came from a poor background but has shown that if you work really hard at something you can be a success wherever you come from. Also, her work with charity inspires me to want to help other people. If someone as busy as her can spend time helping other people, then I can too!*

**4** **Aim** To practise text completion using appropriate grammar forms

- Read the rubric aloud and explain the task to the students.
- Allow Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

- 1 *have turned/turn/are turning*    4 *are made*  
 2 *called*    5 *talks*  
 3 *to becoming*

**5** **Aim** To practise word formation

- Give Ss time to read the text and complete the task.
- Check Ss' answers.

**Answer Key**

- 1 *historical*    4 *angrily*  
 2 *announcements*    5 *competition*  
 3 *unpopular*

**BACKGROUND INFORMATION**

Liverpool is a city and port in Merseyside in the northwest of England. It dates back to 1207 and the city has a long history and rich culture. It is a popular tourist destination and has a number of UNESCO World Heritage sites.

**6** **Aim** To practise sentence structure

- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 *have expressed an interest in*  
 2 *despite not being able to*  
 3 *did Amy know that*  
 4 *had her nose fixed*  
 5 *must have been*

**Writing**

**7 a)** **Aim** To prepare for a writing task

- Give Ss time to read the rubric and underline the key words.
- Then elicit Ss' answers to the questions.

**Answer Key**

**Key words:** write an article describing a person you admire from history

- 1 An article about a person I admire from history.
- 2 Past tenses about the person and present tenses about my feelings.
- 3 Five.
- 4 Albert Einstein, Queen Elizabeth I, Oliver Cromwell, Leonardo da Vinci, Marie Curie, etc
- 5 Para 1: who they were and what they were famous for  
 Para 2: what they looked like  
 Para 3: what they were like  
 Para 4: their achievements  
 Para 5: why I admire them

**b)** **Aim** To write an article

- Give Ss time to write their article using their notes from Ex. 7a.
- Ask various Ss to read their essays to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Marie Curie (1867-1934) was a famous Polish physicist and chemist. She discovered Polonium and Radium and was a scientific pioneer.*

*Marie had a plain appearance. She was of average height and build with light brown wavy hair and blue eyes.*

*She was a woman with a strong character. She was a generous and selfless person and worked as a governess to put her sister through medical school. She was also highly intelligent. Some even say she was a genius. She was committed to science and very passionate about her work. Her achievements are impressive. She was the first person to win two Nobel Prizes and the first woman to become a professor at the University of Paris. In addition to her discoveries, Marie also developed a theory of radioactivity. I admire Marie Curie for her devotion and dedication to science which led to her discoveries that have helped mankind. I think she is an inspiration to women and scientists everywhere.*

**Language in Use** **6**

**1** **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class. Ss use their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers

**Answer Key**

- 1 *up*    3 *on*    5 *up*  
 2 *off*    4 *on*    6 *out*

# Module 6

## 2 **Aim** To practise prepositional phrases

- Explain the task and give Ss time to complete it using their dictionaries to help them if necessary.
- Check Ss' answers.

### Answer Key

- 1 of                      3 in                      5 between  
2 on                      4 of                      6 in

## 3 **Aim** To consolidate vocabulary from the module

Give Ss time to complete the task and then check Ss' answers.

### Answer Key

- 1 regret                      3 altered                      5 awkward  
2 admitted                      4 supporters

## 4 **Aim** To practise forming nouns from verbs

- Ask Ss to study the theory and then complete the task.
- Check Ss' answers.

### Answer Key

- 1 delivery                      3 failure                      5 application  
2 urgency                      4 beginning

## 5 **Aim** To consolidate vocabulary learnt in the module

Give Ss time to complete the phrases and then check Ss' answers.

### Answer Key

- 1 plucked                      5 bite                      9 muscle  
2 cosmetic                      6 eye                      10 stamp  
3 chubby                      7 conflict  
4 tongue                      8 go

## Quiz

### **Aim** To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module if necessary.
- Check Ss' answers and then elicit corrections for the false statements.

### Answer Key

- 1 F 3  
2 T  
3 F New Zealand  
4 F a food source  
5 F Really good liars can maintain eye contact longer than normal.  
6 F facial tattoos  
7 F to show anger

- Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes.
- Ask Ss to exchange their quizzes, do them, and then check their answers.

### Suggested Answer Key

- 1 Ka Mate is the most well-known Haka. (T)  
2 A drama queen just won't stop talking. (F – exaggerates their emotions)  
3 A traditional Haka outfit is a kakahu. (T)  
4 Lying is a part of human nature. (T)  
5 SETI is a way to communicate with dolphins. (F – look for aliens)  
6 Ants communicate by rubbing their antennae or legs on a neighbour. (T)  
7 El Silbo is in the Canary Islands. (F – it's a whistled language)

# Russia 6

## Reading & Listening

### 1 **Aim** To introduce the topic and elicit what Ss know about a famous writer and poet

- Draw Ss' attention to the picture and the title of the text.
- Elicit what Ss know about Alexander Pushkin.

### Suggested Answer Key

*Alexander Sergeyevich Pushkin (1799 –1837) was a Russian author of the Romantic era who is considered by many to be the greatest Russian poet and the founder of modern Russian literature.*

### 2 **Aim** To read an extract of a novel for gist

- Direct Ss' attention to the rubric.
- Ask Ss if they know anything about this classic novel.
- Allow Ss time to read the text and answer the question in the rubric.
- Elicit answers from various Ss.

### Suggested Answer Key

*While traveling a man is thinking about an argument he had with a friend of his. He regretted the things he did to his friend. His friend was also very unhappy about his own behaviour. In the end, the man managed to make his friend happy again by promising to spend his money more wisely in the future. When he was close to his destination his driver told him that they could not reach it because the weather was going to become bad.*

**3** **Aim** To read for specific information

- Give Ss time to read the text again and mark the statements correctly.
- Check Ss' answers and ask for justifications.

**Answer Key**

- 1 F *My reflections upon the road was not of a pleasant kind...the loss was not inconsiderable...*
- 2 T *...I also felt wrong and unjust in regard to Savelitch...*
- 3 T *...How could I leave you alone in the hotel?...*
- 4 T *...I made him the promise not to dispose*
- 5 NS

- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**reflection (n):** thought

**inconsiderable (adj):** unimportant

**torment (v):** to cause severe usually persistent or repeated distress of mind

**sigh (n):** a slow breath out that makes a long soft sound, especially because you are disappointed, tired, annoyed, or relaxed

**sin (v):** to do sth that is considered immoral

**dispose (v):** to spend

**mutter (v):** to talk in a quiet voice that is difficult to hear, especially because you are annoyed or embarrassed

**peasant (n):** a country person

**whip (n):** a long thin piece of leather with a handle on one end, used for making horses move faster

**4** **Aim** To identify synonyms

- Read the words in the list and explain/elicite any unknown words.
- Ask Ss to read the text again and find the synonyms of the words in the list.
- Allow Ss some time to complete the task.
- Check Ss' answers.

**Answer Key**

- |              |                          |
|--------------|--------------------------|
| 1 henceforth | 4 let bygones be bygones |
| 2 perceive   | 5 blunder                |
| 3 unjust     | 6 console                |

**5** **Aim** To develop research skills

- Read the rubric aloud and explain the task.
- Ask Ss to collect information from the Internet, reference books or other sources.
- Allow Ss some time to prepare their sentences.
- Ask various Ss to present their sentences to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Alexander Pushkin wrote the novel 'The Captain's Daughter' in 1836. It tells the story of a young man, Peter, who is caught up in a revolution in Russia near the end of the 18th century. The hero falls in love with the daughter of the captain who commands the fortress he is serving in. Unfortunately, another officer also wants to marry this girl. The book tells the story of Peter's struggle to be with the woman he loves. He has to solve the problems the other officer causes him during the rebellion to be with her.*

## REVISION KEY

### Revision 1

- 1 1 collapsed      4 remote      7 demand  
2 fainted      5 survivors      8 stable  
3 grabbed      6 predictable      9 administer

- 2 1 was sleeping      6 were looking  
2 are travelling      7 had waited/  
3 goes      had been waiting  
4 have lost      8 had (already)  
5 is reading      started

- 3 1 whole      4 A large number of  
2 Neither      5 little  
3 hardly any      6 plenty

- 4 1 off      2 at      3 up      4 for      5 in

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

- 6 1 tropical      3 recovery      5 freezing  
2 powerful      4 disabled

### 7 Suggested Answer Key

#### A Lucky Escape

One wintry day last December, my best friend Pete went out for a country walk with his parents. They chose Pete's favourite walk, a narrow path along some cliffs with a wonderful view of the sea. It was a windy day and they were looking down at the rocky coastline and the rough sea below.

They were walking along calmly, enjoying the scenery when suddenly, a gust of wind blew Pete's hat off his head. Pete reached out to grab it. Then, disaster struck! He leaned too far forward, lost his balance and fell towards the rocks. His parents froze in horror, unable to do anything to save him.

Pete didn't fall onto the rocks, but into the sea, where he fought against some big waves to keep his head above water. "Call an ambulance!" yelled Pete's father frantically as his mother struggled to find her mobile phone. Luckily, Pete was a strong swimmer and he managed to swim to a rock and drag himself out of the water. Meanwhile, the emergency services were hurrying to the scene. They arrived a few minutes later and took Pete straight to hospital, where he was treated for shock.

Later that day, everyone was enormously relieved to learn that Pete wasn't injured. As for Pete, he decided never to walk along the cliffs again.

### Revision 2

- 1 1 values      5 designer      9 address  
2 carried away      6 hits      10 revenge  
3 scratched      7 aisle  
4 banned      8 tempting

- 2 1 will make      6 will be travelling  
2 longest      7 hungrier  
3 to be      8 paying  
4 will be moving      9 going to buy  
5 tasty      10 best

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

- 4 1 shorten      3 crispy      5 worsen  
2 encourage      4 variety

- 5 1 ... is not as expensive as ...  
2 ... the most beautiful tulips I ...  
3 ... was made to pay ...  
4 ... you mind carrying ...  
5 ... are looking forward to going ...

### 6 Suggested Answer Key

To: customerservice@supergoods.com

From: jsmith@gomail.com

Subject: Complaint about watch order

Dear Sir/Madam,

I am writing to express my total dissatisfaction with the watch I recently bought from your site and your company's customer service.

I ordered the watch on 3rd June and, despite your website's promise that I would receive it within 10 working days, it did not arrive until 1st July. I complained about the delay but got no response. To make matters worse, the watch came without a battery, even though the website says a battery is included with every purchase. Finally, and most importantly, the watch only works for one hour then stops. I have tried two batteries in it, so I believe it is faulty.

I am sending the watch back to you along with my invoice. I insist that you look into the reasons for the late arrival of the product and its unsatisfactory condition. I expect an apology and a full refund as soon as possible.

Yours faithfully,

Julie Smith

### Revision 3

- 1 1 inspiration      5 hair-raising      9 donate  
2 source      6 faced      10 wandered  
3 raise      7 reach  
4 grabbed      8 conserve

- 2 1 who      3 shouldn't      5 whose  
2 didn't have to      4 where

- 3 1 was/were      4 had gone  
2 were      5 would you do  
3 will/I'll get

- 4 1 reflection      3 truly      5 endless  
2 education      4 freedom

- 5 1 should recycle  
 2 wish you had come with  
 3 afford it, she would travel  
 4 he wouldn't have failed  
 5 would have joined

- 6 1 B 2 E 3 A 4 C 5 D

**7 Suggested Answer Key**

Most children visit the zoo with their parents at some time or other and such visits are considered to be both entertaining and educational. In my view, though, keeping animals in zoos should not be allowed.

Firstly, zoos are very different from an animal's natural environment. The small concrete cages in which wild animals are often kept remind you of prisons rather than homes, as there is no space or freedom for the animals to move around.

Secondly, as a result of being kept in captivity, animals' behaviour can change. They develop odd habits such as pacing up and down or they may even become unusually aggressive. Many animals have difficulty having babies, too.

Nevertheless, some people argue that zoos protect many animals from becoming extinct. As natural habitats are being destroyed by deforestation, for example, animals are finding it difficult to survive in the wild. In zoos, however, they receive food, shelter and medical care.

All in all, I believe that zoos should be banned because they are unnatural for the animals and restrict their freedom. Instead, I am in favour of wildlife parks, where animals can live in an area which is more similar to their natural habitat.

**Revision 4**

- 1 1 debris 5 predictable 9 whistling  
 2 conduct 6 valued 10 countless  
 3 sank 7 gripping  
 4 gathered 8 glared
- 2 1 A strange noise can be heard in Taos.  
 2 An explanation hasn't been found for the Hum.  
 3 Yetis are said to live in the mountains./It is said that Yetis live in the mountains.  
 4 The Naga fireballs were seen by many people last night.  
 5 The lights are believed to have been UFOs./It is believed that the lights were UFOs.
- 3 1 isn't he 3 will you 5 are you  
 2 didn't we 4 shall we
- 4 1 himself 3 themselves  
 2 ourselves 4 yourself/yourselfs
- 5 1 A, the 3 the, - 5 -, -  
 2 The, an 4 the, - 6 The, the

- 6 1 D 2 E 3 A 4 B 5 C

**7 Suggested Answer Key**

*Between* by Jessica Warman is a mystery thriller. It is an exciting and powerful story about a young girl Elizabeth Valchar, who discovers things about her life after her death.

The story begins with Elizabeth Valchar who wakes up after her eighteenth birthday party only to find she is staring at her dead body and can't remember anything that happened. She tries to piece together what happened with Alex, another teen ghost who died the year before in a car accident, and soon begins to realise that her life wasn't as perfect as she thought. Together they try to solve the mystery of her death and set her free.

The book is gripping from the very beginning and keeps the reader absorbed until the very end. You want to learn as much about her life as Elizabeth does. Her search for answers can be confusing at times, but the plot is well-developed. There are plenty of mysterious characters that make the book fascinating.

This book is well worth reading. It is a realistic portrayal of relationships and the truths we sometimes choose not to see. It is a highly-interesting read and one that won't disappoint you.

**Revision 5**

- 1 1 dropped out 5 crash 9 fees  
 2 asset 6 awe 10 stumbled  
 3 skilled 7 relief  
 4 focused 8 burnt out
- 2 1 My Kung Fu teacher told me (that) I must practise hard every day./My Kung Fu teacher told me to practise hard every day.  
 2 Tom asked me if/whether I could show him the way to the library./Tom asked me to show him the way to the library.  
 3 Liam told me not to be late for the lecture.  
 4 Henry said (that) he was doing a Biochemistry degree at Oxford.  
 5 She asked me what the time was./She asked me the time.
- 3 1 He reminded us to hand in our essays before Friday.  
 2 Ann accused Steve of breaking/having broken the printer.  
 3 Sue denied taking/having taken my library card.  
 4 Ben suggested going/that they go to the theatre.  
 5 He apologised for lying/having lied to me.

**REVISION KEY**

- 4 1 until, runs                      4 after, get  
 2 when, finish                      5 before, goes  
 3 By the time, arrived

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

**7 Suggested Answer Key**

Have you thought about going to university or college? Many young people do, but is it absolutely necessary to get a university education or does it make no difference in life?

Without a doubt, there are a number of advantages to going to university. To start with, studying for a degree teaches you all sorts of academic knowledge as well as life skills such as living independently. These will be useful in your future life and career. Furthermore, achieving a degree will increase your chance of finding employment. Moreover, university life is often a very pleasant experience. Students make lots of friends from different backgrounds and have an active social life.

On the other hand, there are a number of drawbacks to going to university. To begin with, it is very expensive. Many students have huge debts when they finish their course which can take years to pay off. In addition, some students may have to study abroad or far away from home and find it difficult to adjust to a new culture or life on their own. Furthermore, some young people may not be emotionally or mentally prepared for the pressures of studying for a degree and the amount of self study involved.

All in all, there are both advantages and disadvantages to going to university. It does not suit everyone and I think it is a personal choice that everyone should make for themselves.

**Revision 6**

- 1 1 goatee            5 exaggerates    9 stamped  
 2 raised            6 convince        10 cosmetic  
 3 Packs            7 fidgeting  
 4 delight           8 signal

- 2 1 in order to      4 can't            7 because of  
 2 might            5 as though      8 can't  
 3 as                6 such            9 must

- 3 1 I will have my new phone installed tomorrow.  
 2 Stacey will have her ears pierced.  
 3 Danny is having his nose fixed (by a plastic surgeon).  
 4 John has had his head shaved (by the hairdresser).

- 4 1 Only if you like yourself will people like you.  
 2 Had he not gone out every night, he might have passed his exams.  
 3 Such a good liar is he that everyone believes him.  
 4 No sooner had he left than it started raining.  
 5 So familiar is she with the dolphins that she calls them by name.

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

**6 Suggested Answer Key**

Mark is my older brother by five years. We grew up together but he is more than a brother to me, he is also my best friend and one of the people in my life that I admire the most.

Mark is an athletic type. He is tall and muscular with short dark curly hair and a dark complexion. He has dark eyes and a cheeky smile. He is usually casually-dressed in sportswear.

Mark has a great personality. He is really patient and never loses his temper even when I borrow something without asking him. He's got a great sense of humour and he tells jokes all the time. He is confident and outgoing, too, and is always the centre of attention whenever we go out.

He has always been there for me when I have needed him. He listens to my problems and helps me find a solution whenever I go through a tough time at school. He has helped me build up my confidence and make friends by encouraging me to join sports teams and letting me hang out with him and his friends.

Mark is an important person to me. I admire him a lot and I can't imagine not having him around. His kindness, patience and great sense of humour have earned him a special place in my life.

**Vocabulary Bank 1**

**Natural disasters**

- |   |                  |                     |
|---|------------------|---------------------|
| 1 | 1 lightning bolt | 6 earthquake        |
| 2 | flooding         | 7 avalanche         |
| 3 | hurricane        | 8 volcanic eruption |
| 4 | drought          | 9 hailstorm         |
| 5 | tropical storm   | 10 landslide        |

- |   |         |           |          |
|---|---------|-----------|----------|
| 2 | 1 alive | 3 matter  | 5 take   |
|   | 2 shot  | 4 grabbed | 6 rising |

- |   |        |      |         |
|---|--------|------|---------|
| 3 | 1 in   | 4 in | 7 to    |
|   | 2 on   | 5 on | 8 in    |
|   | 3 from | 6 to | 9 under |

**4 Suggested Answer Key**

The worst natural disaster I have read about is the tsunami that hit Japan in March 2011. The largest earthquake in Japan's history triggered the tsunami, which hit the east coast of Japan. A total of 15,500 people were killed and 210 billion dollars worth of damage was caused to property.

- |      |             |                 |
|------|-------------|-----------------|
| 5 a) | 1 erupted   | 6 was destroyed |
|      | 2 event     | 7 gases         |
|      | 3 explosion | 8 Ash           |
|      | 4 lava      | 9 blocked       |
|      | 5 crater    | 10 predict      |

- |    |            |             |
|----|------------|-------------|
| b) | 1 storm    | 6 winds     |
|    | 2 reaches  | 7 flatten   |
|    | 3 threat   | 8 flooding  |
|    | 4 releases | 9 evacuated |
|    | 5 destroy  |             |

- |    |             |                  |
|----|-------------|------------------|
| c) | 1 measured  | 6 evacuated      |
|    | 2 destroyed | 7 shelter        |
|    | 3 rubble    | 8 caused         |
|    | 4 collapsed | 9 tectonic plate |
|    | 5 shaken    |                  |

- |   |     |     |     |     |      |
|---|-----|-----|-----|-----|------|
| 6 | 1 C | 3 B | 5 D | 7 F | 9 J  |
|   | 2 A | 4 E | 6 G | 8 I | 10 H |

**6 Suggested Answer Key**

- Did you hear the **breaking news** on the TV?
- The river burst its banks and caused **massive flooding**.
- The volcano erupted with a **deafening roar**.
- This **dormant volcano** hasn't erupted for over three hundred years.
- The **emergency services** were on the scene in a matter of minutes.
- We ran inside to avoid breathing in the **poisonous gases**.
- The authorities arranged for **temporary shelter** for the homeless.

- I could feel the heat from the **flaming lava** even though I was far away.
- Unfortunately, the city was built on a **fault line** and earthquakes are common.
- Trees were blown down by the **violent winds** as the hurricane came ashore.

**Health/Accidents/Injuries**

- |   |              |              |          |
|---|--------------|--------------|----------|
| 1 | 1 faint      | 6 dislocate  | 11 bang  |
|   | 2 graze      | 7 gash/wound | 12 twist |
|   | 3 concussion | 8 break      | 13 scald |
|   | 4 dehydrated | 9 sprain     | 14 cut   |
|   | 5 bruise     | 10 scratch   |          |

**2 Suggested Answer Key**

Once, I fainted at school. I felt awful and I had to lie down in the nurse's office. My parents picked me up and took me home.

- |   |            |            |            |
|---|------------|------------|------------|
| 3 | 1 pain     | 5 ease     | 9 raise    |
|   | 2 treat    | 6 reduce   | 10 injured |
|   | 3 crutches | 7 Wrapping |            |
|   | 4 apply    | 8 go down  |            |

- |   |          |        |           |            |
|---|----------|--------|-----------|------------|
| 4 | 1 pain   | 3 came | 5 sip     | 7 disabled |
|   | 2 struck | 4 lead | 6 missing |            |

- |   |              |             |            |
|---|--------------|-------------|------------|
| 5 | 1 aching     | 7 struggled | 13 injured |
|   | 2 administer | 8 catch     | 14 operate |
|   | 3 suffering  | 9 saved     | 15 hurt    |
|   | 4 prescribed | 10 survived | 16 healing |
|   | 5 cured      | 11 treat    |            |
|   | 6 rescued    | 12 notified |            |

**Weather**

- |   |                |            |              |
|---|----------------|------------|--------------|
| 1 | 1 windy        | 5 rain     | 9 frost      |
|   | 2 cloudy       | 6 snowfall | 10 drought   |
|   | 3 thunderstorm | 7 mist     | 11 hailstorm |
|   | 4 sleet        | 8 foggy    | 12 breeze    |

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

- |   |          |           |           |
|---|----------|-----------|-----------|
| 3 | 1 frozen | 3 snows   | 5 shining |
|   | 2 glowed | 4 pouring | 6 hailing |

- |   |           |           |          |         |
|---|-----------|-----------|----------|---------|
| 4 | 1 ray     | 4 bot     | 7 flake  | 10 dark |
|   | 2 drop    | 5 thunder | 8 strong |         |
|   | 3 extreme | 6 gust    | 9 light  |         |

- |      |                |             |
|------|----------------|-------------|
| 5 a) | 1 chilly       | 5 forecast  |
|      | 2 showers      | 6 snowfall  |
|      | 3 temperatures | 7 freezing  |
|      | 4 drop         | 8 frostbite |

- |    |             |         |
|----|-------------|---------|
| b) | 1 heatwave  | 3 rain  |
|    | 2 scorching | 4 windy |

- 6 1 show 3 floods 5 hurricane 7 fog  
2 humidity 4 windy 6 blizzard 8 clear

**7 Suggested Answer Key**

Tomorrow there will be cloudy skies in the morning. Temperatures will reach 17°. There will be clear weather with bright sunshine in the afternoon and a high of 22°. It will be cooler in the evening, with clear skies and a low of 12°.

**Vocabulary Bank 2**

**Shops & Services**

- |   |   |   |   |   |    |   |    |   |    |   |
|---|---|---|---|---|----|---|----|---|----|---|
| 1 | 1 | A | 5 | M | 9  | H | 13 | C | 17 | O |
|   | 2 | D | 6 | P | 10 | K | 14 | F | 18 | L |
|   | 3 | G | 7 | B | 11 | N | 15 | I | 19 | S |
|   | 4 | J | 8 | E | 12 | T | 16 | Q | 20 | R |

- 2 You can buy a bunch of tulips at a florist's.  
You can buy a birthday cake at a baker's.  
You can buy salmon at a fishmonger's/supermarket.  
You can buy a screwdriver at a hardware shop.  
You can buy a box of chocolates at a confectioner's/supermarket.  
You can buy a jacket at a clothes shop.  
You can buy a pair of sunglasses at an optician's.  
You can buy a mystery novel at a bookshop.  
You can buy a gold bracelet at a jeweller's.  
You can buy cough syrup at a chemist's.  
You can buy a pair of stilettos at a shoe shop.  
You can buy a fashion magazine at a newsagent's.  
You can get a haircut at a hairdresser's.  
You can buy motor oil at a petrol station.  
You can buy milk at a supermarket.  
You can buy old records at a flea market.  
You can buy an old silver candlestick at an antique shop.  
You can wash and dry clothes at a laundrette.  
You can buy organic fruit at a greengrocer's/supermarket.

**3 Suggested Answer Key**

There is a supermarket, a newsagent's and a chemist's in my neighbourhood. I visit the supermarket once a week. I visit the newsagent's every day and I visit the chemist's around once a month. I buy food and groceries from the supermarket. I buy newspapers and chewing gum from the newsagent's and I buy medicine from the chemist's.

**At the supermarket**

- |   |    |   |                 |    |              |
|---|----|---|-----------------|----|--------------|
| 1 | a) | 1 | DAIRY           | 8  | FRUIT &      |
|   |    | 2 | MEAT & FISH     |    | VEGETABLES   |
|   |    | 3 | HOME BAKING     | 9  | TINNED GOODS |
|   |    | 4 | BAKERY          | 10 | DRINKS       |
|   |    | 5 | PET FOOD        | 11 | HOUSEHOLD    |
|   |    | 6 | CRISPS & SNACKS |    | PRODUCTS     |
|   |    | 7 | PAPER PRODUCTS  | 12 | FROZEN FOOD  |

**b) Suggested Answer Key**

- DAIRY:** milk, cheese  
**MEAT & FISH:** beef, salmon  
**HOME BAKING:** sugar, flour  
**BAKERY:** bread, cake  
**PET FOOD:** dog food, cat food  
**CRISPS & SNACKS:** biscuits, crisps  
**PAPER PRODUCTS:** toilet paper, kitchen roll  
**FRUIT & VEGETABLES:** apples, potatoes  
**TINNED GOODS:** beans, soup  
**DRINKS:** orange juice, cola  
**HOUSEHOLD PRODUCTS:** bleach, window cleaner  
**FROZEN FOOD:** frozen prawns, fish fingers

**c) Suggested Answer Key**

I go to the supermarket once a week. I usually buy bread, milk, cheese, beef, pasta, rice, cereal, fruit and vegetables.

- |   |    |   |                  |   |               |
|---|----|---|------------------|---|---------------|
| 2 | a) | 1 | credit card      | 6 | price tags    |
|   |    | 2 | checkout         | 7 | receipts      |
|   |    | 3 | shelves          | 8 | shopping list |
|   |    | 4 | aisle            | 9 | sliding doors |
|   |    | 5 | shopping trolley |   |               |

**b) Suggested Answer Key**

The supermarket where I go shopping is quite big. There are about twelve aisles and five checkouts. There is a fruit & vegetables section, a frozen food section, a meat & fish section, a crisps & snacks section, a household goods section and a dairy products section. There isn't a bakery but the supermarket sells bread in packets. Drinks are in the snacks section. It has everything I need.

- |   |   |                       |    |             |
|---|---|-----------------------|----|-------------|
| 3 | 1 | discount              | 10 | display     |
|   | 2 | coupon                | 11 | queue       |
|   | 3 | cash                  | 12 | offer       |
|   | 4 | resources             | 13 | offered     |
|   | 5 | pre-packaged          | 14 | bargain     |
|   | 6 | waste                 | 15 | credit      |
|   | 7 | save                  | 16 | money off   |
|   | 8 | reduced               | 17 | shift       |
|   | 9 | changed the packaging | 18 | lower price |

**Food & Drinks**

- |   |    |   |            |    |               |
|---|----|---|------------|----|---------------|
| 1 | a) | 1 | chocolate  | 7  | rice          |
|   |    | 2 | nuts       | 8  | bread         |
|   |    | 3 | meat       | 9  | fruit         |
|   |    | 4 | vegetables | 10 | fish          |
|   |    | 5 | pasta      | 11 | poultry       |
|   |    | 6 | grains     | 12 | fats and oils |

**b) Suggested Answer Key**

chocolate – dark chocolate, milk chocolate  
nuts – peanuts, almonds

meat – beef, lamb  
 vegetables – broccoli, peppers  
 pasta – spaghetti, fusilli  
 grains – wheat, oats  
 rice – long grain rice, brown rice  
 bread – white bread, brown bread  
 fruit – apples, bananas  
 fish – salmon, tuna  
 poultry – chicken, turkey  
 fats and oils – butter, olive oil

- 2 a) **fried:** eggs, chicken, potatoes, fish, rice, peppers, sausages  
**baked:** potatoes, fish, beans, chicken, sausages  
**boiled:** eggs, potatoes, carrots, pasta, broccoli, rice, beans, peas, corn  
**roast:** beef, chicken, potatoes, carrots, peppers, sausages  
**grilled:** beef, chicken, fish, peppers, sausages, corn  
**poached:** eggs, fish  
**steamed:** carrots, broccoli, fish, peas, potatoes

**b) Suggested Answer Key**

I like poached eggs, roast beef, fried chicken, baked potatoes, boiled carrots, baked pasta, steamed broccoli, grilled fish, boiled rice, baked beans, roast peppers, boiled peas, grilled sausages and boiled corn.

- 3 1 nutrients 5 grow 9 Unripe  
 2 feed 6 soar 10 shortages  
 3 starve 7 raw 11 consumer  
 4 produce 8 rotten

**UK Currency**

- 1 a) Three pounds twenty-eight/Three pounds and twenty-eight pence  
 Eight pounds/eight quid  
 One pound thirty-five/one pound and thirty-five pence  
 Ten pounds two pence  
 Two pounds and one penny  
 Six pounds fifty/six pounds and fifty pence

**b) Suggested Answer Key**

The currency in my country is the ruble.

- 2 1 wages 10 receipt 19 withdraw  
 2 spend 11 gross income 20 expense  
 3 price 12 currency 21 salary  
 4 owes 13 debt 22 earnings  
 5 borrow 14 bill 23 waste  
 6 lend 15 playing 24 rise  
 7 save 16 refunds 25 profits  
 8 cost 17 pay 26 income  
 9 bonus 18 bargains 27 instalments

**Vocabulary Bank 3**

**World problems**

- |                  |                       |
|------------------|-----------------------|
| 1 1 poverty      | 8 ageing population   |
| 2 homelessness   | 9 illiteracy          |
| 3 water scarcity | 10 disease            |
| 4 pollution      | 11 racism             |
| 5 global warming | 12 population growth  |
| 6 crime          | 13 resource depletion |
| 7 war            | 14 hunger             |

- |                  |              |              |
|------------------|--------------|--------------|
| 2 1 dropping out | 5 gained     | 9 made       |
| 2 Trust          | 6 volunteers | 10 face      |
| 3 adopted        | 7 survive    | 11 affecting |
| 4 abuse          | 8 suffer     |              |

**Raising awareness**

- |             |           |         |
|-------------|-----------|---------|
| 1 1 started | 5 grabbed | 9 raise |
| 2 promote   | 6 join    | 10 draw |
| 3 gaining   | 7 changed |         |
| 4 fight     | 8 provide |         |
- 2 1 E 2 C 3 D 4 A 5 F 6 B

- |                 |               |            |
|-----------------|---------------|------------|
| 3 1 dense       | 5 habitat     | 9 estimate |
| 2 destroyed     | 6 grow        | 10 Logging |
| 3 Deforestation | 7 ingredients |            |
| 4 atmosphere    | 8 produce     |            |

- |              |             |            |
|--------------|-------------|------------|
| 4 1 grab     | 4 reach     | 7 conserve |
| 2 face       | 5 collapsed |            |
| 3 determined | 6 succeeded |            |

**Space**

- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 1 1 B | 3 D | 5 E | 7 I | 9 F |
| 2 A   | 4 G | 6 C | 8 H |     |
- |             |         |           |           |
|-------------|---------|-----------|-----------|
| 2 1 Mercury | 3 Earth | 5 Jupiter | 7 Uranus  |
| 2 Venus     | 4 Mars  | 6 Saturn  | 8 Neptune |
- |             |            |            |
|-------------|------------|------------|
| 3 1 rotates | 5 colonise | 9 farms    |
| 2 orbits    | 6 overcome | 10 survive |
| 3 take off  | 7 releases |            |
| 4 exploring | 8 generate |            |

**Vocabulary Bank 4**

**UFOs**

- |                              |               |
|------------------------------|---------------|
| 1 1 alien                    | 8 debris      |
| 2 unidentified flying object | 9 autopsy     |
| 3 disclosure                 | 10 witness    |
| 4 space                      | 11 wreckage   |
| 5 saucer                     | 12 footage    |
| 6 encounter                  | 13 spacecraft |
| 7 footprints                 |               |

## VOCABULARY BANK KEY

- 2 1 outsider 5 hijacking 9 incident  
 2 foreigner 6 abductions 10 sights  
 3 stranger 7 kidnapping 11 sites  
 4 alien 8 seizure 12 sightings
- 3 1 land 5 report 9 floating  
 2 rotates 6 shining 10 wandering  
 3 sank 7 soared 11 burst  
 4 hovered 8 camped

### Strange Creatures

- 1 1 C 3 F 5 A 7 D  
 2 H 4 B 6 G 8 E
- 2 1 virtually 3 countless 5 highly  
 2 lifelong 4 convincing
- 3 1 study 5 evidence 9 science  
 2 existence 6 cryptids 10 pastime  
 3 living 7 eyewitness  
 4 extinct 8 legends
- 4 1 by 4 about 7 about 10 in  
 2 to 5 about 8 in 11 for  
 3 in 6 of 9 at
- 5 1 figment 4 sample 7 human  
 2 attention 5 value 8 disputed  
 3 examining 6 extinct

### Prehistoric Creatures

- 1 1 preserved 4 distant 7 dormant  
 2 astonishing 5 optimistic  
 3 generally 6 lost
- 2 1 D 2 E 3 A 4 C 5 F 6 B
- 3 1 brought 3 running 5 line  
 2 advanced 4 lie
- 4 1 evolved 4 cloned 7 unleashed  
 2 roamed 5 reviving 8 hatch  
 3 excavating 6 conducting
- 5 1 reign 4 primitive 7 event  
 2 existence 5 extinct 8 mystery  
 3 evolved 6 theory

## Vocabulary Bank 5

### Martial Arts Skills

- 1 1 fight 4 lie 7 throw 10 break  
 2 bend 5 land 8 balance 11 do  
 3 kick 6 punch 9 walk 12 stand
- 2 1 gasped 4 crawling 7 build  
 2 achieved 5 defending 8 attacked  
 3 crouched 6 struggled

- 3 1 away 3 To 5 To  
 2 in 4 on 6 under
- 4 1 strolled 5 crawl 9 hop  
 2 sprinting 6 staggered 10 marched  
 3 stepped 7 slipped  
 4 dragged 8 paced

### Education

- 1 1 researching 5 cheated 9 qualifies  
 2 taking 6 failed 10 sit  
 3 master 7 retaking 11 graduated  
 4 enrol 8 attend
- 2 1 instructor 5 coach 9 teacher  
 2 examiner 6 graduate 10 trainer  
 3 tutor 7 professor  
 4 postgraduate 8 librarian
- 3 1 G 3 B 5 A 7 E  
 2 D 4 F 6 H 8 C
- 4 1 F 2 D 3 B 4 E 5 C 6 A
- 5 1 scholarship 5 career 9 certificate  
 2 course 6 term 10 tests  
 3 curriculum 7 qualification  
 4 degree course 8 marks

## Vocabulary Bank 6

### Appearance & Character

- 1 1 sideburns 9 chubby cheeks  
 2 moustache 10 grey hair  
 3 beard 11 wrinkles  
 4 bun 12 curly hair  
 5 full lips 13 dark-skinned  
 6 freckles 14 fringe  
 7 spiky hair 15 ponytail  
 8 flat nose
- 2 1 angry 6 sad  
 2 aggressive 7 rude  
 3 moody 8 mean  
 4 grumpy 9 embarrassed  
 5 organised 10 fun-loving
- 3 1 C 2 E 3 F 4 B 5 D 6 A
- 4 1 graceful 4 handsome 7 plain  
 2 scruffy 5 ugly 8 smart  
 3 elegant 6 attractive

- 5 **Height:** short, tall  
**Build:** fat, overweight, well-built, average build, slim, thin, skinny  
**Age:** in his/her 20s, baby, elderly/old, middle-aged, teenager, in his/her late 30s, in his/her early 60s

**Complexion:** dark-skinned, freckled, light, olive-skinned, rosy

- |   |               |               |
|---|---------------|---------------|
| 6 | 1 ambitious   | 7 generous    |
|   | 2 selfish     | 8 shy         |
|   | 3 modest      | 9 independent |
|   | 4 stubborn    | 10 cheerful   |
|   | 5 reliable    | 11 friendly   |
|   | 6 trustworthy | 12 confident  |

**7 Suggested Answer**

- 1 My best friend is tall and very handsome. He has dark hair, brown eyes and a strong jawline. He has a tanned complexion and a muscular body.
- 2 My best character traits are that I am positive, a good leader and can communicate well with others. My worst character traits are that I am sometimes impatient and not very good at keeping secrets.
- 3 The character traits that annoy me are selfishness, arrogance and unreliability.

**Body Language**

- |      |              |            |              |             |
|------|--------------|------------|--------------|-------------|
| 1 a) | 1 open       | 4 drum     | 7 frown      | 10 raise    |
|      | 2 scratch    | 5 purse    | 8 cross      | 11 wrinkle  |
|      | 3 shrug      | 6 bite     | 9 wink       | 12 pull out |
| b)   | 1 confused   |            | 7 impatient  |             |
|      | 2 uncertain  |            | 8 unhappy    |             |
|      | 3 nervous    |            | 9 cheeky     |             |
|      | 4 annoyed    |            | 10 shocked   |             |
|      | 5 disgusted  |            | 11 defensive |             |
|      | 6 frustrated |            | 12 surprised |             |
| 2    | 1 hurt       | 3 telling  | 5 playing    | 7 droop     |
|      | 2 maintain   | 4 increase | 6 true       | 8 trust     |

## WRITING BANK KEY

### p. WB1

- 1 1 **Time:** One Friday afternoon, last winter  
**Place:** on the bus  
**People:** I  
**Activity:** travelling home  
**Weather:** very cold, the rain was pounding
- 2 **Senses:** touch (very cold), sight and sound (the rain was pounding)
- 3 The climax event is when the bus veered off the road.
- 4 **Adjectives:** cold, hot, cooked, lucky, relieved, happy  
**Adverbs:** (was pounding) heavily, terribly (wrong), extremely (relieved), seriously (injured), very (happy)
- 5 when, when suddenly, and then, The last thing (I remember), When, Soon after that, a couple of hours ... later, finally

### p. WB2

- |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | c | 3 | d | 5 | e | 7 | a |
|   | 2 | h | 4 | g | 6 | b | 8 | f |

### p. WB3

- |   |   |              |   |                   |
|---|---|--------------|---|-------------------|
| 1 | 1 | Firstly      | 5 | Moreover          |
|   | 2 | For example  | 6 | On the other hand |
|   | 3 | Secondly     | 7 | All in all        |
|   | 4 | For instance |   |                   |

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

### 3 Suggested Answer Key

To begin with, we would economise on the amount of energy we use.  
In addition, wildlife would be more protected.  
Nevertheless, it can be argued that we do not need to ban the use of plastic bags completely.

### p WB4

- 1 **Para 1:** summarises the background information about the book  
**Para 2:** outlines the main points of the plot  
**Para 3:** comments on the plot, the characters and the writing  
**Para 4:** gives the writer's recommendation
- 2 The writer recommends the book positively.

### Suggested Answer Key

I thoroughly recommend The Hunger Games. It's a highly entertaining read that you won't be able to put down. It's got a creative, exciting and original plot and the action is fast-paced. It's well worth reading.

- 3 **The story:** best-selling, fast-paced, science-fiction, exciting, original, thrilling, nerve-racking, touching, enjoyable  
**The plot:** fast-paced, creative, exciting, original  
**The characters:** interesting, strong, well-developed

### p. WB5

- 1 **Para 1:** introduces the topic  
**Para 2:** presents arguments in favour of working while at university  
**Para 3:** presents arguments against working while at university  
**Para 4:** summarises the arguments and gives the writer's opinion
- 2 **Suggested Answer Key**  
Certainly, it can be helpful to work part-time while you are at university.  
That being said, holding down a job while you are a student is not without its drawbacks.

### 3 Suggested Answer Key

- |   |                      |   |                       |
|---|----------------------|---|-----------------------|
| 1 | First of all         | 6 | Secondly              |
| 2 | This would mean that | 7 | In addition           |
| 3 | Moreover             | 8 | All things considered |
| 4 | In spite of this     |   |                       |
| 5 | For a start          |   |                       |

### p. WB6

- 1 A 4      B 1      C 5      D 2      E 3
- 2 1 present tenses  
2 paragraph one  
3 informal/semi-formal (He's, I'm, we'll, likes nothing better than, spends a lot of time either playing or watching, really enjoy his company)

## WORD FORMATION KEY

|                 |                            |                   |                   |
|-----------------|----------------------------|-------------------|-------------------|
| 1 biweekly      | 25 memorise                | 49 endangered     | 73 postage        |
| 2 harden        | 26 exactly                 | 50 pollution      | 74 memorable      |
| 3 comfortable   | 27 rudeness                | 51 outlived       | 75 shortage       |
| 4 defrost       | 28 existence               | 52 difference     | 76 dramatically   |
| 5 coverage      | 29 applications/applicants | 53 circulation    | 77 absorbent      |
| 6 medication    | 30 donation                | 54 compulsory     | 78 disconnect     |
| 7 resignation   | 31 interactive             | 55 captivity      | 79 democracies    |
| 8 infectious    | 32 irreversible            | 56 depression     | 80 insincere      |
| 9 excellent     | 33 optician                | 57 jealously      | 81 energise       |
| 10 slavery      | 34 destructive             | 58 undercooked    | 82 irresistible   |
| 11 manager      | 35 clumsiness              | 59 disgraceful    | 83 relatives      |
| 12 writer       | 36 impression              | 60 recommend      | 84 documentary    |
| 13 musical      | 37 addicted                | 61 breathless     | 85 sociable       |
| 14 pregnancy    | 38 miscalculated           | 62 unconscious    | 86 international  |
| 15 accidentally | 39 immoral                 | 63 arrogance      | 87 disappointment |
| 16 unacceptable | 40 refugee                 | 64 neighbourhood  | 88 politician     |
| 17 shortened    | 41 suspension              | 65 knowledgeable  | 89 accomplishment |
| 18 cooperate    | 42 tasteless               | 66 transformed    | 90 exclusive      |
| 19 incapable    | 43 boredom                 | 67 bossy          | 91 shyness        |
| 20 employees    | 44 unbearable              | 68 assistance     | 92 misjudged      |
| 21 appointment  | 45 safety                  | 69 representative | 93 negligence     |
| 22 Apparently   | 46 obesity                 | 70 daily          |                   |
| 23 lonely       | 47 sensitive               | 71 extremely      |                   |
| 24 flexible     | 48 millionaire             | 72 supernatural   |                   |

## KEY WORD TRANSFORMATIONS KEY

|  |                                   |                                 |
|--|-----------------------------------|---------------------------------|
| 1 is wrong to buy clothes  | 24 by far the most delicious      | 49 apologised for not visiting  |
| 2 so as to see   | 25 had my jeans washed            | 50 is not light enough to       |
| 3 advised me to learn  | 26 would prefer not to go         | 51 can't tell the difference    |
| 4 time you learnt  | 27 shouldn't have taken           | 52 can't have seen              |
| 5 was the first time   | 28 is nothing left                | 53 was made to tidy up          |
| 6 was given directions to  | 29 are responsible for walking    | 54 was called off due           |
| 7 not made up her mind   | 30 gave a detailed description of | 55 possible for us to go        |
| 8 was hardly anyone/were   | 31 (that) you let Bill know       | 56 were let down by             |
| hardly any people  | 32 working out will you           | 57 as soon as she arrived       |
| 9 bring back memories  | 33 is worn out by/has been worn   | 58 takes pride in               |
| 10 is said to have   | out by                            | 59 so as not to get             |
| 11 doesn't approve of  | 34 was the only one who           | 60 most exciting match I've     |
| 12 don't hurry, we will  | 35 is Milly's intention           | 61 more food prices go up       |
| 13 admitted stealing the ring/<br>admitted having stolen the<br>ring | 36 needn't have made              | 62 are not allowed to take      |
| 14 due to the fact that  | 37 didn't succeed in reassuring   | 63 having our house decorated   |
| 15 spite of feeling unwell   | 38 would have been better         | 64 wondered if she could afford |
| 16 you fall behind with  | 39 has no objection to my/me      | 65 she would have played        |
| 17 is very popular with  | 40 for my recommendation          | 66 no circumstances should the  |
| 18 provided (that) you do  | 41 is likely to pass              | 67 to give me a hand            |
| 19 wasn't able to go   | 42 have run out of                | 68 nor Sally took part in       |
| 20 took Clara ages to write  | 43 no matter how much             | 69 had I woken up than          |
| 21 nearly as fast as   | 44 kept Mum waiting for four      | 70 to cut down on the           |
| 22 with a view to travelling   | 45 did nothing but stand          | 71 good at speaking             |
| 23 place where Braveheart was  | 46 find it easy to pass           | 72 could lend her               |
|  | 47 become a photographer until    | 73 costs nothing to             |
|  | 48 a pity you didn't              |                                 |

**Module 1****➤ Exercise 3 (p. 7)**

**Extract 1:** Airport authorities all over northern Europe are cancelling flights and many passengers are stranded at airports unable to fly due to the ash and dust that can cause serious damage to an aircraft in flight. Also, many people have had to leave their homes in the surrounding area.

**Extract 2:** There are scenes of joy and relief as the men hug their families, relieved that their ordeal is over. They are thankful for all of the efforts that led to their rescue. They still can't believe they are alive.

**➤ Exercise 2a (p. 18)**

- A** I can see five soldiers. They are wearing army clothes. They are all wearing gloves and hats. Four of them are looking through binoculars and one person is writing on a piece of paper. There is a vehicle behind them. I think it is a tank.
- B** There are a number of people walking along a raised walkway which runs along a flooded street. The people are wearing boots and pulling small suitcases along so I think they are evacuating from a flooded town. Along the side of the street there are shops but they are partly under the water.
- C** There is a rescue worker and a search and rescue dog. They are in a collapsed building. I can see broken concrete walls. The dog is looking into an area which has collapsed and maybe it can smell a person trapped there. The man is wearing safety gear. He is wearing blue overalls and a hard hat with a light on it.
- D** There is a large train engine. It is black with a red front with the letters SP in white. It has come off the tracks but it hasn't fallen over. There are two men by the side of the tracks in yellow jackets. I think they are discussing what to do.

**➤ Exercise 4 (p. 18)**

Good afternoon and welcome to the lunchtime news, bringing you all the latest national and international headlines. There's been a major train crash on the South Haven to Beverley line. The accident happened during the morning rush hour when the light system failed and two passenger trains collided. The ambulance service and police are now on the scene. Over 40 people have been seriously injured, but luckily no one was killed. The government has ordered an official enquiry to find out why the lights system failed. Other news ... the River Thames burst its banks in the early hours of this morning causing massive flooding in the town of Richmond. The flooding is the result of a night of severe storms and heavy rain. Local residents woke up to find water pouring into their homes. Emergency services are now working to evacuate residents who are still trapped in their homes. The Mayor, said that it was the worst flood the town had ever seen and the cost of repairs could reach well over a million pounds.

**➤ Exercise 9 (p. 21)**

One hot July day, Matt and his friends decided to go surfing. After they loaded their surfboards into his jeep, they set off for the beach.

By the time they got to their favourite surfing spot, the weather had changed. Dark clouds had filled the sky and the wind was blowing violently. Matt continued to drive down the beach hoping to find a calmer area, but the weather only got worse.

All of a sudden, a huge wave collided with the side of his jeep, turning it upside down. Everyone screamed. They couldn't get out. Matt's friend Liz called for help on her cell phone.

Before long, an ambulance and a rescue vehicle arrived. They helped Matt and his friends escape from the overturned jeep. Everyone sighed with relief. Luckily, no one was seriously injured.

**➤ Exercise 2a (p. 22)****Speaker 1**

Rescue teams worked through the night trying to get to anyone trapped beneath the rubble after Tuesday's violent tremors in Jakarta yesterday. Five people, including a four-month-old baby, were pulled out alive. The area continued to suffer mild aftershocks although none led to any further damage. Better weather has helped the teams after Tuesday night's heavy rain and they are optimistic about finding more survivors over the next hours and days.

**Speaker 2**

Flights are being cancelled all over Europe as the ash cloud is drifting down from the north. That's going to cause huge problems for people going on holiday, but the authorities say there's nothing they can do and it's just a matter of waiting until the skies are clear again. There is no danger to residents in towns and cities close to the eruption, but citizens are advised to go out only if absolutely necessary and close all windows.

**Speaker 3**

Many residents in the tiny village of Brevington woke this morning to find streets and homes under 35 cm of water. Heavy rains over the previous few days caused the river to burst its banks unexpectedly for the first time in over a century. Shop and home owners were not prepared and cleaning up the damage could cost them over half a million pounds. The waters are still rising, but conditions are expected to improve later in the day.

**Speaker 4**

Three skiers were still missing last night after a huge avalanche in the French Alps. Tom Haverley, an experienced ski instructor in the Three Valleys area, said yesterday that visitors to that area had been warned of the high chance of avalanches and the missing skiers should not have risked skiing there. Rescue workers are doing everything they can to find the skiers, but hope for their safety is fading.

**Speaker 5**

Last night's high winds reached 128 km per hour in some areas, causing extensive damage to property. Passengers on the 192 bus in Stockley were lucky to be alive after a falling tree crashed onto the roof, throwing passengers from their seats. Amazingly, no one was seriously hurt in the accident although several people were taken to hospital suffering from shock.

**Module 2****➤ Exercise 2 (p. 27)**

- 1 **Ann:** Ooh, I like these skirts, Barbara. What do you think of the red one?  
**Barbara:** It's OK, but I think the pink one would suit you more, or perhaps the cream?  
**Ann:** I'm really not sure ... I think I'll try them all on.  
**Barbara:** Oh no! Look at the line for the fitting rooms!  
**Ann:** Oh come on, it won't take long.
- 2 **Amelia:** Hi, I've just seen a necklace in the window that I like. Could I have a closer look, please?  
**Bob:** Sure, can you point it out to me?  
**Amelia:** Yes, it's that silver one with a little heart and a pink stone on it.  
**Bob:** OK. I'll just get the tray out of the window and I'll show you.  
**Amelia:** Great. Thank you.
- 3 **Alex:** Excuse me, can I try these in a size 12, please?  
**Becky:** Sure, I'll be back in a moment ... here you are.  
**Alex:** Thank you.  
**Becky:** Any good?  
**Alex:** Yes, I like them and they fit me really well. You can't wear suede in the rain, though, can you?  
**Becky:** Well, actually we sell a really good suede protector spray to protect suede shoes in the rain.  
**Alex:** Really? Oh, well I think I'll take them, then. And a can of the protector spray, please.

**➤ Exercise 3b (p. 33)**

- 1 What a nice jacket!
- 2 What beautiful sunglasses!
- 3 How great you look in those jeans!
- 4 How kind you are!

**➤ Exercise 2a (p. 38)****Speaker 1**

Yes, good morning, I'm calling to say I still haven't received the books I ordered from your website over three weeks ago. I called this number last week, and a colleague of yours told me they would arrive by Monday. Well, it's Wednesday now, and there's still no sign of them. Please can you check if my order has been sent?

**Speaker 2**

Hi, I ordered a dress from your website which arrived a few days ago. I've tried it on, though, and I don't think I like it after all. It isn't damaged or anything, it just doesn't suit me. Is it possible to send it back and get a refund, please?

**Speaker 3**

Good afternoon. I ordered a teapot from your shopping site three weeks ago and you sent me a totally different model from the one I ordered. I sent it back to you, but now you've sent me the wrong one again! I know that mistakes happen, but I can't believe this has happened twice. I really do feel I deserve an apology for this.

**Speaker 4**

Yes, hello, I'm very concerned. I recently bought a pair of jeans from your online catalogue and paid by credit card. Now I've just received my credit card bill and I can see that you've charged me twice for the jeans. I definitely only ordered one pair. Could you look into the matter and send me a refund, please?

**Speaker 5**

Good morning. I'm calling to complain about the sofa bed that's just been delivered from your company. Unfortunately, it's damaged. The material is all torn on the back so I'll need to return it. I'm very disappointed. It's a gift for my son's birthday, so is it possible for you to send a replacement by express delivery?

**➤ Exercise 3 (p. 43)**

- A **A:** Do you have them in size 42?  
**B:** Yes, just a moment. I'll get you a pair now.  
**A:** Could I try them on?  
**B:** Yes, of course. Have a seat here.  
**A:** All right. Let's see.  
 Oh, I'm not sure they fit. They're a bit tight around the toes.  
**B:** Would you like to try the next size up?
- B **A:** Hi. How's it going?  
**B:** Not bad. Look what I got.  
**A:** Wow! That's nice! How much was that?  
**B:** I got it for £399. It's super light, it's got HD video and the salesman said the battery lasts 10 hours.  
**A:** It's awesome Brian, but I'm really thirsty so do you think we can order now and play with your new toy later...  
**B:** Sure. Sorry about that.
- C **A:** Good morning. Can I help you?  
**B:** I hope so. I bought this yesterday and I think the earphones are broken.  
**A:** Let me take a look.  
**B:** Here you are.  
**A:** Yes, I'm afraid you're right. I'm very sorry about that. I'll get you a new set.  
**B:** All right. Thanks.
- D **A:** Excuse me.  
**B:** Yes. How can I help you?  
**A:** I'd like to try this on, please?  
**B:** Of course, Madam. The changing rooms are just behind you.  
**A:** Oh, all right. Thank you.  
**B:** You're welcome. If you need anything else feel free to ask.

## Module 3

## ➤ Exercise 1b (p. 48)

**Pete:** I lost my job six months ago because the company I worked for went bankrupt and had to close down. I've been looking everywhere for another place to work; in the newspapers, online – I even go around personally to businesses and leave my CV with them. So far, though, nothing! I hope something comes along soon.

**Sandy:** Since my car accident, when I injured both legs, I've had to learn to get around in a wheelchair. I've been having physical therapy for three months now and I'm told there's a good chance I will walk again. Meanwhile, I try to stay cheerful. Most people are very kind, helping me get onto buses and up ramps and that sort of thing.

**Ann:** Accepting the fact that I've lost my sight was difficult. I've always hated the idea of relying on others to help me get around. You feel such a burden. Now, I've just bought the most wonderful dog. He's a marvellous companion and never leaves my side. When we go out together, he guides me safely across the road without bumping into anyone.

**Bart:** Celia and I got engaged last month and I gave her a huge gold and diamond ring. Now we're looking for a house to buy. Celia really wants something with a swimming pool and stables for the horses. So long as we find something by next June – we're getting married then. After that, I've booked a luxury cruise on the French Riviera for our honeymoon.

## ➤ Exercise 1 (p. 56)

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

## ➤ Exercise 3a (p. 58)

**Presenter:** Today I'm joined by Matt Silbury. Matt recently set up a tree-planting project which aims to breathe fresh new life into urban communities. Welcome, Matt. Perhaps you can start by telling us how the project got started?

**Matt:** Yes, hello. Well, it all started when I moved to Lynton to be closer to my job in the city. I was born and raised in a small town in the country and it was the first time I'd lived in such an urban environment. I found the concrete jungle of all the grey buildings there really depressing. I quickly realised I wasn't alone; other local people felt exactly the same way. So, I did some research on volunteer community projects and decided that I'd enjoy setting up a tree-planting project. It seemed like the perfect way to brighten up the area. I suggested it at a local residents' meeting and we all decided to give it a try. Then we applied to the forest commission for some money to help with the project and, luckily, they gave us permission and money to go ahead.

**Presenter:** Was it difficult to get people involved in the beginning?

**Matt:** Actually, not really. Most people really liked the idea from the start, as tree planting is something that brings an immediate and lasting change to an area. Then, as people began to see their community looking greener and more pleasant, others wanted to join in, too. People keep telling me that they feel a real sense of satisfaction doing something so practical to care for the environment. I know exactly what they mean. It's actually really nice to be able to say "You see that tree over there? I planted it!" I feel that the project has really brought the community closer, too, because we've all been working towards the same goal.

**Presenter:** So what does the future hold for the project?

**Matt:** Well, a small group of us have started trying to promote similar projects in other areas of the city. We visit a lot of community groups and events to talk about what we've done and to encourage others to do the same.

**Presenter:** So how can our listeners find out more?

**Matt:** Just go to our website [www.greenspace.org](http://www.greenspace.org). There's lots of information there about how you can either join us, donate to the project, or even start planting trees in your own community.

**Presenter:** Matt, thank you very much for joining us.

**Matt:** You're welcome.

## ➤ Exercise 6b (p. 61)

**Bill:** Hi, Tina! Have you got a few minutes? I have to write an essay and I'm short on ideas. I was wondering if I could pick your brain.

**Tina:** Sure, Bill. What's the topic?

**Bill:** "It should be mandatory for all young people to do charity work to protect the environment."

**Tina:** Oh, I have to write that one, too. Let's see ... we need two viewpoints which are in agreement with the statement. How about: "This work would benefit young people in the future." You know – things like cleaning-up beaches and planting trees would teach them how to work as part of a team – that's useful for their future jobs.

**Bill:** Good point. They'd also develop a greater sense of responsibility. That's another quality bosses appreciate! On the other hand, wouldn't kids think it's unfair to be forced to give up their free time to do unpaid work?

**Tina:** Well, maybe, and we could mention that in the essay. After all, they could argue that they're already under a lot of pressure with their studies - or work, if they've got a job.

**Bill:** Right. But the most important point we should make is that young people should try to help solve environmental problems, because they help to cause them.

**Tina:** What do you mean?

**Bill:** Well, for example, anyone who travels by car or uses public transportation is helping to increase the problem of air pollution. Young people travel to school or work every day. Also PCs, TVs, game consoles, DVD players, and so on, use a lot of electricity and young people use these all the time.

**Tina:** That's a good point! A lot of young people I know spend most of their time online or playing on their X-Box or Playstation and I suppose you could say they've got more time and energy than their parents to get involved with charity work.

**Bill:** Wow, Tina! We've just managed to find ideas for three main viewpoints. You're terrific! Thanks for your help.

**Tina:** You're welcome, Bill. Now we just have to write a good introduction and conclusion.

### ➤ Exercise 2b (p. 63)

**Rachel:** Hi Brendan. I'm so happy to see you. How did your summer go?

**Brendan:** Great, thanks. I did some voluntary work for six weeks with my two brothers and a couple of friends.

**Rachel:** Really? That's great. And where was that?

**Brendan:** We worked at an animal shelter up north.

**Rachel:** Oh all right. And what did you do exactly?

**Brendan:** Well, there were a lot of things to do so we all had different tasks. Some of the volunteers had to feed and clean up after the animals and sometimes even take them for walks while others helped raise money by presenting the centre to tourists in the town centre and collecting donations. I was asked to organise guided tours for tourists. It was a pretty cool job.

**Rachel:** That's sound interesting. You must have met a lot of people.

**Brendan:** Yeah. It was great. I also learned a lot about conservation and taking care of injured or sick animals. A lot of them are in a terrible condition when they arrive; they are often either terrified of us or aggressive towards us and we have to manage that. Some volunteers on the team find it difficult at first and even cry but after a while you learn that there is no point crying and you learn to act and do what's necessary to help the animals. You have to be caring with them but you also have to be strong to be able to help them.

**Rachel:** I imagine... the poor things. Could I come and help out next year?

**Brendan:** I think so. You know they never have enough volunteers so they are very happy to have people like you.

**Rachel:** Are you sure? I mean I have no experience.

**Brendan:** Anyone can learn how to take care of animals if they want to. Don't worry!

### ➤ Exercise 5c (p. 64)

**Mark:** Have you read this article in the newspaper today, Sarah, about whether we should spend money on space exploration?

**Sarah:** No, what does it say?

**Mark:** Well, the writer thinks that we need to explore other planets so that the human race can continue.

**Sarah:** Really? How come?

**Mark:** Well, he says that resources on Earth are running out so we might need to colonise space to survive. He thinks it's only a matter of time before the Earth is destroyed in a catastrophe like a nuclear war or an asteroid strike.

**Sarah:** That all sounds quite unlikely to me.

**Mark:** Well, he also argues that important scientific discoveries can be made in space. For example, studying dry planets like Mars helps us understand why we have water on Earth. We can also mine resources from new planets.

**Sarah:** I suppose that's true. But does he mention how expensive space exploration is? When millions of people are living in poverty, how can we justify spending billions on space travel? Isn't it more important to provide people with clean water and food?

**Mark:** But the cost of space exploration is very small compared to what the government spends on other things. I mean, think of how much money governments spend on nuclear weapons and wars. It would be much better to spend this money on science.

**Sarah:** I can't argue with that. But you're forgetting one thing. Space exploration is risky. Not every mission is a success. Every time a rocket fails to launch, or a satellite is lost, billions are wasted. The missions can be dangerous for the astronauts too.

**Mark:** True, but overall, I still believe we should spend money on exploring space. It's human nature to want to discover new things about the world – and the universe – we live in!

**Sarah:** Yeah, I suppose so. It's an interesting topic, that's for sure.

## Module 4

### ➤ Exercise 2 (p. 78)

**Kylie:** Hi, welcome back ... I'm Kylie Davies and you're listening to Bookworm Corner. Today we're receiving calls from listeners about books they've recently read. My next caller today is Ann Green, an enthusiastic reader of all kinds of fiction. Hello, Ann, tell us all about the book you've just read.

**Ann:** Hello, Kylie! Well, the book I've really enjoyed reading recently is a crime mystery novel written by Merlin Fraser. It's actually the first book in the 'Inner Space' trilogy. It's called A New Style of Crime Mystery. So, I'm going to give you a few details just to get you interested but don't worry, I won't give away the ending! The hero of the story is Detective Inspector Nick Burton who leads a normal life until his boss and friend, Chief Superintendent Dan Davis, is arrested and charged with murder. He doesn't want to believe that his boss could be capable of this crime, so he tries to find out the truth. But meanwhile, Davis dies in prison. The question is, was he murdered, too?

I really recommend this book to all mystery lovers. The characters are very believable, but also quite complicated and I really felt that they came to life as the story developed. I really enjoyed the author's direct, down-to-earth writing style, too. Apparently, he used to be an officer in the navy, and has a lot of experience in solving problems, which definitely comes through in his writing. Personally, I couldn't put this book down and I can't wait to read the second book in the series.

**Kylie:** Well, thank you Ann for your insight into what seems to be a really exciting, intriguing book. Our next caller is David from Edinburgh. David, hello! ... (fade out)

➤ **Exercise 1 (p. 79)**

*The Day of the Triffids* is a science-fiction novel written in 1951 by John Wyndham (1903-1969). He was a British author and this book established him as an important writer and remains his most famous novel. In this book, the triffids are tall plants with legs that seem intelligent, but are aggressive and attack mankind with their poisonous stings. The book has been adapted for TV twice and was also made into a film.

➤ **Exercise 1b (p. 82)**

**Speaker 1**

Prehistoric people were much closer to nature than us and I think nature was the only way they had to measure the passing of time. Stonehenge is round like a sundial, and I think that's what it was, really. Everyone knows that the rising sun shines directly on the central stone on the longest day of the year. To me, that shows it was used to measure time, perhaps to make farming easier to organise.

**Speaker 2**

Throughout history the largest and most impressive buildings have always been places of worship. It's as true of ancient Greece as it is of 21st century cities. It must have taken a huge effort to build Stonehenge with prehistoric technology, and I feel sure the reason was that people wanted a spiritual place, somewhere perhaps where they could pray for the gods to send them good weather!

**Speaker 3**

I read a newspaper article saying that human remains found near Stonehenge show that people travelled there from as far away as Ireland and a lot of them had bones that had something wrong with them. It's made some scientists believe it was a place people visited to try to improve their health. Apparently there are large stones at Stonehenge that the builders got from a mountain in Wales 150 miles away. People probably believed stones from that area had mysterious powers.

**Speaker 4**

I think the Stonehenge we see today is only a small part of the original structure and I think only a very advanced civilisation could have built it, and not prehistoric humans. It seems likely to me that Stonehenge originally had a large roof which aliens

used to arrive on and leave this planet in their spaceships. Who knows what the roof was made of – perhaps something we can't imagine.

**Speaker 5**

I know there's evidence that a lot of people were buried in the Stonehenge area, so I think it was a burial site and the stones were memorial monuments, like giant gravestones for everyone. I've been there and it's a very peaceful spot – the kind of place you'd like your loved ones to go to after they pass away.

## Module 5

➤ **Exercise 2 (p. 87)**

**Host:** Welcome to the show and today our guest is Dr Tom Baker author of *Lifelong Learning* a new book which has got a lot of people talking. So, tell us a bit about the book.

**Tom:** Well, basically it's about how and when we acquire different skills in life. I discuss the skills we develop throughout our lives and how learning is a lifelong process and not just something we do between the ages of five and eighteen when we receive our formal education.

**Host:** I see. What sort of skills do you mean?

**Tom:** Well, we all need a wide range of skills in order to succeed in life. For example, we need to learn cognitive skills to be able to develop our concentration and memory and learn how to think so that we can begin problem solving. We also need perceptual skills so we can interpret presented information and social skills in order to be able to relate well to other people. Then there are all sorts of sub-skills such as creative thinking and decision making not to mention practical skills and work-related skills.

**Host:** So how, when and where do we learn these skills?

**Tom:** A lot of these skills we learn naturally from being in different social situations and environments. We literally pick them up without realising it. However, others we have to work hard to acquire.

**Host:** I see.

**Tom:** Cognitive skill development for example begins naturally in infancy and is primarily encouraged by parents and family, but it is further developed at nursery school by caregivers with educational toys and games and then when we go to school, college, university and beyond we develop these skills further.

**Host:** So educational institutions are obviously very important, then.

**Tom:** Of course. Everyone should receive an education that helps them to develop important skills such as independent thought and judgement. They also need to be able to make their own decisions, solve their own problems and shoulder their own responsibilities. Teachers, parents and caregivers can help children to grow up with the personal resources and intellectual tools they need to understand the world and behave as responsible human beings. But we are learning all the time from all sorts of different influences.

**Host:** Specifically?

**Tom:** Well, we develop social skills from interacting with our peers, joining social groups, making friends at school, meeting and working with colleagues in the workplace and so on.

**Host:** Aha.

**Tom:** In truth, we never stop learning and our understanding can be developed and improved by all kinds of human experiences. Take travelling for example. Many teenagers take a gap year between uni and starting work to travel and have varied and interesting experiences. Other people retire somewhere warm and find themselves learning a new language in their later years.

**Host:** Okay. But what about people who don't do well in school, don't go to university, have a boring repetitive job and don't have the opportunity to go abroad. What opportunities do they have to learn?

**Tom:** Well, we all have free time. Our leisure activities are important learning opportunities. We can learn physical skills, artistic skills and practical skills at any age from the different activities we do in our free time. Most people these days have a computer and everyone can develop their IT skills and open themselves to the Internet which is a huge source of information for people who want to learn anything and everything!

**Host:** That's fair enough. But what of the absolute sloth who does nothing in their free time except flop down in front of the TV?

**Tom:** (chuckles) They can learn from TV and radio programmes, magazines, newspapers and so on. They can learn to filter and organise information so they find what is interesting to them amongst the visual and audio messages they are bombarded with.

**Host:** Okay. Now I happen to think that the most important life skills are common sense and good judgement but these are not taught in schools or anywhere. How can someone develop these skills?

**Tom:** Well, these are more or less innate skills that we pick up by going through different life experiences. Basically, learning by our mistakes or better still by watching others' mistakes and not making the same ones.

**Host:** (laughs) Well, it's a fascinating topic but I'm afraid we're out of time! Lifelong Learning is available now from all leading retailers. Thank you so much for coming in today ... (fade)

### ➤ Exercise 2b (p. 90)

**Sam:** I'm enrolled at the London School of Business and Finance and I'm studying for a Masters in Business Administration part-time through distance learning. The great thing about this course is that it offers free access to study material, videos, lectures, panel discussion groups and student advisors that are available through a Facebook app. I thought I wouldn't be able to do it because I wouldn't have the time but this is the perfect solution for me because I can access the material anytime from my own home at the click of a mouse.

**Brian:** I'm studying with the Open University and it's fantastic. I can log on whenever I want and study at my own pace and all the resources I need are at my fingertips. I can email or chat online with a tutor anytime I need any help and I don't have to pay a fortune for books. I'm very happy with this method of learning.

**Mary:** I'm learning English with a tutor who comes to my house. It's great to study at home but the best part is that I get one-to-one attention. I don't have to sit in a large classroom and worry about not hearing or understanding the lesson. My tutor goes over everything with me as many times as I like and at my own pace. I actually think that I'm learning a lot faster than I would in a traditional classroom situation.

### ➤ Exercise 2b (p. 98)

In picture A, there are two teenage students sitting at a table whereas, in picture B, there are two mature students and a teacher. In picture A, the girl on the left is using a laptop and the boy on the right is looking in a textbook. In comparison, in picture B the woman on the right is using a computer and the teacher is looking at the screen over her shoulder. There is a man on the left who is also looking at the woman's screen. The students in picture A could be in a library. They may be researching the same topic together or working on a project together. They are working independently outside the classroom. By contrast in picture B the students seem to be in a classroom learning practical computer skills with the teacher on hand to help and answer questions.

### ➤ Exercise 5 (p. 98)

#### Speaker 1

It took me some time to settle in to university life. On my first day, I found out that the university had forgotten to put me on the list for a room in the halls of residence. I had to stay in a B&B for two weeks and there was an hour-long bus ride to get to my classes every day! I didn't make many friends at the beginning either, but when I moved into a flat near campus with two other girls, that solved everything.

#### Speaker 2

When I was choosing which university to go to, I wanted to make sure that I could talk to my sister every day and still enjoy my mum's cooking so I decided to enrol at a university which is only 45 miles away from my family and I go home every weekend. It's great; I get all the excitement of university and all the comforts of home, too.

**Speaker 3**

I have three children aged between 6 and 10 and although I love looking after my family, I have always wanted to do an English degree. I doubted that I would have the time to attend lectures and keep up with everything that needs doing at home too, but I'm happy to say that so far I'm managing to do it. I just have to be extra organised that's all, doing more housework and other jobs at the weekends so that I can study more during the week.

**Speaker 4**

I wasn't really prepared for university. To be honest it was quite a shock to me. The workload was huge and the reading lists for each subject were intimidating. The lecturers give you guidance, but you have to do an enormous amount of research in the library. It's very different from school, but slowly I got to grips with it and I feel like I've handled everything quite well so far.

**Speaker 5**

When I finished college, all my friends were going to university, so I thought it would be a good idea to study PE, but there was so much written work about fitness and nutrition on the course that I really struggled to keep up. Eventually I decided it would be best for me to do something totally different. So I dropped out and got a job working in a gym as a personal trainer. Now, I'm doing a job I love and I'm much happier.

**➤ Exercise 1 (p. 102)**

**Presenter:** Now, if you're thinking about taking a gap year but you're not sure what to do with it, our next guest may be able to help you. Welcome, Amy.

**Amy:** Hello.

**Presenter:** First of all, Amy, why did you decide to take a gap year?

**Amy:** Because I felt like I'd had enough of formal education, in short. By the time I'd sat my high school exams, I needed a break from studying. Also, I'd never had a job, so I wanted to get some work experience.

**Presenter:** So did you go abroad for that, like most gap year students?

**Amy:** Not straight away. I knew I wanted to go to Africa to work as a conservation volunteer. I had a friend who did it and she said that it was the best experience of her life, so I wanted to do the same thing. The problem was, the programme was pretty expensive, so I decided to fund myself by working for a while in the UK first.

**Presenter:** Was it easy to find something?

**Amy:** Reasonably. I registered with an employment agency. I said I would be happy to do any kind of office work. Before long, I was getting work covering for sick office workers: answering telephones and data entry work – that sort of thing. It was quite tedious but it was good for my CV, definitely.

**Presenter:** And did you succeed in saving enough money to get you to Africa?

**Amy:** It took more than half of my gap year, but I got there in the end!

**Presenter:** And did you enjoy it as much as your friend?

**Amy:** Oh, for someone like me who loves wildlife, it was a dream come true. Just living on a South African game reserve is an experience. We'd wake up to the sound of so many birds and often we'd hear lions roaring while in bed at night. The work involved following and observing big cats like lions and cheetahs. I even helped to fit a monitoring collar on a cheetah one day.

**Presenter:** Wow! What was the downside to it?

**Amy:** The accommodation was quite basic and there wasn't much privacy. The volunteers on the project lived in a farmhouse and nobody has their own room. There was no electricity and the showers were always cold. But actually all those things did me good. Now I really appreciate everything I have here in the UK.

**Presenter:** What would you say you learned from the experience?

**Amy:** So many things! A lot of teamwork skills, in particular. I also learnt how to use technology I'd never even seen before, like walkie talkies and a GPS. I learnt basic first aid, too. Oh, and I even got a little teaching experience at a local school.

**Presenter:** It sounds wonderful. If you'd like to learn more about the project Amy took part in, visit our website.

**Module 6****➤ Exercise 3 (p. 118)**

Good morning everyone and thank you for coming today. My name is Brendan Scott and I have over 15 years of experience in communication management. Now, unfortunately, it isn't always easy to get on with other people but when we do have disagreements, if we learn to communicate with each other better, we'll sort out our differences much faster and much more easily.

So, today I'm here to talk to you about some communication techniques that you can try using when you are involved in a conflict with someone. Now, the best type of communication involves a lot of listening! Lots of people think that they are listening when really they are thinking about what they are going to say next. A really good thing to do after someone has finished speaking is to repeat what they said back to them. That way they know that you are paying attention to them and will be more willing to listen to you when you start explaining your point of view.

Another good tip is to use 'I' messages. What this means is saying things like "I feel unhappy and frustrated when this happens" rather than "you're wrong". If you always blame the other person they may feel attacked and become angry and defensive and this will not help you sort out your differences!

A common mistake is not taking responsibility for your own mistakes. Don't be afraid to say "I know you only acted like that because I was being unreasonable". This shows maturity and often encourages the other person to be kinder and admit their mistakes, too. As a result, you begin to understand each other a bit better. Remember that the best solution is often a compromise. It's not about "winning" an argument, but making sure you are both happy with the outcome. Thank you very much for listening to me today and I hope my suggestions help next time you have a disagreement with someone.

➤ **Exercise 2 (p. 123)**

- A** **A:** I just can't stand her.  
**B:** Why? What is wrong with her?  
**A:** She is a gossip and a total drama queen.  
**B:** Oh come on! Drink your coffee and forget about her.  
**A:** I think I need another one actually. Can you call the waiter?  
**B:** Actually, I think we should be going. I've got my dental appointment soon.  
**A:** All right. Let's go.
- B** **A:** Good evening. How can I help?  
**B:** Hi. Do you have any programmes to help lose weight?  
**A:** Yes, of course. We have a great programme with an instructor who will advise you and go through all the exercises. You will have use of all the exercise machines as well as a sauna and a swimming pool.  
**B:** How much is it?  
**A:** If you become a member it is included in the price, that's £59 a month.
- C** **A:** Hi, Sheila. Nice to see you again.  
**B:** Hi, Linda. How are you?  
**A:** Great thanks. Now, what would you like done this time, Sheila?  
**B:** I'm fed up with the way I look so I was thinking of getting some highlights?  
**A:** Oh, all right then. Good idea. Have a seat and Jane will take care of you in a second.
- D** **A:** Hello. How can I help?  
**B:** I'm afraid I've got a terrible toothache.  
**A:** Oh, I'm sorry to hear that.  
**B:** Yes, I can't stand the pain any longer. I was wondering if you could see me now or if I need to make an appointment.  
**A:** Sure. Have a seat and I'll be with you in about ten minutes.  
**B:** Oh thank you ever so much.



# Evaluations

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

| Students' names: |  | Mark and comments |
|------------------|--|-------------------|
| 1                |  |                   |
| 2                |  |                   |
| 3                |  |                   |
| 4                |  |                   |
| 5                |  |                   |
| 6                |  |                   |
| 7                |  |                   |
| 8                |  |                   |
| 9                |  |                   |
| 10               |  |                   |
| 11               |  |                   |
| 12               |  |                   |
| 13               |  |                   |
| 14               |  |                   |
| 15               |  |                   |
| 16               |  |                   |
| 17               |  |                   |
| 18               |  |                   |
| 19               |  |                   |
| 20               |  |                   |
| 21               |  |                   |
| 22               |  |                   |
| 23               |  |                   |
| 24               |  |                   |
| 25               |  |                   |

Evaluation criteria:    c (green)                  w (yellow)                  n (red)

# Cumulative Evaluation

## Student's Self Assessment Forms

|                       |                      |              |                        |
|-----------------------|----------------------|--------------|------------------------|
| <b>CODE</b>           |                      |              |                        |
| <b>**** Excellent</b> | <b>*** Very Good</b> | <b>** OK</b> | <b>* Not Very Good</b> |

### Student's Self Assessment Form

Module 1

**Go through Module 1 and find examples of the following. Use the code to evaluate yourself.**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• talk about recent world events<br/>.....</li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li>• talk about accidents that have happened to me<br/>.....</li> </ul>                  |  |
| <ul style="list-style-type: none"> <li>• talk about my favourite/least favourite TV programmes<br/>.....</li> </ul>          |  |
| <ul style="list-style-type: none"> <li>• decide what to watch on TV<br/>.....</li> </ul>                                     |  |
| <ul style="list-style-type: none"> <li>• give bad news and react to it<br/>.....</li> </ul>                                  |  |
| <ul style="list-style-type: none"> <li>• talk about personal likes/dislikes<br/>.....</li> </ul>                             |  |
| <ul style="list-style-type: none"> <li>• deliver a news report about a recent accident/disaster<br/>.....</li> </ul>         |  |
| <ul style="list-style-type: none"> <li>• compare a natural disaster in my country with another disaster<br/>.....</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• take part in a TV interview with a climber<br/>.....</li> </ul>                     |  |

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• write sentences describing a natural disaster<br/>.....</li> </ul>               |  |
| <ul style="list-style-type: none"> <li>• write a story about a nasty experience<br/>.....</li> </ul>                      |  |
| <ul style="list-style-type: none"> <li>• write a quiz related to the theme of the module<br/>.....</li> </ul>             |  |
| <ul style="list-style-type: none"> <li>• write about an experience involving weird weather phenomena<br/>.....</li> </ul> |  |

|                       |                      |              |                        |
|-----------------------|----------------------|--------------|------------------------|
| <b>CODE</b>           |                      |              |                        |
| <b>**** Excellent</b> | <b>*** Very Good</b> | <b>** OK</b> | <b>* Not Very Good</b> |

**Student's Self Assessment Form**

**Module 2**

|   |  |
|---|--|
| <b>Go through Module 2 and find examples of the following. Use the code to evaluate yourself.</b> |  |
| • talk about shops in my area<br>.....  |  |
| • buy/sell clothes in a shop<br>.....   |  |
| • make/respond to complaints and request action<br>.....  |  |
| • talk about a faulty product I bought<br>.....   |  |
| • talk about a well-known product from my country<br>.....  |  |
| • compare your kitchen with a 1950s one<br>.....  |  |
| • describe a woman's lifestyle<br>.....   |  |

|   |  |
|---|--|
| <b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b> |  |
| • write sentences about modern inventions<br>.....                                |  |
| • write an email of complaint<br>.....  |  |
| • write a quiz related to the theme of the module<br>.....                        |  |
| • write sentences about responsible shopping<br>.....                             |  |
| • write sentences comparing my lifestyle with another person's<br>.....           |  |
| • write sentences about the benefits of vertical farming<br>.....                 |  |

|                       |                      |              |                        |
|-----------------------|----------------------|--------------|------------------------|
| <b>CODE</b>           |                      |              |                        |
| <b>**** Excellent</b> | <b>*** Very Good</b> | <b>** OK</b> | <b>* Not Very Good</b> |

## Student's Self Assessment Form

Module 3

**Go through Module 3 and find examples of the following. Use the code to evaluate yourself.**

|   |  |
|---|--|
| • talk about how I could improve my community<br>.....  |  |
| • talk about the lifestyle of a particular social group<br>.....                              |  |
| • make a donation/explain how to donate to a charity<br>.....                                 |  |
| • talk about the problems of colonising space<br>.....  |  |
| • describe an imaginary space trip<br>.....   |  |
| • express my opinion on the topic of recycling<br>.....                                       |  |
| • take part in a radio interview with someone who has explored the Amazon Rainforest<br>..... |  |

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

|   |  |
|---|--|
| • write an account of a day as an unemployed person<br>.....                      |  |
| • write a letter about a volunteer experience<br>.....                            |  |
| • write a short text about a festival in my country<br>.....                      |  |
| • write sentences about deforestation<br>.....                                    |  |
| • write an opinion essay<br>.....   |  |
| • write sentences about whether I would choose to live in a space colony<br>..... |  |
| • write a quiz related to the theme of the module<br>.....                        |  |

|                       |                      |              |                        |
|-----------------------|----------------------|--------------|------------------------|
| <b>CODE</b>           |                      |              |                        |
| <b>**** Excellent</b> | <b>*** Very Good</b> | <b>** OK</b> | <b>* Not Very Good</b> |

**Student's Self Assessment Form**

**Module 4**

|   |  |
|---|--|
| <b>Go through Module 4 and find examples of the following. Use the code to evaluate yourself.</b> |  |
| • talk about mysterious events/places<br>.....  |  |
| • book tickets for a guided tour<br>.....   |  |
| • talk about dinosaurs and other extinct creatures<br>.....                                       |  |
| • talk about books I have read<br>.....   |  |
| • talk about my favourite/least favourite types of books<br>.....                                 |  |
| • compare pictures<br>.....   |  |
| • talk about haunted places in my country<br>.....  |  |

|   |  |
|---|--|
| <b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b> |  |
| • write a paragraph about a UFO discovery tour<br>.....                           |  |
| • write a summary of a text about monsters<br>.....                               |  |
| • write a book review<br>.....  |  |
| • write a quiz related to the theme of the module<br>.....                        |  |
| • write sentences describing a visit to a mysterious place<br>.....               |  |

**CODE**

\*\*\*\* Excellent

\*\*\* Very Good

\*\* OK

\* Not Very Good

**Student's Self Assessment Form**

Module 5

**Go through Module 5 and find examples of the following. Use the code to evaluate yourself.**

|  |  |
|--|--|
| • talk about school studies<br>.....                                     |  |
| • take part in a radio interview about life at a Shaolin school<br>..... |  |
| • borrow a library book<br>.....   |  |
| • take part in a radio interview about video lectures<br>.....           |  |
| • talk about gap year experiences<br>.....                               |  |
| • describe and compare pictures<br>.....                                 |  |
| • talk about the pros and cons of different learning methods<br>.....    |  |
| • explain how to train the brain to remember things<br>.....             |  |

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

|  |  |
|--|--|
| • write sentences about an experience training with monks<br>.....         |  |
| • write a paragraph about an educational award/youth organisation<br>..... |  |
| • write a for-and-against essay<br>.....                                   |  |
| • write a quiz related to the theme of the module<br>.....                 |  |
| • write sentences describing an inventor's feelings<br>.....               |  |
| • write sentences about how free education helps people<br>.....           |  |
| • write a paragraph about a famous award<br>.....                          |  |

|                       |                      |              |                        |
|-----------------------|----------------------|--------------|------------------------|
| <b>CODE</b>           |                      |              |                        |
| <b>**** Excellent</b> | <b>*** Very Good</b> | <b>** OK</b> | <b>* Not Very Good</b> |

**Student's Self Assessment Form**

**Module 6**

**Go through Module 6 and find examples of the following. Use the code to evaluate yourself.**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>describe people I know<br/>.....</li> </ul>                                   |  |
| <ul style="list-style-type: none"> <li>describe people in photos<br/>.....</li> </ul>                                |  |
| <ul style="list-style-type: none"> <li>talk about a traditional dance or ceremony in my country<br/>.....</li> </ul> |  |
| <ul style="list-style-type: none"> <li>rearrange an appointment<br/>.....</li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li>talk about body language<br/>.....</li> </ul>                                 |  |
| <ul style="list-style-type: none"> <li>give a talk about the life's work of a scientist<br/>.....</li> </ul>         |  |
| <ul style="list-style-type: none"> <li>criticise others and apologise<br/>.....</li> </ul>                           |  |

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>make notes on a text about changing one's appearance<br/>.....</li> </ul>             |  |
| <ul style="list-style-type: none"> <li>write a paragraph about a negative personality type<br/>.....</li> </ul>              |  |
| <ul style="list-style-type: none"> <li>write an article describing a person<br/>.....</li> </ul>                             |  |
| <ul style="list-style-type: none"> <li>write a quiz related to the theme of the module<br/>.....</li> </ul>                  |  |
| <ul style="list-style-type: none"> <li>write sentences expressing my opinion on the topic of appearance<br/>.....</li> </ul> |  |

## Progress Report Cards

### Progress Report Card

| ..... (name) can:   | <b>Module 1</b> |    |               |
|---|-----------------|----|---------------|
|   | very well       | OK | not very well |
| talk about recent world events                                    |                 |    |               |
| talk about accidents that have happened to them                   |                 |    |               |
| talk about their favourite/least favourite TV programmes          |                 |    |               |
| decide what to watch on TV  |                 |    |               |
| give bad news and react to it                                     |                 |    |               |
| talk about personal likes/dislikes                                |                 |    |               |
| deliver a news report about a recent accident/disaster            |                 |    |               |
| compare a natural disaster in their country with another disaster |                 |    |               |
| take part in a TV interview with a climber                        |                 |    |               |
| write sentences describing a natural disaster                     |                 |    |               |
| write a story about a nasty experience                            |                 |    |               |
| write a quiz related to the theme of the module                   |                 |    |               |
| write about an experience involving weird weather phenomena       |                 |    |               |

## Progress Report Card

| ..... (name) can:   | <b>Module 2</b> |    |               |
|---|-----------------|----|---------------|
|   | very well       | OK | not very well |
| talk about shops in their area                                  |                 |    |               |
| buy/sell clothes in a shop                                      |                 |    |               |
| make/respond to complaints and request action                   |                 |    |               |
| talk about a faulty product they bought                         |                 |    |               |
| talk about a well known product from their country              |                 |    |               |
| compare their kitchen with a 1950s one                          |                 |    |               |
| describe a woman's lifestyle                                    |                 |    |               |
| write sentences about modern inventions                         |                 |    |               |
| write an email of complaint                                     |                 |    |               |
| write a quiz related to the theme of the module                 |                 |    |               |
| write sentences about responsible shopping                      |                 |    |               |
| write sentences comparing their lifestyle with another person's |                 |    |               |
| write sentences about the benefits of vertical farming          |                 |    |               |

## Progress Report Card

| ..... (name) can:  | <b>Module 3</b> |    |               |
|--|-----------------|----|---------------|
|  | very well       | OK | not very well |
| talk about how they could improve their community                                  |                 |    |               |
| talk about the lifestyle of a particular social group                              |                 |    |               |
| make a donation/explain how to donate to a charity                                 |                 |    |               |
| talk about the problems of colonising space  |                 |    |               |
| describe an imaginary space trip   |                 |    |               |
| express their opinion on the topic of recycling                                    |                 |    |               |
| take part in a radio interview with someone who has explored the Amazon Rainforest |                 |    |               |
| write an account of a day as an unemployed person                                  |                 |    |               |
| write a letter about a volunteer experience  |                 |    |               |
| write a short text about a festival in their country                               |                 |    |               |
| write sentences about deforestation  |                 |    |               |
| write an opinion essay   |                 |    |               |
| write sentences about whether they would choose to live in a space colony          |                 |    |               |
| write a quiz related to the theme of the module                                    |                 |    |               |

## Progress Report Card

| ..... (name) can:   | <b>Module 4</b> |    |               |
|---|-----------------|----|---------------|
|   | very well       | OK | not very well |
| talk about mysterious events/places                       |                 |    |               |
| book tickets for a guided tour                            |                 |    |               |
| talk about dinosaurs and other extinct creatures          |                 |    |               |
| talk about books they have read                           |                 |    |               |
| talk about their favourite/least favourite types of books |                 |    |               |
| compare pictures  |                 |    |               |
| talk about haunted places in their country                |                 |    |               |
| write a paragraph about a UFO discovery tour              |                 |    |               |
| write a summary of a text about monsters                  |                 |    |               |
| write a book review                                       |                 |    |               |
| write a quiz related to the theme of the module           |                 |    |               |
| write sentences describing a visit to a mysterious place  |                 |    |               |

## Progress Report Card

..... (name) can:

**Module 5**

|   | very well | OK | not very well |
|---|-----------|----|---------------|
| talk about school studies                                     |           |    |               |
| take part in a radio interview about life at a Shaolin school |           |    |               |
| borrow a library book   |           |    |               |
| take part in a radio interview about video lectures           |           |    |               |
| talk about gap year experiences                               |           |    |               |
| describe and compare pictures                                 |           |    |               |
| talk about the pros and cons of different learning methods    |           |    |               |
| explain how to train the brain to remember things             |           |    |               |
| write sentences about an experience training with monks       |           |    |               |
| write a paragraph about an education award/youth organisation |           |    |               |
| write a for-and-against essay                                 |           |    |               |
| write a quiz related to the theme of the module               |           |    |               |
| write sentences describing an inventor's feelings             |           |    |               |
| write sentences about how free education helps people         |           |    |               |
| write a paragraph about a famous award                        |           |    |               |

## Progress Report Card

..... (name) can:

**Module 6**

|   | very well | OK | not very well |
|---|-----------|----|---------------|
| describe people they know   |           |    |               |
| describe people in photos   |           |    |               |
| talk about a traditional dance or ceremony in their country         |           |    |               |
| rearrange an appointment  |           |    |               |
| talk about body language  |           |    |               |
| give a talk about the life's work of a scientist                    |           |    |               |
| criticise others and apologise                                      |           |    |               |
| make notes on a text about changing one's appearance                |           |    |               |
| write a paragraph about a negative personality type                 |           |    |               |
| write an article describing a person                                |           |    |               |
| write a quiz related to the theme of the module                     |           |    |               |
| write sentences expressing their opinion on the topic of appearance |           |    |               |

## WORKBOOK KEY

### Module 1

#### 1a

- 1 a) 1 J      3 G      5 H      7 E      9 F  
2 I      4 B      6 A      8 C      10 D

- b) 1 volcanic eruption  
2 freelance photographer  
3 freezing temperatures  
4 sleepless nights  
5 dormant volcano  
6 stunning photographs

- 2 1 stay              3 shake              5 block  
2 evacuate      4 take              6 provide

- 3 1 look, have been hiking/was hiking  
2 Have you ... had, tripped, broke  
3 have you done/did you do, slammed  
4 do you go, go, am going  
5 are going to dive/are diving, are enjoying  
6 were you doing, was doing, were watching

- 4 1 leaves              6 were hiking  
2 are searching      7 was climbing, slipped  
3 has found              8 goes  
4 has been taking      9 have been digging  
5 travelled

#### 1b

- 1 1 remote              5 struggled              9 survive  
2 struck              6 pain              10 rescue  
3 broke              7 dehydration      11 spotted  
4 notify              8 desperate

- 2 1 motivational      4 disabled              7 aid  
2 credit              5 troubled              8 delirious  
3 sacrifice              6 prosthetic

- 3 1 had been walking      4 had forgotten  
2 had seen              5 had been waiting  
3 had Aron been climbing

#### 4 (Suggested Answers)

- 1 he had been jogging all afternoon.  
2 left before she arrived.  
3 the children had gone to bed.  
4 missing for two days, the police spotted him.  
5 someone had stolen all her money.

- 5 1 had enrolled              4 had forgotten  
2 had packed              5 had been waiting  
3 had been walking

#### 1c, d

- 1 1 declared              3 begged              5 pumped  
2 struggled              4 smashed

- 2 1 strengthen      3 powerful              5 recovery  
2 residents              4 looting

- 3 1 boring              3 funny              5 predictable  
2 educational              4 relaxing              6 silly

- 4 1 D              2 F              3 A              4 B              5 C

#### 5 (Suggested Answer)

A: Why are you watching this silly cooking show?

B: I actually enjoy watching cooking shows.

A: What's on later?

B: Why don't you look in the TV guide?

A: Well, there's a documentary about penguins on Channel 5 or a sitcom on Channel 6.

B: Isn't there anything else on?

A: Make a Deal is on Channel 4. You know, it's a game show. We can watch that.

B: OK. I like the sound of that.

A: As long as we can change the channel at 6. I'd like to watch the wildlife programme.

B: OK. That's fine with me!

#### 1e

- 1 1 miracle              4 astonished              7 wildfire  
2 ignited              5 whirling  
3 phenomena              6 restore

- 2 1 of              5 that/which              9 up  
2 another              6 how              10 more  
3 most              7 are              11 one/some  
4 will              8 an              12 out

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

#### 1f

- 1 1 devastating              5 aftershocks              9 evacuation  
2 frantic              6 triggered              10 shook  
3 collapse              7 stranded              11 rubble  
4 partial              8 courageous              12 epicentre

- 2 1 swept              3 headed              5 closed              7 rolled  
2 ripped              4 struck              6 clung              8 loaded

- 3 1 many              4 Most              8 how much  
2 great deal              5 many              9 Several  
3 a large              6 a few  
amount of              7 Some

- 4 1 both              3 Neither              5 whole  
2 Either              4 None

#### 1g

- 1 1 earthquake              4 tsunami              7 explosion  
2 landslide              5 flood  
3 avalanche              6 war

- 2 1 BLACKENS 3 COLLAPSES 5 BLAST  
2 INJURES 4 RESCUE 6 DAMAGED

- 3 1 b 2 b 3 a 4 a

- 4 1 A 2 C 3 C 4 A 5 C

**1h**

- 1 1 tremendous 3 giant 5 undersea  
2 powerful 4 tectonic, fault

- 2 1 ripples 3 impact 5 shore 7 loss  
2 scale 4 flattened 6 path

- 3 1 off 3 down 5 up 7 on  
2 away 4 out 6 out

- 4 1 damage 6 bridges  
2 ground-level windows 7 orders  
3 higher levels 8 underpasses  
4 radio 9 authorities  
5 emergency kit 10 diseases

**1i**

**1 (Suggested Answers)**

- 1 Last summer, in the Caribbean.
- 2 The climax event was the yacht sinking and their using the rescue dinghy.
- 3 In the end, a rescue boat saved them and they were interviewed on the local radio station.
- 4 They felt relieved in the end.

- 2 1 we went to the Caribbean  
2 we went sailing  
3 a strong wind started to blow  
4 a large wave threw us against a rock  
5 the boat started to sink  
6 we were rescued by a motorboat  
7 the local radio station interviewed us

- 3 1 experienced 3 dark 5 open  
2 fantastic 4 violent 6 lucky

- 4 1 happily 3 strongly 5 quickly  
2 suddenly 4 wildly 6 extremely

- 5 1 pleased 4 deafening 7 thrilling  
2 difficult 5 dark 8 dangerous  
3 calm 6 terrifying

- 6 1 violently 3 carefully 5 slowly  
2 anxiously 4 unexpectedly 6 rapidly

- 7 1 suddenly 3 before long 5 As  
2 Then 4 Ten minutes later

The linking words used in the story are: so, suddenly, before long, then, when, the next day.

- 8 1 As soon as we arrived at the beach we went for a swim.  
2 He put on his bathing suit then he went swimming.  
3 The adults were sunbathing while the children were swimming.  
4 When I arrived at the airport I realised that I had forgotten my passport.  
5 Before I checked out of the hotel I packed my suitcase.

**9 (Suggested Answer)**

Last summer, I went on the holiday of a lifetime to the Caribbean with my friends, Tom and Sarah. The sun shone every day.

**10 a) (Suggested Answer)**

Last weekend, Tim and his friends decided to go hiking up a snowy mountain. It was a sunny but cold day. Tim was excited because he'd never been hiking before; however, his friends were experienced hikers.

**b) (Suggested Answer)**

- 1 Three friends went hiking up a snowy mountain.
- 2 One friend fell and injured his arm.
- 3 The girl threw him a rope to help him while the other friend signaled a rescue helicopter.
- 4 The helicopter lifted the injured boy to safety.

The climax event could be when they were trying to rescue the injured friend.

**11 (Suggested Answer)**

Last weekend, Tim had some time off from work and he decided to go hiking up the snowy mountain with his friends, Mary and Frank. It was bitterly cold when they set off early in the morning, but the sun was shining and they were looking forward to the fresh air and exercise.

By lunchtime, they were halfway up the mountain. Tim looked up at the sky and saw some dark clouds that were getting nearer and nearer. As they looked for shelter, the first snowflakes started to fall. The snow got heavier and heavier and soon they were in the middle of a blizzard.

As Tim made his way through the snow, he slipped and fell into a ravine. He howled in pain; it felt like he had broken his arm and in the raging storm he couldn't hear or see anyone. Luckily, Mary had seen him fall and lowered a rope she had in her rucksack to pull him out. In the meantime, Frank had phoned for a rescue helicopter and as Tim was pulled out of the ravine, they saw a helicopter arriving to take him to the nearest hospital.

Later that day, safe and sound in a hospital bed, Tim sighed with relief. He looked back on his adventurous day and promised himself that next time he went hiking, he would check the weather forecast first!

**English in Use**

- 1 1 buried 5 Rescuers 9 unstable  
 2 violations 6 entrapment 10 successfully  
 3 initially 7 depths  
 4 Luckily 8 supplies

- 2 1 has been camping for  
 2 the first time (that) she  
 3 (had) hit before declaring  
 4 did he sprain  
 5 has been rock climbing since

**Speaking**

- 1 a 3 a 5 b 7 a 9 a 11 b  
 2 a 4 a 6 b 8 b 10 a 12 a

**Language & Grammar Review**

- 1 B 6 B 11 D 16 A 21 A  
 2 B 7 A 12 C 17 B 22 B  
 3 D 8 D 13 B 18 D 23 B  
 4 C 9 D 14 B 19 A 24 C  
 5 D 10 B 15 A 20 B 25 B

**Reading Task**

- 1 C 2 B 3 D 4 B 5 A 6 B

**Building Up Vocabulary**

- 1 1 tabloid 8 bulletin 15 contestants  
 2 headline 9 newflash 16 blizzard  
 3 broadsheet 10 viewer 17 drought  
 4 journalist 11 spectator 18 tornado  
 5 announcer 12 audience 19 cloudy  
 6 commentator 13 opponents 20 stormy  
 7 broadcast 14 participants 21 breezy
- 2 1 constantly 5 frozen 9 occasionally  
 2 natural 6 horizontally 10 disappointed  
 3 explosion 7 impressive 11 infrequently  
 4 truth 8 magical 12 occurrence

**Language Knowledge – Module 1**

- 1 1 C 3 B 5 B 7 D  
 2 A 4 B 6 A

- 2 1 had been working/worked, took  
 2 goes, out  
 3 has been watching, studying  
 4 used to, presents  
 5 knew, had visited

- 3 1 has been erupting for  
 2 hasn't driven since  
 3 haven't changed since  
 4 were hardly any  
 5 has been one year since  
 6 not used to flying

- 7 was the first time  
 8 have been lots of changes  
 9 has been open for  
 10 waited until I arrived before  
 11 aren't many people that/who

**Module 2**

**2a**

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

- 2 1 develop 4 generate 7 invented  
 2 dissolves 5 demonstrate 8 turn into  
 3 prints out 6 on sale
- 3 1 C 3 A 5 B 7 G  
 2 E 4 D 6 F

The picture shows consumer society.

- 4 1 assembly 3 fitness 5 instantly  
 2 endless 4 functional

- 5 1 are going to spend 6 Are you meeting,  
 2 will be flying will be studying  
 3 am going, will come 7 will not take  
 4 are moving, will love 8 am having  
 5 is going to paint 9 will help

**2b**

1

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| P | X | U | A | I | S | L | E | C | K |
| R | S | R | G | J | A | E | W | U | S |
| E | L | A | A | G | F | F | U | S | H |
| P | I | R | S | J | T | E | D | T | E |
| A | D | Y | I | W | R | M | I | O | L |
| C | I | R | E | B | O | K | S | M | V |
| K | N | R | D | H | L | B | P | E | E |
| A | G | F | O | N | L | A | L | R | S |
| G | D | H | X | A | E | R | A | S | U |
| E | O | U | R | Y | Y | D | Y | O | S |
| D | O | S | K | N | A | H | S | K | P |
| F | R | C | H | E | C | K | O | U | T |
| O | S | F | V | G | Q | O | G | I | P |
| O | A | C | A | S | H | I | E | R | U |
| D | X | H | S | K | J | R | Z | N | U |
| Q | C | A | N | S | B | E | W | Y | S |

- 2 1 overflowing 4 coupons 7 deal  
 2 level 5 treats 8 grabbed  
 3 waste 6 line

- 3 1 the largest 4 less, less  
 2 The hungrier, the more 5 good as  
 3 more expensive 6 the biggest

- 4 1 to go 5 walking 9 spending,  
 2 to buy 6 using saving  
 3 to be 7 stick 10 looking  
 4 to find out 8 paying

**2c, d**

- 1 1 goes back 2 durable 3 invented 4 big hit 5 staple 6 generation
- 2 1 fussy 2 trade 3 ingredients 4 formula 5 banned 6 batch
- 3 1 cotton 2 crispy 3 sales 4 wonder
- 4 1 sale, out 2 size 3 try 4 fit 5 by 6 receipt
- 5 1 What a 2 How 3 What 4 How

**6 (Suggested Answer)**

- A: Do you need any help?  
 B: Yes, I'm looking for a red dress.  
 A: What size are you?  
 B: I'm a 12.  
 A: This red dress is from our new line.  
 B: Can I try it on please?  
 A: Of course, the fitting rooms are over there, on the left ... Any good?  
 B: Yes, I love it. I'd like to buy it. Can I pay by credit card?  
 A: Yes, that's no problem. That's £12.99, please.  
 B: There you go.  
 A: Your receipt is in the bag.  
 B: Thank you very much, goodbye.  
 A: Have a nice day!

**2e**

- 1 1 appliances 2 wide 3 longs to 4 dishes 5 stylish 6 fast-paced 7 spoiled 8 values
- 2 1 artificially 2 traditional 3 emissions 4 sustainable 5 effective 6 environmentally 7 optimistic 8 famous 9 hopefully 10 unappealing
- 3 1 D 2 C 3 D 4 D 5 A 6 B 7 B 8 C 9 A 10 B 11 D 12 C

**2f**

- 1 1 environmentally 2 nutrients 3 wonders 4 structure 5 mankind 6 convert 7 wasteland 8 consume 9 lush 10 soared
- 2 1 risen 2 challenge 3 produce 4 springing 5 save 6 draining 7 powered 8 rising

- 3 1 will have mowed 2 will have finished 3 will have written 4 will have increased 5 will have been repairing 6 will have closed 7 will have been travelling
- 4 1 will have finished 2 will have been driving 3 will have been working 4 will have been waiting 5 will have sold 6 will have received

**2g**

- 1 1 D 2 C 3 G 4 A 5 H 6 F
- 2 1 E 2 A 3 F 4 C 5 B
- 3 1 chip 2 hole 3 missing 4 torn

**2h**

- 1 1 throw out 2 reduced 3 conditions 4 bargain-hunting 5 treat
- 2 1 awareness 2 unnecessary 3 acceptable 4 wisely 5 traditional
- 3 1 up 2 along 3 out 4 across 5 by 6 ahead 7 over
- 4 1 C 2 A 3 A 4 B 5 C 6 A 7 A

**2i**

- 1 1 She is writing to complain about bad customer service.  
 2 Ann wants the shop to apologise to her and to investigate the way the customer service desk treats customers.  
 3 Dear Sir/Madam, Yours faithfully
- 2 Complaints: Damaged clothing item  
 Unhelpful customer service staff  
 A rude clerk  
 Justifications: A hole in the shirt's sleeve  
 Ignored the customer  
 Loudly complained about the customer
- 3 1 C 2 B 3 A
- 4 1 m 2 s 3 s 4 m 5 m
- 5 1 Despite the fact that I paid for next day delivery, the item took three days to arrive.  
 2 In spite of having my receipt, the sales assistant wouldn't give me a refund.  
 3 Although the jacket was expensive, the quality of it was poor.  
 4 Even though I received a refund, I am still not satisfied.  
 5 The shop wouldn't replace the item, despite it being damaged.

- 6 a) 1 Even though      4 Furthermore  
      2 Although         5 Despite  
      3 but                 6 Therefore

b) despite, in fact, furthermore, although, overall, therefore.

- 7 1 but                 3 Furthermore      5 Although  
    2 however         4 despite            6 Therefore

**8 (Suggested Answer)**

- 1 the head office of a shop
- 2 purchased a faulty product from a shop
- 3 the faulty product and the sales assistant's rudeness
- 4 by asking for an apology

**9 (Suggested Answer)**

Dear Sir/Madam,

I am writing to express my deepest disappointment with the attitude of a sales assistant at the Boddley Heath branch of All 4 Sports on 12th February. As a regular customer who has often spent a lot of my hard-earned money in your shops, I expected to be treated much better.

On 11th February, I bought a pair of Jumpin'Jack trainers for £120. When I got home, I discovered that one of the trainers had a hole in the sole. I returned the following day to exchange the shoes for another pair. However, when I tried to explain the problem to the sales assistant, she ignored me, serving several other customers before rudely asking me what my problem was. When I insisted that she help me she said that I should have checked them before I left the shop and refused to exchange the trainers. She refused to give me her name and made me leave the store as she said they were closing. I feel that not only have I been sold faulty goods, but that I have been treated very badly in response to what I believed to be a reasonable request.

I hope that you will look into this matter immediately. In addition, I feel I am entitled to a full refund for the trainers that cannot be used and an apology from your rude sales assistant. I look forward to your prompt reply.

Yours faithfully,  
 Anne Joplin

**English in Use**

- 1 1 up      4 than      7 on      10 been  
    2 are      5 for      8 to      11 since  
    3 by      6 few      9 from    12 of
- 2 1 to watch TV than go  
    2 are less nutritious than  
    3 looking forward to going to  
    4 is going to get  
    5 you mind helping me with

**Speaking**

- 1 a      3 b      5 a      7 a      9 b      11 b  
 2 b      4 b      6 b      8 b      10 b      12 a

**Language & Grammar Review**

- 1 A      6 C      11 B      16 C      21 A  
 2 B      7 C      12 D      17 A      22 D  
 3 C      8 B      13 B      18 B      23 C  
 4 B      9 A      14 B      19 A      24 A  
 5 D      10 B      15 C      20 C      25 B

**Reading Task**

- 1 C      3 B      5 A      7 D  
 2 F      4 H      6 G

**Building Up Vocabulary**

- 1 1 offer              8 trademark      15 prospectus  
    2 bargain          9 brand            16 earnings  
    3 discount        10 business      17 profit  
    4 economical     11 company      18 revenue  
    5 costly            12 corporation   19 assembled  
    6 financial        13 brochure      20 manufactured  
    7 label             14 leaflet        21 fabricated
- 2 1 researchers              7 disadvantages  
    2 innovative                8 poisonous  
    3 leisurely                 9 clothing  
    4 removal                 10 environmentally  
    5 embarrassing          11 harmful  
    6 heavily                    12 confident

**Language Knowledge – Module 2**

- 1 1 A      3 A      5 D      7 B  
    2 A      4 D      6 C
- 2 1 will be shopping, order  
    2 will have finished, by  
    3 spending, of  
    4 How, will have been living/will have lived  
    5 will try, best
- 3 1 are not old enough  
    2 has been open for  
    3 is going to return  
    4 can either pay  
    5 looking forward to getting  
    6 prefer not to go shopping  
    7 isn't as fast as  
    8 don't mind going  
    9 is by far the best  
    10 don't let her shop  
    11 has been more than  
    12 was no point in

**Module 3**

**3a**

- 1 a) 1 I      3 C      5 A      7 B      9 J  
       2 E      4 G      6 D      8 H      10 f

- b) 1 recycle old materials  
    2 went undercover  
    3 wears scruffy clothes  
    4 volunteers at a soup kitchen  
    5 make small talk  
    6 look after stray animals

- 2 1 off      3 up      5 out      7 across  
    2 into     4 of      6 for

- 3 1 eye-opening    4 debts            7 accused  
    2 treat            5 criticises       8 invisible  
    3 embarrassed 6 chatty

- 4 1 You mustn't park your car here.  
    2 Jo didn't have to make a donation.  
    3 Alan can't get unemployment benefits.  
    4 Can I borrow your car?  
    5 John could write when he was three years old.  
    6 We should hold a fundraiser.

**3b**

- 1 1 hygiene      3 affection      5 nerve-wracking  
    2 appalling    4 reputation

- 2 1 privileged    4 broken      7 turn to  
    2 missed out   5 conditions  
    3 makeshift    6 leaking

- 3 1 friendly      3 residents  
    2 violence      4 population

- 4 1 would spend   4 would go      7 studies  
    2 had listened   5 help            8 drink  
    3 had            6 had brought

- 5 1 F      2 T      3 F      4 T      5 T

**3c, d**

- 1 1 loyal            4 mystical      7 stands  
    2 performances 5 legends  
    3 solstice       6 traditions

- 2 1 pitched            3 promote  
    2 wandered        4 support

- 3 1 for                3 over            5 in  
    2 of                4 for

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

**5 (Suggested Answer)**

- A: Hello, WWF. How can I help you?  
 B: I'd like to make a donation, please.  
 A: Would you like to make a single donation or a regular monthly donation?  
 B: I'd like to make a monthly donation of £3, please.  
 A: That's great. Can I get your full name and address, please?  
 B: Sure, it's Melanie Hastings and my address is 49 Donnington Gardens, Windsor.  
 A: Could you give me your credit or debit card number, please?  
 B: Yes, it's 4689 9471 3442 7624  
 A: And what's the expiry date, please?  
 B: It's March next year.  
 A: Okay, your donation will start from this month. Thank you very much.  
 B: You're welcome.

**3e**

- 1 1 F      3 C      5 B      7 J      9 G  
    2 A      4 E      6 D      8 I      10 H

- 2 1 which  
    2 , who is an expedition leader,  
    3 who  
    4 where  
    5 , whose brother is my best friend,  
    6 which

- 3 1 but                    5 than                9 by  
    2 long/always        6 both                10 up  
    3 behind              7 not                 11 are  
    4 from                 8 up                 12 one

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

**3f**

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

- 2 1 carbon dioxide      4 space exploration  
    2 final frontier        5 science fiction  
    3 solar system        6 nuclear war

- 3 1 endless            3 generate          5 orbit  
    2 resources        4 overcome         6 wipe

- 4 1 colonies            4 self-sufficient    7 harsh  
    2 warms up         5 release            8 race  
    3 afford             6 catastrophe

- 5 1 If Mark had studied, he would pass his science test.  
    2 If Jane had not arrived on time, she would not have enough time to visit the planetarium.  
    3 If he was well-qualified, he would have got the job at the space centre.

- 4 If they had bought cinema tickets, they would be able to see the new science fiction film tonight.
- 5 If Emily had been told about it, she would be at the science fair now.
- 6 If the researcher had not been working late last night, he would not be exhausted now.
- 7 If Sally took her studies seriously, she would have got into university.

**3g**

- 1 1 A    2 D    3 C    4 C    5 B    6 D

**3h**

- 1 1 Harmful            3 released            5 grazed  
2 diseases            4 threat
- 2 1 under                3 to                    5 down  
2 out                    4 for
- 3 1 on 2 over 3        in 4 out 5 in
- 4 1 A                    3 C                    5 A                    7 C  
2 C                    4 B                    6 C                    8 A

**3i**

**1 (Suggested Answer)**

- 1 I have to write an opinion essay for my college English magazine.
- 2 Elderly relatives sometimes need special care that cannot be provided at home. The elderly can socialise with people of their own age in a nursing home.
- 3 Nursing homes will not treat their elderly residents as well as a family member would.

**2 (Suggested Answer)**

The essay mentions that nursing homes provide professional care staff. It also mentions that the elderly can socialise in a nursing home.

- 3 1 2            2 1            3 3            4 5            5 4

- 4 a) In my opinion, this can be a really good idea as their needs can often be best met there./I believe that ... it is often better for an elderly person to live in a carefully-chosen nursing home.

- b) 2 A nursing home can offer excellent care and facilities for an elderly person/They often have great facilities and special events where the residents can socialise.
- 3 Elderly people don't want to be too dependent on families/They don't want to put a burden on their family members' busy lives ...
- 4 Families are responsible for looking after elderly relatives/You should show them the care they showed you as a child ...

**5 a) & b)**

**listing points:** First of all, Secondly, In the first place, Lastly/Finally

**adding more points:** In addition, Moreover, Also

**introduce an opinion:** In my opinion, It seems to me, I believe that

**introduce an opposite viewpoint:** On the other hand, Although, However

**introduce examples/reasons:** For example, Such as

**show results:** This way, As a result

**conclude:** All in all, To sum up

- 6 1 Moreover                            4 All things considered  
2 For example                        5 As a consequence  
3 On the other hand                6 For instance

- 7 1 The government is going to reduce the speed limit. Consequently, there will be fewer traffic accidents.
- 2 The homeless shelter is going to be demolished. As a result, the charity will have to relocate.
- 3 Recycling bins will be installed in the city so people will be able to dispose of their waste.

**8 a) (Suggested Answer)**

- 2 In the first place, nursing homes, if chosen carefully, can offer excellent care and facilities for the elderly.
- 3 Secondly, many elderly people do not wish to become completely dependent on their relatives.
- 4 However, it is believed by some that elderly relatives should be looked after by their families.

**b) (Suggested Answer)**

- 1 First of all, cycling lanes would encourage people to exercise. Moreover, it would help to reduce city traffic and pollution.
- 2 This way, streets would be kept clean. In addition, this would help animals to find a new home.

- 9 1 C            2 A            3 B

**(Suggested Answer)**

On the other hand, some unemployed people have children. This means they would have to find someone to pay to look after their children while they volunteer.

**10 (Suggested Answer)**

The number of people receiving unemployment benefits is increasing. In my opinion, these people should have to volunteer in their community in order to receive benefits.

Firstly, volunteering would provide people with new skills. For example, they could learn organisational skills and how to work as part of a team. These skills are useful when searching for jobs.

In addition, making people volunteer would stop lazy people from taking advantage of the state. This

way, they would not be able to receive benefits without any effort.

On the other hand, some people believe that we should not force people to volunteer. They may have children and it is expensive to get someone else to watch their children while they are volunteering.

In conclusion, I believe that unemployed people should have to volunteer to help their community. After all, it will give them a sense of accomplishment while making their city a better place.

**English in Use**

- 1 1 vertically 5 impressive 9 endangered  
 2 simply 6 precaution 10 extinction  
 3 comfortable 7 ability  
 4 unaware 8 divers
- 2 1 don't have to attend  
 2 where Tom worked was  
 3 unless you follow  
 4 wish we had gone  
 5 should use public transport

**Speaking**

- 1 b 3 b 5 b 7 a 9 a 11 b  
 2 a 4 a 6 b 8 b 10 a 12 a

**Language & Grammar Review**

- 1 A 6 A 11 B 16 B 21 A  
 2 D 7 B 12 B 17 C 22 D  
 3 C 8 C 13 A 18 D 23 C  
 4 B 9 D 14 B 19 B 24 B  
 5 D 10 C 15 B 20 C 25 D

**Reading Task**

- 1 B 2 D 3 C 4 A 5 B

**Building Up Vocabulary**

- 1 1 scrap 8 threatened 15 settlement  
 2 waste 9 endangered 16 repair  
 3 leftover 10 urban 17 renew  
 4 allowance 11 commercial 18 restore  
 5 donation 12 rural 19 subscription  
 6 grant 13 colony 20 payment  
 7 extinct 14 community 21 contribution
- 2 1 exactly 5 training 9 smoothly  
 2 founder 6 passionate 10 expensive  
 3 inhabitants 7 demanding 11 funding  
 4 obsession 8 dedication 12 generosity

**Language Knowledge – Module 3**

- 1 1 A 3 B 5 C 7 B  
 2 C 4 B 6 D
- 2 1 had known, in 4 were, riding  
 2 who, by 5 which/that, if  
 3 would, worse

- 3 1 I was/were able to go 7 the same number of  
 2 we wouldn't have 8 didn't have to clean  
 volunteered 9 only they hadn't  
 3 only I could find closed  
 4 is/was the one who 10 is the school where  
 5 must not/are not 11 wishes she hadn't  
 allowed to throw spent  
 6 wasn't Max who 12 shouldn't have quit  
 volunteered

**Module 4**

**4a**

- 1 1 footprints 4 sceptic 7 eye-witness  
 2 saucer 5 wreckage  
 3 autopsy 6 sightings
- 2 1 trip 4 events 7 hovered  
 2 examined 5 soared  
 3 view 6 report
- 3 1 intelligent 3 eerie  
 2 oval-shaped 4 impressive
- 4 A Strange object in the sky was filmed by  
 photographer.  
 B Unusual craft in Himalayas is discovered by  
 explorers.  
 C Thousands have been fooled by Belgian UFO hoax.  
 D New planetarium will be opened by mayor  
 tomorrow.
- 5 1 by 2 by 3 with 4 by 5 with
- 6 1 was spotted 5 has not been released  
 2 was captured 6 is believed  
 3 was observed 7 will be revealed  
 4 is being examined

**4b**

- 1 1 specimen 3 native 5 life-size  
 2 countless 4 hair-samples 6 mobility
- 2 1 extinct 4 peered 7 glared  
 2 screech 5 peeped 8 glimpse  
 3 glanced 6 gazed
- 3 1 to 2 on 3 to 4 with
- 4 1 legendary 4 evidence 7 hoax  
 2 secretive 5 prehistoric  
 3 sightings 6 sceptics
- 5 1 is thought to walk like a gorilla  
 2 is thought to have found a UFO  
 3 is believed not to have seen a ghost  
 4 is reported that natives have spotted Bigfoot  
 5 is said to exist

**4c, d**

- 1 1 trials            4 cruel            7 beheaded  
 2 graveyard        5 usher  
 3 haunted          6 torture
- 2 1 ghostly            3 executions       5 successful  
 2 imprisonment    4 occurrence
- 3 1 won't she?        4 is he?            7 doesn't he?  
 2 shall we?        5 can he?  
 3 will you?        6 didn't they?
- 4 1 G            3 E            5 D            7 F  
 2 A            4 C            6 B

**5 (Suggested Answer)**

A: Good afternoon. Is this where I can buy tickets for the York Ghost Walk?  
 B: Yes, it is.  
 A: Great. Could you tell me what the ticket price includes, please?  
 B: Sure. It includes a walking tour of York's haunted locations, spine-tingling stories told by our professional tour guides and historical re-enactments.  
 A: That sounds great. I'd like to buy some tickets, please.  
 B: Of course. When would you like to go?  
 A: Tomorrow night if possible.  
 B: That's fine. How many tickets would you like?  
 A: Could I have two adults please?  
 B: OK. That will be £10, please.  
 A: Great. Here you are. Could you tell me where the tour starts from?  
 B: Of course. It starts at the Roman Column by York Minster every night at 7 pm.  
 A: Thank you.  
 B: My pleasure. Enjoy your visit.

**4e**

- 1 1 A    3 D    5 A    7 C    9 A    11 D  
 2 C    4 A    6 D    8 A    10 C    12 B
- 2 1 Every            5 be            9 about  
 2 around/through    6 who/that    10 had  
 3 of                7 that            11 all  
 4 not                8 to            12 been
- 3 1 reliable            5 belongings    9 mysterious  
 2 aimlessly        6 lengthy        10 unlucky  
 3 disappeared    7 logical  
 4 exceptional    8 speculation

**4f**

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

- b) 1 conduct experiments/run tests  
 2 become extinct  
 3 make a breakthrough  
 4 rule the Earth  
 5 hatch out of an egg

- 2 1 organic            3 relatives        5 prehistoric  
 2 techniques        4 map            6 vessels
- 3 1 preserved        3 excavate        5 cloned  
 2 revive            4 roamed
- 4 1 himself            3 themselves    5 yourself  
 2 ourselves        4 herself
- 5 1 T            2 T            3 F            4 T            5 F

**4g**

- 1 1 D            3 F            5 A            7 E  
 2 B            4 H            6 C            8 G
- 2 1 relaxing            4 frightening    7 silly  
 2 boring            5 thrilling  
 3 unrealistic        6 fascinating
- 3 1 mysterious        4 gripping        7 predictable  
 2 shallow            5 unimaginative  
 3 confusing        6 interesting
- 4 1 b            2 b            3 a            4 b            5 b

**4h**

- 1 1 carving            3 enclosure        5 irritably  
 2 viciously        4 sting            6 complete
- 2 1 broken            4 hacked            7 misted  
 2 crossed            5 whipped        8 wriggled  
 3 settled            6 smacked
- 3 1 out            3 out            5 down  
 2 on            4 on            6 away

- 4 1 (real) page-turner    6 Bermuda Triangle  
 2 couple            7 articles  
 3 eyewitness        8 researchers  
 4 non-fiction        9 a week (from now)  
 5 ghosts            10 documentary

**4i**

- 1 a) A 2            B 1            C 4            D 3
- b) 1 A            2 C            3 B            4 D
- 2 1 political            4 thought-provoking  
 2 anti-war            5 intriguing  
 3 classic            6 realistic

- 3 Book Type:** horror, biography, fantasy  
**Characters:** shallow, likeable, evil  
**Plot:** gripping, original, unimaginative
- 4**
- |                |               |             |
|----------------|---------------|-------------|
| 1 heartwarming | 4 informative | 7 confusing |
| 2 surprising   | 5 mysterious  | 8 funny     |
| 3 exciting     | 6 predictable |             |
- 5**
- |            |                   |         |
|------------|-------------------|---------|
| 1 main     | 4 put it down     | 7 dull  |
| 2 set      | 5 tells the story | 8 twist |
| 3 based on | 6 absorbed        |         |
- 6 a)**
- |                           |                       |
|---------------------------|-----------------------|
| 1 I've ever read          | 5 highly recommend it |
| 2 is definitely for you   | 6 well worth reading  |
| 3 make sure it's this one | 7 to be a best-seller |
| 4 won't regret it         | 8 Don't bother        |
- b)** I would definitely recommend this book to anyone who enjoys reading thrillers. It is a thought - provoking book that you will not be able to put down.

**7 a) (Suggested Answer)**

**Background Information (title, type, author):**  
 The 39 Clues 9: Storm Warning, a mystery novel written by Linda Sue Park.

**Main points of the plot:** Dan and Amy Cahill come up against their evil relatives, Mr William McIntyre and the Madrigals, in their search for the missing clues.

**General comments (plot, characters, beginning, ending):** This book has a mysterious plot. The characters seem to be in danger all the time provoking feelings of sympathy. It has a gripping ending.

**Recommendation and reasons:** This is the most fascinating book of the series because it is very imaginative.

- b)**
- 1 a review of a book
  - 2 present tenses
  - 3 background information, main points of the plot, general comments, recommendation and reasons

**8 (Suggested Answer)**

*Storm Warning*, written by Linda Sue Park, is the ninth book in the popular *39 Clues* series. It is a thrilling mystery novel which continues the story of Amy and Dan Cahill in their quest to solve the mystery of the evil forces.

The story begins in an airport with our two main characters trying to decide where they should go for their next clue. After a brief argument, Dan persuades Amy to go to the Bahamas. However, their friend Nellie has betrayed them. Will Amy and Dan be able to solve the mystery?

The book has a gripping plot which keeps the reader interested from beginning to end. The reader

feels sympathy for the young brother and sister as they come up against their evil relatives, who are capable of the worst crimes.

I would definitely recommend this book to anyone who enjoys reading mystery books and has read the eight previous ones. It's an entertaining read and you won't be able to put it down.

**English in Use**

- 1**
- |        |       |        |         |
|--------|-------|--------|---------|
| 1 At   | 4 as  | 7 how  | 10 fact |
| 2 Due  | 5 up  | 8 that | 11 from |
| 3 ever | 6 for | 9 into | 12 than |

- 2**
- |                                       |                    |
|---------------------------------------|--------------------|
| 1 dinosaur skeleton was discovered by | 3 were amazed by   |
| 2 is said to                          | 4 were reported by |
|                                       | 5 by himself when  |

**Speaking**

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

**Language & Grammar Review**

- |     |      |      |      |      |
|-----|------|------|------|------|
| 1 C | 6 B  | 11 B | 16 D | 21 A |
| 2 C | 7 A  | 12 D | 17 C | 22 B |
| 3 B | 8 A  | 13 B | 18 C | 23 B |
| 4 D | 9 B  | 14 A | 19 D | 24 A |
| 5 A | 10 C | 15 C | 20 B | 25 B |

**Reading Task**

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

**Building Up Vocabulary**

- |                |               |                 |
|----------------|---------------|-----------------|
| 1 1 ghostly    | 8 observation | 15 true-to-life |
| 2 creepy       | 9 speculation | 16 distressed   |
| 3 eerie        | 10 murky      | 17 startled     |
| 4 fierce       | 11 invisible  | 18 alarmed      |
| 5 untamed      | 12 cloudy     | 19 predict      |
| 6 savage       | 13 convincing | 20 speculate    |
| 7 surveillance | 14 realistic  | 21 forecast     |
- 
- |                |               |               |
|----------------|---------------|---------------|
| 2 1 mysterious | 5 equipment   | 9 impossible  |
| 2 peaceful     | 6 scientific  | 10 unlikely   |
| 3 unusual      | 7 electricity | 11 remarkable |
| 4 various      | 8 evidence    | 12 tourists   |

**Language Knowledge – Module 4**

- 1**
- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 3 B | 5 A | 7 D |
| 2 B | 4 D | 6 D |     |
- 2**
- |                          |                   |
|--------------------------|-------------------|
| 1 by, being investigated | 4 is believed, of |
| 2 a/the, further         | 5 to see, the     |
| 3 to catch, that/which   |                   |
- 3**
- |                     |
|---------------------|
| 1 is said to be     |
| 2 were taken by the |

- 3 has been investigated by
- 4 by herself when
- 5 has not been seen for
- 6 thought not to have seen
- 7 was written by me
- 8 wasn't enough light
- 9 only they had got
- 10 would prefer not to go
- 11 is claimed to have been
- 12 wouldn't have seen

**Module 5**

**5a**

- 1 a) 1 D      3 E      5 G      7 C  
       2 F      4 B      6 A
- b) 1 feels full of energy      3 fight blindfolded  
       2 walk barefoot            4 break bricks
- 2 1 discipline      3 relief            5 courage  
    2 strength      4 pride            6 humility
- 3 1 builds    3 achieve    5 crouched    7 spun  
    2 take     4 threw     6 stand
- 4 1 amazement    3 failure            5 meditation  
    2 patience      4 arrogance
- 5 1 Our coach said that the following/next day we would run up the mountain.  
    2 Peter said that he really enjoyed martial arts.  
    3 Joe said that Paul had taken Kung Fu before.  
    4 Tina said that Kay was training at a Shaolin School.  
    5 They said that they had studied Tai Chi in school the previous year/the year before.  
    6 She said that she had been exercising at the gym.  
    7 The teacher said that the students would practise after lunch.

**5b**

- 1 1 sensation      3 occasional      5 crash  
    2 analyst        4 negotiation
- 2 1 enrol            3 motivated      5 researched  
    2 admitted      4 chatty          6 audience
- 3 1 converted      3 complicated    5 prefers  
    2 attracted      4 scribbled      6 stumble
- 4 1 asked, Steve asked me where the lecture theatre was.  
    2 asked, Paul asked John if/whether he had studied for the exam.  
    3 said, Daisy told Ruth to call her later.  
    4 asked, I asked my teacher when we would get our test results back.  
    5 told, The librarian told them to be quiet.  
    6 said, She told me not to write on the blackboard.

- 7 asked, Tim asked me if he was the new headteacher.
- 8 told, He told us not to eat in the class.
- 9 asked, Tina asked Jill if/whether she could help her move that desk.

- 5 1 F      2 D      3 A      4 E      5 C

**5c, d**

- 1 1 potential            7 focused  
    2 challenge           8 disciplined  
    3 extra-curricular    9 opportunity  
    4 progress            10 expedition  
    5 tough                11 faint-hearted  
    6 skills                12 participants
- 2 1 Would you like me to keep it for you?  
    2 Let me have a look on my computer.  
    3 The books are due back one week from today.  
    4 Here you are.  
    5 Someone has borrowed that book.
- 3 1 a      2 b      3 b      4 b      5 a

**4 (Suggested Answer)**

- A: Could you help me please?  
 B: Yes, of course.  
 A: I'm looking for a book.  
 B: Could you tell me the title and the author please?  
 A: *Storm Warning* by Linda Sue Park.  
 B: I'm afraid that book is out right now. Would you like to reserve it?  
 A: Yes, please. When will it be back in?  
 B: It's due back in two days. Would you like to leave your name and number? I can call you when we have it.  
 A: Sure. It's Mary Davis, 522344. Also, can I take out these two books, please?  
 B: Yes, of course. Can I see your library card, please?  
 A: Here you are.  
 B: Oh, there you go. They're due back next week.  
 A: Thank you very much.  
 B: You're welcome.

**5e**

- 1 1 B      2 A      3 A      4 C      5 A      6 C

**5f**

- 1 1 rehearsal          4 poisonous      7 needy  
    2 grubby            5 groom          8 sample  
    3 run-down          6 cup
- 2 1 work                3 coach            5 drive  
    2 study              4 rehabilitate    6 conserve
- 3 1 out                 3 out              5 for  
    2 up                  4 back             6 away

- 4 1 as soon as, arrive      4 when, finish  
 2 before, ride              5 after, had played  
 3 by the time, left        6 until, had saved

- 5 1 As soon as      3 By the time      5 while  
 2 after              4 before            6 Since

**5g**

- 1 1 modern            3 further            5 institutions  
 2 college            4 tutor              6 theatre

- 2 1 tuition            4 comfortable      7 exchange  
 2 convenient        5 residence          8 access  
 3 shy                  6 promotes

- 3 1 unconventional      6 establishment  
 2 optional              7 accessible  
 3 successfully        8 majority  
 4 magicians            9 membership  
 5 intriguing            10 professional

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

**5h**

- 1 1 recalled            4 barking            7 reminded  
 2 erupted            5 snarled  
 3 remember        6 memorise

- 2 1 down      3 of      5 up      7 for  
 2 in          4 out      6 down

- 3 1 out                  3 around            5 up  
 2 away                4 over

- 4 1 B            3 B            5 A            7 B  
 2 C            4 B            6 A            8 B

**5i**

|   |   |  |
|---|---|--|
| 1 | <b>Advantages</b>   | <b>Examples/Justifications</b>   |
|   | More comfortable classroom environment.                             | Students can ask each other questions that they may be embarrassed to ask a teacher. |
|   | Group work encourages students to listen to the opinions of others. | Improves teamwork.   |
|   | <b>Disadvantages</b>  | <b>Examples/Justifications</b>   |
|   | Students may become distracted.                                     | No work is achieved.   |
|   | Only certain opinions are heard.                                    | One student may try to control the group, or another could be too shy to speak.      |

- 2 1 paragraph 4            3 paragraph 3  
 2 paragraph 1            4 paragraph 2

3 **List/Add points:** without a doubt, firstly, in addition,  
**List advantages:** some people argue that  
**List disadvantages:** another disadvantage  
**Introduce examples/justifications:** because, as a result, for example  
**Show contrast:** on the other hand  
**Introduce a conclusion:** all in all  
**Give your opinion:** It seems to me

4 **without a doubt** = to begin with  
**some people argue that** = one point in favour is  
**because** = since  
**in addition** = furthermore  
**on the other hand** = in contrast  
**firstly** = first of all  
**as a result** = therefore  
**another disadvantage** = another argument against it  
**for example** = for instance  
**all in all** = to sum up  
**it seems to me** = I believe

- 5 1 To start with, For instance  
 2 Some people argue that, since  
 3 However, For example  
 4 In my opinion, as

**6 (Suggested Answer)**

- 1 Some people believe that group work has many advantages for students.  
 2 In contrast, group work has some disadvantages for students.

**7 (Suggested Answer)**

- A Without a doubt, carrying out debates in class has many advantages for school students. Having a debate in class is a good way for students to develop their social skills since students learn to listen to other people's opinions.  
 B On the other hand, there are also arguments against debate class being a school subject. Having a debate in class is a bad idea because it wastes time which could be better spent studying other subjects.

- 8 a) 1 A      2 C      3 D      4 B

**b) (Suggested Answer)**

Without a doubt, there are many advantages to wearing a uniform to school. To begin with, parents save a lot of money as school uniforms are much cheaper to buy than designer clothes. Furthermore, they help to reduce bullying since students won't be picked on for looking different.

9 a) 1 D      2 C      3 A      4 B

b) 1 A for-and-against essay discussing the advantages and disadvantages of students studying Art at school.

2 Introduction: Presentation of the topic.

Paragraph 2: The advantages.

Paragraph 3: The disadvantages.

Paragraph 4: Conclusion, stating my own opinion.

3 I will begin by presenting the topic: Many students enjoy doing art in class, but others say that art shouldn't be part of the curriculum. Should art be taught in schools? I will end with a conclusion giving my opinion.

**10 (Suggested Answer)**

Many students enjoy doing art in class, but others say that art shouldn't be part of the curriculum. Should art be taught in schools or is it just a waste of time and money?

Without a doubt, there are many advantages to teaching art to young students in the classroom. Some people argue that art makes students more creative because they learn how to express themselves, which is something that they are not free to do in other subjects like maths or chemistry. In addition, art lessons can be really relaxing for students. It gives students a break from studying textbooks and problem-solving.

On the other hand, there are also arguments against studying art in school. Firstly, some people say it's a waste of time. They believe it's not useful and that students might be better off studying other subjects instead. Another disadvantage is that it can be expensive. For example, the money spent on buying materials could be used to buy textbooks or to improve the school facilities.

All in all, there are both advantages and disadvantages to studying art in schools. It seems to me that if taught well, art is not only recreational, but educational as well.

**English in Use**

1 1 fact      4 own      7 longer      10 So  
2 How      5 in      8 be      11 been  
3 without      6 before      9 around      12 no

2 1 as soon as he finished      5 is thanks to  
2 apologised for missing      donations  
3 hasn't seen Peter since  
4 whether he had written

**Speaking**

1 a      3 a      5 b      7 b      9 a      11 b  
2 a      4 b      6 b      8 a      10 b      12 b

**Language & Grammar Review**

1 D      6 A      11 D      16 D      21 D  
2 C      7 A      12 C      17 D      22 B  
3 C      8 C      13 C      18 D      23 C  
4 C      9 A      14 C      19 A      24 B  
5 C      10 C      15 B      20 D      25 B

**Reading Task**

1 D      2 B      3 C      4 D      5 A

**Building Up Vocabulary**

1 1 handbook      10 professional      19 gap  
2 instructions      11 trainee      20 term  
3 manual      12 apprentice      21 break  
4 campus      13 license  
5 faculty      14 certificate  
6 department      15 degree  
7 associate      16 reward  
8 assistant      17 compensation  
9 colleague      18 trophy

2 1 impossible      5 information      9 hopeful  
2 reality      6 performance      10 athletic  
3 gradually      7 unaware      11 hazardous  
4 activity      8 effortless      12 irresponsibly

**Language Knowledge – Module 5**

1 1 B      3 D      5 C      7 A  
2 A      4 C      6 B      8 B

2 1 asked, didn't know      4 made, to submit  
2 would buy      5 failing, had  
3 of, saying

3 1 apologised for not going  
2 has been learning French for  
3 complained her computer didn't  
4 as soon as she finished  
5 if I was going  
6 was more difficult than  
7 agreed to help me  
8 I were you, I would  
9 for everyone to arrive before  
10 are reported to have cheated  
11 told us not to write  
12 who/that have experience

**Module 6**

**6a**

1 1 manicured      4 frizzy      7 rippling  
2 muscular      5 unflattering      8 flawless  
3 enhanced      6 inadequate      9 glossy

2 1 pointy      3 shaven  
2 wrinkled      4 rosy

- 3 1 caring 4 impolite 7 shy  
2 eager 5 outgoing 8 organised  
3 ill-tempered 6 reliable

- 4 1 inner 3 alters 5 look 7 unique  
2 fat 4 boost 6 resist

- 5 1 Tom has had his hair cut by the hairdresser.  
2 Jane will have her jumper knitted by Mary.  
3 Anna is having her eyebrows plucked by the beautician.  
4 You should have your trousers hemmed (by someone).  
5 John had his stitches removed by the plastic surgeon.

- 6 1 can't 3 may 5 can't 7 must  
2 must 4 might 6 could

**6b**

- 1 1 interrupts 4 dismissed 7 moans  
2 admits 5 exaggerates 8 contribute  
3 dominates 6 intimidate 9 encourage

- 2 1 in 4 down 7 out 10 out  
2 with 5 with 8 on  
3 up 6 in 9 back

- 3 1 as if 4 so 8 such  
2 The reason 5 due to 9 As a result  
why 6 as though  
3 in order to 7 so as to

- 4 1 conclusions 5 ridiculous 9 impressive  
2 dishonest 6 global 10 truth  
3 contestants 7 entertainment  
4 humorous 8 laughter

**6c, d**

- 1 1 tribe 4 chant 7 routine  
2 traditional 5 pit 8 stick  
3 weapon 6 welcome

- 2 1 traditional 3 inhabitants  
2 supporters 4 celebrations

- 3 1 opponent 4 originates 7 engravings  
2 stamp 5 battle  
3 flee 6 triumph

- 4 1 B 2 D 3 E 4 A 5 F

**5 (Suggested Answer)**

- A: Hello, Headers Hairdressers.  
B: Hello. This is Emma Taylor. I'm calling to see if I can rearrange my hair appointment. I've been called into work at short notice.  
A: OK! What time was your appointment?

B: It was supposed to be at 11.30am today. It's with Tara.

A: OK. When would you like to rearrange it?

B: Tomorrow morning, if possible?

A: I'm sorry, but Tara doesn't work on Tuesdays. Could you make it on Wednesday the 23rd at 12pm?

B: Yes, that should be OK.

A: Great. We'll see you on Wednesday, then.

B: Yes, thank you very much.

A: My pleasure. Goodbye.

**6e**

- 1 1 subconscious 4 rubbing 7 drooping  
2 convince 5 distinguish  
3 confidently 6 intensely

- 2 1 spasms 3 detector 5 hide  
2 twitch 4 sign 6 instincts

- 3 1 get cold feet 5 pulled the wool  
2 pulling your leg over my eyes  
3 keep an eye on 6 get it off your chest  
4 give her a hand

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

**6f**

- 1 1 flippers 4 vocal 7 whistles  
2 adapt 5 gestures 8 mimic  
3 wound 6 aquatic

- 2 1 I 3 D 5 C 7 H 9 B  
2 G 4 F 6 E 8 A

- 3 1 familiar 4 impact 7 investigating  
2 contact 5 resolved  
3 coast 6 signals

- 4 1 has the fisherman seen a dolphin out at sea.  
2 Lara went to the aquarium did she realise how clever dolphins are./having gone to the aquarium did Laura realise how clever dolphins are.  
3 do I swim in the sea.  
4 did they know (that) the dolphin show had already started!  
5 you see a dolphin, be sure to take a photo!  
6 a hectic day did Emma have that she took a well-earned rest.  
7 I known about the sea-life centre, I would have gone to visit it.  
8 I you, I'd go to see the aquarium.

- 5 1 hump 4 endangered species  
2 (incredibly) cloudy 5 mercury  
3 fish 6 dams

**6g**

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

**6h**

- 1 1 stick out 3 signal 5 rub  
 2 release 4 pass on 6 invade
- 2 1 camouflage 4 texture 7 display  
 2 predators 5 prey 8 pile  
 3 antennae 6 source
- 3 1 out 3 out 5 on 7 on  
 2 up 4 up 6 off
- 4 1 A 3 B 5 C 7 B  
 2 A 4 B 6 A

**6i**

- 1 b) clothes: 2  
 personality: 3  
 hobbies/interests: 4  
 achievements: 4  
 name/relationship to writer: 1  
 feelings about the person: 5  
 facial features: 2  
 when/where/how the writer met them: 1
- 2 1 2 (Miss Harper is in her mid-thirties and is quite pretty.)  
 2 4 (Miss Harper is an amazing person.)  
 3 5 (All in all, Miss Harper is both sensitive and kind.)  
 4 1 (I met Miss Harper three years ago.)  
 5 3 (I've never met anyone as considerate as Miss Harper.)
- 3 1 pessimistic 3 considerate 5 kind-hearted  
 2 cheerful 4 reserved
- 4 1 lazy 4 selfless 7 absent-minded  
 2 shy 5 trustworthy 8 stubborn  
 3 sociable 6 intelligent
- 5 1 Ann has long brown hair, which she often wears in a pony-tail.  
 2 Darren has wrinkles around his eyes that make him look older than his age.  
 3 Janice is a beautiful girl with an oval face and a small nose.  
 4 John is a very fashionable person who likes to wear designer clothes.
- 6 A 1 both 3 However  
 2 and 4 Despite

- B 1 As well as 3 although  
 2 Moreover
- C 1 also 2 but 3 In spite of
- D 1 and 3 Nevertheless  
 2 On the other hand
- E 1 Even though 3 and  
 2 both 4 In addition

**7 (Suggested Answer)**

**Name:** Sophie Coombes  
**Age:** 16  
**Appearance:** very pretty, olive skin, blonde wavy hair, fashionable, brown oval eyes.  
**Character:** kind, reliable, bossy boots  
**Achievements:** a world-class athlete, trains and competes worldwide, trains with Olympic athletes  
**Your comments & feelings:** a very important person, best friend, inspiring person.

- 1 An article about a classmate I admire.  
 2 present/past tenses.  
 3 I will write 5 paragraphs.  
 4 Paragraph 1: the name of my classmate and how we met.  
 Paragraph 2: his/her physical appearance  
 Paragraph 3: his/her character  
 Paragraph 4: his/her achievements  
 Paragraph 5: how I feel about him/her

**8 (Suggested Answer)**

The classmate I most admire is Sophie Coombes. I met her on my first day of school and we have been friends ever since.  
 She is of medium height and is quite thin. Sophie is very pretty with olive skin, dark brown oval eyes and wavy blonde hair. She's always happy and usually has a warm smile on her face. Sophie has a great sense of style, so she always dresses smartly and looks great in whatever she wears.  
 I've never met anyone as kind as Sophie, she always puts others before herself. I know that I can always rely on her for anything. However, she likes to be in charge and sometimes can be a bit of a bossy boots!  
 She's a very active person and is an extremely talented athlete, who competes in competitions all over the world! She is dedicated to sport and even trains with Olympic medal winners.  
 All in all, Sophie is a very important person to me. She has a good sense of humour and knows exactly what to do to make me smile. Although we don't spend as much time together as I'd like, she's the best friend I've ever had.

**English in Use**

- 1 1 as 4 which 7 only 10 like  
 2 of 5 In 8 too 11 are  
 3 into 6 such 9 been 12 for

- 2 1 will have her house painted  
 2 does Anna complain  
 3 sooner had John left when/than  
 4 such an interesting lecturer that  
 5 had her hair styled by

**Speaking**

- 1 b    3 b    5 a    7 b    9 a    11 b  
 2 a    4 b    6 a    8 a    10 b    12 a

**Language & Grammar Review**

- 1 A    6 C    11 A    16 C    21 C  
 2 C    7 A    12 D    17 B    22 B  
 3 B    8 B    13 A    18 B    23 B  
 4 C    9 C    14 C    19 B    24 C  
 5 D    10 C    15 B    20 A    25 C

**Reading Task**

- 1 C    2 B    3 A    4 C    5 D

**Building Up Vocabulary**

- 1 1 fashion    8 operation    15 reserved  
 2 trend    9 process    16 attracts  
 3 craze    10 free    17 interests  
 4 character    11 independent    18 appeals  
 5 personality    12 liberate    19 drawbacks  
 6 identity    13 secretive    20 barriers  
 7 procedure    14 confidential    21 obstacles
- 2 1 fitness    5 participants    9 luxurious  
 2 requirements    6 rewarding    10 optional  
 3 intensive    7 instructors    11 management  
 4 endurance    8 spectacular    12 unforgettable

**Language Knowledge – Module 6**

- 1 1 D    3 B    5 D    7 D  
 2 C    4 B    6 C
- 2 1 have never been, must    4 can, is waiting  
 2 such, avoiding    5 at, starts  
 3 have your hair dyed, doing
- 3 1 might not have got    7 is said to be  
 2 as a result of    8 I could go on holiday  
 3 had her wallet stolen    9 is having her house painted  
 4 in order to talk  
 5 by meeting the    10 as if she was/were  
 manager will    11 the rudest person I  
 6 accused Vicki of lying

**Grammar Bank 1**

- 1 2 L jumps/saves  
 3 I is growing  
 4 B erupts/flows  
 5 D is bleeding  
 6 C does Sportsline start?

- 7 K eats  
 8 A are you always calling  
 9 G are flying  
 10 E isn't working  
 11 H live  
 12 J passes/shoots

- 2 2 will never    5 don't usually  
 3 are often    6 Mary always record  
 4 sometimes thinks

- 3 1 rains, flood  
 2 Do you ever watch, 'm taking part  
 3 does Liam live, is spending  
 4 Are the authorities still looking, don't know, am watching  
 5 is Sally constantly complaining, thinks  
 6 Do you always go, am thinking  
 7 are you doing, am packing

- 4 2 are falling    6 see    10 are grabbing  
 3 don't believe    7 are running    11 are throwing  
 4 am looking    8 are collecting    12 am going  
 5 occurs    9 seem

- 5 2 Do your friends enjoy (Yes, they do./No, they don't.)  
 3 Is your teacher letting (Yes, she is./No, she isn't.)  
 4 Does it hurt (Yes, it does.)  
 5 Are you reading (Yes, I am./No, I'm not.)  
 6 Do you think (Yes, I do./No, I don't.)

- 6 2 C    3 G    4 B    5 D    6 A    7 F

- 7 1 was reading, came  
 2 did you sprain, fell off  
 3 did you do, grabbed, drove  
 4 weren't sleeping, called, were watching

- 8 2 was driving    7 Were you working  
 3 heard    8 didn't get  
 4 collapsed    9 was trying  
 5 happened    10 was  
 6 did the mine collapse

- 9 2 He didn't use to/wouldn't travel abroad.  
 3 He didn't use to/wouldn't go windsurfing.  
 4 He used to live in a flat.  
 5 He didn't use to have a car.  
 6 He used to/would ride a bike.

We can use *would* to describe past habits not states.

**10 (Suggested Answers)**

- 2 explained our mistakes to us.  
 3 I was preparing breakfast.  
 4 bought some Christmas presents.  
 5 enjoy visiting my great aunt Mary every Sunday.

**WORKBOOK KEY**

- 11 1 have been looking  
2 Have you seen, haven't had  
3 has forced, haven't heard  
4 have been trying, have been running

- 12 2 have been to                      5 has gone to  
3 have gone                          6 have, been  
4 has been in

- 13 1 had, headed  
2 has just emailed, took  
3 have left, saw  
4 Has Liam gone, haven't spoken  
5 did the earthquake last, have been  
6 haven't seen, put, left  
7 took, have already visited.

- 14 2 worked                              8 made  
3 took                                    9 have shot  
4 photographed                      10 haven't had  
5 came about                         11 has been asking  
6 erupted                               12 has brought  
7 witnessed

**15 (Suggested Answers)**

- 2 A: Have you ever watched a talent show?  
B: Yes, I have.  
A: When did you watch it?  
B: Last Saturday night.
- 3 A: Have you ever travelled abroad?  
B: Yes, I have.  
A: Where did you go?  
B: I went to Italy.
- 4 A: Have you ever tasted something strange?  
B: Yes, I have.  
A: What was it?  
B: It was pizza with pineapple.
- 5 A: Have you ever asked a celebrity for an autograph?  
B: Yes, I have.  
A: Who was it?  
B: It was Madonna.
- 6 A: Have you ever burnt yourself?  
B: Yes, I have.  
A: How did it happen?  
B: While I was baking a cake the other day.
- 7 A: Have you ever argued with your best friend?  
B: Yes, I have.  
A: Why did you argue?  
B: Because he took my bike without asking first.
- 8 A: Have you ever cooked for someone else?  
B: Yes, I have.  
A: What did you cook?  
B: A delicious roast beef meal.

- 16 2 had been lying                    4 had grown  
3 had been ringing                 5 had evacuated

- 17 1 had been hiking  
2 Did you have, (had) left, got  
3 didn't show up, didn't get  
4 Did Ben and Jerry finally settle, had been arguing, happened

- 18 2 several                              4 number  
3 much                                  5 a little

- 19 2 all    3 either    4 no    5 Each    6 whole

- 20 2 This soap opera is not only boring but also has a predictable plot.  
3 Neither Ian nor Tom had ever seen a tornado before.  
4 Each of the students presented their project in class.  
5 Both ball lightning and fire tornadoes are very rare phenomena.

**Grammar Bank 2**

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

- 2 2 're going to knock                5 won't be  
3 will be                                    6 am going to buy  
4 leaves

- 3 2 'll be running                        4 'll be having  
3 'll be taking                            5 'll be using

- 4 2 'll have                                4 'm going/'m going to go  
3 start                                      5 will be getting

- 5 2 're going to spend                 6 'll come back  
3 'll be                                       7 are you leaving  
4 're going to do                        8 'll be flying  
5 's going to be                         9 'll see

- 6 2 People will do all their shopping online.  
3 People won't use fossil fuels.  
4 People will wear spray-on clothes.  
5 Voice-activated computers will help run our houses.  
6 People won't pay for things in cash.

- 7 1 Are you going to meet your friend at the mall?  
Yes, I am./No, I'm not.  
2 What are you doing at the weekend? Suggested answer: I'm going to visit friends.  
3 Will you be working this time tomorrow? Yes, I will./No, I won't.

| 8 | Adjective        | Comparative           | Superlative               |
|---|------------------|-----------------------|---------------------------|
|   | cheap            | cheaper               | the cheapest              |
|   | <b>expensive</b> | <b>more expensive</b> | <b>the most expensive</b> |
|   | <b>good</b>      | <b>better</b>         | <b>the best</b>           |
|   | <b>little</b>    | <b>less</b>           | <b>the least</b>          |
|   | trendy           | <b>trendier</b>       | <b>the trendiest</b>      |
|   | stylish          | <b>more stylish</b>   | <b>the most stylish</b>   |
|   | <b>bad</b>       | <b>worse</b>          | <b>the worst</b>          |
|   | thin             | <b>thinner</b>        | <b>the thinnest</b>       |

- 9 2 later – the latest  
3 more calmly – the most calmly  
4 more beautifully – the most beautifully  
5 harder – the hardest
- 10 2 hotter 4 more confident 5 interesting  
3 smart more helpful 6 tastier
- 11 2 the 4 in 6 than 8 in  
3 than 5 of 7 the
- 12 2 most recent 4 later 6 rudest  
3 fastest 5 worse 7 soon
- 13 2 much 4 as 6 by far  
3 less 5 more
- 14 a) The shopping centre is the furthest/farthest from the centre.  
The grocer's isn't as far from the centre as the supermarket.  
The supermarket is further/farther from the centre than the grocer's.  
The supermarket is noisier than the grocer's.  
The grocer's is the least noisy of all.  
The shopping centre is the noisiest of all.  
The supermarket isn't as quiet as the grocer's.  
The grocer's is quieter/more quiet than the supermarket and the shopping centre.  
The shopping centre is the least quiet of all.

**b) (Suggested Answers)**

The shopping centre sells more expensive things than the supermarket.  
The grocer's offers friendlier service than the supermarket.  
The shopping centre is the furthest from my house of all other shopping places.  
The shopping centre is the largest place to shop in my town.  
The grocer's isn't as cheap as the supermarket.  
The shopping centre is the noisiest place to do your shopping.  
The grocer's is less busy than the supermarket.  
The supermarket is quieter than the shopping centre.

- 15 2 to be working 4 to have renovated  
3 to have been having 5 to be planting
- 16 1 shopping 3 put 5 calling, to  
2 to have made 4 help, going be having
- 17 2 C 3 B 4 C
- 18 1 a to stop (not remember)  
b being (not recall)  
2 a complaining (finish doing something)  
b to get (stop temporarily in order to do something else)  
3 a visiting (do something as an experiment)  
b to get (attempt)  
4 a spending (feel sorry about)  
b to inform (be sorry to)  
5 a to bring (not forget)  
b visiting (recall)
- 19 2 reading 5 Learning 8 create  
3 considering 6 to apply  
4 get 7 to be
- 20 (Suggested Answers)  
1 ... to become a more responsible shopper.  
2 ... to find good bargains at the shops.  
3 ... trying a new sport.  
4 ... forgiving people who have lied to me.
- 21 2 will have cooked  
3 Will Jane have finished  
4 will have been working  
5 will not have recovered  
6 will have been growing  
7 Will you have mailed  
8 will have been selling  
9 will have converted  
10 will have been teaching  
11 will have solved
- 22 2 will have been driving  
3 will not have repaired  
4 will have been burning  
5 Will they have published
- 23 2 What 3 such an, so 4 How
- 24 How trendy an outfit this is!/How trendy is this outfit!  
What a trendy outfit!  
Isn't this outfit trendy?  
This is such a trendy outfit!  
He is such a professional!  
He is so professional!  
What a professional he is!  
Isn't he a professional?
- 25 2 C 3 C 4 A 5 A 6 B

- 26 2 Even though I love fashion shows, I haven't been to one.  
I love fashion shows, yet I haven't been to one.
- 3 Despite having a great singing voice, Susan doesn't want a career in music.  
Susan doesn't want a career in music, even though she has a great singing voice.
- 4 In spite of having her own flower garden, she gets her flowers from the local florist.  
She has her own flower garden, but she gets her flowers from the local florist.
- 5 He always buys organically-grown vegetables, despite the fact that they are more expensive.  
He always buys organically-grown vegetables. They are more expensive, though.

**Grammar Bank 3**

- 1 2 I            4 C            6 A            8 B        10 J  
3 F            5 G            7 H            9 E

- 2 2 We may go to the music festival.  
3 You don't have to give me a lift.  
4 When I was a child, I couldn't look after an animal properly.  
5 He could get around with the use of a cane.  
6 Must I show you my identification?  
7 You mustn't drop litter in the street.  
8 Can I sit here for a moment?
- 3 2 You have to have/must have a senior citizen's card to get in free.  
3 You can't/mustn't transfer festival tickets to another name.  
4 You should/ought to get some help from the charity.  
5 Could/Can I stay at your house tonight?  
6 You shouldn't walk in the forest alone.  
7 We must/have to recycle in this town, it's a law.  
8 She was able to pitch her tent before it got to dark.

- 4 2 B            4 C            6 A            8 C  
3 C            5 C            7 B

- 5 2 continues        5 would volunteer    9 were  
3 heat            6 will escape        10 want  
4 wouldn't have    7 had refused  
   collapsed        8 can contact

- 6 2 wouldn't donate    6 doesn't eat  
3 would have taken    7 would have applied  
4 would have offered    8 colonised  
5 drive

- 7 2 If Mary spoke French, she would have got the job at the school.  
3 If the hiker had found something to eat in the jungle, he wouldn't be feeling hungry now.  
4 If I knew him, I would have asked for his help.

- 5 If the children hadn't been singing and dancing at the festival all morning, they wouldn't be tired now.

**8 (Suggested Answers)**

- 2 ... I would have booked tickets.  
3 ... I will drop by later.  
4 ... I would join Greenpeace.  
5 ... it would be the saxophone.  
6 ... I would make huge donations to various charities.

- 9 2 hadn't yelled            5 gave  
3 had                        6 hadn't closed  
4 hadn't dropped out

- 10 2 I wish/If only I were good at pitching a tent.  
3 The woman wishes she could afford to buy a new outfit.  
4 I wish/If only I could give a home to every homeless person in the city.  
5 The police wish they had caught the thief.  
6 I wish/If only Mike hadn't broken my MP3 player.

**11 (Suggested Answers)**

- 2 ... a huge garden so I could take in stray animals.  
3 ... bought that faulty camcorder.  
4 ... so tired all the time.  
5 ... travel all around the world.

- 12 2 when                        4 where  
3 which/that                5 whose

- 13 2 The sheep and cows which/that were set loose by loggers belong to a local farmer.  
3 Greenpeace is an environmental organisation whose actions are known all over the world.  
4 The reasons why he ended up on the streets are still unknown.  
5 This is a collection point where people can dispose of old electronic equipment.

- 14 2 which/that            4 which            6 where  
3 who                      5 whose

- 15 2 C            3 C            4 B            5 C            6 A

- 16 2 which/that (O – omitted)  
3 which/that (S – not omitted)  
4 which/that (S – not omitted)  
5 who/that (S – not omitted)  
6 whose (S – not omitted)  
7 who/that (S – not omitted)  
8 which/that (S – not omitted)  
9 which/that (O – omitted)  
10 who/that (O – omitted)  
11 who/that (O – omitted)  
12 which/that (O – omitted)

- 17 2 which ND (put commas)
- 3 where ND (put commas)
- 4 why D (no commas)
- 5 who ND (put commas)
- 6 which ND (put commas)
- 7 when D (no commas)
- 8 which/that D (no commas)
- 9 which ND (put commas)
- 10 whose D (no commas)
- 11 who D (no commas)
- 12 why D (no commas)

**18 (Suggested Answers)**

- 2 ... why people can be so unfair.
- 3 ... when I took my first holiday abroad.
- 4 ... where I could enjoy nature at its best.
- 5 ... which/that was about African wildlife.
- 6 ... who talks all the time.

**Grammar Bank 4**

- 1 2 was spotted                      7 be booked
- 3 has not been explained      8 had never
- 4 are being discussed            been shown
- 5 will be taken over            9 to be given
- 6 was being prepared          10 is held
  
- 2 2 Were you informed about the cost of the tour?
- 3 Reports of UFO sightings in the area are being investigated by the police.
- 4 Stonehenge was built thousands of years ago.
- 5 A TV mini-series about the Bermuda Triangle has been filmed.
- 6 The source of the strange humming noise still hasn't been found.
- 7 The first paragraph needs to be rewritten.
  
- 3 2 is not expected              8 was written
- 3 is inhabited                    9 is still considered
- 4 is affected                      10 was adapted
- 5 are complicated              11 be found
- 6 is hit                              12 will certainly
- 7 is forced                        be thrilled
  
- 4 2 with      4 by      6 by      8 by
- 3 with      5 with      7 with
  
- 5 2 When was Stonehenge built? It was built between 3100 and 1500 BC.
- 3 Where is a big UFO festival held every year? It is held in Roswell, USA.
- 4 Who was *The Day of the Triffids* written by?/Who wrote *The Day of the Triffids*? It was written by John Wyndham.
- 5 When was the coelacanth rediscovered? It was rediscovered in 1938.
- 6 Who was the founder of Greenpeace?/Who founded Greenpeace? It was founded by Bob Hunter.

- 6 B Four people were injured in yesterday's train crash.
- C More soup kitchens will be created for the homeless by the city council.
- D Thirty villages have been evacuated by the authorities.
- E A strange humming noise is reported by a local resident.
- F The Natural History Museum might be re-opened by the city.
  
- 7 2 The charity has been given all her money. All her money has been given to the charity.
- 3 I was promised a replacement product by the company. A replacement product was promised to me by the company.
- 4 The man was read his rights by the police officer. His rights were read to the man by the police officer.
- 5 Their son will be taught Spanish. Spanish will be taught to their son.
- 6 Ian has been offered a new job. A new job has been offered to Ian.
- 7 He should be told the truth soon. The truth should be told to him soon.
- 8 I have been sent some photographs by Mina. Some photographs have been sent to me by Mina.
  
- 8 2 An alien craft was reported to have appeared in the sky.
- 3 Scientists are believed to be conducting secret experiments.
- 4 It is expected that he will make an announcement tomorrow.
- 5 A strange creature is said to have been hiding in the woods.
- 6 He is considered to be a leading paleontologist.
- 7 Her books are thought to lack originality.
- 8 He is claimed to have solved the mystery.
  
- 9 The creature is said to resemble a huge ape and is certain to be the Yeti. Yesterday a team of scientists were called in by the authorities to investigate the claim. After some investigation, the mystery was solved by the scientists. What was seen by the woman was not the Yeti but a big orangutan which is being kept at the local zoo. The animal had escaped a few days earlier and an announcement warning people of the fact had even been made by the zoo workers. The announcement had obviously not been heard by Mrs. Harris.
  
- 10 2 Loren Coleman owns the International Cryptozoology Museum.
- 3 Many people believed the house was haunted.
- 4 Experts have not proved the existence of aliens.
- 5 Visitors to the museum can see many interesting things.
- 6 Many tourists take tours around haunted castles.

**WORKBOOK KEY**

- 7 Scientists were discussing the recent discovery at yesterday's conference.  
8 The authorities had warned people of a tsunami approaching the area.
- 11 2 A      3 B      4 A      5 C      6 A
- 12 2 thought that space will be  
3 was given to Jason  
4 reported that the creature resembled  
5 Liam made to tell  
6 believed not to have written.
- 13 2 hasn't he?      5 isn't it?      8 shall we?  
3 had he?      6 didn't she?      9 aren't I?  
4 isn't it?      7 aren't we?      10 hasn't she?
- 14 2 I      4 E      6 G      8 J      10 F  
3 B      5 H      7 A      9 C
- 15 2 did they      5 aren't I      8 is it  
3 would you      6 hasn't he  
4 don't they      7 will you/won't you
- 16 2 yourself      5 themselves      8 ourselves  
3 yourself      6 himself  
4 myself      7 herself
- 17 2 -      4 himself      6 themselves  
3 -      5 ourselves
- 18 2 ourselves      4 themselves      6 herself  
3 itself      5 myself      7 myself
- 19 2 a      4 an      6 A, an      8 some  
3 some      5 a      7 an
- 20 2 -      4 -, the, -  
3 the, -      5 the, the, the
- 21 2 the, a, the      4 the, an  
3 -, a      5 a, the, the
- 22 1 the      4 -, the, -  
2 -, the, the, the      5 the, -, -, a, -  
3 a, an, the
- 23 2 A      4 B      6 A      8 C  
3 C      5 C      7 B
- 24 2 -      7 -      12 the      17 a  
3 an      8 the      13 the      18 the  
4 -      9 the      14 the      19 a  
5 The      10 the      15 the      20 an  
6 a      11 a      16 -      21 the
- 2 1 I, my      3 she, my, my  
2 her, her, him      4 they, their
- 3 2 would stay ("I will stay off campus.")  
3 was going to travel ("I am going to travel around Europe for a year.")  
4 got ("I got a silver award.")  
5 didn't need ("I don't need any help.")
- 4 2 he said that his dog had been barking all night.  
3 The instructor said that it took discipline and patience to master the art of Kung Fu.  
4 Janet said she hoped she would pass her driving test that time.  
5 He said that they were having a karate class the next/the following day.  
6 Fiona said that she didn't understand why some students borrowed books from the library and didn't return them on time.  
7 She said that she hadn't seen Patrick since the previous week/the week before.
- 5 2 a      3 a      4 b

**6 (Suggested Answers)**

- 2 The judo instructor asked the class to bow to their partners.  
3 The judo instructor told the class to stand still with their legs bent.  
4 The judo instructor told the class to then take several deep breaths.  
5 The judo instructor told the class to move forward on their hands and knees.  
6 The judo instructor suggested taking a ten-minute break.
- 7 2 The teacher asked Paul why his assignment was late.  
3 I asked them if/whether they had/had had interactive whiteboards in their last school.  
4 Joan asked me what time our geography class started.  
5 Heather asked us when we would sign up for the extracurricular activities.  
6 The camp leader asked them if/whether they had taken a first-aid class.
- 8 2 I want to know how it feels to be the winner of the young scientist award.  
3 I wonder how your invention will improve people's lives.  
4 I want to know how long it took you to perfect your invention.  
5 Could you tell me if/whether you worked on the invention on your own?  
6 I wonder who encouraged you to take part in the competition.  
7 Do you know what your next invention will be?

**Grammar Bank 5**

- 1 1 told      3 said, told      5 say, tell  
2 said, told, said      4 telling, say      6 said, told

- 9 2 The English teacher said that Mark should put more effort into his homework.  
 3 Ian asked if/whether he should come back later.  
 4 The guide told me that I wouldn't have to book a place for the following day's tour.  
 5 The coach told them that they didn't need to/didn't have to train any more that day.  
 6 Jason said that he might win a scholarship.  
 7 Mr Halls told his class that their parents had to sign that form.  
 8 Phillip said that Hilary may/might write a report on illiteracy.
- 10 2 She suggested watching the lecture online.  
 3 The teacher told us not to use our calculators during the maths test.  
 4 Melissa asked Jeremy to help her edit her essay.  
 5 She asked where the student cafeteria was.  
 6 Kim asked Lisa if/whether she could lend her that book.  
 7 She told me that I might/could be elected class president.
- 11 2 boasted 4 refused  
 3 allowed 5 demanded
- 12 2 c Martha complained than we never cleaned up after ourselves.  
 3 a Mr Sykes wanted his students to do more research on their projects.  
 4 e Sandra begged me to give her back her mobile phone.  
 5 d The teacher reminded us to hand in our essays that afternoon.
- 13 2 The head teacher informed us that our exam results would be announced the next day.  
 3 Sandy boasted that she ran/about running the fastest of all her team-mates.  
 4 My friend encouraged me to sign up for the Duke of Edinburgh's award.  
 5 Mum reminded me to feed the dog before I went to school.  
 6 Tim accused Luke of scratching/having scratched his DVD.  
 7 Mr Lakes advised me to revise more systematically for my tests.  
 8 Sarah apologised for interrupting the lesson.  
 9 She warned me not to let Billy bully me.  
 10 She denied downloading/having downloaded music from the Internet.  
 11 He admitted (to) taking/having taken my notebook by mistake.  
 12 Harry insisted on paying for the damage he had caused.
- 2 2 doesn't approve 4 don't like  
 3 Will you send 5 got
- 3 2 had 4 told 6 is  
 3 arrived 5 lay
- 4 2 The first time, realised 5 will have fixed, by  
 3 as soon as, come 6 As, was walking  
 4 before, starts
- 5 1 although 3 while 5 For example  
 2 Furthermore 4 as soon as 6 Whenever
- 6 2 She was running as she was late for her job interview.  
 3 At last, after being stuck in traffic for 2 hours, they arrived home!  
 4 All in all, the play was a success.  
 5 Sally likes to read, while Brett doesn't.  
 6 He sent the company a letter in order to complain about the faulty MP3 player.  
 7 Everyone volunteered for the food drive apart from Helen, who was ill.  
 8 I'll do the extra work only if you help me.
- 7 2 will Ann have her hair dyed (by the hairdresser)?  
 3 you like to have your ears pierced?  
 4 had her teeth checked (by her dentist) yesterday.  
 5 has had her appointment rescheduled  
 6 had already had her nose fixed (by a plastic surgeon) before her photo shoot.
- 8 2 Jo had her leg broken in an accident.  
 3 The hairdresser had her salon burgled last night.  
 4 Edward had his car stereo stolen last week.
- 9 2 Have you had your eyes tested  
 3 is having/will have the photos developed  
 4 had it delivered  
 5 have it cleaned  
 6 had them painted
- 10 2 He has had the applicants interviewed by a psychologist.  
 3 He had a sketch of his dog drawn.  
 4 She had her jewellery stolen.  
 5 They will have their dog trained (by a professional).  
 6 She was having her eyebrows plucked.  
 7 She had a stunning outfit made by a local designer.  
 8 He will have the concert hall renovated.
- 11 2 Ms Smith had reservations made for dinner.  
 3 Will she have her nails manicured?  
 4 Harry hadn't had a double room reserved.  
 5 Ben had his telephone service disconnected because he hadn't paid his bill.  
 6 Tina was having cream applied to her face by a beauty therapist.

**Grammar Bank 6**

- 1 2 after 3 before 4 until 5 Whenever

**WORKBOOK KEY**

- 12 2 can't be applying her own make-up  
3 may be doing her make-up  
4 can't have styled her own hair.
- 13 2 must have lied about the accident  
3 can't have had a facelift  
4 can't have got her nose pierced  
5 must have made up an excuse  
6 must have stopped bullying his classmates  
7 must have been looking for a new job
- 14 2 so that            5 so as            8 so as to  
3 in order to       6 in case        9 prevent  
4 so that            7 in order       10 for
- 15 2 They got tattoos on their bodies so as to look more ferocious.  
3 He went to New Zealand so that he would learn more about the country's culture.  
4 They use their dance movements to frighten others.  
5 Ants use their antennae so that they can communicate with other ants.
- 16 2 in order to            4 in order to  
3 so as not to            5 To
- 17 2 such       4 such an       6 so       8 so  
3 so       5 such a       7 such a
- 18 2 They had an argument. As a result, they stopped speaking to each other.  
3 There was such a lot to do that I became completely disorganised.  
4 There are so few people who like her that she'll be lucky to be invited to the party.  
5 He kept throwing loud parties. Consequently, he was asked to vacate the flat.  
6 She wore so much make-up that I couldn't see her face!  
7 There were so many people waiting in the queue that I decided to leave.
- 19 2 because            7 Since  
3 Due to            8 Now that  
4 the reason why    9 because of  
5 on account of    10 for  
6 because
- 20 2 The reason for       7 due to/because of/  
3 as/because/since    on account of  
4 The reason why    8 As/Since/Because  
5 Now that/Since    9 due to  
6 as/because/since   10 for
- 21 2 Pamela visited a psychologist due to a big problem that she had.  
3 I can't tell you my secret since I don't trust you.  
4 The reason why she wants to know why we argued is because she's a nosy parker.
- 5 Due to the fact that so many dolphins needed help she made dolphins her life's work.  
6 I couldn't get through because of a flock of sheep blocking the road.  
7 The plane didn't take off because of a mechanical problem.  
8 Now that the party is over, I'm going to clean up.
- 22 2 the way  
3 the same way as/the way (that)  
4 as if/though  
5 as  
6 as if/though
- 23 2 had never seen            7 are not telling  
3 had/have had            8 was/were  
4 was/were made            9 had not slept  
5 was/were            10 had met  
6 have been crying       11 was/were
- 24 2 C       3 A       4 C       5 C       6 B
- 25 2 did       5 would       8 are       10 does  
3 do       6 will       9 did       11 was  
4 have       7 do       10 will
- 26 2 Opposite my house is my school.  
3 Onto the stage came the dancers.  
4 Up the wall climbed the Shaolin monk.  
5 Through the hoop jumped the dolphin.  
6 From one flower to another flew the bee.  
7 Down the street the town crier would walk.  
8 Out of the bank ran the robbers.  
9 Away flew the balloon.  
10 Now is your chance to let her know how you feel.
- 27 2 will they be able            5 does dolphin  
3 must you be            training require  
4 do we punish
- 28 2 had she left the house than she realised that she'd left her notes at home  
3 did we see a bottlenose dolphin, we also got to swim with one  
4 before have I heard such a frightening story  
5 did we realise that the house was haunted  
6 have there been so many homeless in this city  
7 has Harry donated to charity  
8 should you enter the laboratory  
9 I had listened to it several times did I understand what the lecture was about.  
10 did Jane know that she had won first prize.  
11 last month have I been to the theatre  
12 I known about Anna's graduation, I would have gone  
13 else have we seen such natural beauty  
14 I you, I'd apply to lots of universities  
15 had he entered his house when the earth started shaking violently

**Key Word Transformations**

- 1 to get used to driving
- 2 was presented with/has been presented with
- 3 succeed in getting
- 4 hadn't waited (for) so
- 5 would rather read books than
- 6 called off due
- 7 no intention of leaving
- 8 never seen a better
- 9 wanted to know
- 10 having your books delivered by
- 11 haven't seen Bea for
- 12 should not have shouted
- 13 let out of
- 14 had better not make
- 15 prefer not to go
- 16 does this camera belong to
- 17 do not approve of
- 18 only Daisy had not
- 19 give/include a full description
- 20 is said to bake
- 21 were you I would
- 22 you mind not putting
- 23 are the same as
- 24 dropped out of
- 25 is capable of winning
- 26 a steady rise in
- 27 is too slow to win
- 28 is no longer friends
- 29 never seen a more
- 30 apologised for hurting/having hurt
- 31 are included in
- 32 take advantage of
- 33 is no difference between
- 34 instead of going to
- 35 as a result of
- 36 get in touch with
- 37 (been) ages since we went
- 38 has had no success
- 39 should not allow
- 40 in order to get
- 41 in the habit of going
- 42 the only one who/that remembered
- 43 is making no effort to
- 44 not enough light
- 45 feel like going
- 46 accused Lola of taking
- 47 haven't seen James for
- 48 was the first time (that)
- 49 being unable to speak
- 50 backed out of playing at

**Phrasal Verbs**

- |   |         |        |        |
|---|---------|--------|--------|
| 1 | 1 by    | 4 down | 7 off  |
|   | 2 ahead | 5 up   | 8 out  |
|   | 3 up    | 6 on   | 9 over |

- |   |        |          |          |
|---|--------|----------|----------|
| 2 | 1 in   | 4 away   | 7 out    |
|   | 2 up   | 5 on     | 8 across |
|   | 3 out  | 6 up     | 9 over   |
| 3 | 1 up   | 4 down   | 7 out    |
|   | 2 in   | 5 on     | 8 along  |
|   | 3 away | 6 out    | 9 on     |
| 4 | 1 up   | 4 around | 7 up     |
|   | 2 up   | 5 over   | 8 out    |
|   | 3 out  | 6 to     | 9 off    |
| 5 | 1 out  | 4 on     | 7 out    |
|   | 2 on   | 5 up     | 8 up     |
|   | 3 away | 6 up     | 9 out    |

**Verbs/Adjectives/Nouns with Prepositions**

- |   |           |           |           |            |         |
|---|-----------|-----------|-----------|------------|---------|
| 1 | 1 against | 4 for     | 7 on      | 10 of      |         |
|   | 2 on      | 5 of      | 8 in      |            |         |
|   | 3 at      | 6 for     | 9 from    |            |         |
| 2 | 1 to      | 3 with    | 5 at      | 7 of       | 9 on    |
|   | 2 by      | 4 with    | 6 to      | 8 with     | 10 with |
| 3 | 1 for     | 3 from    | 5 on      | 7 of       | 9 to    |
|   | 2 in      | 4 of      | 6 from    | 8 by       | 10 at   |
| 4 | 1 in      | 3 of      | 5 on      | 7 for      | 9 on    |
|   | 2 with    | 4 of      | 6 with    | 8 for      | 10 for  |
| 5 | 1 on      | 4 between | 7 about   | 10 on      |         |
|   | 2 of      | 5 to      | 8 away    |            |         |
|   | 3 for     | 6 for     | 9 against |            |         |
| 6 | 1 with    | 6 for     | 11 on     | 16 for     |         |
|   | 2 at      | 7 from    | 12 in     | 17 with    |         |
|   | 3 in      | 8 about   | 13 about  |            |         |
|   | 4 for     | 9 to      | 14 about  |            |         |
|   | 5 at      | 10 in     | 15 from   |            |         |
| 7 | 1 for     | 8 into    | 15 from   | 22 of/with |         |
|   | 2 with    | 9 of      | 16 on     | 23 in      |         |
|   | 3 to      | 10 about  | 17 at     | 24 on      |         |
|   | 4 between | 11 to     | 18 to     | 25 of      |         |
|   | 5 about   | 12 with   | 19 for    | 26 about   |         |
|   | 6 in      | 13 on     | 20 in     | 27 with    |         |
|   | 7 for     | 14 in     | 21 from   | 28 of      |         |

**Revision Modules 1-6**

**Module 1**

- |   |           |             |              |     |      |
|---|-----------|-------------|--------------|-----|------|
| A | 1 B       | 3 C         | 5 D          | 7 C | 9 B  |
|   | 2 A       | 4 A         | 6 B          | 8 D | 10 A |
| B | 1 speed   | 3 deafening | 5 prosthetic |     |      |
|   | 2 ripples | 4 loss      |              |     |      |
| C | 1 A       | 3 B         | 5 B          | 7 C | 9 C  |
|   | 2 B       | 4 B         | 6 C          | 8 A | 10 A |

**WORKBOOK KEY**

**D** 1 a few    3 any    5 a great deal of  
2 Most    4 Neither

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

**F** 1 radio    6 (muddy) river  
2 mattresses    7 (wedding) album  
3 jet engine    8 broken foot  
4 axe    9 (local) hospital  
5 roof    10 stay strong

**G** 1 Sports programmes are boring!  
2 What's on later?  
3 Why don't you check the TV guide?  
4 I don't like either of those.  
5 What is it?  
6 As long as we can change the channel at 7 o'clock.

**H (Suggested Answer)**

In the summer holidays, my friend, Samantha, and I went camping in the south of France. One hot day, we decided to hire bicycles and go on a bike ride. Little did we know how frightening the experience would be.

We had been enjoying the ride in the sun when Samantha suggested that it might be fun to ride down a hill without holding onto the handle bars. Not long after she set off down the hill she began to lose control of the bike.

All of a sudden, Samantha screamed and fell over the handle bars crashing to the ground. I safely made it down the hill and quickly ran to her side. She was badly hurt, so I called for an ambulance. As we were waiting, the sky grew darker and it was getting colder. We hadn't brought any warm clothing with us and we hadn't eaten since lunch. I began to wonder what would happen if the paramedics couldn't find us. But luckily, the paramedics didn't take long to arrive.

We were rushed to hospital where we each gave a huge sigh of relief. Although the experience was terrifying, Samantha was safe. She also promised she would never show off on her bike again!

**Module 2**

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

**B** 1 access    3 sliding    5 working  
2 ahead    4 banned

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

**D** 1 D    3 G    5 H    7 C  
2 B    4 F    6 A

**E** 1 C    3 B    5 C    7 C  
2 A    4 B    6 A    8 A

**F** 1 b    3 a    5 a    7 b  
2 b    4 b    6 a

**G (Suggested Answer)**

Dear Sir/Madam,

I am writing to complain about the recent experience I was unfortunate enough to have at your establishment. I visited your shop on May 2nd in order to buy a camera, only to find out, I have had problems with it.

After purchasing the camera and taking it home, I realised that it did not in fact work. I took it back to the shop the following day with the intention of exchanging it. However, when I explained the problem to the store manager, he was not very helpful. In fact, he refused to exchange it or give me a refund and was very abrupt with me. After arguing with him for some time, he eventually agreed to a replacement, but he was extremely unhelpful and very rude about the whole situation. Despite having received a replacement camera, I feel I deserve both an apology and an explanation for the way I was treated by the store manager. I hope this matter can be resolved quickly and amicably.

I look forward to your reply.

Yours faithfully,

Jacob Stevens

**Module 3**

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

**B** 1 wandered    3 leaking    5 wipe out  
2 swarm    4 biting

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

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

**E** 1 A    3 C    5 B    7 B  
2 C    4 C    6 A

**F** 1 I'd like to make a donation.  
2 I'd like to make a single donation of £25, please.  
3 And your telephone number?  
4 Could you give me your credit card details?  
5 It's May next year.  
6 Thank you for your donation.

**G** 1 b    2 c    3 a

**(Suggested Answer)**

Space exploration costs the government a great deal of money each year. In my opinion, space exploration is a bad idea since it limits the amount spent on public services.

Firstly, space exploration risks human life. Due to its harsh conditions, living in space can be extremely dangerous for astronauts. If something goes wrong there may be little we can do to save them. Lives are also at risk on Earth when pieces of old spacecraft and satellites fall from the sky.

Secondly, the money used for space exploration could be better spent. For example, the funds could be used to improve society and reduce poverty. Many people feel that sending someone into space wastes money that could greatly improve people's standard of living.

On the other hand, space exploration allows mankind to discover new things. For instance, astronauts may find new materials or more natural resources. Therefore, space exploration may pay off if astronauts discover materials that we can use on Earth.

Taking everything into account, I feel that space exploration is a waste of money which could be spent in more beneficial ways. If the funding that is used for space exploration were used to reduce poverty instead, then the world would be a much better place to live in.

**Module 4**

- A** 1 A 3 D 5 B 7 A 9 A  
2 D 4 C 6 C 8 A 10 D
- B** 1 report 3 floating 5 glanced  
2 reluctant 4 splashing
- C** 1 C 4 C 7 C 10 B 13 B  
2 C 5 C 8 B 11 C 14 C  
3 B 6 C 9 C 12 A 15 A
- D** 1 C 3 D 5 D 7 C  
2 D 4 A 6 D 8 B
- E** 1 E 2 F 3 D 4 A 5 B
- F** 1 D 2 C 3 D 4 C 5 B
- G** 1 b 3 a 5 b 7 b 9 b  
2 b 4 a 6 a 8 b

**H (Suggested Answer)**

*City of Glass*, by Cassandra Clare, is the third novel in the popular *The Mortal Instruments* series. It is a fascinating fantasy novel which continues the story of Clarissa 'Clary' Fray, a Shadowhunter.

The story begins with Clary, Jace and their friends' journey to Idris, the homeland of the Shadowhunters. Clary and the Shadowhunters find themselves, once again, at war with Valentine, Clary's evil father.

Should they choose to fight an impossible battle or join forces with Downworlders to put a final stop to Valentine's evil plans?

Although the book is long, it is full of thrilling moments that make it a great story. It also ends with an unexpected twist that makes the conclusion very exciting. The characters grow more likeable as the series goes on and the fantasy world is very realistic. The fast paced action and the touching romance make it impossible to put down. Also, the main characters are very likeable and true to life.

This is a highly entertaining read; you will not be able to put it down once you start reading. If you like action and romance and enjoyed the first two books in this series, this amazing sequel will not disappoint you. Don't miss it!

**Module 5**

- A** 1 B 3 D 5 A 7 C 9 B  
2 C 4 A 6 B 8 D 10 A
- B** 1 shining 3 relief 5 goals  
2 crash 4 gasped
- C** 1 C 3 C 5 A 7 B 9 B  
2 B 4 C 6 B 8 B 10 A
- D** 1 Bob said that he won a scholarship the year before.  
2 Joe said that he had passed the exam.  
3 They said that they would go to the performance the following day.  
4 Ann said that she was studying/had been studying in the library.  
5 Mary said that Jake was training to become a Kung Fu master.
- E** 1 C 2 C 3 D 4 D 5 A
- F** 1 challenging 6 certificate  
2 safety 7 ability  
3 branch 8 obstacle course  
4 (pounding) headache 9 July  
5 extreme sports 10 healthy lifestyle
- G** 1 What's the title of the book and the author?  
2 I'm afraid that book is out right now.  
3 It should be brought back in two days.  
4 Can I see your library card, please?  
5 The books are due back in one week.
- H** 1 c 2 b 3 a

**(Suggested Answer)**

In many schools around the world, students must wear a school uniform. However, should uniforms be compulsory in schools and if so, what are the drawbacks?

Certainly there are many arguments in favour of wearing school uniforms. To start with, it reduces peer pressure. Since everyone looks the same, there is no difference between students. This also means that students don't feel forced into wearing the latest fashion or shopping at more expensive shops to keep up with their friends. Moreover, it saves parents money. After all, school uniforms are cheaper to buy than popular designer clothes.

In contrast, being made to wear school uniforms limits students' self-expression. Students aren't allowed to be creative and express who they are because everyone looks the same. Another disadvantage of wearing school uniform is that they can be uncomfortable for students. For example, school uniforms can be itchy or too hot to wear in the summer.

Taking into consideration both viewpoints on the subject, I am of the opinion that the benefits to wearing school uniforms outweigh the negative aspects. Despite the drawbacks, it's important that all students feel equal to one another and I believe this can only be achieved by making the wearing of school uniforms compulsory.

**Module 6**

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

**B** 1 supporter      3 stamped      5 resolve  
 2 cosmetic      4 raised

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

**D** 1 losing/she lost weight did Eve feel confident.  
 2 do I get tongue-tied.  
 3 you talk to Emma ask her to call me.  
 4 did I know he was lying.  
 5 you leave now will you be on time for your appointment.

**E** 1 H      3 E      5 B      7 F  
 2 C      4 A      6 G

**F** 1 B      3 A      5 B      7 C  
 2 C      4 B      6 B      8 C

**G** 1 b      3 a      5 b      7 b      9 b  
 2 a      4 a      6 a      8 a

**H (Suggested Answer)**

Marie Curie was born in Warsaw, Poland in 1867 and died in 1934. She is one of the most famous scientists in the world and is especially known for her research in radiation.

Marie was a slender woman of medium height and always wore her brown hair up. She was fair-skinned, with an oval face and beautiful blue eyes. In addition, she was always elegantly-dressed and often wore pretty dresses.

Marie was an ambitious woman who devoted her life to science. She was incredibly selfless and as well as being a scientist, she taught poor children how to read Polish.

Amazingly, Marie Curie was the first person honoured with two Nobel Prizes. She was awarded the Nobel Prize for Physics, along with her husband Pierre, in 1903 and the Nobel Prize for Chemistry in 1911. The research she and her husband carried out proved crucial to the development of X-rays in surgery. In addition, she was the founder of several medical institutions which are still influential in the medical world today.

I admire Marie Curie because of her drive and devotion. She never gave up, even though she faced criticism. Moreover, her character is inspiring. Marie's work and legacy will never be forgotten.

**Module 1**

➤ **Exercise 4 (p. 9)**

**Presenter:** And today on the show we have Simon Robins who was part of an international rescue team in Japan after the terrible earthquake and tsunami that tragically took thousands of lives. Simon, welcome to the show.

**Simon:** Thank you, Andrew.

**Presenter:** Simon, first of all, how did you end up in Japan helping with the rescue effort?

**Simon:** Well, I have worked for the fire department at home in the USA for many years and now I specialise in training other officers in search and rescue. Right after this disaster in Japan happened, I was asked if I could join an international rescue team and of course I agreed. A difficult situation like this needs people with the right skills.

**Presenter:** Apart from seeing so much awful tragedy and suffering all around, the rescue teams had to face many more problems, didn't they Simon?

**Simon:** Yes, they did. For a start, lots of roads were destroyed and there were big traffic jams and long queues for petrol everywhere. But probably the thing which made our job the most difficult was that only a few days after the disaster, heavy snow fell on the rubble and it was freezing cold.

**Presenter:** And did you find many survivors?

**Simon:** Only a few, in the first few days. Probably my darkest moment during my time in Japan was when our team received a radio call six days after the earthquake that there was a possible survivor under the rubble. We spent hours digging, but in the end we only found another body. It was very disappointing.

**Presenter:** I can only imagine, Simon.

**Simon:** The truth is, Andrew, that the chances of finding a survivor after an earthquake drops after five days and becomes very unlikely after seven days. Unfortunately, things weren't any different in this situation.

**Presenter:** So in the middle of this terrible tragedy, Simon, did you see any hope at all?

**Simon:** Yes, I did, and I was amazed by that. Even though emergency refugee centres were crowded with about half a million survivors struggling to cope with losing relatives and shortages of food, supplies and electricity, people didn't seem totally hopeless. They were determined to move forward and trying to support and encourage each other.

**Presenter:** Well, Simon, now lastly I'd like to ask you ....

➤ **Exercise 4 (p. 10)**

**Interviewer:** Hello and welcome to 'The Morning Show'. Today our guest is Mary Stewart, a flood safety expert, who is here to tell us how to prepare for a flood and what safety precautions people should take. Welcome to the show, Mary.

**Mary Stewart:** Thanks for having me.

**Interviewer:** So, Mary tell us what we need to do to prepare for a flood!

**Mary Stewart:** Well, in order to decrease the likelihood of flood damage I recommend that homeowners put weather protection sealant around ground-level windows and doors. People should also store their important documents on higher levels in their homes to protect them from flood damage.

**Interviewer:** And what if a flood is imminent?

**Mary Stewart:** In that case, they should move furniture, electrical appliances and other belongings to the floors

above ground level. During a flood it is important that people keep their radio on to find out the affected areas and what roads are safe. Every homeowner should also keep their emergency kit close at hand.

**Interviewer:** What is the greatest danger to people?

**Mary Stewart:** Well, that depends on where people live and the time of year the flood occurs. Some dangers can include being swept away by strong currents, being hit by fast flowing debris carried by the water and, most importantly, the flooding of roads and bridges.

**Interviewer:** What should people not do in a flood?

**Mary Stewart:** Firstly, people shouldn't ignore flood warnings and they shouldn't disobey orders from emergency services or evacuation orders. They also shouldn't drive through flood waters or underpasses. The water may be deeper than it looks and cars can get stuck or swept away by fast water. They should also avoid crossing bridges if the water is high and flowing quickly. And once people leave their houses they shouldn't return home until the authorities have advised that it is safe to do so.

**Interviewer:** Is the outbreak of disease a possibility?

**Mary Stewart:** Oh, most certainly. The most common diseases are the ones that come from drinking contaminated water. However, people also get allergic reactions to moulds that grow within furniture, rugs and walls of buildings. I recommend a thorough cleaning of all flooded buildings.

**Interviewer:** Well, that's all the time we have for today. Let's hope our listeners will keep this in mind. Mary, thank you so much for coming in. It's been very interesting.

**Mary Stewart:** Thank you.

**Module 2**

➤ **Exercise 2 (p. 23)**

**Speaker 1**

I read an article in the newspaper around a year ago about the way workers are treated in some clothing factories in Asia, and I was very shocked. Since then, I've done some research about where shops get their clothes from and I make an effort to buy clothes only from shops that believe in fair trade. It isn't always possible to be sure which shops support the workers, but I do my best.

**Speaker 2**

I'm not a big spender. My parents always taught me to watch what I spend and be sensible with my money, so that's what I try to do now that I'm an adult. I do have a credit card, and I use it to buy things like airline tickets and products online, but I make sure that I pay it off in full every month. I would hate to get into debt.

**Speaker 3**

I love going shopping with my friends on Saturday afternoons, but sometimes when I get home and look at what I've bought, I wonder why! It's just so easy to pick up something nice like a cheap pair of earrings to wear on my next night out. I usually have lots of similar things at home – it's just that I enjoy buying something new.

**Speaker 4**

In my opinion, these days there's far too much consumerism and materialism in society. There are adverts everywhere advertising expensive designer goods, and the message is that we won't be happy without them. Unfortunately, people believe these lies and waste thousands each year on things they don't really need and spend money that they don't really have.

**Speaker 5**

I only go shopping when I really have to. Fighting my way through a hot, crowded shopping centre just isn't my idea of a good time. If I really need something, I go to a specific shop, get what I want as quickly as possible, and get out of there!

> **Exercise 4 (p. 24)**

**Interviewer:** And today on the show we have Betty Nichols who is an online shopping expert ready to give our listeners online shopping tips. Betty, welcome to the show.

**Betty Nichols:** Thank you Robert.

**Interviewer:** Betty, first of all, what are the benefits of shopping online?

**Betty Nichols:** Well, I think the biggest benefit is that you can easily find the product you are looking for and shop for things in the convenience of your own home. The prices online are fairly reasonable and you can order what you need with a click of a button. That also saves travelling time to retail shops so you can spend your time on more important tasks or hobbies.

**Interviewer:** So how do auction websites work?

**Betty Nichols:** With most online auctions, you simply bid on an item and wait for another user to try and outbid you. If you're the last user to place a bid on an item then you win it. Users don't have to make a payment unless they are the winning bidder. What's great about such sites is you choose the price you are willing to pay.

**Interviewer:** And what are the drawbacks of shopping online?

**Betty Nichols:** The biggest drawback is that you can't actually try the clothing on and you can't see the product up close to know what it looks like. It's one thing to see a photo of it and another when you get it home and it doesn't fit or it's the wrong colour. That's why you have to make sure that you go to sites that have a return policy.

**Interviewer:** That leads into my next question. What are some things people should be aware of when shopping online?

**Betty Nichols:** Well, you should be aware of what people are selling and make sure it's a secure site. You wouldn't want to go into a shady looking shop that didn't appear safe, so you shouldn't trust the online security on a website that doesn't feel quite right. You should check for expected delivery dates, shipping and handling fees, return policies and other important information.

**Interviewer:** Is it better to pay by credit card or debit card?

**Betty Nichols:** It's important that customers understand the difference between the two. There's a difference in how transactions are processed and the protection offered to people when they use them. While debit cards can be used for online purchases, using a credit card adds one more layer of protection, even though you are paying higher interest rates. If the worst does happen and your account information is stolen, then the most that they can do is run up charges on your card. With a debit card this would mean emptying your bank account.

**Interviewer:** Well Betty, is there anything else you'd like to add?

**Betty Nichols:** Yes. I'd like to warn people to be careful with their credit card statements. If you shop online, it's important to check your statements every month. Don't just assume that your statement is correct because you don't notice excess charges. Many times identity thieves will

charge a small amount of money on your card one month to see if it works and then may not attempt to charge a lot of money until weeks or months later. So, if you notice any unusual charges it's best to check it immediately. Oh... and lastly. You should also keep your computers secure by downloading anti-virus programmes, or updating your browsers and securing your online connections. If your computer is up to date, you will minimise potential security threats.

**Interviewer:** Thank you, Betty. That's all the time we have for today ...

**Module 3**

> **Exercise 5 (p. 33)**

**Radio presenter:** Good morning, listeners. Today on the show we have Samantha Carston, a young university student who spent last summer doing volunteer work in India. Samantha, why did you decide to do this?

**Samantha:** Well, as a student I have 3 months free every summer and I just had the idea one day of doing some charity work. Then I saw a documentary one day about the lack of clean water in some poor areas in India. I did some research online and found a charity that is trying to improve this situation by sending out teams to help. I decided to join one of those teams going to a large town in northern India for a 6-week project.

**Radio presenter:** And tell us what the project was all about, Samantha.

**Samantha:** Well, as changing rainfall patterns have caused terrible droughts in the last few years, crops have failed in the countryside and many poor people have been moving to the towns and cities. They settle in slums on the edges of the growing towns and cities and they have no legal right to clean water for drinking, washing and cleaning or proper toilet facilities. So, our job was to support a professional team that had just built proper water and toilet facilities in one of these slums. We spent our days in the slum educating people and showing them how to use the facilities to avoid illness and disease. It was an incredible experience.

**Radio presenter:** It sounds like it, Samantha. Do you think that the work you achieved will have a long-lasting impact on the people there?

**Samantha:** I really do. We got some of the people living in the slums involved in helping with the building project too. Now the charity is sponsoring some of these people to carry on the work we started. It was also very encouraging to hear some of the local people coming up with their own ideas about improving hygiene and sanitation in the slums. As they began to understand that poor hygiene causes disease and lost working hours, they got inspired to find their own solutions.

**Radio presenter:** And what would you say to others thinking about doing some charity work abroad?

**Samantha:** Oh, definitely go for it! It was very rewarding to be part of something so important. I also feel that the whole experience helped me to grow up and become a more responsible, outgoing and confident person.

> **Exercise 4 (p. 38)**

- 1 You hear a woman talking about volunteering at a community centre. What does she do at the centre now?

A spends time with the elderly  
 B helps with art classes for children  
 C teaches computer skills to the disabled  
 The work is so rewarding and the centre does so much to help those in our community. I was surprised when I first came and they asked me to help the disabled learn computer skills. Then I helped out in the children's programme. The sports and art classes offered are really great for kids. Recently, I have been working with seniors and I really enjoy it. We play board games together and I also like reading to them. I'm glad I got involved.

2 You hear a man talking on the radio about a festival. What can festival-goers do in the afternoon?

- A listen to bands
- B play in the annual football matches
- C see exhibits on environmental issues

This weekend make sure you head down to Chester Fields for the Sunshine Festival. It's all for a great cause: the river conservation project. After a delicious pancake breakfast, everyone is invited to play football in the Sunshine Cup. After enjoying lunch at the various food stands, take in the displays about the river ecosystem and how to protect it. Finally, finish the day off with a dance party and listen to some great bands. What a great way to spend the weekend!

3 You hear a woman talking about a charity ski race. How did she feel at the end of the race?

- A thrilled
- B disappointed
- C proud

What a day! I was so excited to ski in the race and help out such a good cause. I was, however, a bit let down that more people didn't show up to support the event. In the end it didn't matter though, as we had a really fun time in the snow. When I crossed the finish line, I was so pleased with myself for getting involved in such a great day.

4 You hear a filmmaker being interviewed on the radio. Why did he make the film?

- A to raise money for a charity
- B to inform people about a problem
- C to make money for his film school

**Interviewer:** You picked a rather unusual topic for your first independent film. Why?

**Filmmaker:** I know. It's a heavy subject, children living on the street. There are some great charities doing some great work to help these kids. I wanted to create awareness about this serious problem and hopefully more people will get involved.

**Interviewer:** You really touch on the lives of these kids.

**Filmmaker:** Yes, I owe a lot to my film school and what I learned there. I wanted my first film not to be about making money but to bring an important message to the public.

5 You hear a man talking. What is he?

- A disabled
- B homeless
- C elderly

It's embarrassing sometimes. People just ignore me as if I'm not there or they stare at me. I don't know which is worse. Just because I can't walk well doesn't mean I can't work. All my friends have jobs and I hate staying

at home doing nothing. I'm lucky I have my parents otherwise I would be on the streets.

6 You hear a woman talking to her friend. Why is she talking to him?

- A to offer him help
- B to give him a warning
- C to convince him about something

I'm telling you Paul, it's only going to get worse. We all have to do our part. You'll really regret it if you don't come. People are bringing their electronic waste and recyclable rubbish to the park tomorrow. I'll be there early and can show you what to do and how to separate the items. I'm counting on you, so what do you say?

7 You hear a lecture about illiteracy. What is the lecturer describing?

- A a solution to the problem
- B the causes of the problem
- C the impact of the problem

Although illiteracy rates have declined significantly over the past 35 years, it is important to note many countries still have high rates. I'm pleased to say there are many excellent programs in effect that are trying to combat illiteracy and look into the causes of it. This said and done, I can't emphasise enough the effect illiteracy has on the economic status of an individual with illiterate people generally having a low economic status. Its importance cannot be underestimated.

8 You hear a teenager talking about an animal shelter. How does she feel about the shelter?

- A It needs more money.
- B It needs more volunteers.
- C It doesn't help many animals.

It's unbelievable how many animals we are able to help, considering the lack of space and food we have to take care of them. Thankfully, we have enough people who care and help out, otherwise it would be impossible to help all the animals we do. Now if only we could raise more funds to improve the shelter.

#### Module 4

##### > Exercise 5 (p. 50)

**Radio Presenter:** Hello and welcome to Talk Time on Radio 5! Joining us today, is paleontologist Jeff Evans. Hello, Jeff.

**Jeff:** Hello.

**Radio Presenter:** So, you've found a new species of dinosaur? That's very exciting news!

**Jeff:** That's right! We've nicknamed it 'The Sprinter'. It's a very small dinosaur, only about two metres long, weighing around six kilograms maximum. It's a 2-legged dinosaur with a long neck, sharp-clawed hands and curved teeth – the ideal predator that kills and eats other animals.

**Radio Presenter:** Amazing! Where did you make this discovery?

**Jeff:** In the foothills of the Andes mountains, in Argentina. The site of the discovery is known as The Valley of the Moon. It's a goldmine for paleontologists: literally, a graveyard of the earliest dinosaurs on Earth. However, you can't just scrape the soil and find a dinosaur. No; they're buried more than 700 metres underground.

**Radio Presenter:** Sounds like a lot of work!

**Jeff:** It really is hard work. We've been doing research in the valley for decades. We don't just look for dinosaurs. We look at the surroundings, study every inch of the valley and collect every animal species we encounter.

**Radio Presenter:** And what have you learned from this new species?

**Jeff:** Well, The Sprinter is one of the earliest dinosaurs we've ever found. Our research shows that in the beginning, dinosaurs were not the strongest or fastest of all the animals. Instead, it took about 30 million years for dinosaurs to evolve. So that's really the story that has emerged from our work. There's still a lot to be discovered, and many years of work ahead, but it's the challenge that makes it all worthwhile.

**Radio Presenter:** Well, good luck to your team in the future and thank you for talking to us today, Jeff.

**Jeff:** It's been a pleasure. Thank you.

➤ **Exercise 4 (p. 52)**

**Interviewer:** Hello and welcome to 'A Good Read'. I'm your host Martin Fields and chatting with me today is Kelly Sloan, author of the book 'Encounter'. Thanks for joining us today Kelly.

**Kelly:** It's great to be here Martin.

**Interviewer:** I just finished reading the book yesterday. It's a real page-turner and a fascinating mix of fact and fiction. Tell us a bit about the story.

**Kelly:** Well, I really wanted to take all the research and knowledge about UFOs and bring them into a story of a couple who encounter an alien. The relationship that develops is what might happen if it occurred in real life. I developed the alien from an eyewitness description of one. The book should appeal to non-fiction readers as well.

**Interviewer:** It certainly does. I prefer non-fiction and your book had enough facts in it that it satisfied my interest in reality.

**Kelly:** That's what I wanted to do with this book; bring factual information to a possible story. I don't want to write just science fiction. Before I began this book, I was studying and researching famous ghosts for a year. I was surprised about how much factual data there is.

**Interviewer:** So you believe in supernatural phenomena?

**Kelly:** It depends on what it is. I'm actually quite a sceptic and I need hard facts to believe in something. When I see the facts, then I take them seriously. Look at the Bermuda Triangle. When you examine the data on how many planes and ships have disappeared over the years, you can't deny that something supernatural is going on there.

**Interviewer:** Kelly, you are rather an expert on the supernatural with all the articles you have written and published, wouldn't you say?

**Kelly:** I guess so, it's definitely my passion and I love to explore it in my writing. In this book, I worked with top researchers of UFOs as this is an area I was not that familiar with. My goal with the book is for readers to gain a new understanding of unexplained phenomena while at the same time enjoying a fascinating story.

**Interviewer:** You definitely accomplished that. When can readers expect to find your book in bookshops?

**Kelly:** It should be in the shops a week from now.

**Interviewer:** One last question; what are your plans? What's next for you?

**Kelly:** Oh, I'm returning back to ghosts and I'm excited to be working on a documentary about a haunted town. But that's all I'm saying for now.

**Interviewer:** Well, we look forward to hearing more soon. Thanks Kelly for your time today.

**Kelly:** My pleasure.

**Module 5**

➤ **Exercise 5 (p. 61)**

**Speaker 1**

All my friends knew exactly what they wanted to study, but not me. That's why I went to see a career advisor. She talked me through all my options, from art history to zoology! Some of the courses I'd never even heard of, including tourism management. I had no idea you could study something like that! The idea of helping people while they're on holiday really appeals to me. That's why I think this course is right for me.

**Speaker 2**

Everyone thinks studying abroad is really exciting. But because of my parents' jobs, I moved around a lot when I was growing up. I've spent most of my life in boarding schools around the world, so living in a foreign country doesn't appeal to me at all. I've felt like a tourist all my life and would much rather stay where I am now, with my friends. I'm not sure which course is right for me so that's why I haven't enrolled in any courses yet. But I know for sure that whatever I do, I'm going to do it right here.

**Speaker 3**

Most of my friends want to take a gap year before doing further education. I'd love to travel as well, I just figure I can do that after I graduate. The thing is, I know exactly what I want to study, so I've already enrolled in a course for September. I've always been interested in the past – I think it's important to know how we got where we are today. I'm particularly interested in the medieval times, which is one of the options for my degree. I can't wait to start!

**Speaker 4**

Ever since I was young, I never really liked being away from home. Even when I stayed overnight at my friends' houses, I would always miss my family. I'm not going to let that stop me from achieving my dreams, though. I want to study French, and I know that the best way to learn a language is by using it every day. So I'm going to move to France and go to university there. I know it will be hard at first, but it'll make me a stronger and more independent person.

**Speaker 5**

My parents have always pushed me to become a doctor or an architect. I want to make them happy, but I'm not sure that university is right for me. I told them I was going to take a gap year after school to consider my options. They think I'm going to work for a while and save money to study. The truth is, I'm not interested in going to university and I'm ready to start my career. I've already found myself a job and I start work next week.

➤ **Exercise 4 (p. 66)**

1 You hear a young girl talking on the radio. Why did she teach art?

**A** She wanted a break from university.

**B** She was obliged to teach.

**C** It was one of her ambitions.

While I was studying to become a teacher, I was seriously burnt out. Luckily, as part of my degree, I was required to work in a classroom for a few months. It really was a much-needed break! I taught Art to children. All the kids were so ambitious and creative – they reminded me of why I had started teacher training in the first place!

2 You hear a young man talking. What does he work as?

**A** a chef

- B a doctor  
C a waiter

I always thought I'd grow up and become a chef, just like my father. I was inspired by how happy people were when they tasted his food! Unfortunately, it turns out I have no talent for cooking. No matter how much my Dad tried to teach me, I would burn everything. Luckily, I was good at science and maths. I'm now studying medicine at university and am really enjoying it. The only problem is that tuition fees are very expensive. In order to pay for them, I serve tables at my dad's restaurant. He won't let me anywhere near the kitchen!

- 3 You hear a lecturer talking to his students about a writer. How does the lecturer feel about the writer?  
A He finds his novels too long.  
B He likes that his work is very detailed.  
C He thinks his work is too hard to read.

James Joyce is a unique kind of writer. He's most famous for his novel *Ulysses*, which is over 600 pages long. The amazing thing about *Ulysses* is that the entire story takes place in one day! Joyce describes absolutely everything the main character does, sees or thinks. As a result, some people find his writing too difficult to read. Despite this, Joyce is undoubtedly one of the most influential writers that ever lived.

- 4 You hear a man talking to a librarian. Why has he phoned the library?  
A to order a book  
B to make an enquiry  
C to complain

Hello there. I spoke to a lady on the phone last week. I think her name was Linda. I was looking for a book called *The Sea Road*. I need it for a course I'm studying at university. The librarian I spoke to said she would order it in for me and that it would only take a couple of days. That was on Thursday, and I haven't heard anything since. Could you tell me when I can expect the book to arrive?

- 5 You hear part of a news broadcast about education online. What is the reporter describing?  
A the pros and cons of online lectures  
B the reasons why students don't go to lectures anymore  
C the different ways that students can learn

Well, basically, E-lecture is a programme that allows universities to broadcast lectures on the Internet. This major innovation has received both criticism and praise. Critics argue that it encourages students to be lazy, since they no longer need to attend university to earn their degree. However, students say that E-lecture helps them to learn because they can re-watch lectures as many times as they need. They believe that alternative methods of learning are a good thing, and people shouldn't dismiss the E-lecture programme before they've even tried it.

- 6 You hear a photographer being interviewed on the radio. Why did she decide to become a photographer?  
A to fulfil a lifelong ambition  
B to make money  
C to help a friend

**Man:** Have you always wanted to become a photographer?

**Woman:** Well, when I was younger it was my dream job, but I actually went to university to study journalism! One day, a fellow classmate asked me to take photos

while he conducted an interview. I really needed the extra cash, so I thought 'why not?'

**Man:** So you dropped journalism and moved on to photography right there and then?

**Woman:** No, I was too stubborn for that! While photography seemed to come more naturally to me, I actually finished my degree in journalism. It was only after I graduated from university that I fully realised my natural gift for photography! It's strange how things work out, isn't it?

- 7 You hear a girl talking about her extra-curricular activity. How does she feel before she competes?

- A awkward  
B nervous  
C excited

Sometimes when people ask about my hobby, I hesitate to tell them. Even though I love football, talking about it makes me a little uncomfortable as some people think it's not for girls. That's so unfair! We have to train just as hard and are just as good as any male team. Before a competition though, I get really anxious and start to doubt myself. I never want to let my team down. Still, once the whistle blows, I forget my fears and just focus on winning. It's so thrilling being out on the pitch!

- 8 You hear a backpacker talking about visiting a mountain village. How did she travel to the top of the mountain?

- A by taxi  
B on foot  
C by bus

While I was travelling in India, I decided to go up to this mountain village. I hired a taxi, but at the foot of the mountain, a massive landslide forced me to hike instead. It took all day, but the view was well worth the trouble. It was really breathtaking! After all my effort, I decided to stay in the village for a few days. By then, the landslide had been cleared so I took a tour bus to get back to the bottom.

## Module 6

### > Exercise 5 (p. 78)

**DJ:** Joining us today we have wildlife photographer and conservationist Matt Hobson. Matt has been working in the Amazon River recently and has taken extraordinary photos of pink river dolphins! Tell us a bit about these dolphins, Matt.

**Matt:** Well, they're strange-looking creatures, with long beaks and huge flippers. All other dolphins have a dorsal fin on their backs, but the pink river dolphin has a hump. Its unique colour is due to blood flow beneath the skin, which can change when the dolphin is excited!

**DJ:** Sounds amazing! What was it like taking photographs of them?

**Matt:** It was pretty challenging. To shoot them, we had to swim in the Amazon River and try to get as close as possible to them. Although the water was warm, it was incredibly cloudy. It was difficult to see through the water, so not the best conditions for taking photographs!

**DJ:** Were the dolphins friendly, though?

**Matt:** Actually, pink dolphins are the friendliest of all the river dolphins. They enjoyed human contact and kept bumping into us! It wasn't until we fed them some fish that they calmed down enough to photograph.

**DJ:** Sounds like a lot of fun! Now, I understand that these beautiful mammals are actually at risk, is that right?

**Matt:** Well, they used to be one of the least threatened species of dolphins, but now they are an endangered species. The pink dolphin is actually one of only five species of river dolphins left in the world. It's estimated that their numbers are falling by about 10% each year.

**DJ:** I see ... so what's causing their decline?

**Matt:** It's mostly due to pollution. The Amazon River has become increasingly polluted by mercury from gold mines. This makes the water highly poisonous to all the animals that live there, as well as to the native people.

**DJ:** That is a serious issue. Is there anything else that is endangering these dolphins?

**Matt:** Well, another major problem is loss of habitat. Numerous dams have been installed along the river. This means that dolphins are unable to reach the food that they require. It's human interference that is threatening these dolphins. It's therefore our responsibility to ensure they don't become extinct.

**DJ:** I really hope something will be done. Thank you for talking to us today, Matt.

**Matt:** Thanks for having me!

➤ **Exercise 4 (p. 80)**

**DJ:** Joining us today we have Jason Lee from the Wolong National Nature Sanctuary here to talk to us about giant pandas! Hello, Jason.

**Jason:** Hello!

**DJ:** So ... tell us a bit about the sanctuary, Jason. Was it created solely for pandas?

**Jason:** Well, the purpose of the sanctuary is to protect the 6,000 species of wildlife native to the Wolong area. This includes plant-life as well as rare animals, such as the snow leopard. Since the giant panda is an endangered species, we are especially worried about them. There are less than a thousand of them left in the wild and that number has been falling over the years.

**DJ:** And why is this happening?

**Jason:** Well, in the past pandas were hunted for their fur but today the problem is that a panda needs vast quantities of bamboo in order to live. When the bamboo plant naturally dies off in one area, pandas simply move to another area to feed. Unfortunately, these days, human settlements have divided the forest. This means that when the bamboo in one area dies out, pandas can't reach new sources.

**DJ:** I see ... Is anything being done about this issue?

**Jason:** Yes ... we've been planting corridors of bamboo. These corridors aren't designed to provide food, but to join up the forests. Instead of being narrow strips of land, they're large bamboo plantations that contain farms and houses as well. Since people live in these areas, we've had to teach them how to live alongside pandas, without disturbing them.

**DJ:** I see. Now, I understand the reserve is also breeding pandas in captivity?

**Jason:** Yes ... In general, I don't believe wild animals should be kept in captivity. However, in the case of the panda, they need our help in order to restore their numbers. If we just left wild pandas alone, they would slowly become extinct.

**DJ:** And is it true that tourists can visit these captive pandas?

**Jason:** Well, the pandas have attracted so much attention that tour groups do visit. People want to learn more about the panda, and coming to the sanctuary is an excellent way to do

that. However, we're not here for tourism. In the long run, we hope to free these pandas into the wild.

**DJ:** Now, living in the wild is a lot different from living in the sanctuary. What kinds of things do you need to teach the pandas before they can be released?

**Jason:** Well, they don't need to hunt, as they eat mostly bamboo; but they need to learn to mark and guard their own territory. Although pandas have no natural predators, other pandas can pose a threat.

**DJ:** So, where do you plan to release the pandas?

**Jason:** There are some parts of the forest where pandas used to live, but no longer inhabit. I think it's best to release them into these areas. That way, pandas can repopulate the forest, safe from any threats.

**DJ:** Well, good luck in releasing these pandas, Jason. Thanks for coming on the show!

**Jason:** It's been a pleasure. Thank you.

**Revision Module 1**

➤ **Exercise F**

**Interviewer:** Welcome to the show! Here with us today, we have Brenda Phillips, whose family lived through the recent hurricane here in Mississippi. Hello, Brenda.

**Brenda:** Hello.

**Interviewer:** Brenda, tell us about the day the hurricane hit.

**Brenda:** Well, it was around 1 a.m. when the wind started howling. Our TV wasn't working, so we turned on the radio. We heard that all of the rescue centres had been washed away. That's when I knew we were in serious danger.

**Interviewer:** I see. What happened then?

**Brenda:** Suddenly, we heard a loud crack; then seconds later a tree crashed through the wall! We retreated to the wardrobe, which had been emptied of all clothing, and covered ourselves with mattresses for safety. Then, I noticed the walls were shaking.

**Interviewer:** That must have been terrifying!

**Brenda:** Yeah ... we huddled together, waiting for the hurricane to pass. But it seemed like we were there forever. As the hurricane approached, it sounded like a train, but when it was finally upon us, it sounded like a jet engine. All the while, objects bounced off our wardrobe door, threatening to break it.

**Interviewer:** Were you prepared in any way for this event?

**Brenda:** I've lived through five hurricanes including this one, so I knew what to expect. The day before, I had prepared some sandwiches and water. I also made sure I had an axe, in case we had to cut our way out. But nothing prepared me for the aftermath of this hurricane.

**Interviewer:** Tell us what happened.

**Brenda:** Well, after we had hacked through the debris blocking the wardrobe door, we saw that our home was in ruin. The roof had been completely torn off and the shredded curtains were blowing around in empty window frames. Most of the furniture was destroyed, but strangely an antique lamp remained intact.

**Interviewer:** What about the rest of the town?

**Brenda:** As we emerged from our home, we couldn't believe our eyes. It was as though we had stepped into a war film. The street was like a muddy river, with the remnants of people's homes floating past us. We walked to my mother's house, but all that was left was a pile of rubble.

**Interviewer:** How did you and your family cope in this difficult time?

**Brenda:** I couldn't believe that all of our family belongings were missing. I started to dig among the rubble; broken lamps, toys, shoes, and miraculously found my mother's wedding album! This gave me hope. I knew that together, we would pull through.

**Interviewer:** So what did you do after that?

**Brenda:** Well, one of our neighbours was calling out for help. Her husband's leg had been trapped under a collapsed wall. Lifting the debris was back-breaking work, but eventually we managed to free him. He had a broken foot; however, he was grateful to be alive.

**Interviewer:** How long do you think it will take for communities to be rebuilt?

**Brenda:** Well, it's hard to say, because there's so much that needs to be done. The local hospital is currently being restored, and the town hall will be rebuilt next month. However, even when all the buildings are repaired, it will still take some time for things to return to normal.

**Interviewer:** Finally, Brenda, do you have any words for the listeners out there who have also suffered as a result of this hurricane?

**Brenda:** In order to get through this, we have to stay strong and we all have to work together. It won't happen overnight, but eventually we will get through this ordeal.

**Interviewer:** Thank you so much for talking to us today, Brenda.

**Brenda:** Thanks for having me on the show.

## Revision Module 2

### > Exercise E

1 You hear a man talking about a recent trip to a supermarket. Why did he leave the supermarket?

- A He couldn't find what he needed.
- B He thought it was too expensive.
- C The queue was too long.

That's the last time I go to that supermarket. Don't get me wrong, it's huge and has everything you can imagine. There are also some great bargains to be found if you look around. It took me some time but I got everything on my list. I even bought a few extra items that I just couldn't resist. But then I got to the checkout and saw all the people waiting there. I thought I'd rather go to a more expensive supermarket and pay more than waste my time like that. So I just walked out.

2 You hear a woman talking about her job. What is she?

- A a shop assistant
- B a cashier
- C a designer

It's all about what the customer wants. But sometimes they don't know what they want and that's where I come in. I can show them something they haven't thought of like the latest designer items they may never have seen before. Most customers appreciate great design and quality. I try to keep in mind of course how much they can spend otherwise they will leave quickly without buying a thing. If they see a stylish blouse at a good price, they reach for their wallets without a second thought.

3 You hear a young man talking about a computer he just bought. How does he feel about the computer?

- A He is anxious about learning how to use it.
- B He is proud to own it.
- C He is worried that he paid too much for it.

I can't believe I now have my own tablet PC. I have been dreaming about it for so long. It sure was expensive though, and it will take me some time to pay it off, but it's worth every penny. Of course, now I have to figure out how to use it which won't be easy as I don't know a lot about computers. I don't mind however; it will be fun and challenging. I just can't wait to show it to all my friends.

4 You hear a woman talking to a man. Why is she talking to him?

- A to make a suggestion
- B to request action
- C to ask for help

There is something wrong with this MP3 player I bought. Can you take a look at it please? The earphones don't work. I think they might be damaged. It was like that when I took it out of the box. You should send them back to the manufacturer. Here is the receipt. Could you give me a replacement, please?

5 You hear two shoppers talking. Where are they?

- A at a florist
- B at a post office
- C at a bookshop

A: Jane, I'm over here. Wow, those are beautiful roses. Where did you get them?

B: Just outside the shop; there is a lady selling them. What are you looking for?

A: An interesting biography. I want to send a present to my friend in England. I'll probably send the package first class so it gets there quickly.

B: Good idea. Have you thought of a buying an intriguing mystery? They are over on that shelf.

A: That's not a bad idea. Let's take a look.

6 You hear a lecturer talking about responsible shopping. What is the lecturer describing?

- A common mistakes shoppers make
- B shopping trends of the future
- C poor quality products

Most consumers just don't think before they buy. They aren't smart shoppers. Where do they go wrong? Well, they tend to put price first and ignore quality or how a product was made. Whether shopping online or in the shops they are impulse buyers. With the onset of smart phones they can now even shop at any time they like. They rarely shop around to compare price and quality or look for fairtrade labels that guarantee the product was made in an acceptable way. Nor do they research what products are friendly to the environment. The answer lies in the next generation of future shoppers who are more aware and concerned about shopping wisely.

7 You hear two people talking in a clothing shop. Why doesn't the man buy the jacket?

- A It's too small.
- B It's too trendy.
- C It's the wrong colour.

**Woman:** Is everything alright? How does the jacket fit?

**Man:** Perfectly. I like the style too.

**Woman:** Yes, it's the latest trend; very slim fitting.

**Man:** Do you have it in blue? I think it would really suit me.

**Woman:** I'm afraid not. We only have a size 40 in blue and it would be too small for you.

**Man:** Too bad. I think I'll look around some more. Thank you.

8 You hear a professional shopper talking on the radio. What does she recommend?

- A always shop with a friend
- B never pay with a credit card
- C take a look at second hand shops

All shoppers want the best price, but it's also important to make good decisions about what you buy. That's why I tell my clients to never shop alone. It's important to have a second opinion. It's easy to buy things you don't really need whether it's at high street shops or second hand shops. That's why it's good to discuss a possible purchase with someone. It's easy to get carried away with purchases, especially when shopping with a credit card.

### Revision Module 3

#### > Exercise E

**Interviewer:** Joining us today, we have Andrew Foster, a conservationist at Corcovado National Park in Costa Rica! Hello, Andrew.

**Andrew:** Hello.

**Interviewer:** So, Andrew, tell us about Corcovado National Park.

**Andrew:** Well, the reserve was created in 1975 to protect one of the last remaining rainforests in Central America. This forest provides an important habitat for many rare and endangered species, such as the jaguar.

**Interviewer:** Why does this area need protection?

**Andrew:** In the past, the area was heavily threatened by gold mining. Deforestation from these projects massively reduced the size of the forest. Since we established the reserve, mining has become illegal. However, the wildlife continues to be threatened by poachers.

**Interviewer:** So, how are you dealing with these problems?

**Andrew:** Well, at the moment, we have wardens patrolling the area to protect it from poachers. We also try to promote conservation among locals by visiting schools. If we can get funding, we intend to replant the areas that have been deforested.

**Interviewer:** So, how did you first get involved in the conservation of this area?

**Andrew:** I have always wanted to help the environment, which is why I studied ecology at university. After I graduated, I moved to Brazil to study the effects of climate change. While there, my colleague alerted me to the problems in Corcovado. That's when I made the decision to move to Costa Rica and join the conservation campaign.

**Interviewer:** Yet, I hear that you are encouraging tourism in the area?

**Andrew:** That's right. Tourism is necessary to raise money for our project. Although we are lucky to have voluntary staff, we desperately need funds in order to restore the forests. This must be achieved soon, before jaguar numbers fall so low that we will be forced to breed them in captivity.

**Interviewer:** But won't tourism damage the fragile ecology?

**Andrew:** Actually, we promote eco-tourism, which has no negative impacts on the environment. For example, the accommodation we offer our guests is built from straw and furnished with bamboo. Also, although our lodges are located in the reserve, they were constructed without damaging the ancient rosewood trees.

**Interviewer:** So what advice can you give people that want to help in some way?

**Andrew:** Well the best way to help is by holding a fundraiser! Remember to send us photographs so we can

put them on our website! You could also help by adopting an animal. If you do, we will send you an official certificate of adoption and regular updates on your sponsored animal. Finally, we invite listeners to purchase items from our website. We sell authentic Costa Rican handcrafts that would make great gifts!

**Interviewer:** That's all we have time for today, thank you for talking to us Andrew.

**Andrew:** You're welcome.

### Revision Module 4

#### > Exercise E

##### Speaker 1

When I was young, I would often hear my mother singing at night. One evening, I couldn't sleep so decided to go and sit with her. I crept towards the kitchen, where I could hear her singing as usual. As I entered the room, the singing stopped. The room was completely empty. Shocked, I ran to my parents' bedroom, where I found my mother, fast asleep! She later told me that she never sang late at night!

##### Speaker 2

The alarm on my mobile phone woke me up at 7am as always. I turned it off, left my phone on the bedside table and jumped into the shower. However, when I returned to my room, the phone had vanished! I picked up the home phone and dialled my mobile number. Faintly, I heard its familiar ring-tone and followed the sound into the kitchen. To my surprise, it was in the cupboard! I live alone, so how it got there is a mystery!

##### Speaker 3

On my fifteenth birthday, my parents bought me a telescope. That evening, I spent hours looking at the starry sky. As I examined what I thought was a planet, it began to move sideways! I thought this was unusual, so I followed the orb with my telescope. Suddenly, the mysterious light paused, then shot upwards at great speed and vanished into the darkness! I knew it definitely wasn't a planet!

##### Speaker 4

It was a cloudy afternoon in the middle of Autumn. I was gazing out of the window, when I suddenly noticed a ball of fire falling out of the sky! It sped down to the ground, and crashed into my neighbour's shed, leaving a massive hole in the roof! My neighbour rushed into her garden and hosed down the flames. Afterwards, we found a rock in her shed, which was later confirmed to be a meteorite.

##### Speaker 5

I often go hiking with a friend of mine. One foggy day, we were walking through the forest, when my friend suddenly stopped. He pointed to a tall, dark figure that seemed to be walking like an ape! As we moved closer, it noticed us and quickly ran off into the mist. Perhaps it was a strange creature or perhaps it was just another person who we scared off!

#### > Exercise F

At the bottom of the Grampian Mountains lies a majestic building with a terrible secret. Here stands Glamis Castle, the birthplace of Princess Margaret, the Queen's sister; and more famously, the haunted setting for Shakespeare's play, Macbeth. While Shakespeare's work may have been mostly fiction; the truth behind Glamis castle has baffled people for centuries.

The Castle is vast, with pointed towers and numerous windows. But strangely, more windows can be seen from the outside than can be counted inside the building. In short, there is a secret room within the castle walls! Many believe it lies at the top of the castle inside a tower, but despite many centuries of searching, it has never been found.

It's in this room that the secret of the castle is said to exist. There have been many rumours surrounding the mystery, but some locals believe that the room contains the Monster of Glamis Castle. It is suggested that this monster is the ghost of a nobleman's son. Apparently the child was so frightful that he was locked in the room his entire life. Some servants of the castle claimed to hear thuds on the wall of the building, but only the British Royal Family knows what is in the forbidden room.

As well as its mysterious monster, the castle has been the site of several other strange occurrences. Some visitors have been shocked by a lady dressed in grey, who glides through the hallway before vanishing! Other witnesses have reported seeing the ghost of a bearded duke, who is said to lean over residents while they are sleeping! In addition, the castle is also haunted by the ghost of a servant girl who runs around the garden with her mouth open in a silent scream!

Today, Glamis Castle is one of Scotland's most popular tourist attractions. Although it is difficult to reach, many journey there to enjoy the beautiful countryside surrounding the castle. And occasionally, even the Queen visits Glamis! It can also be hired for private functions, such as dances, dinners and even weddings. However, you may end up with some uninvited guests who are a little spooky!

### Revision Module 5

#### > Exercise F

**Interviewer:** Good evening and welcome to the show! Joining us today, we have Johnny Williams, a stuntman who has worked on some major Hollywood films! Now, that does sound exciting, Johnny. Tell us a bit about what you do?

**Johnny:** Well, as a stuntman, I replace film actors when scenes are too dangerous for them to perform. It's great as the work is incredibly challenging – you never know what you'll be doing from one day to the next. You could be falling down a flight of stairs, fighting with a co-star or even set on fire for an action scene!

**Interviewer:** Wow! That sounds really dangerous!

**Johnny:** Yes, the job does involve a certain amount of danger. While all of our stunts have to look good, safety is a top priority. Even then, a stunt can sometimes go wrong, resulting in stuntmen being injured.

**Interviewer:** Have you had any bad experiences while doing a stunt?

**Johnny:** Well, I once had to leap off a wall and then swing off a tree. I had practiced it many times. However, when I grabbed the tree, the branch snapped. I didn't break any bones but the impact knocked me out.

**Interviewer:** What happened then?

**Johnny:** Well, as always there was a medical team on hand, so I didn't have to go to hospital. They bundled me into the medical van and I woke up several hours later with a pounding headache. Fortunately, I wasn't seriously injured.

**Interviewer:** Wow! That sounds pretty scary. What sort of skills do you need to do this dangerous job?

**Johnny:** Well, you need to be athletic and be ready to take risks. When I was younger, I did a lot of extreme sports, like rock-climbing and sky-diving. However, to become a stunt performer, you need to be approved by the National Stunt Organisation, which meant I had to attend stunt school.

**Interviewer:** I see. And now you run your own stunt academy, right?

**Johnny:** That's right. We offer classes in combat, water stunts, special effects and much more. Although there is no official qualification, candidates receive a certificate upon completion, which is a great thing to have on your stunt portfolio.

**Interviewer:** Who can sign up for the academy?

**Johnny:** Anyone can join! We have classes ranging from beginner to advanced, and each candidate is placed according to their ability. We even offer a kids camp, which is suitable for children aged eight years and over.

**Interviewer:** What kinds of activities are available for children?

**Johnny:** Well, we teach kids how to fall and land safely, perform theatrical sword fights and do stunts on a trampoline. We also offer an obstacle course that is a lot of fun and improves fitness.

**Interviewer:** How can people sign up for your stunt academy?

**Johnny:** Registration for all of our programmes can be done via our website, or alternatively you can contact our call centre. We are open from March until November, but our kids camp is only available in July.

**Interviewer:** What kind of advice would you give to somebody who is thinking about becoming a stunt performer?

**Johnny:** Well, it's really important to have a healthy lifestyle, so eat well and stay active! Also, try to get involved with as many sports as possible – every skill helps as you never know what lies ahead!

**Interviewer:** Great advice, Johnny. Thanks for coming on the show.

**Johnny:** My pleasure. Thank you!

### Revision Module 6

#### > Exercise F

1 You hear a young girl talking. Why did she decide to lose weight?

- A Her parents suggested it.
- B Her doctor recommended it.
- C She was motivated by a book.

When I was growing up, my parents worked a lot so they didn't have time to make home-cooked meals. As a result, we ate mostly fast-food, which made me overweight. I never really worried about it until last year, when my doctor told me I would have problems if I didn't start dieting. I bought some books on healthy eating and also started working out. I'm so much thinner now and have much more confidence!

2 You hear a man talking on the radio. What does he work as?

- A a sculptor.
- B a body piercer.
- C a tattoo artist.

I've always enjoyed being creative, whether it was painting or sculpting. That's why I decided to go to art school. At the student art show, my drawings were

spotted by someone in the industry. He offered me an apprenticeship and trained me to work with needle and ink. Although this isn't the type of work I thought I'd be doing, it's really satisfying to know that people are walking around with my artwork on their skin!

- 3 You hear a presenter talking about a woman who is about to have a make-over. How does the presenter feel about the woman?

A She does not dress to suit her age.  
 B Her clothes fit her well.  
 C Her hair is a beautiful colour.

On this programme, we are going to give Julie a make-over. Although Julie is only 25 years old, she looks much older because she wears old-fashioned clothes. Today, we're going to get Julie in some fitted new clothes and also give her beautiful long hair a boost with some colour! We'll get her looking fashionable in no time!

- 4 You hear a woman talking to a hairdresser. Why is she talking to her?

A to discuss different hair styles.  
 B to reschedule a booking.  
 C to make an apology.

Hello there. I spoke to a woman last week about my wedding. She said I should come in for a hair trial so that she could experiment with some different styles for the wedding. Now, I booked an appointment for tomorrow, but forgot that I had already made plans. Would it be possible to come on Friday afternoon instead? I'm really sorry for the inconvenience.

- 5 You hear a plastic surgeon being interviewed on the radio. Why did he decide to become a plastic surgeon?

A to follow a family tradition.  
 B to develop a natural talent.  
 C to help other people.

**Interviewer:** Did you always know you wanted to become a plastic surgeon?

**Plastic Surgeon:** Well, I studied medicine because my father encouraged me to do so. While I was in surgical training, my professor told me that I would make an ideal plastic surgeon because my hand was very steady.

**Interviewer:** So you followed this advice?

**Plastic Surgeon:** That's right. However, many people assume that plastic surgery is only for cosmetic purposes. But actually most plastic surgery is performed to help people who have been badly scarred or injured. So, I'm glad that my skills are being put to good use.

- 6 You hear part of an entertainment show about fashion. What is the narrator describing?

A The history of fashion.  
 B The latest trends.  
 C Buying used clothing.

Throughout history, fashion has repeated itself again and again. But what's in store for us next season? Well, the catwalks have just exploded with a 60s revival! Runways have been covered in bright colours, fitted dresses and big hair. These trends are set to hit the high street next season, but you may also find some great bargains in a second-hand shop!

- 7 You hear a man talking about his appearance. How does he feel about the way he looks?

A awkward  
 B embarrassed  
 C indifferent

When I was younger, I used to play a lot of rugby. One day, I fell over during a match and broke my nose. Since then, my nose has been slightly crooked. At first, it made me feel really uncomfortable and self-conscious. I used to think that everybody was staring at me. These days though, I'm not really bothered. I mean, there's more to life than the way you look.

- 8 You hear a woman talking about attending a fitness camp. During which activity did the woman get injured?

A running  
 B doing yoga  
 C playing hockey

Last summer, I joined a fitness camp to lose weight. We woke up at 6am every morning and ran around the racetrack before breakfast. After that, we did some yoga to strengthen our muscles. The afternoons were reserved for team sports. I'd always liked these activities, but one day, I fell and twisted my ankle during a hockey game. It started to swell up so my instructor sent me to the emergency room. Unfortunately, I had torn a muscle and was forced to leave the camp.