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Introduction

Spotlight 9 is an English course based on the Common European Framework of Reference and designed for B2 level students.

Spotlight 9 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through stimulating tasks and topics, paying attention to their needs, feelings and desires) learning.

The coursebook consists of eight modules of nine lessons each. **Each module** is designed to be taught in **nine 45-minute lessons**. Each module ends with a Progress Check section. Moreover, the material presented in each module can be enhanced and consolidated through the Grammar Check and Spotlight on Russia sections, to be found at the back of the Student's Book; the Spotlight on Russia section being a separate ten-page feature. We suggest that the material in these sections as well as activities from the Workbook are assigned to students as homework. The Grammar Reference Section, including a list of the most common Irregular Verbs, can be used both by the teacher during the lesson when it is necessary to elaborate on a particular grammatical phenomenon and by the students at home in order to revise the material presented in class.

COURSE COMPONENTS

Student's Book

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 a Module*).

Workbook

The Workbook is in full colour.

The **Workbook** contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises, incorporating all four skills.

My Language Portfolio

My Language Portfolio contains material to be used in a variety of tactile tasks throughout the course. This material is printed on pages which students may then cut out and file in their individual Language Portfolios (see *Students' Language Portfolios*).

Teacher's Book

The Teacher's Book contains detailed Teacher's notes, which provide:

- objectives of each unit in a clear and concise way
- step-by-step lesson plans and suggestions on how to present the material
- a full Key to the exercises in the Student's Book and Workbook
- tapescripts of all listening material

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course.

Student's Audio CD

The Student's Audio CD contains the recorded dialogues and the main texts in the Student's Book, and may be used for the purposes of homework, preparation and practice.

ELEMENTS OF A MODULE

Each module starts with a module presentation page to familiarise students with the language and patterns in the module. The module presentation pages also whet students' appetites by familiarising them with some of the text types, pictures and activities found in the coming module. Each module contains the sections described below.

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a

variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Reading

Dialogues

In each module there is a situational dialogue set in an everyday context in order to familiarise students with natural language. This dialogue also presents useful expressions so that students can practise everyday English.

Texts

Throughout each module there is a wide variety of reading texts such as e-mail, text messages, letters, articles, poems, etc, which allow skills such as reading for gist and reading for specific information to be systematically practised.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. There is a Grammar Reference Section at the back of the Student's Book which offers detailed explanation of each grammar point. Further practice is provided in the Grammar Check section at the back of the book.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking

Controlled speaking activities have been carefully designed to allow students guided practice before leading them to less structured speaking activities.

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Songs

There are song sheets at the back of the Student's Book containing songs connected to the theme of the modules as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Study Skills

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

Writing

In the fifth lesson of each module, students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed.

Further Writing Practice

There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, descriptions, notes, postcards and articles.

Culture Corner section

In these interesting and informative pages, students are provided with cultural information and read about aspects of English-speaking countries which are thematically linked to the module. The section also contains related tasks and creative projects, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

Across the Curriculum section

This section enables students to link the theme of the module to a subject on their school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal

frame of reference. These units contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Going Green section

Through a variety of reading texts, these pages raise students' awareness of environmental issues.

Progress Check

These sections appear at the end of each module, and reinforce students' understanding of the topics, vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

Grammar Check

The exercises in this section present the students the chance to further practice the grammatical structures presented in the module, and also enable students to check for themselves the extent to which they have assimilated these structures.

Spotlight on Russia

These pages enable the students to further explore the themes introduced in each module, through interesting and informative passages which present people, places and situations the students are familiar with.

Grammar Reference

This is a thorough presentation of the grammatical rules that are presented in each module.

SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

Much of the new vocabulary in *Spotlight 9* is presented through pictures, or by encouraging students to refer to the Word List or their dictionaries. Vocabulary is always presented in context, and emphasis is placed on collocations, phrasal verbs, idioms and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming*. Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
 - Present *dull* by giving a synonym: *He thought the film was dull, but I didn't find it boring at all.*
 - Present *refuse* by giving its opposite: *At first he refused to come with us, but then he agreed.*
 - Present *uninhabited* by paraphrasing it: *This house is uninhabited. This house has no people living in it.*
 - Present *greenhouse* by giving a definition: *A greenhouse is a glass building where plants are grown.*
- *Context*. Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *rechargeable* and *disposable* by referring to batteries. Using rechargeable batteries works out cheaper, because they can be used again, while disposable ones are just thrown away after they run out.
- *Visual prompts*. Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary*. Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Flashcards*. Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1*. In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

The choice of technique depends on the type of word or expression. For example, it may be easier to describe an action verb through miming, and not through a synonym or definition.

B – Writing

All writing tasks in *Spotlight 9* have been carefully designed to guide students to produce a successful piece of writing.

- Always read the model text provided and deal in detail with the vocabulary tasks. Students will then have acquired the language necessary to cope with the final writing task.

- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Assigning homework

It is recommended that homework is regularly assigned and routinely checked according to the specific needs of the class.

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases. Encourage students to remember the immediate context of the lexical items, or how these items collocate with other words.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud.* Assisted by the Student's CD, students practise at home in preparation for reading aloud in class.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

All learners make errors; they are part of the process of learning. The way errors are dealt with depends on the activity.

- *Oral accuracy.* In drill work correct students on the spot, either by providing the correct answer and asking them to repeat it, or by indicating the error but allowing students to correct it. Alternatively, indicate the error and ask other students to correct it.
- *Oral fluency.* In pairwork or free speaking activities allow students to finish the task without interruption, but make a note of the errors made and correct them afterwards.
- *Written work.* Do not over-correct; focus on errors that are directly related to the point of the exercise. When giving feedback you may write the most common errors on the board and help the class to correct them.

Remember that praising students and rewarding good work is of great importance. Post written work on a notice board in the classroom or school, or give 'reward' stickers. Praise effort as well as success.

E – Class organisation

- *Open pairs.* The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.* Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.

Stages in pairwork:

- Organise students into pairs
- Set the task and time limit
- Rehearse the task in open pairs
- Ask students to do the task in closed pairs
- Go around the class and help students
- Pairs report back to the class
- *Groupwork.* Groups of three or more students work together on a task or activity. Class projects or role play are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions.* A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F – Using the Student's Audio CD

All dialogues and texts in the Culture Corner and Extensive Reading sections are recorded on the Student's Cassette or CD. Students have the chance to listen to these recordings at home as many times as they want in order to improve their pronunciation and intonation. The suggested stages of such self-access study are:

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

STUDENTS' LANGUAGE PORTFOLIOS

At the beginning of the course, students should be asked to obtain a suitable folder, or sectioned document wallet, which they will bring to each lesson and which will hold their personal Language Portfolio.

This will be used to store not only the material cut out of the printed supplement, *My Language Portfolio*, but also a wide variety of other documents and material.

In practice, Language Portfolios may include projects or other written work; computer diskettes with work or drawings completed inside or outside the class; video cassettes with the students' favourite story, filmed performances of songs, school plays, Evaluation Sheets and reports from teachers, various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

This Language Portfolio is the student's property. It is a tool to accompany the students' language learning throughout the course and is suitable for documenting their learning both inside and outside the classroom. The main emphasis is on the process of learning, so that while compiling their Language Portfolios, learners develop the skill of working independently.

The aim of the Language Portfolio is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Learners are usually willing to experiment and try new things, but at the same time, can be discouraged if they are not sure what is required of them. Once a routine has been established and learners begin to develop their autonomy, they can be given more responsibility and freedom. Learners will still appreciate feedback and appraisal though, so it is important that their efforts are monitored and facilitated.

First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course once students have made some progress in the English Language. If students are not familiar with how to keep a Language Portfolio, at the beginning of the first session ask them to bring a folder, plastic envelopes,

etc. At the beginning of the first session, ask the students to turn to page three of their Language Portfolio. Go through the letter together, making sure that the students have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then give the students some time to arrange their Language Portfolio. Go around, providing any necessary help. Once the students have arranged their Language Portfolio, go through each page together, commenting on the layout and pictures, and giving a brief explanation of the content of each page. Spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the students to do the activities in the *Dossier* section.

How to approach each section

I) Language Passport

Read out the introductory paragraph as the students follow silently. Answer any questions they may have. Each time they are given something for this section, remind them to make a record and file it in the appropriate section of their Language Portfolio.

II) Language Biography

Spend some time on each section, making sure the students know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me*: Students fill in their personal information and record their exposure to the English language.
- *How I learn*: Go through the section along with students, providing any necessary help. The purpose of this section is for both students and teacher to be able to determine each student's individual learning style (*i.e. visual, auditory, tactile/kinaesthetic*) and needs.
- *My World of English*: By updating the record, students get a sense of achievement in the target language.
- *Now I can*: Students have the opportunity to assess their own learning. If a student moves to a new school his/her teacher will also be able to gauge this student's level.
- *Future Plans*: Students record their intentions and ambitions concerning their improvement in the target language.

III) Dossier

The activities have been designed to reinforce the language covered in each module. They can be done upon completion of each module or at a time convenient to the teacher, provided that students have covered the corresponding module.

It is suggested that teachers participate in the activities by bringing in a completed version of an activity to be presented. Students need to be motivated and inspired, and the following is a suggestion on how to approach each activity. Every time students present an activity, give them due praise and attention, reward them with stickers, etc. In general, make them feel that they have done something special; in this way, all the class will be encouraged to do likewise.

TYPES OF LEARNING STYLES

Experienced teachers will be aware that some of their students learn best by listening to new information, some prefer to read about it, whereas other students need to do something with the new information. There is no absolute 'best' method of learning; these are all valid learning styles, as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning style in order to help the learners learn according to their personal learning styles.

- *Visual Learners* need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.

- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

ABBREVIATIONS

The following abbreviations are used in the Student's Book and Teacher's Notes:

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	et cetera
sb	somebody
sth	something

Look at Module 1

Refer Ss to the title of module, *Celebrations*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to joyful events where people gather to have fun and celebrate a special occasion. I expect to learn how different people around the world celebrate.

Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 9).

T: What page is the picture on?

S1: It's on page 11.

T: What can you see in picture 1?

S2: I can see a huge Maslenitsa doll and some people on a stage.

T: How do you think the picture is related to the title of the module?

S3: I think it shows a carnival/festival and people celebrating.

T: What celebrations do you like? Why?

S4: I like parties. I have a good time with my friends. We laugh and dance.

Pic 2 (p. 21)

What is this a picture of? Why do you think the boy is dressed like this? Where are these people from? What are some traditional celebrations in your country?

Pic 3 (p. 14)

What does the picture show? What do you think she is celebrating? Do you have a carnival in your country? What do we do at carnivals?

Pic 4 (p. 16)

What can you see in the picture? How do you think the people are feeling? How do you celebrate your birthday? What else can you see in the pictures on p. 16?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key**a dictionary entry (p. 12)**

What is a dictionary entry? (an explanation of a word in a dictionary) When do we use a dictionary? What does this dictionary entry say? What information does it give you?

a quotation (p. 23)

What is a quotation? (a popular phrase, expression that is repeated by other people) What does this quotation say? What does it mean? Can you think of any other quotations?

a plan for an article (p. 19)

What is a plan? (a way of achieving something that you have worked out before starting to do it) What is this a plan for? What information does it have in it? How do you think it will help in writing an article?

a poem (p. 22)

What is a poem? (a piece of writing which has short lines and words that rhyme which express ideas and thoughts) Why do we write poems? What do you think this poem is about? Do you know of any other poems?

Explain that the module has:

- a Culture Corner
- an Across the Curriculum section

Ask Ss to look at the relevant pages and elicit what each section is about (*Pow-Wow: The gathering of nations. PSHE – Remembrance Day*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Give ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.

1a

Reading & Vocabulary

Objectives

Vocabulary: related to festivals and celebrations

Reading: reading for confirmation; reading for specific information; reading for comprehension

Speaking: role playing an interview

Writing: a paragraph about a festival

Reading

1 Focus ► Introducing the topic

- Refer Ss to the pictures. Elicit answers to the questions in the rubric.
- As an extension, elicit from Ss what else they see in the pictures to activate vocabulary and write important words on the board.

Answer Key

a scarecrow – picture C
people dressed up as pirates – picture B
a tomato fight – picture A
a Russian character – picture D

2 Focus ► Predicting text content/Listening and reading for confirmation

- Elicit/Explain the meaning of the word 'prediction' (*to say what you think sth will be about, based on the evidence you have*).
- Have Ss read the first sentence in each paragraph and elicit what they think the text is about based on the sentence they have read.
- Ss read and listen to text and check their predictions.

Suggested Answer Key

The text is about four unusual festivals from around the world.

3 Focus ► Reading for specific information (multiple matching)

- Read the **study skills** box with Ss and check for understanding.
- Ss complete task individually and compare answers with a partner.
- Invite Ss to read out their answers in class.

Answer Key

1 B	4 C	7 A, D	10 D
2 A	5 D	8 C, D	
3 B	6 C	9 A, B, D	

4 a) Focus ► Understanding new vocabulary/ Finding synonyms

- Refer Ss to the words in the rubric. Elicit their meanings.
- Have Ss scan the text for synonyms of the words in the rubric (*words that mean the same*). Allow Ss time to write down the new vocabulary in their notebooks.
- Check Ss' answers.

Answer Key

Text A extra = spare, dirty = messy
Text B fake = mock, opportunity = chance, feel = experience
Text C main = central, collects = raises, prize = award, clever = bright
Text D represent = symbolise

b) Focus ► Finding opposites (antonyms)

- Explain the meaning of opposites/antonyms (*words that have a reverse/contrary meaning*).
- Have Ss find opposites for the underlined words in the text.
- Ss compare answers with a partner.
- Check Ss' answers and allow Ss time to write down any new vocabulary in their notebooks.

Answer Key

huge ≠ small	bright ≠ dull
typical ≠ unique	beginning ≠ ending

5 Focus ► Recalling information from a text

- Have Ss reread individually the text.
- In pairs have Ss tell their partner two things they remember about each festival.
- Monitor the activity and check Ss' understanding of the text.

Suggested Answer Key

I remember that in the Splatfest no one knows how or why the festival got started. It is a huge food fight and party.

In the Pirates of the Caribbean festival, there is a mock kidnap and people dress up in fancy dress costumes.

In the March of the Scarecrows festival, I remember that the festival raises money for local charities. One year the winner was a medieval knight scarecrow.

In the Maslenitsa carnival, I remember that it celebrates the end of winter and the beginning of spring. People eat pancakes that symbolise the sun.

7 Ellie and Ryan were very excited when the fireworks display began.

8 The concert hopes to raise money for charity from the sale of the tickets.

9 Make sure that you enter the competition on time.

10 She had a bright idea for a costume to wear at the party.

11 Georgetown was transformed into a pirate town.

12 The parade takes place on the main street of the town.

Vocabulary

6 **FOCUS ►** Understanding phrases related to festivals and celebrations

- Have Ss read through the word list.
- Ss complete the task individually and check their answers in the text.
- Have Ss write sentences with four of the phrases.
- Have Ss read their sentences in class and check Ss' understanding.

Answer Key

- | | |
|--------------|---------------|
| 1 make | 7 fireworks |
| 2 change | 8 raise |
| 3 strong | 9 enter |
| 4 street | 10 bright |
| 5 cooking | 11 transforms |
| 6 experience | 12 takes |

Suggested Answer Key

- 1 Please **make sure** the doors are locked before you leave.
- 2 She brought a **change of clothes** with her in case she got wet at the summer festival.
- 3 It's a **strong tradition** for Russian people to celebrate Maslenitsa in colourful costumes and masks.
- 4 Many festivals have **colourful street parades** to watch.
- 5 Charlotte was certain that she would win the **cooking contest** with her delicious dish.
- 6 People dress up for the festival as a way to **experience life** in medieval times.

7 **FOCUS ►** Practising new vocabulary

- Have Ss read the text and choose the correct word.
- Invite Ss to read out their answers.

Answer Key

- | | |
|---------------|--------------|
| 1 annual | 4 parade |
| 2 takes place | 5 let off |
| 3 attracts | 6 experience |

Speaking

8 **FOCUS ►** Role playing an interview

- Read the rubric and example with Ss and check for understanding.
- Direct Ss to use the vocabulary and phrases they have learnt from the text in their role playing.
- In pairs Ss role play an interview between a journalist and someone at a festival. When Ss have finished, direct Ss to exchange roles.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: So, are you enjoying the festival?

B: Oh yes, I'm having a great time.

A: So tell me, how long does the festival last?

B: It lasts for a week; up until the end of August.

A: And how did the festival first begin?

B: No one really knows, but it's been a tradition since around 1945.

A: Oh, that's interesting. So, what are some of the events that go on during the week?

B: Well, there's a fireworks display, a paella cooking contest, lots of singing and dancing and a huge food fight, 'La Tomatina'.

A: It sounds like fun. How many people actually take part in the food fight?

B: There are around 30,000 people who throw about 100,000 kg of tomatoes at each other. etc

- Invite Ss to read their paragraphs in class (without saying the name) and have the class guess the festival.

Suggested Answer Key

The International Snow, Ice and Fire Festival

This festival takes place in Perra, Russia, every year. It is held in February and it lasts for a week. There are sculpting contests in ice and snow and people come from all over the world to take part. There is also a varied programme of entertainment for the spectators.

Writing

- 9 **Focus ►** Writing a short paragraph about a festival

- Read the rubric with Ss.
- Allow Ss time to write their paragraphs. Alternatively, assign the task as HW.

1

b

Listening & Speaking

Objectives

Vocabulary: related to superstitions

Reading: reading for specific information

Listening: listening for gist; listening for intonation; listening for confirmation

Speaking: role playing; expressing concern and reassuring; practising intonation; talking about superstitions in your country

- 1 **Focus ►** Matching a picture to a text

Read the rhyme aloud and elicit which picture it matches.

Answer Key

The rhyme matches the picture of the shooting star.

- 2 **Focus ►** Introducing the topic

Read the dictionary entry with Ss and elicit how it is related to the rhyme and the pictures.

Suggested Answer Key

The dictionary entry is related to the rhyme and pictures because the pictures are examples of the word 'superstition' and the rhyme describes a particular superstition.

- 3 **Focus ►** Discussing the topic of the unit

- Read through the list of superstitions and check Ss' understanding of each.
- Elicit superstitions that are similar in Ss' country and discuss.

(Ss' own answers)

Listening

- 4 a) **Focus ►** Understanding attitude and opinion

- Read through the statements with Ss.
- Elicit from different Ss which ones they agree with and why.

Suggested Answer Key

I agree most with statements A and C. I think it is better to be safe than sorry because it's better for someone to be careful rather than do something risky they may regret later on. I also agree that you make your own luck because our lives are usually what we make of them. If you work hard and have a positive attitude in life, then it is more likely that good things will happen to you.

1b

Listening & Speaking

b) Focus ► Listening for comprehension (gist) (multiple matching)

- Explain the task to Ss and have them reread the statements from Ex. 4 a. Direct Ss to try to understand the general idea (gist) of what the speaker is saying.
- Play the recording.
- Ss complete the task individually.
- Play the recording again to check Ss' answers.

Answer Key

Speaker 1 – C Speaker 4 – E
Speaker 2 – A Speaker 5 – B
Speaker 3 – D

6 Focus ► Identifying language functions/ Predicting the context of a dialogue

- Have Ss read out the sentences 1 to 4.
- Elicit from Ss which express what. Refer Ss to the table on p. 12 if necessary.
- Elicit from Ss what the dialogue is about based on the sentences.

Answer Key

Sentence 1 expresses worry.
Sentence 2 expresses concern.
Sentence 3 reassures.
Sentence 4 expresses worry.

The dialogue is about two friends talking about superstitions.

Everyday English

5 Focus ► Expressing concern and reassuring

- Read through the language box with Ss.
- In pairs have Ss role play the different situations. Direct them to use the expressions from the language box.
- Monitor the activity around the class and ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

- 2 A: What's the matter?
B: I'm taking the boat out tonight and I'm a bit anxious because there's going to be a full moon.
A: I'm sure that if you take care then there will be nothing to worry about.
- 3 A: Are you alright?
B: I'm really worried as I've broken a mirror. Perhaps I'll have seven years' bad luck!
A: Don't worry. Everything will be fine if you think rationally. It's only a superstition.
- 4 A: Is there anything troubling you?
B: Yes. I walked under a ladder and I'm worried that now something bad will happen to me.
A: There's nothing to worry about. You should pay less attention to old wives' tales.

7 a) Focus ► Reading for specific information (comprehension questions)

- Direct Ss to the incomplete sentences and read them with Ss.
- Have Ss read the dialogue individually and complete the sentences.
- Check Ss' answers.

Answer Key

- 1 she has killed a spider
- 2 kill a spider
- 3 in superstitions
- 4 Mrs Smith, her English teacher
- 5 a school (writing) competition

b) Focus ► Identifying specific information in a text

- Have Ss scan the dialogue for superstitions and list them.
- Elicit which superstitions from the dialogue bring good or bad luck.

Answer Key

killing a spider – bad luck
keeping a lucky charm – good luck
walking under ladders – bad luck

c) Focus ► Role playing a dialogue

- In pairs have Ss take roles and read out the dialogue and decide on a title for it.

- Invite a few pairs to read out the dialogue and their title in front of the class.

Suggested Answer Key
Along Came A Spider

Intonation

8 a) **Focus ►** Identifying stressed syllables

- Explain to Ss that intonation is the way your voice rises and falls as you speak and the emphasis you put on words or parts of words.
- Play the recording. Ss listen and complete the task individually.
- Play the recording again with pauses to check Ss' answers.
- Invite Ss to translate the expressions into their L1.

Answer Key
 1 *That's a load of rubbish!*
 2 *What a coincidence!*
 3 *That's not the point!*
 4 *You lucky thing!*
 5 *Lucky for us!*

(Ss' own answers)

b) **Focus ►** Practising intonation in exclamations

- In pairs have one S say a sentence and the other S react with a sentence from Ex. 8a using the correct intonation. Direct Ss to then exchange roles.
- Monitor the activity and check for correct intonation.

Suggested Answer Key
 1 *Lucky for us!*
 2 *That's not the point!*
 3 *You lucky thing!*
 4 *That's a load of rubbish!*
 5 *What a coincidence!*

Say it right

9 **Focus ►** Understanding social exchanges/ Listening for confirmation

- Have Ss complete the task individually.
- Ss then listen to the recording and check their answers.

Answer Key

1 b 2 a 3 a

10 **Focus ►** Discussing superstitions

- In pairs have Ss discuss superstitions in their family.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: *In my family it is bad luck to spill salt.*

B: *In my family, we never whistle in the house so that we don't lose all our money.*

A: *Yes, it's the same in my family. We also consider it bad luck to see a black cat while it's crossing the street. etc*

Speaking

11 **Focus ►** Talking about superstitions in your country

- In pairs Ss discuss different superstitions in their country.
- Invite Ss to tell class about these superstitions and ask the class for feedback.

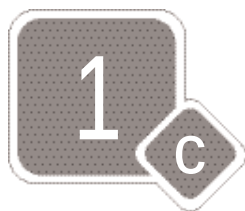
Suggested Answer Key

A: *I can think of lots of popular superstitions. To start with, it is considered a bad omen to see a woman with an empty bucket walking toward you.*

B: *Yes and there's the one that says that an unmarried girl should not sit at the corner of a table, or else she will not get married for seven years.*

A: *You're right. It is also bad luck to give anything sharp such as scissors or a knife to someone as a present.*

B: *True. It is said to be good luck to trip over your left foot or to leave a place while it's raining. etc*



Grammar in Use

Objectives

Grammar: present simple; present continuous; present perfect; present perfect continuous; adverbs of frequency

Reading: reading for lexico-grammatical correctness

Speaking: role playing; exclamations; exchanging news

1 a) **Focus ►** Identifying the *present perfect continuous*

- Have Ss read the text and identify the verb(s) in the present perfect continuous.
- Elicit the present perfect continuous structure and write it on the board: **have + been + main verb + ing.**

Answer Key

present perfect continuous: I've been dancing

b) **Focus ►** Understanding the uses of present tenses

- Review with Ss the different present tenses and their uses in the Grammar Reference Section.
- Have Ss complete the matching task individually and compare their answers with a partner.
- Check Ss' answers and have Ss identify these tenses in their L1.

Answer Key

- 1 *I've been* – present perfect – an action which started in the past and continues to the present
- 2 *I am having* – present continuous – a temporary situation
- 3 *I love* – present simple (stative verb) – an expression of feeling
- 4 *I've been dancing* – present perfect continuous – an action which started in the past and continues to the present with emphasis on duration
- 5 *I've taken* – present perfect – an action completed recently
- 6 *I'm lying* – present continuous – an action happening now

7 *I'm having* – present continuous – a fixed arrangement in the near future

8 *I'm going back* – present continuous – a fixed arrangement in the near future

(Ss' own answers)

2 **Focus ►** Practising present tenses

- Have Ss complete the task individually. Direct Ss to pay attention to time expressions such as *every morning, at the moment, already, since*, etc, to help them.
- Invite a few pairs to read out the exchanges and give reasons for their answers.

Answer Key

- 1 A: *does the parade start?* (present simple – for timetables and programmes)
B: *starts* (present simple – for timetables and programmes)
are meeting (present continuous – for fixed arrangements in the near future)
- 2 A: *looks* (stative verb in present simple meaning 'appears')
Is he having (stative verb in present continuous meaning 'is he experiencing')
B: *'s thinking* (stative verb in present continuous meaning 'is considering')
- 3 A: *Have you ever attended* (present perfect – for actions that happened in the past at an unstated time.)
B: *am going* (present continuous – for fixed arrangements in the near future)
- 4 A: *have you been doing* (present perfect continuous – for an action which started some time in the past and has a visible result in the present)
B: *have been digging* (present perfect continuous – for an action which started in the past and continues up to the present, with emphasis on the duration)
- 5 A: *are you smelling* (stative verb in present continuous meaning 'are you sniffing')
B: *smells* (stative verb in present simple meaning 'it has a smell')
reminds (stative verb in present simple meaning 'makes me remember')

3 **Focus ►** Understanding differences in meaning in *present simple* and *present continuous* tenses

- Refer Ss to the Grammar Reference Section to review the theory on stative verbs to help them complete this task.
- Read through the exercise and elicit the differences in meaning for each verb in the present simple and present continuous.

Answer Key

- 1 a) *looks* (= *appears*)
b) *is looking* (= *is directing her eyes*)
- 2 a) *tastes* (= *has a delicious flavour*)
b) *is tasting* (= *is testing the flavour of*)
- 3 a) *feels* (= *has the texture of*)
b) *is feeling* (= *is experiencing*)
- 4 a) *thinks* (= *has the opinion of*)
b) *is thinking* (= *is considering*)
- 5 a) *has* (= *owns/possess sth*)
b) *is having* (= *is holding*)

4 **Focus ►** Practising adverbs of frequency

- Elicit when we use adverbs of frequency (*to tell how often we do sth*).
- Have Ss complete the questions individually and then ask and answer questions in pairs.
- Monitor the activity and check for correct usage of adverbs.

Answer Key

- | | |
|----------------------|----------------------|
| 1 <i>do you have</i> | 6 <i>do you go</i> |
| 2 <i>do you go</i> | 7 <i>do you have</i> |
| 3 <i>do you go</i> | 8 <i>do you have</i> |
| 4 <i>do you do</i> | 9 <i>do you do</i> |
| 5 <i>do you go</i> | 10 <i>do you go</i> |

Suggested Answer Key

- A: *How often do you go out with friends?*
B: *I usually go out with my friends at the weekend.*
- A: *How often do you go shopping?*
B: *I seldom go shopping only when I need something.*
- A: *How often do you do the washing-up?*
B: *I always do the washing-up, every night after dinner.*

A: *How often do you go out for a meal?*

B: *I sometimes go out for a meal to celebrate a special occasion. etc*

5 a) **Focus ►** Asking/Answer questions using the *present perfect*

- Read through the example and check Ss understand the task.
- In pairs have Ss ask questions using the present perfect (*have you ever*) with the phrases.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: *Have you ever slept outdoors?*

B: *Yes, I have because this summer I went camping. Have you ever been to a fancy dress party?*

A: *Yes, I have. It was last month.*

A: *Have you ever stayed up all night?*

B: *No, I haven't, but I've stayed up quite late. Have you ever played a musical instrument in public?*

A: *Yes, I have. I've played the trumpet in a school play.*

A: *Have you ever taken part in a parade?*

B: *Yes, I have as we have one every year in my town. Have you ever danced in the street?*

A: *No, I haven't because I don't know how to dance.*

b) **Focus ►** Presenting information using the *present perfect*

- Invite Ss to tell the class about their partner based on their answers to the questions in Ex. 5a. Direct Ss to use the present perfect and adverbs of frequency if possible when talking about their partner.
- Check for correct use of present perfect and adverbs of frequency.

(Ss' own answers)

6 **Focus ►** Practising the *present perfect*/*present perfect continuous*

- Read through the example and check Ss understand the task.
- Have Ss complete the task individually and compare answers with a partner.

- Invite Ss to read their sentences aloud.

Answer Key

- 2 *I've been listening to loud music all afternoon.*
- 3 *She's been lying in the sun all day.*
- 4 *He's lost his key.*
- 5 *She's just broken a mirror.*
- 6 *He's seen the film before.*

7 **Focus ► Consolidating the uses of the present perfect/present perfect continuous**

Have Ss complete the task individually and check Ss' answers in class.

Answer Key

- 1 *haven't been, since*
- 2 *has been raining, for*
- 3 *has known, for*
- 4 *have been, since*
- 5 *haven't seen, for*
- 6 *has been reading, since*

8 **Focus ► Role playing, using the present perfect/present perfect continuous**

- Read through example dialogue and check for understanding.
- Direct Ss to pay attention to when we use the present perfect and present perfect continuous.
- Monitor activity and assist as necessary.

Answer Key

- 2 A: *You look really exhausted! What have you been doing?*
 B: *I've been doing my homework.*
 A: *What have you done so far?*
 B: *Well, I've already finished the maths and I've written an essay, but I haven't studied for my test yet.*
- 3 A: *You look really dirty! What have you been doing?*
 B: *I've been working in the garden.*
 A: *What have you done so far?*
 B: *Well, I've already planted some new flowers and I've dug up the weeds, but I haven't cut the grass yet.*

9 **Focus ► Consolidating present verb tenses/ Reading for lexico-grammatical correctness**

- Direct Ss to pay attention to time expressions and the meaning of the verb in brackets in the text when choosing which present tense to put the verb into.
- Ss complete the text individually and reread the text once completed to check.
- Ss compare answers with a partner.

Answer Key

- | | |
|-----------------------------|----------------------------|
| 1 <i>'ve been</i> | 7 <i>dance</i> |
| 2 <i>is</i> | 8 <i>'ve been looking</i> |
| 3 <i>Have you ever</i> | <i>forward to</i> |
| <i>heard</i> | 9 <i>'ve found</i> |
| 4 <i>have</i> | 10 <i>starts</i> |
| 5 <i>have just finished</i> | 11 <i>is picking me up</i> |
| 6 <i>dresses up</i> | 12 <i>'m feeling</i> |

10 **Focus ► Understanding exclamations**

- Elicit/Explain that exclamations are emphatic sentences (*sentences that emphasise a point*). Read through the exclamations and elicit which words are used to form the exclamation and create the emphasis (*What, How, Isn't it*).
- Elicit what exclamations are there in Ss' L1.

Answer Key

- 1 *What* 2 *What* 3 *How* 4 *Isn't it*

(Ss' own answers)

11 **Focus ► Forming exclamations**

- Have Ss write exclamations for the statements.
- Check Ss' answers.

Suggested Answer Key

- 1 *What a beautiful new outfit!*
- 2 *What a delicious cake!*
- 3 *Isn't she a very pretty girl!*
- 4 *How beautifully he sings!*

Speaking

12 **Focus** ► Role playing exchanging school news

- Read through the rubric and the list of time expressions and check Ss understand the task.
- In pairs Ss role play exchanging school news, using present tenses and adverbs from list.
- Monitor the activity and check for correct use of present tenses.
- Invite pairs to role play for the class and ask for feedback from class.

Suggested Answer Key

A: We are building a gym at the moment.

B: Oh, that's great! We've had a gym since 1986 but it's quite old so we're renovating it now.

A: Fantastic! We've also been preparing for the prom all week.

B: That sounds fun. We've already had our school dance.

A: Great. We're having a band concert next week.

B: We've been having band concerts for many years, so this year we've decided to have an orchestra performance. etc

1

d

Vocabulary & Speaking

Objectives

Vocabulary: related to celebrations; special occasions; idioms with 'cake'

Grammar: relative clauses

Reading: reading to identify missing lexis

Listening: listening for gist

Speaking: describing a celebration

In picture B a woman is **decorating** a Christmas **tree**. There are some Christmas cards over the fireplace.

In picture C some young girls are **dressed up** in costumes and talking part in a **street parade**. There are lots of people **watching** the parade.

1 **Focus** ► Describing pictures/Understanding new vocabulary

- Read through the phrases and check Ss understand the vocabulary.
- Refer Ss to the pictures and invite Ss to describe them to the class using the vocabulary given.

Answer Key

1 B 2 C 3 A

Suggested Answer Key

In picture A a young girl is celebrating her 16th birthday. She is about to **blow out the candles** on her **special** birthday **cake**. In front of her are some **gifts** that she has **received**.

2 **Focus** ► Understanding adjectives

- Read through the list of adjectives and elicit their meanings.
- Ask various Ss to describe how the people in the pictures may feel and how they have felt on these special occasions.

Suggested Answer Key

picture 1 – **impatient** (to open her presents)

picture 2 – **enthusiastic** (because Christmas has arrived)

picture 3 – **excited** (because people are watching them)

I felt very surprised on my birthday because I didn't know about my party.

I am very excited at Christmas because it is a very special time.

1d

Vocabulary & Speaking

*I am thrilled to go to a carnival as it is so much fun.
I felt nervous at the last carnival because I was in the street parade. etc*

3 a) **Focus ►** Listening for gist/Identifying feelings

- Read the rubric and check Ss understand the task.
- Play the recording and have Ss complete the task individually.
- Check Ss' answers. Play the recording again if necessary. Elicit which words helped them to decide on their answers.
- Ask Ss to describe how each person feels.

Answer Key

Speaker 1 – C (cake, sixteen candles, gifts and cards)
happy, embarrassed
Speaker 2 – A (happy couple, bride's dress)
thrilled
Speaker 3 – B (parents proud, remember, class)
proud

b) **Focus ►** Understanding expressions/wishes

- Read through the expressions/wishes.
- Elicit which expressions match the events in Ex. 3a and what they mean.
- Ask Ss to say similar expressions in their own language.

Answer Key

1 C 3 A, B 5 A, B, C

(Ss' own answers)

4 **Focus ►** Understanding idioms

- Elicit/Explain that an idiom means something different from the actual meaning of the words that form it.
- Explain that Ss may have to change the word order in some sentences. Ss complete the task. Ss check their answers in Appendix 3. Ask Ss to find similar idioms in their L1.
- Read through the answers in class and discuss.

Answer Key

- 1 Her new CD is **selling like hot cakes**.
- 2 His birthday was fantastic. He got lots of cards and presents but **the icing on the cake** was the surprise birthday party.
- 3 You can organise the party. It will **be a piece of cake** for you.
- 4 John invited himself to the party and then bought lots of friends along. He really **takes the cake**.
- 5 Sarah wants to go away for her birthday but she also wants to have a big party with all her friends. It sounds to me like she wants to **have her cake and eat it**.

(Ss' own answers)

5 a) **Focus ►** Reading to identify missing lexis (multiple choice cloze)

- Elicit an answer to the question in the rubric.
- Remind Ss how to complete a gap filling task by explaining they should first read text with the gaps to get the gist.
- Direct Ss to read the text again paying careful attention to the words before and after each gap then choose the best answer.
- Ss should then reread the text to ensure it makes sense.
- Check Ss' answers.

Answer Key

A 'Sweet Sixteen' is a type of birthday party.

1 B 3 D 5 A 7 C
2 C 4 A 6 B

b) **Focus ►** Describing a celebration

- Read through the rubric and check Ss understand the task.
- Direct Ss to use vocabulary they have learnt in the unit.
- Have various Ss describe a celebration to the class and ask for feedback from the class.

Suggested Answer Key

A celebration I enjoyed a lot was my parents' 25th wedding anniversary. My sister and I wanted to do something really special for their silver anniversary, so we threw them a surprise party. We sent out the invitations a month in advance and booked their favourite restaurant for the celebration.

When the big day arrived, we told them that we felt like going out for dinner and fortunately they agreed. When Mum and Dad walked into the restaurant, everyone screamed "Surprise"! The look on their faces was amazing. They were speechless! All their friends and family had gathered together to celebrate the joyful event. The party was a huge success. We danced all night and took lots of photos for their anniversary album. Mum and Dad even got to see out-of-town relatives they hadn't seen in years. We had a great time and our parents had an unforgettable night.

6 a) **FOCUS ►** Understanding relative clauses

- Write on the board: *That's the place which burnt down* and explain that 'which' is a relative pronoun that introduces the clause 'burnt down' forming a relative clause: 'which burnt down'. This clause provides additional information about the noun it follows in this case 'the place'. Explain that this clause is a **defining relative clause** and gives information that is essential to the meaning of the main clause: *That's the place*. Point out that we do not use commas for defining relative clauses.
- Write on the board: *John, who works at my office, lives here*. Elicit from Ss the relative pronoun and clause in the sentence (*relative pronoun: who, relative clause: 'who works in my office'*). Point out to Ss that the relative clause modifies (gives additional information to) the noun that it follows in this case 'John'. Explain to Ss that this is a **non-defining relative clause** because it is not essential to the meaning of the main clause 'John lives here' and therefore we put it in commas.

- For additional explanation of relative clauses refer Ss to the Grammar Reference Section.
- Have Ss complete task individually and check Ss' answers.
- As an extension, invite Ss to write their own sentences with relative clauses on the board and have the class identify if they are defining or non-defining.

Answer Key**Defining**

1 which 2 who 3 which

Non-defining

1 whose 2 when 3 where 4 who

*In the defining sentences, **who** can be omitted in sentence 2 and **which** can be omitted in sentence 3.*

b) **FOCUS ►** Identifying non-defining relative clauses

- Have Ss read through the sentences from Ex. 6a and identify which clauses can be omitted without changing the meaning of the sentences (ie. the non-defining ones).
- Elicit answers in class and check.

Answer Key

The non-defining clauses:

- 1 *Katie is getting married next week.*
- 2 *October 31st is my birthday.*
- 3 *Buñol is a small town in Valencia.*
- 4 *Mehmet celebrates Ramadan.*

7 **FOCUS ►** Practising forming relative clauses

- Explain the task and have Ss join the sentences to form relative clauses.
- Direct Ss to pay attention if the clause is non-defining and needs to be separated with commas.
- Elicit Ss' answers in and check.

1d

Vocabulary & Speaking

Answer Key

- 1 Sarah, who is six years old, loves Christmas.
- 2 Halloween is a great festival where children always dress up as ghosts or witches.
- 3 Carnival is a popular festival which is celebrated in many countries.
- 4 Mark, who lives next door, is a clown.
- 5 Bonfire Night, which is an important festival in England, is celebrated on 5th November.

8 Focus ► Practising relative clauses

- Refer Ss to the pictures and have them write sentences with relative clauses about each picture.
- Invite Ss to read their sentences out and identify whether the relative clauses are defining or non-defining.

Suggested Answer Key

- 2 A cinema is a place where we can watch a film.
- 3 Gifts are things which we give to people at celebrations.
- 4 A cake is a sweet food which we enjoy eating.

- 5 A zoo is a place where we can see different animals.
- 6 A clown is a person who makes us laugh.
- 7 A cook is a person who prepares food.

9 Focus ► Consolidating relative clauses

- Read the example aloud.
- Have Ss complete the task individually and compare their answers with a partner.
- Monitor the activity and check for correct use of relative pronouns.

Suggested Answer Key

- 2 which are full of cream and chocolate.
- 3 which are not colourful.
- 4 who are always late for appointments.
- 5 which are full of adventure.
- 6 who are good fun to be with.
- 7 where I can sit and have a picnic.
- 8 which have interesting plot.

(Ss' own answers)

1e

Writing Skills

Objectives

Reading: reading for comprehension and structure

Writing: a descriptive article of an event

1 Focus ► Introducing the topic

- Play recording and have Ss look at the picture and visualise what is happening.
- Elicit from Ss what kind of event it is and what is happening at it.

Answer Key

Scottish New Year

2 Focus ► Predicting the content of a text

- Refer Ss to the list of activities and check Ss understand any new vocabulary.
- Write on the board the headings: 'The Day Before' and 'The Actual Day' and elicit from Ss which activities happen when and write them under their headings.
- Play the recording and Ss check their answers.

Answer Key

before the day

- bake cakes and biscuits
- clean their houses

on the actual day

- listen to the bells chime midnight
- kiss and wish each other 'Happy New Year'
- listen to traditional music
- join hands and sing
- visit friends and neighbours

3 Focus ► Reading for comprehension (matching paragraphs to headings)

- Have Ss read the text and complete the task individually.
- Elicit answers from Ss around the class.

Answer Key

1 C 2 D 3 B 4 A

4 Focus ► Identifying adjectives and adverbs in descriptions

- Read the **study skills** box with Ss.
- Have Ss find examples in the text of vivid descriptions and the adjectives and adverbs used.

Answer Key

You should use a variety of descriptive adjectives and adverbs to make a descriptive article more vivid and lively.

examples from text: live concerts, fabulous carnivals, excited people, colourful costumes, watch excitedly, heartily wishes, proudly sing, traditional song, stunning fireworks display, great celebration

5 Focus ► Practising using adjectives in descriptions

- Refer Ss to the two texts and read through the list of adjectives and check Ss understand their meanings.
- Direct Ss to pay attention to what is being described by the adjectives and choose the appropriate adjective that fits with the meaning of the sentence.
- Ss complete the task individually.
- Invite Ss to read the text in class and check their answers.

Answer Key

A 1 tall 4 stunning
2 colourful 5 enthusiastic
3 festive

B 1 Local 4 delicious
2 brightly decorated 5 huge
3 crowded

6 Focus ► Practising using adverbs in descriptions

- Direct Ss to pay attention to the verb being described and choose the appropriate adverb.
- Have Ss complete the task individually.
- Invite Ss to read out answers in class for checking.

Answer Key

1 patiently 4 proudly
2 happily 5 enthusiastically
3 excitedly

Writing

7 a) Focus ► Understanding a rubric

- Have Ss read the rubric and underline the key words.
- Elicit from Ss the key words and answers to the questions in the rubric and write them on the board.

Answer Key

Key Words: teenage magazine, descriptive writing competition, 'Celebrations Around the World', article describing a celebration, 120-180 words

I will write a descriptive article.

It is for readers of a teenage magazine.

b) Focus ► Writing a descriptive article of an event

- Read through the plan with Ss and discuss.
- Have Ss answer the questions from the plan and write the plan and their answers down in their notebooks.
- Direct Ss to write their articles following their plans. Alternatively assign the task as HW.
- Invite Ss to read their articles in class and ask for feedback from the class.

Suggested Answer Key

Ivan Kupala Day is celebrated all over Russia and takes place usually on 7th July. It is held to celebrate the holiday of St John the Baptist (Ivan Kupala) and it is still very popular today with young Russians.

Everything about the celebration relates to water. On the evening before called Tvorila night, children have playful water fights and throw buckets of water all over each other.

Some people consider Ivan Kupala day to be the first day of the swimming season and if the water is warm enough, boys and girls often

swim happily in rivers and lakes until late at night. Girls like to float candles and delicate flowers in the hope that it will bring them happy marriages. In the past, young people used to burn fires and jump joyfully over them holding hands. There is also a belief that on the eve of Ivan Kupala magical herbs can be found in the forests.

In villages all over the country, people look forward to Ivan Kupala Day enthusiastically. It is an ancient celebration which continues to be fun for all family members whatever their ages.



English in Use

Objectives

Vocabulary: past/present participles (-ed, -ing); phrasal verbs (*turn*); prepositional phrases; words often confused (habit/ tradition/custom, spectators/ audience/crowd, let/ make/allow, luck/chance/ opportunity)

Speaking: talking from notes; discussing a school celebration; revising grammar

1 a) **Focus ►** Forming past/present participles (-ed, -ing) (word formation)

- Read the language box and check Ss understand when we use past and present participles.
- Have Ss complete the task individually.
- Read the text in class and check Ss' answers.

Answer Key

- | | |
|---------------|--------------|
| 1 tiring | 5 amazing |
| 2 annoying | 6 bored |
| 3 embarrassed | 7 surprising |
| 4 excited | 8 exhausting |

b) **Focus ►** Discussing the topic of a text/ Practising past and present participles

- Allow Ss a few minutes to think about what they want to tell the class. Direct Ss to use past/present participles in their presentation.
- Invite Ss to tell the class about what they think of April Fool's Day. Check for correct use of past/ present participles.

Suggested Answer Key

I think April Fool's day is exciting. It is a great way to play jokes on people and get away with it. I feel thrilled when I play a joke on someone. It's lots of fun. I don't get annoyed or angry if someone plays a joke on me. It's all part of the fun. It's not just another boring day like all the others.

2 **Focus ►** Practising vocabulary

- Have Ss complete the task individually and check in their dictionaries if necessary.
- Ask Ss to read their sentences out and check Ss' answers.

Answer Key

- | | |
|-------------|----------|
| 1 tradition | 3 let |
| 2 audience | 4 chance |

Suggested Answer Key

- 1 *My sister has the bad **habit** of interrupting people when they are in the middle of a conversation.
Storytelling is a popular **custom** in Ireland.*
- 2 *Thousands of **spectators** gathered to watch the popular sporting event.
A huge **crowd** lined up to get tickets to the Shakira concert.*
- 3 *Ian's Mum **made** him clean up his room before he went to the cinema.
Sue's parents don't **allow** her to go out on school nights.*
- 4 *Some people believe that a rabbit's foot brings good **luck**.
The celebration was a great **opportunity** for John to see all his old friends again.*

3 **Focus ►** Practising phrasal verbs

- Explain that the verb is already in the sentence and they must fill in the correct particle to form the phrasal verb that applies to the meaning in the sentence.
- Ss complete the task individually and check their answers in Appendix 1.
- As an extension, invite Ss to make up other sentences with the phrasal verbs and tell the class.

Answer Key

- | | | |
|--------|--------|-------|
| 1 up | 3 into | 5 up |
| 2 down | 4 back | 6 off |

4 **Focus ►** Practising dependent prepositions

- Have Ss complete the task individually and check their answers in Appendix 2.
- Explain that the word in front of the preposition and the preposition form a phrase.
- As an extension, ask Ss to make up their own sentences with phrases and read them in class.

Answer Key

- | | | | |
|-------|-------|--------|--------|
| 1 in | 3 of | 5 with | 7 in |
| 2 for | 4 for | 6 of | 8 with |

5 a) **Focus ►** Talking from notes/Revising grammar structures

- Read the rubric with Ss. Direct Ss to write brief notes (not full sentences) under the headings and use them in their talk to the class.
- Invite Ss to talk to the class and ask class for feedback. Remind Ss to use present tenses.

Suggested Answer Key

- **name of celebration**
Students' Day
- **when and where it takes place**
25th January, Russia
- **how long people have celebrated it**
since 1755
- **how people celebrate it:**
 - *Students and teachers exchange gifts*
 - *awards are given out*
 - *a symbolic cup of knowledge is lit*
 - *watch musical performances, comic sketches and fireworks*
- **how people feel about it**
 - *love it*
 - *popular with students*
 - *time to relax*

Suggested Answer Key

Student's Day is one of the most popular celebrations with young people in Russia, as it marks the end of winter exams. It takes place on 25th January and has been a tradition since 1755 when the Moscow University was established. On this day students and professors exchange gifts, awards are given to outstanding students and at the Lomonosov monument a cup which symbolises knowledge is lit. There are also musical performances, comic sketches and a magnificent fireworks display in the evening.

Student's Day is loved by everyone but it is especially popular with young people as it allows them to relax and forget about their exams for a day.



English in Use

b) Focus ► Discussing a school celebration

- Have Ss discuss a school celebration they enjoyed in closed pairs.
- Monitor the activity and assist as necessary.
- Ask some pairs to report back to the class.

Suggested Answer Key

A: A school celebration I really enjoyed was our Earth Day celebration which was full of educational and fun-filled activities.

B: Me, too. First, all the students read Earth Day poems in front of the class and then we sang sing-along conservation songs, which was great fun.

A: Yeah, then we made Earth Day crafts such as recycled magazine holders, colourful Earth Day kites and tin can sculptures that were displayed in the arts and crafts Earth Day school exhibit.

B: We also held a 'Green' poster competition and ended the day with a tree planting ceremony.

A: I felt proud to be a part of the Earth Day celebration.

B: Me too. It gave me a sense of satisfaction to know that I was doing something valuable to help protect our planet.



Culture Corner

Objectives

Reading: reading for specific information

Speaking: summarising a text and talking from notes

Writing: a short article about a cultural event

1 Focus ► Predicting the topic of a text/Reading for confirmation

- Refer Ss to the pictures and the title of the text.
- Play the recording. Elicit from Ss what they think a Pow-Wow is and discuss.
- Have Ss read the text to check their answers.

Suggested Answer Key

I think the music and the title of the text relate to a Native American festival.

2 a) Focus ► Reading for specific information (T/F/NS)

- Have Ss read through the statements (1-5) and underline the key words.
- Ss read the text again and complete the task individually.
- Read out the answers in class and check.

Answer Key

1 F 2 F 3 T 4 Ns 5 Ns

b) Focus ► Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand their meanings and match them with their synonyms.
- Elicit answers and check.

Answer Key

spectacular – impressive

arena – stadium

explodes – bursts

trader – seller

display – exhibit

handicrafts – crafts

stalls – stands

treats – refreshments

3 Focus ► Summarising a text/Talking from notes

- Refer Ss to the headings and explain they should make notes about the text under the headings.
- Ss listen to and read the text and make their notes.

- Invite Ss to tell their partner a summary of the text using their notes to guide them.

Answer Key

- **what is it & where it takes place**
 - Pow-Wow celebration, Indian way of life
 - New Mexico
- **what people do**
 - dance/sing, represent their tribes
 - win prizes
- **food & music**
 - food stalls
 - enchiladas, bannock or tostados
 - listen to the musical rhythms of Native American culture
- **how people feel about it**
 - magnificent celebration
 - one of the most colourful, entertaining events in the USA

Suggested Answer Key

The Albuquerque Pow-Wow is a celebration of the Indian way of life and it takes place in New Mexico. Thousands of people sing and dance and represent their tribes and at the end of the event the best dancers win prizes. People can listen to the musical rhythms of Native American culture and for anyone who's hungry, there are food stalls with treats such as enchiladas, bannock or tostados. Visitors to the Pow-Wow think it's a magnificent celebration and one of the most colourful and entertaining events in the USA.

Suggested Answer Key

Notes

- **what is it & where it takes place**
 - Arts Festival
 - celebrates ballet, opera, classical music
 - St Petersburg, end of June/begin July
- **what people do**
 - attend concerts at St Petersburg Philharmonic Hall
 - theatre performances
 - street events
- **food & music**
 - drink/refreshment, city streets
 - music, concerts, famous singers
- **how people feel about it**
 - festive mood, proud of culture & history

Suggested Answer Key

The White Nights Arts Festival is one of St Petersburg's liveliest cultural events. It is a famous festival held at the end of June and the beginning of July. People from all over the world visit the city to celebrate the arts of ballet, opera and classical music.

Many musical concerts take place in the St Petersburg Philharmonic Hall. There are theatrical performances and street events too. Drinks and refreshments are sold along the city's streets and music concerts with famous singers get everyone feeling in a festive mood. This event makes Russian people feel proud of their culture and history.

4 Focus ► Writing an article about a cultural event in your country

- Have Ss research a cultural event in their country and make notes under the headings from Ex. 3.
- Direct Ss to write their article using their notes as a guide. Alternatively, assign the task as HW.
- Invite Ss to read their articles in class and ask the class for feedback.

Objectives

Reading: reading for gist; reading for specific information

Speaking: discussing the topic of a text; giving a talk; discussing a quotation

1 **Focus ►** Introducing the topic

Read through the rubric with Ss and discuss the questions as a class .

Suggested Answer Key

It is important for a person to remember birthdays and anniversaries each year. These events are special to most people and by remembering them, you are able to show a relative, friend, or colleague that you care about them, and that they are appreciated and have not been forgotten.

Events such as Independence Day, religious holidays or celebrations that honour a certain individual are occasions that are important for a society to remember. They remind the people of a particular country of their unity as a nation.

2 **Focus ►** Predicting the topic of a text/
Reading for confirmation

- Refer Ss to the pictures. Have Ss listen to and read the verse of the poem.
- Elicit answers to the questions in the rubric and write a few of their ideas on the board.
- Have Ss read the text to check their answers.

Suggested Answer Key

The British remember the millions of soldiers who died fighting for their country from 1914 to 1918. They hold memorial services all over Britain and take part in a two-minute silence. They also wear poppies, read poems and listen to traditional wartime songs.

3 **Focus ►** Reading for gist (matching paragraphs to headings)

- Read the **study skills** box and check Ss understand how to complete the task.
- Have Ss read the headings and then the text searching for key words related to the headings.
- Ss complete the task individually.

- Check Ss' answers in class and ask Ss to justify them.

Answer Key

A 3 *special service, old war veterans lay wreaths, a two-minute silence, traditional wartime songs*

B 2 *the poppy is the symbol of Remembrance Day, delicate flowers, live for a short time, look like fields of blood*

C 1 *Remembrance Day, or Poppy Day ... takes place each year on 11th November to remember the millions who died for their country.*

Heading D does not match because emotions are not mentioned in the text, but rather the way in which the occasion is commemorated.

4 **Focus ►** Reading for specific information/
detail

- Have Ss scan the text for information related to the listed items.
- In pairs Ss tell their partners.
- Monitor the activity and assist as necessary.

Answer Key

- 11th November = World War I ended
- Poppy Day = also known as Remembrance Day
- wreaths = old war veterans lay them on the steps of the Cenotaph.
- fields of bright red poppies = look like the blood from the soldiers
- the Royal Family = attend a special service
- two-minute silence = at 11 am people stop talking all over Britain for two minutes
- traditional songs = are played at the memorial services

5 **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand the meanings and match them with their synonyms.
- Have Ss write their own sentences with the words in bold.
- Elicit answers and check.

Answer Key

takes place – happens
delicate – easily damaged
pointed out – remarked
top – important
attend – go to
lone – single
bugle – trumpet
signal – mark

Suggested Answer Key

The festival **takes place** every year during the month of July.
 The vase is very **delicate**, so be careful not to break it.
 I **pointed out** that the two-minute silence had begun.
 The rock singer was considered to be the **top** celebrity at the event.
 My grandfather couldn't **attend** the memorial service this year.
 A **lone** figure was standing over by the tree.
 My brother plays a **bugle** in the school band.
 The referee blew the whistle to **signal** the end of the game.

6 Focus ➤ Practising vocabulary

- Have Ss complete the task individually.
- Elicit answers and check.

Answer Key

1 Remind 2 remember 3 memorise

Suggested Answer Key

- 1 Can you remind me to call my mum later?
- 2 I can't remember what to do.
- 3 I can memorise phone numbers easily.

Speaking

7 a) Focus ➤ Reading/Listening for specific information

- Have Ss reread and listen to the text. Direct Ss to pay attention to three facts they would like to remember.

- In pairs Ss discuss their three facts from the text.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I would like to tell my family that Remembrance Day takes place on 11th November in Britain, it honours millions of people who have given their lives for their country and that British people wear a red paper poppy to commemorate Remembrance Day.
 B: I would like to tell my family that the poppy is the symbol of Remembrance Day because after World War I they were the only poppies that grew on the battlefields. Also, many poems have been written for Remembrance Day and people around Britain hold memorial services and take part in a two-minute silence.

b) Focus ➤ Giving a talk on a war veteran's day

- Read the rubric and check Ss understand the task.
- Direct Ss to collect information and make notes under the headings.
- Invite Ss to tell the class about this day and ask the class for feedback.

Suggested Answer Key

Victory Day in Russia is a national holiday that is held on 9th May. It officially marks the day when the war ended in 1945 and the main reason for the celebration is to remember the people who died or took part in the war in another way. For example, some citizens who did not fight had to work in the factories making guns.

On 9th May, people lay flowers on graves, veterans march in parades wearing their medals and the President of Russia sends out letters to congratulate the veterans for their bravery. In homes all over Russia families enjoy eating huge feasts and giving presents to one another.



Across the Curriculum – PSHE

Words of Wisdom

8 Focus ► Discussing a quotation

- Have Ss discuss the quotation and what it means in pairs or small groups.
- Invite each pair/group to tell the class what they think the quote means and discuss.

Suggested Answer Key

The quotation wants to point out that it is never established or decided who wins a war. We only find out who has survived it by counting the fatalities.



Progress Check

Progress Check 1 and Look at Module 2 should be done in one lesson.

Answer Key

- | | | | |
|--------------------|---------------------|--------------|-------------|
| 1 1 parade | 6 pull | 3 1 exciting | 4 thrilled |
| 2 place | 7 throwing | 2 boring | 5 surprised |
| 3 display | 8 final | 3 annoying | |
| 4 raise | 9 won | | |
| 5 change | 10 life | 4 1 which | 4 whose |
| | | 2 who | 5 when |
| | | 3 where | |
| 2 1 have you done | 6 are watching | | |
| 2 does not believe | 7 Are you looking | | |
| 3 starts | 8 hasn't seen | 5 1 in | 2 with |
| 4 looks, has lost | 9 has been digging | 3 in | 4 of |
| 5 smells | 10 has been working | 5 for | |
| | | 6 1 d | 2 a |
| | | 3 b | 4 e |
| | | 5 c | |

Before you start ...

Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *Do you believe in good/bad luck? Why (not)? What superstitions do you have in your country? What special occasions do you like to celebrate? Why? Have you ever been to a carnival? What did you do at it? What did you like about it?*)

Look at Module 2

- Refer Ss to the title of the module, *Life & Living*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

I think the title means how we live our lives and where we live. We will probably learn about life in different homes, neighbourhoods and families.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 25).

- T: What page is the picture on?*
S1: It's on page 26.
T: What does it show?
S2: It's a picture of a space station.
T: What do you think the unit is about?
S3: How astronauts live in space.
T: What do you think life in space is like?
S4: It must be very strange living in a space station with no gravity.
T: Would you like to be an astronaut and live in space?
S5: I'd like to visit space but I don't think I'd like to live there.

Pic 2 (p.28)

What does the picture show? How many members are in your family? What things do you do all together?

Pic 3 (p.33)

What is this a picture of? What is the unit about? Where do you think this neighbourhood is? What is your neighbourhood like?

Pic 4 (p. 38)

Do you know the animal in the picture? What do you think you will learn in the unit? Do you think it is important to protect animals and their homes? What can we do to help?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a word map (p. 26)

What is a word map? (a map that organises words into groups to help build vocabulary) What words are in this map? Do you think the map helps you to understand and remember the words?

a joke (p. 35)

What is the joke about? What else is in the unit? Why do you think the unit will be helpful?

newspaper headlines (p. 38)

What else can you see on pp. 38-39? How do the headlines relate to the pictures?

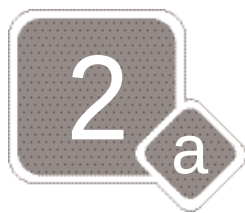
Explain that the module has:

- a Culture Corner
- a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about (*10 Downing street, Animal habitats in danger*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Make ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.



Reading & Vocabulary

Objectives

Vocabulary: related to houses, related to space; household chores

Reading: reading for gist; reading for comprehension

Speaking: conducting an interview, discussing living in space

Writing: an instruction leaflet (about living on Earth)

1 Focus ► Introducing the topic

- Read through the sentences and check Ss understand the vocabulary.
- Have Ss make sentences about themselves using the vocabulary.
- Invite Ss to read out their sentences in class.

Suggested Answer Key

- 1 I live in a **block of flats**.
- 2 I live in **the suburbs**.
- 3 My neighbourhood is **crowded**.
- 4 There's a **basement** in my house.

2 Focus ► Revising relevant vocabulary

- Read the **study skills** box with Ss.
- Have Ss copy the word map into their notebooks and brainstorm for one minute and add as many words as they can to the map.
- Ss compare their answers with their partner.
- Have Ss use words from the word map to describe their house to their partner.
- Monitor the activity and ask some pairs to describe their house to the class.

Suggested Answer Key

types: flat, semi-detached, villa

rooms: living room, kitchen, bathroom, dining room, bedroom

outside features: garage, garden, patio, balcony

appliances: cooker, fridge, washing machine, microwave

furniture: dining table, chairs, bed, bookcase, desk

Suggested Answer Key

I live in a detached house. There are six rooms in it. There are two bedrooms, a kitchen, a living room, a dining room and a bathroom. In the bedrooms, there are beds and desks. In the living room, we have an armchair, a sofa and a TV. In the kitchen, we have a cooker, a fridge and a dishwasher. Outside there is a drive and a garden.

Reading

3 Focus ► Predicting the content of a text

- Refer Ss to the pictures and title of the text. Elicit answers to the question in the rubric and discuss.
- Play the recording. Ss listen to and read the text to check their answers.

Suggested Answer Key

I think living on a space station would be weird. There would be no gravity and so you would have to stop yourself and other things floating away. etc

4 Focus ► Reading for comprehension (matching paragraphs to headings)

- Have Ss read the headings and then search the text for key words related to the headings.
- Ss complete the task individually.
- Check Ss' answers in class and ask Ss to justify them from the text.
- Elicit alternative headings for each paragraph.

Answer Key

1 F 2 D 3 C 4 E 5 A

Suggested Answer Key

- 1 At Home in the Sky
- 2 Exercise is Important
- 3 There's Even Housework in Space
- 4 On The Wall
- 5 No Place Like Home

5 Focus ► Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand their meanings and match the words with their synonyms in the list.
- Elicit answers in class and check.

Answer Key

giant – huge
residents – inhabitants
working out – exercising
lack – shortage
strap – fasten
bumping into – hitting
presses against – touches
block out – shut out
orbiting – going round
stare – look at for a long time

Vocabulary

6 Focus ► Presenting new vocabulary related to space

- Have Ss complete the task individually and check their answers in the text.
- Ss choose five phrases to make sentences about the text.
- Invite Ss to read their sentences in class and check the phrases are used correctly.

Answer Key

1 airless	6 vacuum
2 space	7 soft
3 lack	8 household
4 sleeping	9 pitch
5 zero	10 do

Suggested Answer Key

- The astronauts travel through **airless space**.
- Life is not easy on the International **Space Station**.
- Lack of gravity** means things can float around in the spacecraft.
- Astronauts have to strap their **sleeping bags** to the wall.
- Zero gravity** makes muscles go soft.
- The astronauts keep themselves clean with a **vacuum hose**.

- Their **muscles go soft** in space, so they have to exercise regularly.
- Even on **ISS**, they still have to do **household chores**.
- The station is the size of a **football pitch**.
- Astronauts spend a lot of time **doing experiments**.

7 Focus ► Presenting new vocabulary

- Have Ss complete the task and check their answers.
- Have Ss make sentences about the chores they do and use adverbs of frequency in their sentences.
- Ss tell their partner their sentences. Monitor the activity and check for correct use of collocations.

Answer Key

1 keep	4 take	7 hang out
2 do	5 mop	8 dust
3 make	6 wash	

Suggested Answer Key

I always keep my room tidy and make my bed. I often do the washing-up. I don't like doing it. Sometimes I take out the rubbish or dust the furniture. I never wash the clothes or hang out the washing. My mother does that. Occasionally I help make breakfast. I don't mind helping at home as we all share the chores.

Speaking

8 a) Focus ► Conducting an interview

- Read the rubric and example with Ss.
- In pairs have Ss conduct an interview of one of the astronauts living on the space station. Direct Ss to use the vocabulary they have learned in the unit.
- Monitor the activity and assist as necessary.

Suggested Answer Key

B: ... have food packets and a special tray that we strap to our legs so the food doesn't float away.
A: Where do you sleep?

B: We don't have bedrooms but we need to strap ourselves to the walls so we don't bump into things in the station. We also have to cover our eyes to block out the sun as it rises and sets every 45 minutes. We do, however, sleep very well in space.

A: Do you have to do any chores in the station to keep it clean?

B: There are a lot of household chores to do on the station. Bacteria grow rapidly in zero gravity so we have to clean the station everyday. It's a big job as the station is very large. The good thing is we don't have to have to do the washing-up or wash our clothes.

A: Do have any free time? What do you do? etc

b) **Focus ► Consolidating information in a text**

- Have Ss write three things that impressed them from the text and tell their partner.
- Ask some Ss to tell the class.

Suggested Answer Key

- 1 I was impressed with how astronauts sleep in space. It's amazing that the sun sets and rises every 45 minutes.*
- 2 I also liked that they have to exercise as their muscles don't work in zero gravity.*
- 3 I think it is very interesting that the astronauts have to clean the station every day as bacteria grow so fast in space.*

c) **Focus ► Discussing living in space**

- In pairs have Ss discuss living in space.
- Encourage Ss to use the vocabulary from the unit in their discussions.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I would like to live in space. It would be fun to float around in zero gravity.

B: I wouldn't want to live in space. Everything is difficult to do in zero gravity. Also, there is too much cleaning to do on the station. I think it would be very tiring.

A: I don't mind doing the chores and the view of Earth and the sun rising and setting every 45 minutes would be amazing.

B: I think I would miss living on Earth. It would get boring floating all the time.

A: Maybe, but then there would be so many things to do. etc

Writing

9 **Focus ► Writing a leaflet giving instructions**

- Read the rubric aloud and check Ss understand the task.
- Explain that the leaflet is giving instructions explaining and describing living on Earth to people who have never lived here.
- Allow Ss time to write their leaflets. Alternatively, assign the task as HW.
- Invite Ss to read their leaflets in class and ask for feedback from the class.

Suggested Answer Key

... in front of you.

Also, you don't have to sleep in a sleeping bag or strap yourself down for the night. Just lift up the covers on the bed and get in between the sheets to sleep.

You'll love being able to have a hot shower without a vacuum hose. You can relax under the water spray and none of the droplets will float away.

You don't have to exercise for two hours a day to keep your muscles from going soft. Have a break and relax a bit by only doing some light exercise instead of the more strenuous workouts you are used to!

You'll have to tidy up after yourselves though and that means doing the chores like the washing-up and putting your rubbish in the bin.

Your free time can be spent any way you like but you'll probably want to spend as much time outdoors as you can rather than being stuck indoors all the time.

Enjoy your stay on Earth!

2b

Listening & Speaking

Objectives

Vocabulary: idioms related to houses

Reading: reading for coherence and cohesion

Listening: listening for intonation; listening for confirmation; listening for specific information

Speaking: role playing; criticising/apologising; expressing anger/annoyance

1 Focus ► Describing a picture

Refer Ss to the picture and elicit answers to the questions in the rubric.

Suggested Answer Key

The people in the picture are sitting at a table enjoying a meal. They may be in a restaurant. They seem to be a family. The mother and the daughter are talking and smiling so they must be happy and the father and the son are listening so they must be interested in what is being said.

2 Focus ► Describing family behaviour at home

- Read through the sentences and check Ss understand the vocabulary.
- Elicit which people in Ss' families do the things described in the sentences.

Suggested Answer Key

- 1 My sister never gets off the phone.
- 2 My brother is always taking things without asking.
- 3 My brother never helps around the house.
- 4 My grandmother never switches off the lights.
- 5 My dad always leaves things everywhere.
- 6 I never tidy up.
- 7 My brother plays loud music.
- 8 My dad doesn't let me stay out late.
- 9 My mum is always there for me.
- 10 My sister helps me with my homework.

Everyday English

3 Focus ► Role playing (criticising and apologising)

- Read through the expressions in the language box and check Ss understand them.
- Refer Ss to the example exchange.
- In pairs Ss role play criticising and apologising for the behaviour in the sentences.
- Monitor the activity and check for the correct use of the expressions.

Suggested Answer Key

- 2 A: *You get on my nerves when you never turn off the lights.*
B: *I am sorry. I didn't realise it annoyed you.*
- 3 A: *I can't stand it when you never let me watch what I want on TV.*
B: *Sorry!*
- 4 A: *You always play your music really loud. You drive me crazy.*
B: *Please forgive me. I didn't mean to upset you.*

4 a) Focus ► Predicting the content of a dialogue

- Have Ss read out the sentences and check they understand them.
- Elicit from Ss what they think the dialogue is about.

Suggested Answer Key

The dialogue is about household chores.

b) Focus ► Reading for coherence and cohesion (missing sentences)

- Explain the importance of reading through the dialogue first with the gaps to gain an overall idea of the text structure and content. Emphasise the importance of looking at the sentences before and after each gap to make sure the chosen sentence makes sense in that context.
- Ss complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

1 B 2 E 3 A 4 D 5 F

5 Focus ▶ Matching phrases/expressions

- Have Ss complete the task individually.
- Read out the statements and elicit the synonymous phrases from the dialogue.

Answer Key

- **Look at the mess in your bedroom.** – *Just look at the state of your bedroom.*
- **I want to talk to you.** – *I'd like a word with you.*
- **It's not my job to do everything for you.** – *I'm not your slave, you know!*
- **What can I do to say sorry?** – *How can I make it up to you?*
- **You're right about that.** – *you've got a point there*
- **help you** – *give you a hand*

6 Focus ▶ Practising a dialogue

- Have Ss in pairs read out the dialogue twice (once in each role).
- Monitor the activity and assist as necessary.

Speaking

7 Focus ▶ Role playing a dialogue (criticising and apologising)

- Read the rubric with Ss and check they understand the situation.
- Direct Ss to use expressions and vocabulary they have learned from the unit.
- In pairs, Ss act out their dialogues and record themselves.
- Ss listen to their recordings and discuss.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: Jack, I'd like a word with you.
 B: What have I done now?
 A: Just look at the state of my bedroom. You've been in and messed it up and my friend Sarah is coming over this afternoon. You shouldn't have done that. It's not very nice.
 B: I'm sorry. How can I make it up to you?
 A: You can start by tidying up this mess.
 B: OK.
 A: Thank you.

Intonation

8 Focus ▶ Listening for and practising intonation for expressing anger and annoyance

- Remind Ss that intonation is the way your voice rises and falls as you speak. It is used to emphasise certain words and phrases.
- Ss listen to the recording and complete the task individually.
- Play the recording with pauses and check Ss' answers.
- Invite Ss to repeat the sentences and check for correct intonation.

Answer Key

- Oh, Mum!
- Come here, young man!
- Just look at this mess!
- I've just about had enough!
- That's what you always say!
- You treat this place like a hotel!
- I'm not your slave, you know!

Say it right

9 Focus ▶ Understanding everyday exchanges

- Have Ss complete the task individually.
- Ss then listen to the recording and check their answers.

Answer Key

1 a 2 b 3 a

Listening

10 Focus ▶ Listening for specific information (multiple choice)

- Have Ss read through the statements and underline the key words to prepare themselves for the listening task.
- Play the recording and Ss complete the task individually.
- Play the recording again and Ss check their answers.

Answer Key

1 B 3 A 5 A 7 B
 2 C 4 C 6 C

11 **Focus ►** Presenting idioms related to houses

- Have Ss complete the task and check their answers in Appendix 3. Ask Ss to find similar idioms in their L1.
- Read through the answers in class and discuss.

Answer Key

- 1 *as safe as houses*
- 2 *get on like a house on fire*
- 3 *a home from home*
- 4 *home and dry*

12 **Focus ►** Consolidating vocabulary

- Have Ss review the unit for a few minutes, then ask them to close their books and think of new phrases they have learnt and write sentences with them.

- In pairs Ss read each other their sentences.
- Monitor the activity and check Ss use the phrases correctly.

Suggested Answer Key

- 1 *I can't stand it when you play loud music.*
- 2 *You drive me crazy when you leave your thing everywhere.*
- 3 *I'm so sorry. I didn't realise it bothers you.*
- 4 *Can I give you a hand with the washing-up.*
- 5 *My best friend and I get on like a house on fire.*
- 6 *Just look at this mess! Can't you tidy up your room?*
- 7 *I have just about had enough of your loud music!*

2

Grammar in Use

Objectives

Grammar: infinitive/-ing forms; *too* – *enough*

Reading: reading for specific information;
reading for grammatical correctness

1 **Focus ►** Presenting the *infinitive/-ing forms*

- Elicit the forms of the infinitive from Ss.
- Have Ss fill in the grammar box.
- Ask Ss to read the text to find examples.
- Tell Ss to check their answers in the Grammar Reference section.

Answer Key

- *like/love/prefer/don't mind/can't stand, etc + -ing form* (examples: *dust mites like eating, they can't stand living*)
- *can/must/may/will, etc + infinitive without to* (examples: *you may think, they can carry, cockroaches can live*)
- *look forward to/have difficulty (in)/be used to, + -ing form* (examples: *they have difficulty laying*)

- *kind/sad/lucky/clever/glad, etc + to-infinitive* (examples: *they are always glad to*)
- *manage/want/expect/offer/help/promise, etc + to-infinitive* (examples: *the only one who wants to, vacuuming ... helps to get rid of, don't expect to get rid of*)
- *let/make/hear/see/feel + infinitive without to* (examples: *don't let them live*)

2 **Focus ►** Practising expressions/phrases with *infinitive/-ing forms*

- Read through the phrases and check Ss understand them.
- Have Ss read the text again and write sentences about the insects using the phrases.
- Remind Ss to use the correct form of the infinitive in each sentence.
- Invite Ss to read out their sentences in class and check.

Suggested Answer Key

You will **have difficulty** in getting rid of cockroaches.

Cockroaches are **glad to** live in warm and dark places.

Dust mites **like eating** dead skin.

Cockroaches **can carry** diseases.

Don't let your room get too warm as bedbugs lay eggs in warm temperatures.

Don't expect cockroaches to die immediately.

3 **FOCUS ►** Reading for grammatical correctness/
Practising infinitive and -ing forms

- Have Ss complete the task individually.
- Invite Ss to read out the quiz in class to check their answers. Write your own answers to the quiz on the board. Compare your results with Ss'.

Answer Key

- | | | |
|-------------|-----------|----------|
| 1 to get on | 5 playing | 9 having |
| 2 to help | 6 do | 10 to do |
| 3 doing | 7 borrow | |
| 4 helping | 8 asking | |

(Ss' own answers)

4 **FOCUS ►** Understanding differences in meaning
of verbs in infinitive and -ing forms

- Have Ss complete the task individually.
- Ss compare their answers with a partner and discuss the differences in meanings between the infinitive and -ing forms of verbs.
- Ss check their answers in the Grammar Reference section.

Answer Key

- a) switching (recall)
b) to switch (not forget)
- a) drinking (do sth as an experiment)
b) to open (made an attempt)
- a) watching (finished action)
b) to watch (interrupted what she was doing in order to do sth else)
- a) talking (without stopping)
b) to talk (proceeded)

5 **FOCUS ►** Practising infinitive and -ing forms

- Have Ss complete the exchanges.
- Invite Ss to read the exchanges aloud in pairs and check their answers.

Answer Key

- | | |
|------------------|----------------------|
| 1 A: to go | 4 A: to tell |
| B: staying | B: worrying, to wait |
| 2 A: to do | 5 A: fix |
| B: doing | B: calling, fixing |
| 3 A: to turn off | |
| B: turning | |

6 **FOCUS ►** Forming sentences with infinitive and -ing forms

- Read through the list of verbs and actions.
- Have Ss make up sentences about themselves using them.
- Invite Ss to say their sentences in class and check for the correct use of infinitive and -ing forms.

Suggested Answer Key

I hate helping with the housework.

I enjoy listening to music.

I look forward to going shopping tomorrow.

I can't stand travelling by train.

I can't tidy my room today.

I will visit my aunt on Sunday.

My parents let me stay out late on Saturdays.

I don't mind walking the dog.

I want to become a teacher.

I like watching TV.

7 **FOCUS ►** Consolidating the uses of infinitive/
-ing forms

- Have Ss complete the sentences individually.
- Ss compare their answers with a partner.
- Monitor the activity and check for the correct use of infinitive and -ing forms.

Suggested Answer Key

2 I avoid tidying my room.

3 I can't stand washing the dishes.

4 I usually avoid studying in my room.

5 I try to help my brother with his homework.

6 I don't mind taking out the rubbish.

7 I can't help playing video games.

8 I'd rather go to a friend's house than stay at home.

- 9 *I hate helping with the gardening.*
 10 *It's not worth arguing with my brother; I never win.*

8 **Focus ►** Understanding differences of meaning with *infinitives/-ing forms*

- Read through the two sentences and elicit an answer to the question in the rubric.
- Explain that **see, watch, and hear + object + infinitive form** refers to completed actions and events that are seen/heard from beginning to end. However, **see, watch and hear + object + ing form** refers to actions and events that are already going on when we see or hear them.
- Elicit/Give example of two cases from/to class.
[e.g. I heard him practising the piano. (heard part of the action of practising piano)
I heard him practice the piano. (heard all of the action, the entire practice on the piano)]
- Elicit any similar structure in Ss' own L1.

Answer Key

1 b 2 a

(Ss' own answers)

9 **Focus ►** Practising the *infinitive without to* and *-ing forms*

- Refer Ss to the Grammar Reference section to review uses of infinitive without to.

- Have Ss complete the task individually.
- Read out the answers in class and check.
- As an extension, ask Ss to justify their answers.

Answer Key

- 1 *talking (part of action)*
- 2 *run (completed action)*
- 3 *singing (part of action)*
- 4 *drawing (part of action)*
- 5 *delivering (part of action)*

10 **Focus ►** Presenting *too – enough*

- Read the grammar box with Ss and check they understand the difference between **too** and **enough**.
- Have Ss complete the task individually and check their answers with a partner.
- Invite Ss to read their sentences in class and check.

Answer Key

- 2 *James is clever enough to solve this problem.*
- 3 *I have enough money to buy this expensive watch.*
- 4 *They were too tired to stay awake during the film.*
- 5 *We've got enough food to give you some.*
- 6 *He spoke too fast for me to understand him.*

2

d

Vocabulary & Speaking

Objectives

Vocabulary: related to towns/villages; neighbours
Reading: reading for coherence and cohesion
Listening: listening for specific information
Speaking: role playing exchanges between neighbours
Writing: describing a good neighbour

1 **Focus ►** Presenting new vocabulary/
Describing where you live

- Read through the phrases and elicit similar ones in Ss' L1.
- Invite Ss to use the phrases to talk about where they live to the class.
- Check Ss understand the vocabulary.

Suggested Answer Key

I live in a large town. There are attractive modern houses and flats. The streets are narrow and noisy. There are lots of big, expensive shops that are always crowded. There aren't a lot of small local shops. I live in a spacious, comfortable flat on a noisy street.

2 Focus ➤ Listening for specific information/

- Read the rubric with Ss.
- Play the recording and have Ss complete the task individually.
- Elicit answers in class and play the recording to check.

Answer Key

It has wide, clean streets and attractive, modern houses. There's a small supermarket, a post office, a bank and a chemist's.

3 Focus ➤ Practising prepositions of place

- Explain that the prepositions in the list are prepositions of place and indicate where something is located.
- Invite two Ss to the front of the class and read through the list of prepositions. Ask the two Ss to demonstrate the correct positions indicated by the prepositions. (e.g. *One S stands in front of the other to demonstrate 'in front of'.*)
- Invite Ss to describe their neighbourhood to the class using the prepositions and places.
- Check for the correct use of prepositions.

Suggested Answer Key

My neighbourhood is big and crowded. I live in a modern flat on a noisy street. My block of flats is behind a large supermarket. Next to the supermarket is a large park. Opposite my flat is a newsagent's and there is a bank next to that. On the corner is a busy restaurant. In front of my flat is a bus stop.

4 a) Focus ➤ Understanding adjectives

- Have Ss complete the task individually and compare their answers with a partner.
- Elicit answers in class and discuss the meanings of the adjectives.

Answer Key

positive: sociable, helpful, caring

negative: selfish, rude, arrogant, forgetful, talkative, silly, easily annoyed, nosy

b) Focus ➤ Consolidating the use of adjectives

- In pairs Ss describe their neighbours using the adjectives from Ex. 4a.
- Direct Ss to justify their descriptions.
- Monitor the activity and check Ss understand the adjectives.

Suggested Answer Key

My neighbour across the street, Mr Brown, is very caring. He brings us fresh fruit when we are ill.

Mr Jones, my neighbour on the corner of my street is easily annoyed and complains whenever we make any noise.

My neighbour across from my block of flats is very nosy and watches us from her window. etc

5 Focus ➤ Reading for coherence and cohesion (missing sentences)

- Explain to Ss the importance of first reading through the text with the gaps to gain an overall idea of the text structure and content. Emphasise the importance of looking at the sentences before and after the gap to make sure the chosen sentence makes sense in that context.
- Ss complete the task individually.
- Invite Ss to read out the text in class and check their answers.

Answer Key

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

6 Focus ➤ Understanding everyday exchanges

- In pairs have one S read the question or statement and the other S find the response.
- Read out the exchanges in class and check.

Answer Key

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

7 **Focus ►** Role playing exchanges between neighbours

- In pairs Ss act out the situations in the sentences.
- Direct Ss to use the vocabulary they have learnt in the unit.
- Monitor the exchanges and assist as necessary.

Suggested Answer Key

- A: *Would you be able to feed my cat while I'm away?*
 B: *Sure, it would be a pleasure. When are you leaving?*
- A: *Would you mind keeping your dog out of my garden? He keeps digging up my flowers.*
 B: *I'm so sorry. It won't happen again.*
- A: *Would you like me to babysit for you on your wedding anniversary?*
 B: *Oh, would you? Thanks, that would be great! That's really kind of you, but my mother has already offered to do it.*

- A: *Would you like me to do your shopping for you when I'm at the supermarket?*
 B: *That's really kind of you. Thank you.*

8 **Focus ►** Describing a good neighbour

- Allow Ss time to write a few sentences describing a good neighbour.
- In pairs, have Ss read each other their sentences and discuss.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A good neighbour is someone who cares about people and offers to help them whenever he/she can, such as doing little errands. A good neighbour is considerate and doesn't do things which may disturb his/her neighbours such as playing loud music late at night. A good neighbour is friendly, sociable and helps people who live near them to feel part of a community.

(Ss' own answers)

2

Writing Skills

Objectives

Grammar: direct/indirect questions

Writing: writing an informal email/letter

1 **Focus ►** Matching introductions and conclusions in informal letters/emails

- Read the theory box about informal letters/emails with Ss and check that Ss understand it.
- Ss read the beginnings and endings of the letters individually and complete the task.
- Elicit answers in class.

Answer Key

- D *thank-you letter*
- A *accepting an invitation*
- C *asking for advice*
- E *get-well-soon letter*
- B *letter of invitation*

2 a) **Focus ►** Analysing a rubric

- Have Ss read the rubric and answer the questions.
- Elicit Ss' answers in class and explain that the underlined information tells them what to write.

Answer Key

- I am writing to my English-speaking pen-friend Richard.*
- I should tell him what my house is like, how much time I spend in my room and what there is to do in my area for entertainment.*

b) **Focus ►** Understanding the structure and content of an informal letter

- Have Ss read the letter.
- Elicit in class the structure of the letter and if all the information asked for was given.

Answer Key

Para 1: opening remarks

Para 2: what his house is like and whether he spends much time in his room

Para 3: what there is to do for entertainment in his area

Para 4: closing remarks

Yes, the writer has included all the information needed.

3 **Focus ►** Understanding informal writing style

- Read the theory box aloud and elicit examples of informal style from the model letter in Ex. 2b.

Answer Key

everyday phrasal verbs: hang out

idioms: drop me a line

informal linkers: and

short forms: it's, there's, that's

4 **Focus ►** Understanding direct/ indirect questions

- Read the theory box with the class and elicit the answer to the question in the rubric.
- Ask Ss to think up their own direct and indirect questions and say them in class to check.

Answer Key

*In a **direct question** the verb is in the interrogative, that is the verb comes before the subject. e.g. What did Ken say?*

*In an **indirect question** the verb is in the affirmative, that is the verb follows the subject. e.g. Do you know where Catherine is?*

5 **Focus ►** Practising direct and indirect questions

- Have Ss write direct and indirect questions for the situations in the rubric.
- Elicit answers in class and check.

Answer Key

direct questions

- 2 How was your summer holiday?
- 3 What do you do in your free time?
- 4 How many brothers and sisters have you got? Is your family big or small?

indirect questions

- 2 Can you tell me about your summer holiday?
- 3 I'd like to know what you do in your free time.
- 4 Can you tell me how many brothers and sisters you've got? Can you tell me whether your family is big or small?

6 **Focus ►** Analysing rubrics/Identifying key words

- Have Ss read the rubrics individually and underline the key words.
- Elicit answers to questions in the rubric in class and discuss.

Answer Key

A You have received a letter from your English-speaking pen-friend Peter.

...Hope you had a great summer. What did you do? Did you have a good time? It's my birthday next week and I can't wait!...

Write him a letter and answer his questions, then ask him about his birthday plans.

- 1 a letter giving news and asking for information
- 2 my English-speaking pen-friend Peter
- 3 what I did in the summer
- 4 Are you having a party? What present would you like? Will you have a birthday cake?

B You have received an email from your English-speaking pen-friend Robert.

...I hope you had a safe journey home. It was great spending time together. I hope you will come and visit again soon....

Write him an email to thank him and his family for their hospitality, then invite him to stay with you.

- 1 an email thanking and inviting someone
- 2 my English-speaking pen-friend Robert
- 3 how I enjoyed staying with him
- 4 Do you think you will be able to come?
Have you ever been abroad before?

7 Focus ► Writing an informal letter/email/ Self-checking writing

- Allow Ss time to write their informal letters/ emails. Alternatively, assign task as HW.
- Direct Ss to self check their letters, using the list and make any necessary changes to improve their letters.
- Invite a few Ss to read their letters in class and ask for feedback from the class.

Suggested Answer Key

A Dear Peter,
Thanks for your letter. It was great to hear from you.
I had a great summer. We went to the seaside for a holiday. We stayed in a small hotel close to the beach and we went swimming every day. It was a lot of fun.
Are you having a party for your birthday? Will you have a birthday cake? I would like to get you something. What present would you like?

Well, that's all for now. Have a wonderful time on your birthday. Write soon and tell me all about it.

Regards,
Jack

B Dear Robert,

Thanks for your email. I arrived home safely yesterday.

I had a wonderful time at your house and I would like to thank you and your family for your hospitality. You were all so warm and friendly. I loved your mum's cooking very much and I really enjoyed playing chess with your dad. Everyone made me feel like a part of the family.

I would love it if you would come and stay with me next month. Do you think you will be able to come? I really hope you can. Let me know as soon as you can so we can make the arrangements.

Thanks again and let's talk soon.
Best wishes,
Lee

2

f

English in Use

Objectives

Vocabulary: phrasal verbs (*make*); prepositional phrases; words often confused (brush/sweep, cupboard/wardrobe, clean/wash, washing/ cleaning)

Grammar: infinitive/-ing form revision

Reading: reading for lexico-grammatical correctness

- Have Ss complete the task individually and compare their answers with a partner.
- Read the sentences in class to check.

Answer Key

- | | |
|--------------|------------|
| 1 secrecy | 4 patience |
| 2 importance | 5 security |
| 3 kindness | 6 activity |

1 Focus ► Forming nouns from adjectives (word formation)

- Read the theory box and check Ss understand the task.

2 **Focus ►** Practising phrasal verbs

- Explain to Ss that the verb is already in the sentence and they must fill in the correct particle to form the phrasal verb that applies to the meaning in the sentence.
- Ss complete the task individually and check their answers in Appendix 1.
- Invite Ss make up other sentences with the phrasal verbs and tell the class. Check Ss understand the meaning of the phrasal verbs.

Answer Key

- 1 out 3 up for 5 of
2 off with 4 up

3 **Focus ►** Practising prepositional phrases

Have Ss complete the task individually and check their answers in Appendix 2.

Answer Key

- 1 to 4 at 7 in 10 on
2 in 5 in 8 in 11 in/at
3 on 6 in 9 in 12 to

Suggested Answer Key

- 2 My bed is **in the corner of the room**.
3 Our house is **on the corner of the street**.
4 My mother is never **at home on Saturdays** – she has a Saturday job.
5 My father is always **in a hurry to get to work**.
6 Our old family farmhouse is now **in ruins**.
7 My dad's gone for a walk. He set off **in the direction of the seafront**.
8 I would like to live **in the suburbs**.
9 There is a herd of cows **in the field** next to my uncle's house.
10 My grandparents live **on a farm**.
11 I'm always **in school** until four in the afternoon.
12 I go **to school** in a nearby village.

4 **Focus ►** Practising vocabulary

- Have Ss complete the task individually and check in their dictionaries.
- Ask Ss to make sentences with the other words.
- Read the sentences out in class and check.

Answer Key

- 1 sweep 3 clean
2 wardrobe 4 washing

Suggested Answer Key

- 1 **Brush** your coat to get the fluff off it.
2 Can you pass me a plate from the **cupboard**, please?
3 Don't forget to **wash** your hands!
4 I have to do some **cleaning** – the house is a mess.

5 **Focus ►** Practising the *infinitive* and *-ing form*/
Reading for lexico-grammatical correctness (gap fill)

- Have Ss complete the task individually.
- Direct Ss to reread text to check if it makes sense with their answers.
- Invite Ss to read the text in class and check their answers.

Answer Key

- 1 doing 5 give 9 to arrange
2 to have 6 cleaning 10 seeing
3 to help 7 doing
4 to fix 8 take care of

Objectives

Reading: reading for coherence and cohesion

Listening: listening for gist

Speaking: discussing information from a text

Writing: an article about a famous house/building

1 **Focus** ➤ Introducing the topic/Reading for specific information

- Refer Ss to the title of the text and the picture.
- Ask Ss to write down three questions about the text they would like to know the answers to.
- Have Ss read the text with the gaps individually and see if they can find the answers to their questions.
- Invite Ss to read their questions to the class and the answers if they were in the text.

Suggested Answer Key

- 1 *Where is it? (In London, England.)*
- 2 *Who lives there? (The Prime Minister of the UK.)*
- 3 *What takes place there? (official functions, Cabinet meetings and state dinners)*

2 **Focus** ➤ Reading for coherence and cohesion (missing sentences)

- Emphasise the importance of looking at the sentences before and after the gap to make sure the chosen sentence makes sense in that context.
- Have Ss complete the task individually and reread the text to ensure it makes sense.
- Invite Ss to read out the text in class and check their answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 E | 3 A | 5 B |
| 2 C | 4 G | 6 D |

3 **Focus** ➤ Understanding new vocabulary

- Direct Ss to try to understand the words in bold from their context in the text. Ss can then check their definitions in their dictionaries.
- Ss then complete the sentences individually.
- Invite Ss to read the sentences in class and check.

Suggested Answer Key

official functions: formal gatherings

originally: when sth first came into existence, first of all

ordinary: not special or different, normal

colleagues: co-workers

government ministers: leading politicians who run a country

civil servants: government employees

grand: impressive, imposing

Answer Key

- 1 *originally*
- 2 *government ministers*
- 3 *official functions*
- 4 *grand*

4 **Focus** ➤ Discussing information from the text

- In pairs Ss discuss the words listed in the rubric and how they relate to the text.
- Monitor the task and assist as necessary.

Answer Key

A: *The Grand staircase in Number 10 has portraits of every past prime minister hanging on its walls.*

B: *The Cabinet Room is where government ministers meet to discuss important issues.*

A: *Margaret Thatcher is a former prime minister who once lived at Number 10.*

B: *Sir Robert Walpole was the first prime minister. Number 10 was given to him as a gift, but he decided it should be used by all future prime ministers.*

5 **Focus** ➤ Consolidating information from a text

- Have Ss listen to and read the text for four interesting facts.
- Invite Ss to tell the class their facts.

Suggested Answer Key

- 1 *The front of 10 Downing Street is very famous because the Prime Minister and other famous politicians make important announcements from outside this big black front door.*

- 2 *Inside the building, there are a number of features and beautiful rooms including the Grand Staircase and the State Dining Room.*
- 3 *They are portraits of past prime ministers on the walls.*
- 4 *The Prime Minister lives in a furnished flat on the second floor but he also has his own study where he works and reads.*

6 **Focus ►** Writing an article about a famous house/building

- Read through the rubric with Ss and check Ss understand the task.
- Elicit what they will write (*a short article about a famous house or building in my country*) and what information they will include in their article (*who lives there, what it is like, its history and other interesting facts*).
- Allow Ss time to research and write their articles. Alternatively, assign the task as HW.
- Invite Ss to read their articles in class and ask the class to give feedback.

Suggested Answer Key

The Kremlin has been the official residence of the President of the Russian Federation and his Administration since 1992. It is where the highest offices of the state are located. They are surrounded by strict security.

The Kremlin also contains the Grand Kremlin Palace where the emperors of Russia used to live, the Senate and the Armoury. It also contains many churches, squares, gardens and palaces, which are among the city's most popular tourist attractions. The biggest and most famous church is St Basil's Cathedral which was built in 1554-60 and has ten domes, each with a different design and colour. On the other side is the State Department Store, (GUM) and the State Historical Museum (1875-83). Along with Red Square, the Kremlin is a UNESCO World Heritage Site.

Objectives

Vocabulary: types of animals/species

Reading: reading for specific information

Speaking: summarising a text

Writing: a poster about animals and their habitats; sentences about protecting habitats

1 **Focus ►** Presenting new vocabulary

- Read through the definitions and elicit which animals in the pictures match which definitions and discuss.
- Ask Ss to think of other animals that match the definitions.

Answer Key

Hedgehogs, squirrels and foxes are mammals.

Frogs and newts are amphibians.

Dragonflies are insects.

Trout are fish.

Hérons and owls are birds.

Snakes are reptiles.

2 **Focus ►** Introducing the topic of the text

- Read through the headlines with Ss and discuss the problems they refer to.

Answer Key

Places where animals live face the problems of pollution and deforestation. They face problems caused by new houses, farmers and tourism.

3 **Focus ►** Predicting the content of a text

- Have Ss read the title and the first sentence in each paragraph.
- Elicit from Ss what they think the text is about and write their predictions on the board.
- Have Ss read the text to check their predictions.

Answer Key

The article is about animal habitats and the dangers they face.

4 **FOCUS ►** Reading for specific information (T/F/NS)

- Have Ss read through the statements (1-7) and underline the key words.
- Ss read the text again and complete the task individually.
- Read out the answers in class and check.

Answer Key

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

5 **FOCUS ►** Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand their meanings and match them with their synonyms in the list.
- Elicit answers in class and check.

Answer Key

species – types
hedgerows – rows of bushes between fields or along lanes
tiny – extremely small
survive – continue living
become extinct – die out
charities – organisations that help people or animals

6 **FOCUS ►** Making notes on a text / Summarising a text

- Refer Ss to the headings and have them write notes about the text under the headings.
- Invite Ss to summarise the text to the class, using their notes as a guide.

Suggested Answer Key

- **where wildlife exists**
 - woodlands, ponds, hedgerows, rivers
 - playgrounds, gardens, sand
- **the problem**
 - building roads, houses
 - litter, poisonous chemicals from farms & factories
 - threaten animals' habitats
- **the solutions**
 - write to councils, wildlife charities
 - don't litter/pick up litter
 - create habitats

Suggested Answer Key

Different species of plants and animals live in woodlands, rivers, hedgerows and ponds, school playgrounds, private gardens or even in the tiny spaces between grains of sand.

Unfortunately, humans have destroyed many wildlife habitats by building roads and houses everywhere. Water pollution, litter and poisonous chemicals from farms and factories endanger many animals such as otters, frogs, newts, trout and herons.

We can help by writing to local councils or wildlife charities. We should never throw litter on the street and pick up any litter we see in woodlands, hedgerows and parks.

We can also create habitats in our gardens or on our balconies.

7 **FOCUS ►** Making a poster about animals and their habitats

- Read the rubric in class and check Ss understand the task.
- In groups of 3-4 have Ss research animals and their habitats in their country and make a poster containing pictures and information about each habitat. Alternatively, assign the task as HW.
- Invite groups to present their posters in class and ask for feedback from the class.

Suggested Answer Key

Animal Habitats of Russia

Boreal Forests

The boreal forest is home to many species of animals. Hares, Siberian tigers, black bears, wolves and lynxes are just a few examples of the wildlife that live in the forests. Unfortunately, deforestation from logging companies and hunting is threatening these animals.

River & Wetlands

This rich ecosystem is the home of many fish including the sturgeon, white fish and trout. Many birds such as ducks, Siberian cranes and geese live in the wetlands. Mining and oil drilling are destroying the habitat of the wetlands and these animals face extinction.

Arctic Tundra

This cold and treeless habitat has few species of animals that make it their home. There are however, some rare and important animals that live in this area. The polar bear, reindeer and musk ox live in the tundra and need this habitat for their survival. Global warming is destroying this habitat and the survival of these animals.

8 FOCUS ► Writing a few sentences about protecting habitats

- Read the rubric with Ss and check Ss understand the task. Ask Ss to think of solutions to the problem of habitats being destroyed and write a few of their ideas down.

- In pairs Ss read their sentences to their partner and discuss.
- Monitor the activity and assist as necessary.

Suggested Answer Key

We can make sure that any new houses that are built are not built anywhere near an animal habitat or that at least another habitat is created for the animals nearby. We can also plant new hedgerows and woodlands for plants and animals to live in. We can protect areas of countryside and make them into wildlife protection areas.

Progress Check 2 and Look at Module 3 should be done in one lesson.

Answer Key

- | | | | |
|--------------|-------------|---|-------------|
| 1 1 spacious | 6 gravity | 3 1 urgency | 4 quietness |
| 2 household | 7 make | 2 arrogance | 5 activity |
| 3 sociable | 8 pitch | 3 difference | |
| 4 vacuum | 9 extinct | | |
| 5 next-door | 10 Take | 4 1 in 2 in 3 on 4 on 5 in/at | |
| 2 1 to do | 6 going | 5 1 up | 4 off with |
| 2 losing | 7 to finish | 2 of | 5 out |
| 3 do | 8 enter | 3 up for | |
| 4 stealing | 9 mowing | | |
| 5 to forget | 10 making | 6 1 c 2 e 3 a 4 b 5 d | |

See it to believe it

Module 3

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *What is your favourite room in your house? Why? What household chores do you like/dislike doing? What do you like/ dislike about your neighbourhood? What do you think makes a good neighbour?*)
- Make Sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 2.

Look at Module 3

- Refer Ss to the title of module, *See it to believe it*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

I think the title refers to mysterious events or things that we can't explain and often don't believe in, unless we see it ourselves.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 41).

T: What page is the picture on?

S1: It's on page 42.

T: What does the picture show?

S2: It shows a strange sea creature under the sea with a ship crossing above it.

T: Do you think such animals exist? Why (not)?

S3: I think some do as so many people have seen them. I think others are just stories made up by people.

T: Can you think of any strange creatures from your country? etc

Pic 2 (p. 44)

What is this a picture of? What is the unit about? Do you remember your dreams? What kinds of things do you dream about? Do you think they mean anything?

Pic 3 (p. 53)

What does the picture show? Do you believe in haunted houses and buildings? Why (not)? Do you know of a haunted house or building?

Pic 4 (p. 55)

What do you see in the picture? Do you like looking at art? Do you think art is important? Why (not)?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a dream dictionary (p. 44)

What does this dictionary show? (the meaning of certain things that are seen in a dream), Have you seen any of the items in the dictionary? Why do we want to understand our dreams?

some shapes (p. 54)

What are the shapes you see? How do they relate to the unit?

Explain that the module has:

- a Culture Corner
- an Across the Curriculum section

Ask Ss to look at the relevant pages and elicit what each section is about (*The most haunted castle in Britain!*, *Art & Design – Painting styles*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Give ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.

3a

Reading & Vocabulary

Objectives

Vocabulary: related to mythical monsters/ creatures; way to look

Reading: reading for confirmation; reading for specific information

Speaking: discussing mythical creatures/ monsters

Writing: a diary entry about a sighting of a monster

Reading

1 a) **Focus ►** Introducing the topic

Refer Ss to the pictures and elicit from Ss what they know about the creatures. Write down any new vocabulary on the board.

Suggested Answer Key

I have heard of the Loch Ness Monster. It is a creature that lives in a lake in Scotland. It doesn't do anything bad and only a few people have ever 'seen' it.

The Kraken is from Norway. It is a giant sea creature that attacks ships.

Bigfoot is from the USA. It is a giant hairy creature that walks like a human but looks like an ape.

b) **Focus ►** Understanding new vocabulary/ Reading for specific information

- Read through the word list in the rubric and elicit the meanings.
- Invite Ss to describe the pictures, using the words from the list and elicit where the creatures are from.
- Have Ss listen to and read the text to check their answers.

Answer Key

The Loch Ness Monster has got a snake-like head, a humped back and a long tail.

The Kraken has got huge eyes and giant tentacles with sharp hooks.

Bigfoot is two-legged with long arms, a short neck and a hairy body.

The Loch Ness Monster is from Scotland.

The Kraken is from Norway.

Bigfoot is from the USA.

2 **Focus ►** Reading for specific information (multiple matching)

- Remind Ss to read the questions and underline the key words and then read the text and look for similar words/phrases that match the key words.
- Ss complete the task individually.
- Ask Ss to read out the text in class and check their answers.

Answer Key

1 A	3 A	5 A	7 B
2 B	4 C	6 B	

3 **Focus ►** Understanding new vocabulary

- Refer Ss to the words/phrases in the rubric.
- Have Ss match the words/phrases with the highlighted words from the text that mean the same. Remind Ss to use the content of the text to understand the meaning of the highlighted words. Allow Ss time to write down any new vocabulary in their notebooks.
- Check Ss' answers.

Answer Key

report – tell people about
sightings – things that have been seen
survived – stayed alive
horrifying – shocking, disgusting
across – wide
approached – came closer
violent – with great force
off – close to
so far – until now

4 **Focus ►** Finding opposites/antonyms

- Have Ss find opposites for the underlined words in the text.
- Ss compare their answers with a partner.
- Check Ss' answers and allow Ss time to write down any new vocabulary in their notebooks.

Answer Key

1 different ≠ similar
 2 destroy ≠ create
 3 real ≠ mythical

- 4 unknown ≠ famous
- 5 top ≠ bottom
- 6 blunt ≠ sharp
- 7 luckily ≠ unfortunately
- 8 miniature ≠ giant

Vocabulary

5 **FOCUS ►** Understanding new vocabulary

- Have Ss read through the word list and check they understand the words.
- Ss complete the task individually and check their answers in the text.

Answer Key

- | | |
|------------|---------------|
| 1 mythical | 6 violent |
| 2 humped | 7 sharp |
| 3 snake | 8 human |
| 4 recorded | 9 extinct |
| 5 giant | 10 horrifying |

6 **FOCUS ►** Expanding vocabulary (ways to look)

- Act out the different ways of looking at something and ask the class to guess which verb from the list in the rubric is being shown.
- Ss complete the task individually.
- Check Ss' answers.
- Have Ss make three sentences of their own with three of the verbs from the list.
- Invite Ss to read their sentences out in class.

Answer Key

- | | |
|-----------------------|---------|
| 1 staring | 4 glare |
| 2 glanced | 5 spot |
| 3 caught a glimpse of | |

Suggested Answer Key

- It is not polite to **stare** at people.
- I did **catch a glimpse of** the bear as we drove through the forest.
- I was able to **spot** him in the crowd.
- I **glanced** at the clock to check the time.
- Don't **glare** at me like that! You look very angry.

Speaking

7 **FOCUS ►** Discussing the text

- Have Ss read the text again.
- In pairs Ss discuss the text and what impressed them most.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I am impressed by how old the story of the Loch Ness Monster is.

B: Me too. I never would have thought it came from the 6th century!

A: Yes, and what about the Kraken. Can you imagine seeing a squid big enough to wrap itself around an entire ship? That's impressive!

B: Yeah. What about Bigfoot? I was impressed that over 3,000 people have seen it! etc

Writing

8 **FOCUS ►** Writing a diary entry about a sighting of a monster

- Read the rubric with Ss and check they understand the task.
- Allow Ss time to write their diary entries and encourage them to use the vocabulary they have learned in the unit.
- Invite Ss to read their diary entries in class and ask for feedback from the class.

Suggested Answer Key

Dear Diary,
I went to Loch Ness today for a picnic by the lake. It was a beautiful day and the sun was shining. I was sitting next to the lake enjoying my lunch when suddenly, I heard a strange noise and saw the water on the lake begin to move. The next thing I knew, a snake-like head popped out of the water and slowly looked around. I was terrified. The creature slowly began lifting its great long neck out of the water. I couldn't believe my eyes. I turned around to see if I had packed my camera in my bag to get a picture of it. I scrambled through my bag but when I turned to snap a photo, the creature had disappeared. Not even a ripple appeared on the water to show that it had ever been there. As quickly as it all began, it was over and the monster was gone.

3

b

Listening & Speaking

Objectives

Reading: reading for specific information

Listening: listening for confirmation; listening for intonation; listening for comprehension/gist

Speaking: discussing dreams; role playing; speculating/agreeing and disagreeing; practising intonation; expressing surprise and concern

1 a) **Focus ►** Introducing the topic of the unit/ Describing pictures

- Refer Ss to the pictures.
- Elicit from Ss what they see in the pictures and discuss what the boy is dreaming about.

Answer Key

He's dreaming about running to catch a bus, being able to fly and being chased by a monster.

b) **Focus ►** Identifying the meaning of dreams/ Reading for specific information

- Elicit from Ss what they think the dreams from Ex. 1a mean.
- Have Ss read the dream dictionary to find out.

Answer Key

missing a bus = means he has missed an opportunity

flying = means he feels confident about sth

being chased by a monster = means he is confused or has a lot on his mind

2 **Focus ►** Discussing dreams

- In groups of 3-4, have Ss answer and discuss the questions in the rubric.
- Monitor the activity and assist as necessary.

Suggested Answer Key

S1: I only remember a few of my dreams. I know if they were good or bad, but I don't always remember the details. I rarely have nightmares.

S2: I dream about people I know and places I have been.

S3: I have the same dream over and over about taking a Maths test. I feel very nervous and anxious.

S4: I do think dreams have meanings. They express what we are feeling or experiencing at a certain time in our lives.

S5: I have seen a few books that talk about what dreams mean. The film "Field of Dreams" is about a man who dreams about people.

Everyday English

3 **Focus ►** Speculating, agreeing and disagreeing

- Read through the language box and the example exchange with Ss and check they understand the task and the expressions.
- In pairs have Ss role play exchanges using the ideas from the 'dream dictionary' in Ex.1b and any other ideas they may have.
- Direct them to use the expressions from the language box.
- Monitor Ss' exchanges and check for correct use of phrases.

Suggested Answer Key

A: I had a dream that I was being chased. Do you have any idea what that means?

B: I think it means you feel confused.

A: You could be right.

A: I dreamt that I was falling. What could it mean?

B: I can't say for sure, but it might mean you're under stress.

A: That can't be right!

A: I had a dream that I was flying. What do you think it means?

B: Well, it could be a sign that you are feeling confident!

A: You must be joking!

A: I had a dream that I was lost. Do you have any idea what that means?

B: I think it means you feel you have lost your way in life.

A: Do you really think so?

- A: *I dreamt that I missed the bus. What do you think it could mean?*
B: *It means you are sad because you have missed an opportunity.*
A: *Surely not!*
- A: *I had a dream that I was taking exams. What do you think it means?*
B: *It could mean that you are stressed out because you are unprepared for something.*
A: *That's a thought.*
- A: *I had a dream that I was unable to move. Do you have any idea what that means?*
B: *Well, I can't say for sure, but it might mean you feel lost and don't know what to do about a situation.*
A: *I doubt that.*

4 a) **Focus ►** Introducing situational language

Play the recording. Ss listen and repeat the phrases.

b) **Focus ►** Predicting the context of a dialogue/Reading and listening for confirmation

- In groups of 3-4 have Ss discuss what the phrases from Ex. 4a mean and ask Ss what they think the dialogue is about.
- Have Ss listen to and read the dialogue to check their predictions.

Answer Key

The dialogue is about a nightmare that Lizzie had and Katie speculating is on the meaning and reassuring her.

5 **Focus ►** Reading for specific information

- Have Ss read the sentences and then the dialogue.
- Ss complete the sentences individually and compare their answers with a partner.
- Check Ss' answers.

Answer Key

- 1 *she had a horrible nightmare*
- 2 *get to an exam*
- 3 *wouldn't move*
- 4 *fail her exams*

6 **Focus ►** Understanding synonymous phrases

- Have Ss complete the task individually.
- Check Ss' answers.
- As an extension, ask Ss to make up exchanges with the phrases.

Answer Key

What's the problem? – What's the matter?
I'm so sorry. – Poor you!
That's awful. – That's horrible!
Everything's OK. – Don't worry!
I feel better now. – That's a relief!

7 **Focus ►** Role playing a dialogue

- In pairs have Ss practise the dialogue, exchanging roles.
- Invite a few pairs to read out the dialogue in front of the class.

Intonation

8 **Focus ►** Presenting/Practising intonation when expressing surprise and concern

- Remind Ss that intonation is the way your voice rises and falls as you speak.
- Read the **study skills** box aloud.
- Play the recording. Ss listen and complete the task individually.
- Play the recording again with pauses to check Ss' answers.
- Have Ss listen again and invite different Ss to repeat the phrases. Check for correct intonation.

Answer Key

- 1 *I don't believe it!*
- 2 *That's horrible!*
- 3 *What's the matter?*
- 4 *You can't be serious!*
- 5 *Is everything alright?*

Listening

9 Focus ► Listening for comprehension (multiple matching)

- Explain the task and play the recording.
- Ss listen and complete the task individually.
- Play the recording again. Check Ss' answers.

Answer Key

1 C 2 B 3 A 4 E 5 D

Speaking

10 Focus ► Discussing a strange dream

- In pairs, have Ss discuss a strange dream one of them had.
- Direct Ss to use the vocabulary from the unit and the language in the 'Everyday English' box.
- Monitor the activity and assist as necessary.
- Ss record themselves.

Suggested Answer Key

A: I had a strange dream last night. All I can remember is that I was locked in a room all by myself and I had to sit an exam. I wasn't allowed to leave until I was finished, but I had no idea what it was about. I felt very alone and afraid. Do you have any idea what it means?

B: Well, it could mean you are stressed and that's why you dreamt that.

A: Do you really think so?

B: Yes. Try not to let things get to you and relax before sleeping.

A: That's a thought.

11 Focus ► Consolidating vocabulary from the unit

- Have Ss review the unit for a few minutes, then ask them to close their book and think of phrases they have learnt and write sentences with them.
- In pairs Ss read each other their sentences.
- Monitor the activity and check for correct use of phrases.

Suggested Answer Key

1 What do you think this dream means?

2 Do you really think so?

3 I can't say for sure, but I think you are under a lot of stress.

4 I couldn't get back to sleep after that terrible nightmare.

5 Oh, that's horrible. You poor thing!

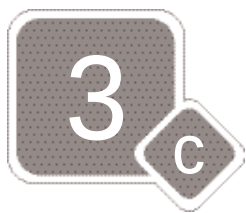
6 Tell me what the problem is.

7 I keep having the same dream over and over again.

8 I think it means you are anxious about something.

9 That can't be right!

10 So, it doesn't mean I'm going to fail my exams then?



Grammar in Use

Objectives

Grammar: past simple; past continuous; past perfect; past perfect continuous; *used to/would*

Reading: reading for comprehension (gap fill)

Listening: listening for specific information

Writing: an email about a strange event

1 **Focus** ➤ Revising past tenses

- Have Ss close their books and write the following sentences on the board without reading the tenses and explanations in the brackets:
 - Yesterday I **woke up** late. (*simple past – an action which happened at a stated time in the past*)
 - I **was studying** for my exams all last week. (*past continuous – an action that was in progress at a stated time in the past*)
 - I **was working** in the garden when it **started** to rain (*past continuous and past simple – an action that interrupted an action in progress in the past*)
 - He **was talking** on the phone while I **was working**. (*past continuous/past continuous – two actions in progress that happened simultaneously in the past*)
 - I **had been reading** for an hour when Mum **came** home. (*past perfect continuous/past simple – an action in progress in the past emphasising duration interrupted by another past action*)
 - I **went** to the cinema after I **had finished** my homework. (*past simple/past perfect – an action that happened before another action in the past*)
- Focus Ss' attention on the verb forms.
- Elicit/Explain what the verb tenses are in each sentence and how they are used.
- Refer Ss to the Grammar Reference section if necessary.
- Ss complete the task.
- Invite Ss to read out their answers and check.

Answer Key

- 1 *past continuous – past form of the verb to be + main verb + -ing*
- 2 *past perfect continuous – had + been + main verb + -ing*

- 3 *past continuous – past form of the verb to be + main verb + -ing*
- 4 *past continuous – past form of the verb to be + main verb + -ing*
- 5 *past perfect – had + past participle of the main verb*
- 6 *past simple – irregular past form*
- 7 *past simple – regular past form ending in -ed*
- 8 *past perfect – had + past participle of the main verb*
- 9 *past continuous – past form of the verb to be + main verb + -ing*

- | | | | |
|---|---------|---|------|
| a | 3, 4 | d | 5, 8 |
| b | 1, 3, 9 | e | 6, 7 |
| c | 1, 9 | f | 2 |

2 **Focus** ➤ Practising past tenses

- Have Ss complete the task and justify their answers to their partners.
- Invite Ss to read out answers and justifications to the class and check their answers.

Answer Key

- 1 *hadn't called – an action that didn't happen before another action in the past*
- 2 *had been crying – shows the duration of a past action which had visible results at a later moment in the past*
- 3 *switched – the first of two actions which happened one after the other in the past*
- 4 *was playing – an action that was happening when another action interrupted it*
- 5 *had just happened – an action that happened before another moment in the past*
- 6 *had parked – an action that happened before another action in the past*
- 7 *were lying – an action that was in progress at a stated time in the past*
- 8 *hadn't finished – an action that didn't happen before another action in the past*
- 9 *had been working – shows the duration of a past action which happened before another past action*
- 10 *had been driving – shows the duration of a past action which happened before another past action*

3 Focus ► Practising the *past simple* and *past continuous*/Listening for confirmation

- Have Ss complete the task individually.
- Ss listen to the recording and check their answers.

Answer Key

- | | |
|-----------------|------------------|
| 1 was | 8 came |
| 2 was thinking | 9 was showing |
| 3 called | 10 opened |
| 4 Did I tell | 11 had |
| 5 happened | 12 was |
| 6 were shopping | 13 didn't expect |
| 7 were looking | |

4 Focus ► Practising the *past perfect* and the *past perfect continuous*

- Read the theory box aloud and check Ss understand it.
- Have Ss complete the task individually and compare their answers with a partner.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------|--------------------|
| 1 had missed | 5 had been digging |
| 2 had only been working | 6 had not finished |
| 3 had eaten | 7 had been cooking |
| 4 had been waiting | 8 had just decided |

5 Focus ► Practising time expressions with past tenses

- Refer Ss to the list of time expressions and adverbs. Explain that they are clues to which past tense should be used in a sentence.
- Have Ss write their sentences and compare with a partner.
- Invite Ss to read out their sentences in class and check Ss' answers.

Suggested Answer Key

*I hadn't seen my cousins **since** they were children.*
*I left my home town five years **ago**.*
***While** I was studying for my exams my sister was flying to Paris.*
*I was walking in the sunshine last Sunday **when** I got caught in a shower.*
*Last winter I had the flu **for** three weeks.*

*I went to America for my holidays **last summer**.*
***At five o'clock yesterday afternoon** I was doing my homework.*
*I joined a new English class last January and **by June** I had taken my exam.*

6 Focus ► Understanding *used to/would*

- Write the following sentences on the board without the brackets:
 - When I was a child I used to/ would ride my bike for hours. (*past habit/action*)
 - I used to love ice cream, but now I prefer cake. (*past state*)
- Elicit/Explain what situation each sentence is describing (answer in brackets). Explain that both 'used to' and 'would' can be used to describe past habits/actions but only 'used to' can be used to describe past situations/states (ie. It is incorrect to say: *I would love ice cream, but now I prefer cake.*)
- Ask for more examples from the class and write them on the board.
- Refer Ss to the Grammar Reference section for further explanation if necessary.
- Ss complete the sentences.
- Check Ss' answers.

Answer Key

- | | |
|-----------------|-----------------|
| 1 used to/would | 4 used to/would |
| 2 used to | 5 didn't use to |
| 3 didn't use to | 6 used to/would |

7 Focus ► Listening for specific information/ Practising *used to* and *didn't use to*

- Read through the rubric and explain what Ss will be listening for (*what things the children 'used to' and 'didn't use to' do when they were young*).
- Play the recording. Ss listen and complete task.
- Invite Ss to read their sentences out in class and check Ss' answers.

Answer Key

stay at their grandma's all summer ✓
play in the garden ✓
go to bed late ✗
go to the beach alone ✗
feed the chickens ✓
help with the housework ✗

Suggested Answer Key

*They used to play in the garden.
 They didn't use to go to bed late.
 They didn't use to go to the beach alone.
 They used to feed the chickens.
 They didn't use to help with the housework.*

8 FOCUS ► Practising used to/would

- In pairs have Ss tell their partner things they 'used to', 'didn't use to' or 'would' do as a child.
- Monitor the activity and check for correct usage of grammar.

Suggested Answer Key

*I used to go to the lake in the summer.
 I used to go skiing with my friends.
 When I was ten, I would ride my bike for hours.
 I didn't use to like eating onions.*

9 FOCUS ► Reading for comprehension/ Practising past tenses

- Direct Ss to pay attention to the time expressions and adverbs when deciding on the correct tense of the verbs.
- Have Ss complete the task and reread the text checking that it makes sense.
- Invite some Ss to read out the text and check Ss' answers.

Answer Key

- | | |
|----------------|---------------|
| 1 were walking | 5 had never |
| 2 was enjoying | experienced |
| 3 froze | 6 disappeared |
| 4 had appeared | 7 had seen |

Writing**10 FOCUS ► Writing an email about a strange event that happened in the past**

- Read the rubric aloud and check Ss understand the task.
- Direct Ss to try to use various past tenses they have learned in the unit and appropriate time expressions/adverbs. Encourage Ss to use their imaginations.
- Allow Ss time to write their emails. Alternatively, assign the task as HW.
- Invite Ss to read their emails out in class and check for correct use of past tenses.

Suggested Answer Key

*Dear Sam,
 You'll never guess what happened to me! I was staying at my grandmother's house last weekend. While I was playing in the garden, I found an old bike my dad used to ride. I brought it to my grandfather and he put air in the tyres. I went for a ride through some woods near the house. I had been riding along a path for about an hour when I heard a strange sound. I stopped and looked around, but I didn't see anything. Suddenly, I saw something moving in the bushes and went over to see what it was. It was a strange animal. It was lying on the ground and it was crying. It tried to get up, but its leg was tangled up in something. I quickly untangled it and it got up. It was unlike any animal I had ever seen. Then I thought I heard it say 'Thank you' before it turned and ran off into the woods. I was glad to help, but it sure was a strange day!
 Talk to you soon,
 Steve*

3d

Vocabulary & Speaking

Objectives

Vocabulary: related to the mind

Grammar: must/can't/may

Reading: reading for coherence and cohesion

Listening: listening for specific information

Speaking: describing a painting; making assumptions; role playing making suggestions and reaching a decision

1 Focus ► Introducing the topic

- Have Ss look at the pictures and answer the questions individually.
- In pairs, Ss compare their answers and discuss.

Suggested Answer Key

- 1 three
- 2 two (heads), four (bodies)
- 3 all of them

2 a) Focus ► Discussing the topic of the text/ Reading for confirmation

- Elicit answers to the question in the rubric and discuss.
- Have Ss read the text to check their answers.

Suggested Answer Key

We don't always see things as they really are because of optical illusions and because we all have different opinions.

b) Focus ► Reading for coherence and cohesion/Listening for confirmation (missing sentences)

- Emphasise the importance of looking at the sentences before and after the gap to make sure the chosen phrase makes sense in that context.
- Ss complete the task and reread the text to ensure it makes sense.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 D 2 F 3 A 4 B 5 E

Vocabulary

3 Focus ► Understanding vocabulary related to the mind

- Have Ss complete the task.
- Invite Ss to read out the sentences in class to check their answers.

Answer Key

- 1 fantasy 4 illusion
- 2 reflection 5 imagination
- 3 mind, brain

Speaking

4 a) Focus ► Presenting *must/can't/may*

- Read the grammar box out and check Ss understand the uses.
- Elicit similar structures in Ss' L1.

(Ss' own answers)

b) Focus ► Practising *must/can't/may*

- Have Ss complete the task individually.
- Elicit answers and check.

Answer Key

- 1 may 3 must 5 can't
- 2 must 4 may 6 may

5 Focus ► Understanding descriptions of pictures/paintings

- Read the theory box and explain/elicite any unknown vocabulary.
- Read the description of the painting aloud and elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

*Yes, the description is detailed.
The people are a group of field workers collecting grapes. There is a man on a cart on the left of the painting and a group of women carrying baskets on the right.
The place is in the open countryside.
The colours are natural shades of green, red and blue.
The picture is realistic.*

6 Focus ► Describing a painting

- Refer Ss to the painting.
- Allow Ss a few minutes to study the painting and think about how to describe it.
- Invite Ss to describe the painting to the class and check for detail in their descriptions.

Suggested Answer Key

This oil painting shows a country scene. It is a portrait of a group of schoolchildren on a Sunday school walk with their teacher. In the background is the sky and the open countryside and on the right is a country cottage. The teacher is in the foreground in the centre surrounded by her pupils. The children are enjoying themselves and some of them are holding flowers, so it may be springtime. The colours are pale shades of blue, green, red and brown. The painting looks very natural.

7 Focus ► Listening for specific information

- Read the rubric aloud to prepare Ss for the listening task.
- Play the recording. Ss listen and complete the task.
- Elicit the answer and check.

Answer Key

They decide to go to see a play.

8 Focus ► Role playing making suggestions and deciding on an option

- Play the recording from Ex. 7 again and direct Ss to pay attention to the language of making suggestions and reaching a decision.
- In pairs, Ss act out a dialogue following the prompts in the rubric.

- Monitor the activity and assist as necessary.
- Invite a few pairs to act out their dialogue in class and ask for feedback from the rest of the class.

Suggested Answer Key

A: *We need to decide on an activity to raise money for charity. What do you think about having a photographic exhibition?*

B: *It sounds interesting, but I am worried about whether everyone would be able to get involved. Do you think everyone has a camera to take pictures?*

A: *That's a good point. I suppose it could be expensive to develop and enlarge the pictures, too.*

B: *What about a demonstration by a well-known local artist? We could get someone to come in and teach a variety of art skills.*

A: *I'm not sure about that. What if the person only knows one style of art and it isn't interesting for some of the people? We need something that can be interesting for everyone.*

B: *You're right. OK, how about a classical music concert?*

A: *I don't really like this idea. Many people don't like classical music. What about a painting competition? Everyone can paint and we have all of the supplies here.*

B: *That's a great idea. Let's have a painting competition.*



Writing Skills

Objectives

Vocabulary: verb – adverb collocations; adjectives

Reading: reading for structure

Listening: listening for specific information

Writing: a story

1 Focus ► Understanding stories

- Elicit answers to the questions in the rubric and discuss.
- Ss read the theory box. Check Ss understand the content of stories.

Suggested Answer Key

A story can be about an unusual or interesting experience that happened to you or someone else.

An interesting story has a variety of verbs, adjectives and adverbs.

2 Focus ► Predicting the content of a text

- Refer Ss to the picture and the title of the story.
- Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

I expect to read a ghost story. It could be about a ghost that haunted an old inn.

3 Focus ► Reading for text structure/order of events

- Refer Ss to the list of events and read through them.
- Ss read the story and complete the task.
- Check Ss' answers.

Answer Key

A 9 C 1 E 8 G 10 I 6 K 4
B 11 D 5 F 3 H 2 J 7

4 Focus ► Analysing the structure of a story

- Elicit answers to the questions in the rubric.
- Check Ss' answers.

Answer Key

a Paras 1 and 2 c Para 1
b Para 3 d Para 4

5 Focus ► Identifying time linkers in a story

- Have Ss reread story looking for time linkers.
- Elicit answers and check them on the board.

Answer Key

Para 1 – as, Almost immediately

Para 2 – When, The next morning, then

Para 3 – A week later, As soon as, While

Para 4 – When, Immediately

6 Focus ► Identifying adjectives in a story

- Have Ss find the adjectives used to identify the nouns listed in the rubric.
- Check Ss' answers on the board.

Answer Key

the inn – small

a policeman – young

the peoples' clothes – very old-fashioned

the bill – extremely cheap

the two buildings – ruined

7 Focus ► Practising verb – adverb collocations

- Explain that certain adverbs go with certain verbs to form a collocation (*words that are typically/frequently used together*).
- Ss complete the task individually.
- Invite Ss to read their sentences out to check their answers.

Answer Key

1 c 2 b 3 d 4 a 5 e

Suggested Answer Key

2 Mary was singing happily as she was riding her bicycle.

3 It had been raining heavily and the ground was wet.

- 4 *Mr Jones shouted angrily when my dog ran across his flowerbeds.*
5 *I was driving carefully when the accident happened.*

8 Focus ► Practising using adjectives and adverbs

- Read through the list of adjectives and adverbs and check Ss understand their meanings.
- Ss complete the task individually.
- Invite a S to read out the text and check Ss' answers.
- Emphasise how much more interesting and descriptive the text is with the new adjectives and adverbs.

Answer Key

- 1 *fiercely* 3 *loud* 5 *quickly*
2 *huge* 4 *terrifying*

Writing

9 Focus ► Analysing a rubric

- Have Ss read the rubric and underline the key words.
- Elicit answers to the questions in the rubric and discuss.

Answer Key

Key words: *Internet site, asking readers, short stories, title 'A very strange tale', write your story, 120-180 words*

- 1 *a story*
2 *readers of an Internet site*
3 *b*

10 Focus ► Listening for specific information and text structure

- Read through the plan and prepare Ss for what they will be listening for.
- Play the recording. Ss listen to the story and complete the task.
- Copy the plan onto the board and invite Ss to fill in the answers to the questions in the plan on the board.
- Discuss and check Ss understand the story plan.

Answer Key

Introduction

- *Ann and Tim*
- *at home watching TV, bored*
- *decided to visit a museum in a castle*

Main body

- *arrived at museum late afternoon, not many visitors, Ann felt scared in the cold dark rooms of exhibits*
- *Tim saw a model of a man in old-fashioned costume, Ann took a photo of them with her digital camera, Tim was alone in the photo, the model had disappeared from the room*

Conclusion

- *they ran to the reception desk*
- *the lady there told them it was the museum ghost*
- *they felt terrified*

11 Focus ► Writing a story/Self-checking writing

- Allow Ss time to write their stories following the plan from Ex. 10. Alternatively assign the task as HW.
- Direct Ss to use the checklist to self check their stories after they have finished and make any necessary corrections.
- Invite Ss to read their stories in class and ask the class to give feedback.

Suggested Answer Key

It was a dark, stormy afternoon during the school holidays and Ann and Tim were watching TV at home, feeling bored. 'I know, Ann! Let's go to the castle.' Tim said excitedly. 'There's a good museum there.'

It was late afternoon when they arrived and they were the only visitors. 'Ooh, it's a bit scary in here!' Ann said as they were walking slowly through the cold, dark rooms of exhibits. 'Don't be silly,' Tim replied.

Suddenly, Tim noticed an interesting exhibit which was a model of a man wearing a very old costume. He stood next to him and Ann took a photo of them with her digital camera, but then when she looked at the screen she couldn't believe her eyes! Tim was standing alone in the photo – the man wasn't next to him! Then, they looked up and saw that the

model wasn't in the room any more! It had disappeared!

Ann and Tim ran quickly back to the reception desk. They were terrified! They told the lady there their story. 'Ah-ha! That wasn't a model, that was Henry, the museum ghost,' she said, smiling. Tim looked at Ann. She was completely white!



English in Use

Objectives

Vocabulary: compound adjectives; phrasal verbs (*come*); prepositional phrases; words often confused (scenes/sightings/sights, fantasy/imagination/illusion, witnesses/spectators/investigators, same/similar/alike)

Grammar: past tenses

Reading: reading for lexis-grammatical correctness

1 a) **Focus ►** Presenting compound adjectives

- Read through the theory box and check Ss understand what compound adjectives are.
- Have Ss read text on pp. 42-43 again and find examples of compound adjectives.
- Elicit answers in class and check.

Answer Key

well-known, snake-like, deep-sea, ten-metre, strange-looking, two-legged

b) **Focus ►** Forming compound adjectives (word formation)

- Read through the word list and explain any unknown vocabulary.
- Ss complete the task individually and check their answers in a dictionary.

Answer Key

1 late 3 like 5 spine
2 known 4 haired 6 well

2 **Focus ►** Presenting/Practising phrasal verbs

- Explain that the verb is already in the sentence and they must fill in the correct particle to form the phrasal verb that applies to the meaning in brackets.
- Ss complete the task individually and check their answers in Appendix 1.
- As an extension, invite Ss to make up other sentences with the phrasal verbs and tell the class.

Answer Key

1 across 3 down with 5 over
2 up with 4 out

3 **Focus ►** Presenting/Practising dependent prepositions

- Have Ss complete the task individually and check their answers in Appendix 2.
- Explain that the word in front of the preposition and the preposition form a phrase.
- Ss then make up their own sentences with the phrases and read them out in class.

Answer Key

1 of 4 in 7 from
2 from 5 about 8 about
3 of 6 in

Suggested Answer Key

- 1 Have you **heard of** Bigfoot?
- 2 I haven't **heard from** Tina lately.
- 3 Bill is **part of** a secret society.
- 4 Peter **succeeded in** passing his exams.
- 5 I'm **thinking about** buying a computer.
- 6 Many people go to Loch Ness **in search of** the monster.
- 7 We **know from experience** that it is not easy to organise a family holiday.
- 8 He was **nervous about** taking his driving test.

4 **Focus ► Practising vocabulary**

- Have Ss complete the task individually and check in their dictionaries if necessary.
- Ask Ss to make sentences with the other words.
- Check Ss' answers.

Answer Key

- | | |
|---------------|-----------------|
| 1 sightings | 3 investigators |
| 2 imagination | 4 similar |

Suggested Answer Key

- 1 John Constable is famous for his paintings of English country **scenes**.
My cousin will show me the **sights** when I visit London.
- 2 Small children often live in a **fantasy** world of their own making.
The ballerina's movements gave the **illusion** she was light as a feather.

- 3 Police asked any **witnesses** to the crime to come forward and give evidence.
The **spectators** at the football match were cheering wildly.
- 4 Those two artists both paint in the **same** style.
Did you know that no two people's fingerprints are **alike**?

5 **Focus ► Practising past tenses/Reading for grammatical correctness (gap fill)**

- Have Ss complete the task individually.
- Direct Ss to reread the text to check if it makes sense with their answers.
- Invite Ss to read the text in class and check their answers.

Answer Key

- | | |
|-----------------|---------------------------------|
| 1 was working | 10 had recently been working on |
| 2 stepped | |
| 3 followed | 11 were walking |
| 4 were wearing | 12 ran |
| 5 were carrying | 13 found out |
| 6 noticed | 14 had gone |
| 7 looked | 15 had ever found |
| 8 were | 16 were |
| 9 passed | |

Objectives

Reading: reading for specific information; reading for lexical correctness

Speaking: giving a presentation on a famous castle/house

1 **Focus ► Reading for specific information**

- Read through the list of people to prepare Ss for what to look for in the text.
- Ss read the text and answer the questions.
- Elicit answers from Ss around the class and discuss.

Answer Key

Lady Mary Berkeley – A famous ghost in Chillingham Castle. She was the wife of Lord Grey of Chillingham.

Lord Grey of Chillingham – He was married to Lady Mary Berkeley. He left her and broke her heart.

The Blue Boy – Another ghost in the castle.

Edward I – (King of England) He stayed at the castle.

2 **Focus ►** Reading for lexical correctness
(multiple-choice cloze)

- Direct Ss to read the text again paying careful attention to the words before and after each gap then choose the best answer.
- Ss should then reread the text to ensure it makes sense.
- Check Ss' answers.

Answer Key

1 D 3 B 5 B 7 D
2 C 4 D 6 C

3 **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand the meanings and match them with their synonyms in the list.
- Elicit answers in class and check.

Answer Key

lurk – hide
bump – bang
corridors – passages
rustling – soft sound
mysterious – strange
appear – show up
dungeons – prison
torture – sth that causes pain/suffering

4 **Focus ►** Reading and listening for specific information

- Have Ss listen to and read the text for interesting facts.
- In pairs have Ss tell their partner about the text.

Suggested Answer Key

The castle is very old. In fact, it dates back to medieval times.

Chillingham Castle is haunted.

The castle has more than one ghost.

The castle offers ghost tours to visitors.

Edward I stayed at the castle.

The castle has dungeons and torture chambers.

5 **Focus ►** Giving a presentation on a famous castle/house

- Read through the rubric and check Ss understand the task.
- In groups of 3-4, Ss research information about a famous castle or house and prepare a presentation.
- Invite groups to give their presentations to the class and ask the class for feedback.

Suggested Answer Key

Catherine Palace is located in the town of Pushkin, 25 km from St. Petersburg, Russia. Many Russian tsars, including Catherine the Great, used this luxurious palace as a summer home. The palace was built by Catherine I of Russia and it is surrounded by beautiful gardens. The palace was damaged in World War II and reconstruction continues. Inside there is the Great Hall that was used for receptions and formal dinners. Tourists can tour the many apartments and salons that were added over the years by various emperors. There is a museum that tells the history of this great palace and displays many of its beautiful contents. Catherine Palace was a grand home of the tsars and a valuable part of Russian history.

Objectives

Vocabulary: shapes; idioms with 'paint'

Reading: reading for lexico-grammatical correctness; reading for specific information

Speaking: describing a painting; presenting paintings; discussing a quote

1 **Focus** ▶ Presenting new vocabulary

- Refer Ss to the shapes and play the recording.
- Have Ss repeat the names of the shapes and elicit what these words are in Ss' L1.

(Ss' own answers)

2 **Focus** ▶ Introducing the topic

Refer Ss to the paintings and elicit answers to the question in the rubric.

Answer Key

Painting A uses dark/dull colours and painting B uses bright colours.

3 **Focus** ▶ Reading for specific information

- Have Ss read the text and answer the questions in the rubric.
- Check Ss' answers.

Suggested Answer Key

Picture A is a Cubist painting whereas picture B is Surrealist. Cubist paintings break the objects down into shapes whereas surrealist pictures put strange images together.

4 **Focus** ▶ Practising word formation/Reading for lexico-grammatical correctness (gap fill)

- Read the **study skills** box with Ss and check Ss understand the task.
- Have Ss complete the task individually and reread the text to check if it makes sense.
- Check Ss' answers.

Answer Key

- | | |
|-------------|-------------------|
| 1 famous | 5 Artists |
| 2 seeing | 6 representations |
| 3 original | 7 bigger |
| 4 different | 8 unusual |

5 **Focus** ▶ Reading/Listening for specific information (comprehension questions)

- Read through the list of questions in the rubric.
- Ss read and listen to the text then complete the task individually.
- Invite Ss to read the text in class and check Ss' answers.

Answer Key

- 1 *Cubism was popular from around the 1900s.*
- 2 *Cubism gets its name from the fact that artists broke down people and objects into shapes such as rectangles, cylinders and cubes to represent them in a new way.*
- 3 *Dali painted in the Surrealist style.*
- 4 *Surrealist painters used their dreams and their imaginations to get ideas for their paintings.*

6 **Focus** ▶ Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand the meanings and match them with their synonyms in the list.
- Elicit answers in class and check.

Answer Key

dull – not bright
viewpoints – angles
element – part/piece
impact – effect

7 **Focus** ▶ Understanding idioms

- Have Ss complete the task and check their answers in Appendix 3. Ask Ss to find similar idioms in their L1.
- Read through their answers in class and discuss.

Answer Key

- 1 *like watching paint dry*
- 2 *paint the town red*
- 3 *paint ... with the same brush*
- 4 *paints a grim picture of*

(Ss' own answers)

8 **Focus ►** Understanding a description/Reading to identify attitude

- Read the description in class.
- Elicit answers to the questions in the rubric and discuss.

Answer Key

The description matches painting A. The author feels sad looking at this painting.

9 **Focus ►** Describing a painting

- Refer Ss the list of words and check Ss understand the vocabulary.
- In pairs have Ss describe painting B to each other, using the prompts from the rubric.
- Monitor the activity and assist as necessary.

Suggested Answer Key

This picture shows many strange shapes and objects. I can see swans on a smooth lake but they have the reflection of elephants in the lake. The lake is surrounded by a rocky landscape and unusual trees with a clear blue sky. The artist has used bright colours in shades of blue, brown and yellow. This painting makes me feel curious about how Dali came up with the idea.

10 **Focus ►** Presenting paintings

- Allow Ss time to research other paintings in the same styles as in the text.
- Direct Ss to use the prompts from the rubric in describing their paintings in class.
- Alternatively, assign the task as HW.
- Invite Ss to present their paintings in class and ask for feedback from the class.

Suggested Answer Key

(cubism)

This painting is called 'Bread, Fruit and Table'. Pablo Picasso painted it in 1908. It shows a table with a bowl of fruit and some bread on it. The painter uses dark, green and bright yellow colours. The painting makes me feel calm.

(surrealism)

This painting is called 'The Human Condition'. René Magritte painted it in 1935. It shows a painting within a painting. In the background I can see the ocean. The painter uses a few plain colours. The painting makes me feel sad and lonely.

Words of Wisdom

11 **Focus ►** Discussing a quote

- In groups of 3-4 have Ss discuss the quote and whether they agree with it or not and why.
- Monitor the activity and assist as necessary.

Suggested Answer Key

S1: *What do you think this quote means?*

S2: *I think it is saying that some people like to draw and paint things rather than write about them.*

S3: *I agree. I think it is easier to express feelings through art, rather than writing about them or talking about them.*

S4: *Well I like to write things in my diary.*

S2: *Yes, but other people prefer to draw and paint about their lives.*

S1: *I think there are many ways to express yourself and show your emotions. People should try different ways to express themselves. etc*

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *Do you think dreams mean something? Do you ever have the same dream over and over again? Do you believe in ghosts? What are some famous ghosts?*)
- Make sure Ss understand this section and use the prompts to recycle vocabulary from the unit.

Look at Module 4

- Refer Ss to the title of the module, *Technology*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

Technology refers to all things electronic or digital which have been made for practical purposes in order to improve our lives. I think we will learn about different kinds of technology and how they affect our lives.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 57).

T: What page is the picture on?

S1: It's on page 70.

T: What does it show?

S2: Different electronic parts, such as a screen from a computer.

T: What do you think the unit is about?

S3: About all the rubbish we have collected from different technologies.

T: Have you ever thrown away electronic waste?

S4: Yes. I once threw out an old mobile phone, but I sent it to recycling.

Pic 2 (p. 58)

What does the picture show? What kinds of things do you think robots can do? What do you think robot will do in the future? Do you think robots will improve our lives?

Pic 3 (p. 66)

What is this a picture of? What kinds of technology do you use? Does it make your life better? Why or why not? What technology would you like to have or use in the future?

Pic 4 (p. 60)

That does this picture show? What is the unit about? What problems have you experienced with a computer? How did you feel?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a word map (p. 60)

What is a word map? (a map that organises words into meaningful groups to help build vocabulary) What words are in this map? Do you think the map helps you to understand and remember the words?

speech bubbles (p. 66)

What is a speech bubble? (the exact words that someone says placed in a balloon/bubble shape above/next to the person saying the words) Where do we see such bubbles? What do these bubbles say? How do they relate to the unit?

Explain that the module has:

- a Culture Corner
- a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about (*The Gadget Show, E-waste*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Give ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.

4a

Reading & Vocabulary

Objectives

Vocabulary: related to robots/technology

Reading: reading for confirmation; reading for cohesion and coherence

Speaking: discussing the topic of a text

Writing: making notes ; writing a summary

1 **Focus** ➤ Introducing the topic of a text

Read through the three laws and discuss. Refer Ss to the pictures and elicit how the laws are related to the text.

Suggested Answer Key

Asimov's law are about how robots should act. The text is also about robots and what they do. Both are discussing robot behaviour and technology.

2 **Focus** ➤ Predicting the content of a text

- In pairs, have Ss discuss and decide what they think robots can do from the list in the rubric.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I think robots can vacuum the carpets, mow the lawn and climb stairs.

B: They may also be able to talk.

A: I don't think they can do ironing or cook the dinner though.

B: Me, neither.

3 **Focus** ➤ Predicting the content of a text/ Reading for confirmation

- In pairs, Ss discuss and answer the question in the rubric.
- Elicit pairs' answers in class and write them on the board.
- Ss read the text and check their answers.

Suggested Answer Key

A: Robots can defiantly move and they must be able to follow instructions well. So they possess mobility and accuracy.

B: Yes. I don't think they can think about themselves or reason on their own. So they don't possess consciousness, intelligence or creativity.

A: I agree.

Reading

4 **Focus** ➤ Reading for cohesion and coherence (missing sentences)

- Emphasise the importance of looking at the sentences before and after each gap to make sure the chosen sentence makes sense in that context.
- Ss complete the task and reread the text to ensure it makes sense.
- Invite Ss to read out the text and check their answers.

Answer Key

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

Vocabulary

5 **Focus** ➤ Practising vocabulary

- Have Ss complete the task.
- Invite Ss to read out their answers and check.

Answer Key

1 become 4 divided 7 exist
2 perform 5 cater
3 overcome 6 built

6 **Focus** ➤ Forming collocations

- Ss form collocations individually and then compare answers with a partner.
- Have Ss make sentences about the text.
- Ss tell their partner their sentences. Monitor the activity and check for correct use of collocations.

Answer Key

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

Suggested Answer Key

- 1 *Nuclear power is a reality in modern day life.*
- 2 *Robots must learn how to use **figurative speech**.*
- 3 *Having **household robots** would make life easier.*
- 4 *Scientists are trying to invent an **artificial brain**.*
- 5 *Robots cannot produce **emotional responses**.*
- 6 *Robots must **overcome problems** like language and how to understand expressions.*

7 **Focus ► Practising vocabulary**

- Have Ss complete the task and check their answers in the Word List.
- As an extension, ask Ss to make up sentences with the incorrect word.

Answer Key

1 invention	3 problem	5 obstacle
2 reality	4 clean	6 common

Speaking8 **Focus ► Discussing a topic related to the text**

- Read through rubric with Ss and check for understanding of the task.
- Encourage Ss to use the vocabulary and expressions they have learned in the unit.
- Monitor the task and assist as necessary.

Suggested Answer Key

- A: *If I had a robot, my life would be easier. The robot would do all the housework and my homework. I could relax and play on my computer all day!*
- B: *Yes, it would be great! The robot would make my bed in the morning and my breakfast too!*

Writing9 **Focus ► Summarising a text**

- Read the **study skills** box with Ss and check Ss understand it. Explain that Ss must make notes about the text under a main heading for each paragraph.
- Allow Ss time to write their summaries using their notes. Alternatively, assign the task as HW.
- Invite Ss to read their summaries in class.

Suggested Answer Key**Para 1** *Where are the robots?*

- *authors wrote stories about robots in the future*
- *technology has advanced but there are still no ‘household’ robots.*

Para 2 *The human robots*

- *robots can do some things but there are no human-like robots*
- *difficult to build human-like robots*

Para 3 *Problems*

- *scientists don’t know how to make a robot think*
- *scientists will study the human brain to find out more*

Para 4 *Movement and language*

- *robots can move*
- *scientists made ‘skin’ covering for robots*
- *language is a problem*

Para 5 *When will there be robot assistants?*

- *no one knows when human-like robots will be a reality*

Suggested Answer Key

A lot of science-fiction writers wrote stories about household robots and the future. Many things they wrote about came true but we are still waiting for robots to cater to all our needs and express themselves like humans. Scientists have not yet been able to give robots the ability to think but they are working on it. However, scientists have made a robot which can walk, run and climb stairs. They can also make them to look more like humans with a human-like skin covering. Scientists have discovered that language is the biggest obstacle for robots and they are unsure of when we will have robot assistants which we can speak with.

4 b

Listening & Speaking

Objectives

Vocabulary: related to computer problems

Reading: reading for confirmation; reading for specific information

Listening: listening for confirmation; listening for intonation; listening for gist

Speaking: role playing; discussing computer problems; practising intonation

1 Focus ► Expanding vocabulary

- Refer Ss to the mind map.
- Have Ss brainstorm for as many words as they can related to the different headings/categories and copy their completed map into their notebooks.
- Have Ss compare their maps with a partner.

Suggested Answer Key

Internet: connection, download, broadband, World Wide Web

computers: desktop, technology

software: programmes, applications, files, documents

hardware: keyboard, mouse, screen

2 Focus ► Understanding vocabulary

- Have Ss complete the task and check their answers in the Word List.
- As an extension, ask Ss to make up sentences with the incorrect words.

Answer Key

1 frozen	5 connection	9 hard
2 save	6 download	10 work
3 virus	7 run out	11 deleted
4 connect	8 spilt	

Everyday English

3 a) Focus ► Matching problems to solutions/ Presenting new vocabulary

- Have Ss complete the task.
- Elicit answers in class and check Ss understand the vocabulary.

Answer Key

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

b) Focus ► Role playing/Discussing problems (offering and responding to solutions)

- Read the language box in class and check Ss understand the phrases.
- In pairs, Ss role play and discuss computer problems and offer/respond to solutions, using the phrases from the language box.
- Monitor the activity and check for correct use of the vocabulary.

Suggested Answer Key

- A: *I've been trying for ages but I can't connect to the Internet.*
B: *I suggest that you call your Internet service provider.*
A: *That's not a bad idea.*
- A: *Oh no! My computer has crashed.*
B: *The best thing to do is reboot the system.*
A: *Well, it's worth a try.*
- A: *I don't believe it! I've lost some files!*
B: *How about running a search?*
A: *I've already tried that and it didn't work.*

4 a) Focus ► Predicting the content of a dialogue/Reading and listening for confirmation

- Have Ss read the first two exchanges and elicit what the dialogue is about.
- Ss read and listen to the dialogue to check their answers.

Suggested Answer Key

I think the dialogue is about two friends who are having a telephone conversation. Adrian has a computer problem and Paul will try and help him fix it.

b) Focus ► Reading for specific information (comprehension questions)

- Have Ss read the dialogue and complete the task.
- Elicit answers in class and check.

4b

Listening & Speaking

Answer Key

- 1 *his computer*
- 2 *crashing*
- 3 *sticks/gets stuck*
- 4 *the computer off and on again*
- 5 *a full scan with anti-virus software*
- 6 *is a virus*

5 a) Focus ► Understanding phrases/expressions

- Have Ss complete the task.
- Read out the statements and elicit phrases from dialogue.
- Check for understanding.
- As an extension, ask Ss to make up exchanges with the phrases in pairs.

Answer Key

- 1 *What's up? What is it?*
- 2 *I'll try,*
- 3 *What exactly happens?*
- 4 *You're welcome.*

b) Focus ► Listening for intonation/Practising a dialogue

- Play the recording. Have Ss read the dialogue.
- Direct Ss to pay attention to the intonation.
- In pairs, have Ss take roles and read the dialogue. Remind Ss to use the same intonation as in the recording.

Intonation

6 a) Focus ► Listening for/Practising intonation

- Play the recording and pause after each exchange and have Ss repeat the words in bold that they just heard.
- Ss listen again and mark the stressed syllables to identify intonation.

Answer Key

- 1 *Well ... sort of.*
- 2 *Er ... you could say that.*
- 3 *Um ... in a way, yes.*
- 4 *Well ... I suppose so.*

b) Focus ► Practising intonation

- In pairs, have Ss ask each other questions based on the prompts in the rubric.
- Direct Ss to use the phrases in bold from Ex. 6a in their answers to the questions.
- Monitor the activity and check for the correct intonation.

Suggested Answer Key

- A: *You have a lot of different hobbies, don't you?*
B: *Well ... sort of.*
- A: *Are you friends with everyone in your class?*
B: *Well ... I suppose so.*
- A: *Do you take part in a lot of activities in your free time?*
B: *Er ... you could say that.*
- A: *You really enjoy studying, don't you?*
B: *Um ... in a way, yes.*

Say it right

7 Focus ► Understanding appropriate responses/Listening for confirmation

- Have Ss complete the task.
- Ss then listen to the recording and check their answers.

Answer Key

- 1 a 2 b 3 a 4 a

Speaking

8 Focus ► Role playing a dialogue

- Read the rubric with Ss and check for understanding.
- Direct Ss to use expressions and vocabulary they have learned in the unit.
- In pairs, Ss act out their dialogue and record themselves.
- Monitor the activity and assist as necessary.

Suggested Answer Key

Nick: Hi Tony, can you help me?

Tony: Hi, yes of course. What's wrong?

Nick: It's my computer, it won't connect to the Internet.

Tony: Oh, it might be a problem with the server. I suggest you call your Internet Service Provider.

Nick: That's a good idea. Thanks Tony.

Tony: No problem.

Listening

9 Focus ► Listening for gist (multiple matching)

- Direct Ss to try to understand the general idea (gist) of what the speaker is saying and which of the statements matches.
- Have Ss complete the task.
- Check Ss' answers in class.

Answer Key

1 D 2 B 3 C 4 E 5 A

10 Focus ► Consolidating vocabulary

- Have Ss review the unit and think of new phrases they have learnt.
- In pairs, Ss read each other their sentences.
- Monitor the activity and check for correct use of phrases.

Suggested Answer Key

- 1 Does your computer have **anti-virus software**?
- 2 I will **run a search** to find the lost file.
- 3 My **monitor** won't turn on.
- 4 I will **do my best** to help you.
- 5 The computer screen has **frozen**.
- 6 I will do a **full scan** on my computer.
- 7 I'm having trouble with the **hard disk**, I think it's full.
- 8 I don't know if it will work, but it's **worth a try**.
- 9 I want to **download** some music.
- 10 My computer has a **virus**.

4

C

Grammar in Use

Objectives

Grammar: future simple; be going to; future continuous; future perfect; future perfect continuous; present continuous; present simple; time clauses; clauses of purpose; clauses of result

Listening: listening for comprehension

Speaking: discussing future plans

1 a) Focus ► Understanding *future tenses*

- Read the grammar box with Ss and check Ss understand it.
- Elicit examples from the grammar box in Ss' own L1.
- Refer Ss to the Grammar Reference section for additional information.

(Ss' own answers)

b) Focus ► Identifying *future tenses*

- Have Ss read the text once for a general understanding of it.
- Ss then complete the task and give reasons for their choices.
- Elicit answers in class and check.

Answer Key

'm entering – present continuous – fixed arrangement in near future
starts – present simple – timetable
finishes – present simple – timetable
'm going to give – be going to – future plans or intentions
'll be working – future continuous – actions that will be in progress at a certain time in the future
will be – future simple – future predictions about what we think/believe will happen

'll have had – future perfect – actions which will have finished at a certain time in the future

'll have been working – future perfect continuous – duration of an action up to a certain point in the future

2 **Focus ►** Practising *will* and *be going to*

- Write on the board the following two sentences:
 - 'Jane is going to the beach tomorrow'
 - 'Perhaps Jane will go to the beach tomorrow'
- Elicit from Ss the difference in meaning of the two sentences (*sentence 1 is a statement about the future plans/intentions of Jane, while sentence 2 is a prediction about what the speaker thinks Jane might do in the future*).
- Have Ss complete the task.
- Elicit Ss' answers in class and have Ss give reasons for their choices.

Answer Key

- 1 *am going to (future plans)*
- 2 *will (decision made at moment of speaking)*
- 3 *will (decision made at moment of speaking)*
- 4 *will (offer)*
- 5 *am going to (future intention)*
- 6 *will (future prediction based on what we think/believe)*
- 7 *is going to (prediction based on what we can see)*

3 **Focus ►** Future tenses

- Have Ss complete the task.
- Elicit the answers in class and check.

Answer Key

- | | |
|---------------------------|---------------------------|
| 1 <i>Are you coming</i> | 6 <i>will tell</i> |
| 2 <i>leaves</i> | 7 <i>I'll buy</i> |
| 3 <i>is going to rain</i> | 8 <i>Will you help</i> |
| 4 <i>is performing</i> | 9 <i>'s going to snow</i> |
| 5 <i>I'll help</i> | 10 <i>lands</i> |

4 a) **Focus ►** Listening for comprehension/ Understanding future tenses

- Read the rubric to prepare Ss for the listening task.
- Ss listen to recording and complete the task.

- Elicit answers in class and discuss.

Suggested Answer Key

Jane is going swimming and visiting her grandparents at the weekend. Her ambition is to be an actress and she hopes to be very famous and make it to the West End. She is worried that she won't see her friends and family because she will be too busy.

b) **Focus ►** Discussing future plans/Practising using future tenses

- Have Ss tell a partner about their future plans.
- Monitor pairs and check for the correct use of future tenses.

Suggested Answer Key

At the weekend I'm going to go to the zoo with my family. When I'm older I want to be a doctor and work with children. I hope to help lots of people. First, though, I have to finish school, go to university and pass all of the exams. I hope I won't find it too difficult.

5 **Focus ►** Practising the *future continuous* and the *future perfect*

- Write on the board the following two sentences:
 - 'This time next week I will be taking my exam.'
 - 'By this time next week I will have taken my exam.'
- Elicit the difference in meaning of the two sentences (*The first sentence is about an action that will be in progress at a stated future time: taking an exam, while the second sentence is about a completed action: taking an exam before a stated future time.*).
- Direct Ss to pay attention to time expressions when completing the task.
- Ss complete the task.
- Elicit answers in class to check.

Answer Key

- 1 *will be working*
- 2 *will be sleeping*
- 3 *Will you have finished*
- 4 *will have made*

- 5 *Will you be going*
- 6 *will be lying*
- 7 *will have arrived*
- 8 *will be seeing*
- 9 *will have returned*
- 10 *will be flying*

Answer Key

- | | |
|-----------------------------|-----------------------------|
| 1 <i>gets</i> | 5 <i>is, will do</i> |
| 2 <i>lend, will pay</i> | 6 A: <i>will buy, get</i> |
| 3 <i>will visit, finish</i> | B: <i>will believe, see</i> |
| 4 A: <i>gets, will be</i> | |
| B: <i>will be</i> | |

6 **FOCUS ► Understanding time expressions**

- Read the rubric in class and check Ss understand the different time expressions.
- In pairs, Ss answer questions from the rubric and tell their answers to their partner.
- Monitor the activity and assist as necessary.

Suggested Answer Key

This weekend I am going to go to the beach. I am meeting my friend there at ten o'clock. After, we are going to go and watch the football match. By Saturday night we will have watched our favourite team play and we will have had dinner at home. At 10 am on Sunday I will be sleeping. However, by 10 pm I will have visited my grandparents and I will have been to the cinema with my brother.

7 a) **FOCUS ► Understanding time clauses**

- Read through the example sentences and elicit the answer to the question in the rubric.
- Emphasise that with time clauses we use the *present simple* when talking about the future and we use the *future simple* when using questions words.
- Refer Ss to the Grammar Reference section for further examples.

Answer Key

present simple

b) **FOCUS ► Practising time clauses**

- Have Ss complete the task .
- Invite Ss to read out the exchanges and check their answers.

8 **FOCUS ► Practising time clauses**

- Have Ss complete the sentences and compare answers with a partner.
- Invite Ss to read their sentences in class to check.

Suggested Answer Key

- | | |
|---------------------------|--------------------------|
| 1 <i>you leave</i> | 5 <i>I will clean up</i> |
| 2 <i>I will call you</i> | 6 <i>I am free</i> |
| 3 <i>I arrive</i> | 7 <i>will she return</i> |
| 4 <i>he finishes work</i> | |

9 **FOCUS ► Practising clauses of purpose**

- Write on the board the following sentences:
 - ‘She went to the shops to buy some milk.’
 - ‘I am going to the bank so that I have enough money for the weekend.’
- Elicit the main action in each sentences (*went to the shops, going to the bank*).
- Elicit the reason for/purpose of the action (*to buy milk/so that I have enough money for the weekend*). Explain that these are clauses of purpose and explain why an action is being done in a sentence.
- Refer Ss to the Grammar Reference section.
- Ss complete the task individually.
- Invite Ss to read their sentences in class and check.

Answer Key

- | | |
|-----------------------|-----------------------|
| 1 <i>so that</i> | 4 <i>so as not to</i> |
| 2 <i>so as not to</i> | 5 <i>in case</i> |
| 3 <i>to</i> | 6 <i>to</i> |

10 **FOCUS ► Practising clauses of result**

- Write on the board the following sentences:
 - ‘They are such friendly people that everybody likes them.’
 - ‘The film was so boring that we left early.’

4c

Grammar in Use

- Elicit/Explain that **so/such ... that** are clauses of result that tell the result or outcome of something.
- Refer Ss to the Grammar Reference section and review when we use 'so' and 'such'.
- Ss complete the task.

- Check Ss' answers in class.

Answer Key

1	such	3	such	5	such
2	so	4	so		

4d

Vocabulary & Speaking

Objectives

Vocabulary: related to the Internet; idioms (technology)

Reading: reading for confirmation; reading for comprehension; reading for specific information

Listening: listening for confirmation; listening for specific information

Speaking: discussing websites; role playing asking for/expressing opinions and reaching a decision

1 **Focus ►** Introducing the topic of a text/ Listening for confirmation

- Read the rubric and have Ss answer the question.
- Have Ss complete the quiz.
- Ss listen to the recording and check their answers.

Suggested Answer Key

I know that the Internet has many websites and lots of information that people can access.

Answer Key

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

2 **Focus ►** Introducing the topic of the text/ Reading for confirmation

- Have Ss write down three questions they would like to know about the Internet.
- Have Ss read the text and check for the answers to their questions.

Suggested Answer Key

What percentage of people in the world use the Internet?

How did the Internet get started?

How popular is it compared to TV?

3 a) **Focus ►** Practising word formation/ Reading for lexico-grammatical correctness (gap fill)

- Remind Ss to read the text once with the gaps to get an overall understanding of what it is about.
- Ss complete the task and reread the text.
- Ss compare their answers with a partner.

Answer Key

1	probably	5	shopping
2	researchers	6	delivery
3	popularity	7	population
4	users	8	institutions

b) **Focus ►** Reading/Listening for specific information

- Read the rubric with Ss to prepare them for what they will read and listen for.
- Ss read/listen to the text and complete the task.
- Elicit answers in class and check.

Answer Key

1970s – when the Internet was only used by academics and military researchers
38 – the number of years it took for radio to reach 50 million users

13 – the number of years it took for TV to reach 50 million users
 5 – the number of years it took for the Internet to reach 50 million users
 17% – the amount of the world's population who have Internet access
 80% – the percentage of websites that are in English

4 **Focus** ➤ Understanding idioms

- Have Ss complete the task. Ss check their answers in Appendix 3. Ask Ss to find similar idioms in their L1.
- Read through answers in class and discuss.

Answer Key

- 1 got our wires crossed
- 2 are on the same wavelength
- 3 is not rocket science
- 4 is light years ahead of

5 **Focus** ➤ Practising new vocabulary

- Refer Ss to the word list.
- Ss complete the task.
- Elicit answers in class and check.

Answer Key

- | | |
|-----------------|--------------|
| 1 subscription | 5 phone line |
| 2 email account | 6 server |
| 3 modem | 7 access |
| 4 broadband | |

6 a) **Focus** ➤ Discussing Internet uses/ Understanding vocabulary

- Read through the table in class and check Ss understand the vocabulary.
- Elicit answers to the questions in the rubric and discuss.
- In pairs, Ss compare their answers.

Suggested Answer Key

My family uses the Internet to check emails. My mum uses it to get product and service information. My dad checks the weather on the Internet. My brother and I look up entertainment events and get information our schoolwork.

b) **Focus** ➤ Discussing the websites

- In pairs, have Ss answer the questions in the rubric and discuss.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I like all the celebrity websites. I read all the latest news and gossip about my favourite celebrities.

B: I like kids.org; it has information on just about everything.

A: I use Wikipedia to gather research for my homework

B: I also go to English.com for help with my English.

7 **Focus** ➤ Listening for specific information

- Read the rubric with Ss and check Ss understand the task.
- Ss listen to the recording and complete the task.
- Elicit answers in class to check.

Suggested Answer Key

They decide to include a review section which will review films, DVDs and CDs.

Speaking

8 **Focus** ➤ Role playing asking for/expressing opinions and reaching a decision

- Read the rubric with Ss and check Ss understand the task.
- Read the language box and check Ss understand the phrases.
- In pairs, Ss role play a dialogue on what to put on a school website.
- Direct Ss to use the ideas from the rubric, the phrases from the language box and the dialogue from Ex. 7 to help them.
- Monitor the activity and assist as necessary.

4d

Vocabulary & Speaking

Suggested Answer Key

A: What do you think we could include in the school website?

B: We need to make it interesting. What do you think about including photos of school events?

A: That's a good idea. As I see it, the website should have information too. What's your opinion?

B: Yes, I think we could have a letter from the headteacher on the website.

A: That's an awful idea! I don't think people would want to read that. In my opinion it should be somewhere fun to visit. So how about having information about school sports and competitions?

B: That's a great idea. etc

9 Focus ► Consolidating vocabulary from the unit

- Have Ss think of new phrases they have learnt and write sentences with them.

- In pairs, Ss read each other their sentences.
- Monitor the activity and check for the correct use of the phrases.

Suggested Answer Key

1 **Internet users** in different places can see each other using a webcam.

2 I am always careful who I choose to be friends with; I prefer people who **are on the same wavelength as me**.

3 Peter went to the cinema at 9 o'clock in the morning but I went in the evening; we really **got our wires crossed**.

4 We need a **modem** to connect our computer to the Internet.

5 Our computer needs an **upgrade**; it takes such a long time to open web pages.

6 I can't imagine not having **access to the Internet**, I use it for everything!

4e

Writing Skills

Objectives

Grammar: using linkers

Reading: reading to identify opinion

Writing: an opinion essay

1 Focus ► Understanding opinion essays

- Elicit answers to the questions in the rubric and discuss.
- Read the theory box with Ss and check Ss understand it.

Suggested Answer Key

An opinion essay consists of a personal opinion with reasons and examples to support it. It should be written in a formal style.

2 a) Focus ► Understanding the rubric

- Have Ss read the rubric and underline the key words.
- Elicit answers to the questions from the rubric and discuss.

Suggested Answer Key

You are required to write an opinion essay about whether it is good or bad for teenagers to use so much technology. Students all over the world will read the essay.

b) Focus ► Understanding opinions

Read through the speech bubbles in class and discuss whether they are positive or negative in opinion and elicit reasons why.

Answer Key

positive opinion – Gadgets make life more enjoyable for teens. Technology has taught young people new skills.

negative opinion – Teens can get distracted by gadgets. Teens can waste a lot of time using technology.

3 Focus ▶ Identifying opinion

- Have Ss read the essay.
- Elicit the opinion of the writer and where it is stated.

Answer Key

The writer's opinion is that being hooked on technology has a positive effect on teenagers' lives. The writer states his/her opinion in the first and fifth paragraphs.

4 a) Focus ▶ Understanding linkers

- Refer Ss to the highlighted words in the model essay. Explain that these words are linking words that help connect ideas in a sentence when expressing thoughts.
- Ask Ss to complete the task.
- Elicit answers in class and check.

Answer Key

introduce an opinion: In my opinion

express opinion: I think

list points: To start with, Secondly

add more points: In addition

introduce a contrasting viewpoint: On the other hand

introduce examples: For example, such as

introduce a consequence: As a result

summarise: In conclusion

b) Focus ▶ Practising linkers

- Have Ss complete the task.
- Elicit answers in class and check.

Answer Key

In my opinion – In my view

To start with – First of all

For example – For instance

In addition – What is more

such as – like

Secondly – Furthermore

On the other hand – Alternatively

As a result – Consequently

In conclusion – All in all

I think – It seems to me that

5 a) Focus ▶ Identifying topic and supporting sentences

- Read the **study skills** box and check Ss understand it.
- Ss complete the task.
- Elicit answers in class and check.

Answer Key

A 2 B 4 C 1 D 3

Sentence C is the topic sentence.

Sentences A, D and B support it.

b) Focus ▶ Writing supporting sentences

- Elicit what information is in the supporting sentences (*reasons and examples in support of the topic sentence*).
- Have Ss complete the task.
- Elicit Ss' sentences in class and check.

Suggested Answer Key

1 We can shop without leaving the comfort of our own home. Also, we don't have to worry about long queues or carrying heavy shopping bags.

2 For example, mobile phones can distract young people from their school work. Furthermore, it may make teenagers a target for thieves who try to steal mobile phones.

Writing

6 Focus ▶ Understanding a rubric/Identifying key words

- Have Ss read the rubric and underline the key words.
- Elicit answers to the questions in the rubric and discuss.

Answer Key

Key words: *technology, modern society, opinion, modern world, relies on, devices*

- 1 *I am a student writing an essay for my teacher.*
- 2 *I have to write an essay giving my opinion on how the modern world relies too much upon technology and devices.*
- 3 *I will write five paragraphs. The first one will be an introduction with my opinion. The second and third paragraph will present my viewpoint with reasons. The fourth paragraph will present an opposing viewpoint and the fifth paragraph will present my opinion again in different words.*

7 **Focus ► Matching viewpoints and reasons**

- Have Ss complete the task.
- Elicit answers in class and discuss.

Answer Key

1 c 2 d 3 a 4 b

Suggested Answer Key

viewpoint: *Technology is good for staying in touch with friends.*

reasons: *It is easy to stay in touch via email and instant messaging. You can use webcams to see your friends if you are in different places.*

8 **Focus ► Writing an opinion essay**

- Refer Ss to the plan and have them answer the questions in it.
- Direct Ss to use their answers from Ex. 7 to help them write their essays. Remind Ss they will present either a positive or a negative viewpoint in their essay. They will support their viewpoint with two reasons/examples and then present an opposing viewpoint using a third reason/example.

- Allow Ss time to write their essays. Alternatively, assign the task as HW.
- Invite Ss to read their essays in class and discuss.

Suggested Answer Key

Technology and technological devices have become very popular over the last ten years. In my opinion, having too many devices complicates people's lives rather than makes them easier.

To start with, the increased use of technological devices has brought about many security issues. For example, there has been a major increase in thefts of mobile phones, iPods and other devices. Furthermore using bank cards online isn't safe as hackers have the ability to access bank details.

Secondly, technology can be unreliable. Machines and computers regularly break down and can be time-consuming to fix. This can cause a lot of problems for those who rely on technology, such as businesses or schools.

On the other hand, it is said that learning how to use technological devices prepares you for the future. Regular use of a computer will mean good keyboard skills which can be beneficial in a person's working life.

In conclusion, I think it is important not to rely too heavily on technological devices as that could negatively affect our lives, but occasional use of modern technology can sometimes help.



English in Use

Objectives

Vocabulary: prepositional phrases; phrasal verbs (*break*); words often confused (invented/discovered, research/experiment, electric/electronic, engine/machine, access/download, effected/affected, offer/suggest)

Grammar: future tenses

1 **Focus** ▶ Forming nouns from verbs (word formation)

- Read the theory box in class and check Ss understand it.
- Have Ss complete the task. Direct Ss to use their dictionary to help them if necessary.
- Elicit answers in class and check.

Answer Key

- | | |
|---------------------|----------------------|
| 1 <i>delivery</i> | 4 <i>discovery</i> |
| 2 <i>attachment</i> | 5 <i>spending</i> |
| 3 <i>invention</i> | 6 <i>information</i> |

2 **Focus** ▶ Practising dependent prepositions

- Have Ss complete the task and check their answers in Appendix 2.
- Explain that the word(s) in front of the preposition and the preposition form a phrase.
- As an extension, ask Ss to make up their own sentences with the phrases and read them in class. Check for correct use of prepositions and that Ss understand the meanings.

Answer Key

- | | | |
|----------------|----------------|--------------|
| 1 <i>about</i> | 3 <i>from</i> | 5 <i>on</i> |
| 2 <i>with</i> | 4 <i>in/in</i> | 6 <i>for</i> |

3 **Focus** ▶ Practising phrasal verbs

- Explain that the verb is already in the sentence and they must fill in the correct particle to form the phrasal verb that applies to the meaning in the sentence.
- Have Ss complete the task and check their answers in Appendix 1.
- Elicit the meaning of each phrasal verb and which one best describes the picture.

Answer Key

- | | | |
|---------------|---------------|-----------------|
| 1 <i>out</i> | 3 <i>up</i> | 5 <i>out of</i> |
| 2 <i>into</i> | 4 <i>down</i> | |

Suggested Answer Key

broke out: started, happened suddenly

broke into: entered by force in order to steal

broke up: separated, split

breaking down: going wrong, not working

broke out of: got out of somewhere, got away

describing the picture: ***broke out***

4 **Focus** ▶ Practising vocabulary

- Have Ss complete the task and check in their dictionaries.
- Ask Ss to make sentences with the other words.
- Read the sentences in class and check.

Answer Key

- | | |
|---------------------|-------------------|
| 1 <i>invented</i> | 5 <i>access</i> |
| 2 <i>experiment</i> | 6 <i>affected</i> |
| 3 <i>electric</i> | 7 <i>offer</i> |
| 4 <i>engine</i> | |

Suggested Answer Key

1 A scientist ***discovered*** a new type of bird.

2 I have to carry out ***research*** on animals in the wild.

3 James has an ***electronic*** toy car.

4 I have a new ***machine*** which makes bread.

5 I need to ***download*** a document.

6 Traffic was diverted until road repairs could be ***effected***.

7 I ***suggest*** you call a computer technician.

5 **Focus** ▶ Practising future tenses

- Have Ss complete the sentences.
- Invite Ss to read their sentences in class and check for correct use of future tenses.

Suggested Answer Key

- 1 *will be in France*
- 2 *will have finished my project*
- 3 *will go on holiday*
- 4 *am going out*
- 5 *to see you*
- 6 *will be tired*
- 7 *will stay*

Objectives

Vocabulary: related to a TV programme

Reading: reading for confirmation; reading for specific information

Listening: listening for confirmation

Speaking: role playing; presenting a TV programme

Writing: writing an article about a TV programme

1 **FOCUS ► Predicting the content of a text/
Reading and listening for confirmation**

- Refer Ss to the picture and the logo (title).
- Elicit answers to the questions in the rubric and discuss.
- Ss read and listen to the text and check their answers.

Suggested Answer Key

I think 'The Gadget Show' features different high-tech gadgets in each episode. It might have different consumers trying the gadgets out. The show could judge the best gadget and recommend it.

2 **FOCUS ► Reading for specific information
(comprehension questions)**

- Read the questions in the rubric aloud.
- Ss read the text and answer the questions.
- Elicit answers in class and check.

Answer Key

- 1 *Once a week.*
- 2 *On Channel Five, satellite TV or on the Internet.*
- 3 *Jon Bentley, Jason Bradbury and Suzi Perry.*

4 *Gadgets being tested and rated.*

5 *All the latest gadgets and electronics in the competition.*

3 **FOCUS ► Understanding new vocabulary**

- Refer Ss to the words in bold and explain that they should use the context of the text to understand the meanings and match them with their synonyms in the list.
- Direct Ss to write their own sentences with the words in bold.
- Elicit answers in class and check.

Answer Key

airs – *is broadcast*

challenge – *task that tests the value of sth*

judges – *forms an opinion*

category – *group of similar things*

viewer – *a person who watches a TV programme*

brand – *a version of something made by one manufacturer in particular*

Suggested Answer Key

- 1 *The programme **airs** every week on the BBC1.*
- 2 *It was not a fair **challenge**.*
- 3 *He **judges** which computer performs the best.*
- 4 *Put the words in the right **category**.*
- 5 ***Viewers** can email the programme to enter the competition.*
- 6 *There are more than ten **brands** of computer on the market.*

4 **Focus ►** Role playing discussing a TV show

- In pairs, Ss role play the scenario from the rubric.
- Encourage Ss to use the vocabulary and information they have learned from the text.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: What exactly is 'The Gadget Show'?

B: It's a programme which presents all the latest technology and gadgets. It shows you how they work, how much they cost and whether they are worth buying.

A: That sounds interesting. How often is it on?

B: It airs every week at this time.

A: Who are the presenters?

B: There are three presenters. There's Jon Bentley, Jason Bradbury and Suzi Perry, the girl who's talking now.

A: So the main idea behind the show is to give viewers up-to-date information on new technology?

B: Well, yes, but it also features challenges and tests to see which gadget is best. Oh, and there's a competition, too, where one lucky viewer wins all that week's gadgets from the show.

5 **Focus ►** Presenting your favourite TV programme

- Read the rubric aloud and check Ss understand the task.
- Direct Ss to answer the questions in the rubric and prepare their presentations.
- Invite Ss to present their favourite TV programme to the class and ask for feedback from the class.

Suggested Answer Key

My favourite programme is a Canadian Show called 'My Parents' House'. It airs every week night. It is presented by Andrika Lawren and Emmanuel Belliveau and it features grown-up children decorating their parents' houses. I like it because it is interesting to see what the rooms look like before and after they decorate them and how the parents react.

6 **Focus ►** Writing an article about a TV programme

- Direct Ss to use their answers from Ex. 5 to write an article similar to the one in Ex. 1.
- Encourage Ss to use the vocabulary they have learned in the unit.
- Allow Ss time to write their articles. Alternatively, assign the task as HW.
- Invite Ss to read their articles in class.

Suggested Answer Key

'My Parents' House' is a television programme with a twist. It features people's houses being decorated but, not by neighbours or friends like other shows. This decorating show features children decorating their parents' houses.

The programme airs weeknights on HGTV in Canada. The Show has been running since 2004 when it was first aired. Since then, due to the shows popularity it is now available in both the USA and Europe.

The presenters of the show are talented designers Andrika Lawren and Emmanuel Belliveau. They assist the members of the family in deciding what and how to decorate an out-dated room in the parent's house. The witty presenters have great attitudes and make the show a lot of fun to watch. In every episode viewers are filled with worry as the presenters and participants rush to finish the selected room within the 48 hour time period.

The end of the show can get quite emotional. Parents react to room transformations with teary-eyed appreciation for their children and the presenters. What's more the show gives great design tips and is a must see for any would-be interior designers.

7 **Focus ►** Discussing a TV programme

- Allow Ss access to the Internet to watch the programme on the show's website.
- Invite Ss to share their opinions of the programme and discuss.

Suggested Answer Key

I think 'The Gadget Show' is great. I can watch it online and find out about all the new gadgets available. It is good because I can find out if a gadget really works and if it is as good as it looks.

Objectives

Reading: reading to identify missing lexis (multiple-choice cloze); reading for gist

Listening: listening for specific information

Speaking: discussing the topic of a text

Writing: making notes on a text

Reading & Listening

1 **Focus ►** Introducing the topic of a text

- Refer Ss to the graph and read it in class.
- Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

I own a desktop computer. I recently bought a new printer and I took the old one to the recycling bin.

2 **Focus ►** Predicting the content of a text/
Reading for confirmation

- Elicit answers to the questions and write them on the board.
- Have Ss read the text with the gaps and check their answers.

Suggested Answer Key

E-waste is electronic rubbish like old computers. E-waste can damage the environment if it is not dealt with properly.

3 **Focus ►** Reading to identify missing lexis
(multiple choice cloze)

- Direct Ss to read the text again paying careful attention to the words before and after each gap then choose the best answer.
- Ss should then reread the text to ensure it makes sense.
- Read the text in class and check.

Answer Key

1 D	3 A	5 C	7 B	9 B
2 B	4 B	6 D	8 A	10 D

4 **Focus ►** Reading for gist

- Have Ss read the headings and then skim the text searching for key words related to the headings.
- Ss complete the task.

- Check Ss' answers in class and ask Ss to justify them from the text.

Answer Key

A 1 B 3 C 4

5 a) **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold and explain that they should use the context of the text to understand their meanings and match them with their synonyms in the rubric.
- Elicit answers in class and check.

Answer Key

pace – speed
outdated – old-fashioned
what's the big deal – why is this important
toxic – poisonous
currently – at the moment
gradually – little by little
harm – damage
dumped – thrown away
treaties – agreements
donate – give for free
components – parts

b) **Focus ►** Practising vocabulary

- Have Ss complete the task.
- Elicit answers in class and check.

Answer Key

1 outdated	4 gradually
2 toxic	5 dumped
3 pace	

c) **Focus ►** Reading and listening for specific information

- Play the recording.
- Have Ss listen to and read the text for four interesting facts.
- Invite Ss to tell the class their facts and check Ss understand the text.

Suggested Answer Key

I have learnt that a lot of e-waste currently sits in landfills where chemicals leak into the soil and cause damage which affects the food chain.

I have also learnt that throwing away electrical items can be very dangerous for the environment, that's why it is important to recycle and repair them or better still give them to charity.

I have learnt that e-waste pollutes the soil and air with toxic chemicals.

From the text I learned that to stop e-waste we all must remember the 3 Rs – reduce, reuse and recycle.

Suggested Answer Key

E-waste is electric and electronic products that we throw away. For example computers, printers and televisions which end up in landfills. E-waste is very bad for the environment. The chemicals that they produce mean that they are very difficult to dispose of safely. That's why it is important to reduce, reuse and recycle any electrical equipment which is no longer wanted. I am definitely going to think twice about throwing e-waste out in the future and I will make sure all my family and friends do the same.

Speaking

6 **Focus** ▶ Making notes on a text/Discussing the topic of a text

- Refer Ss to the headings in the rubric and have them write notes about the text under the headings.
- Invite Ss to tell the class about the topic of the text, using their notes as a guide.

Suggested Answer Key

Why is e-waste a problem?

pollutes the environment, can release poisonous fumes and chemicals

What can we do about the problem?

recycle more, donate old devices to people who can use them

Words of Wisdom

7 **Focus** ▶ Discussing a quotation

- Have Ss discuss the quotation and what it means.
- Invite Ss to tell the class what they think the quote means and discuss.

Suggested Answer Key

I think the saying means that waste affects everyone in a negative way.

Progress Check

4

Progress Check 4 and Look at Module 5 should be done in one lesson.

Answer Key

- | | | | | |
|--------------------------|--------------------------|--------|----------|--------|
| 1 1 perform | 6 subscription | 3 1 up | 3 into | 5 down |
| 2 email account | 7 server | 2 out | 4 out of | |
| 3 broadband | 8 build | | | |
| 4 overcome | 9 phone line | 4 1 in | 2 for | 3 on |
| 5 exist | 10 become | | | 4 in |
| | | | | 5 from |
| 2 1 will have started | 6 will go | 5 1 b | 2 e | 3 a |
| 2 will be studying | 7 will have been writing | | | 4 c |
| 3 will have drunk | 8 will call | | | 5 d |
| 4 will you tell | 9 will come | | | |
| 5 will have been playing | 10 will be traveling | | | |

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *How does this gadget make your life better? What other gadgets or high technology would you like to have? Why? Do you think we rely too much on technology? Why (not)? What is one task you wish a robot could do? Would you like to have a robot? Why (not)?*)
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 4.

Look at Module 5

- Refer Ss to the title of the module, *Art & Literature*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to paintings, sculpture and the written word. I think we will learn about different types of art and how they affect us.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 73).

T: *What page is the picture on?*

S1: *It's on page 76.*

T: *What does it show?*

S2: *It shows an outdoor concert with a band on a stage.*

T: *Do you like to go to concerts?*

S3: *Yes very much, especially when they are outside.*

T: *What kind of music do you like?*

S4: *I really like rock music.*

Pic 2 (p. 74)

What is this a picture of? Where would you probably see such a sculpture? Do you like to look at art? What kind of art do you like?

Pic 3 (p. 87)

What does the picture show? Have you ever heard of this play? Have you ever gone to see a play? Did you like it? Why/Why not?

Pic 4 (p. 80)

What is happening in this picture? Where do you think the best films come from? Do you watch films from other countries? What do you like about them?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

an extract from a play (pp. 86, 87)

What is a play? (a piece of writing that is performed in a theatre or on film) Do you know who wrote this play? (William Shakespeare) Have you heard or seen any other of his plays?

a quiz (p. 78)

What is a quiz? (a test of knowledge about a subject) What is this quiz testing? How well do you think you would do on this quiz? What can we learn from a quiz?

a spidergram about types of art (p. 74)

What is a spidergram? (a diagram with lines and circles for organising information so that it is easier to use or remember) What is this spidergram about? Do you think it helps you understand the subject better?

Explain that the module has:

- a Culture Corner
- an Across the Curriculum section

Ask Ss to look at the relevant pages and elicit what each section is about (*William Shakespeare, Literature – The Merchant of Venice*).

Listen, read and talk about .../Learn how to .../ Practise .../Write ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.



Reading & Vocabulary

Objectives

Vocabulary: types of art; related to art

Reading: reading for confirmation; reading for specific information; reading for gist

Listening: listening for confirmation

Speaking: role playing an interview

Writing: a paragraph expressing an opinion

Reading

1 **FOCUS ►** Predicting the content of a text/ Reading and listening for confirmation

- Refer Ss to the title, introduction, subheadings and pictures. Elicit what they think the text is about and write their answers on the board.
- Ss listen to and read the text to check their answers.

Suggested Answer Key

I expect to read about three kinds of art which are unusual and which differ from the normally accepted idea of art.

2 a) **FOCUS ►** Reading for specific information (multiple matching)

- Remind Ss to read the questions and underline the key words.
- Have Ss complete the task.
- Read the answers and check.

Answer Key

1 A	3 B	5 B	7 B	9 B
2 A	4 B	6 A	8 C	10 C

b) **FOCUS ►** Reading for gist

- Have Ss reread the text for an overall understanding of each text and think of new headings for each text.
- Elicit answers and discuss.

Suggested Answer Key

A *Small is Beautiful*
B *An Artistic Animal*
C *In the Eye of the Beholder*

3 **FOCUS ►** Understanding new vocabulary

- Refer Ss to the words in bold in the text.
- Remind Ss to use the content of the text to understand the meaning of the bold words.
- Allow Ss time to complete the task.
- Elicit answers and check.

Suggested Answer Key

miniature: very small copy of an object

the eye of a needle: the hole in a needle through which you put thread

tiny: extremely small

significant: important, meaningful

carving: sculpting

hosted: presented

impress: command admiration

turn up: make oneself present somewhere

remain anonymous: continue to be unknown
vandalism: act of deliberately damaging other people's property

remove: take away

4 **FOCUS ►** Forming collocations

- Have Ss form collocations and then compare answers with a partner.
- Have Ss make sentences with the completed phrases about the text.
- Elicit answers and check.

Answer Key

1 miniature	6 stay perfectly
2 anonymous	7 artistic
3 take	8 add
4 learning	9 private
5 animal	10 grains

Suggested Answer Key

2 *Banksy, the British street artist, prefers to **remain anonymous**.*

3 *When you **take a look** at this text, you will be really surprised by some of the artists described.*

4 *Willard Wigan's art was inspired by the **learning difficulties** he had at school.*

5 ***Animal behaviourist** Desmond Morris held an exhibition of 'chimpanzee art' in 1957.*

- 6 *Wigan's hands have to **stay perfectly still** so that he can create his miniature sculptures.*
- 7 ***Artistic creativity** is not only limited to humans – animals may have it too.*
- 8 *Some people believe that graffiti on the walls of their property **adds value to it**.*
- 9 *City councils in England cannot remove graffiti when it is on **private property**.*
- 10 *Willard Wigan uses **grains of rice** and other unusual materials for his creations.*

5 **Focus ► Finding opposites**

- Have Ss find opposites in the text for the words in the list.
- Ss compare answers with a partner.
- Check Ss' answers and allow Ss time to write down any new vocabulary in their notebooks.

Answer Key

- A** *huge ≠ tiny, unimportant ≠ significant, impatiently ≠ patiently*
B *excluded ≠ included, inability ≠ ability*
C *beautiful ≠ ugly, responsible ≠ irresponsible, public ≠ private, worthless ≠ valuable*

Vocabulary6 a) **Focus ► Expanding vocabulary/ Understanding a spidergram**

- Refer Ss to the spidergram and have them copy it down in their notebooks.
- Elicit answers to the questions in the rubric and have Ss add any additional words to the spidergram.

(Ss' own answers)

Suggested Answer Key*wood carving, etching and engraving, origami**I like photography because I enjoy keeping a record of people and places.**I don't like pottery because it's very messy and you get your hands dirty.*b) **Focus ► Practising vocabulary**

- Have Ss complete the table and compare answers with a partner.
- Read through the table and check Ss understand the vocabulary.

Answer Key

- | | |
|-----------------------|------------------|
| 2 sculptor/sculptress | 5 actor/actress, |
| 3 photographer | director |
| 4 potter | |

7 **Focus ► Practising vocabulary**

- Have Ss complete the task.
- Invite Ss to read out their answers and check.

Answer Key

- | | | |
|-------------|------------|-------------|
| 1 sketch | 3 painting | 5 portrayed |
| 2 colour in | 4 designed | |

Speaking8 a) **Focus ► Consolidating the content of a text**

Elicit from Ss things they remember from the texts and discuss.

Suggested Answer Key

- A**
- *Willard Wigan creates miniature sculptures.*
 - *He uses strange materials like sugar crystals and grains of rice.*
 - *When he paints the sculptures he has to slow his breathing and paint between heartbeats to keep his hands steady.*
- B**
- *Congo was a chimpanzee painter and he did nearly four hundred paintings.*
 - *He was a guest on the British television show Zootime.*
 - *The famous artist Pablo Picasso owned one of his paintings.*
- C**
- *Banksy is world famous for his graffiti which he paints on walls and buildings in cities around the world.*
 - *He won an art award, but he was too modest to accept it and preferred to keep himself anonymous.*
 - *A lot of people disapprove of his work because they think it is vandalism.*

b) **Focus ►** Role playing an interview

- Read the rubric and the example with Ss and check Ss understand the task.
- Direct Ss to use vocabulary and expressions they have learned from the text.
- In pairs, Ss role play an interview with Willard Wigan and exchange roles.
- Monitor the activity and assist as necessary.

Suggested Answer Key

Interviewer: Thank you for taking time out of your busy schedule to meet with me today and answer some questions.

Mr Wigan: I am honoured to be here.

Interviewer: How do you get ideas for your sculptures?

Mr Wigan: I read a lot and get inspiration from history.

Interviewer: How long does it take you to create a sculpture?

Mr Wigan: They usually take me a couple of months to complete.

Interviewer: What are some of the sculptures that you have done?

Mr Wigan: I have made sculptures of the FIFA World Cup trophy, Muhammad Ali, and also Santa Claus.

Interviewer: That is quite impressive. Well, that is all the time we have today, but thank you again for talking with me.

Mr Wigan: You are welcome.

Suggested Answer Key

We believe that art is producing something that expresses emotion. So we believe all three examples can be considered art. In example A, Micro-Sculptures, Mr Wigan creates sculptures to express that just because something is small, it doesn't mean that it's not important. In example B, Chimpanzee Art, Congo painted pictures to show his ability to be creative. In example C, Urban Graffiti, Banksy is a painter as well. The only difference is that instead of using a framed canvas, he portrays his feelings on buildings.

Writing

10 **Focus ►** Expressing an opinion

- Direct Ss to complete the task.
- Ss read their sentences to a partner and discuss.
- Monitor the activity and check Ss' sentences.

Suggested Answer Key

Life without art would feel incomplete. Life's experiences can't always be expressed through words. Art succeeds where words fail, without it, the world would be a quiet place. Art is connected to culture and society. It gives people the chance to express themselves in different ways.

9 **Focus ►** Discussing the topic of a text

- In pairs, Ss discuss and express their opinions about the art in the texts.
- Invite Ss to tell the class what they think and have a discussion about the topic.

5 b

Listening & Speaking

Objectives

Vocabulary: related to music; types of music

Reading: reading for confirmation; reading for specific information

Listening: listening to identify types of music; listening for confirmation; listening for gist; listening for intonation (emphatic stress)

Speaking: discussing likes/dislikes; role playing; asking about/stating preferences; role playing a dialogue; practising intonation (emphatic stress)

1 a) **Focus ►** Listening to identify types of music/Understanding vocabulary

- Play the recording with pauses after each extract to elicit the type of music.
- Discuss what the remaining types of music in the rubric are.

Answer Key

- | | |
|----------|-------------|
| 1 jazz | 3 classical |
| 2 reggae | 4 rock |

b) **Focus ►** Discussing likes/dislikes in music

- Read through the list of expressions and check for understanding.
- In pairs, have Ss discuss their likes/dislikes in music.
- Monitor the activity and check for correct use of vocabulary and expressions.

Suggested Answer Key

- A: I love classical music. I find it relaxing!
B: I'm not crazy about it. I prefer hip-hop music. It makes me want to dance.

2 **Focus ►** Practising vocabulary

- Have Ss complete the task and compare answers with a partner.
- Elicit answers and check.

Answer Key

- | | |
|--------------------|-----------------------|
| 1 Listen, hear | 4 line, verse |
| 2 tune, melody | 5 training, practice |
| 3 humming, singing | 6 Turn down, turn off |

Everyday English

3 **Focus ►** Role playing/Asking about/Stating preferences

- Read the language box and check Ss understand the phrases.
- In pairs, Ss role play and discuss preferences, using the phrases from the language box.
- Monitor the activity and check for the correct use of vocabulary.

Suggested Answer Key

A: What do you think of the latest James Bond film, 'Quantum of Solace', with Daniel Craig?

B: It's great. It's totally my kind of film.

A: What's your favourite TV programme?

B: The science fiction series 'Dr Who'. What do you think of it?

A: To be honest, I'm not too keen on it. I prefer comedies.

A: Doesn't this recipe for spicy Mexican chicken pizza sound great?

B: Wow, yes it does!

4 a) **Focus ►** Understanding phrases

Play the recording with pauses for Ss to repeat the phrases.

b) **Focus ►** Predicting the topic of a dialogue/Listening and reading for confirmation

- Elicit what Ss think the dialogue is about.
- Have Ss read and listen to the dialogue to check.

Suggested Answer Key

Two people are trying to agree on what type of music concert to go to.

5 **Focus ►** Reading for specific information

- Read the incomplete sentences in the rubric aloud to prepare Ss for what information to pay attention to.
- Have Ss reread the dialogue and complete the sentences.
- Read the sentences and check.

Answer Key

- 1 see the Foo Fighters
- 2 Andy to go with him
- 3 music you can dance to
- 4 a Kanye West concert next month
- 5 to go with him

Say it right

6 **Focus** ▶ Using appropriate responses/ Listening for confirmation

- Have Ss complete the task.
- Ss then listen to the recording and check their answers.

Answer Key

- 1 a 2 a 3 b

7 **Focus** ▶ Role playing a dialogue

- Read the rubric aloud and check Ss understand the task.
- Direct Ss to use expressions and vocabulary they have learned from the unit.
- In pairs, Ss act out the dialogue and record themselves.
- Monitor the activity and assist as necessary.

Suggested Answer Key

- A: Would you like to come with me and see Britney Spears this weekend?
B: Yes, that sounds like a great idea! I really like pop music.
- A: Why don't we go to the music festival this Sunday? Lil Wayne's performing.
B: I don't really like rap, to tell you the truth, but thanks for asking.

Listening

8 **Focus** ▶ Listening for gist (multiple matching)

- Play the recording and have Ss complete the task.
- Listen to the recording again and check Ss' answers.

Answer Key

- 1 C 2 B 3 D 4 E 5 A

Intonation

9 a) **Focus** ▶ Listening for/Identifying intonation (emphatic stress)

- Read the **study skills** box and check Ss understand it.
- Play the recording with pauses after each sentence and have Ss repeat it stressing the correct syllable.
- Discuss the differences in meaning of the sentences.

Answer Key

- 1 a I'm giving my opinion on the concert.
b The concert was more boring than I expected.
- 2 a It's best to keep your voice down.
b It's the rule not to talk loudly.

b) **Focus** ▶ Practising intonation

- Have Ss listen to the recording and identify the syllables being stressed.
- Elicit answers and the differences in meaning in each set of sentences.

Answer Key

- 1 a The meal was extremely expensive.
(the focus is that the meal cost a lot)
b The meal was extremely expensive.
(the focus is that the meal cost more than was expected)
- 2 a William gave me this lovely scarf.
(the focus is that William gave the scarf)
b William gave me this lovely scarf.
(the focus is on how nice the scarf is)
- 3 a Katy can't join us for a meal on Saturday.
(the focus is on Katy's inability)
b Katy can't join us for a meal on Saturday.
(the focus is on the specific day)

10 **Focus** ▶ Consolidating vocabulary

- Have Ss think of ten new phrases they have learnt and write sentences with them.
- In pairs, Ss read each other their sentences.
- Monitor the activity and check for correct use of phrases.

5b

Listening & Speaking

Suggested Answer Key

- 1 I'm not keen on classical music.
- 2 What do you think of the band 'Green Day'?
- 3 I'd love to go; count me in!
- 4 I listen to jazz music almost every night; I'm crazy about it.
- 5 I was wondering if you are interested in seeing an opera with me?

- 6 Actually, it's not really my kind of thing.
- 7 I'm not really into heavy metal. I find it too loud.
- 8 What sort of bands do you listen to?
- 9 I have piano practise twice a week.
- 10 To tell you the truth, I'm not crazy about country music.

5c

Grammar in Use

Objectives

Grammar: comparative and superlative forms; gradable/non-gradable adjectives

Speaking: comparing people

Writing: a quiz, using comparatives and superlatives

1 **Focus** ➤ Introducing the topic of the unit/ Completing a quiz

- Refer Ss to the quiz and elicit what they know about classical music.
- Have Ss complete the quiz and compare their answers with a partner.

Suggested Answer Key

I know that classical music is commonly associated with the 18th and 19th centuries when a lot of famous composers were writing pieces. I imagine everyone has heard of Beethoven, Mozart and Tchaikovsky. During that period, many musicians were composers for the royal court.

2 a) **Focus** ➤ Understanding/Identifying the comparative and superlative

- Refer Ss to the Grammar Reference section and review it with the class. Emphasise that the comparative is used to compare two persons or things while the superlative is used to compare more than two persons or things.

- Have Ss read the quiz again and find all the comparatives and superlatives to complete the table in the rubric.
- Ask various Ss to share their answers to check with the class.

Answer Key

the most talented, the most operas, the longest, later than, most famous, the biggest, the youngest

Adjective/ Adverb	Comparative	Superlative
young	younger	youngest
late	later	latest
big	bigger	biggest
talented	more talented	most talented
famous	more famous	most famous
long	longer	longest
many/much	more	most
good/well	better	best
little	less	least
carefully	more carefully	most carefully

b) **Focus** ➤ Forming comparatives and superlatives (irregular forms)

- Write the headings **adjective** and **adverb** on the board. Beneath the headings write subheadings: comparative and superlative.
- Elicit from Ss how the comparative and the superlative are formed in each case and write the answers under the correct heading.

- Write **irregular** as a heading on the board and elicit all irregular comparative and superlative forms listed in the table in Ex. 2a.

Answer Key**Comparative and superlative adjectives:**

For one-syllable adjectives, we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.

For one-syllable adjectives ending in vowel + consonant, we double the consonant.

With adjectives of two syllables we form the comparative with **more + adjective** and the superlative with **most + adjective**.

Comparative and superlative adverbs:

To adverbs ending in **-ly** we add **more + adverb** to form the comparative and **most + adverb** to form the superlative.

To adverbs that have the same form as their adjectives we add **-er/-est** (e.g. hard – harder – hardest).

Irregular forms:

much/many – more – most

good/well – better – best

little – less – least

c) **FOCUS ► Consolidating comparative and superlative forms through translation**

- Read through the **study skills** box and check Ss understand it.
- Elicit from Ss the rules for comparatives and superlatives in Ss' L1 and compare.

(Ss' own answers)

3 **FOCUS ► Practising comparative and superlative forms**

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- 1 the most expensive
- 2 more, warmer
- 3 the most talented
- 4 more slowly
- 5 better
- 6 more carefully
- 7 more difficult

- 8 more accurately
- 9 the worst
- 10 the busiest

4 **FOCUS ► Understanding phrases of comparison**

- Have Ss read the sentences.
- Elicit answers to the questions in the rubric and ask Ss to explain their choices.
- As an extension, have Ss make up their own sentences with the phrases in bold and check.

(Ss' own answers)

Answer Key

- 1 shows something which is increasing
- 2 shows a changing situation
- 3 shows a difference between two people
- 4 shows a difference between two things
- 5 shows a similarity between two people

5 **FOCUS ► Practising comparative and superlative forms**

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- 1 more difficult
- 2 the latest
- 3 the most intelligent
- 4 more, angrier
- 5 as talented as
- 6 the least
- 7 better, better

Speaking

6 **FOCUS ► Using comparatives/superlatives to compare**

- In pairs, have Ss describe and compare their friends to their partner, using the adjectives.
- Monitor the activity and check.

Suggested Answer Key

- Tom is as tall as Benny.
- Sarah is better than me at Maths.
- The oldest student in our class is Petra.
- Susan is as intelligent as her sister.
- Bobby is the most patient boy I know – he always has time to listen to your problems.
- My best friend Arthur tells the funniest jokes I've ever heard.

7 **Focus ►** Understanding gradable/non-gradable adjectives

- Read through the grammar box and check Ss understand it.
- Have Ss complete the task and check their answers.

Answer Key

1 extremely	6 very
2 slightly	7 very, rather
3 extremely	8 fairly
4 extremely	9 absolutely
5 absolutely	10 totally

Writing

8 **Focus ►** Writing a quiz, using comparatives and superlatives

- Read the rubric aloud and check Ss understand the task.
- In pairs, have Ss research information about singers and performers and write a quiz, using comparative and superlative forms, similar to the quiz in Ex. 1.
- Have pairs exchange their quizzes and do them.

Suggested Answer Key

Quiz

- Whose album sold the most copies in 2008?
A Madonna C Rihanna
B Coldplay
- Which of these singers is the youngest?
A Ne-Yo C Lil Wayne
B Beyonce
- Which singer has been performing professionally longer than the others?
A Colbie Caillat C Alanis Morissette
B Jessica Simpson
- Which theme song is more famous than the others as a ringtone?
A Pink Panther C James Bond
B Mission-Impossible
- What song was downloaded more often than the others?
A No Air – Jordan Sparks
B Bleeding Love – Leona Lewis
C So What – Pink
- Which of these singers is shorter than the other 2?
A Lady Sovereign C Lily Allen
B Pink
- Which of these bands has the fewest members?
A Pussycat Dolls C The White Stripes
B The Fray

Key: 1 B, 2 C, 3 C, 4 A, 5 B, 6 A, 7 C



Vocabulary & Speaking

Objectives

Vocabulary: related to film/entertainment; idioms

Grammar: (would) prefer/would rather/sooner

Reading: reading to identify missing lexis; reading for comprehension

Listening: listening for confirmation; listening for specific information

Speaking: discussing the topic of a text; role playing; expressing preferences; reviewing a film

Writing: a summary of a text

1 **Focus** ➤ Expanding vocabulary

- Refer Ss to the word map and the three categories: verbs, people and types.
- Have Ss copy the word map into their notebooks.
- Direct Ss to complete the task.
- Ss compare their maps with a partner.
- Elicit Ss' favourite type of films.

Suggested Answer Key

verbs: act, star in, direct, produce, shoot/ make, review

people: actress, director, producer, scriptwriter, camera operator, make-up artist, set designer, costume designer

types: western, comedy, thriller, horror, musical, animated, adventure, epic, science fiction

My favourite type of film is a comedy.

2 **Focus** ➤ Introducing the topic of a text

- Refer Ss to the picture and the title of the text and elicit what they know about it.
- Have Ss write three questions they would like answered.
- Ss read the text and check to see if their questions were answered.

Suggested Answer Key

I think Bollywood refers to the Indian film industry, which has been influenced by the American industry in Hollywood.

3 **Focus** ➤ Reading to identify missing lexis/ Listening for confirmation (open cloze)

- Direct Ss to read the text again and think of the best word for each gap.
- Direct Ss to then reread the text for coherence.
- Ss compare their answers with a partner.
- Play the recording and have Ss check their answers.

Answer Key

1 for	5 at	9 bit
2 not	6 there	10 where
3 these	7 to	11 ago
4 as	8 about	12 as

4 a) **Focus** ➤ Reading for specific information (comprehension questions)

- Have Ss complete the task.
- Elicit answers and check.

Suggested Answer Key

- *Bollywood films are like musicals, with singing, dancing and colourful costumes.*
- *There are plenty of differences between Hollywood and Bollywood.*
- *Bollywood films can be about kidnappers and villains.*
- *Bollywood's biggest audience outside India is in Britain, which has a large Indian population.*

b) **Focus** ➤ Discussing the topic of a text

- In pairs, Ss discuss any Indian films they have seen and what they thought of them.
- Monitor the activity and assist as necessary.

Suggested Answer Key

I had the chance to see 'Monsoon Wedding' when I visited a friend of mine in London. It's about an arranged marriage in India. I really liked it because, apart from the colourful costumes and the interesting music, it was quite funny! It won an award at the Venice Film Festival.

(Ss' own answers)

Vocabulary & Speaking

5 Focus ► Writing a summary

- Direct Ss to write a few notes of the main points of the text.
- Have Ss write a short summary of the text using their notes.
- Invite Ss to read their summaries to the class and ask the class for feedback.

Suggested Answer Key

The Indian film industry is called Bollywood. It's named after Hollywood in America. It is the largest film industry in the world, producing around eight hundred films yearly.

Bollywood productions are very musical and deal with themes such as love, marriage, family and crime.

Outside India, Bollywood has a large following in Britain, where both Indian and British fans enjoy popular Bollywood films.

6 Focus ► Expressing preference (prefer/would rather/sooner)

- Read through the grammar box on how we form different preferences and check Ss understand it.
- Refer Ss to the Grammar Reference section for further explanation.
- In pairs, have Ss express their preferences for the prompts in the rubric.
- Monitor the activity and check for correct grammar.

Suggested Answer Key

- 1 *I prefer going to the cinema to going to the theatre.*
- 2 *I prefer eating out at a restaurant to getting a takeaway.*
- 3 *I would sooner watch comedies than watch action films.*
- 4 *I would prefer to go to the cinema (rather) than watch TV all day.*

7 Focus ► Role playing: expressing preferences

- In pairs, have Ss take roles and express preferences.
- Monitor the activity and check for the correct use of grammar.

Suggested Answer Key

A: Do you like science-fiction films?

B: Not really. I prefer adventure films to science-fiction films.

A: How about a romance film tonight?

B: I'd rather watch a crime film than watch a romance.

Vocabulary

8 Focus ► Practising vocabulary

- Have Ss complete the task.
- Direct Ss to reread the text after they have finished, checking that it makes sense.
- Ask a S to read the text in class and check.

Answer Key

- | | |
|-----------------|-------------------|
| 1 action-packed | 6 cast |
| 2 starring | 7 special effects |
| 3 plot | 8 stunts |
| 4 set | 9 costumes |
| 5 acting | 10 box office |

Listening & Speaking

9 a) Focus ► Listening for specific information

- Read the rubric aloud to prepare Ss for what they will be listening for.
- Ss listen to the recording and answer the questions.
- Elicit answers and check.

Answer Key

Sue likes romantic comedies because she finds them funny and relaxing.

She doesn't like horror or war films because she finds them scary or stressful and depressing.

Pete likes action and adventure films because of the exciting special effects and action stunts.

He doesn't like westerns and musical because he thinks they're really boring.

Mary likes most types of films but especially animation because they're funny and have amazing technology.

She doesn't like disaster films because she finds them depressing.

b) Focus ► Describing film preferences

- Read the language box out and check Ss understand the phrases/expressions.
- In pairs, Ss describe to their partner their favourite films and why they like them.
- Direct Ss to use the phrases from the language box in their discussions.
- Monitor the activity and check for the correct use of vocabulary.

Suggested Answer Key

I really love Mamma Mia, which is a musical comedy set in Greece. I really like it because I think Meryl Streep is an amazing actress and I find the music really interesting.

10 Focus ► Understanding idioms

- Have Ss complete the task.
- Ss check their answers in Appendix 3. Ask Ss to find similar idioms in their L1.
- Read through the answers and discuss.

Answer Key

- 1 *in the spotlight*
- 2 *face the music*
- 3 *it takes two to tango*
- 4 *running the show*

11 Focus ► Reviewing a film

- Direct Ss to choose a film they have seen and prepare a review to present to the class similar to the text in Ex. 8. Alternatively, assign the task as HW.
- Invite Ss to present their film to the class and discuss.

Suggested Answer Key

Bedtime Stories is a brilliant comedy, starring Adam Sandler. This hilarious film follows the funny adventures of Skeeter Bronson, a hotel handyman, whose life is changed forever when the bedtime stories he tells his niece and nephew start to mysteriously come true. The action-packed plot is full of funny special effects and stunts that keep you on the edge of your seat. The film has an all-star cast, including Courtney Cox of the well-known series 'Friends'. This film takes you on a great adventure and makes you laugh all at the same time.



Writing Skills

Objectives

Vocabulary: adjectives describing films/books
Speaking: discussing and describing films/books
Writing: an email reviewing a book

1 Focus ► Understanding emails reviewing books and films

Read the theory box out and check Ss understand the content and structure.

2 Focus ► Understanding a rubric

- Have Ss read the rubric.
- Elicit answers to the questions and discuss.

Answer Key

- 1 *The purpose of the email is to recommend a good book for Susan to read on holiday.*
- 2 *An email.*
- 3 *I should include the following information: type of book, title, name of author, plot summary, comments on plot/characters, your general recommendation and reasons to support my recommendation.*
- 4 *I will write it in informal style, because it is for a friend.*

3 **Focus ►** Understanding the structure and content of an email

- Have Ss complete the task.
- Read the email and elicit answers.

Answer Key

1 B 2 C 3 A 4 D

4 **Focus ►** Understanding phrases/expressions and informal style

- Have Ss scan the text for the phrases/ expressions that mean the same as the sentences from the rubric.
- Elicit answers and check Ss understand the phrases.

Answer Key

- *I bet you can't wait to go on holiday.*
- *Let me tell you a bit about the book.*
- *Well, that's about it.*
- *I couldn't put it down from the very first page.*

5 a) **Focus ►** Understanding adjectives describing films/ books

- Read through the list of adjectives and elicit their meanings.
- Write the headings on the board : positive, negative, neutral.
- Invite Ss to write the adjectives from the list under the correct headings.
- Elicit which adjectives are used in the model email in Ex. 3 and what they describe.

Answer Key

positive: intriguing, clever, interesting, well-written, well-developed, fast-paced, funny, exciting, likeable, surprising, satisfying

negative: slow-paced, predictable, unimaginative, irritating, dull, evil, shallow, disappointing

neutral: mysterious, unusual, unexpected

In the email on p. 82, exciting, fast-paced and funny are used to describe the plot, well-developed is used to describe the characters, interesting is used to describe the gadgets, and well-written is used to describe the book.

b) **Focus ►** Discussing and describing films/ books

- In pairs, have Ss use some of the adjectives from the table in Ex. 5a to discuss and describe films and books they have seen and read.
- Monitor the activity and check Ss' answers.

Suggested Answer Key

A: *I've just read 'Blackthorn, Whitethorn' by Rachel Anderson.*

B: *Oh, really? What did you think of the plot?*

A: *I thought it was interesting and well developed.*

B: *What about the characters?*

A: *Two of the main characters, Miss Ada and Miss Lily, are really likeable.*

B: *Does it have a good ending?*

A: *Yes, I don't want to spoil it for you, but I'd say the ending is very satisfying.*

6 **Focus ►** Understanding/Identifying opinions and recommendations

- Read through the list of phrases and elicit answers to the questions in the rubric.
- Have Ss check the model email in Ex. 3 for opinions and recommendations.
- Check answers with the class.

Answer Key

express opinion:

- *I think that this is the author's best book so far.*
- *I wasn't too keen on the beginning.*
- *In my opinion, some of the characters were a bit shallow.*
- *I found the plot extremely dull.*

recommend:

- *I really think that you should read the book.*
- *I would highly recommend the book to you.*
- *If I were you, I'd definitely give reading this book a try.*

To express opinion, the writer uses the phrases: ...the plot is very exciting... it's an excellent book that I think is very well-written.

To recommend the book, the writer uses the phrase: I would definitely recommend that you read it.

Writing

7 a) **Focus ►** Understanding a rubric/ identifying key words

- Have Ss read the rubric and underline the key words.
- Elicit the answers to the questions and discuss.

Answer Key

Key words: email, pen-friend, John, author in your country, suggest a book

I have to write an email to my English pen-friend John to suggest a book for him to read, written by an author from my country.

The style will be informal because it's an email.

Suggested Answer Key

My favourite author is Pablo Neruda.

b) **Focus ►** Writing a plan for an email reviewing a book

- Have Ss choose a book they want to review.
- Have Ss complete the plan.
- Check Ss' plans.

Suggested Answer Key

Introduction

Para 1 – George R. R. Martin

- set in the Seven Kingdoms of Westeros (fictional medieval Europe)
- fantasy
- 'A Game of Thrones'

Main body

Para 2 – 15 years after civil war several aristocratic families are battling for the throne

- main characters are members of the families Baratheon, Lannister and Stark

Para 3 – Gripping plot

- well-developed characters
- exciting ending
- themes of power and greed

Conclusion

Para 4 – Well worth reading

- won't be able to put it down

c) **Focus ►** Writing an email reviewing a book

- Allow Ss time to write their emails. Alternatively assign the task as HW.
- Invite Ss to read their emails to the class and ask the class for feedback.

Suggested Answer Key

Hi John!

How are you? Thank you for the email. I have the perfect book for you that I know you will enjoy. It's called 'A Game of Thrones' and it's by George R. R. Martin. The story is set in the Seven Kingdoms of Westeros, which is a fictional medieval Europe, so as you can probably tell, it's a fantasy book.

Let me give you some more details about the book. 15 years after a civil war has ended, several aristocratic families are battling for the throne. The main characters are: Baratheon, Lannister, and Stark. They are all members of the fighting families.

So, as you can imagine, it has a gripping plot with well-developed characters. The beginning is very exciting and the ending is so imaginative that you won't be disappointed. The themes of the book are power and greed, and you will see how they work for and against each other.

That should give you enough information to get you interested. Just talking about it makes me want to read it again! It's well-worth reading. Write again soon and let me know what you thought about it.

*Yours,
Sam*



English in Use

Objectives

Vocabulary: verbs with prefixes; prepositional phrases; phrasal verbs (*run*)

Grammar: past tenses

1 **Focus ►** Practising word formation

- Read the theory box out and check Ss understand the task.
- Have Ss complete the task.
- Elicit answers and check.
- As an extension, write the prefixes on the board as headings (re-, mis-, under-, over-, dis-). Invite Ss to add verbs under the prefixes that make new verbs and ask them to explain the meanings (e.g. *mis- use = to use sth incorrectly*).

Answer Key

- | | |
|-------------------------|------------------------|
| 1 <i>disagree</i> | 4 <i>misunderstand</i> |
| 2 <i>rewrite</i> | 5 <i>overcharged</i> |
| 3 <i>underestimated</i> | 6 <i>remake</i> |

2 **Focus ►** Presenting/Practising prepositional phrases

- Have Ss complete the task and check their answers in Appendix 2.
- Explain that the word(s) in front of the preposition and the preposition form a phrase.

Answer Key

- | | | |
|-------------|----------------------|--------------|
| 1 <i>of</i> | 4 <i>with</i> | 7 <i>for</i> |
| 2 <i>of</i> | 5 <i>by, for, at</i> | 8 <i>to</i> |
| 3 <i>of</i> | 6 <i>in</i> | |

3 **Focus ►** Practising phrasal verbs

- Have Ss complete the task and check their answers in Appendix 1.

Answer Key

- | | | |
|------------------|---------------|-----------------|
| 1 <i>through</i> | 3 <i>over</i> | 5 <i>out of</i> |
| 2 <i>into</i> | 4 <i>away</i> | |

4 **Focus ►** Practising vocabulary

- Have Ss complete the task and check in their dictionaries.
- Read sentences and check.

Answer Key

- | | | |
|----------------|----------------------|------------------|
| 1 <i>set</i> | 3 <i>takes</i> | 5 <i>exhibit</i> |
| 2 <i>plays</i> | 4 <i>performance</i> | |

5 **Focus ►** Practising past tenses

- Have Ss complete the text.
- Invite Ss to read the text and check for correct use of past tenses.

Answer Key

- | | |
|---------------------------|----------------------|
| 1 <i>had ... started</i> | 5 <i>listened</i> |
| 2 <i>had chosen</i> | 6 <i>was playing</i> |
| 3 <i>had been looking</i> | 7 <i>thought</i> |
| 4 <i>am going to miss</i> | |

Objectives

Reading: reading for specific information

Listening: listening for specific information

Writing: an article

1 a) **Focus ►** Introducing the topic of a text

- Refer Ss to the picture.
- Elicit answers to the questions and discuss.

Suggested Answer Key

The play appears to be a tragedy. It looks like the man on his knee is talking to someone wearing a suit of armor, so perhaps there is a battle in the play.

b) **Focus ►** Predicting the content of a text/
Reading and listening for confirmation

- Read the subheadings in class.
- In pairs, have Ss answer the questions in the subheadings.
- Ss listen to and read the text to check their answers.

Suggested Answer Key

Who exactly was he?

William Shakespeare was an English poet and playwright.

What did Shakespeare write?

He wrote plays.

What were his plays about?

His plays were about people in different situations. He wrote comedies, tragedies and historical pieces.

Where were his plays performed and who went to see them?

Most of his plays were held in The Globe Theatre, in London. The people who attended the plays were from all social classes.

2 **Focus ►** Reading for specific information
(T/F/NS)

- Have Ss read through the statements and underline the key words.
- Have Ss read the text again and complete the task.
- Read out the answers in class and check.

Answer Key

- 1 F *His plays are performed and studied all over the world.*
- 2 NS
- 3 F *Romeo and Juliet is a tragedy.*
- 4 T
- 5 T
- 6 T

3 **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold and have them complete the task.
- Elicit answers and check.

Answer Key

playwright – person who writes plays

reign – the period of time a queen/king rules a kingdom

mistaking one person for another – thinking sb is sb else

disguise themselves – change their appearance

moneylender – person who lends other people money for a fee

pound of flesh – piece of the body

merchant – trader

reflect – show

revenge – hurting someone who has hurt you

deception – lies

fate – destiny

hold – fit

replica – copy

4 **Focus ►** Stating an opinion

- Ask Ss to identify the points they found the most interesting in the text and write them down.
- In pairs, Ss share their sentences with each other.

Suggested Answer Key

I was surprised to read that The Globe Theatre could hold 3,000 people and that the audience was made up of people from all classes of society.

5 **Focus ►** Writing an article

- Have Ss research a famous writer in their country.
- Direct Ss to include the information outlined in the rubric. Alternatively, assign the task as HW.
- Invite Ss to read their articles in class and ask the class for feedback.

Suggested Answer Key

Leo Tolstoy was born in 1928 in Russia. Born into an aristocratic family, his influence in society was great. He wrote many novels and

essays in his lifetime. Many of his works are about 19th century Russian life and the Russian aristocracy. His writings on history, society and religion have influenced many other great writers and thinkers. He is considered by many as one of the greatest novelists of all time. His novels 'War and Peace' and 'Anna Karenina' are popular world-wide and are considered masterpieces of literature.

Objectives

Reading: reading for gist, reading for specific information

Listening: listening for comprehension

Speaking: role playing; an extract from a play; discussing a character from a play; presenting a famous playwright

Writing: a summary

1 **Focus ►** Introducing the topic of a text

- Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

The Merchant of Venice is a comedy. It is about a man who asks his friend to borrow money. They end up asking the local moneylender for help and get themselves into trouble. Finally, it is their wives that get them out of trouble and they all have a good laugh in the end.

2 **Focus ►** Reading for gist/ Understanding characters in a story

- Read the rubric with Ss.
- Have Ss read the text and elicit what each person in the list has to do with the story.
- Elicit answers in class and discuss.

Answer Key

Antonio – A merchant from Venice. He borrows the money for Bassanio from Shylock and agrees to give a pound of flesh if he can't pay it back.

Bassanio – A friend of Antonio. He asks Antonio to lend him money.

Portia – A beautiful, rich heiress. She and Antonio are in love.

Shylock – The local moneylender.

3 **Focus ►** Reading for specific information (comprehension questions)

- Read the questions in the rubric.
- Have Ss read the text and answer the questions.
- Elicit answers in class and discuss.

Suggested Answer Key

1 *The lawyer supports him and says the flesh is his, so he is happy.*

2 *The lawyer then tricks Shylock and says if he takes the flesh, he will die and lose everything, so Bassanio is happy.*

3 *Shylock does not want to die and lose everything he owns.*

4 *The lawyer wants to make Shylock very afraid by trying to enforce the penalty.*

4 **Focus ►** Understanding new vocabulary

- Refer Ss to the words in bold and have them match them with their meanings.
- Elicit answers and check.

Answer Key

heiress – person who has inherited a lot of money

gets married – (a couple) promise to be with each other

authorises – makes it legal

righteous – morally good and fair

sentence – judgement

confiscated – seized, taken away

rest assured – be certain

5 **Focus ►** Role playing an extract

- Have Ss listen to the extract.
- Invite different Ss to act out the script.

(Ss' own answers)

6 **Focus ►** Discussing a character in a play

- In groups of 3-4, have Ss discuss the task.
- Direct Ss to justify their answers with dialogue from the extract.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: I think Shylock is feeling very powerful in the beginning.

B: Yes, I agree. He believes he is right and the lawyer is on his side.

C: But then, he must feel very afraid when the lawyer says he will die and lose everything when she says, if you spill one drop of blood you will die.

A: I think he feels shocked and confused because he doesn't know the law when he asks, is that the law?

B: He seems very desperate when he tries to convince the lawyer to give him the money and forget the pound of flesh.

7 **Focus ►** Listening for comprehension

- Ss listen to the outcome of the story.
- In groups of 3-4 have Ss think up a different ending to the story.
- Invite groups to present their ending to the class and discuss.

Suggested Answer Key

A new ending

Shylock tried to take his pound of flesh from Antonio. He cuts his heart out, but of course, Antonio begins to bleed and the court orders him to stop. Shylock is put in jail immediately for trying to murder Antonio and all of his possessions are taken by the court. Antonio is OK and is taken to the doctor and Shylock's daughter is given all of her father's things, by the court.

8 **Focus ►** Writing a summary of a play

- Direct Ss to make notes from the text.
- Allow Ss time to write their summaries.
- Invite Ss to read their summaries in class.

Suggested Answer Key

Antonio is a wealthy merchant in Venice. He owns many ships. His friend Bassanio wants to marry the heiress, Portia. Bassanio asks his friend Antonio to lend him money to marry Portia. However, Antonio doesn't have money at the moment because his ships are all at sea. Together, they go to Shylock, the evil moneylender, and make a deal with him. Antonio promises Shylock a pound of flesh if he can't pay back the loan.

After some time, the money was due and Antonio couldn't pay it. Shylock took him to court and demanded his pound of flesh. Meanwhile, without anyone knowing, Portia dressed up like a lawyer and came to court to try to help Antonio. She convinced everyone that Shylock could have his pound of flesh, but without taking any blood. This was of course impossible and in the end Shylock had to leave the court with nothing. He was forced to promise to give his possessions to his daughter when he dies.

9 **Focus ►** Interpreting meaning

- Have Ss discuss the quote and what it means.
- Monitor the activity and assist as necessary.

Suggested Answer Key

The quote means that it is up to each person to decide what will or won't happen in their lives. We are all responsible for our own actions and what happens to us.

10 **Focus ►** Presenting a famous playwright

- In groups of 3-4 have Ss complete their research.
- Invite groups to present their information to the class and ask the class for feedback.

Suggested Answer Key

William Shakespeare was born in April, 1564 in Stratford-upon-Avon, Warwickshire, about 100 miles northwest of London. He went to school there for some time and it is believed that he was taken out by his father and learned his trade as a leather maker; making purses, belts and gloves.

He married Anne Hathaway on 28 November 1582. They had three children, two girls and a boy, who died at a young age.

Shakespeare was famous for writing 36 plays. Many of these plays were staged at The Globe Theatre in London. The plays could only be acted out by men, even the female roles. He started writing historical pieces and comedies and sometime after 1599, perhaps after the death of his son, he started writing tragedies. Shakespeare died 23 April, 1616.

Progress Check 5 and Look at Module 6 should be done in one lesson.

Answer Key

- | | | | |
|------------------------|---------------------|------------------------------|-------------|
| 1 1 special | 6 miniature | 3 1 redo | 4 disappear |
| 2 all-star | 7 success | 2 misunderstand | 5 recreate |
| 3 potter's | 8 artistic | 3 undergo | |
| 4 anonymous | 9 action | | |
| 5 spray | 10 private | 4 1 in 2 of 3 of 4 at 5 with | |
| 2 1 later | 6 tallest | 5 1 over 3 away 5 into | |
| 2 the worst | 7 better, better | 2 through 4 out | |
| 3 more carefully | 8 more patient | | |
| 4 the most intelligent | 9 more skilfully | 6 1 e 2 d 3 b 4 a 5 c | |
| 5 the most talented | 10 more hardworking | | |

Town & Community

Module 6

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *Describe your favourite artist's work. Why do you like this artist? Which artist don't you like? Why? Describe to your partner how your favourite painting makes you feel?*)
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 5.

Look at Module 6

- Refer Ss to the title of the module, *Town & Community*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title means the places where we live and the people we live with such as our neighbours. I think we will learn about different places to live and people in different communities.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 89).

T: What page is the picture on?

S1: It's on page 98.

T: What is this a picture of?

S2: It a picture of a museum?

T: What places do you like to visit? Why?

S3: I like visiting zoos because I like watching and learning about the animals

T: Do you think it is important to go to museums and art galleries? Why or why not?

S4: I think it is very important as we learn about history and other cultures at museums and art galleries show us different ways that people communicate and express themselves.

Pic 2 (p. 102)

What is this a picture of? What forms of transport do you use? Which form of transport from the pictures in the unit would you like to try? Why?

Pic 3 (p. 90)

What is happening in this picture? Do you think it is important to help our communities? What kinds of things can we do to help?

Pic 4 (p. 96)

What does this picture show? What other places do you see in the pictures? Do you go to any of these places? What are some services near you house?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a street map (p. 92)

Why do we use maps? What does this map show? Do you ever use a map? Do you find them easy to follow? Have you ever been lost and asked for directions? Did the directions help you find where you were going?

a quiz (p. 95)

What is this quiz about? Do you like quizzes? Do you know much about other places in the world? Do you think monuments are important and should be preserved? Why or why not?

a quotation (p. 103)

What does this quotation say? What does it refer to? Why do we remember quotations?

Explain that the module has:

- a Culture Corner
- a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about (*Welcome to Sydney, Australia, Green Transport*).

Listen, read and talk about .../Learn how to .../Practise .../Write/Make ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.

6a

Reading & Vocabulary

Objectives

Vocabulary: animals; related to volunteer work
Reading: reading for confirmation; reading for comprehension/gist
Speaking: role playing; trying to persuade
Writing: an email

1 a) **FOCUS ►** Introducing the topic of a text/ describing pictures

Refer Ss to the pictures and elicit answers to the questions in the rubric.

Answer Key

Picture A shows a woman helping a disabled senior citizen.

Picture B shows a man visiting senior citizens.

Picture C shows people giving supplies to victims of an earthquake.

Picture D shows people planting trees.

b) **FOCUS ►** Discussing the topic of a text

- Invite Ss to tell the class if they have done any of the activities listed in Ex. 1a and which of these activities they would like to do and why.
- Check for correct use of vocabulary.

Suggested Answer Key

I have worked with senior citizens before. I would like to work with an aid agency, helping people after natural disasters. I think it would be very rewarding and you would feel like you are making a difference for people.

Reading

2 **FOCUS ►** Predicting the content of a text/ Listening and reading for confirmation

- Refer Ss to the title of the text and read the first and last sentences of each paragraph.
- Elicit what the text is about and write answers on the board.
- Play the recording while Ss read along to check their answers.

Answer Key

The text is about helping out at an animal shelter.

3 **FOCUS ►** Reading for comprehension/gist (matching headings to paragraphs)

- Read the *study skills* box aloud and check Ss understand it.
- Direct Ss to read the headings and then search the text for key words related to the headings.
- Ss complete task and compare answers with a partner.
- Check answers in class.

Answer Key

1 C 2 E 3 D 4 A 5 F

Vocabulary

4 **FOCUS ►** Expanding vocabulary

- Elicit the animals named in the text. Write them on the board.
- Have Ss write the headings from the rubric and any other headings they can think of.
- Ss complete their lists under the headings.
- Ss compare their answers with a partner.
- Write the headings on the board and elicit answers.

Answer Key

cats, dogs, horses, sheep, goats, chickens, ducks, llama, pony, guinea pig

Suggested Answer Key

farm: horse, pony, sheep, chicken, rooster, cat, guinea pig

wild: lion, tiger, elephant, moose, bear

bird: duck, parrot, pigeon

fish: perch, trout, salmon

5 **FOCUS ►** Practising vocabulary

- Have Ss read through the rubric and check they understand the words.
- Ss complete the task and check their answers with a partner.

- Have Ss write sentences about the boy in the text.
- Ask various Ss to read out their sentences and check for correct use of vocabulary.

Answer Key

1 animal	5 take	9 charity
2 natural	6 burst	10 senior
3 staff	7 full	
4 answer	8 foster	

Suggested Answer Key

- Richard's love for animals made it a natural choice to volunteer at the animal shelter.
- Richard assists staff members with their duties at the shelter.
- Sometimes Richard answers phone calls at the shelter.
- Many animal owners don't take care of their animals properly.
- Richard wanted to burst into tears when he saw the neglected pony.
- The pony made a full recovery and is fine now.
- Some animals stay at a foster home and get special care.
- Richard suggests going to a charity event as a way to help out in your community.
- One great way to volunteer is to visit a senior citizen for a few hours a week.

6 Focus ➤ Practising vocabulary

- Have Ss complete the task.
- Invite Ss to read out their answers and check.

Answer Key

1 donates	4 encouraged
2 volunteer	5 getting involved
3 support	

Speaking

7 Focus ➤ Using vocabulary to persuade

- In pairs, Ss take roles and try to persuade each other to volunteer.
- Direct Ss to use the vocabulary from the text.
- Monitor the activity and assist as necessary.
- Tell Ss to switch roles and repeat the activity.

Suggested Answer Key

You should think about coming to the shelter with me. You get to work with a lot of different kinds of animals and do lots of jobs. I have even worked with a llama; I had never seen one of those before. I am learning a lot about animals and I hope one day I will be able to do more to help them. Sometimes it makes me sad to think about the things people have done to these animals, but then I think about all of the good we are doing and I know it is all worth it. Think about it and let me know. They could use all of the help they can get.

Writing

8 Focus ➤ Writing an email

- Read the rubric with Ss and check they understand the task.
- Direct Ss to follow the prompts in the rubric when writing their emails.
- Allow Ss time to write their emails. Alternatively, assign the task as HW.
- Invite Ss to read their emails in class and ask the class for feedback.

Suggested Answer Key

Dear George,
What is new with you? I started volunteering at the local Red Cross. We had an earthquake last week and many of our friends and neighbours have lost their homes. I go everyday and hand out clothes, food and blankets to people that are in need. Last week we had to set up beds in a huge tent for people to sleep. It felt really good to do something for someone else. You should think about coming with me sometime. It is very rewarding.
Your friend,
Jack

6 b

Listening & Speaking

Objectives

Vocabulary: road features; map symbols

Reading: reading for coherence and cohesion

Listening: listening for specific information; listening for confirmation

Speaking: role playing; asking for/giving directions

1 **Focus** ▶ Introducing new vocabulary

- Elicit the labels for the different numbers on the map.
- Have Ss complete the sentences.
- Invite various Ss to read their sentences to check.

Answer Key

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

1 roundabout 5 parking
2 pavement 6 junction
3 traffic lights 7 bus lane
4 zebra crossing 8 hospital

2 **Focus** ▶ Understanding map symbols

- Refer Ss to the symbols and write the headings: 'sightseeing, transport, services' on the board and elicit the meaning of each.
- Instruct Ss to answer the questions.
- Elicit similar symbols used in their country.
- Check answers with the class.

Answer Key

sightseeing: information, public toilets, water activities, museum, nature reserves, castle
transport: park & ride, cycle lane, car park
services: telephone, horse riding, leisure centre, camp site

(Ss' own answers)

Everyday English

3 **Focus** ▶ Practising asking for and receiving information

- Read through the language box and check Ss understand the vocabulary.
- In pairs, Ss practise giving their partner directions.

- Direct Ss to reverse roles to practise both asking for and receiving information.
- Monitor the activity and check for correct use of vocabulary.

Suggested Answer Key

A: Excuse me, do you know how I can get to the police station?

B: Yes, the police station is on the corner of Eaton Road and Stuart Street. Just walk up Stone Street and cross the street at the zebra crossing. The station is across the street from the café.

Reading

4 **Focus** ▶ Reading for cohesion and coherence (missing sentences)

- Tell Ss to read the dialogue as it appears to gain an overall idea of the coherence and content. Then, read each possible answer.
- Have Ss complete the task.
- Invite two Ss to read out the dialogue and check answers with the class.

Answer Key

1 E 2 B 3 A 4 F 5 D

5 a) **Focus** ▶ Understanding phrases/expressions

- Have Ss complete the task.
- Read out the statements and elicit the phrases from dialogue.
- Check answers with the class.

Answer Key

- Excuse me • go ahead
- I'm not sure • your stay
- Do you mind

b) **Focus** ▶ Role playing a dialogue

- Have Ss read and listen to the dialogue again.
- In pairs, have Ss take roles and read the dialogue and then exchange roles.

Listening

6 **Focus ▶** Listening for specific information (T/F/NS)

- Have Ss read through the questions and underline the key words to prepare them for the listening task.
- Play the recording. Have Ss complete the task.
- Play the recording again. Check answers with the class.

Answer Key

1 A 3 B 5 C 7 C
2 A 4 B 6 B

Say it right

7 **Focus ▶** Responding appropriately/ Listening for confirmation

- Have Ss complete the task.
- Ss then listen to the recording and check their answers.

Answer Key

1 b 2 e 3 d 4 c 5 a

Intonation

8 **Focus ▶** Listening for rising or falling intonation

- Remind Ss that intonation is the way your voice

risers and falls as you speak.

- Have Ss listen to the recording and complete the task individually.
- Play the recording again. Check Ss' answers.
- Elicit if the speaker's intonation rises or falls in each question.

Answer Key

- *Could you repeat that?* ↑
- *Is it OK to take one of these maps?* ↑
- *Is this seat taken?* ↓
- *Is there a newsagent's near here?* ↓

Speaking

9 **Focus ▶** Role playing asking for/giving directions

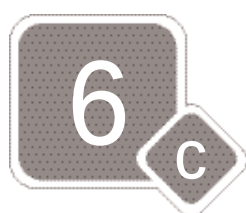
- In pairs, Ss role play and ask for/give directions, using the dialogue in Ex. 4 as a model.
- Ss record themselves.
- Tell Ss to reverse roles and repeat the activity.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: *Excuse me. Do you know where Marco's restaurant is? Is it nearby?*

B: *Yes, just go to the end of the street and turn left and it's just down on the next corner.*

A: *Oh, thanks a lot.*



Grammar in Use

Objectives

Grammar: passive form; the causative; question words + ever

Listening: listening for confirmation

Writing: a quiz

1 **Focus ▶** Understanding the *passive form*

- Write on the board:

s	v	o
Mary	wrote	the report.

- Elicit the word order in the sentence. (Mary: subject, wrote: verb, the report: object). Now write on the board:

s	v	agent
The report	was written	by Mary.

- Elicit the word order in the sentence. Ask Ss to compare the two sentences and elicit which emphasises what happened to the subject (*the passive: The report was written by Mary*), rather than what the subject did (*the active form: Mary wrote the report*).

Grammar in Use

Explain the second sentence is the passive form and elicit the form:

S + to be + past participle of main verb + agent (by)

- Refer Ss to the Grammar Reference section and review the passive.
- Have Ss complete the task.
- Invite Ss to read out their sentences in class and check.

Answer Key

present simple	<i>is covered</i>
past simple	<i>was built</i>
past continuous	<i>were being removed</i>
present perfect	<i>has been reinforced</i>
future simple	<i>will be visited</i>
past perfect	<i>had been built</i>
modal	<i>can still be seen</i>

2 Focus ► Understanding the agent in the passive form

- Review the theory box and check Ss understand when we use 'by' (*who carries out an action*) and when we use 'with' (*what the agent used*).
- Direct Ss to pay attention to the time expressions and the verb tenses of the passive when completing the task.
- Have Ss complete the task.
- Invite Ss to read their answers to check.

Answer Key

- The old house was being renovated when the fire broke out.*
- The building will be finished next month.*
- All of the concert tickets have already been sold.*
- 'The Starry Night' was painted by Van Gogh.*
- This bread was freshly baked this morning.*
- A children's playground is being built in the park now.*
- Photography is not allowed in the museum.*
- The Colosseum was built by Vespasian in 70-80 AD.*

3 Focus ► Practising the passive form/ Listening for confirmation

- Have Ss complete the quiz using the passive form.

- Play the recording and Ss check their answers.

Answer Key

- When was the Eiffel Tower built?*
- What is the Taj Mahal made of?*
- Why were the Egyptian Pyramids built?*
- Which famous monument can be seen from almost every part of the city?*
- It is estimated that 2 to 3 million people died while building a monument.*
- Which of these famous sites is endangered by tourism?*
- Which famous building will be destroyed if the ravens ever leave it?*

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 A | 5 A | 7 B |
| 2 B | 4 B | 6 A | |

4 Focus ► Practising the passive

- Read the notices in class.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- Exhibits must not be touched. (gallery)*
- Renovations are being done to the museum. / The museum is being renovated. (museum entrance)*
- The pool has been closed. (leisure centre)*
- The lab has been moved to the 4th floor. (hospital)*

5 Focus ► Understanding the causative

- Write the following sentences on the board:
 - 'Jane is doing her hair.'
 - 'Jane is having her hair done.'
- Elicit the differences in meaning of the two sentences (*In sentence 1 Jane is doing her own hair. In sentence 2 someone else is doing Jane's hair.*).
- Elicit the form of the causative and write it on the board: **have + object + past participle**.
- Review with Ss the Grammar Reference section.
- Allow Ss time to complete the task.
- Check answers with the class.

Answer Key

The first sentence (Tom is repairing his car.) is illustrated in the picture.

The second sentence (Tom is having his car repaired.) means that someone else repaired the car for Tom.

The sentence is formed by have + object + past participle.

6 **Focus ►** Practising the causative

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- 2 *is having her nails painted by her friend.*
- 3 *is going to have his car fixed by a mechanic.*
- 4 *had his bedroom painted last week by the painter.*
- 5 *will have her dress shortened by the dressmaker.*
- 6 *has had a garden shed built by his dad.*

7 **Focus ►** Writing sentences using the causative

- Direct Ss to pay attention to the time expressions as the verb tense for the verb 'have' changes in the causative depending on when the action takes place.
- Have Ss complete the task.
- Elicit answers and discuss.

Answer Key

- *They will have the flowers planted tomorrow.*
- *They are having the missing tiles replaced right now.*
- *They had the windows cleaned two days ago.*
- *They are having the fence mended now.*
- *They will have the grass mowed next week.*

8 **Focus ►** Understanding question words + ever

- Read the theory box out and check Ss understand it.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- | | |
|-------------------|--------------------|
| 1 <i>Wherever</i> | 5 <i>However</i> |
| 2 <i>Whatever</i> | 6 <i>wherever</i> |
| 3 <i>Whenever</i> | 7 <i>Whatever</i> |
| 4 <i>Whoever</i> | 8 <i>whichever</i> |

9 **Focus ►** Writing a quiz using the passive

- Read the rubric and check Ss understand the task.
- Direct Ss to research information using the website given and write a quiz, using the passive form.
- In pairs, have Ss exchange their quizzes and do them.
- Monitor the activity and offer assistance as necessary.

Suggested Answer Key

- 1 *The Statue of Liberty was built in ...?*
A) *The United States* B) *France*
- 2 *Which of these places is listed as a UNESCO World Heritage site?*
A) *Galapagos Islands* B) *Canary Islands*

etc



Vocabulary & Speaking

Objectives

Vocabulary: public services; jobs & qualities; idioms with 'self'

Grammar: reflexive & emphatic pronouns

Listening: listening for confirmation; listening for specific information

Speaking: role playing; asking/answering

1 a) **FOCUS ►** Introducing new vocabulary

- Refer Ss to the pictures and headings.
- Elicit answers to the questions in the rubric and discuss what services each place provides.

Answer Key

1 bank	7 bank
2 post office	8 police station
3 fire station	9 town hall
4 hospital	10 post office
5 railway station	11 petrol station
6 library	

b) **FOCUS ►** Practising vocabulary

- Have Ss answer the questions in the rubric.
- Ask various Ss to share their answers.

Suggested Answer Key

I went to the library to return some books yesterday.

At the weekend we had our car washed at the petrol station near our house.

2 **FOCUS ►** Identifying vocabulary related to jobs and personal qualities

- Ask Ss to read through the list of jobs and qualities.
- Have Ss complete the matching task.
- Elicit answers and check.
- Ss write sentences about what qualities are needed to do each job and why.
- Invite Ss to read their sentences in class and discuss.

Suggested Answer Key

An attendant works at a petrol station. Attendants need to be friendly as they talk to drivers.

A surgeon works in a hospital. Surgeons need to be intelligent and skilful as they do difficult surgeries.

A doctor works in a hospital. Doctors need to be responsible and hardworking as they work many hours and deal with many problems.

A librarian works in a library. Librarians need to be organised as they keep many books and records.

A mayor works in the town hall. Mayors need to be likeable as they are voted in by the people.

A secretary works in the town hall. Secretaries need to be efficient to deal with many tasks.

A police officer works in a police station. Police officers need to be honest as they have a lot of power.

A forensic scientist works in a police station. Forensic scientists need to be patient as they work in complicated cases.

A detective works in a police station. Detectives need to be hardworking as they work many hours.

A cashier works in a petrol station. Cashiers need to be careful as they work with money.

A postal worker works in a post office. Postal workers need to be responsible to deliver the mail to the right places.

A fire officer works in a fire station. Fire officers need to be strong to fight fires.

A postman works in a post office. Postmans need to be healthy to walk to houses and deliver mail.

3 **FOCUS ►** Responding appropriately to situations/Listening for confirmation

- Have Ss complete the task.
- Ss listen to the recording and check their answers.
- Elicit where each exchange is taking place and ask Ss to justify their answers.

Answer Key

1 e 3 h 5 c 7 b
2 a 4 g 6 f 8 d

- 1 post office – stamps
- 2 railway station – tickets, single, return
- 3 post office – parcel, scales
- 4 library – books, overdue
- 5 bank – draw some money out, how much
- 6 bank – open an account, fill in a form
- 7 railway station – which platform, the 8.30, platform twelve
- 8 library – out right now, reserve

4 Focus ► Role playing situational exchanges (asking and answering)

- In pairs, have Ss role play the different scenarios described.
- Direct Ss to use the vocabulary they have learned in the unit.
- Ss record themselves.
- Tell Ss to reverse roles and repeat the activity.

Suggested Answer Key

- A: I'd like to send this parcel to my friend, please.
B: Certainly. Can you put it on the scales?
- A: Hello. I would like to reserve a book, please.
B: OK. Could you fill in this form?
- A: I'd like to change some money from my account into pounds, please.
B: Certainly. How much?

5 a) Focus ► Identifying a text type

- Refer Ss to the form.
- Identify the key vocabulary.
- Elicit answers to the questions.

Answer Key

To report an incident or crime.

The details of an incident or crime.

b) Focus ► Listening for confirmation

- Elicit where the dialogue takes place based on the form.
- Have Ss listen to the recording and check.

Answer Key

In a police station.

c) Focus ► Listening for specific information (gap fill)

- Have Ss listen to the recording again and complete the task.
- Elicit answers to check.

Answer Key

1 Harvey 4 black
2 8475632 5 credit cards
3 a motorbike 6 leg

6 Focus ► Role playing giving details

- Read the **study skills** box out and check Ss understand it.
- Ss role play the scenario described in the rubric.
- Tell Ss to reverse the roles and repeat the activity.
- Monitor the activity and assist as necessary.

Suggested Answer Key

B: Wow, what happened?
A: A man came speeding down the road on his motorbike and came up on the pavement and grabbed her bag.
B: Did he hurt her?
A: Yes. She fell over and badly bruised her leg.
B: That is terrible. Was she going to be OK?
A: Yes, but he got all of her credit cards and the 200 pounds she had just drawn from the bank.
B: That is very sad. I don't like hearing stories like that.
A: I told the police every thing I saw. I hope they catch him.

7 Focus ► Understanding reflexive & emphatic pronouns

- Write on the board the sentence:
'She wrote the essay herself.'
- Elicit what the word **herself** is (a reflexive pronoun functioning as a emphatic pronoun) and to whom it is referring to (the subject of the sentence: she). Elicit the purpose of the pronoun in this sentence (to place emphasis on who wrote the essay: she).
- Read the theory box.

6d

Vocabulary & Speaking

- Review the Grammar Reference section with Ss.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- | | |
|--------------|------------|
| 1 herself | 6 yourself |
| 2 himself | 7 itself |
| 3 myself | 8 himself |
| 4 ourselves | 9 himself |
| 5 themselves | 10 herself |

Nos 5 and 9 are emphatic. The rest are reflexive.

8 Focus ► Using idioms

- Refer Ss to Appendix 3.
- Have Ss complete the task.
- Check Ss' answers.

Answer Key

- 1 help yourself
- 2 did it myself
- 3 make myself clear
- 4 make himself heard

6e

Writing Skills

Objectives

Grammar: strong adjectives

Writing: an email describing a visit to a place

1 Focus ► Opening/closing an email

- Read the theory box out and check Ss understand it.
- Elicit different ways to start and end the email and discuss.
- Write Ss' suggestions on the board.

Suggested Answer Key

start: Dear, Hello, Hi, how are you?, Hope you are well.

end: Your friend, Love, Take care, Let's talk soon, Write soon, All the best

2 Focus ► Analysing the structure of a email

- Have Ss complete the matching task.
- Elicit answers and check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 D | 2 B | 3 A | 4 C |
|-----|-----|-----|-----|

3 a) Focus ► Identifying opening/closing remarks in an email

- Elicit the opening and closing remarks in the email and discuss.
- As an extension, elicit alternative opening and closing remarks for the model email.

Answer Key

opening remarks: Hi Olga, How are you?, I'm fine but I've been really busy lately.

closing remarks: Have to go now, Steve

b) Focus ► Identifying opening/closing remarks

- In pairs, have Ss go through the list of sentences and identify if they are opening or closing remarks.
- Elicit answers and discuss.

Answer Key

opening remarks: 2, 4, 5

closing remarks: 1, 3

4 **Focus** ► Understanding strong adjectives

- Read the theory box out and check Ss understand it.
- Elicit examples of strong and base adjectives from the model email and discuss.

Answer Key

really busy (base adj)
absolutely fascinating (strong adj)
really fantastic (strong adj)
absolutely exhausted (strong adj)
really good things (base adj)

5 a) **Focus** ► Matching base adjectives to strong adjectives

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

1 e	3 b	5 f	7 g
2 c	4 a	6 d	8 h

Suggested Answer Key

2 *really tired*
 3 *absolutely fantastic*
 4 *really dirty*
 5 *very small*
 6 *really bad*
 7 *really awful*
 8 *absolutely terrified*

b) **Focus** ► Using strong and base adjectives in writing

- Have Ss write their own sentences with strong and base adjectives.
- Ss compare their sentences with a partner.
- Monitor the activity and check for correct use of adjectives.

Suggested Answer Key

1 *I cooked a really good meal last night.*
 2 *The weather was really awful all weekend!*
 3 *I was absolutely terrified throughout the entire film.*
 4 *He was very good the entire time on the aeroplane.*

Writing

6 **Focus** ► Writing an email describing a visit

- Read the rubric with Ss and elicit what they are going to write (*an email about a visit somewhere*) and to whom (*to my English pen-friend Paul*).
- Refer Ss to the plan and direct them to use it when writing their emails.
- Allow Ss time to write their emails. Alternatively, assign task as HW.

Suggested Answer Key

Dear Paul,
Hope you are ok. I thought I would let you know about a great day I had today.
I went with my family to the zoo. We had a really brilliant time there. There is so much to see and do.
The zoo in my city is really big. There are different sections of animals depending on where they live and the kind of animals they are. There is also a really awesome petting zoo where you can pet and see the animals close up.
I really enjoyed the reptile section. The snakes, lizards and crocodiles are absolutely amazing. The African safari was my favourite part with lions, tiger, giraffes and elephants. It was really fascinating to watch these animals and we even got to see feeding time. They sure eat a lot! Later, we had a very tasty lunch at the café in the zoo. We managed to see most of the sections and I even had time to stop off at the gift shop to get a great book on reptiles. Let's just say I was really exhausted by the end of the day.
I hope I will go back soon as I learned so much and had a lot of fun. I plan to suggest a trip to the zoo to my school. If you come to visit I promise to take you there. It's a day you won't forget!
Take care,
Charles

7 **Focus** ► Checking writing for details

- In pairs, have Ss exchange their emails to check for the items outlined in the rubric.
- Pairs discuss each others work.
- Monitor the activity and assist as necessary.

(Ss' own answers)



English in Use

Objectives

Vocabulary: phrasal verbs (*check*); prepositional phrases; abstract nouns

Grammar: the passive form

1 Focus ► Practising phrasal verbs

- Have Ss complete the task and check their answers in Appendix 1.

Answer Key

- | | | |
|-------|----------|---------|
| 1 out | 3 out | 5 off |
| 2 in | 4 out of | 6 up on |

2 Focus ► Presening/Practising prepositional phrases

- Have Ss complete the task and check their answers in Appendix 2.
- As an extension, ask Ss to make up their own sentences with phrases and read them in class. Check for correct use of prepositions and that Ss understand the meanings.

Answer Key

- | | | | |
|--------|---------|--------|------|
| 1 with | 3 about | 5 from | 7 to |
| 2 of | 4 of | 6 into | |

3 Focus ► Practising vocabulary

- Have Ss complete the task and check in their dictionaries if necessary.
- Ask Ss to make sentences with the other words.
- Ask various Ss to read out their sentences and check.

Answer Key

- | | |
|-------------|--------|
| 1 community | 3 sign |
| 2 walkers | 4 stop |

Suggested Answer Key

- He is a productive member of **society**.
- Drivers should watch out for **pedestrians** crossing the street.
- Use your turn **signal** when you want to turn.
- I will meet you at the train **station** at 4 o'clock.

4 a) Focus ► Forming abstract nouns

- Elicit the difference between an abstract and a concrete noun and examples of each (*an abstract noun is sth you cannot see or touch e.g. patience; a concrete noun is something you can see or touch e.g. chair*).
- Read the theory box out and check Ss understand.
- Have Ss complete the task.
- Ask various Ss to share their answers and check.
- Elicit if there are similar structures in Ss' L1.

Answer Key

- | | |
|------------------|---------------|
| 1 marriage | 5 attractions |
| 2 neighbourhood | 6 kindness |
| 3 disappointment | 7 loneliness |
| 4 friendship | 8 possibility |

b) Focus ► Forming abstract nouns

- Ss look in their dictionary for more abstract nouns and identify their suffixes.
- Ss compare their word list with a partner's.
- Elicit answers and discuss.

Suggested Answer Key

-hood – motherhood
 -ness – sadness, happiness
 -ity – creativity
 -ation – organisation, relaxation
 -ion – impression
 -ence – intelligence, confidence
 -ment – embarrassment

5 Focus ► Writing a text with the passive form

- Allow Ss time to collect information on a popular monument in their country and make notes under the headings.
- Ss present their monument to the class.
- Check for correct use of the passive form.

Suggested Answer Key

St Basil's Cathedral was built in 1555 by Ivan the Terrible. It is located next to Red Square in the city of Moscow, Russia. It was built in honour of Ivan the Terrible's victory in the war against the Tartar Mongols in the city of Kazan. Although the cathedral is now a museum and is visited by thousands of tourists every year, religious ceremonies are still held there every Sunday. St Basil's is one of the most recognised Russian monuments due to its unique architecture of onion-shaped domes.

Objectives

Reading: reading for lexicogrammatical correctness; reading for gist

Speaking: giving an opinion

Writing: a leaflet

1 **Focus ►** Predicting the content of a text/
Reading for confirmation

- Have Ss read the title and subtitles of the text.
- Elicit answers to the question in the rubric and write them on the board.
- Ss read the text and check their answers.

Answer Key

climb a bridge, fly in a seaplane, go cycling, surf at Bondi Beach and take an eco-tour in the Blue Mountains

2 **Focus ►** Practising word formation/Reading for comprehension

- Have Ss complete the task.
- Have Ss compare answers with a partner.

Answer Key

- | | |
|---------------|-----------------|
| 1 excitement | 5 famous |
| 2 beautiful | 6 skateboarding |
| 3 attractions | 7 approximately |
| 4 lucky | 8 wondrous |

Culture Corner

6

3 a) **Focus ►** Discussing information from the text

- In pairs, have Ss discuss the words listed in the rubric and how they relate to the text.
- Monitor the task and assist as necessary.
- Check answers with the class.

Answer Key

Chinatown – you will see it during the cycling tour

a pilot – the seaplane flight has an experienced pilot

a ferry ride – during the cycling tour, you will ride on a ferry boat

one-kilometre long beach – the distance of Bondi Beach

koala bears – you may see them in the Blue Mountains tour

b) **Focus ►** Reading/Listening for gist

- Have Ss read and listen to the text again, paying attention to the overall purpose.
- Elicit answers and discuss.

Answer Key

The author wants to promote a holiday to Australia.

4 **Focus ►** Understanding vocabulary

- Have Ss complete the task, using a dictionary if necessary.
- Have Ss compare answers with a partner.

Suggested Answer Key

arch: an upwardly curved construction

splash out: spend a lot of money

spectacular: amazing

commentary: an explanation of what is happening at the moment

skyline: different levels of the tops buildings against the sky

catch a glimpse: a brief look at something

migrating: animals that travel north and south during different seasons

technique: skills

hustle and bustle: craziness and noise

head: go towards

5 **Focus ►** Offering an opinion

- In pairs, have Ss discuss what they find interesting about Sydney.
- Monitor the activity and assist as necessary.

Suggested Answer Key

I would most like to go on the seaplane flight. You would have fantastic views of everything and you could take some really great photographs.

6 **Focus ►** Writing a leaflet

- In groups of 3-4 have Ss research information about a town/city in their country and make a leaflet similar to the text in Ex. 1.
- Invite groups to present their leaflet to the class and ask the class for feedback.

Suggested Answer Key**Welcome to St. Petersburg, Russia**

The Venice of the North will inspire you! Come and see what the City of Peter the Great has to offer ...

Take a City Tour

No visit is complete without a city tour with a stop at Peter and Paul Fortress. This fortress enclosed by a massive stone wall and is located on one of the city's many islands. The famous St. Peter and Paul cathedral is located there as an example of great Russian architecture. Touring through this fortress you will get a taste of the rich architecture and history that make up St Petersburg.

Go on a River Tour to Peterhof Palace

Take a river cruise down the Neva River to the grand summer palace of Peter the Great, Peterhof Palace. Enjoy a detailed commentary about the palace and sights along the way. Once at the palace, don't miss a cycle rickshaw tour of the extensive gardens and thousands of fountains.

Shop for Treasures

A wander through one of the many street markets in St Petersburg is worth your time. At these markets you will find many Russian arts and crafts including the famous 'nesting dolls' and fine porcelain of every kind. A shopper's paradise indeed!

An Evening Out at the Ballet

Spend a special evening at the spectacular Marinsky Theatre of opera and ballet. Whether it's to see the best of Russian ballet or a beautiful opera, you will experience an unforgettable evening.

Objectives

Vocabulary: related to transport; phrasal verbs

Reading: reading for specific information

Speaking: role playing; understanding a topic

1 Focus ➤ Expanding vocabulary

- In pairs, have Ss brainstorm for as many words as they can think of related to transport.
- Elicit vocabulary from Ss and write the words on the board. Allow Ss time to write any new vocabulary in their notebooks.

Suggested Answer Key

bicycle, truck, car, speed boat, ferry boat, train, road, path, river, lake, aeroplane, fly, cruise, walk, wheels, etc

2 Focus ➤ Introducing/Discussing a topic

- Read through the questions and the rubric and check Ss understand any new vocabulary.
- In pairs, have Ss discuss the questions .
- Monitor the activity and check for correct use of vocabulary.

Suggested Answer Key

- 1 There are always traffic jams in the city centre at rush hour when people are travelling to work and school.
- 2 In my city people rely mainly on buses and the underground railway for public transport. Services usually run from around 6 in the morning to midnight. At weekends, the trains run a little later - until around 3 in the morning. I think there are also special night buses that run all night in the city centre.
- 3 My family and I usually travel by the Underground. We find it cheap and efficient, although it can get a little crowded at times.
- 4 Recently they re-introduced the tram in my city. It has helped reduce traffic up to a point, but I still don't think the network is big enough to cover all the areas that need it. On some days cars are banned from the city centre with an even number plate and on other days cars with an odd number plate are banned.

3 Focus ➤ Describing pictures/Understanding vocabulary

- Have Ss complete the task.
- Elicit what the pictures from the text show.
- Read through the word list and elicit which type of transport has each of the features. Discuss the meaning of new vocabulary.

Answer Key

Different means of transport.

Picture in text A shows a 3-wheeled car.

In text B the picture shows some bicycles. In text C the picture shows a boat.

Tuk-tuks: wheels, a windscreen, windscreen wiper, seats, a steering wheel, headlights
bike: wheels, seat, pedals, handlebars, a basket
river taxi: a windscreen, seats, steering wheel

4 Focus ➤ Reading for specific information (T/F/NS)

- Have Ss read through the statements and underline the key words.
- Have Ss read the text and complete the task.
- Read out answers and check.

Answer Key

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

5 a) Focus ➤ Understanding new vocabulary

- Have Ss complete the task, using a dictionary if necessary.
- Direct Ss to write their own sentences using five of the words in bold.
- Elicit answers and check.

Answer Key

run on – are powered by
individual design – unique pattern
hood – cover
a huge hit – very popular
available to rent – there to borrow
pass – ticket
destination – where you are going

suits – matching jacket and trousers
the authorities – people in power
network of rivers and canals – waterways that intersect
hop off – get off quickly
on the way – as you go

Suggested Answer Key

- 1 Cars that **run on** natural gas are environmentally friendly.
- 2 Custom-made cars have an **individual design** to suit your personal taste.
- 3 When it's sunny, Max lets down the **hood** of his sports car.
- 4 Electric cars have become **a huge hit** in North America.
- 5 Bicycles are now **available to rent** around numerous European cities.
- 6 My monthly bus **pass** saves me lots of money.
- 7 If your **destination** is near, maybe you should walk.
- 8 **Suits** are the normal dress code for bank workers.
- 9 People who drop litter should be reported to **the authorities**.
- 10 With this special 24-hour ticket, you can hop on and **hop off** buses anywhere in the city.
- 11 We should car pool because your office is **on the way** to mine.

b) Focus ► Identifying/Understanding phrasal verbs

- Have Ss search the texts for the phrasal verbs.
- Elicit answers and check.

Answer Key

collect: pick up
travel around: get around
think of: come up with

6 Focus ► Reading and listening for specific information

- Play the recording while Ss read along.
- Ask various Ss to share their answers with the class.

Answer Key

Tuk-Tuks run on natural gas, so they don't pollute the environment.
Bicycles don't create any pollution.
River taxis reduce car traffic and pollution.

7 Focus ► Role playing to show understanding

- In groups of 5 have Ss complete the task.
- Invite groups to present their programme to the class and ask the class for feedback.

Suggested Answer Key

We would like to adopt the 'Get on Your Bike' programme for our city. We believe this programme will benefit the environment as well as everyone who gets involved.
The programme will be easy and affordable. Rather than paying for petrol to run your vehicle or buying a travel pass to use public transport, you can purchase a bike pass. Not only will you help the environment by reducing pollution, you will also save money and increase your fitness level.
With this programme, everybody wins!

8 Focus ► Discussing a quotation

- Have Ss form groups of 3-4 and discuss the quotation.
- Invite each group to tell the class what they think the quote means.

Suggested Answer Key

It means he was happy to see that someone respected the environment enough to not add to the pollution problem. I agree with him and I would like to see everyone do their part in saving our environment.

Progress Check 6 and Look at Module 7 should be done in one lesson.

Answer Key

- | | | | | |
|-------------------------|---------------------|--------------|------------|------------|
| 1 1 plate | 6 petrol | 3 1 whatever | 3 wherever | 5 whenever |
| 2 foster | 7 animal | 2 Whichever | 4 Whoever | |
| 3 wipers | 8 hall | | | |
| 4 burst | 9 senior | 4 1 in | 3 from | 5 of |
| 5 charity | 10 postal | 2 to | 4 of | |
| | | | | |
| 2 1 be kept | 6 was put out | 5 1 out | 3 on | 5 out |
| 2 was built | 7 is made | 2 in | 4 off | |
| 3 was being painted | 8 was returned | | | |
| 4 have already sold out | 9 will be sent | 6 1 c | 2 e | 3 d |
| 5 will be opened | 10 has been visited | | | 4 a |
| | | | | 5 b |

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *Do you think there are enough facilities for tourists where you live? What would you recommend a tourist to do or see in your city? What kinds of things do you think young people can do to get involved in their community? What do you think is the most urgent thing that needs to be done in your community?*)
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 6.

Look at Module 7

- Refer Ss to the title of the module, *Staying safe*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title refers to our personal well being and keeping ourselves safe from dangerous situations. I think we will learn about ways to be safe and healthy habits.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 105).

T: What page is the picture on?

S1: It's on page 114.

T: What does it show?

S2: It shows a child playing a computer game.

T: What do you use a computer for?

S3: I use a computer to research information and send email.

T: How often do you spend working at a computer?

S4: I spend about 1-2 hours a day.

T: Do you think spending too much time on computers can be dangerous? Why?

S5: Yes, if you spend too much time you could damage your eyes and it's also important to be with people and do physical activities.

Pic 2 (p.117)

What does the picture show? In what way is this animal dangerous? What do you think you will learn in the unit? How do you feel about snakes?

Pic 3 (p. 106)

What is this a picture of? What do you think the unit is about? Do you often see thunderstorms like this where you live? Are you afraid of thunderstorms?

Pic 4 (p. 112)

What does the picture show? What kind of eating habits do you think the woman has? How do you think the food we eat makes a difference to our state of health? Do you think you have healthy habits?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a poster (p. 108)

What is a poster? (a large printed notice used to give information about something) What kind of information is given in this poster? How does it relate to the rest of the unit? Do you know how to contact the emergency services in your country?

a dictionary entry (p. 118)

What is a dictionary entry? (the entry in a dictionary of information about a word) In this entry, do you understand the information between the slashes?/the information in brackets?

a proverb (p. 119)

What is a proverb?(a short well-known statement that gives advice or expresses something that is generally true) What do you think is the meaning of this proverb? What do you think this proverb has got to do with the rest of the unit?

Explain that the module has:

- a Culture Corner
- an Across the Curriculum section

Ask Ss to look at the relevant pages and elicit what each section is about (*Beware! The USA'S Dangerous Wild Animals*, *PSHE – Protect Yourself*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Give ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.



Reading & Vocabulary

Objectives

Vocabulary: related to fears/phobias; idioms related to emotions

Reading: reading for confirmation; reading for cohesion and coherence

Speaking: discussing emotions/feelings; summarising a text

Writing: a summary

Reading

1 **Focus** ➤ Introducing a topic/ Discussing pictures

- Refer Ss to the pictures. Elicit what they see.
- Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

*Spiders make me **scream**.*

*Being in crowds makes me **sweat**.*

*Flying makes me **shake like a leaf**.*

*Going to the dentist and injections make me want to **run away**.*

2 **Focus** ➤ Predicting the content of a text/ Reading for confirmation

- Have Ss read the title and the first sentence in each paragraph.
- Elicit what Ss think the text is about and write a few of their answers on the board.
- Ss read the text to check their answers.

Suggested Answer Key

I expect to read about the different fears and phobias that people have, and what can be done to overcome them.

3 **Focus** ➤ Reading for cohesion and coherence (missing sentences)

- Emphasise the importance of looking at the sentences before and after the gaps to make sure the chosen sentences make sense in that context.
- Ss complete the task and reread text to ensure it makes sense.
- Ss compare answers with a partner.

Answer Key

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

Vocabulary

4 **Focus** ➤ Understanding new vocabulary

- Refer Ss to the highlighted words.
- Have Ss complete the task.
- Elicit answers in class and check.

Suggested Answer Key

yell – shout

activate – cause sth to start working

embarrass – make sb feel shy/ashamed

teased – laughed at

irrational – not logical

melt away – disappear

triggers – sets off

5 **Focus** ➤ Practising vocabulary

- Have Ss complete the task.
- Check answers with the class.
- Have Ss write sentences with the phrases.
- Ask various Ss to read their sentences and check Ss understand the expressions.

Answer Key

1 scream	4 nervous	7 public
2 shake	5 fight	8 come
3 human	6 beats	

Suggested Answer Key

1 Ever time I see a mouse I **scream loudly** and run away.

2 When Jane went into the lift, she was so afraid that she began to **shake like a leaf**.

3 Fear is a natural **human emotion** that warns us of danger.

4 When we are afraid, our **nervous system** reacts.

5 If we want to **fight our fears**, we need to face them.

6 My **heart beats faster** and I start to breathe quickly whenever I go into a lift.

7a

Reading & Vocabulary

- 7 Poor Sally, she has a fear of **public places** and rarely goes out of the house.
8 After facing her fear of crowds, she realised her **fears didn't come true**.

6 Focus ► Understanding vocabulary

- Have Ss find all the phobias mentioned in the text and discuss their meanings.
- Elicit answers in Ss' L1.

Answer Key

agoraphobia, claustrophobia, arachnophobia, ablutophobia

(Ss' own answers)

7 a) Focus ► Understanding idioms

- Have Ss complete the task and check their answers in Appendix 3.
- Ask various Ss to read out their answers.

Answer Key

- butterflies in her stomach
- scared to death
- bright red
- green with envy
- long face
- over the moon
- through the roof

b) Focus ► Identifying emotions

- Review the emotion words with Ss and elicit the meanings.
- Have Ss complete the task.
- Ask Ss to read out their sentences and check.

Answer Key

sadness/depression – Susan is feeling sad/depressed.
embarrassment – Julia was feeling embarrassed.
anger – David was feeling angry.
fear – Olga was feeling fearful.
jealousy – Liam was feeling jealous.
happiness/joy – Antony was feeling happy/joyful.

8 Focus ► Expressing emotions

- In pairs, have Ss discuss how they would feel in the different situations.
- Monitor the activity and assist as necessary.
- Ask various Ss to share their answers with class.

Suggested Answer Key

- | | |
|---------------|-----------|
| 1 embarrassed | 4 nervous |
| 2 fearful | 5 happy |
| 3 angry | |

I would be very embarrassed if I forgot the words of a song while singing at a concert. I would go bright red. etc

Speaking

9 Focus ► Making notes/Summarising the text

- Direct Ss to make notes about the text under the headings given.
- Have Ss read their summary to their partner using their notes.

Suggested Answer Key

Fear – a basic human emotion – helps alert us to danger – brain sends signals to nervous system – body reacts, e.g. sweating, shaking, heart beats faster – more blood to muscles – prepares us for 'fight or flight'

Phobias – extreme fears – can develop as the result of a scary experience, e.g. a dog bite when young – brain 'remembers' the experience – now afraid when seeing any dog

How to overcome phobias – don't avoid scary situations – make a list of your fears start with the least serious – deal with them one at a time – come to realise they can be overcome

Suggested Answer Key

Fear is a basic human emotion which helps alert us to a dangerous situation. When we are afraid or fearful, the brain sends signals to the nervous system. In turn, this causes the body to react with symptoms such as sweating or shaking and the heart beats faster in order to pump more blood to the muscles. This prepares us with the extra energy we need in order to either put up a fight or run away.

Phobias are extreme fears and can develop as the result of something scary which we experienced in the past. For example, a young child may be bitten by a dog and this experience is 'remembered' by the brain well on into adult life. The person is now afraid of any dog that he or she sees.

One way to overcome phobias is by not avoiding scary situations. We can also make a list of all our fears, starting with the least serious ones, and then begin to deal with them one at a time. In the end, we will come to realise that we can overcome our fears.

Suggested Answer Key

Fear is a basic human emotion which helps alert us to a dangerous situation. When we are afraid or fearful, the brain sends signals to the nervous system. In turn, this causes the body to react with symptoms such as sweating or shaking, and the heart beats faster in order to pump more blood to the muscles. This prepares us with the extra energy we need in order to either put up a fight or run away.

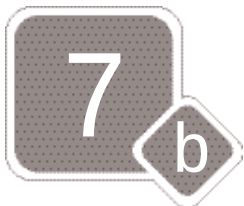
Phobias are extreme fears and can develop as the result of something scary which we experienced in the past. For example, a young child may be bitten by a dog and this experience is 'remembered' by the brain well on into adult life. The person is now afraid of any dog that he or she sees.

One way to overcome phobias is by not avoiding scary situations. We can also make a list of all our fears, starting with the least serious ones, and then begin to deal with them one at a time. In the end, we will come to realise that we can overcome our fears.

Writing

10 Focus ► Writing a summary of a text

- Have Ss write a summary of the text.
- Ss read their summaries to a partner.
- Monitor the activity and assist as necessary.



Listening & Speaking

Objectives

Vocabulary: related to emergency services

Reading: reading for comprehension; reading for confirmation; reading for specific information

Listening: listening for specific information; listening for intonation

Speaking: making requests and responding; role playing calling emergency services; practising intonation

Suggested Answer Key

The purpose of the poster is to give information about making emergency calls. An English person dials 999 when there is an emergency and he or she wants to contact the emergency services.

1 a) Focus ► Reading for comprehension

- Refer Ss to the poster and read it together.
- Elicit answers to the questions in the rubric.

b) Focus ► Discussing the topic of a text

- Elicit which emergency services there are in Ss' country.
- Ask a S to provide the answers to the questions in the rubric.

Suggested Answer Key

The main services in my country are the Fire Department (telephone 01), the Police (telephone 02) and the Ambulance/ Medical Care service (telephone 03).

There is a universal emergency service number you can ring from your mobile phone – 112 – it's a free call and they speak both English and Russian.

Listening2 a) **Focus ► Identifying emergency services**

Have Ss read the statements from Ex. 2b and elicit which emergency service they are about and discuss.

Answer Key

They are about the Coastguard Rescue Service.

b) **Focus ► Listening for specific information**

- Have Ss read through the questions and underline the key words.
- Play the recording and have Ss complete the task.
- Play the recording again and Ss check their answers.

Answer Key

1 A 2 A 3 C 4 C 5 A 6 A

Everyday English3 **Focus ► Role playing/Making requests and responding**

- Read the language box with Ss and check they understand the phrases.
- Refer Ss to the example exchange as a guideline for their exchanges.
- In pairs, Ss role play calling an emergency service.
- Monitor the activity and check for correct use of phrases and vocabulary.

Suggested Answer Key

A: Can I speak to the police, please?

B: Please hold the line. ... Police.

A: There's a car being stolen at Grange Road in Brighton. Please send help as soon as possible.

B: Help is on the way. Could you please tell me your name and number?

A: Of course. This is Phil Peters and my number is 456799.

A: Could you put me through to the ambulance service, please?

B: Just a moment, please. ... Ambulance Service.

A: A man has been hit by lightning at New Road in Poole. Please come as quickly as you can.

B: Help is on the way. Stay on the line, please. Would you kindly tell me your name and number?

A: Certainly. It's Peggy Gordon on 556212.

4 **Focus ► Predicting the content of a dialogue/ Reading and listening for confirmation**

- Read the list of statements in the rubric with Ss and check Ss understand them.
- Elicit what Ss think the dialogue is about.
- Ss read and listen to the dialogue and check their answers.

Suggested Answer Key

The dialogue is about a road accident that has taken place and someone is calling the ambulance service for help.

5 **Focus ► Reading for specific information/ Understanding vocabulary**

- Have Ss read the incomplete sentences, reread the dialogue and complete the sentences.
- Elicit answers and check.
- Ask various Ss to give the meaning of the words in bold.

Answer Key

1 emergency services

2 ambulance service

3 a car has just knocked a man off his motorbike

4 The rider of the motorbike

5 to move the injured rider

Suggested Answer Key

hold the line: don't hang up the phone
put you through: connect you on the phone
knocked off: thrown down from
unconscious: in a state similar to sleep as the result of e.g. a serious injury
move: to change the position of something

6 **Focus** ➤ Understanding phrases

- Read the sentences in the rubric with Ss and discuss what they mean.
- Have Ss complete the task.
- Elicit answers in class and check.
- In pairs, Ss read out the dialogue.

Answer Key

- 1 Please hold the line.
- 2 What is the nature of the emergency, please?
- 3 Where exactly are you?

Intonation

7 **Focus** ➤ Listening for and practising intonation

- Advise Ss to read the theory box and check they understand it.
- Ss complete the task.
- Play the recording with pauses after each sentence and check Ss' answers.
- Ask Ss to repeat the sentences and check for correct intonation.

Answer Key

non-stressed words:

- 1 The ... was ... that ... that many ... got into
- 2 When the ... to ... the ... he had no ... that the ... would ...
- 3 It was ... who
- 4 There is a ... in the

Say it right

8 **Focus** ➤ Understanding appropriate responses/Listening for confirmation

- Have Ss complete the task.
- Ss listen to the recording and check their answers.
- Play the recording again and Ss repeat the phrases.

Answer Key

- 1 e 2 b 3 a 4 c 5 d

Speaking

9 **Focus** ➤ Role playing/Asking for assistance

- Read the rubric with Ss and check Ss understand the task.
- Direct Ss to use the model dialogue in Ex. 4 as a guide to their conversations.
- In pairs, Ss role play calling the emergency services.
- Tell Ss to reverse roles and complete the task.
- Monitor the activity and assist as necessary.

Suggested Answer Key

A: Emergency services. Which service do you require?

B: The fire service, please.

A: Just a moment, please. I'll put you through.

B: Thank you.

.....
A: Fire Service. What is the nature of the emergency, please?

B: There's a house on fire. I'm standing outside looking at it. It's a huge blaze and I'm afraid the house next door is going to catch fire, too.

A: Do you know if there is anyone inside the house?

B: I'm afraid I couldn't say. I'm just passing by.

A: OK. Where exactly are you?

B: Newbury Square in the centre of Middletown. The house is on the north side of the square.

A: Right. Please stay clear of the building and advise others to do the same. A fire engine will be there as soon as possible.

B: Alright, I'll do that. Thank you.

A: Please hold the line. Could you tell me your full name and the number you are calling from?

B: Certainly. It's Clara Rogers on 07897472912.

10 **Focus** ➤ Consolidating vocabulary

- Have Ss think of new phrases they have learnt and write sentences with them.
- In pairs, Ss read each other their sentences.
- Monitor the activity and check for the correct use of phrases.

7b

Listening & Speaking

Suggested Answer Key

- 1 I didn't recognise the voice at the other end of the line; I must have dialled a **wrong number**.
- 2 The cat jumped and **knocked** a vase of flowers **off** the table.
- 3 Please write your **full name** and address on this form.
- 4 When I phoned the doctor's surgery, I had to **hold the line** for ten minutes before they could find my records.
- 5 It is **against the law** to make copies of music CDs.

- 6 Always keep the phone numbers of **emergency services** somewhere easy to find.
- 7 The injured man was **lying in the road** for half an hour before the ambulance came.
- 8 Witnesses of the accident are asked to contact the police **as soon as possible**.
- 9 Hello, is that Arnotts Department Store? ... Could you **put me through** to the General Manager, please?
- 10 If you get lost in the mountains, you should **stay where you are** until help arrives.

7c

Grammar in Use

Objectives

Grammar: conditionals (types 0,1,2,3), unless; wishes

Speaking: discussing unreal situations

Writing: expressing wishes and regrets

Answer Key

Type 0 – present simple

Type 2 – past simple

Type 3 – past participle

1 a) Focus ► Understanding conditionals

- Refer Ss to the pictures and sentences.
- Have Ss read the sentences and elicit which description describes each sentence.
- Refer Ss to the Grammar Reference section and review the different types of conditionals.

Answer Key

1 D 2 C 3 A 4 B

b) Focus ► Understanding the structure of conditionals

- Have Ss complete the table.
- Elicit answers and check.
- Direct Ss to copy the table into their notebooks for future reference of how to form conditionals.

2 Focus ► Understanding the difference between 'if' and 'unless'

- In pairs, have Ss read the two sentences and discuss the differences in structure.
- Review the Grammar Reference section to check their answers.
- Elicit answers and check Ss understand the differences.

Answer Key

The first sentence is a first conditional using 'if' and the future simple.

The verbs in both parts of the sentence are in the affirmative.

In the second sentence, the meaning is exactly the same but the structure changes. 'Unless' is used instead of 'if', and is a negative, meaning 'if not'.

The second half of the sentence also uses a negative verb.

3 **Focus ►** Practicing 'if' and 'unless' in conditionals

- Have Ss make conditional sentences using 'if' or 'unless' with the prompts in the rubric.
- Direct Ss to pay attention to the verbs in the sentences to decide if they should be in the negative or affirmative form.
- Ss compare their answers with a partner.
- Ask Ss to read their sentences and check.

Suggested Answer Key

- If it doesn't rain tomorrow/Unless it rains tomorrow, we'll go on a picnic.*
- If he doesn't study hard/Unless he studies hard, he won't pass the exams.*
- If you don't drive more carefully/Unless you drive more carefully, you'll have an accident.*
- If you mix red and white, you get pink.*
- If you go to the chemist's, will you buy me some aspirin?*
- If I see Jane, I'll give her your message.*
- If you don't hurry/Unless you hurry, you'll be late for school.*

4 **Focus ►** Practising/Identifying conditional types

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- don't water – Type 0*
- will invite – Type 1*
- had asked – Type 3*
- will go – Type 1*
- would clean – Type 2*
- would have bought – Type 3*
- exercised – Type 2*
- study – Type 1*
- had come – Type 3*
- arrived – Type 2*

5 **Focus ►** Practising conditionals

- Have Ss complete the task and compare answers with a partner.
- Elicit answers and check.

Answer Key

- hadn't broken ... could have played*
- hadn't been ... wouldn't have had*
- use ... will hurt*
- would you do ... would help*
- were ... would wait*
- wear ... will catch*

6 **Focus ►** Practising writing conditionals

- Ss write their answers in conditional form to the questions in the rubric and compare with a partner.
- Have Ss read their answers out and check for correct use of conditionals.

Suggested Answer Key

- If it rains this weekend, I'll stay home and read a book.*
- If I had to go and live on a desert island and could take only three things with me, I'd take my laptop, my MP3 player and my old teddy bear.*
- If I had been born two hundred years ago, my life so far would have been much more difficult than it is now.*
- If I had woken up late this morning, I would have missed the first lesson at school.*

7 **Focus ►** Discussing unreal present and unreal past situations (type 2 & 3 conditionals)

- Read through the two sets of questions in the rubric and elicit the difference (*the first set is asking about unreal present situations that have not happened and are imaginary: type 2 conditionals; the second set is asking about unreal past situations that did not happen in the past and are therefore contrary to the past: type 3 conditionals*).
- In pairs, have Ss ask each other the questions and discuss.
- Monitor the activity and check for correct use of conditionals.

Suggested Answer Key

- A: *If I noticed someone following me, I would start to run.*
- B: *Would you? Oh, I wouldn't. I'd get onto the other side of the street and try to get on a bus or into a taxi. What would you do if you spilt coffee all over someone?*

A: *I'd apologise, of course, and I'd feel very embarrassed. What would you do if you locked yourself out of your house?*

B: *I'd call a locksmith and then go and wait in a friend's house. What would you do if you saw someone cheating in an exam?*

A: *I'd ignore it.*

B: *Not me. I'd report it to the invigilator!*

A: *What would you do if you found a huge spider in your bedroom?*

B: *I'd scream and run out of the house!*

A: *Really? I'd try and get it outside with a dustpan and brush.*

A: *What would have happened if you hadn't done your homework for today?*

B: *If I hadn't done my homework for today, my parents would have grounded me for the weekend.*

A: *Me too. What would have happened if you had gone to bed really late last night? Would you have been able to get up for school this morning?*

B: *Yes, I would. I don't usually have a problem getting up early even if I sleep late. What would have happened if you had been born in another country?*

A: *I would have learnt to speak a different language! What about you?*

B: *I wouldn't have met you or my other friends. What would have happened if you had found some money in the street this morning?*

A: *I would have taken it to the police.*

B: *I would have done the same.*

8 Focus ► Completing conditional sentences

- Have Ss complete the sentences.
- Ask Ss to read their sentences out and check for correct use of conditionals.

Suggested Answer Key

- 1 *I wouldn't have missed my favourite TV programme.*
- 2 *you wouldn't be so unfit.*
- 3 *they won't grow.*
- 4 *I would have been late for school.*
- 5 *I'll lend you all my CDs for the weekend.*

9 a) Focus ► Understanding wishes/regrets

- Read the two sentences and elicit which is a wish for the present and which is a regret for the past.
- Read the Grammar Reference section and discuss.

Answer Key

- **a wish for the present** – *I wish I wasn't afraid of heights.*
- **a regret for the past** – *If only I hadn't argued with Julie.*

b) Focus ► Understanding the format of wishes/regrets

- Have Ss complete the table with the correct verb tenses.
- Elicit answers and check.

Answer Key

I wish/If only + past simple tense (wish for the present)

I wish/If only + past perfect tense (regret for the past)

10 Focus ► Practising expressing wishes and regrets

- Refer Ss to the picture and the statements.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

2 *I wish/If only I could find a good job.*

3 *I wish/If only I had done well in the Maths test.*

4 *I wish/If only my friends weren't angry with me.*

5 *I wish/If only I had managed to get tickets for the match on Saturday.*

11 Focus ► Writing conditionals and wishes

- Refer Ss to the speech bubbles and direct them to write a conditional sentence and a wish about each of them.
- Ask Ss to read out their answers and check for correct use of conditionals and wishes.

Answer Key

- *I wish I wasn't/weren't afraid of heights. If I wasn't/weren't afraid of heights, I could climb the mountain.*
- *I wish I wasn't/weren't ill. If I wasn't/weren't ill, I could play outside.*
- *I wish I hadn't stayed in the sun for so long. If I hadn't stayed in the sun for so long, I wouldn't have got sunburn.*
- *I wish I had looked where I was going. If I had looked where I was going, I wouldn't have bumped my head.*

12 **Focus ►** Expressing wishes and regrets

- Have Ss write three wishes and two regrets they have.
- In pairs, Ss read their wishes and regrets and discuss.
- Monitor the activity and check for correct structure.

Suggested Answer Key

*I wish I could play the guitar.
If only I had more free time.
I wish I were living in the countryside.
If only I had gone to the Coldplay concert last Sunday.
I wish I hadn't spent so much money on these trainers.*

7

d

Vocabulary & Speaking

Objectives

Vocabulary: health; related to diet and exercise

Grammar: modals

Reading: reading for comprehension

Speaking: role playing; asking for/giving information

too. Also, if I have a late night I always try to make up for it by going to bed much earlier the next night. I don't think I'm a very stressed kind of person, either, so I feel I should be between the Mostly Bs and Mostly Cs categories.

1 **Focus ►** Reading for comprehension/
Completing a quiz

- Elicit answers to the questions in the rubric and discuss.
- Have Ss complete the quiz and check their score.

Suggested Answer Key

We can stay healthy by eating a balanced diet and getting plenty of exercise. I think I'm fairly healthy as I watch what I eat and try to include lots of fresh fruit and vegetables. I also play on a basketball team every weekend, which helps keep me fit.

Mostly Cs: *I admit that I have some bad habits like eating junk food and going to bed late sometimes. However, I don't eat junk food all the time and try to include healthier options*

2 **Focus ►** Analysing a quiz/Discussing answers to a quiz

- In pairs, have Ss discuss and decide on the answers to the questions.
- Monitor the activity and check for understanding of the quiz and vocabulary.

Suggested Answer Key

A: *Well, questions 1 and 2 clearly refer to food and drink. I think my answers were fairly healthy ones!*

B: *Yes, so were mine. With regard to exercise in question 3, I didn't do so well. I'm a bit of a couch potato, I'm afraid. I need to do something about it!*

A: I play basketball, so I was able to answer a for that question. How did you do on the state-of-mind questions, numbers 4 and 5?
 B: I think I had one good answer and one bad. I don't like staying up late, so I put a for 4. I answered b in five, because I spend a lot of time watching TV.
 A: Mmm ... I had the same answer for 5, but I put b for 4. If there's a good film on TV, nothing will tear me away! So what can we do if we want to be healthier?
 B: Well, we've both agreed that we don't eat too badly. I definitely need to do something about getting more exercise.
 A: Yes, if I were you, I'd take up a sport. Why don't you join me for a game of basketball?
 B: I just might. I must start walking to school in the morning, too, instead of taking the bus.
 A: As far as I'm concerned, I need to start going to bed earlier. I'm a bit of a night owl, but it's a habit I should really try and break!

3 FOCUS ► Practising vocabulary

- Have Ss complete the task.
- Elicit answers in class and check.

Answer Key

- | | |
|---------------------|------------|
| 1 tasty | 6 treat |
| 2 thirsty | 7 snacks |
| 3 slice ... dessert | 8 starving |
| 4 nutritious | 9 roast |
| 5 home-made | |

4 FOCUS ► Forming collocations

- Have Ss form collocations and compare answers with a partner.
- Check Ss' answers and then ask Ss to use the collocations in sentences.
- Ask Ss to read out their sentences and check.

Answer Key

- 1 e 2 d 3 b 4 a 5 c

Suggested Answer Key

- 1 If you want to **lose weight**, you should stop eating chocolate.
- 2 If you can't **give up fizzy drinks**, at least cut down on them!
- 3 Why not **take up an activity** like yoga to reduce your stress levels?
- 4 Ever since Michael **joined the football team**, he has made a lot of new friends.
- 5 You don't need to **go on a diet** – you're already nice and slim!

5 FOCUS ► Understanding vocabulary

- Have Ss complete the task and check their answers in a dictionary.
- As an extension, ask Ss to write sentences with the incorrect word and check.

Answer Key

- | | |
|-----------------|--------------------------|
| 1 burn | 6 builds, products, diet |
| 2 part | 7 raise |
| 3 rich | 8 physical, eating |
| 4 Check | 9 follow, works |
| 5 chew, swallow | 10 rich, low |

6 a) FOCUS ► Understanding modals

- Read through the theory box and check Ss understand it.
- Elicit answers to the questions in the rubric and write them on the board.
- Review the Grammar Reference section about modals.

Answer Key

give permission: may, can
express obligation: have to, must, need to
express lack of necessity: don't have to, don't need to, needn't
express prohibition: mustn't, can't
give advice: should, ought to
express possibility: might, may, could

b) FOCUS ► Practising modals

- Have Ss complete the task.
- Elicit answers and reasons for Ss' choices.

Answer Key

- 1 *mustn't (it's not allowed to dive into the shallow end)*
- 2 *Can (asking for permission to play football)*
- 3 *must (it's necessary to drink plenty of water)*
- 4 *don't have to (it's not necessary to be a member)*
- 5 *need to ... can (is it necessary to ask your mum? ... if you have permission to go)*
- 6 *ought to (it's the best thing for me to do)*
- 7 *might (it's possible it will work)*
- 8 *shouldn't (it's not the best thing to do)*

7 Focus ➤ Asking/Answering questions using modals

- Read the example and check Ss understand it.
- In pairs, have Ss ask/answer questions based on the situations described in the rubric.
- Monitor the activity and check for correct use of modals.

Suggested Answer Key

- 2 A: *Do I have to bring any special equipment for the gymnastics class?*
B: *No, you don't need to. Everything is supplied*
- 3 A: *May I please leave class early today?*
B: *Yes, you may.*
- 4 A: *Do you think the new ice-skating rink might open this weekend?*
B: *Hmm ... I don't know. I think it could still be closed to the public.*

8 Focus ➤ Role playing/Asking for/Giving information

- Read the rubric with Ss and check Ss understand the task.
- In pairs, Ss role play and ask for/give information for the scenario described in the rubric.
- Monitor the activity and assist as necessary.
- Tell Ss to reverse roles and repeat the activity.

Suggested Answer Key

- A: *Hello, I'm interested in enrolling for a course of first aid lessons, but I wonder if I could first ask you a few questions about it.*
- B: *Certainly. What would you like to know?*
- A: *Well, first of all, could you tell me what first aid techniques are taught on the course?*
- B: *You'll learn how to deal with basic emergency situations involving burns, scalds and cuts. Then later on in the course they teach some important life-saving skills like rescue breathing and CPR - that's an emergency medical procedure when someone has a heart attack.*
- A: *I see. And what about the days and times I can attend the course?*
- B: *Let's see. It operates from Wednesdays to Fridays from 4 pm to 6 pm. Alternatively, it runs on Saturdays from 10 am to 4 pm.*
- A: *Right. Finally, I'd like to ask the price of an hour's lesson.*
- B: *Each hourly session costs £6.*
- A: *Are there any discounts?*
- B: *The price drops to £4.50 if you make a block booking - that's a minimum of five lessons.*
- A: *Ok, that's good. I'll go for the block booking option. At the weekend I'm only free on Sundays, but you're not open then. Midweek is a possibility - I'm free every evening from 5 to 7. Would you have a place for me on Wednesday evening from 5 to 6?*
- B: *I'll just check if there is a place available. ... Yes, that'll be fine. We'll see you next Wednesday at 5 o'clock then.*
- A: *Yes, thank you. Goodbye.*
- B: *Goodbye.*



Writing Skills

Objectives

Grammar: linkers

Listening: listening for gist/opinion; listening for specific information

Writing: a for-and -against essay

1 a) **Focus ►** Understanding for-and-against essays

Read the theory box with Ss and check they understand it.

b) **Focus ►** Understanding a rubric

- Read the rubric with Ss.
- Elicit answers to the questions in the rubric and write them on the board.

Answer Key

- | | |
|----------------|----------|
| 1 An essay | 3 Formal |
| 2 Your teacher | 4 Four |

2 **Focus ►** Creating for-and-against arguments

- In pairs, have Ss think up two for and two against arguments.
- Elicit Ss' ideas and discuss.
- Ss read the model essay and check to see if any of their ideas are mentioned.

Suggested Answer Key

A: As I see it, children copy things they see, so in the case of violent games, this could be dangerous for both themselves and others.

B: Yes, but don't you think that video games are a good outlet for aggression in the safety of one's own home. Banning them might mean children let off steam by actually taking violent behaviour out on the streets.

A: On the contrary, I feel violent computer games teach children to lose respect for human life. They should be banned because they lower social and moral values.

B: But to ban video games would be to deny people their basic freedom of choice. Doesn't everybody have the right to play the game of their choosing? Not everyone who plays games becomes violent.

3 **Focus ►** Analysing the structure of a for-and-against essay

Elicit which paragraphs contain the information.

Answer Key

- The reasons 'for' with justifications/examples are contained in paragraph 2.
- The writer's opinion is contained in paragraph 4.
- The reasons 'against' with justifications/examples are contained in paragraph 3.
- A clear presentation of the topic is contained in paragraph 1.

4 **Focus ►** Identifying topic/supporting sentences

- Have Ss reread the essay and identify the topic sentences and the supporting sentences.
- Elicit answers and ask Ss which supporting sentences contain justifications and which contain examples.

Answer Key

Main body paragraph 1

topic sentence: There are some advantages to banning violent computer games.

supporting sentences: To start with, they promote violence and crime as entertainment, making them seem glamorous and acceptable. (justification)

Consequently, children may think it is alright to be aggressive in real life. (justification)

Also, game heroes are often invincible and children sometimes confuse fantasy and reality. (justification)

As a result, they may not understand that real violence has real consequences. (justification)

Main body paragraph 2:

topic sentence: On the other hand, there are some arguments against banning violent video games.

supporting sentences: Firstly, they are an outlet for children to let off steam. (justification)

Fighting the bad guys in a game can release tensions and may make children calmer and less aggressive in real life. (example)

Secondly, playing video games can build different skills. (justification)

Shooting games, for example, help children develop co-ordination skills. (example)

5 a) **FOCUS ►** Understanding linkers

- Refer Ss to the highlighted words in the model essay and elicit/explain that they are linkers that connect ideas and help the essay progress smoothly from one idea to the next.
- Have Ss complete the task and check their answers.

Answer Key

introduce points – To start with, Firstly

list/add points – Also, Secondly

show contrast – On the other hand

introduce examples/justifications –

Consequently, As a result, for example

conclude – All in all

b) **FOCUS ►** Practising linkers

- Have Ss complete the task.
- Ask Ss to read out their essay with the new linkers and discuss.

Answer Key

To start with → To begin with

Consequently → Because of this/For this reason

Also → Moreover/In addition

As a result → For this reason/Because of this

On the other hand → However

Firstly → In the first place

Secondly → In addition/Moreover

for example → for instance

All in all → In conclusion

6 **FOCUS ►** Using appropriate linkers

- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- 1 One point in favour of ... Consequently
- 2 Furthermore ... As a result
- 3 One reason why ... In particular

7 **FOCUS ►** Identifying opinion

- Have Ss complete the task.
- Elicit phrases used to express opinion and discuss.
- Have Ss reread the last paragraph in the model essay and elicit phrases used by the writer to express opinion, what the opinion is and whether they agree with it or not.

Answer Key

1 I strongly believe that

2 I am totally opposed to

3 I am very much in support of

The phrase 'I strongly believe' is used to give the writer's opinion in the essay in Ex. 2.

The writer's opinion is that violent video games should not be banned and that it is up to parents to decide what games to let their children play.

Suggested Answer Key

I agree with the writer's opinion because I think that if you ban violent video games you will only make them more attractive to children. They will find ways to play these games without their parents' permission and consequently a kind of 'black market' will be created.

Writing

8 **FOCUS ►** Understanding the rubric/ Identifying key words

- Have Ss read the rubric and underline the key words.
- Elicit the key words and answers to the questions in the rubric and write them on the board.

Answer Key

Key words: essays – for and against banning violent sports

I have to write an essay in a formal style. One side of the argument states that violent sports are unacceptable and should be banned. The other side claims that the existence of these sports can be justified; therefore they should not be banned.

9 a) Focus ► Listening for gist

Have Ss listen to the recording and elicit which speaker is for and which is against the proposal.

Answer Key

David is for the proposal and Anna is against it.

b) Focus ► Listening for specific information

- Read the table with Ss to prepare them for listening task.
- Ss listen to recording and complete table.
- Elicit answers.

Answer Key

1 violence	5 aggression and
2 (serious) injury	violence
3 boxers	6 safety standards
4 healthy	

10 Focus ► Writing a for-and-against essay

- Read the plan with Ss and check for understanding
- Direct Ss to follow the plan and the table in writing their essays.
- Allow Ss time to write their essays. Alternatively assign task as HW.
- Invite Ss to read their essays.

Suggested Answer Key

Many sports are extremely violent, yet this doesn't stop people watching them or playing them. Should violent sports be banned or are they just a way for people to enjoy themselves?

There are some arguments for banning violent sports. In the first place, some of these sports are simply an excuse for violence. There is enough violence in our world as it is without seeing sportsmen getting hurt on TV. In addition, people who take part in violent sports risk serious injury or even death. Many young boxers, for example, are seriously injured every year.

On the other hand, there are some disadvantages to banning violent sports. To start with, violent sports can be a healthy way for people to relax and let off steam. As a result, general aggression and violence in society will be reduced. Moreover, instead of banning violent sports, we can improve their safety standards, for instance, by using better protective clothing and equipment. Consequently, sports injuries will be reduced.

In conclusion, there are arguments both for and against the banning of violent sports. I strongly believe violent games should be banned, as I feel they are not going to help people to live together peacefully.



English in Use

Objectives

Vocabulary: phrasal verbs (*keep*); prepositional phrases; words often confused (*poor/weak/low, harm/damage/ruin, customs/habits/manners, lead/pass/spend*)

Grammar: revision of verb tenses

Reading: reading for grammatical correctness

1 **FOCUS ►** Practising phrasal verbs (*keep*)

- Have Ss complete the task and check their answers in Appendix 1.

Answer Key

- | | | |
|----------|-----------|-------|
| 1 out of | 3 on | 5 off |
| 2 back | 4 up with | |

2 **FOCUS ►** Forming verbs from nouns and adjectives (word formation)

- Read the theory box with Ss and check they understand it.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

- | | |
|-------------|--------------|
| 1 ensure | 4 lengthened |
| 2 endangers | 5 weakens |
| 3 shortened | |

in the headlines of a newspaper – New Study Shows Smoking ...

on the back of a product's packaging – Before installing or replacing a light bulb, ...

on a motorway/busy road – Stop and take a break.

in the adverts sections of a newspaper – A Stitch in Time

3 **FOCUS ►** Presenting/Practising prepositional phrases

- Have Ss complete the task and check their answers in Appendix 2.
- Check answers with the class.

Answer Key

- | | | |
|--------|------|--------|
| 1 to | 3 to | 5 from |
| 2 from | 4 in | |

4 **FOCUS ►** Practising vocabulary

- Have Ss complete the task and check in their dictionaries.
- Ask Ss to make sentences with the other words.
- Read out the sentences and check.

Answer Key

- | | |
|--------|----------|
| 1 poor | 3 habits |
| 2 harm | 4 leads |

Suggested Answer Key

- 1 His long illness left him feeling very **weak** and tired.
Eat foods that are **low** in fat as part of a weight control diet.
- 2 He survived the accident without a scratch, but the **damage** to his car was extensive.
Getting ill can **ruin** your holiday so make sure you have all the correct vaccinations beforehand.
- 3 Many Asian countries have the **custom** of leaving shoes outside the door when you enter a home.
Johnny's mother told him it was bad **manners** to speak with his mouth full.
- 4 My grandmother doesn't watch TV; she **passes** the time knitting pullovers for all the family.
Myra **spends** too much time watching television and not enough time studying.

5 **FOCUS ►** Reading for grammatical correctness/ Practising verb tenses (gap fill)

- Direct Ss to read the text once with the gaps to get an overall idea of what the text is about.
- Have Ss complete the task.
- Ask Ss to read out the completed text and check answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 shaking | 5 closed |
| 2 weren't/wasn't | 6 was waiting |
| 3 had crossed | 7 would be able to |
| 4 will leave | |

Objectives

Vocabulary: verbs related to animal behaviour

Reading: reading for confirmation; reading for specific information

Listening: listening for confirmation

Writing: a paragraph about a wild animal

1 **FOCUS ►** Introducing the topic of a text/
Reading and listening for confirmation

- Refer Ss to the pictures and elicit what they know about these animals and why are they dangerous.
- Play the recording. Have Ss read and listen to the text to find out.

Suggested Answer Key

I know that alligators live in and next to rivers in places like the USA. They are extremely dangerous and can eat a man.

Rattlesnakes live in places like the American West. A rattlesnake bite can be very painful and even deadly.

Grizzly bears come from cold places like Alaska and can kill a man with one blow from their huge paws.

Raccoons are often found living in attics or garages. They can carry diseases like rabies, which can be deadly.

2 **FOCUS ►** Reading for specific information/
Understanding vocabulary (multiple matching)

- Read the questions in the rubric and check Ss understand them.
- Have Ss read the text again to find the answers to the questions.
- Elicit answers and check.
- Elicit the meanings of the words in bold and check in word list.

Answer Key

- | | |
|--------------------|--------------------|
| 1 the raccoon | 4 the grizzly bear |
| 2 the grizzly bear | 5 the alligator |
| 3 the rattlesnake | |

Suggested Answer Key

motionless: not moving

snatch: to take sth quickly or violently

drag: to pull sth somewhere

unpredictable: unable to tell what someone or thing is going to do or how they will behave

poisonous: contains a poison or toxic material

warn: make someone aware of danger

painful: sore, hurting

fatal: causing death

diseases: illness caused by bacteria

cat flaps: a small opening in a door, that allows a cat to enter/exit on their own

3 **FOCUS ►** Making notes about a text/Talking about a text

- Direct Ss to read the text making notes under the headings in the rubric.
- Have Ss use their notes to tell the class about one of the animals in the text.

Suggested Answer Key

alligator

Where it lives: rivers, lakes, marshes, swamps in Florida, Louisiana, Texas, Georgia

How it can be dangerous: hide motionless in water and drag prey under

How you can protect yourself: don't feed, don't go close to water

rattlesnake

Where it lives: southwestern states, e.g. California, Arizona

How it can be dangerous: painful bite with poisonous venom, can be fatal

How you can protect yourself: watch where you walk, wear strong leather boots

grizzly bear

Where it lives: streams, lakes, rivers in Alaska, Idaho, Montana, Washington, Wyoming

How it can be dangerous: unpredictable and ferocious (esp. when hungry, injured or with cubs)

How you can protect yourself: don't run, lie face down and play dead

raccoon

Where it lives: attics or garages

How it can be dangerous: carry many diseases (e.g. rabies)

How you can protect yourself: don't touch, if scratched, wash and see a doctor at once

Suggested Answer Key

The alligator lives in places like rivers, marshes and swamps. You can find them in the southern states of Florida, Louisiana, Texas and Georgia. They eat almost anything and swallow it whole. They are very dangerous because they hide in the water without moving. Their prey often doesn't see them until the alligator jumps out of the water, snatches them, and drags them under. You should keep away from the edge of a lake or other water. Also don't make the mistake of feeding them!

4 Focus ► Expanding vocabulary

- Read the table with Ss and check Ss understand any new vocabulary.
- Have Ss brainstorm for more animals to add to the table.
- Ss compare their answers with a partner.
- Elicit answers and check.

Suggested Answer Key

- | | |
|--------------------------|-----------------|
| 1 Spiders and rats bite. | 4 Goats kick. |
| 2 Guinea pigs scratch. | 5 Alpacas spit. |
| 3 Bees sting. | |

5 Focus ► Making notes for a presentation

- Have Ss research and write notes using the headings from Ex. 3.
- Allow Ss time to write their paragraphs.
- Ask Ss to read out their paragraphs to the class and ask the class for feedback.

Suggested Answer Key

grey wolf

Where it lives: *Siberian Taiga: boreal forest, survives in the cold: blood vessels in paws, thick coat*

How it can be dangerous: *known as fierce (Russian proverbs), kills when sth gets near den or another wolf is killed, strong jaws*

How you can protect yourself: *pepper spray, yelling and making noise*

Two species of grey wolves are found in northern and central Russia. They live in the Siberian Taiga because it is a boreal forest with long cold winters. The grey wolf is able to stand the cold because it has blood vessels in its paws which prevent them from freezing when it walks in the snow. Their coat also has two layers to provide extra insulation against the cold. The wolf has a reputation for being a fierce and cunning creature. There are 253 Russian proverbs about wolves, showing its mean character. However, these animals are far less dangerous than most people think. Wolves don't normally attack humans unless provoked. They are more likely to be aggressive near their den or the site of a wolf killing. Many campers and hikers carry pepper spray with them in case they see a wolf. Yelling loudly can also be effective in scaring them away.

Objectives

Reading: reading for confirmation; reading for gist; reading to identify missing lexis

Listening: listening for specific information

Speaking: giving a talk; discussing a proverb

1 **Focus ►** Introducing the topic of a text

- Read the different situations and check Ss understand them.
- Elicit what self-defence is.
- Read the dictionary definition and check.

Suggested Answer Key

Self-defence is a way of protecting yourself from dangerous situations.

2 **Focus ►** Discussing a topic related to the text

- In pairs have Ss reread the situations from Ex. 1 and discuss what they would do in each of them.
- Ask pairs to tell class and discuss.

Suggested Answer Key

2 A: *What would you do in the second situation?*

B: *Well, I certainly wouldn't shout insulting comments back at the bullies. That would be asking for trouble.*

A: *I agree with you. I think it would be best to walk away as quickly as possible.*

B: *Yes, you're right.*

3 A: *If I were in the third situation, I'd go home across the park.*

B: *Oh, I wouldn't. That's taking a chance. I'd try and phone my mum or someone else and ask them to come and pick me up.*

4 A: *What would you do if a mugger tried to snatch your bag?*

B: *Hmm ... I'd give him the bag. Nothing in there is worth the risk of putting up a fight.*

A: *I couldn't agree more. I've heard terrible stories of people being attacked and injured when they tried to hold on to their bag.*

3 a) **Focus ►** Predicting the topic of a text/
Reading for confirmation

- Refer Ss to the title and picture in the text and the headings in Ex. 3b.
- Elicit what the text is about.
- Have Ss read and check.

Suggested Answer Key

The text is about self-defence and learning how to take care of yourself.

b) **Focus ►** Reading for gist (matching headings to paragraphs)

- Direct Ss to read the headings and then search the text for key words related to the headings.
- Have Ss complete the task and compare answers with a partner.
- Check Ss' answers in class.

Answer Key

A 4 B 3 C 1

4 **Focus ►** Reading to identify missing lexis
(multiple choice cloze)

- Direct Ss to read the text again paying careful attention to the words before and after each gap then choose the best answer.
- Have Ss then reread the text to ensure it makes sense.
- Check Ss' answers.
- Elicit the purpose of the text.

Answer Key

1 D 3 A 5 D 7 B 9 C
2 C 4 A 6 B 8 A 10 A

The purpose of the text is to give information about how to protect yourself and avoid dangerous situations.

5 **Focus ►** Understanding vocabulary

- Direct Ss to use the context to understand the meaning of the words in bold.
- Have Ss check their answers in the Word List.
- Have Ss then write five sentences using the words.

Suggested Answer Key

intuition: a feeling that sth is true with out proof

threatening: likely to cause harm

mugger: someone who attacks someone to steal sth from them

putting up a fight: try to resist someone or stop someone from doing sth

insulting: offensive

common sense: ability to make good judgments

short cuts: quick ways to get somewhere

vulnerable targets: people that are weak and likely to be attacked

beat: win

poke: put one's finger or a pointed object into sth

- Have Ss then use their lists to give their talks and record themselves.

Suggested Answer Key

You should ...

- use busy roads
- give a mugger your bag
- ignore insults
- walk fast, carry your mobile phone, let people know your whereabouts
- sit near the bus driver
- take a self-defence class

You shouldn't ...

- use lonely roads
- try and put up a fight
- say something rude back
- take short cuts
- go out alone at night
- panic during an attack

Obviously, it is best to avoid going out alone, especially at night. If you must do so, here are a few tips that could save you from a dangerous situation. First, always use busy roads with people on them when you are walking. An attacker will be more likely to strike on a lonely road. Second, if you are attacked by a mugger, don't attempt to put up a fight. It's much better just to give up your bag, as this could save you from injury. If you meet anyone strange who attempts to insult you, simply ignore them and keep walking. Never try to answer back with a rude reply, as this could make the person even more aggressive. You should also avoid taking short cuts through lonely areas and remember to walk fast and purposefully. It's only common sense to carry your mobile phone with you in case of emergency, and it's also wise to let people know where you are. When you use public transport at night or alone, it's advisable to sit near the driver - and stay awake, of course! If you fall asleep you are a very vulnerable target indeed. A final suggestion is to take a self-defence class, so that you will be able to defend yourself if you are ever attacked.

Suggested Answer Key

- 1 I should have followed my **intuition** and refused to trust him.
- 2 A **life-threatening** epidemic has broken out in the area.
- 3 The old lady was walking down a dark street when a **mugger** knocked her down and snatched her bag.
- 4 He knew it was useless to **put up a fight**, as his opponent was much stronger.
- 5 She was very offended by her neighbour's **insulting** remarks.
- 6 Taking a bottle of water with you when you go walking in the heat is just a matter of **common sense**.
- 7 When I walk to school, I take a **short cut** through the park, which saves me 10 minutes.
- 8 Some shy and naïve children are **vulnerable targets** to be teased at school.
- 9 I can never **beat** my father at a game of chess!
- 10 When he started **poking** me playfully in the ribs with his finger, I realised he was joking.

6 Focus ➤ Listening for specific information/ Giving a talk about the topic of a text

- Play the recording.
- Have Ss listen to and read the text again and make their lists.



Across the Curriculum – PSHE

Words of Wisdom

7 **Focus ►** Discussing a proverb

- Elicit from Ss what a proverb is (*a short well-known statement that gives advice or expresses something that is generally true*).
- In pairs, have Ss discuss the meaning of the proverb.
- Monitor the activity and assist as necessary.

Suggested Answer Key

S1: I think the proverb means that common sense is a lot more valuable than something you've learnt from a book.

S2: That's true. It's one thing to know the facts and another thing to put them into practice.

S1: So in the end, its common sense that actually helps us to solve our problems.

S2: Yes, it's a matter of thinking calmly and practically and then acting on it.



Progress Check

Progress Check 7 and Look at Module 8 should be done in one lesson.

Answer Key

- | | | | |
|------------------|-----------------------|-----------------|-----------|
| 1 1 starving | 6 put on | 3 1 shouldn't | 4 mustn't |
| 2 jealous | 7 freeze | 2 might | 5 must |
| 3 home-made | 8 thirsty | 3 don't have to | |
| 4 cut down on | 9 rich | | |
| 5 crowds | 10 embarrassment | 4 1 off | 3 up with |
| | | 2 on | 4 out of |
| 2 1 will lose | 6 mix | 5 1 c | 2 a |
| 2 weren't/wasn't | 7 use | 3 b | 4 e |
| 3 played | 8 hadn't got | 5 d | |
| 4 won't go out | 9 would order | | |
| 5 had gone | 10 wouldn't have hurt | | |

Challenges

Module 8

Before you start ...

- Work through the questions with the class, asking follow up questions to encourage Ss to expand on their answers as much as possible. (e.g. *Why are people afraid of things? What are some phobias? What healthy habits do you have? What habits do you have that are unhealthy?*)
- Make sure Ss understand this section and use the prompts to recycle vocabulary seen in Module 7.

Look at Module 8

- Refer Ss to the title of the module, *Challenges*, and invite them to suggest what they think it means and what they expect to learn from the module.

Suggested Answer Key

The title means the things in our lives that test our strength and abilities. I think we will learn about different challenges that people face in their lives and how they overcome them.

- Ask Ss to look through the module and find the page numbers for each of the pictures. Ask questions to stimulate a discussion about them.

Suggested Answer Key

Focus Ss' attention on pic 1 (p. 121).

T: What page is the picture on?

S1: It's on page 122. It's a person surfing.

T: What kinds of challenges does a surfer face?

S2: They have to use their skills to surf big waves and swim in wild water.

T: What sport do you find challenging?

S3: I think skiing is very challenging.

T: What other types of challenges do we face besides sports?

S4: Sometimes we face problems with our health or with our friends that we have to try and solve.

Pic 2 (p. 125)

What is happening in this picture? Do you think it is dangerous? What dangerous or risky sports do you do or would like to do? Why?

Pic 3 (p. 132)

What is this a picture of? Why would someone do this? What feelings would you feel if you did this?

Pic 4 (p. 135)

What does the picture show? Where was the picture taken? What do you know about this place? Why should we care about such places?

Find the page number(s) for

Allow Ss time to browse through the module and find the items. Ask them to explain what each item is and elicit simple information about each of them.

Suggested Answer Key

a text message (p. 127)

Why do we send text messages instead of calling someone? Do you send text messages? Why?

an application form (p. 130)

What is an application form? (a document that asks for information that you fill out when apply for something such as a job or a membership) What is this form for? What kinds of information does it ask for? Have you ever filled out an application form? What for?

a motto (p. 135)

What is a motto? (a short sentence or phrase that expresses a rule or belief in a particular behaviour or way of acting) Who uses mottos? Why? Do you have a motto or know of one?

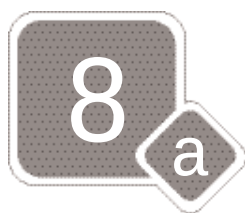
Explain that the module has:

- a Culture Corner
- a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about (*Helen Keller, The Challenge of Antarctica The Earth's Last Green Wilderness*).

Listen, read and talk about .../Learn how to .../ Practise .../Write/Give ...

Select Ss to read through the list of items that will be covered in the module. If necessary, explain any new vocabulary. Ask Ss to go through the list and tick any items they think they know or can do, put a cross next to the ones they do not know and a star next to the ones they think will be the most useful. Select Ss to report on which items they have ticked or put a star next to.



Reading & Vocabulary

Objectives

Vocabulary: parts of the body; injuries; experiences

Reading: reading for confirmation; reading for specific information

Listening: listening for confirmation

Speaking: discussing injuries; conducting an interview

Writing: sentences about challenges

Reading

1 **Focus** ► Predicting the content of a text/ Reading and listening for confirmation

- Refer Ss to the pictures and read the introduction to the text.
- Elicit answers to the questions.
- Have Ss read and listen to the text to find out.

Answer Key

Both of these people have overcome huge challenges. They are both strong people. I would guess that Bethany had a surfing accident and Tom obviously struggles with being in a wheelchair because of a handicap.

2 **Focus** ► Reading for specific information (T/F/NS)

- Direct Ss to read through the statements and underline the key words.
- Have Ss read the text and complete the task.
- Read out the answers in class and check.

Answer Key

- 1 F Bethany was planning to turn professional in 2003, but she was attacked by a shark.
- 2 NS
- 3 T
- 4 F She thinks about sharks all the time, but she tries to overcome her fears.
- 5 F She wonders why this happened, but she knows it has made her stronger.
- 6 NS
- 7 NS
- 8 F Tom is able to control the camera in different ways.
- 9 T

Vocabulary

3 a) **Focus** ► Understanding new vocabulary

- Refer Ss to the words/phrases in the rubric. Elicit the meaning of the highlighted words.
- Elicit answers and check.

Answer Key

***gigantic** – huge
plants – place firmly
keep my mind on – concentrate on
inspiration – encouragement
quit – give up
perfectly still – without moving at all
come into sight – appear
before long – soon
realised – understood
scaring them off – frightening them away
deal with – face*

b) **Focus** ► Practising vocabulary

- Elicit the meaning of the words in bold and discuss.
- Have Ss write their own sentences.
- Ask Ss to say their sentences in class and check.

Suggested Answer Key

***furiously**: quickly
carefully: with caution
ripping off: to tear off with force
motto: a meaningful saying
spine: the bones in your back that hold you upright
brain damage: an injury to the brain
share: to be used between more than two people
strapped: fasten
disability: to be unable to do something physically
bumps: things that slow you down*

*She carefully removed the glasses from the top shelf.
Tim is ripping off all of the labels from his shirts.*

Our school motto says to be respectful to one another.

You must protect your spine.

He couldn't talk because of the brain damage.

My sister and I share a computer.

All passengers must be strapped into their seats before take-off.

He was born with a disability and couldn't walk.

She has overcome many bumps along the way.

4 Focus ➤ Understanding phrases

- Have Ss read through the word list and check they understand the words.
- Have Ss complete the task and check their answers with a partner.
- Have Ss write sentences using the phrases.
- Ask Ss to read their sentences in class and check they understand the expressions.

Answer Key

- | | |
|--------------|--------------|
| 1 face | 6 experience |
| 2 win | 7 seriously |
| 3 total | 8 feel |
| 4 terrifying | 9 brain |
| 5 positive | 10 survive |

Suggested Answer Key

- Bethany Hamilton **faces challenges** other surfers don't have in her sport.
- Many people didn't expect Bethany to **win a competition** after the accident.
- It's a **total miracle** that Bethany is able to surf again.
- The shark attack was a **terrifying experience** for Bethany.
- Amazingly, Tom has a **positive attitude** and considers himself lucky.
- Bethany **experienced a disaster**, but was determined to overcome it.
- Tom **seriously bruised** his spine in a car accident.
- Both Bethany and Tom don't want people to **feel sorry for them**.
- Tom feels lucky not to have any **brain damage** from his accident.
- Both Bethany and Tom feel lucky to **have survived an accident** and be alive.

5 Focus ➤ Finding opposites (antonyms) for words

- Have Ss complete the task.
- Ss compare answers with a partner.

Answer Key

- | Text A | Text B |
|----------------|------------|
| 1 quickly | 1 still |
| 2 unusual | 2 noisily |
| 3 professional | 3 natural |
| 4 depressed | 4 up close |
| 5 positive | |

6 Focus ➤ Expanding vocabulary

- Write the headings from the rubric on the board and have Ss copy them into their notebooks.
- Have Ss search the text for parts of the body that are mentioned and write them under the appropriate heading.
- Have Ss brainstorm other words and write them under the appropriate heading in their notebooks.
- Check Ss' answers on the board.

Answer Key

Face	Body
eyes	feet, arm, spine, brain, knee

Suggested Answer Key

Face	Body
nose, lips, chin, cheeks, teeth	legs, waist, back, toes, hands, shoulders

7 a) Focus ➤ Understanding vocabulary

- Have Ss complete the task and check in a dictionary.
- Elicit answers in class to check.

Answer Key

- | | | |
|-----------|---------|----------|
| 2 eye | 4 ear | 6 spine |
| 3 eyebrow | 5 teeth | 7 tongue |

b) **Focus ►** Discussing injuries

- In pairs, Ss use the prompts to ask each other about different injuries.
- Monitor the activity and check for correct use and understanding of vocabulary.

Suggested Answer Key

- A: Have you ever burnt your hand?
B: Yes, I have.
A: How did it happen?
B: I was cooking dinner.
- A: Have you ever sprained your ankle?
B: Yes, I have.
A: How did it happen?
B: I tripped on a step.
- A: Have you ever cut your finger?
B: Yes, I have.
A: How did it happen?
B: I was chopping vegetables.

Speaking & Writing

8 **Focus ►** Conducting an interview

- Read the rubric and example with Ss and check they understand the task.
- In pairs, have Ss conduct an interview of one of the characters in the text.
- Direct Ss to use the vocabulary they have learned in the unit.
- Monitor the activity and assist as necessary.
- Tell Ss to reverse the roles and repeat the activity.

Suggested Answer Key

Interviewer: Bethany, it's a total miracle that you survived the shark attack and are able to surf again. How did you do it?

Bethany: Well, I just followed my motto: Me quit? Never! and decided to surf again as soon as possible.

Interviewer: After this terrifying experience you were back surfing in just three weeks. How did you manage that?

Bethany: It wasn't easy to go back to the water. First I had to learn to surf all over again and change my technique. The attack is always on my mind, but I try really hard to keep my mind on surfing and having fun.

Interviewer: You are such an inspiration to many. Tell us what else you are doing besides surfing and winning competitions?

Bethany: I want to take my experience and help others who face challenges like me. I went to Thailand after the tsunami disaster to help the children face their fear of water and overcome the terrifying experience of the tsunami.

Interviewer: We all thank you Bethany for showing us what is possible if you never give up.

Bethany: My experience has made me a better person and I am happy it has helped others as well.

9 **Focus ►** Writing about challenges

- Read the rubric and check Ss understand the task.
- Have Ss write a few sentences about the challenges in their own life.
- In pairs, have Ss read their ideas to their partner and discuss.
- Monitor the activity and assist as necessary.

Suggested Answer Key

People like Bethany and Tom are an inspiration to me. They face difficult challenges every day and overcome them. They have such positive attitudes. I think I will try to be more positive and more determined to overcome any challenge I might face in my life. If they can do it then so can I.

8b

Listening & Speaking

Objectives

Reading: reading for confirmation

Listening: listening for confirmation; listening for intonation; listening for gist

Speaking: role playing; seeking approval/expressing approval and disapproval; talking about doing an extreme sport

1 a) **Focus ►** Introducing the topic of the unit

- Refer Ss to the pictures.
- Elicit answers to the questions in the rubric and discuss.

Suggested Answer Key

The people must be brave. They are all involved in activities that could be dangerous.

b) **Focus ►** Describing a risky experience

- In pairs, have Ss describe one of the experiences in the pictures.
- Monitor the activity and assist as necessary.

Suggested Answer Key

- I'm on a roller coaster. I can hear people screaming. I feel scared.*
- I'm walking a tightrope. I feel nervous and scared.*
- I'm skydiving. I hear the wind blowing through my ears. I'm thrilled and excited.*

Everyday English

2 **Focus ►** Role playing/seeking/expressing approval/disapproval

- Read through the language box with Ss and check they understand the expressions.
- In pairs, have Ss role play the different situations from the rubric. Direct them to use the expressions from the language box.
- Monitor the exchanges and assist as necessary.

Suggested Answer Key

A: *I'm thinking of getting a new haircut.*
B: *I think it's a great idea.*

A: *Do you think I should try this new dish?*
B: *Why not?*

A: *Do you think it's a good idea to take up a new hobby?*

B: *If I were you, I would.*

A: *Do you think I should get a summer job?*

B: *I'm not sure that's a good idea.*

A: *I'm thinking of learning a foreign language.*

B: *Sure, go for it!*

3 **Focus ►** Predicting the content of a dialogue

- Read out the first two exchanges from the dialogue and elicit possible answers to the question in the rubric.
- Have Ss read and listen to the dialogue to check.

Answer Key

Brian had an accident doing an extreme sport.

4 **Focus ►** Understanding vocabulary

- Refer Ss to the highlighted words in the dialogue and elicit their meanings.
- Have Ss write sentences using the highlighted words.
- Invite Ss to read their sentences and check.
- In pairs, have Ss read the dialogue and exchange roles.
- Monitor and assist as necessary.

Answer Key

obviously – clearly
stick to – stay with
accidentally – not on purpose

Suggested Answer Key

- She was **obviously** angry or she wouldn't have screamed at us.*
- You need to **stick to** your diet if you want to lose weight.*
- I didn't realise and I **accidentally** locked the door to the house and left the key inside.*

Listening & Speaking

5 **Focus ►** Role playing a dialogue

- Read out the rubric and check Ss understand the task.
- In pairs, have Ss role play a dialogue using the vocabulary and expressions they have learnt.
- Ss record themselves.
- Ask some pairs to act out their dialogue for the class.

Suggested Answer Key

A: Amy! How did you get those scratches on your face?

B: Oh, it was silly, really.

A: Tell me what happened.

B: Well, remember I told you I was going skydiving at the weekend.

A: Yes, of course.

B: Well, I was having a brilliant time and everything was going smoothly right up until I was about to land.

A: Oh, dear, what happened?

B: Unfortunately I missed my target and I landed in a tree! I got stuck on a branch and scratched my face.

A: Well, you are lucky that was all that happened.

B: Yes I suppose. Other than that, I really enjoyed it.

Say it right

6 **Focus ►** Using appropriate responses/
Listening for confirmation

- Have Ss complete the task.
- Ss listen to the recording and check their answers.
- Play the recording again with pauses for Ss to repeat.

Answer Key

1 c 2 d 3 b 4 e 5 a

Intonation

7 **Focus ►** Listening for intonation

- Have Ss listen to the recording and complete the task.
- Play the recording again with pauses for Ss to repeat. Check Ss' answers.

Answer Key

1 A: Where are you from?

B: I'm from Russia.

2 A: What do you do?

B: I'm a student.

3 A: When did you start ice climbing?

B: I started three years ago.

8 **Focus ►** Role playing doing an extreme sport/
Practising intonation

- In pairs, Ss role play the scenario.
- Direct Ss to pay attention to their intonation.
- Monitor the activity and assist as necessary.

Suggested Answer Key

B: I went with my friends Ivan and Tanya.

A: How was it?

B: It was fantastic.

A: Where did you go exactly?

B: We went to Copper Mountain. I can't wait to go again!

A: Really? When do you plan to go again? Maybe I will come with you?

B: Oh yes! We are going next weekend.

Listening

9 **Focus ►** Listening for gist (multiple matching)

- Play the recording.
- Have Ss complete the task.
- Have Ss listen again to the recording and check their answers.

Answer Key

1 E 2 D 3 A 4 B 5 C

10 **Focus ►** Consolidating vocabulary from the unit

- Have Ss think of ten new phrases they have learnt and write sentences with them.
- In pairs, Ss read each other their sentences.
- Monitor the activity and check for correct use of the phrases.

Suggested Answer Key

- *I'm thinking of going to speak to that person over there. Do you think I should?*
- *If I were you, I would.*
- *Sure, go for it!*
- *Oh dear! What happened?*
- *I would think twice about that.*
- *Hmm...I don't know.*
- *Get well soon!*
- *Yes, it really hurts.*
- *Actually, I'm not feeling well at all.*
- *Oh, that's good.*

8

C

Grammar in Use

Objectives

Grammar: direct speech; reported speech; reported questions; reporting verbs; *some/any/every/no* + compounds

Speaking: giving /reporting orders / commands

Writing: an email using reported speech

1 a) **Focus ►** Identifying direct and reported speech

- Read the cartoon and the joke with Ss and elicit the answers to the questions.
- Explain that direct speech is the actual words a person says as in the speech bubbles in the cartoon and that reported speech is the exact meaning of what a person said but not their exact words as in the joke.

Answer Key

Actual words the people said are in the speech callouts in the cartoon. The exact meaning, but not actual words are in the joke box at the side.

b) **Focus ►** Understanding direct and reported speech

- Have Ss complete the table and elicit answers to the questions in the rubric and discuss.

- Refer Ss to the Grammar Reference section and review.

Answer Key

1 was shrinking 2 will 3 would

- 1 The tenses change into the past form of the particular verb form in the direct speech.
- 2 The pronouns change to refer to the person saying the speech and others in the speech. e.g. Sam said, "You are my friend." → Sam told me that I was his friend.
- 2 said and told. Said is used when the person spoken to is not mentioned.
- 3 A positive command is reported using to + infinitive verb.
A negative command is reported using not to + infinitive verb.
- 4 Time Expressions change in reported speech according to the meaning of the sentence.
today → that day
yesterday → the day before, the previous day
tomorrow → the next day, the following day
next week → the week after, the following week
last year → the year before, the previous year
this → that

2 **Focus ►** Forming direct speech from reported speech

- Have Ss complete the task.
- Ask Ss to read out their answers and check.

Answer Key

1 b 2 a 3 b 4 b

3 **Focus ►** Practising 'said' or 'told' in reported speech

- Read the example in the rubric and elicit why *told* is used instead of *said* (*told* is used because the person spoken to is mentioned: me).
- Ss complete the task and compare with a partner.
- Elicit answers and check.

Answer Key2 told 4 told 6 said
3 said 5 said

- 2 Jack told me that he had just broken a glass.
- 3 Jane said not to shout. She had a headache.
- 4 Ryan told us that they were not going to the cinema that night.
- 5 Brian said to Joanne that Tim was working that day.
- 6 I said to Greg that I didn't know where my MP3 player was.

4 **Focus ►** Practising reporting orders/ commands

- In groups of 3 have Ss give and report orders as in the example.
- Monitor the activity and check Ss can correctly report the orders.

Suggested Answer Key

S1: No talking in class you two!

S2: What did Maria say?

S3: She told us not to talk in class.

S1: Don't interrupt me!

S2: What did he say?

S3: He said not to interrupt him.

S1: Jane, leave the classroom immediately.

S2: What did Jerry say?

S3: He told you to leave the classroom immediately.

5 **Focus ►** Practising reported speech

- Have Ss complete the task.
- Invite a S to report the message and check.

Answer Key

Tom told me that he couldn't come to music practice. He said that he was not feeling very well and he was going to the doctor. He said not to worry and that he would be there (here) on Friday.

6 a) **Focus ►** Understanding reported questions

- Read the table and check Ss understand it.
- Refer Ss to the Grammar Reference section and review it.
- Elicit answers to the gaps in the theory and discuss the difference between reporting direct *wh-* questions and indirect or yes/no questions (*to report wh questions we use the same question word; to report indirect or yes/no questions we use if/whether*).

Answer Key

1 yes/no 2 wh- 3 changed

b) **Focus ►** Practising reporting questions

- Have Ss complete the task.
- Invite Ss to report the questions and check.

Answer Key

- 2 The doctor asked when I started feeling sick.
- 3 The doctor asked if (whether) I felt sick.
- 4 The doctor asked if (whether) I had a sore throat.
- 5 The doctor asked whether (if) I had taken any painkillers.

7 **Focus ►** Practising reported verbs

- Read the theory box and check Ss understand it.
- Refer Ss to the Grammar Reference section and review it.
- Have Ss complete the task.
- Invite Ss to report the sentences and check.

Answer Key

- 1 *She reminded me that my appointment was at 2pm.*
- 2 *He warned me not to step on that broken glass.*
- 3 *Pam offered to lend me her MP3 player.*
- 4 *Bill explained that he was late because there had been a lot of traffic.*
- 5 *Mum advised me to put a plaster on my finger.*
- 6 *He refused to go to the doctor.*
- 7 *Jane promised that she would not be late.*

8 **Focus ►** Understanding *some/any/no/every* + compounds

- Review the Grammar Reference section with Ss.
- Have Ss complete the task.
- Invite Ss to read out the sentences in class and check.

Answer Key

- | | | |
|------------------|---------------------|--------------------|
| 2 <i>nothing</i> | 4 <i>nothing</i> | 6 <i>something</i> |
| 3 <i>anyone</i> | 5 <i>everything</i> | 7 <i>No one</i> |

Writing

9 **Focus ►** Writing an email using *reported speech*

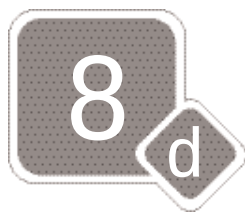
- Read the rubric with Ss and check Ss understand the task.
- Direct Ss to pay attention to the time expressions and verb tenses in their reported speech.
- Allow Ss time to write their emails. Alternatively, assign the task as HW.
- Invite Ss to read their emails out and check for correct use of reported speech.
- As an extension, have Ss rewrite their email from Paul in direct speech.

Suggested Answer Key

Hi David!

Guess what! Paul told me that he had an accident. He said that he had twisted his ankle while he was playing basketball at school. He told me to tell you he was sorry and that it would be impossible for him to go camping this weekend with us. He promised that as soon as he was better we would arrange to go again. He wished us a good trip and to be careful in the mountains. So it's just the two of us this weekend, but I'm sure we will have fun!

John



Vocabulary & Speaking

Objectives

Vocabulary: survival; equipment, treating injuries; idioms related to animals

Grammar: question tags

Reading: reading for comprehension/gist; reading for specific information

Listening: listening for specific information; listening for intonation in question tags

Speaking: a short talk; describing an incident that involved an injury

1 **Focus ►** Predicting the content of a text/ Reading for confirmation

- Refer Ss to the title of the text.
- Elicit what Ss think the text is about and write their answers on the board.
- Have Ss read the text and check.

Suggested Answer Key

I think the text will be about how to survive if you are lost in the jungle.

2 **Focus ►** Reading for gist/Understanding vocabulary

- Direct Ss to read the headings and then search the text for key words related to the headings.
- Have Ss complete the task and compare answers with a partner.
- Check Ss' answers and ask them to justify them from the text.
- Elicit the meaning of the words in bold and allow Ss time to write down any new vocabulary.

Answer Key

1 E 2 C 3 A 4 F 5 D

Suggested Answer Key

shelters: places people stay that protects them from bad weather and danger

stick: a long piece of wood or branch from a tree

part: to make a space by moving things that are grouped together in opposite directions

vegetation: plants and trees in an area

poisonous: very harmful, causes illness or death

juicy: has liquid inside and usually tastes good
creepy-crawlies: insects, bugs

turn up your nose: refuse or reject sth as not good enough

warning: sth that makes you aware of a danger or problem

mudslides: a large amount of dirt that falls down a mountain or hill, usually dangerous

steep hillsides: sharp rising side of a hill

do the trick: do what you want it to

reflects: when light, sound or heat hit an object and are sent back to their origin

3 **Focus ►** Discussing information from the text/ Listening and reading for specific information

- Have Ss listen to and read the text again.
- Ask various Ss to answer the questions.

Answer Key

The author mentions 'Lost' to make the point that it is more difficult to survive in the jungle than shown on TV.

The author mentions **insects** as some can be dangerous and other can be used for food.

The author mentions **rain** because it rains a lot in the jungle and it can cause problems.

The author mentions an **aeroplane** as a possible way to be rescued from the jungle.

The author mentions a **broken bottle** as one thing that you can use to help be rescued.

Speaking

4 **Focus ►** Making notes on a text/Giving a talk

- Read the **study skills** box and check Ss understand it.
- Refer Ss to the headings and have them write notes.
- Invite Ss to give a talk using their notes as a guide.

Answer Key

vegetation	<i>thick, need stick-part, careful of poisonous insect/snakes</i>
food and drink	<i>insect source of protein, avoid colourful insects, collect rainwater in leaves</i>
weather	<i>lots of rain, mudslides, avoid steep hillsides</i>
signalling for help	<i>aeroplane, use broken glass to reflect sunlight</i>

Suggested Answer Key

What would you do if you were lost in the jungle? Do you know how to survive? There are a few important things you should know if you are ever lost in the jungle.

First off, the jungle has thick vegetation so you will need a stick to part it when you walk through it. This way you will also be able to see any poisonous insects or snakes.

A very important thing to know is what you will eat and drink when in the jungle. Try insects as they are a good source of protein, but avoid colourful ones as they are usually poisonous. You can collect rainwater in leaves to drink.

It rains a lot in the jungle causing mudslides so stay away from steep hillsides. Finally, if an aeroplane passes overhead, use a piece of glass to reflect the sunlight and signal the plane. Help should soon be on its way.

5 **Focus** ➤ Writing about a topic related to the text

- Have Ss complete the task.
- In pairs, Ss read each other their sentences.
- Monitor the activity and assist as necessary.

Suggested Answer Key

If I were lost in the desert, I would try to use the clothes I have to protect me from the hot sun. I would sleep during the day and walk at night. I would look for lights on the horizon that indicate a city or a town. If I saw any insects, I would eat them. If an aeroplane flew overhead, I would use any metal I had on me, like a belt bucket, to reflect sunlight and signal the plane.

Vocabulary

6 **Focus** ➤ Understanding vocabulary

- Read through the list of words and check Ss understand them.
- In pairs, have Ss discuss which items they are going to take with them.
- Monitor the activity and check for correct use of vocabulary.

Suggested Answer Key

A: ... take insect repellent to keep the bugs away?

B: Yes, definately. What if one of us gets injured? We'd better take the first aid kit.

A: You're right. I think we will also need a pen knife; it has many useful tools on it.

B: Good idea. Do you think we need an umbrella in case of rain?

A: No, we have our raincoats and hats. It would be difficult to hike while holding an umbrella.

B: Yes, that's true. We need to dress in warm clothes though, as it is very cold and windy up on the mountain. etc

7 a) **Focus** ➤ Practising vocabulary

- Have Ss check the meanings of the words in the Word List.
- Have Ss complete the task.
- Elicit answers in class and check.

Answer Key

- | | |
|--------------------|------------|
| 1 cast | 5 ointment |
| 2 plaster | 6 ice pack |
| 3 sling | 7 bandage |
| 4 antiseptic cream | |

b) **Focus** ➤ Using new vocabulary

Ask Ss to recall an injury they had and tell the class about it.

Suggested Answer Key

Last summer, I was riding my bike in the park when I hit a rock and fell. I sprained my wrist. I also cut my leg on a piece of glass. It really hurt. My friend helped me get home and my mum put an ice pack on my wrist and some antiseptic cream on the cut. We went to the hospital and a doctor put my arm in a sling so I wouldn't move my wrist.

8d

Vocabulary & Speaking

8 Focus ► Understanding question tags

- Refer Ss to the Grammar Reference section.
- Have Ss read and listen to the cartoon.
- Elicit how question tags are formed.
- Ss listen again and repeat.

Answer Key

Question tags are formed by using the modal (auxiliary) verb from the main statement and the appropriate subject pronoun. A positive statement is followed by a negative question tag and a negative statement is followed by a positive question tag.

9 Focus ► Practising question tags/Listening and practising intonation in question tags

- Write the following sentences on the board:
 - 1 'It was a great film, wasn't it?'
 - 2 'He has left, hasn't he?'
- Elicit which question is asking for agreement because the person asking the question is sure of the answer (1) and which question is checking information because the person asking the question is not sure of the answer (2).
- Repeat the questions with the correct intonation. Elicit in which question the voice rises at the question tag (2) and in which the question the voice goes down at the question tag (1).
- Explain that when the speaker is sure of what he/she is asking, his/her voice goes down at the question tag and when the speaker is not sure of the answer, his/her voice goes up at the question tag.

- Have Ss copy and complete the question tags in their notebooks.
- Play the recording. Ss listen and complete the table.
- Play the recording again with pauses after each statement and have Ss repeat them with the correct intonation.

Answer Key

- | | | |
|---|------------|----------|
| 1 | isn't she? | sure |
| 2 | shall we? | sure |
| 3 | did you? | not sure |
| 4 | hasn't he? | sure |
| 5 | can he? | not sure |
| 6 | do you? | not sure |
| 7 | wasn't it? | sure |

10 Focus ► Understanding idioms

- Have Ss complete the task and check their answers in Appendix 3.
- Read through the answers in class and discuss.
- Ask Ss to find similar idioms in their L1.

Answer Key

- 1 has a bee in his bonnet
- 2 barking up the wrong tree
- 3 take the bull by the horns
- 4 let the cat out of the bag
- 5 killed two birds with one stone

8e

Writing Skills

Objectives

Reading: reading for comprehension

Writing: completing an application form; a letter of application

1 Focus ► Understanding a rubric/Identifying key words

- Have Ss read the advert and underline the key words.
- Elicit answers to the questions in the rubric and discuss.

Answer Key

VOLUNTEERS AGED 13+ WANTED

for the Sea Turtle Rescue Centre on the Greek island of Zakynthos to patrol and clean beaches, provide tourist information & help injured turtles.

No experience necessary, but applicants must:

- have an interest in conservation.
- be fit and good at dealing with people.
- speak English (other languages an advantage).

Download our application form and email it, with your letter of application, explaining why you would be a suitable volunteer, to: markhudson@seaturtlecentre.org

- 1 It is advertising for volunteers for a sea turtle centre.
- 2 Young people 13+ that are interested in conservation.
- 3 A website
- 4 Applicants should be fit and good at dealing with people. They must also speak English.
- 5 Download application form and email it with a letter of application.

2 **Focus ►** Completing an application form/ Reading for comprehension

- Have Ss read and complete the application form.
- Direct Ss to read through the completed application form and check they understand it.

(Ss' own answers)

3 a) **Focus ►** Understanding a letter of application

- Read the theory box and check Ss understand it.

b) **Focus ►** Analysing the content of a letter of application/Reading for confirmation

- Refer Ss to the advert in Ex. 1 again.
- Have Ss complete the task and read the letter of application on p.131 and check their answers.
- Elicit answers in class and discuss.

Answer Key

1, 3, 4, 7, 9, 10

4 **Focus ►** Analysing the format of a letter of application

- Have Ss read the model letter of application again.
- Elicit what each paragraph is about and discuss.

Answer Key

The first paragraph of the letter of application gives the reason for writing.

The second paragraph gives reasons why the person is suitable for the position.

The third paragraph gives information about personality and experience.

The last paragraph gives details of when and how to contact the applicant.

5 a) **Focus ►** Understanding formal style

Read the theory box and check Ss understand formal style.

b) **Focus ►** Practising formal style

- Have Ss complete the task.
- Invite Ss to read their answers and check.

Answer Key

1 I saw your advertisement in Monday's edition of ...

2 I am interested in applying to be a volunteer at your rescue centre.

3 I have just taken the PET English exam and I passed with grade A.

4 Last year, I was member of the school environment club and was involved in various conservation projects.

5 I am described by my teachers as ...

6 I learned how to deal with a variety of people.

7 I attach my completed application form.

8 I would be grateful if you would consider me as a volunteer.

9 I can be contacted ... at any time.

10 I look forward to hearing from you.

Writing

6 **Focus ►** Understanding the rubric/ Identifying key words

- Have Ss read the rubric and underline the key words.

- Elicit answers to the questions and discuss the format.

Answer Key

key words: wanted volunteers, organise activities, summer camp, children with learning disabilities, 13 to 16 years old, speak english, experience working with children, hardworking and patient

I will write a letter of application to be a volunteer at a summer camp.

Para 1 reason for writing

Para 2 information about me

Para 3 my experience and my personality

Para 4 closing remarks – looking forward to hearing a reply

7 **Focus ►** Writing a letter of application

- Direct Ss to use their answers from Ex. 6 to write their letters paying attention to formal style.
- Allow Ss time to write their letters. Alternatively, assign task as HW.
- Invite Ss to read their letters in class.

Suggested Answer Key

Dear Mr Johnson,

With reference to your advertisement, in an international student's magazine, I would like to apply for a volunteer position.

I am a fifteen-year-old student currently attending middle school. I really enjoy working with children. I hope to study education and become a teacher. I have just passed the Pet English exam with a grade A. At school, I am involved in a variety of sports teams and clubs including the psychology club. I am described by my fellow students and teachers as sociable, caring and creative. Furthermore, I volunteer every week as a group leader at a youth centre in my neighbourhood, where I coordinate different activities and sports for children of all ages. From this experience I have learned to communicate well with young people and understand their needs. In addition to my volunteer work, I do babysitting for some of the families in my neighbourhood.

I have attached my application form and references. I would be grateful if you would consider me as a volunteer. I can be contacted at the number on my application form at any time. I look forward to hearing from you.

*Yours sincerely,
Tara Rulstan*



English in Use

Objectives

Vocabulary: phrasal verbs (carry); prepositional phrases; words often confused (*injured/harmed, gain/win, suitably/properly, lose/miss, recover/rescue, avoid/prevent, instead of/besides, make/do, inspiring/promising, disability/inability*)

Grammar: reported speech

Reading: reading for comprehension; reading for missing lexis (word formation)

Listening: listening for confirmation

1 **Focus ►** Practising vocabulary/Reading for comprehension/Listening for confirmation

- Have Ss complete the task.
- Ss listen to the recording and check their answers.
- Ask Ss to make sentences with the other words.
- Ask various Ss to read their sentences and check.

Answer Key

- | | |
|------------|---------------|
| 1 injured | 6 avoid |
| 2 gained | 7 instead of |
| 3 properly | 8 made |
| 4 lost | 9 inspiring |
| 5 rescued | 10 disability |

Suggested Answer Key

- 1 The hostage was not harmed by the kidnappers.
- 2 The team practised very hard and won the game.
- 3 The building was suitably designed for a hospital.
- 4 She forgot to get off the bus and missed her stop.
- 5 After the accident, she recovered from her injuries in the hospital.
- 6 New drugs are being developed to prevent cancer.
- 7 He is able to swim long distances besides being a very fast swimmer.
- 8 The job was done in a few hours.
- 9 He is promising everyone that he will finish on time.
- 10 His inability to speak French made him not suitable for the job.

2 Focus ► Practising word formation

- Remind Ss to read the text once with the gaps to get an overall understanding of what it is about.
- Have Ss complete the task.
- Read the text and check.

Answer Key

- | | |
|----------------|------------|
| 1 tourists | 4 peaceful |
| 2 conservation | 5 amazing |
| 3 darkness | |

3 Focus ► Practising phrasal verbs

- Have Ss complete the task and check their answers in Appendix 1.

Answer Key

- | | | |
|-------|-----------|------|
| 1 off | 3 through | 5 on |
| 2 out | 4 away | |

4 Focus ► Practising prepositional phrases

- Have Ss complete the task and check their answers in Appendix 2.

Answer Key

- | | | |
|------|-------|------|
| 1 in | 3 for | 5 on |
| 2 of | 4 in | |

5 Focus ► Practising reported speech

- Read through the dialogue and check Ss understand it.
- In pairs, have Ss report the dialogue to each other.
- Monitor the activity and check for correct use of reported speech.

Answer Key

Julie said that she couldn't believe that Brian had done a parachute jump and Julie asked Brian if he found the parachute jump scary. He told her that he had not even thought about it. He said that he had just jumped. Then she asked him if people had been watching below. He told her that there had been a lot of people watching. He asked if she wanted to do a parachute jump with him the following week. She told him that she didn't want to because she would be too scared. He explained that the trainers would show her what to do. So she told Brian that she would do it.

Objectives

Reading: reading for specific information;

Writing: a summary of a text; a biography about a famous person

1 **Focus ►** Introducing the topic of a text

- Elicit the answers to the questions in the rubric from various Ss.
- Invite Ss to tell the class what they think their life would be like without one of their senses.

Answer Key

We need our fingers to touch.

We need our eyes to see.

We need our mouth to taste.

We need our nose to smell.

Suggested Answer Key

If I wasn't able to see I wouldn't be able to go to school by myself. I wouldn't be able to read, watch TV or play sports. I would probably have to go to a special school and have or a guide dog.

2 **Focus ►** Predicting the content of text/
Listening and reading for confirmation

- Elicit from Ss what they know about Helen Keller.
- Play the recording and direct Ss to listen and read to check.

Answer Key

Helen Keller was a person from US history who was left blind and deaf after a childhood illness. She was an inspiration because she became the first blind-deaf person to get a degree at university and she also wrote books.

3 **Focus ►** Reading for specific information

- Read the rubric with Ss to prepare them what to read for.
- Have Ss complete the task.
- Elicit answers and check.

Answer Key

30 – *Helen learned 30 words.*

1904 – *The year that she graduated from university.*

20 – *The age she was when she went to university.*

1 – *The age she was when she got the illness.*

7 – *The age that she got a tutor.*

12 – *Helen Keller met 12 US presidents.*

4 **Focus ►** Reading for specific information
(comprehension questions)

- Have Ss answer the questions.
- Elicit answers and discuss.

Answer Key

1 *Helen succeeded in having a normal life despite her disabilities.*

2 *Helen misbehaved a lot when she was young. I think she was like this because life was very difficult for her; she wasn't able to see or hear.*

3 *Anne Sullivan helped Helen to read and write and lead a normal life.*

4 *When Helen was an adult she got a degree from university and wrote many books.*

5 *That she worked in her adult life to raise money for people like herself.*

6 *From Helen's life we can learn that anything is possible if we try.*

5 **Focus ►** Understanding vocabulary

- Direct Ss to find the meaning of the words in bold from the context of the text.
- Have Ss check their answers in the Word List.

Suggested Answer Key

exist: *to be real and present in the world*

blind: *unable to see*

deaf: *unable to hear*

tutor: *teacher*

strict: *firm enforcing the rules*

progress: *improve and get better*

ordinary: *normal*

graduate: *successfully complete university*

degree: *the award one gets for completing a 3 or 4 year course at university*

inspiration: *influence people to achieve things*

6 Focus Writing a summary of a text

- Direct Ss to make notes on the text.
- Invite Ss to read their summaries in class.

Suggested Answer Key

Helen Keller was an amazing person who despite being blind and deaf graduated from university, wrote many books and travelled the world. At the age of one Helen became blind and deaf from an illness. The first few years of Helen's life were very difficult for her as she was unable to communicate with the outside world. Helen's family hired a tutor named Ann Sullivan who was very strict with Helen and managed to teach her to communicate with sign language. Helen learned to read and write. She went to university and was the first blind -deaf person to get a degree. Helen wrote many books, gave lectures and travelled the world to raise money and improve conditions for the blind. Helen's accomplishments are truly an inspiration for us all.

- Invite Ss to read their biographies in class and ask the class for feedback.

Suggested Answer Key

When Russian people think of the best of Russian literature, they most often think of Alexander Pushkin. He is considered the father of Russian literature. He was the first person to write poems and stories in Russian, at a time when most things were written in French or English. Writing in Russian made his poetry and literature available to everyone.

Pushkin was born in 1799 and published his first poem at the age of 15. Throughout his lifetime, he wrote hundreds of plays, short stories and poems. In 1831, he married a woman named Natalya Goncharova. They had four children together. He died in 1837 in a duel defending the honour of his wife.

Russian people, no matter their age or political beliefs love Pushkin. His determination to write what he believed in inspires me to work hard and accomplish what I want no matter the difficulties.

7 Focus Writing a biography

- Direct Ss to follow the guidelines in the rubric.
- Allow Ss time to research and write their biographies. Alternatively, assign the task as HW.

Going Green

Objectives

Reading: reading for lexico-grammatical correctness

Speaking: discussing saving energy; discussing a motto; giving a presentation

Writing: sentences about protecting Antarctica

1 Focus Introducing the topic of a text/ Reading a fact file

- Elicit from Ss what they know about Antarctica and discuss.
- Invite Ss to read out the fact file in class and discuss what they find impressive.

Suggested Answer Key

The piece of information I find most impressive is that the lowest temperature ever recorded was -89.6 degrees Celsius.

2 Focus Understanding vocabulary/Reading for confirmation

- Read the list of collocations (phrases) aloud and have Ss check the Word List for the meanings.
- Elicit from Ss how these collocations could be related to Antarctica and discuss.
- Have Ss read the text to find out.

Suggested Answer Key

greenhouse gases: a cause of global warming that is destroying the Antarctica

burning fossil fuels: another cause of global warming that is destroying Antarctica

rising world temperatures: the rise of world temperatures is causing the ice to melt in Antarctica and destroying the habit of many animals there

melting ice: the problem of melting ice of Antarctica is causing the sea levels to rise.

adventurous tourist: tourist go on tours of the Antarctica

CO₂ emissions: pollution such as CO₂ emissions is threatening the Antarctica

global warming: is destroying the Antarctic and the animals that live there

3 **Focus ►** Reading for lexico-grammatical correctness (multiple choice cloze)

- Direct Ss to read the text again and complete the task.
- Ss listen to the recording and check their answers.

Answer Key

1 B	3 A	5 B	7 D	9 C
2 D	4 B	6 A	8 A	10 D

4 **Focus ►** Understanding vocabulary

- Refer Ss to the words in bold.
- Have Ss find the meanings from the content of the text and check in the Word List.
- Have Ss complete the sentences.
- Invite Ss to read out their sentences and check.

Suggested Answer Key

deforestation: the cutting down of trees in a forest or jungle

polar: sth which is near North and South Pole

flooding: when too much water overflows and covers an area

bury: to cover with sth

predator: an animal that hunts another animal

wilderness: desert, somewhere not used by people

range: between two numbers

scenery: the surrounding landscape

impact: an effect

quality: the good things about it

draw: attract

Answer Key

1 deforestation	4 predators
2 bury	5 ranges
3 flooding	

5 **Focus ►** Writing about the topic of a text

- Read the rubric in class and check Ss understand the task.
- Direct Ss to write a few sentences, answering the questions in the rubric.
- Invite Ss to read their sentences to the class.

Suggested Answer Key

It is important to protect Antarctica because it is home to many animals, birds, plants and sea life. We could help protect Antarctica by limiting the amount of people that travel there.

We must stop global warming by burning less fossil fuels and finding other environmentally friendly energy sources such as solar energy.

6 **Focus ►** Discussing the topic of a text

- Read the rubric and elicit Ss' answers.

Suggested Answer Key

If I was offered a trip to Antarctica, although I think it would be very interesting I wouldn't go because that would add to the impact of pollution in the area.

Speaking

7 **Focus ►** Discussing a topic related to the text/ Completing a spidergram

- Read the rubric and have Ss brainstorm for ideas.
- In pairs, have Ss compare ideas and discuss.
- Invite pairs to report their ideas to the class.
- Have Ss copy the spidergram into their notebooks.

Suggested Answer Key

- ... repair old items which are broken instead of buying new ones.
- ... buy items which are cleaner and better for the environment.
- ... buy electrical items which have the energy star rating.
- ... always switch off electrical items when they are not being used.
- ... use public transport or go on foot.
- ... buy only items that are needed.
- ... give old items to charities and people in need.

8 Focus ► Understanding/Discussing a motto

- Read the motto.
- Elicit what a motto is (*a short sentence or phrase that expresses a rule or belief in a particular behaviour or way of acting*).
- Elicit the meaning of the motto and discuss.

Suggested Answer Key

I think the motto means to be careful and protect the environment that we visit.

9 Focus ► Making a presentation

- Have Ss in groups of 3-4 collect information using the website in the rubric and other sources on the Antarctic and prepare a presentation.
- Invite groups to present their information to the class.

Suggested Answer Key

Antarctica is the Earth's most southern continent located at the South Pole. About 98 percent of Antarctica is covered by ice. There are no trees or bushes that grow in the Antarctic, only moss and algae. Whales, seals and birds live in the waters and coastal areas of the Antarctic. Penguins are the most famous inhabitants of the Antarctic. These birds can't fly and live on the ice sheets and coastal waters.

Global warming and pollution are threatening this precious ecosystem. Before the 1960s there was no regulation or protection of Antarctica. The Antarctic treaty now protects all the animals and plants there and prohibits pollution in the area. Pollution of the sea is prohibited and no Antarctic animal can be captured or hunted. Special permits are given to visit the area to those that are approved by the treaty.

Progress Check

Answer Key

- injured
 - sunscreen
 - plaster
 - cat
 - bandage
 - sprain
 - rucksack
 - map
 - disability
 - burnt
- John told me that we were going on a hike the next day.
 - Jenny said to go to the doctor's.
 - Amanda asked me if I still had a sore throat.
 - Andrea told me that Matt had a very bad headache.
 - Samantha told me that fortunately, she hadn't broken her leg.

- No one
 - something
 - Everyone
 - everywhere
 - anything
- out
 - on
 - off
 - through
 - away
- c
 - e
 - d
 - b
 - a

Grammar Check Key

Module 1

- | | | | | |
|---|---|------------------------|---|------------------|
| 1 | 1 | Are you doing | 4 | has been working |
| | 2 | hasn't eaten | 5 | look |
| | 3 | is thinking | 6 | starts |
| | | | | |
| 2 | 1 | have been working | 5 | has been using |
| | 2 | have lost | 6 | is having |
| | 3 | smells | 7 | do people wear |
| | 4 | have been working, | 8 | Did you find |
| | | still haven't finished | | |

3 (Suggested Answers)

- 2 A: Do you have breakfast in the morning?
B: Yes, I have breakfast every morning.
- 3 A: What time does your dad leave for work?
B: He leaves for work at 8:00.
- 4 A: Do you meet your friends in the afternoon?
B: Yes, we usually meet at the shopping mall.
- 5 A: Does your mum do the shopping every day?
B: No, only on Tuesdays and Thursdays.
- 6 A: What do you do in your free time?
B: I play football in my free time.

- | | | | | |
|---|---|-----------------------|----|------------------|
| 4 | 1 | haven't written | 7 | play |
| | 2 | 've been | 8 | puts |
| | 3 | have you been | 9 | finish |
| | 4 | 've just come | 10 | 've been surfing |
| | 5 | have been celebrating | 11 | is still waiting |
| | 6 | serve | | |

5 Susan Jameson

- A: How long has Susan been playing tennis?
B: She has been playing tennis since 2004.
A: How many matches has she played so far?
B: She has played 100 matches.

Sally Hill

- A: How long has Sally been collecting stamps?
B: She has been collecting stamps for 2 years.
A: How many stamps has she collected so far?
B: She has collected 200 stamps.

Daniel Johnson

- A: How long has Daniel been taking pictures?
B: He has been taking pictures since 2006.
A: How many pictures has he taken so far?
B: He has taken 500 pictures.

- | | | | | |
|---|---|-----------------|---|----------------|
| 6 | 2 | seldom takes | 5 | usually visits |
| | 3 | often plays | 6 | never surfs |
| | 4 | sometimes meets | | |

7 (Suggested Answers)

- 2 A: How often does your dad drive you to school?
B: My dad sometimes drives me to school.
A: My dad rarely drives me to school.
- 3 A: How often do your grandparents visit you?
B: My grandparents sometimes visit me.
A: My grandparents usually visit me.
- 4 A: How often does your family go on a picnic?
B: My family never goes on a picnic.
A: My family rarely goes on a picnic.
- 5 A: How often do you tidy your room?
B: I always tidy my room.
A: I never tidy my room.
- 6 A: How often does your maths teacher assign you a lot of homework?
B: My maths teacher often assigns us a lot of homework.
A: My maths teacher usually assigns us a lot of homework.

	You	Your partner
2 drives	S	R
3 visit	S	U
4 go	N	R
5 tidy	A	N
6 assigns	O	U

- | | | | | | | |
|---|---|-------|---|-------|---|-----|
| 8 | 1 | where | 4 | who | 7 | who |
| | 2 | when | 5 | where | 8 | why |
| | 3 | which | 6 | whose | | |

- 9 1 Buckingham Palace, which is in the residence of the Queen of England, is in London. (*ND – cannot be omitted*)
- 2 The book, (which) I bought yesterday, is very interesting. (*ND – can be omitted*)
- 3 Sam, whose birthday is on Saturday, is having a party this weekend. (*ND – cannot be omitted*)
- 4 I have been studying all day, which is why I'm very tired. (*D – cannot be omitted*)
- 5 The best time to visit Scotland is on New Year's Eve, when Hogmanay takes place. (*D – cannot be omitted*)
- 6 Amy, who is taking part in the carnival, has made her costume herself. (*ND – cannot be omitted*)

Module 2

- | | | | | | | |
|---|---|----------|---|-------|---|----------|
| 1 | 1 | to study | 3 | stay | 5 | visiting |
| | 2 | stealing | 4 | doing | 6 | seeing |

- 2 1 b 3 c 5 a
2 a 4 c 6 b

- 3 • Helen manages to combine work and family life.
• Helen hopes to build her own animal hospital.
• Helen can't stand seeing stray animals.
• Helen sometimes finds it difficult to handle large animals.
• Helen would like to travel round the world.

- 4 1 to invite 5 make 9 to complete
2 to spend 6 to choose 10 helping
3 shouting 7 to do 11 being
4 to do 8 give

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

- 6 2 rent 4 sharing 6 to have
3 to spend 5 to tidy

(Suggested Answers)

I would prefer to rent a house than a flat.

I would prefer to tidy my own room so that I know where everything is.

I prefer to spend time in the lounge because I can relax and watch TV. etc

- 7 2 to take 4 visiting 6 going
3 to bring 5 to take 7 relaxing

- 8 2 Mr Smith is too tired to work.
3 James is old enough to drive a car.
4 It is windy enough to go windsurfing.
5 The exercise is too difficult to do.

9 (Suggested Answer)

- Wayne's new bedroom is not spacious enough.
- Wayne's new neighbours are too nosy.
- Wayne's new neighbourhood is too crowded.
- Wayne's new garden is too narrow.
- Wayne's new garage not big enough.

Module 3

- 1 1 was telling 8 chased
2 said 9 didn't believe
3 was walking 10 heard
4 noticed 11 looked
5 were shining 12 screamed
6 saw 13 could
7 were flying 14 were circling

(Suggested Answer)

I think Henry saw Scary Sally and ran to tell his Dad.

- 2 1 had already left 4 had been playing
2 had you been trying 5 had been saving
3 had put away 6 had just started

- 3 2 d Mike had lunch and then did the washing-up.
3 a Daniel had already got to the airport when he realised he had left his passport at home.
4 b Sarah's clothes were wet because she had been walking in the rain.
5 e Julia was sleeping when a loud noise woke her up.

- 4 1 had been working, broke down
2 was mopping, was cutting
3 Were you sleeping, happened
4 was flying
5 had passed
6 had cleaned, came
7 waited, opened, was making
8 hadn't been/didn't go, (had) spent

- 5 2 did you do → were you doing
3 was twisting → had twisted
4 was living → lived
5 was cooking → had cooked

- 6 1 had been studying 5 handed out
2 entered 6 were writing
3 sat 7 had broken
4 were wearing 8 had been making

- 7 • ... He took his luggage and got a taxi and went to his halls of residence.
• He arrived at his flat and opened his suitcase. He was surprised because his suitcase was full of women's clothes. He realised that he had taken the wrong suitcase.
• He called the Lost and Found Department at the airport but the officer said nobody had reported that they had also taken the wrong suitcase. Daniel was really upset.
• He went into the kitchen and made dinner. The door opened and a girl entered the flat. She was holding his suitcase! He went to his bedroom and returned holding her suitcase. He showed it to the girl and they started laughing.

- 8 2 I used to drive to work.
3 I didn't use to go jogging every day.
4 I didn't use to have a rabbit.
5 We used to live in a flat.
6 I didn't use to cook every day.

- 9 1 used to rent 4 used to/would go
2 used to/would take 5 didn't use to have
3 didn't use to buy

Module 4

- 1 1 starts 4 will help
2 will become 5 are going to drop
3 is flying
- 2 1 A 2 C 3 B 4 B 5 C
- 3 1 am going to take
2 will have been performing
3 will have learnt
4 will love
- 4 2 will be having 5 will have been surfing
3 will have had 6 will have gone
4 will be watching
- 5 1 will be flying
2 will have been surfing
3 will be moving
4 Will you be going
5 will have been studying
6 Will you have come
7 will have taken
8 will have been repairing
- 6 2 She will buy a new computer as soon as she gets paid.
3 She will stay in the house until it stops raining.
4 He will meet his friends after he has done his homework.
- 7 1 before, leave
2 will vacuum, while, are doing
3 By the time, realises, will be
4 does not know, when, will come/won't know, until, comes
5 will call, as soon as, arrive
6 will pay, the moment, get paid
- 8 1 in case 3 in case
2 in order to 4 so as to
- 9 1 so little attention 3 so much money
2 such a heavy 4 such bad weather
suitcase (that)

Module 5

- 1 1 less 5 better
2 more 6 younger
3 easier 7 more exciting
4 more interested 8 latest

- 2 1 c 2 b 3 a 4 a 5 b 6 a
- 3 2 as tall 5 the most handsome/
3 the cleverest handsomest
4 less friendly
- 4 1 more 3 very 5 more
2 more (1st) 4 by 6 the (2nd)
- 5 1 cheaper 3 the best 5 further
2 more slowly 4 close

6 (Suggested Answers)

I think Brad Pitt is younger than George Clooney.
I think Celine Dion is more talented than Beyonce.
I think Matt Damon is more handsome than Ben Affleck.
I think Richard Gere is more famous than Edward Norton.
I think Julia Roberts is friendlier than Cameron Diaz.
I think Owen Wilson is more successful than Matt Dillon.

- 7 1 very 3 extremely 5 extremely
2 totally 4 rather 6 completely
- 8 **Indiana Jones** 2 rather 3 totally
Harry Potter 1 rather 3 fairly
2 extremely

(Suggested Answer)

Pirates of the Caribbean is a totally action-packed film with a rather unusual plot. The characters are extremely interesting, especially Captain Jack Sparrow. The ending was extremely unusual with lots of surprises.

- 9 1 exercising 4 to live 7 have
2 reading 5 live
3 spend 6 surf

10 (Suggested Answers)

- 2 A: Would you rather have a salad or a cheeseburger for dinner?
B: I would rather have a salad than a cheeseburger for dinner.
- 3 A: Do you prefer listening to music or watching TV?
B: I prefer listening to music than watching TV.
- 4 A: Would you rather have lunch at home or eat out today?
B: I would rather have lunch at home than eat out at today.

- 5 A: Would you rather see a romantic comedy or see a horror film?
B: I would rather see a horror film than see a romantic comedy.
- 6 A: Would you prefer to go to the cinema or go to the theatre tonight?
B: I would prefer to go to the theatre than go to the cinema tonight.

Module 6

- 1 1 are not allowed
2 has not been delivered
3 was Pete promoted
4 is being built
5 was stung
6 must be finished
7 was *The Day the Earth Stood Still* directed
8 has not been repaired
- 2 1 was burgled 4 are abandoned
2 is estimated 5 was donated
3 must be removed 6 should cats be fed
- 3 The Great Pyramid of Giza was built around 2,720 - 2,560 BC over a period of 20 years.
The Great Pyramid of Giza is made up of 2.3 million limestone blocks
The pyramid has been used as a tomb for King Khufu.
It is still unknown how the blocks were placed.
The pyramid's features are so large they can be seen from miles away.
- 4 2 is having a sofa delivered
3 will have her nails done tomorrow
4 has his eyes tested
5 have her dress mended.
- 5 2 Linda is having her picture taken.
3 Danny should have his jacket dry-cleaned.
4 Paul had his mobile stolen.
5 Sandra has had her fridge fixed.
6 Bill had his car serviced yesterday.
7 Claire has her hair cut every month.
8 Sarah will have her teeth checked.
- 6 1 whenever 4 however 7 Whenever
2 whichever 5 whoever 8 however
3 wherever 6 whatever
- 7 2 herself, R 5 myself, E
3 himself, E 6 themselves, R
4 herself, R

- 8 3 A: Did Gena and Alina decorate their house?
B: Yes, they did it themselves.
- 4 A: Did Ross fix the tap?
B: Yes, he did it himself.
- 5 A: Did Vera plant flowers in her garden?
B: No, she had them planted.
- 6 A: Did Barbara prepare dinner?
B: Yes, she did it herself.
- 7 A: Did Helen make her wedding dress?
B: No, she had it made.
- 8 A: Did the Walkers paint their balcony?
B: Yes, they did it themselves.

Module 7

- 1 2 If you work out regularly, you will keep fit. (*1st Conditional*)/If you work out regularly, you keep fit. (*0 Conditional*)
3 If I eat chocolate I get red spots on my face. (*0 Conditional*)
4 If you don't study, you will not get good marks. (*1st Conditional*)
5 If you leave ice in the sun, it melts. (*0 Conditional*)
6 If I save some money, I will buy a new computer (*1st Conditional*)
- 2 2 If the watch wasn't so expensive, Susan would buy it. (*2nd Conditional*)
3 If Ellie had been careful, she wouldn't have fallen down and twisted her ankle. (*3rd Conditional*)
4 If he had not forgotten his mobile at work, he wouldn't have called his boss from a phone box. (*3rd Conditional*)
5 If Helen didn't have to do her homework, she would play with her friend. (*2nd Conditional*)
- 3 1 Unless 3 Unless 5 Unless
2 If 4 If
- 4 2 If Ross hadn't missed the train, he wouldn't have sat on the bench.
3 If Ross hadn't sat on the bench, he wouldn't have found the cheque for £100,000.
4 If Ross hadn't found the cheque, he would not have taken it to the bank.
5 If Ross hadn't taken the cheque to the bank, he would not have received the £10,000 reward.
- 5 1 B 2 C 3 B 4 B
- 6 1 had come 3 would drive
2 were 4 hadn't been

7 (Suggested Answers)

- 2 I wish Diana hadn't lost my favourite earrings. / I wish I hadn't lent Diana my favourite earrings.
- 3 I wish my best friend wasn't upset with me. / I wish I hadn't lied to my best friend.
- 4 I wish I had brought my umbrella with me
- 5 I wish my flatmate wouldn't make so much noise.
- 6 I wish I hadn't burnt my hand. / I wish I hadn't touched the frying pan.

- 8 2 If only / I wish I hadn't left my lunch at home. (*past*)
- 3 I wish / If only I could go outside and play with my friends. (*present*)
- 4 If only / I wish I knew the answer. (*present*)
- 5 I wish / If only I had done my homework. (*past*)
- 6 I wish / If only I hadn't forgotten to bring my exercise book. (*past*)

- 9 1 B 3 C 5 C 7 C 9 C
2 C 4 C 6 A 8 B 10 A

Module 8**1 (Suggested Answers)**

- 2 Katya said (that) she was having a great time skydiving in Spain and she had been there for nearly a week. She said there had been only one nasty moment when her parachute had got stuck. She wondered at the time why she had signed up for it. She said that luckily she had remembered to pull the safety parachute, which worked immediately.
- 3 Paul said (that) he had taught his friends how to do parkour last week. He said (that) it had been thrilling because they had ran like they were being chased. He was happy because he could jump from building to building with his friends.
- 4 Sasha said (that) he/she was taking part in the Winter Olympics the following year. He/She said it would be his/her first professional event and that he/she was really excited. He/She explained that reaching speeds of up to 70 mph on your board could be pretty scary at times, but he/she said he/she wouldn't stop competing until he/she had taken the gold!

- 2 1 told 3 told 5 said
2 said 4 said 6 said

- 3 2 had, "I have a headache."
3 would, "I will meet you at the main entrance."
4 was going, "I'm going shopping."
5 needed, "I need help moving to my new flat."
6 had been feeling, "I have been feeling ill all day."

- 4 2 Ms Jameson told Susan to lift her leg a bit higher.
- 3 Ms Jameson asked Susan to turn her foot to the right.
- 4 Ms Jameson told Susan not to take the bandage off.
- 5 Ms Jameson asked Susan to stand up slowly.
- 5 2 Tom asked Elena if she had cut her finger while she was/had been chopping vegetables.
- 3 Peter asked Alison if she had ever broken her ankle.
- 4 The doctor asked if I had a stomach ache.
- 6 2 Paul asked Dave if it was difficult for someone to learn how to do white-water rafting.
- 3 Paul asked Dave what he liked most about his job.
- 4 Paul asked Dave if he had tried any other extreme sports.
- 5 Paul asked Dave what plans he had for the future.
- 6 Paul asked Dave if he was satisfied with his life.

- 7 2 Claire admitted to Adam (that) she had broken his mobile. / Claire admitted to breaking Adam's mobile.
- 3 Molly apologised to Julie for forgetting to call her on her birthday.
- 4 Diana assured/promised Louise that she wouldn't give away her secret.
- 5 Martin advised David to see a doctor.
- 6 The teacher warned Sam that she would punish him if he didn't stop talking.

- 8 1 anything 4 something 7 anywhere
2 someone 5 nowhere
3 anyone 6 everyone

- 9 1 g 3 h 5 c 7 d
2 f 4 b 6 a 8 e

- 10 1 won't you? 4 aren't I?
2 isn't it? 5 shall we?
3 does he? 6 didn't they?

Module 1

- 1 **laughter** – is heard at the party
fun – everyone has fun at the party
enjoy – everyone can enjoy the party
friends – friends are at the party
cheer – everyone cheers the fireworks
celebrate – the party is for celebrating
- 2 The singer thinks a good party is when there is lots of laughter and friends at it. The singer also thinks a good party has music, dancing, games, food and fireworks.
- 3 **(Suggested Answer Key)**
A: I think people have parties to celebrate a special occasion or an event. They want to be with their friends and families and enjoy themselves.
B: I agree, but sometimes people just have parties to get together and have fun with their friends without it being a special occasion or celebration.

Module 2

- 1 **(Suggested Answer Key)**
I think friendly people make a neighbourhood a nice place to live.
I also think lots of trees make a neighbourhood nice.
- 2 The singer is inviting the listener to come to visit his/her neighbourhood because it is a nice place.
words: – You're always very welcome
– If you want to get away
– I'd be so glad to see you and the place would do you good
– Why don't you pack a suitcase?
– Come visit for a while
– So there's lots of room for you
- 3 **(Suggested Answer Key)**
A: I'd rather live in the city. There are so many activities like going shopping, watching a film at the cinema or meeting friends at a café. Everything is close by and it's easy to take the metro or a bus somewhere. I also like living near my friends.
B: I would like to live in the countryside. The city is too crowded and people are often rude and unfriendly. In the countryside people are kind and helpful. The air is fresh and it's so quiet and clean.

Module 3

- 1 The song is about dreams and dreaming about imaginative places and things.
- 2 The singer dreams about going to another world where he/she can be other people like a movie star, traveller or a king. In this other world the singer is strong and can do anything like catch rainbows or visit other lands.
- 3 **(Suggested Answer Key)**
A: I dream about winning swimming competitions. I want to be a professional swimmer so I guess it influences my dreams. I hope my dreams do come true someday.
B: I usually have funny dreams with strange people and weird things happening in them. I once dreamed that I was going on an airplane and the pilot was blind and asked me to help him fly the plane. The really funny thing was all the passengers were chickens!

Module 4

- 1 The song is about computer problems and calling for a computer professional to fix them.
- 2 The singer says you shouldn't worry about problems with your computer because there is the techno wizard to solve all the problems.
- 3 **(Suggested Answer Key)**
A: I think we all use computers because they make our lives easier and we can do many things much faster with them. Despite all the problems that we can have with computers, we find the enjoyment and help they give to our daily lives worth the problems.
B: I agree, besides there are lots of quick and easy ways to solve your computer problems. There are many online and telephone help lines that offer cheap and quick solutions to minor problems. For bigger problems there are so many professionals and even students that can fix computers fast with little cost

Module 5

- 1 I like music because it always cheers me up and makes me feel better when I'm down. I also like music because it's fun to dance to my favourite songs.

- 2 The singer finds music an escape from his/her problems. Music makes the singer feel free and alive.

3 (Suggested Answer Key)

A: I think music is important to people because it makes them feel different emotions they might not otherwise feel. Many people listen to music to relax and escape from problems in their lives.

B: I think music expresses how a person feels. People connect to music in an emotional way.

A: I agree, I also think that music just makes us feel good and it's a great way to have fun and relax.

Module 6

- 1 The song is about helping in our community and how important it is to help make it a better place.

- 2 The singer suggests that we can spend time helping people in our neighbourhood and the community around us.

3 (Suggested Answer Key)

A: I think it is very important to help others because by helping others we make our communities and world a better place to live.

B: I think as a society we have a responsibility to help take care of people in need. Besides, it feels very good to help others and be involved in the community.

Module 7

- 1 The song is about our moods/attitudes in life and how we decide to approach our problems and daily living.

- 2 The singer has decided to be happy and have a positive attitude in everything they do or face in life, whereas some people have decided to be negative and feel jealous, sad or even afraid.

3 (Suggested Answer Key)

A: It is extremely important to be positive when things go wrong as this often affects the outcome. By being positive and even just smiling, people will want to help you and things could get better much faster.

B: You are right, a positive attitude not only will make people want to help, but it will make the entire experience less stressful and hurtful. Afterward when things are better, you won't have lost all that energy feeling negative.

Module 8

- 1 The song is about having the strength and courage to face the challenges and difficulties in life; to not quit when things get really bad.

- 2 The singer advises us that we are strong enough to face any challenge that life brings us and to not quit as things will get better.

3 (Suggested Answer Key)

A: Many people have problems getting along with their friends or family. They can feel very lonely and sad. By discussing their problems and being more understanding of others they can find solutions.

B: I think many people have problems with their jobs and financial problems which can be very stressful and make them feel depressed. Some try to find better jobs and others rely on their friends and family to help them out.

Module 1 – Celebrations

Unit 1b – Ex. 4b (p. 12)

Speaker 1

I'm not superstitious at all. I mean, most people say 'touch wood' for good luck, but I don't even do that. To tell you the truth, I don't think that being successful in life is about being lucky or unlucky. I think you need to know what you want and then work hard to get it. That's what makes a lucky person, in my opinion.

Speaker 2

Is there any reason to believe in superstitions? Probably not. But nobody really knows. If I see a ladder across my path, for example, I always walk around it – you know, just in case. I just don't want to take the risk, that's all.

Speaker 3

I never touch wood, throw salt over my shoulder, carry a lucky charm, that kind of thing. I can't believe people still believe in these silly superstitions today. I think we should forget them and leave them in the past, where they belong. I'm certainly not going to teach my children to believe in any of that rubbish.

Speaker 4

I don't take superstitions very seriously, but they are a kind of hobby. I love to sit down with friends and chat about something strange that has happened. We all laugh and tell each other that it is a sign of good or bad luck! Sometimes we try to guess what might happen next. Of course, we never guess correctly, but we always enjoy ourselves trying!

Speaker 5

I find them all so interesting! You know, every superstition has its own history. I love to learn where each one has come from and how it has changed. Our superstitions have even become a part of the way we think and speak. Every country in the world has its different superstitions, and I think they're absolutely fascinating!

Unit 1d – Ex. 3a (p. 16)

Speaker 1

It was fantastic. My mum baked me a huge cake with sixteen candles and I got lots of fantastic gifts and cards. About 50 people came to my party and we had a lot of fun. I was so happy. There was a DJ and we danced to the music and we had lots of great food, too. It was a bit embarrassing when everyone sang to me but I had a great time.

Speaker 2

It was lovely and I was thrilled to be invited. The flowers were beautiful and so was the cake. The food was fantastic and everyone enjoyed themselves a lot. Of course, the happy couple looked lovely. The bride's dress was very unusual.

Speaker 3

It was one of the best days of my life. My parents gave me a lovely gift and told me how proud they were of me and I was proud of myself too. I took lots of photos all day to remember everyone by and then at night my whole class came and we partied all night until the early hours.

Module 2 – Life & Living

Unit 2b – Ex. 10 (p. 29)

Jane: Do you want to go to the cinema tonight, Pam?

Pam: I'd love to, Jane, but I can't. I haven't got any money.

Jane: Have you spent all your pocket money already?

Pam: I don't get that much – only £5 a week. How much do you get?

Jane: I get £10 a week but I have to earn it.

Pam: What do you mean?

Jane: Well, I make my bed every day and I tidy my room. I wash the dishes every day and I iron my own clothes, too.

Pam: Wow! That's a lot of housework. My mum does everything in my house.

Jane: Your poor mum! Doesn't she work part-time in a shop, too?

Pam: Yes, but she seems to manage.

Jane: You should offer to do chores for more pocket money. Then you'll have extra cash and your mum can have a rest.

Pam: You're right. I'll start right now so we can go out later. I'll offer to do the dishes and help with the laundry and I'll call you as soon as I finish.

Jane: OK. I'll wait for your call.

Unit 2d – Ex. 2 (p. 32)

My neighbourhood is fairly quiet, with wide clean streets and attractive modern houses. It has everything I need without having to go into the town centre. There's a small supermarket, a post office, a bank and a chemist's. It's great because I only have to go into town if I need to go to a department store or to a clothes shop or a shoe shop which isn't very often, so I have everything I need nearby.

Module 3 – Set it to believe it

Unit 3b – Ex. 9 (p. 45)

Speaker 1

I was at work and everything seemed normal and then all my favourite people from my past turned up – an old primary school teacher, an old neighbour, long lost friends. Then they all started shouting at me and telling me I was doing everything wrong. What started off as quite a nice dream turned into a total nightmare.

Speaker 2

Apparently if you dream about being chased it means you have a lot on your mind. Personally, I don't think a lot of all these ideas about dream interpretation. I think it's a load of rubbish. Dreams are just our brain letting our imagination run free for a while.

Speaker 3

I didn't want to wake up. I only had it once but I remember it because I felt so powerful and in control. I was king of the world and I could solve any problem with a wave of my hand. I have no idea what it means but if I close my eyes sometimes I can feel that confidence again.

Speaker 4

It's always the same. I'm running along a road and then my feet just lift up off the ground and I'm flying. I fly around the neighbourhood for a while and watch over the people below. It's not scary, it's just weird. I haven't had this dream for a while, though. I wish I knew what it meant.

Speaker 5

I used to dream about my hair and my teeth falling out a lot. I read on an Internet site about dreams that it was because I was anxious about my appearance! Actually, that makes perfect sense to me!

Unit 3c – Ex. 7 (p. 47)

Cathy: Sam, do you remember the amazing summers we used to spend at Grandma's house?

Sam: Oh, yes! We used to have so much fun, didn't we?

Cathy: Yeah! Do you remember how we would play in the garden all day with Sarah and Mark from next door?

Sam: Yeah, and Grandma was always coming out to check that we were alright!

Cathy: Yeah, I remember that. And she would never let us go to the beach on our own, would she?

Sam: No. I guess she just wanted us to be safe, that's all.

Cathy: Yeah... and can you remember feeding the chickens every day, too?

Sam: Yeah, that was fun!

Cathy: Oh, I loved those summers. No horrible homework to do or housework to help with...

Sam: Yeah, I know. Oh well, at least we can stay up later now. Grandma used to make us go to bed really early. Remember?

Cathy: Yeah, I don't miss that!

Unit 3d – Ex. 7 (p. 49)

A: Let's do something interesting this Saturday afternoon.

B: That's a great idea. What do you suggest?

A: Well, how about going to the art exhibition at the museum since we both like art. Also, it's good to have a bit of culture in our lives every now and then.

B: Yes, you're right, but I don't really want to do that today. Why don't we go to the film festival that I saw advertised at the Odeon?

A: Hmm. No, I don't think so.

B: Why not?

A: Because I don't really feel like watching a film. We could go and see a dance performance.

B: Well, only if it's a modern dance performance like hip hop.

A: No, it's ballroom.

B: In that case, certainly not. Why don't we go and see a play then. Watching a play is cultural! There are lots of great plays on at the moment.

A: All right. That's a good idea.

Unit 3e – Ex. 10 (p. 51)

It was a dark, stormy afternoon during the school holidays and Ann and Tim were watching TV at home, feeling bored. "I know, Ann! Let's go to the castle," Tim said excitedly. "There's a good museum there."

It was late afternoon when they arrived and they were the only visitors. "Ooh, it's a bit scary in here!" Ann said as they were walking slowly through the cold, dark rooms of exhibits. "Don't be silly," Tim replied.

Suddenly, Tim noticed an interesting exhibit which was a model of a man wearing a very old costume. He stood next to him and Ann took a photo of them with her digital camera, but then when she looked at the screen she couldn't believe her eyes! Tim was standing alone in the photo – the man wasn't next to him! Then, they looked up and saw that the model wasn't in the room any more! It had disappeared!

Ann and Tim ran quickly back to the reception desk. They were terrified! They told the lady there their story. "Ah-ha! That wasn't a model, that was Henry, the museum ghost," she said, smiling. Tim looked at Ann. She was completely white!

Module 4 – Technology

Unit 4b – Ex. 9 (p. 61)

Speaker 1

You can do so many things online these days. I buy nearly all my gifts from shopping websites now, for example, and I always book tickets for concerts and transport on the web. I can't believe I used to spend hours trying to get through on a phoneline or standing in a long queue! My parents use the web a lot now too. They read online newspapers every day and check their bank accounts. Sometimes they even do their supermarket shopping online!

Speaker 2

Computers are supposed to make our lives easier, but sometimes it takes so long to do simple things on them. The other day, for instance, I was doing some research for my school Geography project, but I had to visit about twenty websites before I found anything useful. Sometimes, as well, I spend ages just surfing the Net or chatting online when I suppose I could be spending time with my family or doing sport.

Speaker 3

I'm not sure how I would survive if I didn't have a computer! I use my laptop every single day. I mainly use it to do my homework on and to watch DVDs or listen to music in the evenings. Also, we recently moved house so I write a lot of emails to all my old friends. I definitely wouldn't be able to keep in touch with them as well if I didn't have my own computer.

Speaker 4

I'm thinking of joining a class to learn more about how to use a computer. I can see that computers are really useful for so many things, but to tell you the truth, I don't know very much. I mean, I know how to use the Internet and send an email, but that's about all. I think it would help me a lot if I knew a little more.

Speaker 5

I really enjoy anything to do with computers and I've taught myself a lot of things that most people don't know. Actually, my friends are always phoning me to ask me how to solve problems that they have!

Unit 4c – Ex. 4a (p. 63)

A: Hi Jane. How are you? I haven't seen you since you were a little girl. What are you doing here?

B: Hi, Mrs Green. I'm fine. I'm here for the weekend. I'm meeting my friends on Saturday. We're going to go swimming at the pool. Then on Sunday, I'm visiting my grandparents.

A: That's nice. And how's school? Do you know what you're going to do when you leave?

B: School's great. When I finish, I'm going to Drama School in London. My course starts in September.

A: Oh! So you want to be an actress, do you?

B: Yes, I'd really like to be a famous actress some day and make it to the West End.

A: Good for you! I hope it all goes well for you.

B: Thanks, but I have to admit that I am a bit worried about how much I'll miss my family and friends when I'm in London.

A: Well, there's always the phone and it's only a couple of hours on the train.

B: That's true. Well, it was nice talking to you Mrs Green.

A: You too dear. Take care and give my best to your parents.

B: I will. Bye.

Unit 4d – Ex. 1 (p. 64)

Sharon: Good evening, this is Sharon Travers at W.X.Y.P with our weekly show 'Tech Info'. We have a special guest here with us tonight, Bob Sutton, who's going to give us some useful information about the Internet. Good evening, Bob.

Bob: Good evening, Sharon.

Sharon: Bob, I think everyone listening tonight has used, or at least heard about the Web, but could you give us some specifics? First of all, what is the Internet exactly?

Bob: Well Sharon, the Internet is a worldwide system of computer networks whose main aim is to provide the user with information. There are millions of web sites you can go to, as you know.

Sharon: Yes, and when we type in www. at the beginning of many web sites we want to look at, what does this actually stand for?

Bob: It means World Wide Web. This was created by Tim Berners-Lee in 1989, but it has grown a lot since then. In 1993, there were about 600 websites on the Web, but by 2006 there were over 100 million!

Sharon: That's incredible, isn't it? So which country has the highest number of Internet users?

Bob: Sweden has the highest number of Internet users – about 75% – but there are millions of users all over the world and these numbers are increasing all the

time. All people really need is a computer, of course, and an Internet Service Provider, which is the company you use to get access to the Web. The average Internet user now visits around 1,000 web sites each month and 17,000 new websites are added to the Internet daily.

Sharon: Interesting stuff ... well, Bob, thank you for being on "Tech Info" tonight.

Bob: Thank you, Sharon.

Unit 4d – Ex. 7 (p. 65)

A: I think the school magazine definitely needs improving.

B: Yes, you're right. What do you think should be included to make it better?

A: Well, as I see it we should make it more fun by adding something like a crossword or a puzzle.

B: That's a good idea. I think we should add horoscopes too. I know I like to read them and I think a lot of other students would like that too.

A: I think that's a great idea! Have you got any other thoughts?

B: Well, we could also put competitions in the magazine and students could win prizes. What do you think about this?

A: Hmm. Not bad. What do you think about having a review section that tells students about the latest films, DVDs, CDs and so on?

B: That's a pretty good idea. Which do you think is the best idea to put in the suggestions box?

A: That's tough. OK. Well, I think we should use your idea and suggest adding competitions to the magazine.

B: In my opinion, the review section is a better idea because every student will be interested in what DVDs and CDs are available and which ones are any good. Overall I think it would appeal to more students.

A: Good thinking. That's the best idea.

Module 5 – Art & Literature

Unit 5b – Ex. 8 (p. 77)

Interviewer: I spoke to some young people about which types of music they prefer. Here's what they had to say.

Speaker 1: I absolutely love hip-hop. I love the style of music and the look. Hip-hop clothes have a street style that's totally cool just like the music. I try to copy the sort of things my favourite artists like Fergie and Lil Kim wear so I can look more like them.

Speaker 2: Personally, I just love to listen to country music. I like the way each song tells a story. It's all I listen to. One day I'd like to go to Nashville and see some of my favourite country singers perform.

Speaker 3: My favourite type of music is rock music. I've been playing the guitar since I was six and I used to dream about being in a rock band, but I like a lot of other stuff too. I think it's good to listen to all sorts of music to appreciate different genres. Sometimes you can surprise yourself.

Speaker 4: I suppose I like pop music the best but I listen to all types of music. I generally have the radio on in the car and that's about it. The rest of the time I'm too busy with my studies and sports to spend a lot of time listening to music.

Speaker 5: Classical music is my favourite. I always wanted to learn to play the piano and be a pianist when I grew up but I'm not musically talented enough. Last year I took up the drums though and I'm not too bad at that.

Unit 5d – Ex. 9a (p. 81)

Sue: My favourite kinds of films are romantic comedies. I know they're not very deep, but I just find them really funny and relaxing and when I watch a film I want to watch something that will help me to totally wind down after my busy day. For the same reason, I don't really like horror or war films. I just find them either scary or stressful and depressing. That's not what I want when I sit down in the evening to relax!

Pete: When I go to the cinema or rent a DVD, I usually end up choosing to watch some kind of action or adventure film. What I like best about them are the amazing special effects and the action stunts. I just find them really exciting to watch. Actually, I enjoy most kinds of films. The only ones I can't stand are westerns and musicals. I find both of those types of films really boring!

Mary: I love going to see almost any type of film at the cinema, apart from disaster films which I find really depressing! I especially enjoy animation films. I think recent advancements in technology, such as CGI, have made them absolutely amazing. They're usually really funny, too.

Across the Curriculum – Ex. 7 (p. 87)

... the end of the story.

Portia tells Shylock he is now guilty of threatening the life of another man, which means he must give his property away; half to the state and half to Antonio. The judge tells Shylock he will spare him his life and only wants him to pay a fine, not give the state his property. Antonio also tells Shylock to keep his property, but that he must give it all to his daughter

and her husband when he dies. Shylock agrees to everything and leaves.

Antonio and his friends leave the court very relieved. They return to Belmont and learn that the brilliant lawyer that saved Antonio's life was Bassanio's wife, Portia. After Portia explains everything that happened, they all celebrate a happy ending.

Module 6 – Town & Community

Unit 6b – Ex. 6 (p. 93)

Sam: I can't believe it's our last day here already. It's gone so fast, hasn't it?

George: Yeah. Well, you know what they say, 'time flies when you're having fun'.

Sam: I guess so. It has been a really good week, hasn't it?

George: Yeah, it has, apart from the weather. That could have been a bit better.

Sam: Oh well, never mind. What have you enjoyed the most?

George: Errm...the visit to the Lifeboat House, I think. I found it really interesting.

Sam: Yes, me too. So how shall we spend our final afternoon?

George: How about going for a walk along the beach? We could go on a donkey ride again!

Sam: Erm ... no thanks. Once was enough. Those donkeys run a little bit too fast for me.

George: Well, shall we have a look around the shops along the promenade again, then?

Sam: What for? We've bought all our gifts now.

George: True. So let's go to the Sea-Life Centre! It looks really good on the posters I've seen.

Sam: That would be great, but I hope it's not too expensive. I don't have much money left.

George: Don't worry, I can lend you some money if you don't have enough.

Sam: Thanks. Let's go then.

George: Right, I'll just have a look at the map to see where it is.

Sam: I think it's at the end of the promenade near the tram station.

George: You're right. Look, it's here. Shall we get a bus?

Sam: It's stopped raining, so let's walk. It's not far.

George: Fine. We could buy fish and chips and eat them on the way.

Sam: Ooh, lovely! They taste so good eaten in the open air!

Unit 6c – Ex. 3 (p. 95)

Host: Hello and welcome to this week's edition of 'The Winner Takes it All'. I'm your host, Monty Wise, and here in the studio with me are two new contestants, Monica Goodall and Tony Roundwell. Welcome to you both. This week our subject is world monuments. You get five points for each correct answer. You're not nervous, are you? (laughs) Good! Now Monica, it's your turn. For five points, when was the Eiffel Tower built?

Monica: In 1898.

Host: Correct. Tony, for five points, what is the Taj Mahal in India made of?

Tony: Uumm ... red sandstone?

Host: Sorry, no. Monica?

Monica: Er, white marble, I think.

Host: Yes. Monica. Why were the Egyptian Pyramids built?

Monica: Oh, that's easy. As a monument to the gods.

Host: No, I'm afraid not. I'll have to ask Tony.

Tony: They were built as tombs for the pharaohs.

Host: That is correct. Tony, for five points, which famous monument can be seen from almost every part of the city? The Acropolis in Athens or the Colosseum in Rome?

Tony: The Acropolis in Athens.

Host: Yes. Let's move on. Monica, it is estimated that 2 to 3 million people died while building a famous monument. Was it Stonehenge or the Great Wall of China?

Monica: Pass.

Host: Tony?

Tony: Sorry, I don't know.

Host: The answer is the Great Wall. Now, hands on your buzzers. Machu Picchu in Peru and Uluru in Australia are both famous sites. Which one is endangered by tourism? Monica, you rang your buzzer first.

Monica: I think it's Machu Picchu.

Host: Correct, and the last question in this round goes to you, Monica. According to legend, which famous building will be destroyed if the ravens ever leave it?

Monica: Is it Dracula's home in Romania ... what's the name of it? Bran Castle?

Host: Not Bran Castle. Do you know the answer, Tony?

Tony: Yes, it's the Tower of London.

Host: Correct answer, Tony. That means this round ends in a tie. Let's see who's going to win the next round! We'll be right back after a short commercial break ...

Unit 6d – Ex. 5b & 5c (p. 97)

Police officer: Hello, Miss Harvey, I'm Police Constable Jack Rivers. Thank you for taking the time to come in and make a statement.

Miss Harvey: You're welcome. I'm happy to help.

Police officer: Now, let me just take down a few details. Your full name is Jackie Harvey, is that right?

Miss Harvey: Yes, Harvey is spelt H-A-R-V-E-Y.

Police officer: Ok. And what's your address please?

Miss Harvey: It's 11 Wensleydale Drive, Nottingham.

Police officer: Right. And a telephone number please in case we need to contact you again?

Miss Harvey: Sure. It's 0118 8475632.

Police Harvey: Ok, thank you. Now, can you just give me a brief description of what exactly happened?

Miss Harvey: Well ... I was just walking into the bank when this man came roaring down River Street on his motorbike.

Police officer: Did you see the man's face?

Miss Harvey: Yes, but only for a moment. He looked about thirty-five years old and had short black hair.

Police officer: Right. And then what happened?

Miss Harvey: Well, suddenly, he rode his motorbike onto the pavement and snatched the bag from this old lady who was just coming out of the bank. The poor lady! Apparently she had all of her credit cards in her bag, as well as £200 in cash that she had just drawn out of her bank account.

Police officer: I see.

Miss Harvey: ...and then the old lady fell over, in shock I think, and really badly bruised her leg. She was so upset, as you can imagine.

Police officer: Hmmm...and then what did the man on the motorbike do?

Miss Harvey: Well, he sped off with the bag, of course.

Police officer: Right, well I think that's about all. We'll contact you by phone if there's anything else we need to know. Thanks again for your help.

Miss Harvey: No problem. I hope you find whoever did this to that poor old lady!

Module 7 – Staying safe

Unit 7b – Ex. 2b (p. 108)

Presenter: On the show today we're talking to Dave Bradley from HM Coastguard. So, Dave tell us about your job.

Dave: Well, I work at the Maritime Rescue Co-ordination Centre. It is one of 19 centres around the country with over 400 dedicated local coastguard rescue teams. My team is based in Dover and we're responsible for helping people in trouble mostly at sea but also on the cliffs or shoreline of the UK. In total, this covers an area of 1 million square nautical miles of sea and 10 thousand nautical miles of coastline.

We provide a 24-hour service for dealing with incoming distress calls and co-ordinating the rescue effort. That's our main role but it's not all we do. It is also our responsibility to respond to reports of maritime

pollution as well as to use our skills and experience for accident prevention. This is vital because it can reduce the number of emergencies. We provide safety education for everyone who sails (either for a living or for fun), as well as give safety talks to students in colleges and schools.

We get called out to all sorts of emergencies such as helping people who get caught in bad weather when sailing, helping people who have got into trouble while swimming or doing water sports, particularly wind surfers. We also get lots of call-outs for people who get lost. Many times they are underdressed and they become too cold to help themselves.

To help us successfully rescue people in a number of different situations at sea and on land, we have four search and rescue helicopters and four emergency towing ships which are also able to fight fires as well as a fleet of patrol boats. Then we have over 3,500 volunteers in the Coastguard Rescue Service all around the country's coastlines who have been specially trained for search and rescue operations and who have special knowledge of their local areas. That's not including the special cliff rescue teams around the UK. It's these people who are our most valuable asset and together we do everything we can to help people who are in trouble. In 2005 alone we dealt with 16,794 incidents.

Presenter: Thank you very much. That was very interesting.

Unit 7e – Ex. 9a & 9b (p. 115)

David: The way I see it, there are many reasons why violent sports should be banned. For a start, I think that some sports are nothing but an excuse for violence. After all, in a world already full of violence, we don't need the sight of sportsmen getting badly hurt and bleeding on our TV screens. Also, people who take part in violent sports, such as martial arts and wrestling, also risk serious injury or death. Many young boxers, for example, are seriously injured every year.

Anna: Well, I totally disagree. Firstly, sports that are more violent than others, let's say rugby or ice hockey, can actually be a healthy way to relax and let off steam. If people do this, I think that general aggression and violence in society will be greatly reduced. In addition, instead of banning violent sports, efforts can be made to improve safety standards and provide more or better protective clothing. In this way, serious injuries would be reduced.

Module 8 – Challenges

Unit 8b – Ex. 9 (p. 125)

Speaker 1

I had never been on holiday without my parents before, so I was very worried about going to the summer camp. I thought that I wouldn't be able to make any friends and that I would get lonely. In the end though I had a fantastic time. I met some wonderful people and really enjoyed all the activities. I can't tell you how glad I am that I went to the camp!

Speaker 2

I don't know what happened to me. I had been looking forward to doing that skydive all week. I mean, one minute I was all excited about it, the next I felt physically sick and just couldn't imagine jumping out of that plane. Anyway, I tried to ignore the fear and just do it anyway, but I really couldn't.

Speaker 3

Well, I don't know what I was thinking when I booked the skiing holiday. You know that I'm not really a daring, sporty kind of person. I mean, I usually spend my weekends doing calm, safe activities like going for nice walks or reading books! Oh well! I guess it's good to take risks and do something different sometimes. It makes you a stronger person.

Speaker 4

When Tom and the others first told me I should ask Ben out for a coffee, I said "Absolutely not! I don't even know if he likes me! What if he says no?" But they just kept saying it again and again until I agreed to ask him. Well, I'm happy to say that I did ask him and he said yes! You see, it just shows that it's worth taking a risk sometimes.

Speaker 5

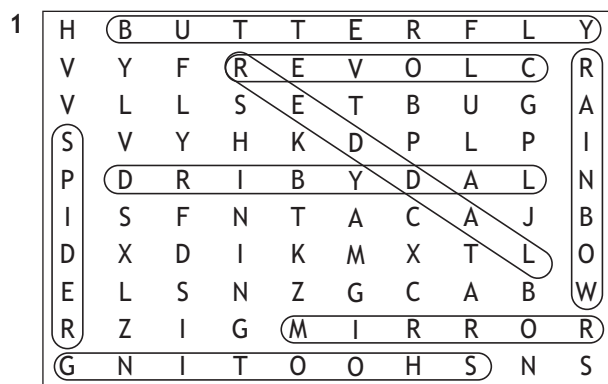
When I first got the job at the café, I loved it. It was great to have some extra pocket money and some of my friends already worked there, which made it a lot of fun. But now I'm starting to get really behind with my schoolwork. I'm so tired when I get home from work that I just don't have the energy to do my homework or anything else. I might give the job up. I really regret applying for it.

Workbook Key

Unit 1a

- 1 1 A 2 B 3 C 4 B 5 A 6 A 7 C 8 B
- 2 a) 1 c 2 e 3 d 4 b 5 a
- b) 1 strong tradition 2 open-air theatre 3 cooking contest 4 local charity 5 bright idea
- 3 1 raise 2 golden 3 character 4 enter 5 display 6 spare
- 4 1 include 2 burst 3 Let off 4 hunt 5 celebrate

Unit 1b



- 1 1 spider 2 ladybird 3 mirror 4 shooting 5 ladder 6 rainbow 7 clover 8 butterfly
- 2 1 E 2 D 3 B 4 A 5 C
- 3 1 a 2 b 3 b 4 a 5 a
- 4 1 C 2 E 3 A 4 D 5 B

Unit 1c

- 1 1 know 2 have been doing 3 Have I told 4 is holding 5 are celebrating 6 spend/am spending/ have been spending 7 Do you have 8 have you been doing 9 Are you still working 10 have just had
- 2 2 What a funny costume! 3 What amazing fireworks! 4 How well you dance! 5 How lucky you are!

- 3 1 A: Are you still trying to fix the computer?
B: I have been trying all morning and I have not managed it yet.
- 2 A: I have already decided what I am wearing at tonight's school prom.
B: I have just bought the perfect dress!
- 3 A: Jessica rarely goes out at the weekends.
B: How does she usually spend her time?
- 4 A: Does he often go to bed after midnight?
B: He sometimes sleeps early.
- 4 2 A starts 3 B are wearing 4 B since 5 B doesn't like 6 A have been trying

Unit 1d

- 1 Across 1 throw 4 make 6 exchange 7 decorate
- Down 2 wear 3 receive 5 watch
- 2 1 are selling like hotcakes 2 the icing on the cake 3 takes the cake 4 is a piece of cake 5 can't have your cake and eat it
- 3 2 Martha, who lives next door, has invited me to her sweet sixteen party. 3 This is the central market square of the town, where the parade is taking place. 4 31st October, when Halloween takes place, is my favourite day of the year. 5 Lucy Scott, whose son is my age, works at the local gift shop.

Unit 1e

- 1 a) Para 2: activities that happen before the event
Para 3: the actual event
- b) People's clothes: funny-looking, colourful, traditional
Feelings: happy, exhausted
- 2 2 huge 3 festive 4 cheerful 5 stunning
- 3 a) (Suggested Answers)

Activities	Clothes	Atmosphere
lion dance	red/gold costumes	happy
fireworks	new clothes	loud
	lots of jewellery	

b) (Suggested Answer)

The Chinese celebrate New Year with a two-week festival. The most important celebrations take place on the first day. This is when families invite a lion dance group wearing red and gold costumes to perform, as they believe that this brings good luck. Fireworks go off and the streets are full of happy people wearing new clothes and jewellery, dancing to loud music and eating lots of food.

Unit 1f

- 1 1 amazing 6 relaxing
 2 interesting 7 exhausted
 3 bored 8 pleased
 4 surprising 9 satisfying
 5 excited 10 disappointed
- 2 1 habit 3 chance
 2 spectators 4 let
- 3 1 d 2 e 3 b 4 c 5 a
- 1 turns into 3 turned up 5 turn off
 2 turn back 4 turn down
- 4 1 in 3 in 5 for
 2 of 4 with 6 of

Unit 1g

- 1 1 celebration 4 activities
 2 festival-goers 5 enjoyable
 3 satisfactory 6 organisers
- 2 1 F 2 F 3 Ns 4 T 5 T 6 Ns
- 3 1 customary 3 fantastic 5 age-old
 2 global 4 enormous 6 wide range
- 4 1 bargains 3 lasts 5 addition
 2 attractions 4 combines

Unit 1h

- 1 1 brightly 3 patiently
 2 happily 4 enthusiastically
- 2 1 traders 3 explode 5 spectacular
 2 memorise 4 treats 6 messy
- 3 1 holding 4 unique 7 reminded
 2 depends 5 formal
 3 decided 6 special
- 4 1 magnificent 4 commemorate
 2 are attending 5 top
 3 signals 6 stalls

Unit 1i

- 1 1 have 7 always leave/are
 2 am trying always leaving
 3 want 8 does the party start
 4 are celebrating 9 Are you coming
 5 sounds 10 am thinking
 6 am staying
- 2 1 has always wanted 5 've never tried
 2 Have you been waiting 6 has been dancing
 3 Have you found 7 has been raining
 4 has been asking
- 3 1 She rarely invites teachers to her party.
 2 She usually has a chocolate birthday cake.
 3 She never has clowns at her party.
 4 She sometimes throws streamers at her party.
 5 She often plans her party a month earlier.
- 4 1 B 2 A 3 C 4 C 5 C
- 5 2 always → never
 3 still → yet
 4 is loving → loves
 5 Have you gone → Are you going
 6 buys → has bought
 7 since → for
- 6 2 d 3 a 4 e 5 f 6 c

Unit 2a

- 1 A caravan C block of flats
 B cottage D detached house
- 2 1 dishwasher 4 sleeping 7 soft
 2 zero 5 centre 8 lack
 3 vacuum 6 pitch 9 residents

hidden word: household

- 3 1 dust 4 works out
 2 bumping into 5 drive
 3 giant 6 noisy
- 4 1 makes 4 hasn't done
 2 keep 5 are washing
 3 'm mopping

Unit 2b

- 1 1 d 2 f 3 e 4 a 5 b 6 c
- 2 1 A 2 C 3 A 4 B 5 B 6 C

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

- 1 are home and dry
- 2 is home from home
- 3 get on like a house on fire
- 4 is as safe as houses

Unit 2c

- | | | |
|---|--------------------------|-------------------------------|
| 1 | 1 A: hold
B: do | 3 A: to order
B: giving |
| 2 | A: getting
B: wearing | 4 A: talking
B: to forgive |
-
- | | | | |
|---|------------|---------|----------|
| 2 | 1 shouting | 3 sing | 5 crying |
| | 2 break | 4 touch | |
-
- | | |
|---|----------------------------|
| 3 | 1 doing, to do |
| | 2 telling, to tell |
| | 3 to ask, asking |
| | 4 complaining, to complain |
-
- | | | |
|---|---------------|----------------|
| 4 | 1 too crowded | 3 enough space |
| | 2 safe enough | 4 big enough |

Unit 2d

- | | | | |
|---|------------|---------|------------|
| 1 | 1 spacious | 3 noisy | 5 crowded |
| | 2 local | 4 nosy | 6 peaceful |
-
- 2 a) 1 d 2 a 3 b 4 c 5 e
-
- b) 1 narrow 3 ugly
2 noisy 4 traditional
-
- | | | |
|---|-----------------------------|----------------------------------|
| 3 | 1 A: café
B: bank | 3 A: butcher's
B: newsagent's |
| | 2 A: baker's
B: grocer's | 4 A: chemist's
B: flat |
-
- 4 1 a 2 b 3 a 4 b

Unit 2e

- 1 C
- 2 a) **phrasal verbs:** hang out, turn down
b) **idioms:** get on like a house on fire, selling like hotcakes
c) **informal linkers:** but, so
d) **short forms:** can't, you're, you'll, I've
- 3 B, A

- 4 a) **key words:** parent's wedding anniversary, surprise them, nice dinner, I need your help, don't know what to make, what can I do to make sure my parents don't find out about my surprise

b) 3, 4, 6, 7

Unit 2f

- | | | |
|---|--------------|----------------|
| 1 | 1 sweetness | 4 intelligence |
| | 2 importance | 5 frequency |
| | 3 activities | |
-
- | | | | |
|---|------------|------------|------------|
| 2 | 1 wardrobe | 4 sweep | 7 cleaning |
| | 2 cleans | 5 cupboard | |
| | 3 washes | 6 washing | |
-
- | | | | |
|---|----------|------------|------|
| 3 | 1 up for | 3 off with | 5 up |
| | 2 of | 4 out | |
-
- | | | | | |
|---|------|------|------|------|
| 4 | 1 in | 3 in | 5 at | 7 at |
| | 2 on | 4 in | 6 on | |

Unit 2g

- 1 B
- 2 1 F 2 T 3 Ns 4 Ns 5 T 6 T
-
- | | | | |
|---|--------------|-------------|------------|
| 3 | 1 originally | 3 housemate | 5 eagerly |
| | 2 harmony | 4 peep into | 6 conflict |

4 (Suggested Answers)

- 1 That Big brother became popular very quickly.
- 2 Because although the contestants live together and share their lives like a real family, they are not related.

Unit 2h

- 1 a) 1 d 2 f 3 a 4 c 5 e 6 b
- b) 1 d 2 a 3 b 4 e 5 c 6 f
-
- 2 An animal that has six legs is called an insect.
 - 3 An animal that has fins is called a fish.
 - 4 An animal that has feathers and lays eggs is called a bird.
 - 5 An animal that lives on land and in the water is called an amphibian.
 - 6 An animal that is cold-blooded and has scales is called a reptile.

2 1 C 2 B 3 A 4 A 5 A

- 3 1 stare 6 cover
 2 receive 7 grocer's
 3 chemicals 8 narrow
 4 float 9 neighbourhood
 5 porch 10 in

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

- 1 terraced house 4 extinct species
 2 official function 5 space station
 3 rowing machine 6 Prime Minister

Unit 2i

- 1 1 spending 5 play 9 travelling
 2 looking 6 arguing 10 do
 3 start 7 driving
 4 to sit 8 to have

- 2 1 e 3 g 5 a 7 f
 2 h 4 b 6 d 8 c

- 3 1 A: wasting 3 A: stay 5 A: buying
 B: doing B: going B: to call
 2 A: take 4 A: help
 B: to keep B: to help

- 4 1 enough 3 too 5 enough
 2 enough 4 too 6 enough

- 5 1 sociable enough 4 clean enough
 2 too ugly 5 modern enough
 3 too noisy 6 too old

- 6 2 B enough money 5 B old enough
 3 A worrying 6 A too tired
 4 B suggest you help 7 A to switch

Unit 3a

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

- 1 mythical creature 4 sharp hooks
 2 violent whirlpool 5 snake-like head
 3 recorded sightings 6 huge eye

- 2 1 glimpse 4 search 7 Investigators
 2 stared 5 remains
 3 spotted 6 existed

- 3 1 coast 3 ancient 5 mysterious
 2 legend 4 horrifying 6 monster

Unit 3b

- 1 1 mind 3 pounding 5 look it up
 2 under 4 wrong

2 1 D 2 B 3 E 4 A 5 C

- 3 2 e 4 c 6 a 8 f
 3 b 5 h 7 d

4 a)	Expressing agreement - You might be right. - That's a thought.	Expressing disagreement - That can't be right! - Surely not! - I doubt that very much.
	Expressing concern - Oh, that's horrible! - Is everything alright? - What's the matter?	Expressing surprise - I don't believe it! - You can't be serious!

b) (Suggested Answers)

- 1 That's a thought. 4 What's the matter?
 2 Oh, that's horrible! 5 You might be right.
 3 That can't be right!

Unit 3c

- 1 1 was walking 9 had fallen out
 2 realised 10 got up
 3 was following/had 11 ran
 been following 12 was waiting
 4 turned 13 spotted
 5 was holding 14 hadn't seen
 6 started 15 was going
 7 dreamt 16 bumped
 8 arrived

- 2 1 Marion used to have dark hair, but now she has blonde hair.
 2 Simon didn't use to read comics when he was at school.
 3 Edward's granddad would/ used to walk for an hour to get to school when he was a child.
 4 Claire would/used to train every day when she was younger.
 5 Ben used to work in a shop, but now he works in a museum.
 6 Diana used to live in the countryside before she moved to the city.

- 3 2 B was tidying 5 B moved
3 A had been waiting 6 B was jogging
4 B watered 7 B made

Unit 3d

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

- 1 individual images
2 playing tricks on
3 teach ... important lessons
4 fail to see
5 having ... fun with
6 natural shades

- 2 1 about 3 in 5 at 7 about
2 in 4 at 6 at

- 3 1 can't 3 must 5 may
2 may 4 must

- 4 1 illusions 3 minds 5 process
2 a shadow 4 a fantasy

Unit 3e

- 1 1 The story took place in a forest in Epping.
2 The main characters were three friends named Jamie, Mark and Sean.
3 The climax event was discovering a chest full of gold coins which had been stolen from the museum.
4 They felt proud and happy.

- 2 b

- 3 1 4th paragraph 3 1st paragraph
2 2nd paragraph, 4 3rd paragraph
3rd paragraph

- 4 1 Helen tried to phone the police, but the phone was dead.
2 Janet heard a strange noise as soon as she walked into her house.
3 Chris saw a shark heading towards him while he was swimming.
4 Nick tried to open the door, however, it was locked from the inside.

5 (Suggested Answer)

It was a warm but cloudy Saturday afternoon and John was sitting at home, looking for something exciting to do. The answer came when his friend James called and told him about a fair that had

just come to town, and which promised a ride on the biggest roller coaster in the world!

Unit 3f

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

- b) 1 hour-long 5 late-night
2 strange-looking 6 old fashioned
3 two-year 7 well-known
4 second-hand

- 2 1 across 2 up with 3 over 4 out

- 3 1 scenes 5 witnesses
2 same 6 alike
3 sights 7 imagination
4 spectators 8 illusion

- 4 1 about 3 in 5 from
2 of 4 from 6 of

Unit 3g

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

- 2 1 fascinated 3 famous 5 similar
2 realistic 4 bright 6 dull

- 3 1 fashionable 3 ordinary 5 collection
2 celebrities 4 images

4 (Suggested Answers)

- 1 Pop artists found realistic images from everyday life fascinating, like images of products from supermarkets.
2 Some people in the art world felt that Pop Art was not real art, as they were images of ordinary, everyday products.

Unit 3h

- 1 **styles:** surrealism, cubism
colour: dull, dark
shapes: cube, triangle
materials: paper, oil

- 2 a) 1 b 2 d 3 a 4 c

- b) 1 like watching paint dry
2 painted the town red
3 paint ... with the same brush as
4 paints a grim picture of

3 1 B 3 D 5 A 7 D
2 C 4 B 6 B

4 1 curious 3 excited
2 confused 4 astonished

Unit 3i

1 1 A: was calling 5 A: Did the girls help
B: was studying B: was vacuuming,
2 A: did Patrick do was cleaning
B: started 6 A: Did you know,
3 A: was looking, saw went
B: Did you call B: had
4 A: did you take
B: was driving,
broke

2 1 had been playing 4 had visited
2 had won 5 had been looking
3 had had 6 had been staring

3 1 were watching 5 used to
2 were you doing 6 had been working
3 hadn't slept 7 had never heard
4 was playing 8 had sent

4 2 They waited for all the guests before they started eating.
3 Jonathan was walking in the street when he bumped into an old classmate.
4 His mum picked him up after he finished school.
5 Beth was mopping the floor when she slipped and fell.
6 Nathalie and David lived in a small flat before they moved house.

5 1 A 3 C 5 A 7 B
2 C 4 B 6 A

6 1 a 2 a 3 b 4 b 5 a

Unit 4a

1 1 inventions 4 common 7 problem
2 conflicts 5 reality
3 clean 6 obstacles

2 1 d 2 f 3 c 4 a 5 b 6 e
1 mow the lawn 4 vacuum the carpets
2 cater for our needs 5 come to harm
3 perform tasks 6 become a reality

3 1 emotional 4 artificial
2 household 5 home
3 figurative

4 Across 3 reasoning 4 artificial 6 creativity
Down
1 intelligence 2 mobility 5 inaction

Unit 4b

1 1 c 2 a 3 e 4 b 5 d
2 1 deleted 4 connect 7 virus
2 transfer 5 spilt 8 frozen
3 memory 6 link
3 1 The best thing to do is reboot the system.
2 Would you help me sort this problem out, please?
3 Well ... I suppose so.
4 I suppose that might work.

4 1 D 2 B 3 E 4 A 5 C

Unit 4c

1 1 A: will call 4 A: will lend
B: will be coming B: is going to be
2 A: are going to run 5 A: won't ask
B: are going B: 'll get
3 A: starts
B: will have started
2 2 When will you buy/are you going to buy some paper for the printer?
3 Switch off all the computers before you leave the classroom.
4 We waste energy when we leave appliances on standby all night.
5 Run a virus scan after you restart your computer.

3 1 C 2 A 3 A 4 B 5 C

4 1 so 3 such 5 such
2 such 4 so 6 so

Unit 4d

1 1 c 2 d 3 a 4 b
1 are on the same wavelength
2 is light years ahead of
3 got our wires crossed
4 isn't rocket science
2 1 users 3 browsing 5 connection
2 account 4 access 6 global

- 3 1 service 3 modem 5 institutions
2 received 4 taking over 6 servers

- 4 1 Web 4 convenient
2 not-too-distant 5 chances
3 Researchers

Unit 4e

1	Viewpoints	Supporting reasons/ examples
	- The Net gives us instant access to information and knowledge. - The Internet is anti-social and has worsened our lives.	- We no longer need to go to the library; we use an Internet search engine to look up information. - Some sites encourage violent behaviour.

- 2 **Express opinion:** In my opinion, I believe,
In my view
List points: First of all, *To start with*
Add points: Furthermore, *Moreover*
Express contrasting viewpoint: On the other hand, *However*
Introduce examples: For example, *For instance*
Conclude: In conclusion, *All in all*

- 3 1 B 2 C 3 A

Unit 4f

- 1 1 entertainment 6 discussion
2 development 7 schooling
3 introduction 8 omission
4 equipment 9 discovery
5 movements
- 2 1 e 2 a 3 c 4 d 5 b
1 broken out of 4 broke down
2 broke out 5 were breaking into
3 broke up
- 3 1 engine 3 affected 5 download
2 discovered 4 research 6 electric
- 4 1 from 3 for 5 with
2 In 4 on 6 for

Unit 4g

- 1 D
2 1 D 2 B 3 A 4 C 5 F 6 G

- 3 1 B 2 A 3 A 4 A 5 B

- 4 1 It allows people to find lost friends or keep in contact with friends that are far away.
2 Office workers waste time on social networking sites when they should be concentrating on their work.

Unit 4h

- 1 **Hardware:** modem, disk drive, monitor, *printer*
Problems: crash, lose files, virus, *freeze*
Actions: download, upgrade, reboot, *delete*
Internet: search engine, website, ISP, *link*
- 2 1 divided 4 cost 7 outdated
2 donate 5 harm 8 pace
3 airs 6 advanced
- 3 1 viewers 3 brand 5 leak
2 appliances 4 Currently
- 4 1 machine 2 treaty 3 make 4 judges

Unit 4i

- 1 1 will be enjoying 4 will have fixed
2 leaves 5 are going to spill
3 am going 6 'll take
- 2 2 will close the window
3 leaves at 8:00 pm
4 are meeting/are going to meet outside the theatre
5 I will be watching my favourite TV show
6 the show will have started
7 will have been working here for two years
- 3 1 before, you leave
2 will have finished, by the time
3 will send, as soon as
4 until, know
5 will buy/is going to buy, when
- 4 2 Alex has gone to the shops so as to buy a scanner.
3 Mary has kept a copy of the email in case Joe doesn't receive the one she has sent him.
4 John has switched his mobile phone off so as not to annoy the other people in the restaurant.
5 Install an anti-virus programme to protect your computer.
6 Tom has bought extra ink for the printer in order not to run out again.

- 5 1 ... is so amazing (that) ...
 2 ... such an old computer ...
 3 ... so many gadgets ...
 4 ... so good at fixing ...
 5 ... are such convenient devices ...

6 1 A 2 B 3 C 4 A 5 B 6 A

Unit 5a

- 1 **Materials:** chisel, kiln, *paintbrush*
Techniques: sketching, drawing, *colouring in*
Types of Art: sculpture, model making, *spray painting*
People: potter, painter, *sculptor*

- 2 1 c 2 e 3 d 4 f 5 b 6 a
- 1 perfectly still 4 artistic creativity
 2 learning difficulties 5 street artist
 3 remain anonymous 6 popular guest

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

- b) • A potter uses clay.
 • A photographer uses a tripod.
 • A painter uses an easel.
 • A performer uses a stage.
 • A painter uses watercolours.

- 4 1 impress 3 host 5 portray
 2 remove 4 add

Unit 5b

- 1 1 turn ... down, 3 singing, humming
 turn ... off 4 tune, melody
 2 verse, line 5 hear, listen

2

R	O	Z	D	Q	O	R	T	C	E	L	E	O	P	N
E	X	B	E	A	B	O	S	S	J	N	L	E	L	K
G	O	S	E	I	F	C	F	A	Q	R	R	A	G	I
G	C	B	F	O	L	K	S	P	E	C	C	I	V	E
A	R	H	N	P	D	N	C	S	E	I	Q	O	E	C
E	L	I	U	E	I	O	F	P	S	O	A	E	D	S
E	K	P	Z	R	B	A	T	S	E	Q	Z	Z	A	J
D	D	H	M	A	N	S	A	N	O	X	H	B	L	B
U	N	O	D	N	U	L	G	K	C	A	B	R	Z	E
P	O	P	S	E	C	B	S	N	Y	N	L	N	Y	F
F	X	W	R	U	T	A	Q	T	X	S	G	K	E	I
A	S	G	K	L	L	A	T	E	M	Y	V	A	E	H

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

- 4 1 B 3 B 5 C 7 B
 2 A 4 B 6 A

Unit 5c

- 1 1 darkest 8 more cheerful
 2 ugliest 9 worst
 3 more serious 10 more impressive
 4 lighter 11 more talented
 5 more suitable 12 better
 6 funnier 13 most successful
 7 more colourful 14 best

- 2 1 very 4 totally
 2 rather 5 rather
 3 absolutely

- 3 1 the most 4 more easily
 2 more accurately 5 better
 3 the worst 6 less

- 4 1 A more and more
 2 A The more talented
 3 B a lot better
 4 B much funnier
 5 A slightly better

Unit 5d

- 1 1 action-packed 4 special effects
 2 all-star 5 box office
 3 plot

2 1 C 2 A 3 B 4 D

- 1 it takes two to tango 3 in the spotlight
 2 run the show 4 face the music

- 3 A musical C science fiction
 B romantic comedy D adventure

- 4 1 I'd rather 3 sooner
 2 I prefer 4 rather than

Unit 5e

1 A 4 B 1 C 3 D 2

- 2 1 best 4 satisfying 7 likeable
 2 beautiful 5 predictable
 3 exciting 6 unusual

3 1 B 2 A 3 C

4 (Suggested Answer)

I highly recommend *High School Musical 3*. The plot is moving and the characters are interesting. After almost two hours of dancing and singing, it is certain to have the whole family leave the cinema full of enthusiasm and joy. Don't miss it!

Unit 5f

- | | | |
|---|-----------------|-------------------|
| 1 | 1 mispronounces | 4 rebuild |
| | 2 redo | 5 oversimplify |
| | 3 underestimate | 6 dislike |
| 2 | 1 of | 3 for |
| | 2 with | 4 in |
| | | 5 of |
| | | 6 by |
| 3 | 1 into | 3 away |
| | 2 through | 4 out |
| | | 5 over |
| 4 | 1 a) set | 4 a) presentation |
| | b) situated | b) performance |
| | 2 a) playing | 5 a) exhibitions |
| | b) starring | b) exhibits |
| | 3 a) made | |
| | b) took | |

Unit 5g

- | | | | | |
|---|-----------------|---------------|--------------|-----|
| 1 | 1 C | 3 B | 5 A | 7 A |
| | 2 B | 4 A | 6 B | |
| 2 | 1 light-hearted | 5 enthusiasts | | |
| | 2 runtime | 6 fascinating | | |
| | 3 opponents | 7 significant | | |
| | 4 challenging | | | |
| 3 | 1 clever | 4 uncover | 7 intriguing | |
| | 2 likeable | 5 cast | | |
| | 3 villain | 6 predictable | | |

Unit 5h

- | | | | | |
|---|-----------------|----------------|----------------|-----|
| 1 | 1 N | 3 P | 5 N | 7 P |
| | 2 P | 4 P | 6 P | 8 N |
| | 1 intelligent | 5 irritating | | |
| | 2 shallow | 6 likeable | | |
| | 3 creative | 7 hardworking | | |
| | 4 irresponsible | 8 talented | | |
| 2 | 1 lawyer | 3 composer | 5 photographer | |
| | 2 folk | 4 creative | | |
| 3 | 1 Turn up | 3 artistic | 5 disagree | |
| | 2 leading | 4 compositions | 6 geniuses | |

4 Across

- | | | |
|------------|--------|----------|
| 2 replica | 6 evil | 8 themes |
| 4 disguise | 7 real | |

Down

- | | | |
|-----------|-----------|-----------|
| 1 assured | 3 heiress | 5 reflect |
|-----------|-----------|-----------|

Unit 5i

- | | | | | |
|---|-----------------------|----------------------|-----|-----|
| 1 | 1 the most expensive | 5 brighter | | |
| | 2 the best | 6 the saddest | | |
| | 3 more interesting | 7 more lasting | | |
| | 4 more original | | | |
| 2 | 1 longer | 5 more | | |
| | 2 older | 6 most popular | | |
| | 3 more talented | 7 worse | | |
| | 4 later | | | |
| 3 | 1 bit | 4 much | | |
| | 2 easier and easier | 5 the higher | | |
| | 3 much | | | |
| 4 | 1 A: rather | 4 A: slightly | | |
| | B: totally | B: absolutely | | |
| | 2 A: fairly | 5 A: rather | | |
| | B: absolutely | B: completely | | |
| | 3 A: completely | | | |
| | B: extremely | | | |
| 5 | 2 seeing → see | 5 listen → listening | | |
| | 3 from → to | 6 to wait → wait | | |
| | 4 watching → to watch | | | |
| 6 | 1 C | 3 A | 5 B | 7 B |
| | 2 B | 4 A | 6 A | |

Unit 6a

- | | | | | | | |
|---|--------------------|------------------------|--------------|-----|-----|-----|
| 1 | 1 c | 2 f | 3 b | 4 e | 5 a | 6 d |
| | 1 get involved | 4 hanging out with | | | | |
| | 2 take care of | 5 natural choice | | | | |
| | 3 burst into tears | 6 made a full recovery | | | | |
| 2 | 1 abandoned | 3 couple | 5 plant | | | |
| | 2 donate | 4 properly | 6 support | | | |
| 3 | 1 senior | 3 public | 5 activities | | | |
| | 2 raise | 4 shelter | | | | |
| 4 | 1 rescue | 4 victims | 7 answer | | | |
| | 2 worthwhile | 5 remove | | | | |
| | 3 foster | 6 staff | | | | |

Unit 6b

1 1 d 2 b 3 e 4 a 5 c

A cycle lane D roundabout
B pavement E zebra crossing
C traffic lights

2 1 a 2 b 3 a 4 a 5 b 6 b

3 1 A 3 B 5 B 7 A
2 C 4 C 6 A

Unit 6c

1 1 be taken 4 had been sold
2 was given 5 are fed
3 have already been found 6 will not be invited

2 1 whenever 3 Wherever 5 whatever
2 Whichever 4 however 6 Whoever

3 2 They had their roof repaired.
3 She has her dog walked twice a day.
4 He is having his computer checked.
5 He has had his new home decorated.

4 1 C 2 A 3 C 4 B 5 A 6 B

Unit 6d

1 a) 1 A: account 3 A: class
B: form B: Single
2 A: parcel 4 A: return
B: scales B: overdue

b) 1 C 2 A 3 D 4 B

2 1 Help yourself 4 make myself clear
2 make myself heard 5 by himself
3 do it himself

3

O	T	A	G	L	E	S	N	E	M	T	L
F	M	N	B	N	K	C	V	E	N	P	A
D	O	X	E	I	I	I	F	E	T	A	C
P	B	R	L	I	T	R	G	Z	S	T	I
E	O	F	E	C	C	I	A	H	E	I	T
M	U	S	E	N	L	I	G	C	N	E	C
L	C	T	T	L	S	M	F	J	O	N	A
L	E	K	E	A	I	I	T	F	H	T	R
D	S	T	N	L	L	L	C	Z	E	U	P
G	N	I	K	R	O	W	D	R	A	H	K
I	R	E	S	P	O	N	S	I	B	L	E
L	I	K	E	A	B	L	E	Z	Y	F	J

4 1 B 2 C 3 C 4 A 5 C 6 B

5 1 environmental 5 properly
2 exhausted 6 Fortunately
3 recovery 7 worthwhile
4 professionals

Unit 6e

1 Para 2 description of the castle
Para 3 what we did/saw there
Para 4 feelings/final comments

2 1 small 3 interesting
2 tasty 4 big

absolutely	very
exhausted, filthy, ancient	tired, dirty, old

4 1 O 2 C 3 C 4 O 5 C 6 O

Unit 6f

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

1 check in 4 check out
2 checks on 5 checked out of
3 checked off 6 check up on

2 1 station 4 community
2 pedestrian 5 line
3 sign

3 1 into 3 from 5 of
2 of 4 to 6 with

4 1 enjoyment 5 membership
2 happiness 6 neighbourhood
3 possibility 7 translation
4 marriage 8 popularity

Unit 6g

1 1 F 2 C 3 E 4 A 5 D

2 1 D 2 D 3 B 4 C

3 1 wander 3 urban 5 fictional
2 unique 4 spectacular

Unit 6h

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

- | | |
|----------------|--------------|
| 1 come up with | 4 splash out |
| 2 hop off | 5 running on |
| 3 get around | 6 pick up |

2 1 basket 4 pedals
2 windscreen wipers 5 hood
3 headlights

3 1 complete 4 glimpse 7 on the way
2 destination 5 network
3 bustle 6 spectacular

4 1 c 2 e 3 b 4 a 5 d

- | | |
|-----------------|-----------------------|
| 1 city skyline | 4 trendy café |
| 2 huge hit | 5 detailed commentary |
| 3 ancient sites | |

Unit 6i

1 1 is used 5 be seen
2 was made 6 was named
3 has been rebuilt 7 is estimated
4 had been used/was used 8 will be visited

2 1 Lucy is having her bicycle repaired.
2 Sam had his books returned to the library by his sister yesterday.
3 Thomas was having his car washed when I called him.
4 Melissa will have/is having her bills paid by her husband tomorrow.

3 1 The children will be driven to the museum by Mum and Dad.
2 *Romeo and Juliet* was written by Shakespeare.
3 This pass can be used for twenty-four hours.
4 The homeless animals will be taken to an animal shelter.
5 A lot of money has been raised for charity.
6 A puppy had been left in the street.

4 1 Whoever 3 Whenever 5 however
2 whatever 4 wherever 6 whichever

5 1 myself 4 themselves 7 itself
2 himself 5 himself
3 herself 6 ourselves

6 1 ... had the parcels delivered ...
2 ... by himself

3 ... was installed by ...
4 ... will be painted by ...
5 ... any time you ...
6 ... enjoyed themselves at ...
7 ... cannot be finished ...

Unit 7a

1 1 teasing 3 irrational 5 triggered
2 enclosed 4 lift 6 screaming

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

- 1 over the moon
2 green with envy
3 through the roof
4 butterflies in her stomach
5 long face
6 go bright red

3 1 fight 3 face 5 basic
2 came 4 beating

4 1 injection 3 freeze 5 avoid
2 react 4 fight 6 leaf

Unit 7b

1 2 g 4 e 6 h 8 b
3 d 5 a 7 f

2 1 mountain rescue 4 unconscious
2 false call 5 line
3 coastguard

3 1 c 2 a 3 d 4 e 5 b

4 1 C 3 B 5 C
2 B 4 C

Unit 7c

1 2 didn't eat, 2nd 6 visit, 1st
3 weren't, 2nd 7 had locked, 3rd
4 continues, 1st 8 sit, zero
5 threw, 2nd

2 1 When 3 if 5 When
2 unless 4 if 6 if

3 2 I wish I was/were old enough to drive.
3 I wish my mum let me get a pet snake.
4 We wish Mrs Abbott hadn't given us so much homework.
5 Mary wishes she hadn't lost the keys to her house.
6 Susan wishes her little brother stopped teasing her.

7 Emma wishes she didn't scream whenever she sees a tiny spider.

- 4 1 A: had told
B: would you have done
2 A: weren't leaving/didn't leave
B: will stay
3 A: pay
B: didn't take

Unit 7d

- 1 1 c 2 a 3 d 4 b
A cut down on fatty foods
B joined a gym
C am going/will go on a diet
D lost weight
2 1 balanced 4 recipe 7 treat
2 key 5 habits
3 physical 6 junk
3 1 low 3 burn 5 products
2 rich 4 snacks 6 keep
4 1 C 3 A 5 B 7 C
2 C 4 A 6 B 8 A

Unit 7e

- 1 A 2 B 4 C 3 D 1
2 1 In addition 5 Firstly
2 For this reason 6 For example
3 On the other hand 7 Consequently
4 In conclusion
3 1 One point in favour of 3 One reason why
2 In particular 4 Moreover
4 1 B 2 C 3 A

Unit 7f

- 1 1 off 3 up with 5 on
2 out of 4 back
2 1 to 3 in 5 from
2 to 4 from
3 1 enjoy 3 lessen 5 sweetens
2 encourage 4 strengthens 6 ensure
4 a) 1 habits 2 poor 3 ruin 4 lead

b) (Suggested Answers)

- 1 Sharon spends a lot of time working out at the gym.
2 Jill is very weak, as she has been ill for two weeks.
3 If you sit at the computer for too long, you will damage your eyes.

Unit 7g

- 1 1 venom 5 sightings
2 unpredictable 6 continuously
3 motionless 7 Swamps
4 cuddly 8 poisonous
2 1 c 2 d 3 b 4 a 5 f 6 e
1 vulnerable targets 4 mosquito bites
2 common sense 5 put up a fight
3 Wasp stings 6 raises the risk
3 a) 1 drags 2 warn 3 play 4 scratch
b) A alligator C bear
B rattlesnake D raccoon
4 1 paws 3 threatening 5 sipping
2 snatch 4 fatal

Unit 7h

- 1 C
2 1 B 2 G 3 A 4 D 5 C 6 E
3 1 Ns 2 T 3 F 4 T
4 1 a 2 b 3 a 4 a 5 b 6 a

Unit 7i

- 1 1 hadn't smelled 5 would take
2 speak 6 will attend
3 wouldn't have had 7 will be cancelled
4 get 8 would join
2 1 was/were 5 would have held
2 will go 6 would die
3 hadn't tried 7 were
4 had waited 8 have
3 1 If only I had woken up earlier this morning.
2 I wish I wasn't/weren't afraid of spiders.
3 If only I had taken an umbrella.
4 I wish I could stay here longer.
5 If only someone drove by and helped me.

- 4 1 Unless 3 if 5 unless
2 When 4 when 6 If

- 5 1 ... was/were not afraid of lifts ...
2 ... didn't have ...
3 ... had not missed ...
4 ... unless we leave ...
5 ... had stopped at the ...

- 6 1 may 3 shouldn't 5 need to
2 can 4 must 6 can't

Unit 8a

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

- 1 faces challenges 4 Brain damage
2 perfectly still 5 came into sight
3 burnt her hand

- 2 **Sprain:** ankle, wrist, finger

Bruise: eye, spine, cheek

Bump: head, shoulder, knee

- 3 1 inspiration 4 amazing 7 quit
2 sorry 5 attitude
3 mind 6 wheelchair

- 4 1 cut 3 bumps 5 motto
2 plant 4 wannabe 6 paddle

Unit 8b

- 1 a) 1 What happened?
2 It was fantastic!
3 I prefer safer sports.
4 I love extreme sports!

- b) 1 What do you think?
2 I'm not sure that's a good idea.
3 Hmm ... I don't know.
4 Let me think about it.

- 2 1 Yes, definitely.
2 You're looking under the weather.
3 go for it.
4 obviously dangerous
5 Stick to it.

- 3 1 b 2 a 3 b 4 a 5 b

- 4 1 B 3 A 5 C 7 B
2 A 4 B 6 B

Unit 8c

- 1 2 would go, "I'll go out with you next time."
3 didn't have, "I don't have her number."
4 were bringing, "We're bringing it on Monday."
5 hadn't seen, "I haven't seen him since Christmas."

- 2 1 John begged Susan to help him.
2 Betty promised to do all her chores that weekend.
3 He reminded me to lock up the house before left.
4 She warned the children not to stand too close to the fire.
5 David offered to take Ben to the airport later.
6 Jessica threatened to tell everything to Mr Brown.
7 She advised Mike to see a doctor about his sprained ankle.

- 3 2 E her to take some aspirin and go to bed early.
3 B him (that) he could try jogging in the mornings.
4 C not to do any sports until it got better.
5 F (that) he was going to buy a new one.
6 A (that) she hadn't seen her lately.

- 4 1 nothing 4 something 7 everyone
2 everything 5 Nobody
3 something 6 everywhere

Unit 8d

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

- 1 thick vegetation 4 antiseptic cream
2 poisonous insect 5 steep hillside
3 remote island

- 2 1 warm clothes 5 sunscreen
2 rucksack 6 pen knife
3 first aid kit 7 map
4 insect repellent

- 3 1 will it 4 isn't it 7 will you
2 shall we 5 has he 8 do you
3 didn't you 6 aren't they

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

- 1 killing two birds with one stone
2 barking up the wrong tree
3 let the cat out of the bag
4 has a bee in her bonnet
5 take the bull by the horns

Unit 8e

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

2 2, 4, 6

- 3 2 I have enclosed a copy of my application form.
 3 I look forward to hearing from you.
 4 I am interested in applying for the position.
 5 I enjoy working with children.
 6 Moreover, I have worked part-time at my father's pet shop.

Unit 8f

1 1 rescue 3 instead of 5 injured
 2 lost 4 inability 6 gain

2 1 announcement 4 rebuild 7 amazed
 2 nervousness 5 outing
 3 embarrassing 6 broadens

3 1 c 2 a 3 d 4 e 5 b

1 carried on 4 carry out
 2 carry through 5 carry ... off
 3 carried away

4 1 of 2 on 3 of 4 in 5 for

5 1 avoid 3 remain 5 suitably
 2 survive 4 prevent 6 properly

Unit 8g

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

2 1 principal 4 mission 7 transform
 2 treat 5 minor
 3 reward 6 founded

3 1 emotional 4 ensure
 2 developing 5 worthwhile
 3 came upon

Unit 8h

1 1 continents 4 laboratory
 2 polar ice sheet 5 CO₂ emissions
 3 wilderness

2 1 flooding 3 scenery 5 reflecting
 2 racing 4 draws 6 shelves

3 ACROSS

1 progress 2 range 3 peek

DOWN

4 graduate 5 part 6 rise

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

1 food chain 4 unspoilt places
 2 human impact 5 native people
 3 greenhouse gases 6 global warming

Unit 8i

- 1 1 (that) she found that sculptor unique.
 2 (that) she was going to the train station.
 3 (that) she had passed all her exams.
 4 (that) he had broken his arm while trekking.
 5 he couldn't get the Internet to work.
 6 she was visiting her grandparents the following Sunday.

- 2 1 why he had decided to become a rescue worker.
 2 She asked him where he had got his training.
 3 She asked him how many hours a week he worked.
 4 She asked him if he used hi-tech medical equipment.
 5 She asked him if he had ever been in serious danger.
 6 She asked him what the worst thing about his job was.

- 3 1 ... complained his Internet connection was ...
 2 ... begged Joe to help her ...
 3 ... agreed to meet us ...
 4 ... explained (that) she had ...
 5 ... warned the children not to ...
 6 ... offered to mail those parcels ...

4 1 Someone 4 anyone 7 everything
 2 anything 5 everywhere
 3 nothing 6 something

5 1 e 3 b 5 d 7 h
 2 f 4 a 6 g 8 c

- 6 1 not to leave 5 everywhere
 2 doesn't it 6 would perform
 3 to be 7 shall we
 4 asked 8 nothing

Unit 1

Exercise 2 (p. 5)

Speaker 1

I don't think luck has anything to do with whether we do well in life or not. It's true that there have been situations when I've considered myself very lucky, but after rational thinking I have come to realise that anything good that's happened to me is the result of hard work and careful planning.

Speaker 2

I've been carrying this little golden coin with me ever since I was a little girl. I believe that if I lose it, something bad will happen to me. Once, I was half way through a trip, when I realised I'd left it at home. Well, I drove back three hours to get it, and then I went on my way again!

Speaker 3

I don't remember who it was that said "the only sure thing about luck is that it will change", but I certainly agree with them! I've felt really fortunate in my life quite a few times, but I don't expect good luck to follow me around for the rest of my life!

Speaker 4

Over the years, I've managed to raise a wonderful family, have a very good business, and be surrounded by friends I love and trust. So, I can say that my life is blessed with good fortune, but that alone doesn't help. If you don't do something yourself to make sure your dreams come true, good luck won't be enough.

Speaker 5

Lately I've been having one problem after the other. I'm not superstitious, but I really feel I've done something to make Lady Luck angry! But maybe I worry too much. If the saying "good things come to those who wait" is true, then I can only hope that with a little more patience, things will improve for me.

Unit 2

Exercise 2 (p. 15)

Janet: I've just about had enough with George!

Laura: Why? What's your brother done now?

Janet: It's not what he has done, it's what he hasn't done!

Laura: Let me guess. You've been cleaning the whole house by yourself again, right?

Janet: Exactly! He says he doesn't have time to do housework. I mean, if I can manage to do a few things around the house after school, I don't see why George can't. Our parents work very long hours and this is the least we can do to help them out.

Laura: Have you said anything to him about this?

Janet: Actually, Mum and Dad have. They keep telling him it's not fair that I do all the chores, and that even though his university studies keep him busy, he still has to do his share.

Laura: Look, I know it's annoying that you have to do everything, but don't forget it's exam time for George, so housework is the last thing on his mind right now.

Janet: Well ... You've got a point there. Maybe I am being a little selfish.

Laura: Oh, come on! You're just tired, that's all.

Janet: The truth is that I'm more upset about the whole thing than tired, but I hope that George will start giving me a hand around the house when his exams are over.

Laura: Let's hope so!

Unit 3

Exercise 2 (p. 25)

Speaker 1

While on holiday last summer, I had a dream that a green monster was chasing me. The dream ended when I jumped off a cliff and woke up on the floor next to my bed. My mum has a dream dictionary so I looked up the meaning. The book says that dreaming someone is chasing you means that you are stressed about something. How can you be stressed when you're on holiday?

Speaker 2

Last night I dreamt that I was at school when a fire broke out. Students and teachers were screaming and running everywhere. I was in the bathroom with my friend and by the time we got out, the whole school was on fire. We tried to run, but couldn't move. I woke up shaking and screaming.

Speaker 3

In my dream, my grandfather from Spain had sent me a letter describing his new summer house and inviting me to spend the summer with him and my grandmother. Well, I woke up this morning and my mum told me that my grandfather had sent her an email telling her he had bought a new house!

Speaker 4

When I was young, I always had the same dream. I was living in a magical forest filled with monsters and fairies. Every night was a different adventure. A few years ago I decided to turn my dream into a film. Now children all over the world can be a part of my dream world.

Speaker 5

I woke up this morning all excited because I dreamt that my best friend Lisa and I had won the local talent competition. I rushed to school to tell her about my dream, only to find out that she had had exactly the same dream as me!

Unit 4

Exercise 4 (p. 35)

Speaker 1

My little brother and sister always use my computer, and I don't like it at all! I don't mind them using it for homework, but it really gets on my nerves when they download music and games from unknown sites and my computer ends up with all sorts of viruses. I told them that from now on they can only use my PC if I'm there to see what they're doing.

Speaker 2

I know that many people believe computers are here to make life easier, but I do not agree. Last week, I was typing up my history project. I had typed four pages and I was on the last one, when my computer crashed. All that work gone! I know I should have saved it as I was typing, but I didn't. All I know is that I had to write everything all over again!

Speaker 3

I can't imagine my life without my computer. I use my laptop for hours every day: chatting with friends, downloading music and surfing the Net. I find it's the best way to stay informed and communicate with my friends. I don't know how people managed before the invention of the Internet!

Speaker 4

You really have to be careful about viruses when downloading music from the Internet. Last Saturday I was downloading a song from a new site I had discovered, when my computer crashed. I tried to reboot, but nothing. I called my cousin who is good with computers and he came over and fixed it. He even installed new anti-virus software to protect my computer.

Speaker 5

I really think more schools should start teaching students all about computers. Some people think that computers are taking over our lives, but I disagree. Computers make life easier. With just a click of the mouse you can find information about everything, explore different countries and keep in touch with family and friends.

Unit 5

Exercise 4 (p. 45)

Reporter: Perhaps you could begin by telling us how you became interested in art?

Ruth: Well, surprisingly enough when I was a child both my parents used to do a lot of art so I grew up surrounded by easels and clay and so on but I was never really into it myself. It was only later in life when I was having a baby and had to give up my job that I took up art.

Reporter: You are known for your painting but you also do a lot of sculptures. Which of the two did you begin with?

Ruth: Sculpture, actually! Although I quickly realised that I'm better at painting ...

Reporter: And when did you realise that you had so much talent?

Ruth: By 1999, I had been painting for ages and had hundreds of paintings. One day, I sold some of my worst paintings at a local charity and of course I didn't think anything of it. I mean no-one knew my work anyway, but a few days later I got a call from a collector who wanted to see my work. It was only then that I realised that I had talent.

Reporter: Are you serious?

Ruth: Yes, anyway. I showed him some of my stuff and he bought four paintings for a total of £25,000. I was over the moon.

Reporter: And I imagine that was just the beginning ...

Ruth: Exactly! Everything just took off from there. The phone kept ringing and I started to have my first real and own exhibitions, and in some of the major cities too.

Reporter: How did you deal with the success, Ruth? How did you manage the role of a mother and a celebrity artist at the same time?

Ruth: Good question! Most people would think that it's difficult but I've always had lots of help and in fact I've managed well. Remember, I still do a lot of my work at home so I spend a lot of time with my kid.

Reporter: It sounds like you've truly found your perfect job.

Ruth: I don't know if I would say 'the perfect job' but I'm pretty happy, that's for sure.

Unit 6

Exercise 3 (p. 55)

Jen: Hey Angie, how's it going? Did you enjoy your winter holidays?

Angie: Absolutely! I spent most of my time with my friends and family. I also spent some time visiting old people at the old people's home. How about you?

Jen: I had a good time too. My grandparents were visiting so I spent some time with them. I also did some volunteering at the local soup kitchen for the homeless. It's something my sisters and I do every year. What exactly did you do at the old people's home?

Angie: I spent most of the time keeping company with the elderly. A lot of them have families who live far away and don't come to visit for the holidays. It gets extremely lonely for them, so I do what I can, like reading and talking to them, or taking them for walks. And you? Were you at the soup kitchen every day?

Jen: Well, the local community centre organises a soup kitchen for Christmas and New Year. Most people come to the soup kitchen those four days and that's when volunteers are needed most. My sisters and I usually go in the early afternoons or after dinner. The kitchen is also open the entire week in between so we go whenever we get a chance. I am thankful for all that I have, and I feel it's important to help those who are in need.

Angie: I agree. My grandparents live two streets away from us and have us for company, but not everyone is as lucky. It really upsets me to know that some people, especially older people, are all alone for Christmas. Going to the old people's home brings joy to both the people there and to me.

Jen: It sounds great. Maybe next year I can come with you to the old people's home for a few days and you can come to the soup kitchen with me.

Angie: Let's do it! We can be working together!

Unit 7

Exercise 4 (p. 65)

Interviewer: Every year, many homes and lives are taken by fires. Here is Brian Smithers, a firefighter from the local fire brigade to talk to you about fire safety in the home.

Firefighter: Hello everyone. Before we begin discussing fire safety, I would like to give you some important facts. People who do not have smoke alarms in their homes are twice as likely to die in a fire. Ninety people die each year because the battery in their smoke alarm is either missing or dead. Every three days, somebody dies from a fire caused by a cigarette and seven thousand fires are the result of faulty electrical appliances. Most fires in the home are caused by candles and faulty electrical appliances.

Interviewer: Is that so? What are some of the things that people can do to help prevent fires in the home?

Firefighter: Well, there are quite a few things you can do. The most important thing is to have a fire alarm in your house. It should be placed in the hallways in the middle of the ceiling. Avoid putting it in the kitchen or bathroom because the steam caused from cooking and hot water can make the alarm go off unnecessarily. It's also very important to check the batteries once a week and to replace them every year. You must never leave the alarm without batteries.

Interviewer: That is good advice. Anything else people should know?

Firefighter: It's very important to be careful when cooking since most fires start in the kitchen. Take pans off the cooker or turn the heat down if you have to leave the

kitchen for a while. Also, keep all towels and paper far away from the cooker. Double-check the cooker once you've finished cooking. Finally, keep all electrical appliances far away from water.

Interviewer: What should people do in case there is a fire?

Firefighter: The most important thing is to stay calm. If a fire breaks out, try and stay low where the air is clear. There are certain things you should do to be prepared for a fire. Every family should have a plan of exit in case of fire and practise it often. Make sure that all exits to the house are clear and keep keys somewhere where everyone can find them. Once outside, call the fire service and make sure nobody goes back inside.

Interviewer: Thank you very much Brian. I am sure your information will be of great use to our listeners.

Unit 8

Exercise 4 (p. 75)

A: Please have a seat Mr Berkley.

B: Thank you.

A: Now, let's see ... how old are you?

B: I've just turned 29 actually.

A: Good! Now, let me see, there are two positions available ... are you applying for History Teacher or English Teacher because I see you can do both.

B: I did some private English lessons while I was at university but I'm a trained History teacher now so I'm going for that position.

A: Right! And do you have much experience in this field?

B: I've just finished university actually so ... no, I don't ... but I have the qualifications.

A: I see ...

B: ... and I know that I have the qualities it takes to be a good teacher.

A: Well, yes I'm sure you do but tell me ... what do you think is the most important quality for a teacher?

B: Of course a teacher has to be punctual and organised but above all he must be patient with the kids.

A: Punctuality is certainly a priority at this school ... for both teachers and kids ... good. When would you be ready to start, that is, if we offer you the position?

B: Not quite immediately but in about week ... I just have to finish a few things ...

A: I understand. Well, we won't make a decision before next week anyway so that's fine. My secretary will be in touch with you sometime next week if we need you.

B: Thank you.