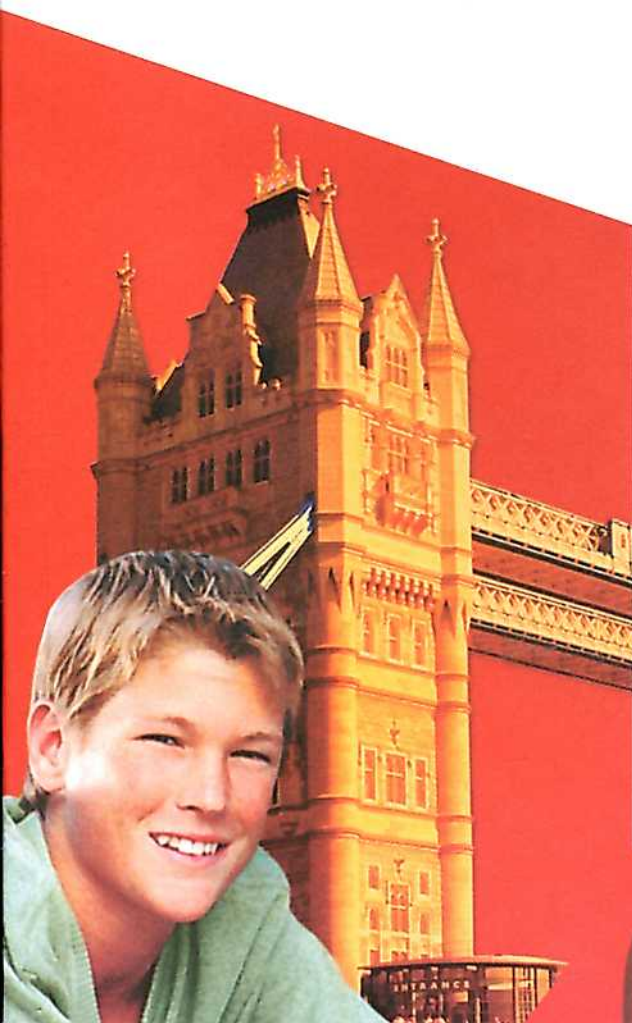


Starlight

9

Virginia Evans — Jenny Dooley
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Teacher's Book



PROSVESHCHENIYE
PUBLISHERS



Express Publishing

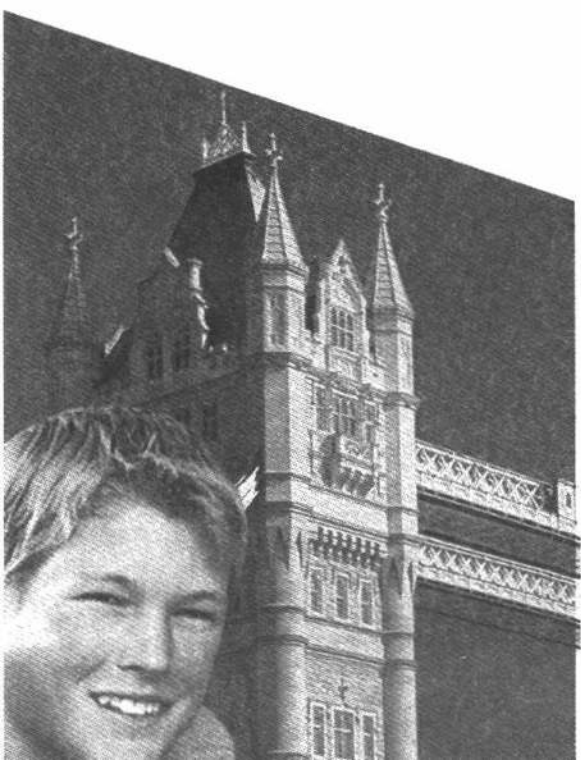
Звёздный **английский**

АНГЛИЙСКИЙ ЯЗЫК

Книга для учителя

9 класс

Пособие для общеобразовательных
учреждений и школ
с углублённым изучением
английского языка



Москва
Express Publishing
«Просвещение»
2013

УДК 372.8:811.111
ББК 74.268.1Англ
А64

Серия «Звёздный английский» основана в 2009 году.

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Acknowledgements

Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Sweetspot (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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Английский язык. Книга для учителя. 9 класс : пособие для общеобразоват. учреждений и шк.
А64 с углубл. изучением англ. яз. / [К. М. Баранова, Д. Дули, В. В. Копылова и др.]. – М. : Express Publishing : Просвещение, 2013. – 200 с.: ил. – (Звёздный английский). – ISBN 978-5-09-027659-7.

Книга для учителя является обязательным компонентом УМК серии «Звёздный английский» для 9 классов общеобразовательных учреждений и школ с углублённым изучением английского языка. Книга для учителя содержит подробное поурочное планирование, примерные ответы и рекомендации к устным упражнениям учебника и письменным заданиям, ключи к заданиям учебника и рабочей тетради. Материалы книги для учителя способствуют достижению личностных, метапредметных и предметных результатов обучения согласно требованиям ФГОС основного общего образования.

УДК 372.8:811.111
ББК 74.268.1Англ

Учебное издание

Серия «Звёздный английский»

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Налоговая льгота — Общероссийский классификатор продукции ОК 005-93 - 953000. Изд.лиц. Серия ИД № 05824 от 12.09.01. Подписанов печать с оригинал-макета 18.02.13. Формат 60х90/8. Бумага офсетная. Гарнитура Прагматика. Печать офсетная. Уч.-изд. л. 23,52. Тираж 3 000 экз. Заказ № 694.

Открытое акционерное общество «Издательство «Просвещение». 127521, Москва, 3-й проезд Марьиной рощи, 41.

Express Publishing. Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463 e-mail: inquiries@expresspublishing.co.uk <http://www.expresspublishing.co.uk>

Отпечатано в филиале «Тверской полиграфический комбинат детской литературы» ОАО «Издательство «Высшая школа», 170040, г. Тверь, проспект 50 лет Октября, 46. Тел.: +7(4822) 44-85-98. Факс: +7(4822) 44-61-51

ISBN 978-5-09-027659-7

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Introduction to the Teacher

Starlight 9 is a modular secondary-level course for learners studying British English at upper-intermediate towards advanced level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes. The course is based on and fulfills all the requirements of the Russian Federal State Standard of Education. The Student's Book has been approved by the Russian Academy of Science and the Russian Academy of Education.

Starlight 9 consists of six modules. Each module consists of nine units plus Language in Use, Revision and Skills sections. The corresponding module in the Workbook provides the option of additional practice.

COURSE COMPONENTS

Student's Book & Workbook

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

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

Teacher's Book and Tests

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

Class Audio CDs

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

Student's Audio CD

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

ELEMENTS OF THE COURSEBOOK

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

Each module contains the following sections:

Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. (See *Student's Book Ex. 1a, p. 18*) Vocabulary is practiced through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 3, p. 25*)

Grammar

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

Listening tasks and Speaking practice

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

Pronunciation/Intonation

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

Everyday English

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

Study Skills

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

Reading texts

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

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

Writing

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

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

Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

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

Skills sections

These sections offer students practice on all four language skills.

Russia

These sections contain cultural information about aspects of Russia and are thematically linked to the module.

Module Language Review & Revision sections

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

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

Grammar Reference section

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

Vocabulary Bank

This section contains presentation and practice of vocabulary items from the relevant module as well as items related to the theme of the module.

American English – British English Guide

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

Writing Bank

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

Further Practice Sections

This section offers Ss further practice on word formation, key word transformations, etc.

Irregular Verbs

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

Word List

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

SUGGESTED TEACHING TECHNIQUES

A Presenting new vocabulary

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

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

- **Miming.** Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions.** Examples:
 - present the word **strong** by giving a synonym: "powerful";
 - present the word **strong** by giving its opposite: "weak";
 - present the word **weekend** by paraphrasing it: "Saturday and Sunday";
 - present the word **famous** by giving its definition: "very well-known (person or thing)".
- **Example.** Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: "Rome is a city, but Parma is a town."
- **Sketching.** Draw a simple sketch of the word or words you want to explain on the board. For instance:



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

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

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

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

B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

C Listening/Reading

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

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (See *Student's Book, Module 1, p. 10, Ex. 2b*. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.)
- **Reading for detail.** Ask Ss to read for specific information. (See *Student's Book, Module 1, p. 8, Ex. 2*. Ss will have to read the text on pages 8, 9 for a second time in order to do the task. They are looking for specific details in the text and not for general information.)

D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (See *Student's Book, Module 1, p. 18, Ex. 1b* where Ss use the same structures to express annoyance.)
- Ss are then led to **free** speaking activities. (See *Student's Book, Module 2, p. 38, Ex. 3b* where Ss compare photos, provided with the necessary lexical items and structures.)

E Writing

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

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (See *Student's Book, Module 1, p. 20*.)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (See *Student's Book, Module 1, p. 20, Ex. 1*. Ss are asked to write a for-and-against essay.)
- Make sure Ss follow the detailed **plan** they are provided with. (See *Student's Book, Module 1, p. 21, Ex. 8*.)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

F Projects

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

G Assigning homework

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

Commonly assigned tasks include:

Copy – Ss copy an assigned extract (to the teacher's discretion);

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

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

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

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

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

H Correcting students' work

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

- **Oral accuracy work:**
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.
- **Written work:**
Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

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

I Class organisation

• Open pairs

The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 5b on p. 33 of the Student's Book.)

• Closed pairs

Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 3b on p. 18 of the Student's Book.)

• Stages of pairwork

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

• Group work

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

J Using the Student's Audio CD

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

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

K Using L1 in class

Use L1 in moderation and only when necessary.

ABBREVIATIONS

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

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

Starter

Vocabulary

1 **Aim** To revise vocabulary for disasters

- Explain the task and give Ss time to complete the spidergrams in their notebooks.
- Check Ss' answers on the board.

Answer Key

natural disasters: tsunami, earthquake, landslide, flood, freak storm, avalanche, volcanic eruption

man-made disasters: rail accident, war, factory explosion, plane crash, road accident

2 **Aim** To revise vocabulary for shops

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

Answer Key

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

3 **Aim** To revise vocabulary related to faulty products

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

Answer Key

- | | | |
|-------------|-----------|-----------|
| 1 broken | 3 cracked | 5 broken |
| 2 scratched | 4 chip | 6 missing |

4 **Aim** To revise vocabulary related to shopping

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

Answer Key

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

5 **Aim** To revise vocabulary related to social issues

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

Answer Key

- | | | |
|-----------|-------------|----------|
| 1 improve | 3 Pick up | 5 raised |
| 2 Donate | 4 volunteer | 6 join |

6 **Aim** To revise vocabulary related to social/environmental issues

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

Answer Key

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

1, 2, 4, 6 are environmental problems

7 **Aim** To revise vocabulary related to literature

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

Answer Key

- 1 romance 2 fantasy 3 historical 4 classical

8 **Aim** To revise vocabulary related to literature

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

Answer Key

- | | | |
|------------|--------------|---------------|
| 1 fiction | 5 historical | 9 set |
| 2 waste | 6 main | 10 bestseller |
| 3 keen | 7 absorbed | |
| 4 original | 8 twist | |

9 **Aim** To revise vocabulary related to education & learning

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

Answer Key

- | | | |
|------------|---------|-------------|
| 1 drop out | 4 did | 7 recalling |
| 2 won | 5 take | 8 memorise |
| 3 enrolled | 6 tutor | |

10 **Aim** To revise vocabulary related to appearance

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

Answer Key

- | | | |
|-----------|-----------|---------------|
| 1 grow | 4 plucked | 7 do |
| 2 pierced | 5 shaved | 8 highlighted |
| 3 lose | 6 enhance | |

- 11 **Aim** To revise vocabulary related to body language

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

Answer Key

- | | | |
|--------------|------------|---------------|
| 1 raised | 4 opened | 7 tongue-tied |
| 2 scratching | 5 wrinkled | 8 fidgeting |
| 3 biting | 6 rubbing | |

- 12 **Aim** To revise everyday English expressions

Give Ss time to choose the correct response for each question and then check Ss' answers around the class.

Answer Key

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

Lifestyles

Topic

In this module, Ss will explore the topics of ways of living, customs & traditions, cultures, alternative living, air travel and daily problems & annoyances.

Modular page

7

Lesson Objectives: To give an overview of the module, to introduce key vocabulary

Vocabulary: Ways of living (*modern conveniences, homeless people, rummage through rubbish, consume, society, man-made cave houses, tribal group*)

1a People

8-9

Lesson Objectives: To listen and read for gist, to read for specific information, to revise present tenses, to talk about different communities, to prepare and act out an interview

Vocabulary: Verbs (*migrate, flee, shear, rear*); Nouns (*nomad, veil, tribe, livestock herder, drought, stilt hut, monsoon season, spear, possession, hospitality, satellite dish*); Adjectives (*first-hand, harsh, trading, idyllic*); Phrases (*take sth for granted, be struck by sth, sparsely populated*)

1b Culture shock

10-11

Lesson Objectives: To listen and read for gist, to read for specific information, to revise stative verbs, to revise past tenses, to describe an imaginary experience, to describe an imaginary visit to a place

Vocabulary: Nouns (*escalator, lift, revolving door, spear, the elderly*); Adjective (*stoneage, invisible*); Phrases (*meet with terror/suspicion, gasp of wonder*)

1c Culture Corner

12

Lesson Objectives: To read for lexis-grammatical correctness, to describe an imaginary situation, to give a presentation on immigration to your country

Vocabulary: Verbs (*trace, undergo, proceed, acquire*); Nouns (*immigrant, inspection, ancestor, pier, chalk, literacy test, process, exchange, family reunion, nickname*); Adjectives (*brief, obvious, mere*); Phrase (*burden to the state*)

1d Everyday English

13

Lesson Objectives: checking in for a flight, to learn the intonation of requesting & responding, to act out a dialogue

Vocabulary: At the airport (*conveyor belt, aisle/window seat, boarding card, passport control, check-in desk, hand luggage, departure gate, security check*)

1e Alternative living

14-15

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a report on how to reduce waste, to describe an imaginary experience

Vocabulary: Verbs (*scavenge, rummage, condemn*); Phrasal verbs (*rope (sb) in tuck into*); Nouns (*consumer waste, lid, devotee, landfill site, sell-by date*); Adjectives (*discarded, edible, intact, pitying, sealed, steamed, roasted*); Phrases (*urban foraging, be tempted to*)

1f A home from home

16-17

Lesson Objectives: To listen and read for gist, to read for specific information, to revise comparisons, to act out an interview, to compare your lifestyle with another's

Vocabulary: A home from home (*busiest airport, passengers waiting, delayed flights, departure hall, passport and ticket, leave the terminal, permanent residents, wheeling suitcases, business trip, loud announcements, bustling passengers, security staff, cold bus terminal, escape from debts, legal problems*); Verbs (*engage in, detect*); Nouns (*vending machine, jangle, migrant workers*); Adjectives (*presentable, awakened*); Adverb (*permanently*); Phrases (*give the impression, foreseeable future*)

1g Skills

18

Lesson Objectives: To talk about daily problems & annoyances, to listen for specific information

Vocabulary: Daily problems & annoyances (*cars parked on pavements, a dripping tap, noisy construction work, stray animals, graffiti & litter, overgrown gardens, overcrowded public transport, poor quality of life, makes your day more stressful, people unable to use pavements - dangerous, health hazard, cause flooding & damage to homes, can cause depression*)

1h Curricular: Citizenship

19

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write about a community sharing scheme

Vocabulary: Verbs (*rule, swap*); Phrasal verb (*drop sth off*); Nouns (*consumerism, landfill, lawnmower, ladder, power drill, dust, dozens, ownership*); Adjective (*reusable*); Phrase (*community spirit*)

1i Writing

20-21

Lesson Objectives: To analyse a model essay, to learn/practise linkers, to practise topic sentences, to practise writing techniques, to write a for-and-against essay

Skills 1

22-24

Lesson Objectives: To read for specific information, to listen for specific information, to write a letter, to talk about renting a room, to practise word formation, to practise key word transformation, to write a for-and-against essay

Language in Use 1

25

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise collocations, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 1

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Lesson Objectives: To listen and read for gist, to read for specific information, to write about an imaginary situation.

Vocabulary: Verbs (*stretch*); Nouns (*herder, ancestors, state farm, teepee, pole, boarding school, tundra, gas reserves, pipelines, income*); Phrases (*work ethic, domestic issues*)

What's in this module?

Read the title of the module *Lifestyles* and ask Ss to suggest what they think the module will be about (*the module is about ways of living and customs & traditions around the world*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

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

- Direct Ss' attention to the pictures and elicit what each shows. Ask Ss to read the sentences under each one.
- Go through the words in the list and explain/elicit the meanings of any unknown words.
- Give Ss time to complete the sentences.

Answer Key

- | | | |
|------------|----------------|-----------|
| 1 tribal | 4 man-made | 7 rummage |
| 2 society | 5 conveniences | |
| 3 homeless | 6 consume | |

b) **Aim** To listen for conformation

- Play the recording.
- Ss listen and check their answers.

OVER TO YOU!

Aim To describe your lifestyle and express a personal opinion on the topic

- Allow Ss some time to prepare their answers. Ss can talk about their city and house.
- Elicit answers to the questions in the rubric from various Ss around the class.

Suggested Answer Key

- I live with my parents and brother in a house/flat in the city and I go to school five days a week. I have all the modern conveniences of city life such as public transport, libraries, schools, museums, hospitals, cinemas and theatres. In my free time I play basketball or go to the cinema. My house is quite comfortable with three bedrooms and a large living room. It's got a great view of the park nearby and has also got central heating.
- I would not like to live in a cave house because I like my life in the city. I don't think I can live under the earth./I would like to live in a cave house because I think it would be cool and quiet. It's also environmentally friendly.

BACKGROUND INFORMATION

The **Fulani people** live in Africa. They are a minority in countries such as Ghana, Nigeria, Mali, Cameroon, Niger, Chad, Côte d'Ivoire but in Guinea they represent 40% of the population. They are a nomadic people herding cattle, goats and sheep.

Los Angeles is in California, USA. With a population of about 4,000,000 it is the second most populous city in America. It is a leading world centre of business, entertainment and international trade. LA is home to Hollywood.

Guadix is located in Granada, Spain. It is a tourist centre and produces strawberries, vegetables and cereals.

1a People

Vocabulary & Reading

- 1 a) **Aim** To introduce the topic and key vocabulary, to predict the content of the text

- Direct Ss' attention to the pictures.
- Explain/Elicit that they show nomads. Go through the list of words and explain/elicite any unknown words.
- Elicit Ss' guesses to the questions.

(Ss' own answers)

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

Play the recording. Ss listen and follow the texts in their books and check their guesses from Ex. 1a.

Answer Key

Tuareg: wear indigo veils, like drinking mint tea, live in tents

Sea Gypsies: live on hand-built wooden boats, have a deep knowledge of the sea, catch and sell fish

Mongolian nomads: keep farm animals, live in tents, are very hospitable

- 2 **Aim** To read for specific information

- Ask Ss to read the **Study Skills** box.
- Give Ss time to read the questions 1-10 and then read the text again and match the texts to the questions following the instructions in the **Study Skills** box.
- Check Ss' answers and ask them to justify them.

Answer Key

- 1 A (seemed like an idyllic way of life)
- 2 B (can see twice as clearly and stay underwater twice as long as normal)
- 3 C (the satellite dish attached to the outside of the tent)
- 4 B (So deep is their knowledge of the sea that they recognised the signs of the 2004 Asian tsunami)
- 5 B (settling in temporary stilt huts only during the monsoon season)
- 6 B (I felt ... sad that ...)
- 7 A (in the past ... they protected the camel trading caravans ... now they mostly work as livestock herders)
- 8 C (it's rude to pass an empty tent without going in to help yourself to refreshments)
- 9 A (many Tuareg are migrating to cities)
- 10 B (the Moken are facing problems ... reducing their population)

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

Suggested Answer Key

take sth for granted (phr): to assume sth will always be true

nomad (n): a person without a permanent home who moves from place to place

first-hand (adj): having personal experience of sth

be struck by sth (phr): to be surprised, impressed by sth

veil (n): a thin piece of cloth worn over the face

tribe (n): a group of people who live together in rural areas and share the same language, culture and history

harsh (adj): severe

trading (adj): relating to the buying and selling of goods

livestock herder (n): sb who looks after herds of farm animals

idyllic (adj): perfect

drought (n): a period without any rain

migrate (v): to move from one place to another to live

stilt hut (n): a wooden dwelling built on top of tall pieces of wood

monsoon season (n): the rainy season in hot Asian countries

spear (n): a weapon consisting of a long stick of wood with a sharp metal point at the end

possession (n): anything you own

flee (v): to run away from sth (usually danger)

sparsely populated (phr): not many people living there
≠ densely populated

hospitality (n): friendliness & generosity (of a host)

shear (v): to cut the hair of an animal

rear (v): to breed and raise an animal

satellite dish (n): a piece of electrical equipment that can receive special signals from a satellite (usually for TV)

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

harsh = rough

livestock herders = people who keep farm animals

idyllic = perfect

migrating = moving to live elsewhere

temporary = for a short time

treated = behaved towards

fled = left because of danger

rear = care for from birth

4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.
- As an extension ask Ss to make sentences using the other option.

Answer Key

- | | | |
|-----------|--------|-----------|
| 1 Help | 3 show | 5 granted |
| 2 treated | 4 move | |

Suggested Answer Key

- 1 He **offered** me a cup of tea.
- 2 Please **behave** yourself or you'll be grounded.
- 3 **Indicate** your preference by ticking the appropriate box.
- 4 He's a very busy person, always **on the go**.
- 5 I'm not **sure**, which the correct answer is.

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the phrases and write their sentences.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

Answer Key

- | | | |
|-----------|------------|---------|
| 1 witness | 4 monsoon | 7 dairy |
| 2 struck | 5 sparsely | |
| 3 stilt | 6 show | |

Suggested Answer Key

Steven Jones was able to **witness first-hand** the way of life of the Tuareg people.

He was **immediately struck** by the indigo veils they wear.

The Sea Gypsies live in **stilt huts**.

There is a lot of rain during the **monsoon season**.

Mongolia is a **sparsely populated** country. There are few people living there.

Mongolian nomads think it is important to **show hospitality** to their guests.

They rear animals for meat and **dairy products**.

Grammar

6 a) **Aim** To present/practise/revise present tenses

- Give Ss time to complete the task and then check Ss' answers and ask various Ss to explain the use of each tense to the class.
- Refer Ss to the **Grammar Reference** section on pp. GR1-GR3 for more information.

Answer Key

- 1 have lived (present perfect – a situation that started in the past and continues to the present)/have been living (also possible to emphasise duration)
- 2 hunt (present simple – a habit)
- 3 catch (present simple – a habit)
- 4 is threatening (present continuous – sth happening around the time of speaking)
- 5 is getting (present continuous – a developing situation)
- 6 have already starved (present perfect – a situation that started and finished in the recent past)
- 7 has been trying (present perfect continuous – a situation that started in the past and still continues with emphasis on duration)
- 8 believes (present simple – a state not an action)

b) **Aim** To compare your lifestyle to another

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

The Sami people live in northern Europe where it is cold whereas I live in southern Europe where it is warmer. The Sami people catch fish and hunt reindeer whereas my family and I get our food from shops. The climate change is seriously threatening the Sami people's way of life whereas our lifestyle is not threatened.

Speaking & Writing

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

- Ss read the text again. Ask Ss to tell each other two things about each community that impressed them. Alternatively Ss write sentences.
- Ask various Ss around the class to tell the rest of the class.

Suggested Answer Key

The Tuareg men wear veils. The Tuareg drink tea six or seven times a day.

The Sea Gypsies live most of their lives on the sea. They can see underwater twice as clearly as normal.

The Mongolian nomads think it is rude if you do not go into an empty tent and help yourself to refreshments. They have satellite dishes on their tents.

8 **Aim** To prepare and present a radio interview

- Ss work in pairs. Give Ss time to write and answer interview questions using the information in the text. If you feel Ss need help, elicit various questions from around the class and write them on the board. You can use the questions in the **Suggested Answer Key**.
- Ask various pairs to act out their interviews for the class.

Suggested Answer Key

A: What is the name of your tribe?

B: The Tuareg.

A: Where do you live?

B: I live in the Sahara Desert.

A: Why do you wear a veil?

B: To protect me from the harsh sand.

A: What is your favourite drink?

B: Mint tea.

A: What do you do for a living?

B: I work as a livestock herder.

A: What do you do in your free time?

B: Men sing traditional poems and women play a violin-like instrument.

A: Why is your way of life in danger?

B: Droughts are causing water holes to dry up and animals to die so a lot of people are migrating to cities.

1b Culture shock

Vocabulary & Reading

1 **Aim** To introduce topic-related vocabulary and talk about your lifestyle

- Explain the task and ask Ss to look up the meanings of any unknown words in the rubric.
- Allow Ss some time to prepare their answers then tell their partner.

Suggested Answer Key

I live in a busy town in a modern flat. I study law. I usually walk to college. I cook my own food. In my free time I surf the Net and read magazines. I also go to the gym. Sometimes I eat out with my friends.

2 a) **Aim** To express an opinion on sb's lifestyle from their appearance

Direct Ss' attention to the picture and ask Ss to discuss the questions in the rubric in pairs. Ask various pairs to share their opinions with the class.

Suggested Answer Key

A: I think this man probably lives in a forest. He probably lives very close to nature and has a very simple and traditional lifestyle that may include fishing, farming and making handicrafts.

B: I agree. I imagine that if he visited a big city he would be very surprised at what he saw and might not understand how people can live in such a place.

A: I think you're right. I suppose he would find it noisy and crowded and he would feel frustrated. I think he would be surprised seeing cars on the streets or huge buildings such as skyscrapers.

b) **Aim** To read for gist

Give Ss time to read the text and check their answers. Alternatively play the recording.

3 **Aim** To read for specific information

- Allow Ss some time to read statements 1-10 and underline the key words then read the text again and mark the sentences accordingly.
- Check Ss' answers and ask them to justify them with evidence from the text.

Answer Key

- T (the overwhelming hospitality they had shown me)
- T (12,000-mile-trip)
- T (2 day's trip by boat to the nearest road)
- T (I watched them getting used to modern technology)
- F (every escalator was met with terror)
- T (I couldn't believe I was so high above the land ... what makes this turn)
- NS
- T (apartment block for the elderly ... shocked ... must care for them.)
- NS
- NS

BACKGROUND INFORMATION

The Insect Tribe of Papua New Guinea also known as the Swagap Tribe lives in a village near Sepik River. They hunt in the jungle and fish in the river.

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

Suggested Answer Key

stoneage (adj): relating to sth very basic and simple

escalator (n): a moving staircase

meet with terror/suspicion (phr): to be scared of/untrusting of sth on first seeing it

lift (n): a device for carrying people/things between the floors of a building

revolving door (n): a door that moves 360° so people can enter/exit a building at the same time

gasp of wonder (phr): sharp intake of breath in amazement

invisible (adj): unable to be seen

spear (n): a weapon consisting of a long stick of wood with a sharp metal point at the end

the elderly (n): old people

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-------------|-------------|-------------|
| 1 secluded | 4 thought | 7 treasures |
| 2 suspicion | 5 convinced | |
| 3 revolving | 6 still | |

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the list to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------------------|----------------------------------|
| adapting = getting used to | convinced = sure |
| secluded = isolated | look after = take care of |
| rare = not common | emotional = moving |
| suspicion = distrust | treasured = cherished |

Grammar

6 **Aim** To present/practise/revise stative verbs

- Write on the board.
I think you are right.
I'm thinking of travelling abroad this summer.
Elicit which verb form describes a state (I think). Explain that certain verbs which express a state don't have continuous forms. Elicit meaning of "think" in the two examples: 1 I believe; 2 I'm considering. Explain that certain stative verbs can be used in continuous tense but with a difference in meaning.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *am thinking* (action – considering), *think* (state – believe)
- 2 *enjoy* (state – like), *am enjoying* (action – get a feeling of pleasure from)
- 3 *appears* (state – seems to be), *is appearing* (action – going to talk)
- 4 *is* (state – that's his nature), *is being* (action – is behaving)

7 **Aim** To present/practise/revise past tenses

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 *happened* (action which happened at a specific time in the past)
was chasing (action in progress at a certain time in the past)
stopped (action which interrupted another action in progress in the past)
- 2 *were you doing* (action in progress at a certain time in the past)
phoned (action which interrupted another action in progress in the past)
was watching (action in progress at a certain time in the past)
- 3 *Did you see* (action which started and finished in the past)
had already finished (past action which finished before another past action)
got (action which happened at a certain time in the past)

8 **Aim** To practise past tenses and open cloze

- Explain the task and give Ss time to complete it. Ss can first complete the missing tenses then the missing words.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|----------------|---------------|
| 1 lived | 6 to | 11 considered |
| 2 in | 7 were walking | 12 took |
| 3 spent | 8 caught | 13 them |
| 4 their | 9 than | |
| 5 invited | 10 chased | |

Speaking & Writing

9 **Aim** To describe an imaginary experience

Explain the situation and ask various Ss around the class to describe their experience to the class.

Suggested Answer Key

When I first arrived in London and saw all the huge buildings, I felt scared but also impressed. I was looking up all the time. I was also shocked at how many people there were. There were people moving around everywhere and no one stopped to say hello or talk. I found that strange. I didn't like all the cars; they were noisy and dangerous. The underground was amazing and I really enjoyed using it. I also liked the big wheel but I was shocked when I realised people didn't respect the elderly. All in all, I didn't feel very comfortable in the city and couldn't wait to go back to my quiet and peaceful village.

10 **Aim** To describe an imaginary experience

Ss prepare their answers. Ask various Ss around the class to describe their experience to the class.

Suggested Answer Key

I was nervous about staying with the Insect Tribe because I was afraid of sleeping in the jungle. I was also worried about getting ill from the food or perhaps getting bitten by insects or spiders. However, thanks to the tribe's hospitality, help and advice, I quickly adapted to life in the village. It was nice sleeping in a wooden hut on the edge of the jungle and waking up to the sounds of the animals and the river nearby. I spent most days fishing and hunting with the men and the food was good. I thoroughly enjoyed my stay.

1c Culture Corner

1 **Aim** To read for gist

- Ask Ss to look at the picture. Elicit it shows a family of four (maybe on a boat).
- Ask Ss to read the title of the text and elicit how it is related to the picture (maybe this family is emigrating to the USA).
- Read the rubric aloud and give Ss time to read the text and answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

Ellis Island is an island in New York Harbour. It is called the 'Gateway to America' as it was the entrance point for many immigrants coming to the country.

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

- Ask Ss to read the text again and choose the correct word for each gap 1-12.
- Ask Ss to compare their answers with their partner's.
- Check Ss' answers.

Answer Key

1 C 3 A 5 A 7 C 9 A 11 C
2 B 4 D 6 B 8 B 10 A 12 D

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

Suggested Answer Key

immigrant (n): a person who goes to live in a country different from the one they were born in
inspection (n): the action of checking sth
trace (v): to find
ancestor (n): relative from the past
undergo (v): to experience sth unpleasant
brief (adj): short

burden to the state (phr): costing a government a lot of money

pier (n): a low structure built at the edge of water, used for getting into and out of boats

proceed (v): to go forward

obvious (adj): very apparent

chalk (n): a white substance for writing on a blackboard
require (v): to need sth

literacy test (phr): an exam to see if sb can read & write

process (n): a series of actions to achieve a result

mere (adj): no more than; only

exchange (n): the action of changing one currency for another

acquire (v): to get sth

family reunion (phr): when family members meet up after having been apart for some time

nickname (n): an informal name for sb/sth

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using words from the **Check these words** box.
- Check Ss' answers around the class.

Answer Key

1 nickname 4 brief
2 acquire 5 ancestors
3 burden to the state 6 trace

4 **Aim** To personalise a topic

- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to prepare their answers. Ask various Ss around the class to describe their experience to the class.
- If you want you can ask Ss to choose a piece of music to accompany the narration.

Suggested Answer Key

I was very tired when the ship arrived in New York Harbour. I was really looking forward to a warm bath and a comfortable bed, but we had to pass through customs. We were taken in a smaller boat to Ellis Island where we had to wait in queues for hours before being examined by a doctor and questioned by customs officers. Finally after several hours, I was given papers and was told that I was free to go. Despite being exhausted and hungry, I was thrilled and excited to be in America. I felt like a new man full of energy and hope, ready to start my new life.

5 **Aim** To develop research skills

- Explain the task and give Ss time to look up all the necessary information on the Internet. Ss can work in groups. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

(Ss' own answers)

1d Everyday English

- 1 a) **Aim** To present new vocabulary related to airports and flying

- Explain the task and give Ss time to match the words to form phrases.
- Play the recording. Ss listen and check. Explain the meaning of any unknown words.

Answer Key

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

- b) **Aim** To activate vocabulary; to describe pictures

- Direct Ss' attention to the pictures and ask them to describe them.
- Ask various Ss around the class to describe the pictures to the class.

Suggested Answer Key

In picture A, there is a line of **check-in desks** and people are checking in for their flights. In the foreground, one man is checking in and another man is waiting behind him in the queue. There is luggage on the floor next to him.

In picture B, I see passengers going through a **security check**. One passenger is placing some of his belongings in a basket while another is preparing to pass through the metal detector. A man is being patted down by a security officer.

- 2 **Aim** To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit where the speaker is.

Answer Key

The speaker is at the check-in desk at the airport.

- 3 **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 2 from Ss around the class.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

A check-in desk assistant.

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

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

Was it you who put your things in the suitcase? – Did you pack your luggage yourself?

How many suitcases are you taking with you? – How many pieces of luggage will you be checking in?

Do you want to sit down next to the window or next to the aisle? – Would you like a window or aisle seat?

- 5 a) **Aim** To present/practise intonation in requests and responses to requests

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

- b) **Aim** To practise requesting/responding

- Explain the situation and ask Ss to work in pairs and act out exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

Suggested Answer Key

1 A: Could I check in two bags?

B: Sure, no problem.

2 A: Would you mind telling me where the toilets are?

B: Yes, of course. They are just over there.

3 A: Could I please have an aisle seat?

B: Yes, of course.

4 A: Could I use my mobile phone on the plane?

B: I'm afraid not. You have to switch it off.

Speaking

- 6 **Aim** To role play a dialogue at a check-in desk

- Ss work in pairs and act out a dialogue using the sentences in Ex. 2 and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hello, can I see your passport and ticket, please?

B: Sure! Here you are.

A: How many pieces of luggage will you be checking in?

B: I have two suitcases.

A: Could you put them on the conveyor belt, please?

B: Sure!

- A: Did you pack your luggage yourself?
 B: Yes, I did.
 A: OK! Could you please look at the poster and tell me if you've packed any prohibited items?
 B: All right ... let me see ... No, I haven't.
 A: OK! Would you like a window or an aisle seat?
 B: I'd prefer an aisle seat.
 A: Alright. Here's your boarding card and your passport. Please go to gate A21 at 10:30. Enjoy your flight.
 B: Thank you!

1e Alternative living

Reading & Vocabulary

1 a) **Aim** To introduce the topic

Go through the ideas presented with Ss. Elicit answers from Ss.

Suggested Answer Key

I try not to throw away food so I do it very rarely. I think it is a shame to throw food away so I mostly buy fresh food in small quantities to cook the same day. I only throw away food if it is past its sell by date. I throw one or two items of clothing away about every six months when something is worn out. I try not to throw electrical goods away, but when something is broken I take it to a recycling centre.

b) **Aim** To make suggestions

Ask Ss to discuss the question pairs and then ask some Ss to tell the class.

Suggested Answer Key

I think people could reduce food waste by buying and preparing food in smaller quantities. We could reduce electronic waste by either taking the item to a recycling centre or repairing it and as for clothes we could also try to mend worn or torn pieces of clothing or use the material to make something else. Of course, there is also the option of donating old clothes to charity.

2 **Aim** To read for gist

Elicit answers to the questions in the rubric and then give Ss time to read the whole text to find out.

Answer Key

The text is about people who believe in reducing waste and scavenge bins for food and things they can use.

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

- Ask Ss to read the sentences A-G and then to read the text again and fit them in the correct gaps. Ask Ss to read the sentences before and after each gap and try to find the words which will help them do the task such as determiners, articles, etc
- Check Ss' answers.
- Play the recording for Ss to check their answers.

Answer Key

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

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

Suggested Answer Key

intact (adj): whole, not broken

sell-by date (phr): the date manufacturers recommend a product is sold by

pitying (adj): full of sympathy

scavenge (v): to look for food and other objects in people's rubbish

discarded (adj): thrown away

consumer waste (n): things we buy that we throw away

lid (n): a cover on container

rummage (v): to look for sth and move things around carelessly

devotee (n): sb who strongly admires sb/sth

landfill site (phr): a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

edible (adj): sth that can be eaten

rope (sb) in (phr v): to persuade sb to do sth

urban foraging (phr): searching for food in the city

tuck into (phr v): to eat up

sealed (adj): closed firmly

steamed (adj): cooked with steam

roasted (adj): cooked in the oven

condemn (v): to declare not safe to use; to disapprove

be tempted to (phr): to feel that you want to do/have sth

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

1 afford to 4 pitying 7 edible
 2 rummaged 5 tucking into 8 tempted to
 3 discarded 6 recycle

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and give Ss time to use them to complete the phrases and make sentences.

- Check Ss' answers by asking various Ss to read out their sentences.

Answer Key

- | | |
|-------------|----------------|
| 1 poisoning | 7 closing |
| 2 sell-by | 8 high-street |
| 3 needs | 9 sealed |
| 4 landfill | 10 flat-screen |
| 5 waste | 11 roasted |
| 6 frozen | 12 steamed |

Suggested Answer Key

- 1 Eating food from bins carries the risk of **food poisoning**.
- 2 A lot of food is thrown out because it is past its **sell-by date**.
- 3 If we only shop for our **everyday needs**, there would be less waste.
- 4 17 million tons of food goes to **landfill sites** in Britain every year.
- 5 Freeganism is a reaction to **consumer waste**.
- 6 **Frozen ready meals** are often thrown away by supermarkets on the day of the **sell-by date**.
- 7 Freegans rummage through supermarket bins after **closing time**.
- 8 **High-street stores** throw out a lot of goods.
- 9 They sell vegetables in **sealed bags**.
- 10 **Flat-screen TVs** don't have curved screens which helps the image look more lifelike.
- 11 **Roasted onions** is a great vegetable side dish.
- 12 **Steamed cabbage** is easy to prepare and is rich in iron.

Speaking & Writing

6 **Aim** To develop research skills

- Explain the task and give Ss time to look up information on the Internet. Ss can work in pairs.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

Suggested Answer Key

We should recycle as much as possible and we can donate things to charity, too. We can give things to friends or sell them at a flea market or at a car boot sale. We can use websites like freecycle.com to give things away. Old electrical items can go to charity to help poor families or schools in need of computers.

7 **Aim** To personalise the topic

Allow Ss some time to prepare their answers. Ask various Ss around the class to describe an imaginary day as a freegan.

Suggested Answer Key

At the beginning I felt uncomfortable, especially when passers-by looked at me. I was also a bit afraid of picking up some disease from the bins or getting food poisoning from anything I ate, but, in the end, I actually began to think that scavenging in bins makes a lot of sense. I found lots of fresh fruit and vegetables in a bin outside a supermarket as well as some tins of ravioli, which made an excellent meal that evening. Overall, I think that my actions that day not only earned me a free meal, but also helped reduce waste.

1f A home from home

Vocabulary & Reading

1 a) **Aim** To predict the content of a text from key vocabulary

- Ask Ss to read the list of words/phrases and explain/elicite the meanings of any unknown ones.
- Elicit Ss' guesses as to what the text can be about.

Suggested Answer Key

I think the text is about the day-to-day events at an airport.

b) **Aim** To read for gist

- Play the recording.
- Ss listen and follow the text in their books and find out what it is about.

Suggested Answer Key

The text is about a homeless person who lives at Heathrow Airport.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- | | | |
|----------------|----------------|----------------|
| 1 A (l. 1) | 3 D (l. 24-25) | 5 D (l. 32) |
| 2 D (l. 12-14) | 4 C | 6 D (l. 48-50) |

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

Suggested Answer Key

vending machine (phr): a machine that you put money into to get a product out of (usually food)

permanently (adv): forever
give the impression (phr): make sb think sth
presentable (adj): looking smart; well-dressed
awakened (adj): be woken up
jangle (n): the noise sth metal makes when shaken
engage in (phr v): to start to do an activity
detect (v): to discover to track down
migrant workers (phr): workers who move around to find work
foreseeable future (phr): the near future

3 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers. As an extension ask Ss to use the other option in sentences of their own.

Answer Key

- | | | |
|--------------|-----------|-------------|
| 1 hurry | 4 keeping | 7 temporary |
| 2 difficulty | 5 engages | 8 search |
| 3 permanent | 6 blind | |
- 1 He left in a **rush** without saying goodbye.
 - 2 She had **trouble** finding somewhere to park.
 - 3 She has no **steady** income.
 - 4 He was **holding** the tickets and waving at us.
 - 5 He decided to **join** an environmental group.
 - 6 The actress was on the **cover** of Elle magazine.
 - 7 If you are under 18 you can apply for a **provisional** driving license.
 - 8 He travelled the world in **pursuit** of his dreams.

Grammar

4 **Aim** To present/practise/revise comparisons

- Quickly revise comparative/superlative forms.
- Refer Ss to the **Grammar Reference** section on pp. GR4-GR5 for more information.
- Give Ss time to complete the task and then elicit when we use comparatives and superlatives.
- Check Ss' answers.

Answer Key

- | | |
|------------------|------------------|
| 1 the largest | 4 as desperate |
| 2 kinder | 5 more expensive |
| 3 most difficult | 6 longer, easier |

Suggested Answer Key

We use the comparative to compare one person/thing with another. We use the superlative to compare one person/ thing with others in the same group.

5 **Aim** To practise comparatives

Explain the task and read out the example. Ss complete the task in pairs, then ask various Ss to tell the class.

Suggested Answer Key

I play football better than my big brother, but he is funnier than me. He is also more intelligent than me so I have to study longer hours than him to make sure that I do well at school. I am the most hard-working in my class. My mum drives more carefully than my dad. My brother is the most patient person I know.

6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Eram.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

- A: How do you spend your days?
 B: I walk around London and I go to a park.
 A: Where do you get food and money?
 B: I get £60 a week from a charity. I use it to buy food with, but it doesn't last long because food at the airport is expensive.
 A: What do you do to keep clean and wash clothes?
 B: I use the toilets in the airport to wash myself and my clothes.
 A: Are you afraid of getting caught by the police?
 B: Yes, I try to avoid the airport security guards all day.
 A: What do you hope for the future?
 B: I hope to get my life back on track, but I don't expect anything will change for me really.

7 **Aim** To compare your lifestyle to a homeless person's

- Explain the task and give Ss three minutes to write a few sentences comparing their lifestyle to Eram's.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I have a more comfortable life than Eram. I live in a house and I sleep in a comfortable bed, whereas Eram lives in an airport and sleeps on the floor. I have friends and family to help and support me, but Eram doesn't. She only gets help from a charity once a week.

1g Skills

- 1 a) **Aim** To introduce the topic and match problems to pictures

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which of the things (1-7) Ss can see in the pictures from Ss around the class.

Answer Key

A 1 B 7 C 4 D 3

I can see cars parked on pavements, overcrowded public transport, stray animals and noisy construction work.

- b) **Aim** To express a personal opinion

Elicit which things Ss find the most annoying from various Ss around the class.

Suggested Answer Key

I get really annoyed when I see graffiti and litter and when I see cars parked on the pavement.

- 2 **Aim** To listen for specific information

- Ask Ss to read the sentences A-F and then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 C 2 B 3 D 4 E 5 A

- 3 a) **Aim** To analyse a rubric

- Read out the *Study Skills* box and explain that this tip will help Ss to complete the speaking task in Ex. 3b successfully.
- Read the rubric aloud and elicit the key words, then elicit answers to the questions.

Suggested Answer Key

Key words: council, life in the neighbourhood, look, problems, talk, each other, decide which problem

There are two parts to the task. The first part involves discussing why each problem is a problem and the second part involves deciding which two the council should try to solve first.

- b) **Aim** To talk about problems and agree/disagree

- Explain the task and remind Ss to use the useful language and the key vocabulary to help them.

- Ss work in pairs and complete the task. Ss should discuss all the problems listed in Ex. 1, then decide on the two ones. Ss should encourage their partner to actively participate in the dialogue.
- Monitor the activity around the class and offer assistance as necessary.
- Ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *Firstly, I think cars parked on pavements is a problem for a community. Not only does it look bad but also it damages the pavement and makes it dangerous for pedestrians because they end up having to walk on the road.*

B: *I totally agree. A dripping tap is a problem at home that a plumber can fix. I don't think it is a serious problem. However, noisy construction work is very annoying and it makes people irritable. What do you think?*

A: *I totally agree with you. Stray animals are a serious problem. They make a mess in the parks and the areas they live in roaming the streets in search of food. Also, they make areas unhealthy when there are a lot of stray dogs around.*

B: *Yes, I see what you mean it's a serious problem indeed. Graffiti and litter are a problem for a community because they make places look unattractive and so no one cares to look after them.*

A: *I totally agree with you and I think these places that are full of litter and graffiti become rundown and abandoned because no one wants to live there.*

B: *That's true. Similarly, overgrown gardens make areas look rundown too.*

A: *What about overcrowded public transport?*

B: *Well I think one of the problems with this is that it encourages pickpockets.*

A: *Yes, I see what you mean. It puts people off using public transport and then there will be more cars on the roads which will lead to more traffic jams and air pollution.*

B: *Yes, I agree. I think that should be one of the first problems the council solves. If they put on more bus services, public transport will be less crowded.*

A: *That's a good point, but I think graffiti and litter is a bigger problem.*

B: *That's true, but it would be quicker and simpler to solve the problem of cars parking on the pavements by having traffic wardens regularly patrol the streets and give the cars parking tickets.*

A: *You're right but cleaning up the graffiti and picking up the litter would have a bigger effect on the community. It would make the town more attractive and people would see a big difference and would start taking pride in the area where they live.*

B: You're absolutely right. So the council should clean up the graffiti and the litter first but which other problem do you think they should try to solve as well?

A: The cars parked on pavements because then it will make the streets easier to clean and make the roads safer for people.

B: I agree.

c) **Aim** To compare Ss' answers to a model answer

- Play the recording. Ss listen and think about how their attempt and the recording are similar/ different.
- Elicit answers from Ss around the class.

(Ss' own answers)

1h Curricular: Citizenship

1 **Aim** To predict the content of the text and read for gist

- Ask Ss to read the title, the introduction and the subheadings and give their opinion on how sharing can help individuals and communities.
- Then give Ss time to read the whole text and check if their guesses were correct.

Suggested Answer Key

I think that sharing can save people money and bring the people in a community closer.

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

- Ask Ss to read the text again and complete the task.
- Ss compare their answers with their partner's.

Answer Key

- | | | |
|----------------|--------|---------------|
| 1 who | 5 too | 9 of |
| 2 up | 6 for | 10 out/away |
| 3 certain/some | 7 when | 11 which/that |
| 4 these | 8 who | 12 there |

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

Suggested Answer Key

consumerism (n): the state of an advanced industrial society in which a lot of goods are bought and sold

rule (v): to regulate

landfill (n): a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

community spirit (phr): helpfulness and concern people living in the same area show to each other and the area where they live

lawnmower (n): a machine for cutting grass

ladder (n): a piece of equipment with two vertical bars joined to each other by a set of horizontal steps used for climbing up and down

power drill (n): an electric device for making holes

drop sth off (phr v): to take sth somewhere and leave it there for a purpose

ownership (n): the state of owning sth

dust (n): small airborne particles

dozens (num): lots

reusable (adj): able to be used again and again

swap (v): to exchange one thing for another

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | | |
|----------|-----------|------------|-------------|
| 1 spirit | 4 schemes | 7 rid | 10 terrible |
| 2 drill | 5 share | 8 reusable | |
| 3 close | 6 dust | 9 space | |

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

- Play the recording. Ss listen and read the text again.
- Ss work in pairs and talk about which of these ideas they have tried/would like to try and why.
- Elicit sentences from Ss around the class using the phrases in Ex. 3.

Suggested Answer Key

I often give things I want to get rid of to my friends and they give me stuff too such as books, clothes and CDs. This way we save on money and we keep landfills low. My parents share tools with their neighbours and friends who live close to us. We sometimes borrow our next-door neighbour's lawnmower and we lend him our ladder. I think carpooling is a great idea and when I have my own car I will try that.

5 **Aim** To develop research skills; to give a presentation on a community sharing scheme

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet, reference books or other sources and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.
- Explain to Ss how to make their presentations. (Collect information from various sources. Consider their validity and reliability before you select the information. Make a plan and organise the information. Support the arguments with facts, details, statistics, examples. You can use visuals if you like. At the end of the presentation invite questions. While speaking, have eye contact with the audience. Use appropriate gestures and speak clearly.)

- Write this language on the board to use while making their presentations.

USEFUL LANGUAGE

Starting:	Good morning/Good afternoon etc, The topic of my presentation is .../ Today I'm going to talk about ... The purpose of this presentation is ...
Main points:	The main points I will be talking about are ...
Introducing Points:	Let's begin with ... Now, let's move on to ...
Supporting Points:	I would like to expand on this point. Let me illustrate this point by showing ...
Summarising	Let me recap, what we talked about. First, ... Then, ... Finally, ...
Concluding: Inviting questions:	In conclusion .../To sum up, ... Now, I would like to invite any questions you may have. I would be glad to answer your questions.

Suggested Answer Key

Good afternoon, today I'm going to talk about freecycle. Freecycle is a scheme that allows people to donate unwanted items for free to someone else who wants them and is able to reuse them. It not only helps people out but also cuts down on unnecessary waste. People log on to the website in their area or country and leave a message describing what they are offering and where someone can collect it from. Other people read the messages and reply when they see something they need. There are lots of things on offer from old furniture, clothes and books to computer parts and mobile phones. All in all, freecycle helps reduce waste, save sources and keep landfills low.

1 Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 a for-and-against essay
- 2 formal/semi-formal
- 3 **pros:** often has good community spirit, cheap rent, often conveniently located near to city centre, (good views)

cons: can be noisy, flats can be small and cramped, no garden, (difficult to move furniture in/out)

2 a) **Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

Answer Key

Para 1: a quotation

Para 2: the arguments for, justifications & examples, linking words & expressions

Para 3: the arguments against, justifications & examples, linking words & expressions

Para 4: the writer's opinion, linking words & expressions, a rhetorical question

b) **Aim** To further analyse a model

Refer Ss back to Ex. 1 question 3 and elicit which ideas are mentioned and what the justifications/ examples are given for each one.

Suggested Answer Key

often conveniently located – amenities and facilities are close by
cheap rent – can save on car parking and public transport
flats are often small and cramped – little storage space
can be noisy – little privacy
no outside space – no garden

3 **Aim** To practise linking words/expressions

- Go through the table with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key

Firstly = First of all

This means = Consequently

Lastly = Finally

On the other hand = in contrast

To start with = To begin

For example = For instance

All in all = In conclusion

4 **Aim** To identify topic/supporting sentences

- Elicit the topic sentences (sentences that introduce the main idea of a paragraph) in the model and then elicit what the supporting sentences (sentences that further explain the main idea) contain from Ss around the class.
- Ask Ss to write topic sentences of their own.
- Check Ss' answers.

Answer Key**Para 2**

Topic sentence: There are actually many good reasons why living in a block of flats can be a positive experience.

Support/reason: Firstly, flats are usually conveniently located close to town centres.

Justification: This means that amenities and facilities such as shops and banks are close by.

Support/reason: In addition, living in a block of flats can be quite cheap.

Justification: Rents and household bills are usually reasonable and residents can save on expensive car parking or public transport costs as their home may be near enough to work or school to walk there.

Support/reason: Lastly, residents can often enjoy a great community spirit in blocks of flats.

Justification: This is because they live so close together.

Para 3

Topic sentence: On the other hand, there can be plenty of disadvantages to living in flats.

Support/reason: To start with, the blocks are often in unattractive inner-city areas.

Support/reason: Also, life can be uncomfortable there.

Justification/example: City flats are often cramped and noisy, for example with little privacy and storage space.

Justification/example: Also, they rarely have outside space, for example there is often no private garden.

Suggested Answer Key

Para 2: Living in a block of flats can have a lot of advantages.

Para 3: On the other hand, living in a block of flats can be a negative experience.

5 a) **Aim** To organise a paragraph

- Explain the task and ask Ss to read the sentences A-E and order them correctly.
- Check Ss' answers then elicit the topic sentence.

Answer Key

A 2 C 1 (Topic sentence) E 5
B 4 D 3

Topic sentence: There are many advantages to getting on well with your neighbours.

b) **Aim** To write supporting sentences for a topic sentence

- Explain the task and give Ss time to complete it in closed pairs.
- Alternatively brainstorm for ideas with Ss and write them on the board, then Ss do the task.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Firstly, it is **environmentally friendly** as it doesn't produce any pollution. If more people rode bikes instead of taking their cars, there would be a lot less traffic on the roads. Also, it **costs nothing** and so saves you money because you don't have to pay for bus tickets or petrol. Finally, you **can move around the city easier** on a bike than you can in a car. For example, there are usually cycle lanes in cities so cyclists can move quickly through traffic.

6 **Aim** To identify writing techniques and write an alternative beginning/ending to an essay

- Refer Ss to the Writing Bank 1 (WB1) and revise for-and-against essays. Ss identify the techniques used in the model in Ex. 2a.
- Then give Ss time to write an alternative beginning/ending for the essay using a different technique.
- Ask various Ss around the class to read out their piece of writing.

Suggested Answer Key

The author uses a famous quote to begin the essay and a rhetorical question to end it.

Beginning: Does living in a block of flats sound tempting to you? Living in a block of flats with other people can sometimes be difficult, but there are also advantages.

Ending: In conclusion, there are both advantages and disadvantages to living in a block of flats and we should all choose the living arrangements we like the best. After all, what suits one person won't necessarily suit another, will it?

7 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

Suggested Answer Key

Key words: international student magazine, advantages, disadvantages of living in the city centre, essay 120-180 words

- 1 a for-and-against essay for an international student magazine
- 2 formal/semi-formal
- 3 Para 1: introduction stating the subject
Para 2: advantages & reasons/justifications/examples
Para 3: disadvantages & reasons/justifications/examples
Para 4: conclusion giving my opinion

- 4 **pros:** easier to find a job in a big city, never get bored
cons: often crowded, homes often small/cramped, rents can be high, crime rates often high, can be lonely, impersonal places
- 5 never get bored – close to amenities and entertainment such as shops, restaurants and theatres
 easier to find a job in a big city – many big companies have their offices in cities
 often crowded – there are often traffic jams, public transport is busy and the streets are full of people
 can be lonely, impersonal places – people in cities rush around & don't take time to get to know each other
 crime rates often high – have to be careful travelling alone at night

8 **Aim** To write a for-and-against essay

- Refer Ss to Writing Bank 1 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

City centres are loved by some and hated by others. What then, are the advantages and disadvantages to living in the city centre?

There are a number of advantages to living in the city centre. Firstly, it is easier to find a job as many big companies have their offices in cities. Secondly, you will never get bored. This is because you are close to amenities and entertainment. For example, shops, restaurants and theatres.

On the other hand, there are obvious disadvantages to living in the city centre. To start with, it can often be very crowded. There are often traffic jams, public transport is busy and the streets are full of people. Also, the crime rates are often high. Therefore, you have to be careful travelling alone at night.

All in all, there are definite pros and cons to living in the city centre and it isn't for everyone. I believe choosing where to live depends on everyone's individual needs, don't you?

Skills 1

Reading

1 **Aim** To predict content

- Explain the task.
- Elicit answers from Ss.

Suggested Answer Key

I expect to read about human trafficking and a person who wants to stop slavery.

2 **Aim** To read for specific information

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

Suggested Answer Key

Key words:

- William Wilberforce, campaign, end slavery, lasted, long time
- victims, never paid
- Forced labour, common form, modern-day slavery
- At first, Given Kachepa didn't want, join, Grimes' choir
- Grimes' daughter, tried, choir, sent back
- Not many, victims, escape
- Traffickers, harm, victims' families
- no way, tell if, someone, victim
- NS (The text does not say when Wilberforce's campaign started or ended.)
- F (The text says that some victims work for 'little or no pay' – so some victims are paid)
- T (The text says that forced labour is, 'one of the most widespread forms.')
- F (The text says that, 'When Grimes offered Given a place in the choir, he eagerly accepted.')
- T (The text says that, 'Grimes' daughter called the US immigration office to deport them.')
- T (The text says that Given's happy ending, 'is one of only a few lucky ones.')
- T (The text says that traffickers threaten to hurt victim's families.)
- F (The text says that are clues and tell-tale signs.)

BACKGROUND INFORMATION

Zambia (the Republic of Zambia) is a country in Southern Africa. Its capital city is Lusaka. It neighbours the Democratic Republic of the Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola. Its official language is English. The Zambezi River flows through the country.

Listening

3 a) **Aim** To predict content

- Explain the task.
- Elicit answers from Ss.

Suggested Answer Key

- A in an airport: flight, ticket, arrivals, departure hall, check-in desk, etc.
- B in a shopping centre: shops, department store, clothes, credit card, etc.

- C in a person's flat: window, rooms, carpet, sofa, television, etc.
 D in a cafeteria: table, chairs, menu, waitress, knives, forks, etc.
 E in a supermarket: aisle, cashier, freezer section, checkout, etc.

b) **Aim** To match dialogues to places

- Play the recording. Ss do the task.
- Check Ss' answers.
- Ss justify their answers.

Answer Key

- 1 C (fantastic view, live on the top floor, living room, kitchen)
 2 E (salad, fresh food, first aisle, pick up, dessert, queue to pay)
 3 B (all under one roof, sale, pair of jeans, winter coats)
 4 A (journey, screen, departure gate, boarding passes)

Writing

4 a) **Aim** To prepare for the writing task

- Explain the task.
- Elicit answers to the questions.

Suggested Answer Key

Key words: a letter from your English-speaking pen friend, Tracey, moved, new flat, city centre, your home, your neighbourhood, why, big city, small village, write, letter, answer 3 questions, 100-120 words, remember rules

I will write in informal style because it is a letter to a friend.

I must include answers to the three questions.

b) **Aim** To write an informal letter

- Ss do the task in class.
- Alternatively assign it as HW.
- Ask Ss to proofread their partner's letter.

Suggested Answer Key

Dear Tracey,
 Thanks for your letter. I'm really pleased to hear that you like your new flat.

My home is in the suburbs. It's not big, but we do have a garden where our dog can run around. I'm lucky because I have my own bedroom and I don't have to share with my sister who can be really noisy. I really like my neighbourhood. It's fairly quiet, but it's got lots of parks and a fantastic sports centre so there's always lots to do. I enjoy living in the big city because of all the amenities. If I lived in a small village, I think I'd get bored.

That's all for now. Write back soon.

Love,

Amy

Speaking

5 a) **Aim** To analyse a speaking rubric

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

Suggested Answer Key

Key words: student, in London, rent a room, greet, say why you're in London, why you've come to the house, ask, neighbourhood, near, amenities, ask, see the room, say what you think, ask rent, say whether, take the room or not, You begin, Remember, complete all four tasks, be polite

b) **Aim** To identify notions/functions

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

Suggested Answer Key

I'm studying English here for three months – part one (Greet ... and say why you're in London ...)

The room's just what I'm looking for – part three (... say what you think of it.)

What's this neighbourhood like? – part two (Ask what the neighbourhood is like.)

I'd like to rent a room while I'm here – part one (say ... why you've come to the house.)

I'll take it – part four (say whether you'll take the room or not.)

How much is the rent? – part four (Ask how much the rent is ...)

c) **Aim** To act out a dialogue

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

Suggested Answer Key

Student: Hi, I'm Pavel. I'm studying English here for three months and I'd like to rent a room while I'm here.

Examiner: Hi, Pavel. We have a very nice room at the back with a view of the park.

Student: That sounds great. I like to go running in the morning. What's this neighbourhood like?

Examiner: It's very quiet. There are no busy roads nearby and most of the residents are students or families.

Student: Is it near to amenities? I'd like something to do in the evenings.

Examiner: Well, there's a leisure centre, a library, a cinema and a few restaurants. If that's not enough for you, the bus stop is really convenient for getting into the city centre.

Student: Can I see the room?

Examiner: Of course. Here it is. What do you think?

Student: It's nice. There's a lot of light from the window and I like the desk in the corner. That'll be great for working on. How much is the rent?

Examiner: It's £500 a month.

Student: That seems reasonable for London. OK, I'll take it. When can I move in?

Examiner: Tomorrow if you like.

Student: OK then, I'll see you tomorrow.

6 **Aim** To complete a text

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

Answer Key

- | | |
|----------------------------------|--------------|
| 1 had just left/was just leaving | 6 fell |
| 2 was wearing | 7 him |
| 3 to do | 8 'll buy |
| 4 least | 9 had posted |
| 5 hitting/to hit | |

7 **Aim** To complete sentences

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

Answer Key

- worked ((so) much) better than
- had difficulty in persuading
- wasn't as dirty as
- was nobody (that) I knew
- is the second time
- be a better place

Writing

8 a) **Aim** To analyse the rubric

- Ss do the task in closed pairs.
- Check Ss' answers.

Suggested Answer Key

Key words: motorbikes, essay, your views, advantages, disadvantages, get around a city, 120-180 words

I have to write a for-and-against essay which is written in formal style.

Para 1: present the topic without my opinion

Para 2: advantages

Para 3: disadvantages

Para 4: summary of topic with my opinion

For-and-against essays can be made more interesting by addressing the reader directly, including a quotation or a rhetorical question.

b) **Aim** To brainstorm for ideas

- Ss do the task in closed pairs.
- Elicit answers from Ss.

Suggested Answer Key

pros with justifications/examples:

- motorbikes are fast/a traffic jam can delay cars for hours, but a motorbike can get through in no time at all
- motorbikes are easy to park/three motorbikes can park in the same space as one car

cons with justifications/examples:

- motorbikes are no good for families/they can only carry one or two people
- motorbikes are dangerous/more people are seriously injured in motorbike accidents than are injured in car crashes

c) **Aim** To write a for-and-against essay

Assign it as HW.

Suggested Answer Key

Most of us have sat in a traffic jam and stared out the window at a motorbike weaving its way through only to vanish before you had moved a single metre. It may look like the better option, but there are both advantages and disadvantages to using a motorbike.

There are many good reasons for using motorbikes in the busy city. Firstly, they are fast. They can go through traffic jams much easier than a car. Secondly, they are easy to park because they are smaller than cars and take up less room.

However, there are disadvantages to motorbikes. To begin with, motorbikes are not very useful for families as they can only carry one or two people. Moreover, motorbikes are dangerous. More people are seriously injured in motorbike accidents than are seriously injured in car crashes.

All in all, there are both pros and cons to using a motorbike in the city. In my opinion, they are far too dangerous and I'd prefer the safety and warmth of a car to a risky ride on a motorbike any day.

Language in Use 1

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-------------|--------------|
| 1 hold on | 3 catch on | 5 passed, on |
| 2 got on | 4 looked on | 6 carry on |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|------|------|--------|
| 1 on | 3 by | 5 with |
| 2 by | 4 to | 6 on |

3 **Aim** To practise collocations

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

Answer Key

- | | | |
|-----------|-------------|------------|
| 1 machine | 5 literacy | 9 gate |
| 2 dish | 6 buildings | 10 closing |
| 3 crime | 7 family | |
| 4 charity | 8 gather | |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | | |
|------------------|--------------|---------------|
| 1 possessions | 4 emotional | 7 hospitality |
| 2 immigration | 5 vandalism | |
| 3 responsibility | 6 inspection | |

5 **Aim** To practise words often confused

- Give Ss time to do the task.
- Check Ss' answers. As an extension ask Ss to make sentences using the other option.

Answer Key

- 1 treated 2 help 3 adapt 4 lend

Suggested Answer Key

- 1 "Behave yourself or you can't go out," Jane's mother told her.
- 2 The water served dessert after the meal.
- 3 He decided to adopt an animal and help it survive.
- 4 I borrowed £10 from John as I had left my wallet at home.

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 T
- 2 T
- 3 F (They live in Papua New Guinea. The Moken live in the Andaman Sea.)
- 4 T
- 5 F (Only third class passengers had to)
- 6 T
- 7 T
- 8 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- 1 40% of Mongolians are nomads. (T)
- 2 There are 20,000 Sea Gypsies. (F - 2-3,000)
- 3 The insect Tribe come from a village called Swagup. (T)
- 4 Passing through customs at Ellis Island could take as little as three hours. (T)
- 5 Ellis Island's nickname was 'the kissing post'. (F - this was the nickname of the exit to Ellis Island. The island's nickname was 'Island of Tears.'
- 6 Freegans get most of their food from supermarket bins. (T)
- 7 Freegans are either homeless or unemployed. (F - they are neither)

Russia 1

Reading & Listening

1 **Aim** To predict content

Elicit answers from Ss.

Suggested Answer Key

They probably live in a cold environment because of the reindeer they herd. They won't have ordinary jobs in factories or offices; they'll be outside looking after the reindeer all day. They could live in tents that can be moved to follow the reindeer. Their clothes are probably made out of reindeer skin or materials they make by hand. A tribe like this always has a rich culture that has not been influenced by television and Hollywood films. They must have plenty of problems, however; winter especially must be very difficult.

2 a) **Aim** To read for specific information

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

Suggested Answer Key

- 1 E (few environments, more challenging, biting cold, endure winter temperatures of -50°C)
- 2 B (owe their survival to the reindeer they herd)
- 3 H (home, centre for cooking and heating water, male space, female space).
- 4 D (work ethic, most speak Russian, but when speaking amongst themselves ...)
- 5 A (under threat, development such as new roads, railways and pipelines)
- 6 G (winter arrives later now and leaves earlier)
- 7 C (Despite all this ...)

b) **Aim** To suggest headings

- Ss prepare their answers in closed pairs.
- Elicit answers from various Ss.

Suggested Answer Key

- 1 A hard way to live
 - 2 Living off the reindeer
 - 3 Home-made home
 - 4 Labour and language
 - 5 The land under threat
 - 6 Less cold, more trouble
 - 7 More popular with the people
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

herder (n): sb who cares for and raises a group of animals (cattle, sheep, etc)

ancestors (pl n): relatives from the past

state farm (n): government owned land for raising animals and/or crops.

teepee (n): a type of tent made from animal skins

stretch (v): to extend over an area

pole (n): a long piece of wood (used to hold sth up)

work ethic (phr): the ideas or beliefs sb has about work

domestic issues (phr): having to do with the running of the household

boarding school (n): a school that provides the students with food and accommodation

tundra (n): a treeless area in the Arctic where the earth below the surface is always frozen

gas reserves (pl n): a supply of fuel (found underground)

pipelines (pl n): a system of pipes through which gas or liquid can flow

income (n): amount of money received for work done

Suggested Answer Key

My people have lived off the reindeer for generations. We live far from the villages and towns and, in my opinion, we live a better life. We don't have the stress that people in the big cities have. We have a simple diet and make most of what we need. That's not to say that it's an easier life. Times are hard and the pastures are getting smaller and smaller and hunting gets more and more difficult with each passing year.

3 **Aim** To expand vocabulary

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

Suggested Answer Key

- | | | |
|-------------|----------|--------------|
| 1 idyllic | 3 biting | 5 split |
| 2 shrinking | 4 endure | 6 supplement |

Speaking & Writing

4 **Aim** To personalise the topic

- Explain the task.
- Allow Ss some time to complete the task.
- Ask various Ss to read their paragraphs to the class.

Module 2

Extreme facts

Topic

In this module, Ss will explore the topics of extreme places & activities and extraordinary lifestyles.

Modular page

27

Lesson Objectives: To give an overview of the module, to introduce key vocabulary

Vocabulary: Extreme places & activities (*life threatening, recorded, grow new teeth, weigh, face death, earned the nickname*)

2a Would you dare?

28-29

Lesson Objectives: To read for gist, to read for specific information, to revise future tenses, to talk about attitudes towards eating insects

Vocabulary: Insects/Bugs (*scorpion, fly, dragonfly, ant, maggot, grasshopper, cricket, bee, wasp, beetle, earthworm, butterfly, moth, house spider, tarantula, cockroach, flea, centipede/ millipede, slug, snail, ladybird*); Ways of cooking (*roasted, deep-fried, chocolate-covered, raw, baked, stir-fried, boiled, mashed, barbecued, marinated, grilled, microwaved, steamed, toasted, scrambled spiced*); Verb (*pop*); Nouns (*aroma, platter, pest, contamination, witchetty grub, dough, cholesterol*); Adjectives (*deep-fried, marinated, roasted, unavoidable, edible, abundant*); Phrases (*common sight, nutty taste, fraction of resources*)

2b Science fiction to fact

30-31

Lesson Objectives: To listen and read for gist, to read for specific information, to learn the future perfect, the future continuous and the future perfect continuous, to talk about inventions, to talk about fictional inventions

Vocabulary: Verbs (*colonise, levitate, control, flick, bend, fool, replicate, swirl, stir, emerge*); Phrasal verb (*hack into*); Nouns (*galaxy, swamp, limbs, invisibility cloak, prototype, mirage, illusion, nanotube, strand, thread, nanotechnology, saliva, beam*); Adjectives (*disabled, paralysed, mind-boggling, mouth-watering, far-fetched, circulating, sceptical*); Adverb (*wirelessly*); Phrase (*crack the secret*)

2c Culture Corner

32

Lesson Objectives: To read for lexis-grammatical correctness, to compare your lifestyle to the swamp people, to give a presentation on an unusual community

Vocabulary: Verbs (*stretch, sweat, spin, upset, tag, restrict*); Nouns (*moisture, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, balance, eco-system, shrimp*); Adjectives (*muddy, wild, laid-back, hooked*)

2d Everyday English

33

Lesson Objectives: Inviting a friend to an event, to learn the intonation of showing hesitation, to act out a dialogue

2e Extreme conditions

34-35

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write a description of a place using the imagination, to give a report on an amazing cave

Vocabulary: Verbs (*glitter, drain, operate*); Phrasal verb (*steam up*); Nouns (*respirator, humidity, breeze, gypsum crystals, blade, decay, fate, funding*); Phrases (*sweat pours, challenging shoot, World Heritage Monument*)

2f Extraordinary lifestyle

36-37

Lesson Objectives: To listen and read for gist, to read for specific information, to revise -ing/(to)-infinitive forms. To act out an interview, to express an opinion

Vocabulary: Verbs (*kneel, capture, manipulate, strap*); Phrasal verbs (*drift away, step in, spit out, tear off*); Nouns (*crate, spear, sequel, menace, bait*); Phrases (*be out of your mind, to one's relief, fussy eater*)

2g Skills

38

Lesson Objectives: To talk about extreme sports, to compare ideas, speculate and give reasons, to listen for specific information

Vocabulary: Extreme sports (*base jumping, rollerblading, kite surfing, white-water rafting, canoeing, cliff diving, archery, free running (parkour), snooker, ice climbing, jet-skiing, mountain biking, paragliding, weightlifting, skateboarding, sandboarding, ice hockey, windsurfing, snowboarding, sailing, bungee jumping, scuba diving, ski jumping, ice skating, motocross, indoor climbing, storm chasing*)

2h Curricular: History
39

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write about a dangerous sport from the past

Vocabulary: Phrasal verb (*knock off*); Nouns (*medieval knight, lance, spear, opponent, shield, tournament, chain mail, slit, helmet, royalty, nobility, commoner, battlefield*); Phrases (*on horseback, at high speed*)

2i Writing
40-41

Lesson Objectives: To analyse a model essay, to learn/practise linkers, to practise beginnings/endings, to write an opinion essay

Skills 2
42-44

Lesson Objectives: To read for specific information, to give a talk, to write a letter to a friend, to listen for gist to practise word formation, to practise key word transformations, to write an opinion essay

Language in Use 2
45

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise collocations, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 2
46

Lesson Objectives: To listen and read for gist, to read for specific information, to write about a place of natural beauty in Russia

Vocabulary: Verbs (*shoot, bubble, leap, launch*); Nouns (*wilderness, funnel, air bubbles, mudslide, boiling point, acid lake, virtual tour*); Adjectives (*fragile, delicate, precious, remote, steaming, collapsed*)

What's in this module?

Read the title of the module *Extreme facts* and ask Ss to look at the pictures to suggest what they think the module will be about (*the module is about extreme places & activities, dangerous animals and extraordinary lifestyles*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary
1 a) Aim To introduce new vocabulary/topic

- Direct Ss' attention to the pictures and ask them to read the texts under each one.
- Go through the words in the list and explain/elicite the meanings of any unknown words.
- Give Ss time to complete the texts.

Answer Key

- | | | | | | |
|---|------------------|---|-------|---|--------|
| 1 | life-threatening | 3 | grow | 5 | face |
| 2 | recorded | 4 | weigh | 6 | earned |

b) Aim To listen for conformation

- Play the recording.
- Ss listen and check their answers.

2 Aim To analyse new information; to personalise the topic

Elicit which of the facts Ss knew/didn't know.

Suggested Answer Key

I already knew that great white sharks are responsible for the most attacks on humans. I also knew that cliff diving is a very dangerous sport. However, I didn't know about the bark scorpion being life-threatening or that alligators grow new teeth to replace worn ones. I had never heard about the Giant Crystal Cave in Mexico before.

OVER TO YOU!
Aim To personalise the topic

- Allow Ss some time to prepare their answers.
- Elicit sentences from various Ss around the class.

Suggested Answer Key

*I wouldn't risk swimming in areas where great white sharks have been seen.
Bark scorpions make me feel terrified.
I dread meeting up with an alligator in the wild.
I wouldn't dare go cliff diving; it is too dangerous.*

BACKGROUND INFORMATION

Arizona is a state in the southwest USA. It is also called the Grand Canyon State. Its capital city is Phoenix. Arizona is best known for its desert landscape. It has mild winters and very hot summers. The Grand Canyon is in northern Arizona.

2a Would you dare?

Vocabulary

- 1 a) **Aim** To introduce key vocabulary and the topic
- Play the recording. Ss listen and repeat chorally and/or individually. Explain the meaning of any unknown words.
 - Direct Ss' attention to the pictures and elicit which of the items in the list they can see and which are common in their country.

Answer Key

- 1 crickets 3 ants 5 scorpion
2 tarantula 4 grasshoppers

Suggested Answer Key

In my country flies, ants, grasshoppers, crickets, bees, wasps, butterflies, cockroaches, caterpillars and fleas are common.

- b) **Aim** To personalise the topic

- Ss talk in pairs about how the pictures make them feel and whether they would try them or not.
- Ask various Ss to tell the class.

Suggested Answer Key

They make me feel disgusted. I would never try eating such dishes. I couldn't eat insects.

Reading

- 2 **Aim** To read for gist and specific information

- Ask Ss to read the title and the first and last sentences in each paragraph in the text.
- Elicit answers to the questions in the rubric, then give Ss time to read the whole text to find out if they were correct.

Suggested Answer Key

Many people around the world eat insects. People in South Africa eat insects and soon they will also appear on Western menus. Their benefits are that they are high in protein and low in fat.

BACKGROUND INFORMATION

Ghana is a country in West Africa. It is located on the Gulf of Guinea. Its capital city is Accra. The official language is English. It's got a warm climate.

China or the People's Republic of China is in Asia. It is the most populous country in the world. Its capital city is Beijing. Other major cities are Shanghai, Tianjin, Hong Kong, etc.

Thailand or the Kingdom of Thailand is a country in Southeast Asia. Its capital city is Bangkok and its official language is Thai.

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

- Give Ss time to read the sentences A-H and then read the text again and match the sentences to the gaps 1-7.
- Check Ss' answers.

Answer Key

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

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

Suggested Answer Key

aroma (n): smell

platter (n): a large plate

common sight (phr): sth seen often

deep-fried (adj): cooked in lots of hot oil

marinated (adj): soaked in a marinade to cook

pop (v): to move sth quickly from one place to another

roasted (adj): cooked in the oven

pest (n): an unwanted animal that causes damage

contamination (n): when one thing spoils another by coming into contact with it

unavoidable (adj): impossible to avoid; inevitable

witchetty grub (n): an insect from Australia known for its high protein content

dough (n): a soft mixture of flour, water yeast and fat and/or sugar ready for baking

nutty taste (phr): having the flavour of nuts

edible (adj): safe to eat; not poisonous

abundant (adj): plentiful; widely available

fraction of resources (phr): a much smaller amount of resources (e.g. water, electricity, etc)

cholesterol (n): a dangerous fat that can block arteries and cause heart attacks

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

makes your stomach churn = disgusts you

delicacy = rare/expensive food

pop = put quickly

contamination = harmful dirt

tucking into = eating with enjoyment

agreeable = good

edible = safe to eat

abundant = widely available

get over = overcome

knight in shining armour = rescuers

5 **Aim** To present new vocabulary for ways of cooking

Explain/Elicit the meaning of the words in the list. Then elicit answers to the questions in the rubric from various Ss around the class.

(Ss' own answers)

Suggested Answer Key

I like deep-fried chicken. I like roasted potatoes. I eat carrots raw. I love eating steamed rice. I often eat toasted bread. One of my favourite foods is chocolate covered bananas. I like steak marinated and grilled. I enjoy eating scrambled eggs. I really like snacking on roasted peanuts. I love grilled fish and barbecued shrimp.

Grammar6 **Aim** To present/practise/revise future tenses

- Explain the task and give Ss time to choose the correct verb tenses.
- Check Ss' answers and elicit the reasons for their choices.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 'm going to visit (future plan /intention)

2 'm making (fixed future arrangement)

3 'll do (promise)

4 'll eat (on-the-spot decision)

5 're staying (fixed future arrangement)

6 'll go (on-the-spot decision)

7 'll have (on-the-spot decision)

8 is opening (fixed future arrangement)

9 's going to (prediction based on what we see)

10 'm going to (fixed future arrangement)

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

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

Suggested Answer Key

I'm going to the cinema this weekend with my friends.

I'm studying for a test tonight. Next summer, I think I'll get a job and earn some money.

Speaking & Writing8 **Aim** To consolidate information in the text

- Play the recording.
- Ss listen and follow the text in their books.
- Give Ss time to write four sentences about what they have learnt from the text and then ask various Ss around the class to read out their sentences.

Suggested Answer Key

I learnt that four fifths of countries in the world already eat insects. I also learnt that we eat a half a kilo of insects through food contamination. Another interesting thing I learnt is that insects are high in protein and low in fat. Finally, I learnt that eating insects would help solve the problem of feeding the world's growing population in an environmentally friendly way.

9 **Aim** To develop critical thinking skills

- Ask Ss to read the rubric and then spend a few minutes writing sentences in answer to the questions.
- Ss tell their partners. Ask various Ss around the class to tell the class.

Suggested Answer Key

Attitudes towards eating insects are definitely changing. In the Western World people are realising that insect farming is environmentally friendly and a possible solution to feeding the growing world population. In addition, insects taste good and are prepared in delicious ways resulting in more people liking them and wanting to eat them. They are also a healthy food which is high in protein and low in fat. After reading the article, I would be interested in trying some dishes to see if they really taste good.

2b Science fiction to fact

Reading

1 **Aim** To introduce the topic; to predict content

- Ask Ss to read the introduction and the subheadings in the text.
- Then elicit the answers to the questions.
- Play the recording. Ss listen and follow the text in their books to find out if their answers were correct.

Answer Key

The time machine can help you travel through time.

The invisibility cloak can make you disappear.

The Jedi mind control device enables you to control electrical items with your brain.

The three-course meal flavoured chewing gum replicates different foods.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-15 and then read the text again and match them accordingly.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 A	4 C	7 D	10 C	13 A
2 D	5 D	8 B	11 D	14 A
3 B	6 B	9 A	12 A	15 B

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

Suggested Answer Key

colonise (v): to send people to live in and govern another country

galaxy (n): a collection of stars

control (v): to have the power to make sb/sth do what you want

levitate (v): to rise and float in the air without physical support

swamp (n): wet marshy ground

wirelessly (adv): without wires

disabled (adj): lacking a physical ability

paralysed (adj): unable to move

limbs (n): arms and legs

hack into (phr v): to gain unauthorised access to sth computerised

mind-boggling (adj): astonishing

invisibility cloak (n): a covering that can make sb unable to be seen by others

prototype (n): the first ever working example of sth

flick (v): to move sth with a short sudden movement

mirage (n): optical illusion

bend (v): to cause sth to curve

illusion (n): sth that is not really what it seems

fool (v): to trick sb into believing sth untrue

nanotube (n): a very small tube

strand (n): a thin thread of sth

thread (n): a fibre

mouth-watering (adj): looking so delicious you want to eat it

crack the secret (phr): find out the hidden reason for sth

nanotechnology (n): the science of creating microscopic tools and machines from single atoms and molecules

replicate (v): to reproduce sth exactly

saliva (n): the fluid in the mouth that helps dissolve food

far-fetched (adj): difficult to believe and unlikely to be true

circulating (adj): going round and round

swirl (v): to move sth round and round

stir (v): to mix sth with a spoon

beam (n): a column of light

emerge (v): to come out of sth

sceptical (adj): doubtful

Vocabulary

3 **Aim** To consolidate new vocabulary

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

Answer Key

1 brain	3 gaming	5 mind	7 main
2 facial	4 severely	6 pay	8 beam

4 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the sentences.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 levitated	4 cracked	7 swirled
2 inserted	5 replicated	8 emerged from
3 demonstrated	6 stimulate	

Grammar

5 a) **Aim** To present/practise/revise the future perfect/the future continuous and the future perfect continuous

- Write these sentences on the board.
 - 1 This time next week I'll be flying to Qatar (future continuous)
 - 2 By the end of next month I will have finished the project. (future perfect)

- 3 By the end of next week I **will have been working** on this project for two months. (future perfect continuous)

Elicit the tenses in each and how each tense is formed, then elicit their use.

- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers and elicit reasons.

Answer Key

- 1 *will have been working* (to emphasise the duration of an action up to a certain time in the future)
- 2 *Will you be seeing* (for an action which will be in progress at a stated time in the future), *will have already left* (for an action which will have finished before a stated time in the future)
- 3 *will have built* (for an action which will have finished before a stated time in the future), *will still be working* (for an action which will be in progress at a stated time in the future)

- b) **Aim** To practise the future perfect/the future continuous and the future perfect continuous using personal examples

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

Suggested Answer Key

This time next Sunday, I will be studying for my History test.

By the age of 25, I will have graduated from university.

Speaking & Writing

- 6 **Aim** To develop critical thinking skills

Give Ss time to write a few sentences on the topic and then ask various Ss around the class to read them out to the class.

Suggested Answer Key

I would like to try out the Jedi mind control device the most because it think it would be cool to move things just by thinking about it.

I would like to try out the invisibility cloak the most and find out what it is like to be invisible for a while.

I would like to try out the three-course meal flavoured chewing gum the most because I'm curious about what it tastes like.

I would like to try out the time machine the most so I could travel to another era and see how people lived.

- 7 **Aim** To expand the topic with an example from personal experience

Explain the situation and ask various Ss around the class to write about an invention they know of from science fiction and then describe it to the class.

Suggested Answer Key

I would like to see the food replicator from the TV and film series Star Trek become a reality. The replicator can instantly create any object in the world in particular food and drinks. This would be incredibly useful in our everyday lives as we wouldn't need to go to the shops to buy anything! In addition, it would save people time and money.

BACKGROUND INFORMATION

Yoda is a character in the films *Star Wars* by George Lucas. He is one of the most powerful Jedi Masters. He is very wise.



Harry Potter is a character by J.K. Rowling. He is an orphan who discovers he is a wizard. His story is developed in seven books.



2c Culture Corner

- 1 **Aim** To read for gist

Elicit answers from Ss. Ss read the text in their books and find out the answer to the question.

Suggested Answer Key

The Swamp People of Louisiana are unique because they live in the muddy Atchafalaya Swamp and hunt alligators.

- 2 **Aim** To read for cohesion and coherence

- Ask Ss to read the text again and choose the correct word for each gap 1-12.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 A | 3 B | 5 D | 7 C | 9 A | 11 B |
| 2 D | 4 C | 6 A | 8 B | 10 C | 12 C |

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

Suggested Answer Key

stretch (v): to extend over a certain area

muddy (adj): having a lot of mud (soft dark earth)

moisture (n): water in very small drops, either in the air, in a substance, or on a surface

sweat (v): to perspire

wild (adj): not tame

laid-back (adj): very relaxed

refugee (n): sb forced to leave their own country for political, religious or economic reasons

stilt house (n): a house built on long pieces of wood

marsh (n): wet, waterlogged land

okra (n): a green vegetable

hunting season (n): a time of year when hunting animals is permitted

waterway (n): a route through water

rotten meat (n): meat that is decomposing

hooked (adj): caught on a hook

spin (v): to turn around 360° (very quickly)

upset (v): to disturb sth

balance (n): the state in which all the parts of sth are equal in strength

eco-system (n): all the living things in an area and the way they affect each other and the environment

tag (n): a label

restrict (v): to control an activity

shrimp (n): a type of crustacean

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold with the words given using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

laid-back = relaxed

rotten = bad/decayed

hooked = fastened

spin = turn fast

respect = admiration

restricting = limiting

4 **Aim** To make notes from a text and compare your lifestyle to that of the people in the text

- Play the recording.
- Give Ss time to make notes under the headings provided and then give Ss some time to compare their lifestyle to the Swamp People's lifestyle.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

who they are: They are Cajuns, descendants of French refugees who moved there from Canada in the 18th century.

what they eat: They eat okra, black-eyed peas, alligators, frogs and turtles.

alligator hunting season: The hunting season takes place in September and lasts for 30 days.

hunting problems: While spotting the alligators under the water, hunters have to be careful to predict the alligator's movements as they can easily do a death roll and spin wildly. Hunters are always on the lookout for other work as the price of alligator skin keeps changing.

Suggested Answer Key

The Swamp People live in the muddy Atchafalaya Swamp, in the USA, whereas I live in London, England.

The Swamp People grow their own vegetables, but I buy vegetables in a supermarket.

The Swamp People eat alligators, frogs and turtles, whereas I eat beef and chicken.

The Swamp People hunt alligators, but I never go hunting.

5 **Aim** To develop research skills; to give a presentation on an unusual community

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The Kombai are a tribe that live in tree houses in Papua New Guinea. Some of the houses are as high as 40 metres above the ground. These dwellings offer an escape from the heat and insects in the jungle below and protect the tribe against flooding during heavy rains. The Kombai are a distinct ethnic group and have their own language and customs. They decorate their bodies with bones and many of them have got thorns through their noses. The men are hunters and have excellent hunting and fishing skills. They hunt wild boar and marsupials in the forest using their bows and arrows.

2d Everyday English

1 **Aim** To introduce the topic

Direct Ss' attention to the adverts and elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

Advert A is an advert for a hot dog eating contest in New York and advert B is an advert for an ostrich festival in Arizona.

I would like to go to the hot dog eating contest because I love hot dogs and would like to take part in the competition.

2 **Aim** To present situational language

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

3 **Aim** To elicit the content of a dialogue

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue is about.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

The dialogue is about inviting a friend to an event (a hot dog eating contest).

4 **Aim** To identify synonymous phrases in context

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

Give me a moment to think – Let me see

No kidding! – That's unbelievable!

What's it like? – So what's it all about?

I had a great time – I really enjoyed myself.

I'm not really sure – I don't know

Why don't you come with me? – So would you like to come with me? – Oh, come on, it'll be fun.

I've never heard of this – What on earth is that?

Intonation5 a) **Aim** To present/practise intonation when showing hesitation

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which phrases show hesitation.

Answer Key

Phrases that show hesitation: *Erm ... Oh ... well ..., Hmm ...*

b) **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

Suggested Answer Key

A: *Shall we go to the cockroach race tomorrow?*

B: *Oh ... well ..., I don't know.*

A: *Do you want to watch the hamburger eating contest tonight, Bob?*

B: *Let me see. Erm ... I'm not sure yet.*

A: *How about going to the bug eating festival next weekend?*

B: *Hmm ... let me think about that.*

Speaking6 **Aim** To role play a dialogue inviting a friend to an event

- Explain the situation and ask Ss to work in pairs and act out a dialogue using poster B, the sentences in Ex. 2 and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Hey, Richard, are you doing anything next Sunday morning?*

B: *Let me see ... erm ... I don't think so. Why?*

A: *Well, I'm thinking of going to the Chandler Ostrich Festival.*

B: *To what? What on earth is that?*

A: *I know it sounds crazy! It's a famous festival which takes place each year in March.*

B: *So, what's it all about?*

A: *Well ... people can see, pet and ride ostriches. They can even buy and eat them!*

B: *That's unbelievable!*

A: *I know. I went last year and I really enjoyed myself. There were some great performers before the show like clowns and marching bands. So, would you like to come with me?*

B: *Hmm ... I don't know.*

A: *Oh, come on, it'll be fun! It's only \$7 and the food is great.*

B: *Well ... OK then, why not?*

A: *That's great. I'll call you on Saturday to make the arrangements, then.*

B: *OK, I'll speak to you then.*

2e Extreme conditions

Vocabulary & Reading

1 Aim To introduce the topic

Read the rubric aloud and ask Ss to read through the options presented. Elicit Ss' guesses.

Suggested Answer Key

I think the place is inside a cave.

2 Aim To predict the content of the text, introduce key vocabulary and read for gist

- Play the recording. Ss listen and repeat chorally and/or individually.
- Explain/Elicit the meanings of any unknown words and then elicit Ss' guesses as to what the place is like.
- Give Ss time to read the text and find out.

Suggested Answer Key

I think it must be a very hot and humid place. However, it must be amazing to look at the forest of giant crystals.

3 Aim To read for cohesion and coherence

- Ask Ss to read the sentences A-H and then to read the text again and fit them in the correct gaps.
- Check Ss' answers.

Answer Key

1 E 3 A 5 B 7 D
2 H 4 G 6 C

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

Suggested Answer Key

humidity (n): relating to how much water there is in the air

respirator (n): equipment to help sb breathe

sweat pours (phr): when sb sweats/perspires a lot

breeze (n): gentle wind

steam up (phr v): to become covered in steam (usu of glass)

gypsum crystals (n): a type of clear transparent rock made from a hard white substance used to make plaster

blade (n): object with a sharp edge like a sword/knife

glitter (v): to sparkle and shine

challenging shoot (phr): a difficult photographic assignment

drain (v): to let/make water leave a place

decay (v): to start to decompose

fate (n): destiny

operate (v): to run/work (for a machine/company)

funding (n): money given by a government or organisation for an event or activity

World Heritage Monument (n): a place that has been officially judged by UNESCO to need protecting

4 Aim To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicite their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

1 exploring 4 abandoned 7 funding
2 Sweat 5 sucked
3 rip 6 breeze

5 Aim To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

tirelessly = without giving up

sucked away = pulled away powerfully

glittered = sparkled/shone

drained = emptied

6 Aim To practise similes

- Explain that a simile is a figure of speech which compares two different things using *as* or *like*.
- Direct Ss' attention to the words in the list and give Ss time to use them to complete the sentences.
- Check Ss' answers.
- Ask if there are similar structures in Ss' L1.

Answer Key

1 bone 3 lightning 5 bat
2 crystal 4 ice 6 nails

Speaking & Writing

7 Aim To describe an imaginary experience

- Play the recording. Ss listen and follow the text.
- Ask Ss to close their eyes and imagine they are in the Crystal Cave and imagine what it is like.
- Give Ss time to write a paragraph about their imagined experience and then ask various Ss around the class to read out their paragraphs to the class.

Suggested Answer Key

Everything glitters like a star. I feel like I'm on another planet. There are giant crystals everywhere. I can hear my breathing becoming heavy. Sweat is pouring from my head and I feel weak as all my energy has been sucked away. It's difficult to walk around and I'm not sure how long I can last in here. It's strange but beautiful.

8 **Aim** To give a presentation on another cave

- Explain the task and give Ss time to look up information on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

Suggested Answer Key

The Waitomo Glow-worm Cave in New Zealand is a magical place. Inside the cave visitors are awed by a fantastic display of glowing lights created by the thousands of glow-worms that make the cave their home. They make their nests on the ceiling of the cave. Hanging from their nests are glowing threads of light that the glow-worms produce to attract insects to eat. These thousands of lights turn the cave into a starry night sky that is truly amazing to see.

2f Extraordinary lifestyle

Reading & Vocabulary1 **Aim** To predict the content of a text

- Ask Ss to read the title of the article and the first sentence in each paragraph and elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

I think the text is about a man called Stuart Cove who works with sharks. I think the text must be about his life and the dangers of his job.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-8 and the possible answers and then give them time to read the text again and choose the correct answers.
- Ask Ss to compare their answers with their partner. Check Ss' answers around the class. Ask Ss to justify their answers with evidence from the text.

Answer Key

- 1 B (when captured ... they struggle but then become calm ... this is when Stuart steps in)
- 2 A (What made the film remarkable was that they didn't use any stand-ins ... real fear)
- 3 A (he had no idea ... that he would work with tiger sharks)
- 4 D (I thought 'Are you out of your mind?' But then they said, "You'll get \$150." ... that's a pile of money)
- 5 D (After ... Cove became one of the chief shark handlers. He never told anyone he'd found the shark in the net!)
- 6 B (I ask him what I should do if I'm actually attacked "avoid moving")
- 7 C (Many species of shark are very fussy eaters when the sharks accidentally bite the feeder's hand, the animals immediately realise their mistake when they taste a wetsuit)
- 8 D ("It's not smart ... But you know for fame and fortune. You don't mind doing anything.")

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

Suggested Answer Key

kneel (v): to support the body on one's knees

crate (n): a plastic/wood/metal square container

spear (v): to stick a long thing stick with a metal point at the end through sth

drift away (phr v): float off in/on the water

capture (v): to trap and keep hold of sth

manipulate (v): to make sth do what you want

step in (phr v): to become involved in a difficult situation

sequel (n): a book or film that continues the story of a previous book or film

menace (v): to threaten to seriously harm sb

be out of your mind (phr): be crazy

to one's relief (phr): having a feeling of happiness that sth unpleasant hasn't happened

fussy eater (phr): sb who doesn't like different foods, won't try new foods and insists on eating familiar foods

bait (n): a small amount of food used to attract and catch a fish or animal

spit out (phr v): to force sth out of your mouth

strap (v): to fasten

tear off (phr v): to rip away a piece of sth

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

drift = float

struggle = fight

scrubbed = cleaned by rubbing hard

menaced = threatened

stand-ins = replacement actors

trapped = caught

grabbed = seized suddenly

fussy = difficult to please

4 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|------------|-----------|------------|
| 1 bed | 4 famous | 7 realised |
| 2 knelt | 5 charges | 8 waved |
| 3 released | 6 bitten | |

Grammar

5 **Aim** To present/practise/revise -ing/ (to)-infinitive forms

- Refer Ss to the **Grammar Reference** section to revise -ing/-to inf forms.
- Give Ss time to complete the task and then elicit reasons for their answers.

Answer Key

- 1 swimming (-ing form after 'consider')
- 2 dive (infinitive without to after a modal verb)
- 3 to swim (to-infinitive after "want")
- 4 going (-ing form after a preposition)
- 5 wear (infinitive without to after 'make')
- 6 to come (to-infinitive after 'would like')
- 7 to go (to-infinitive after 'too')
- 8 watching (-ing form after 'regret')
- 9 to visit (to-infinitive after 'can't wait')
- 10 waving (-ing form after 'continue'), to stop (to-infinitive for reported command)

Speaking & Writing

6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Stuart.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interview in front of the rest of the class.

Suggested Answer Key

A: Have you always wanted to be a shark handler?

B: Well, I actually got this role by accident! When I was 19, I was an experienced diver working on film sets. Then one day I was asked to get in the water with tiger sharks! I thought they were out of their minds, but then they offered me \$150 for it. As a teenager in 1979, that was a pile of money!

A: What was your first experience working with sharks like?

B: Honestly, I was scared to death! During the first take, the shark escaped. I was secretly relieved, but pretended to look for the lost animal. Amazingly, I found it struggling at the edge of the set, trapped in a net. I grabbed it and it tried to bite me! Then it relaxed and I swam it back. After that, I became one of the chief shark handlers. However, I never told anyone that I'd found the shark in a net!

A: Isn't your job extremely dangerous?

B: Yes! For some shoots, we simulate shark attacks, which involves strapping food to a suit and letting the sharks tear it off. That's dangerous because they can actually rip your wetsuit and flesh. I have been bitten three times; once on the hand. It was the worst pain I've ever felt.

A: Isn't this crazy?

B: Well, it is but for fame and fortune you don't mind doing anything!

7 **Aim** To express an opinion on a text

Give Ss time to complete the sentences about Stuart. Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I admire Stuart because he is very brave to get in the water with sharks. Also, he has a dream job through which he earns a lot of money while being able to work with celebrities on film sets. I find his job interesting because it is very varied. He gets to meet famous people and it is exciting to work with dangerous animals like sharks!

2g Skills

1 a) **Aim** To introduce and categorise new vocabulary

Ask Ss to copy the headings into their notebooks and then give them time to write the sports under the headings. Check Ss' answers on the board.

Suggested Answer Key

WATER: kite surfing, white-water rafting/canoeing, cliff diving, jet skiing, windsurfing, sailing, scuba diving

LAND: rollerblading, archery, free running (parkour), snooker, ice climbing, mountain biking, weightlifting, skateboarding, sand boarding, ice hockey, snowboarding,

ice skating, motocross, indoor climbing, storm chasing
AIR: BASE jumping, kite surfing, cliff diving, paragliding, bungee jumping, ski jumping

b) **Aim** To listen for confirmation, to generate more vocabulary

- Play the recording for Ss to listen and check their answers.
- Elicit which of the sports are not extreme sports and then elicit any more sports Ss can think of to add to each category.

Answer Key

Not extreme sports: rollerblading, archery, snooker, weightlifting, skateboarding, ice hockey, sailing, ice skating and indoor climbing are not extreme sports.

Suggested Answer Key

Water: water polo, synchronised swimming, kayaking

Land: downhill skating, rugby, lacrosse

Air: skydiving, hang gliding

2 **Aim** To personalise the topic and express a personal opinion

- Explain the task and read out the examples.
- Ask Ss to discuss the questions in the rubric in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

I have tried ice skating and would like to try snowboarding. For this you would need to be quite physically strong and also have good balance. Also, you would need to buy specialised clothing such as a ski jacket, thick trousers, gloves and goggles. Of course, you would also need a snowboard. Normally, you need snow to go snowboarding, but in some places there are now snow domes in which you can snowboard all year round.

3 a) **Aim** To listen for specific information

- Direct Ss' attention to the pictures A and B.
- Play the recording. Ss listen to two Ss comparing the pictures and write down the similarities and difference that they mention.

Answer Key

Similarities: both taking part in extreme sports, both wearing adequate safety equipment.

Differences: In picture A, the man seems to be taking part in a competition while in picture B, the man appears to be canoeing for leisure or in training. Also, the man in picture A is wearing lightweight clothing, while the man in picture B is wearing thick clothing.

b) **Aim** To compare two pictures showing sports

- Explain the task and remind Ss to use the useful language to help them.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

A: In both pictures, groups of people are taking part in extreme sports.

B: Yes, it looks like the people in picture C are about to do some indoor climbing. I think they are probably doing this sport for fun and to develop physical strength.

A: They could also be beginners who are doing the sport as a hobby. Perhaps the woman in red is instructing them, while the others are listening.

B: Maybe, but for this activity the people only have a climbing wall, some ropes and a lightweight harness. On the other hand, the people in picture D are carrying a great deal of equipment. It looks like they are going scuba diving. What do you think?

A: Yes, it seems like it. I think they must have training in order to do this, so they are probably experienced divers. I'd say they take part in this sport because they like to explore the ocean floor.

B: Yes, but they are possibly on holiday and looking to see beautiful coral reefs, or perhaps they are interested in marine wildlife.

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the gapped sentences 1-10 and predict the type of word missing.
- Play the recording for Ss to listen and complete the sentences.
- Ask Ss to check their answers with their partner and then check Ss' answers on the board.

Answer Key

- | | |
|---------------------|--------------------------|
| 1 8/eight | 6 experience |
| 2 rock climbing | 7 equipment |
| 3 positive attitude | 8 beautiful picnic areas |
| 4 natural world | 9 package deal |
| 5 the crowds | 10 age or ability |

2h Curricular: History

1 **Aim** To predict the content of the text and read for gist

- Ask Ss to think of what they know/would like to know about jousting.

- Elicit a variety of questions from Ss around the class and write three of them on the board.
- Give Ss time to read the text and then elicit if the questions were answered.

Suggested Answer Key

I know that jousting is a sport that was practised in medieval times. It involved men on horseback who would run towards one another trying to knock each other off their horses using a long stick.

- 1 What equipment is required for this sport? (horse, lance, armour)
- 2 Is the sport dangerous? (yes)
- 3 Do people still participate in jousting today? (yes, they do)

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

- Ask Ss to read the text again and complete the task in closed pairs.
- Ss compare their answers with their partner.

Answer Key

- | | | |
|--------------|--------------|----------|
| 1 on | 5 which/that | 9 were |
| 2 had/trying | 6 place | 10 due |
| 3 were | 7 only | 11 since |
| 4 as | 8 who | 12 turn |

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

Suggested Answer Key

medieval knight (n): a man of high social position trained to fight as a soldier on a horse in the Middle Ages
on horseback (phr): on a horse
lance (n): a long heavy weapon like a spear
spear (n): a long wooden weapon with a sharp metal point
at high speed (phr): very fast
opponent (n): sb being competed against in a sports event
shield (n): a round wooden or metal piece of equipment that a soldier uses for defence
knock off (phr v): to force sb to fall off sth to the ground
tournament (n): a sporting competition
chain mail (n): lightweight armour made of small links of metal
slit (n): a small opening in sth
helmet (n): a protective head covering
royalty (n): members of a royal family
nobility (n): people of noble birth e.g. lords and ladies
commoner (n): a person of humble birth
battlefield (n): a place where battles are held

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

risked life and limb = did sth very dangerous
restricted = limited
glamorous = attractive
making a comeback = becoming popular again
exhilarating = very exciting

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|---------------|------------|
| 1 Competitors | 3 opponent |
| 2 spectators | 4 audience |

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

- Ask Ss to read the text again and find the main idea in each paragraph and summarise it in one sentence.
- Ss compare their answers with their partner.

Suggested Answer Key

Para 1: Jousting was a thrilling and dangerous sport.
Para 2: There was some special equipment required for jousting.
Para 3: Jousting tournaments were big events.
Para 4: Jousting has reappeared in the 21st century.

6 **Aim** To describe a picture

- Play the recording. Ss listen and read the text again.
- Ask various Ss to describe the picture covering all the points in the rubric.

Suggested Answer Key

The picture is of a man on horseback, wearing a suit of armour and carrying a lance. The lance looks like it has a rounded tip. I would say that the competitor is taking part in a modern-day jousting tournament. I imagine that the spectators watching this event would be cheering for their favourite competitor, but perhaps the crowd would be small since jousting is not a very popular sport.

7 **Aim** To give a presentation on a dangerous sport from the past

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Muay Thai is a martial art which was developed in Thailand. It is based on the idea that the body is a weapon, so parts of the body are used to represent weapons of war. For example, the hands become a sword and dagger, while shins and arms act as protective armour.

Originally, Muay Thai evolved through tribal warfare. The art was passed down from father to son and eventually became adopted by the Thai military. It was at this time that young men with military training decided to use their combat skills to develop Muay Thai as a sport.

The rules of Muay Thai are similar to the rules of kickboxing. Contestants fight for five rounds which last for three minutes each. During each round, players are awarded points based on their ability. The contestant with most points wins. However, if a contestant falls down and is unable to rise to their feet within ten seconds, they automatically lose the match.

Muay Thai has now become a popular international sport. Fans of mixed martial arts often incorporate Muay Thai techniques in their training. With its ever-growing popularity, the Thai government hopes that it will become very popular worldwide.

Suggested Answer Key

I disagree with this statement because while extreme sports may be dangerous, those who participate in them do so regardless of the risks. Individuals should be allowed to decide whether or not they wish to take part in an extreme sport. Also, adequate safety measures and proper equipment help to prevent injuries.

3 **Aim** To analyse the structure of a model essay

- Ask Ss to read the model.
- Ask Ss to copy the headings into their notebooks and make notes under them to list the writer's viewpoints and the reasons/examples they use to support them.
- Check Ss' answers on the board.

Answer Key

Viewpoints	Reasons/examples
They involve high risk	Can lead to serious injury or even death
Expensive	Cost of equipment & travel to special locations
Proper safety precautions are taken	They are well-trained and carry safety equipment
Everyday tasks are also risky	More lives are lost in road accidents/natural disasters

4 **Aim** To suggest reasons/examples for viewpoints

- Refer Ss to the sentences 1 and 2 and give them time to write reasons/examples for them.
- Elicit answers from Ss around the class.

Suggested Answer Key

- 1 It improves overall health/Prevents obesity and heart disease.
It's fun and sociable/Encourages young people to interact with their peers.
- 2 It is highly nutritious/Insects contain more protein and less fat than meat.
It reduces the cost of food production/Much cheaper to farm insects than rear animals.

5 **Aim** To categorise linking words and substitute those in the model with suitable alternatives

- Ask Ss to copy the table into their notebooks and work in closed pairs to complete it with the linking words/phrases in the list.
- Give Ss time to substitute the linkers in the model.
- Check Ss' answers around the class.

2 Writing

1 **Aim** To understand the structure and content of an opinion essay

- Explain the task and give Ss time to mark the statements accordingly.
- Ask Ss to check their answers in the **Writing Bank** on p. WB2 and then elicit corrections for the false statements from Ss around the class.

Answer Key

- 1 F (State your opinion in the opening paragraph.)
- 2 T
- 3 T
- 4 F (Present the opposing viewpoint in the third main body paragraph.)
- 5 T
- 6 T
- 7 F (Restate your opinion in the concluding paragraph using different words from the introduction.)
- 8 F (Use mostly present tenses.)
- 9 T
- 10 F (Use formal expressions and full verb forms.)

2 **Aim** To analyse a rubric and express an opinion

- Ask Ss to read the rubric and then elicit whether they agree or disagree.
- Ask Ss to discuss their ideas with their partner.

Answer Key

To list points: in the first place, firstly, to begin with, lastly, secondly

To add more points: also, moreover, in addition, furthermore

To introduce opposing viewpoints: on the other hand, however, apart from this, alternatively, in contrast, while

To introduce examples/reasons: for example, therefore, for instance, in particular, because, since, such as

To conclude: to sum up, all things considered, taking everything into account

Suggested Answer Key

To begin with – In the first place

What is more – Furthermore

for example – for instance

On the other hand – Alternatively

Also – Moreover

All in all – All things considered

6 **Aim** To write main body paragraphs

- Give Ss time to develop their answers from Ex. 4 into main body paragraphs using the linkers in Ex. 5.
- Ask various Ss around the class to read their paragraphs aloud.

Suggested Answer Key

- 1 *Firstly, taking part in sport improves overall health. This is because regular exercise prevents obesity and heart disease. Also, it's fun and sociable. For example, team sports in particular encourage young people to interact with their peers.*
- 2 *To begin with, insect-eating is highly nutritious. This is because insects contain more protein and less fat than meat. Also, it reduces the cost of food production as it is much cheaper to farm insects than rear animals.*

7 **Aim** To expand prompts into full sentences

- Explain the task and go through the *Useful language* box.
- Read out the example and then elicit sentences from Ss around the class.

Suggested Answer Key

- 2 *I believe, violent films affect the behaviour of some children.*
- 3 *As far as I am concerned we should not try to travel through time.*
- 4 *To my mind, BASE jumping is too dangerous and should be banned.*

8 **Aim** To identify beginnings/endings and writing techniques

Ask Ss to read the extracts A-C and then elicit which are beginnings and which are endings. Then elicit which writing techniques have been used in each one and in the model in Ex. 3.

Answer Key

Beginnings: A, C

Endings: B

Address the reader directly: C

Asks a rhetorical question: A

Uses direct speech/a quotation: B

In the model, the writer begins the essay with a quotation and ends it by stating their opinion.

9 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 *I am going to write an opinion essay in formal style.*
- 2 *boxing, martial arts, rugby*

b) **Aim** To match viewpoints to opinions and think of reasons/examples

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

A disagrees B agrees C agrees

Suggested Answer Key

- Referees are always present during boxing matches to ensure that participants follow the rules and that they are fit to continue.*
- Contestants win by causing physical injury to their opponents, so fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable.*
- Head injuries are common among boxers and these could cause permanent brain damage.*

10 a) **Aim** To listen for ideas and make notes

- Play the recording.
- Ask Ss to listen and make notes.

Suggested Answer Key

*Encourage violence – boxers physically injure their opponents – glorifies violence – supporters mimic their sporting heroes behaviour – think it's acceptable
Boxers get seriously injured – head injuries, brain damage*

Strictly controlled referees – ensure boxers are fit – can continue

b) **Aim** To write an opinion essay

- Refer Ss to Writing Bank 2 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 9 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Have you ever participated in a violent sport? While some people support them, I strongly believe that they should be banned.

Firstly, sports such as boxing encourage violence in society. Since contestants win by causing physical injury to their opponents, fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable. Moreover, a high percentage of participants get seriously injured while competing in violent sporting events. In particular, head injuries are common among boxers and these could cause permanent brain damage.

Alternatively, some people argue that violent sports should not be banned. They maintain that sports such as boxing are strictly controlled with rules and regulations. For instance, referees are always present during matches to ensure that participants follow the rules and are fit to continue.

All things considered, I believe that violent sports need to be banned. They can leave the participants permanently and seriously injured and they make violence in general seem acceptable.

Skills 2

Reading

1 **Aim** To read for gist

- Ask Ss to skim the text to get the gist of what it is about.
- Elicit answers.

Suggested Answer Key

The text is about someone ice diving in Lake Baikal.

2 a) **Aim** To identify key words

- Allow Ss some time to do the task following the instructions in the **Study Skills box**.
- Check Ss' answers.

Suggested Answer Key

A about, lake (Lake Baikal is 25 million years old, 1,642 metres deep, contains 20% of the world's unfrozen surface water)

- B unique world (underwater landscape, another planet)
 C enjoyment went on (the fun was far from over)
 D an opportunity (para 1 – you don't get the chance ... every day)
 E risky, tradition (New Year's day dive, carried out ... since 1982, quite dangerous)
 F Getting ready to jump in (
 G admiring, beauty (para 2 – looking out, stunning lakeside, towering mountains all around under a clear blue sky totally took my breath away)
 H Feeling unsure (para 3 – a little nervous, I was very worried, didn't really make me feel any better)

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

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

Suggested Answer Key

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

The extra heading is referred to in paragraph 2 (After putting on our drysuits at the dive centre, we made our way to the stunning lakeside.).

Listening

3 a) **Aim** To prepare for a listening task

- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss' answers.

Suggested Answer Key

Key words (rubric): five different speakers, sport, match, speaker, sentences, one extra sentence

Key words (sentences):

- A popular new fitness craze (very popular, everyone's doing it)
 B why, chose extreme sport (that's because, the reason is)
 C plans, opening, business (proposals, make money, idea)
 D why, enjoys, watching, winter sport (television, audience, spectators, stadium)
 E how, achieved something (success, award, medal, training, luck)
 F why, doesn't like extreme sports (dangerous, risky, injury)

b) **Aim** To listen for specific information

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

Suggested Answer Key

- 1 E (won a gold medal, started training, months ago, pool every day)
- 2 F (never felt attracted to, crazy adrenaline sports, in danger)
- 3 A (all my friends, signed up, many people like it, many people have recommended it)
- 4 C (wanted to open, bursting with ideas, can't wait for our opening day)
- 5 D (more of a spectator than a participant, ice hockey, season tickets, supporters)

Speaking

4 a) **Aim** To brainstorm for ideas

- Explain the task.
- Ss in closed pairs complete the task.
- Check Ss' answers.

Suggested Answer Key

Key words (rubric): 1.5-2 minute talk, extreme sports, remember to say, why, take part, if you have tried/would like to try, what, prefer, team sport, gym, extreme sport, to keep fit

Brainstorm: like the risk, the danger, exciting, thrilling, exercise, co-operation, friends, etc.

b) **Aim** To give a talk

- Ss prepare their answers.
- Elicit answers from various Ss.
- Play the recording for Ss to compare.

Suggested Answer Key

Extreme sports have become very popular over the past few years. More and more people are taking up risky sports like ice climbing, snowboarding and street luge. A lot of people take part in these sports because they are bored with the sports that other people play, sports like football, basketball and tennis. Extreme sports are more exciting for these people and they get a thrill out of doing something that could be dangerous.

I've never tried an extreme sport. I'm too much of a football fan to try another sport. I enjoy playing with my friends in the park and that's something you aren't able to do with an extreme sport. You need special equipment and clothes to be safe when you do an extreme sport, but all you need for a good game of football is a ball and a friend.

As I've said, I prefer playing a traditional team sport to keep fit. I like to exercise with my friends and get to play a good game of football at the same time. I have been to a gym to get fit, but I stopped after a couple of weeks because it was too boring. Extreme sports are not done to keep fit, although you do need to be fit to them. You can't do an extreme sport every day, but you can always find time to kick a ball about in the garden.

The other student completes all three parts of the task, but his answers are different. First of all, he has tried an

extreme sport and seems to enjoy it. Secondly, he says that the sport keeps him fit, although he still does take part in traditional team sports. He uses some good vocabulary like 'my generation,' 'exhilarating,' and 'adrenaline rush.' He doesn't use a lot of formal linkers, apart from 'personally' but that's okay for spoken English.

5 **Aim** To expand on a topic

- Ss prepare their answers.
- Elicit answers from various Ss around the class.

Suggested Answer Key

- 1 I'm not a risk-taker. I think extreme sports are extremely dangerous. I don't mind watching others do them, but I prefer sports where the risk of injury is very low. I like exercise. I don't like pain.
- 2 I strongly agree that extreme sports are too risky. A lot of people have been seriously hurt and some have even died. These sports are not called 'extreme' for nothing. Having said that, the danger is what most people are drawn to in the first place.

Writing

6 **Aim** To write an informal letter

- Explain the task.
- Allow Ss some time to complete the task.
- Ss swap papers and check partner's letter.

Suggested Answer Key

Key words: letter, from, Tom, La Tomatina, you'd enjoy, why, what's most unusual festival, which places in the world, most like to visit, why, answer his three questions, remember, rules of letter writing

Dear Tom,

It was good to hear from you. La Tomatina sounds great fun. If you took any photographs, you must send them to me.

I like the idea of watching the festival, but I'm not too sure that I'd enjoy taking part. I don't even like spilling a drink on me, so imagine how I'd feel covered in tomatoes! I recently heard of a mud festival in Boryeong, South Korea. People cover themselves from head to toe in mud! I'd really like to visit Rome. I love stories about Ancient Rome and I'd love to see where the gladiators fought for their lives.

That's all for now. Don't forget to send those pictures!

Best wishes,

Katy

7 **Aim** To form words

- Ss do the task.
- Remind Ss that accurate spelling is required.
- Check Ss' answers on the board.

Answer Key

- | | | |
|--------------|----------------|---------------|
| 1 difference | 3 achievements | 5 fitness |
| 2 runner | 4 Amazingly | 6 possibility |

B Aim To practise key word transformations

- Explain the task and give Ss time to complete it.
- Remind Ss to use the word given and two to five words.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------------|---------------------------|
| 1 has been/is two years since | 4 prevented us from going |
| 2 can't wait to try | 5 are both healthy and |
| 3 you like to eat | 6 had no idea (that) |

Writing**9 a) Aim** To prepare for a writing task

Ask Ss to read the rubric and underline the key words. Elicit Ss' opinions from around the class.

Suggested Answer Key

Key words: People should not be allowed to keep exotic pets, essay, your view, 120-180 words

I agree that people should not be allowed to keep exotic pets. I think it is cruel and unnecessary.

b) Aim To write examples/reasons for viewpoints

- Explain the task and give Ss time to write a reason and/or example for each sentence 1-4.
- Check Ss' answers and then elicit another opinion with a reason/ example from Ss around the class.

Suggested Answer Key

- They may need to be kept in a special environment which is very hot or very cold to match their natural habitat and they probably eat a special diet so, it may be very difficult to meet all the animal's needs.*
- Snakes, spiders and scorpions, for example, can bite or sting and can be poisonous.*
- The food may cost a lot of money because it may have to be imported. Also the vet's bills may be high because exotic pets are not suited to the climate of another country and may have health problems.*
- For example, some pets which stay in a cage or a tank all day may be easier to handle than an animal which requires daily walks and personal attention.*
- Removing an animal from its home may affect the local population. If a female is taken as a pet, she is unable to mate in the wild. Therefore, the species may become endangered.*

10 Aim To write an opinion essay

- Give Ss time to do the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Have you ever owned an exotic pet? While some people think it is acceptable to keep exotic animals as pets, I strongly believe that it should not be allowed.

Firstly, they can be difficult to look after. They may need to be kept in a special environment which is very hot or very cold to match their natural habitat. Also, they probably eat a special diet so, it may be very difficult to meet all the animal's needs.

Secondly, removing an animal from its home may affect the local population. If a female is taken as a pet, she is unable to mate in the wild. Therefore, the species may become endangered.

On the other hand, some people argue that some exotic pets are less demanding than a cat or a dog. For example, pets which stay in a cage or a tank all day may be easier to handle than an animal which requires daily walks and personal attention.

All things considered, my opinion is that exotic animals should stay in their natural environment. If people really loved them they would try to protect them in nature and not take them away from their home.

Language in Use 2**1 Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------------|-----------|---------|
| 1 makes | 3 brought | 5 came |
| 2 are springing | 4 steam | 6 broke |

2 Aim To practise prepositional phrases

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

Answer Key

- | | | |
|--------|-------|------|
| 1 by | 3 on | 5 in |
| 2 over | 4 for | 6 to |

3 Aim To practise collocations

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

Answer Key

- | | | | |
|-----------|---------|-----------|------------|
| 1 common | 4 thick | 7 future | 10 royal |
| 2 readily | 5 fussy | 8 beam | 11 breeze |
| 3 sandy | 6 mind | 9 opening | 12 growing |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | | |
|------------|-----------------|----------|
| 1 deadly | 3 imagination | 5 racing |
| 2 powerful | 4 possibilities | |

5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can look up the words in their dictionaries.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|-------------|-------------|
| 1 grilled | 3 spin | 5 scrambled |
| 2 risk | 4 pretended | |

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 F (It can have up to 60)
- 2 T
- 3 T
- 4 T
- 5 F (Not yet – they need to find funding)
- 6 F (\$10,000)
- 7 F (He works with a team of divers.)
- 8 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- 1 Alligators can grow new teeth to replace worn ones. (T)
- 2 Cliff diving is also known as tombstoning. (T)
- 3 In Thailand, bread is made from termites. (F – Ghana)
- 4 The Swamp People of Louisiana live in tree houses. (F – They live in stilt houses.)
- 5 Crystals in the Giant Crystal Cave can weigh up to 55 tonnes. (T)

- 6 Tiger sharks never attack humans. (F – They frequently attack humans.)
- 7 Only nobility were allowed to attend jousting tournaments. (F – Commoners were allowed, too.)
- 8 Knights wore chain-mail when jousting. (F – They wore heavy armour made of metal plates.)

Russia 2

Reading & Listening

1 **Aim** To read for gist

- Elicit answers from Ss.
- Play the recording.
- Ss follow the text in their books to check their answers.

Suggested Answer Key

You can probably go diving in the Orda Cave and you might be able to see volcanoes and geysers at the Kronotsky Nature Reserve.

2 **Aim** To read for specific information

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

Suggested Answer Key

- | | | |
|------|------|------|
| 1 NS | 3 T | 5 F |
| 2 F | 4 NS | 6 NS |

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

Suggested Answer Key

fragile (adj): delicate; easily damaged
wilderness (n): a place in its natural condition where nobody lives
delicate (adj): easily damaged
funnel (n): a cone shaped object with a narrow tube at the bottom and wide round top
air bubbles (pl n): small balls of air
precious (adj): being valuable or rare
remote (adj): hard to get to, far away
steaming (adj): very hot; producing vapours
mudslide (n): mud that flows down a mountain
shoot (v): to move upward quickly and suddenly
collapsed (adj): having fallen down or caved-in
boiling point (n): the temperature at which a liquid changes to steam
bubble (v): to form bubbles (from boiling)
acid lake (n): an area of water containing harsh chemicals
leap (v): to jump high into the air
virtual tour (n): an online simulation of a place using video images
launch (v): to make available; to introduce

3 **Aim** To expand on vocabulary

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

Suggested Answer Key

1 wonders	4 bubbles	7 trip
2 springs	5 boiling	8 virtual
3 rock	6 leaping	

Speaking & Writing4 **Aim** To personalise the topic

- Explain the task.
- Ss collect information, then complete the task.
- Check Ss' answers.

Suggested Answer Key

Name: Lena's Pillars

Location: 60km from Yakutsk, Siberia

What you can see/do there: Huge stone formations that look like a forest, fossils

Lena's Pillars, also known as Lena's Stone Forest is an amazing rock formation about 60 km from Yakutsk in Siberia and about four days travel from Moscow, so getting there can be difficult. These prehistoric monuments are in an area of amazing natural beauty and you can even find fossils from animals such as woolly mammoths and fleecy rhinoceroses.

Body and Soul

Topic

In this module, Ss will explore the topics of health & fitness, healthcare professions, alternative therapies, health crazes and health problems.

Modular page

47

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for gist

Vocabulary: Jobs related to healthcare & fitness (*optician, psychologist, pharmacist, art therapist, personal trainer, hypnotherapist, dental nurse, paramedic, nutritionist, midwife, physiotherapist, beautician, plastic surgeon, yoga instructor*)

3a Therapies

48-49

Lesson Objectives: To read for gist, to read for cohesion and coherence, to revise modal verbs, to summarise a text, to talk about hypnotherapy

Vocabulary: Alternative therapies (*hypnotherapy, meditation, acupuncture, reflexology, homeopathy*); Health problems (*arthritis, osteoporosis, ulcers, depression, panic attack*); Aches, pains, injuries (*blisters, migraine, concussion, indigestion, nosebleed*); Verbs (*cluck, saw, lash, mesmerise*); Nouns (*insomnia, surgery, snoring, addiction, burn victim, pain relief, magic wand, side effects, panic attack, recovery*); Adjectives (*restless, dim, absorbed*); Phrase (*kick the habit*)

3b Health crazes

50-51

Lesson Objectives: To listen and read for gist, to read for specific information, to revise past modals, to summarise a text, to express a preference for an experience

Vocabulary: Physical activities (*play sports, weightlifting, aerobics, cycling, stretching, swimming, dancing, yoga, bodybuilding, running, walking, pilates*); Verbs (*dip, tickle, spin, hug, swing*); Phrasal verb (*flick through*); Nouns (*tubes, nostrils, silk hammock, poses, harness*); Adjectives (*oxygenated, gentle, suspended*); Phrases (*catch your eye, laugh out loud, at top speed, out of breath*)

3c Culture Corner

52

Lesson Objectives: To read for gist, to read for cohesion and coherence, to summarise a text in the form of a tour, to give a presentation on a popular place of natural beauty

Vocabulary: Verbs (*roar, cleanse, erupt, dip*); Nouns (*seismic activity, steam, acid, vent, reserve*); Adjectives (*sizzling, geothermal*)

3d Everyday English

53

Lesson Objectives: discussing symptoms & remedies, to learn the intonation of expressing sympathy, to act out a dialogue

Vocabulary: Health problems (*bloated stomach, splitting headache, itchy skin, the flu, runny eyes, bad cough, hay fever, chest infection*)

3e Emotional health

54-55

Lesson Objectives: To listen and read for gist, to read for specific information, to summarise a text, to express an opinion on a topic

Vocabulary: Ways to laugh (*giggles, laughed, burst into laughter, chuckled, grinned broadly, beamed*); Verbs (*giggle, relieve, chant*); Nouns (*community centre, circulation, respiratory system, hormones, chuckle, roar, meditation, puddle*); Adjectives (*sceptical, refreshed*); Phrases (*tone muscles, weight lifted from one's shoulders*)

3f Mental health

56-57

Lesson Objectives: To read for gist, to read for comprehension, to learn expressions synonymous to modals, to talk about stress in young people, to give a presentation on how to cope with stress

Vocabulary: Stressful situations (*study/sit for exams, be bullied, move house, have too much homework, have too many extracurricular activities, have a medical problem in the family, have financial problems at home, have family problems*); Verbs (*concentrate, function, minimise, pump, contribute, slouch*); Phrasal verb (*cope with*); Nouns (*bullying, alert, metabolism, heart rate, blood pressure, depression, cortisol, adrenaline, endorphins*); Adjective (*widespread*); Phrases (*daily basis, lessen its effects, emotional pressure, tough situation, handle the situation, remain on alert, adverse effect, moderate exercise*)

3g Skills

58

Lesson Objectives: Choice/Rason/Recommending, to talk about stress, to listen for specific information

3h Curricular: PSHE

59

Lesson Objectives: To read for gist, to read for cohesion and coherence, to talk about anger management, to give a presentation on anger management tips

Vocabulary: Verbs (*adapt, evolve, release, unwind, channel*); Nouns (*adrenaline, human race, mental health, blood pressure, insomnia, depression, heart attack*); Adjectives (*physical, vital*); Adverb (*merely*); Phrases (*verbal abuse, physical aggression, ticking bomb*)

31 Writing

60-61

Lesson Objectives: To analyse a model essay, to practise formal style, to practise linkers, to write a report making suggestions/recommendations

Skills 3

62-64

Lesson Objectives: To read for specific information, to practise word formation, to listen for specific information, to give a talk about diets/gyms, to write a report

Language in Use 3

65

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 3

66

Lesson Objectives: To listen and read for gist, to read for comprehension, to talk about folklore in your country

Vocabulary: Verbs (*soak*); Phrasal Verbs (*set up, swear by, boil down*); Nouns (*diversity, epidemic, miracle, ailments, immune system, antiseptic, ulcers, scalp, mouthwash, pores, circulation*); Adjectives (*rich, chopped, tar-like, undoubted, vigorous*); Phrases (*widely available, healing properties*)

► What's in this module?

Read the title of the module *Body and Soul* and ask Ss to look at the pictures and to suggest what they think the module will be about (*the module is about health & fitness, healthcare professions, alternative therapies and health problems*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

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

- Direct Ss' attention to the words in the list and explain/elicit the meanings of any that are unknown.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

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

Direct Ss' attention to the pictures A-F and elicit which jobs they show from the list in Ex. 1a.

Answer Key

A 3 B 9 C 2/6 D 8 E 7 F 5

2 **Aim** To match job descriptions to jobs

- Explain the task and ask Ss to read the job descriptions A-H.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

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

3 **Aim** To listen for gist

- Explain the task and play the recording.
- Ss listen and match the speakers to the pictures A-F.
- Check Ss' answers and elicit which words helped them decide.

Answer Key

Speaker 1 – 9 nutritionist
Speaker 2 – 5 personal trainer
Speaker 3 – 6 hypnotist
Speaker 4 – 8 paramedic
Speaker 5 – 3 pharmacist

Suggested Answer Key

- weight loss, diets, healthy eating
- tone up, training programme, workout
- therapy, open to suggestion
- first people to arrive at the scene, emergency, urgent medical help

- 5 recommending treatment for a range of ailments, prescriptions

OVER TO YOU!

Aim To express a personal opinion on a range of jobs

Elicit answers to the question in the rubric from various Ss around the class. Alternatively, Ss work in closed pairs. Invite various Ss to answer the questions.

Suggested Answer Key

I think it would be most rewarding to be a paramedic because you help to save people's lives. Also, being a personal trainer would be a rewarding career since you help to build people's confidence and can physically see the results of your work. I believe it would be challenging to work as a psychologist because you help people overcome their problems.

A pharmacist needs to be careful because their decisions affect people's lives. They also need to be patient as they deal with all kinds of people.

A nutritionist needs to be patient and show understanding of people's problems. They also need to be knowledgeable and keep up with nutritional guidelines.

A psychologist needs to be caring and empathise with a person's problems. They also need to be ethical and keep sessions confidential.

A paramedic needs to be able to remain calm while dealing with very serious situations. They also need to be decisive and quick thinking because this can save a person's life.

A dental nurse needs to be organised because they keep full and accurate patient records. They also need to be supportive and listen to the patient's problems.

A personal trainer needs to be communicative or else you won't be able to follow their instructions. They also need to be watchful to correct errors in technique and maintain safety.

3a Therapies

Vocabulary

1 a) **Aim** To present and categorise new vocabulary

- Ask Ss to go through the list of words and explain/elicite their meanings.
- Give Ss time to write the words under the correct headings and then check Ss' answers on the board.

Answer Key

health problems: arthritis, osteoporosis, ulcers, depression, panic attack

alternative therapies: hypnotherapy, meditation, acupuncture, reflexology, homeopathy
aches, pains, injuries: blisters, migraine, concussion, indigestion, nosebleed

b) **Aim** To listen for confirmation and find true friends

- Play the recording. Ss listen and check their answers.
- Elicit which words are the same/similar in Ss' L1.

(Ss' own answers)

Reading

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

- Direct Ss' attention to the picture and elicit what it shows.
- Ask Ss to read the title and the first sentence of each paragraph in the text.
- Elicit Ss' guesses as to what the text is about and then give Ss time to read the text and check if their guesses were correct.

Suggested Answer Key

I expect to read about hypnotherapy; its history and how it is used to treat physical and mental problems.

b) **Aim** To read for cohesion and coherence

- Ask Ss to read the sentences A-G and then to read the text again and fit them in the correct gaps.
- Play the recording for Ss to listen and read to check their answers.

Answer Key

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

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

Suggested Answer Key

insomnia (n): the inability to sleep

restless (adj): uneasy; anxious

dim (adj): not bright

surgery (n): an operation

cluck (v): to make a noise like a chicken

snoring (n): a noise made in the throat while sleeping

addiction (n): a dependency on sth

kick the habit (phr): to break a habit; to stop doing sth that you did regularly

recovery (n): the process of getting better after surgery/illness

burn victim (n): sb who had been badly burnt in a fire

pain relief (phr): when pain/extreme discomfort goes away/stops

saw (v): to cut through sth with a metal tool (also called a saw)

lash (v): to hit with a lot of force

magic wand (n): a special stick that has magical powers that a wizard or magician carries to cast spells

side effects (n): adverse effects of taking a drug/medicine

absorbed (adj): engrossed in sth

mesmerise (v): to hypnotise

panic attack (n): a feeling of terror for no reason

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the sentences using the words in the list. Ss can use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---------------|----------|------------|
| 1 heavy, deep | 4 kick | 7 side |
| 2 swinging | 5 wide | 8 disorder |
| 3 overcome | 6 relief | |

Grammar

4 **Aim** To practise/revise modal verbs

- Explain the task and read out the example. Ask Ss to underline *It is necessary* in the first sentence. Explain that *have to* is the equivalent modal expressing necessity.
- Refer Ss to the **Grammar Reference** section to revise modal verbs.
- Give Ss time to complete it then check Ss' answers. Ask Ss to underline the phrases in the given sentences which will be replaced by a modal verb, then try to find the appropriate modal verb in the **Grammar Reference**. Remind Ss that more than one modal verb can be used.

Answer Key

- 2 *should eat at the vegetarian restaurant*
- 3 *may/might/could help with your bad back*
- 4 *should/ought to try meditation*
- 5 *don't have to/don't need to/needn't be really fit to do yoga*
- 6 *She might/may not be able to go to her yoga class as she's working late*
- 7 *Can/May ... borrow your yoga mat?*
- 8 *can/may open your eyes now*
- 9 *Can ... give you a lift to the gym?*
- 10 *can't/mustn't make any noise during meditation*

Speaking & Writing

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

- Play the recording. Ss listen and identify the main idea in each paragraph and make notes.

- Ask Ss to use the main ideas to write a short summary of the text.
- Check Ss' answers by asking various Ss around the class to read out their summary.

Suggested Answer Key

The text is about a woman called Amy Logan who suffers from insomnia. In order to treat her condition, she decides to visit a hypnotist. Amy discusses the history of hypnotism and its uses for both physical and psychological conditions. She also describes how hypnotherapy works. Although some people do not believe that hypnotherapy is effective, Amy reports that after only one session, she has been able to sleep better at night.

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

- Read the rubric aloud and give Ss three minutes to write a few sentences.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

I would like to try hypnotherapy because I would be interested to know if it would work on me. I have heard that it can help people to overcome their fears, and I wonder if it would help me to deal with my fear of heights. Also, I would be interested to find out what it feels like to be under hypnosis. I think it would be quite a relaxing experience.

3b Health crazes

Vocabulary

1 **Aim** To introduce new vocabulary and talk about your lifestyle

- Read out the list of physical activities and explain/ elicit any unknown ones.
- Elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

I play football every week. I also take my dog for a walk every day. Sometimes, I go swimming or cycling with my friends, but not very often.

Reading

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

- Ask Ss to read the headings and look at the pictures and guess what each health craze involves.
- Play the recording for Ss to listen and read the text and find out.

Suggested Answer Key

- A A kind of oxygen therapy
- B Using fish to clean your feet
- C Hanging upside-down
- D Running with dogs

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-8 and then read the text again and choose the correct person for each one.
- Check Ss' answers. Ask Ss to justify their answers. Then, ask Ss to think of an alternative heading for each text.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 C | 5 A | 7 C |
| 2 B | 4 A | 6 A | 8 B |

Suggested Answer Key

- | | |
|---------------------|------------------------|
| A A load of hot air | C Up in the air! |
| B Fishy feet! | D Canine cross-country |

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

Suggested Answer Key

flick through (phr v): to leaf through the pages of a book/ magazine

catch your eye (phr): to draw your attention

oxygenated (adj): full of oxygen

tubes (n): long thin hollow plastic cylinder for moving or containing liquids or gases

nostrils (n): the openings in the nose through which air moves

dip (v): to put sth into liquid briefly

gentle (adj): calm and soft

tickle (v): to touch lightly so it feels strange and makes you laugh

laugh out loud (phr): to burst into laughter suddenly and loudly

silk hammock (n): a bed made of a long piece of soft cloth (made by silkworms) which you tie between two poles so that it swings

suspended (adj): hanging in the air

poses (n): positions

spin (v): to turn round and round

hug (v): to put your arms around sb

swing (v): to move back and forth or sideways through the air

harness (n): a piece of equipment with straps and belts to control or support sb/sth

at top speed (phr): as fast as sth can go

out of breath (phr): breathing hard and fast after exercising

4 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the text.

- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

hot air = with no real meaning

plunging = pushing quickly in

nibble = eat by biting small pieces

swarmed = moved in a large group

suspended = hanging

hilarious = extremely funny

no walk in the park = not easy

5 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|-------------|------------|
| 1 boost | 4 breath | 7 swinging |
| 2 nibbling | 5 suspended | 8 plunged |
| 3 swarm | 6 picked up | |

Grammar

6 **Aim** To practise/revise past modals

- Write on the board:
*This ring **must be** expensive.*
*The ring she bought **must have cost** a lot.*
Elicit which modal form refers to the past (*must have cost*). Elicit/Explain that we form past modals using the modals (*must, can't, couldn't, should, may*) + perfect infinitive *without to*.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 should have started training
- 2 could have hit him
- 3 may have broken
- 4 can't have gone
- 5 must have passed her
- 6 can't have lied

Speaking & Writing

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

- Give Ss time to go through the text, then tell their partner what each activity involves.
- Ask some Ss to tell the class.

Suggested Answer Key

A is about breathing in scented oxygen to boost your energy.

B is about using a swarm of small fish to remove dead skin from your feet.

C is about doing yoga while suspended from the ceiling

in a silk hammock.

D is about taking part in a race that involves getting dragged by your dog.

8 **Aim** To express a personal opinion on a topic

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to the questions.
- Ss then read their sentences to their partners.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I would most like to try an oxygen bar because I would like to find out if it can really boost your energy. Also, it seems like a unique experience that could help me to relax. I am least interested in CaniX racing as it sounds exhausting and I don't think I would be able to manage it!

3c Culture Corner

1 **Aim** To read for gist

- Read the rubric aloud and ask Ss to read the title and the subheadings and guess the answers the questions.
- Give Ss' time to read the text to find out.

Suggested Answer Key

It's a natural spa. Visitors can see falls, have a sulphur bath, see mud erupting from a volcano, see a geothermal pool and visit a lake.

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

- Ask Ss to read the text again and think of a suitable word for each gap 1-12. Ask Ss to pay attention to the words before and after each gap because these will help them find the missing words.
- Ask Ss to compare their answers with their partners.

Suggested Answer Key

1 there	4 who	7 are	10 for
2 in	5 every	8 to	11 not
3 been	6 place	9 by	12 one

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

Suggested Answer Key

seismic activity (n): earthquake activity

steam (n): water vapour

roar (v): to make a loud noise

sizzling (adj): making hissing sounds because of heat

geothermal (adj): relating to the heat inside the Earth

cleanse (v): to make sth clean

acid (n): a liquid substance which can react chemically with/dissolve other materials

erupt (v): to explode (of a volcano)

vent (n): a hole at the top of a volcano

dip (v): to put sth into water briefly

reserve (n): a protected natural area

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

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

Answer Key

1 seismic	5 throw	9 health
2 bubbling	6 skin	10 deadly
3 cleanse	7 perfect	11 treat
4 strong	8 beauty	12 steaming

b) **Aim** To consolidate new vocabulary

- Give Ss some time to use the phrases from Ex. 3a to make sentences based on the text.
- Check Ss' answers around the class.

Suggested Answer Key

There is a lot of **seismic activity** in Rotorua, New Zealand and the ground often shakes.

Visitors cannot bathe in the **bubbling mud pools**.

Maori warriors went to the Kakahi Falls to **cleanse** their wounds after battles.

The sulphur bath contains **strong acid** that harms your skin.

Visitors are asked not to **throw stones** in the inferno pools.

Water from the Medicine Lake helps cure **skin diseases**.

The Medicine Lake looks like the **perfect spot** to enjoy a swim.

There are lots of **beauty products** made from the mud from the lake.

There are many **health spas** for visitors to enjoy in the area.

People are afraid of the **deadly eruptions** of lava from the volcano.

The nurse **treated** his wounds.

The **steaming water** of the hot bath helped him relax.

4 **Aim** To give an imaginary tour of a place

- Play the recording. Ss listen and follow the text in their books and make notes.
- Ss then work in pairs and take turns to give an imaginary tour of the place using their notes.
- Monitor the activity around the class and then ask some Ss to give their tour to the class.

Suggested Answer Key

First stop is the Kakahi Falls, the largest geothermal waterfall in the Southern Hemisphere. The temperature of the waterfalls is 40°C. Maori Warriors once came to falls to cleanse their wounds after battles.

The next stop is the Sulphur Bath. This mud pool is not used for bathing because it contains strong acid that harms the skin.

This is the Mud Volcano. It is two metres tall and it erupts every six weeks, usually at night.

Now here we are at the Geothermal Inferno which consists of five pools with temperatures from 70° to 110°C. The pools are up to 15-metres deep. Please don't throw stones in the pools as they block vents and can cause dangerous eruptions.

This is Medicine Lake. Its green water has been used to treat aches, pains and skin diseases for years. Swimming in the lake is not allowed. The mud from the lake is found in many beauty products sold in shops here at the reserve. Thank you for visiting and I hope you enjoyed the tour. Be sure to visit one of the health spas before leaving and enjoy a traditional thermal mud bath.

5 **Aim** To give a presentation on a popular place of natural beauty

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The Dead Sea

Throughout history the Dead Sea has been visited by people in search of relaxation and to heal various diseases. It borders the countries of Jordan, Israel and the West Bank. Surrounded by a dramatic landscape of mountains and white salt-lined shores, the sea is the lowest point on the face of the Earth at 400 metres below sea level. Due to the very high concentration of salt in the sea, very few sea animals or plants can survive in its water and this is why it has the name the Dead Sea. Visitors come to relax in the water which is rich in minerals. They can float in the water because of the high salt concentration. The sea is a natural spa that is believed to help cure skin diseases and arthritis.

3d Everyday English

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

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

b) **Aim** To elicit the function of sentences taken from a dialogue

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

Answer Key

Ask for information: What's the matter?, When did it come on?

Describe a health problem: I feel terrible actually.

Give advice: If I were you, I'd take a strong painkiller.

Express sympathy: Oh dear, that sounds awful, Hopefully that will make you feel better.

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

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

Answer Key

Melissa has a splitting headache and feels nauseous. She may have a migraine. Dave suggests she take a strong painkiller and go lie down in a dark room.

Intonation

3 a) **Aim** To present/practise intonation when expressing sympathy

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

b) **Aim** To practise role playing

- Explain the situation and go through the health problems in the box and explain/ elicit what they are.
- Read out the example exchange and then ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

Suggested Answer Key

A: I've got a splitting headache.

B: Oh, no! You poor thing!

A: I've got itchy skin.

B: I'm sorry to hear that.

A: I've got the flu.

B: That must be awful.

A: I've got runny eyes.

B: Oh dear, that sounds terrible.

A: I've got a bad cough.

B: Oh, no! You poor thing!

A: I've got hay fever.

B: I'm sorry to hear that.

A: I've got a chest infection.

B: That must be awful.

Speaking

- 4 **Aim** To role play a dialogue discussing symptoms and remedies

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: Are you alright, Tim?
 B: Not really, I feel terrible.
 A: What's the matter?
 B: I've got a painful bloated stomach.
 A: I'm really sorry to hear that. When did it come on?
 B: Well, about an hour ago.
 A: It sounds like you could have indigestion.
 B: You might be right.
 A: If I were you, I'd take an antacid tablet. Hopefully that will make you feel better.
 B: Yes, I think I'll do that. Thanks a lot.
 A: You're welcome. Get well soon!

3e Emotional health

Reading & Vocabulary

- 1 a) **Aim** To introduce the topic

Read the rubric aloud and ask various Ss around the class to answer the questions.

Suggested Answer Key

- I laugh quite often.*
I help my brother with his homework and I help my mum around the house.
I never meditate.
I try to stop to admire a beautiful sunset whenever I can.

- b) **Aim** To talk about what makes you happy

Ask Ss to discuss the question in pairs and then ask some pairs to tell the class.

Suggested Answer Key

- Hanging out with my friends makes me happy. Getting good grades at school makes me happy.*
Spending time with my family makes me happy.

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

- Ask Ss to read the title, the quote and the first sentence in each paragraph in the text and guess what the text is about.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I expect to read about laughter yoga and how that makes people feel happy.

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

- Ask Ss to read the questions 1-6 and the possible answers.
- Then give Ss time to read the text again and choose the correct answers.
- Check Ss' answers and ask them to justify their choices.

Answer Key

- | | |
|------------------|-------------------|
| 1 D (lines 6-7) | 4 C (lines 44-48) |
| 2 C (lines 9-12) | 5 C (lines 55-56) |
| 3 A (line 25) | 6 A (lines 65-66) |

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

Suggested Answer Key

- community centre (phr):** a place where people who live in an area can meet and play sports, take courses, etc
giggle (v): to laugh in a childlike way
relieve (v): to ease (pain, worry, etc)
sceptical (adj): doubtful about sth
circulation (n): the process of blood flowing around the body
tone muscles (phr): to exercise the muscles and improve their appearance
respiratory system (phr): the organs and parts in the body which enable us to breathe
hormones (n): chemicals in the body relating to moods
chant (v): to repeat the same words over and over again
chuckle (v): to laugh quietly
roar (v): to make a loud noise
refreshed (adj): more energetic (than before)
weight lifted from one's shoulders (phr): to feel relieved after a problem is taken care of
meditation (n): the act of concentrating hard on relaxing and emptying your mind
puddle (n): a small pool of liquid on the ground

- 4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

- diverse** = varied
wandering = walking around without purpose
took off = became successful
let off steam = calm down
snigger = laugh quietly
contagious = infectious
clutter = confusion

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|--------------|-----------|--------------|
| 1 ridiculous | 4 clapped | 7 focus |
| 2 relieve | 5 Roars | 8 progressed |
| 3 sceptical | 6 lifted | |

6 **Aim** To present and practise new vocabulary

- Direct Ss' attention to the words in bold in the sentences and give them time complete the task.
- Ask Ss to check their answers by looking up the words in their dictionaries. Check Ss' answers around the class.

Answer Key

- 1 giggled 2 burst 3 grinned 4 sneered

Speaking & Writing

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

- Ask Ss to look through the text again to answer the question in the rubric and tell their partner.
- Ask various Ss to tell the class.

Suggested Answer Key

Laughter yoga has helped the writer to relieve stress. By following the yoga instructor's advice, the writer has learnt to meditate and appreciate the simple things in life. The writer advises people to look for small ways to bring happiness into your life and the lives of those around you and to always be positive.

8 **Aim** To express an opinion on a quotation

- Explain the task and give Ss time to write a few sentences expressing their opinion.
- Then ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I think it is important to laugh every day because it makes people feel good. I think laughter creates a general feeling of well-being. I also think people should laugh and try to feel happy every day.

3f Mental health

Vocabulary

1 **Aim** To introduce the topic and key vocabulary; to personalise the topic

Ask Ss to read the list of situations and talk with their partner about which ones they find stressful.

Suggested Answer Key

Having too much homework and sitting for exams always make me feel stressed.

Having a family member with a medical problem would make me feel stressed.

2 **Aim** To read for gist

- Ask Ss how people can cope with stress.
- Give Ss time to read the text and find out.

Suggested Answer Key

Someone could cope with stress if they exercised on a daily basis.

3 **Aim** To read for comprehension

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the headings A-H and then give them time to read the text again and choose the correct ones for each paragraph. Ask Ss to try to find synonymous words for the ones in the headings.
- Check Ss' answers around the class and ask them to provide reasons for their choices.

Answer Key

- D (runs to catch the bus, finishes at 4 pm , two hours homework, Spanish classes, music lessons)
 - G (33% of teenagers feel stress on a daily basis, 67% feel stressed out at least once a week, 78% said, etc)
 - F (can be caused by, can affect, body produces hormones)
 - C (adverse effect, feeling tired and weakened, cause health problems such as acne, high blood pressure, depression)
 - E (heart increases blood flow and pumps more oxygen around, reducing levels of cortisol, releasing adrenaline and endorphins.)
 - H (Just ten minutes of moderate exercise is enough to improve your mood, 30 minutes a day, gain all the benefits of)
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

concentrate (v): to focus

(on a) daily basis (phr): every day

widespread (adj): in many places

lessen its effects (phr): reduce the impact of sth on sth else

emotional pressure (phr): great worry

tough situation (phr): difficult condition

bullying (n): the act of hurting or frightening sb who is less powerful

function (v): to work

alert (adj): quick to think and act in a situation; watchful

handle the situation (phr): to deal with sth

metabolism (n): the chemical processes in the body that convert food into energy and control growth

heart rate (n): the speed at which the heart beats

blood pressure (n): the pressure of the blood as it flows around the body

remain on alert (phr): to stay in the condition of being ready to act

adverse effect (phr): sth bad that happens as the result of the action of one thing on another

depression (n): a state of being very unhappy

minimise (v): to make sth as small as possible

moderate exercise (phr): a reasonable amount of exercise

pump (v): supply

cortisol (n): a steroid hormone

adrenaline (n): hormone secreted in response to stress

endorphins (n): hormones that reduce pain

contribute (v): to give sth to sth else

cardiovascular (adj): relating to the heart and veins

cope with (v): to be able to manage sth

slouch (v): to sit in a lazy way

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

- Explain the task. Go through the list of words in the rubric then give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

concentrate = focus, **main source** = origin/cause, **widespread** = common, **prevent** = stop, **attempting** = try, **alert** = awake, **adverse** = unfavourable, **minimise** = reduce, **moderate** = reasonable amount, **contributes** = cause in part, **coping** = manage, **slouching** = sit in a lazy way

b) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to use them to complete the sentences.
- Tell Ss they may use their dictionaries if necessary. Check Ss' answers.

Answer Key

- | | | |
|-----------|---------------|---------------|
| 1 improve | 4 weakened | 7 contributes |
| 2 basis | 5 moderate | 8 lessen |
| 3 coping | 6 concentrate | |

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers then give Ss time to write sentences based on the text using the phrases.

Answer Key

- | | | | |
|-----------|----------|-----------|-----------|
| 1 tough | 3 main | 5 adverse | 7 heart |
| 2 aerobic | 4 stress | 6 health | 8 nervous |

Suggested Answer Key

- 1 When placed in a **tough situation**, we often feel stressed out.
- 2 The best way to reduce stress is through **aerobic exercise**.
- 3 Body image is the **main source** of teenage anxiety.
- 4 Regular exercise helps to minimise **stress levels**.
- 5 Too much stress can have an **adverse effect** on the body.
- 6 Acne is a common **health problem** caused by stress.
- 7 An increased **heart rate** is a sign of stress.
- 8 Stressful situations trigger the body's **nervous system**.

Grammar

6 **Aim** To present/practise/expressions synonymous to modal verbs

- Read the examples aloud and refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to underline the modal verbs in sentences 1-6, then use the phrases in the table to rewrite the sentences.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

- 2 Why **don't** we go for a walk and get some fresh air?
- 3 Exercise **is supposed to** reduce stress.
- 4 You **are to be** at the doctor's at 2 o'clock.
- 5 Hospitals **are bound to** become more high-tech in the future.
- 6 Gary **had better** do more exercise if he wants to lose weight.

Speaking & Writing

7 a) **Aim** To check understanding of a text

- Ask Ss to copy the table into their notebooks, then play the recording. Ss write notes to complete the table.
- Ask various Ss around the class to use their notes in the table to tell the rest of the class what they already knew and what they learnt in this lesson.

Suggested Answer Key

What I already know	What I learnt
<ul style="list-style-type: none"> school is stressful for teenagers a little stress is good for you exercise reduces stress hormones released during exercise make us feel good 	<ul style="list-style-type: none"> stress hormones speed up the metabolism high stress can lead to depression 30 minutes exercise a day gives benefits

b) **Aim** To develop critical thinking skills

- Read the rubric aloud and give Ss some time to consider the questions and write a few sentences.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think studying and exams are causes of stress for people my age. I also think peer pressure to fit in is a large cause of stress for teenagers. For older people, different things such as jobs and paying bills are the main causes of stress for them. I think a good way to deal with stress is talking to your friends and family about your problems and exercising regularly.

8 **Aim** To give a presentation on dealing with stress/To develop research skills

- Explain the task and give Ss time to look up relevant information on the Internet and prepare a presentation.
- Ask various Ss around the class to present their findings to their partner or the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

One of the most important ways to keep stress low is to know what causes your stress and be prepared when faced with it. Learn to say 'no' to others who are pressuring you or causing you stress. Also, try to talk to someone who listens. Going for a walk in natural surroundings or listening to uplifting music can help stimulate your senses and reduce the feeling of stress. Another good idea to reduce stress is to do your favourite hobby or sport as a way to escape from whatever is stressing you out and relax.

3g skills

1 **Aim** To analyse a rubric & interpret visual prompts

- Ask Ss to read the rubric and underline the key words.
- Then direct Ss' attention to the pictures and elicit what each one shows.

Suggested Answer Key

Key words: *classmate, tips for avoiding exam stress, how important each is, which two tips are the most helpful*

- Going running/jogging (exercise helps to reduce stress)
- Dancing (helps to unwind/relax)
- Studying alone late at night (helps to concentrate/ more tiring)
- Studying with a friend (makes studying more enjoyable)
- Eating healthy food (boosts energy and improves concentration)
- Making a study plan (makes studying more manageable)
- Yoga/Meditating (helps to unwind/relax)

2 a) **Aim** To evaluate speakers' performance/ participation in dialogue form

- Play the recording. Ss listen and assess the speakers against the points in the rubric.
- Elicit answers from Ss around the class.

Suggested Answer Key

Pair 2 takes turns and gives reasons for their opinions.

b) **Aim** To listen for discourse analysis

- Play the recording again with pauses if necessary. Ask Ss to analyse the speaker's discourse and identify the language they use to structure their discourse.
- Elicit answers from Ss around the class.

Suggested Answer Key

give opinions: I think (that) ..., In my opinion, maybe ..., To me ...

invite their partner to speak: What do you think? Would/ Do you agree? What about ...?

agree: I think that ... too, I see what you mean, definitely, maybe you're right, I (totally) agree, Yes I do [agree].

disagree: I don't completely agree with you.

recommend: I would recommend

3 **Aim** To make choices, give reasons and recommend

- Give Ss time to complete the task in pairs using the language presented in Ex. 2.

- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: I think our classmate should maintain a healthy lifestyle. She should eat healthy foods and also exercise regularly. This boosts energy and improves concentration. What do you think?

B: Yes, I totally agree. Also, she should make a study plan because it will make her workload much more manageable.

A: I see what you mean, but I don't completely agree with you. A study plan might stress her out more if she fails to reach her personal goals.

B: Maybe you're right. What about going dancing? Do you think that's a good idea?

A: While it is good to be able to take time out and relax, I wouldn't recommend staying out late at night. This would just make her more tired and stressed. Instead, maybe it would be a good idea to try meditation to unwind, or just study with a friend to make it more enjoyable. Do you agree?

B: Yes I do. However, it might not be a good idea to always study with a friend as she might get distracted. I think studying alone is more productive. What do you think?

A: I agree. So which two tips do you think will help the most?

B: To me, the most important thing is to exercise regularly to boost your energy.

A: I agree. Also, I think that occasionally studying with a friend can make the experience far more enjoyable and therefore less stressful. Would you agree?

B: Yes, definitely.

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the questions 1-5 and the possible answers.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

1 C 2 B 3 C 4 A 5 C

3h Curricular: PSHE

1 a) **Aim** To introduce the topic

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I feel angry when I have to wait in long queues at the supermarket, or when my parents don't allow me to stay out late. I also get angry when people lie to me.

b) **Aim** To talk about personal experiences

- Read the rubric aloud and ask Ss to read the example.
- Ss then talk in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

The last time I got angry was two weeks ago when my brother accused me of taking his football. I felt outraged because I hadn't even touched his football! After a brief argument, we both eventually calmed down. Moments later, we found the football under his bed!

2 **Aim** To read for gist

- Give Ss time to read the text and find out about ways to deal with anger.
- Elicit answers from Ss around the class.

Suggested Answer Key

We can deal with our anger by taking a step back from the situation and talking about it calmly, without raising our voices.

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

- Ask Ss to read the four options for each gap and look up the meanings of any unknown words in their dictionaries.
- Then ask them to read the text again and complete the task.
- Check Ss' answers.

Answer Key

1 C 3 A 5 B 7 D 9 B 11 B
2 D 4 B 6 A 8 C 10 D 12 C

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

Suggested Answer Key

physical (adj): relating to the body

adrenaline (n): a hormone

human race (phr): people as a species

adapt (v): to change to fit with different circumstances

evolve (v): to develop slowly over many years/generations

verbal abuse (phr): shouting and saying bad things to sb

physical aggression (phr): being violent

mental health (phr): the condition of the mind that shows whether sb is feeling happy, able to work, etc

blood pressure (phr): the pressure of the blood as it flows around the body

insomnia (n): the inability to sleep

depression (n): the state of feeling very unhappy and pessimistic

heart attack (phr): when the heart does not get enough blood and stops beating

merely (adv): only

ticking bomb (idm): a bad situation waiting to happen
vital (adj): very important
release (v): to let go
unwind (v): to relax and let go off worries/tension
channel (v): to divert

4 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class. Then give Ss time to use the phrases to make sentences based on the text.

Answer Key

- | | | |
|--------------|------------|------------|
| 1 feelings | 5 mental | 9 deep |
| 2 human | 6 pressure | 10 release |
| 3 brisk | 7 abuse | |
| 4 aggression | 8 ticking | |

Suggested Answer Key

- 1 Anger is a combination of physical and **emotional feelings**.
- 2 This emotion actually helped the **human race** to evolve.
- 3 Taking a **brisk walk** can help you to calm down.
- 4 Sometimes, anger can lead to **physical aggression**.
- 5 Uncontrolled anger has a negative impact on our **mental health**.
- 6 When anger is improperly managed, it can result in high **blood pressure**.
- 7 It is common to express anger through **verbal abuse**.
- 8 Holding back anger creates a **ticking time bomb** which could explode at any minute.
- 9 Meditation and **deep breathing** can help a person to relax.
- 10 When we exercise, our bodies **release endorphins** which make us feel better.

5 **Aim** To personalise the topic

- Play the recording. Ss listen and read the text again.
- Ss talk in pairs about which of these ideas they have tried and whether they worked and which they will try.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I have tried going for a walk after a heated argument. This helped me to calm down. Afterwards, I was able to discuss the situation without getting upset or angry. In the future, I will try playing sports in order to channel my energy into something more positive.

6 **Aim** To develop research skills; To give a presentation on anger management tips

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.

- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

You can manage your anger by recognising the times of the day when you are most irritable and then avoiding emotional discussions at these times.

When you finally confront the person who has made you angry, try to listen to their side of the story. Always think before you speak and avoid saying things that you will regret later. Also, avoid accusing the other person (You did/said this ...) and instead, focus on your own feelings and possible solutions to the problem.

3i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and underline the key words, then give them time to answer the questions.
- Check Ss' answers.

Suggested Answer Key

Key words: local sports centre, improvements to make it popular with young people, manager asked you, write a report making suggestions, décor & facilities, range of activities, publicity

- 1 Ways to improve the sport centre to make it more popular with young people.
- 2 The manager of the sports centre.
- 3 Décor and facilities, range of activities, publicity
- 4 Formal style

2 a) **Aim** To analyse the structure of a model report

- Ask Ss to read the model and fill the gaps 1-5 with the headings A-E.
- Check Ss' answers.

Answer Key

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

b) **Aim** To analyse the content of a model report

- Ask Ss to read the model report again and find the sections where each of the items in the rubric is included.
- Elicit answers from Ss around the class.

Answer Key

make suggestions/recommendations: paragraphs 2, 3 & 4 (Décor & Facilities, Range of Activities and Publicity)
state the purpose of the report: 1 (Introduction)
summarise the main points: 5 (Conclusion)
offer a personal opinion: 5 (Conclusion)

3 **Aim** To identify formal language

- Explain the task and ask Ss to copy the table into their notebooks and give Ss time to complete it.
- Check Ss' answers on the board.

Suggested Answer Key

Informal style	Formal style
<i>I'm writing this report to tell you what I think</i>	<i>The aim of this report is to suggest</i>
<i>... need to be more modern</i>	<i>are in need of being updated</i>
<i>... is not used enough</i>	<i>is underused</i>
<i>Not many people know about the centre.</i>	<i>The centre is not very well-known in the community.</i>
<i>... they aren't things that young people like that much</i>	<i>they are not appealing enough to young people</i>
<i>... a cheap way of getting ...</i>	<i>an inexpensive way of attracting</i>
<i>... would make more young people use the centre</i>	<i>would certainly attract more young people to the centre</i>

4 **Aim** To practise linkers

- Direct Ss' attention to the linkers in bold in the model and give them time to replace them with the ones in the rubric.
- Check Ss' answers around the class.

Suggested Answer Key

Firstly = To begin with

in particular = especially

Although = Even though

Furthermore = In addition

For this reason = Therefore

All in all = to conclude

5 **Aim** To practise formal language

- Ask Ss to read the paragraphs A & B and the words/phrases in bold and in the lists and replace them accordingly.
- Check Ss' answers.

Answer Key

- A 1 The aim of 2 attract
B 1 To sum up 3 I strongly believe
2 of great benefit to 4 popular

6 **Aim** To expand prompts into full sentences

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class and then elicit which heading they match.

Suggested Answer Key

- 1 At present, the shop sells only traditional stationary.
- 2 It would be a good idea to offer items that have been designed for younger people such as posters, stickers and modern school bags.
- 3 This would undoubtedly attract younger customers.

Heading: A

7 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

The report will be from me (a volunteer), to the director of the children's hospital. Its purpose is to suggest improvements that would make the hospital a more pleasant place for children. I will write my report in a formal style.

8 a) **Aim** To match points to headings

- Ask Ss to read the points A-D and then match them to the headings.
- Check Ss' answers around the class.

Answer Key

- A General Environment C Facilities/Resources
B Facilities/Resources D Staff

b) **Aim** To match suggestions to points

- Ask Ss to read the suggestions 1-4 and then match them to the points A-D in Ex. 8a.
- Check Ss' answers around the class.

Answer Key

- 1 B 2 A 3 C 4 D

c) **Aim** To write prompts into full sentences using appropriate language

- Explain the task, read out the example and go through the useful language in the box.
- Give Ss time to complete the task and then check Ss' answers by asking various Ss around the class to read their sentences aloud.

Suggested Answer Key

Staff

Although the nurses in the hospital are both friendly and hardworking, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

Facilities/Resources

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. By doing this, children have more play space available to them. In addition, as there is a general lack of toys and books, I strongly recommend

that we ask for donations of toys and books from the local community for the children's entertainment.

General Environment

The general décor of the hospital is not attractive to children. Therefore, it would be a good idea to paint rooms in bright colours and decorate them with posters for children. Doing this would create a more appealing environment for children.

9 Aim To write a report

- Refer Ss to **Writing Bank 3** for details and practice.
- Give Ss time to write their report using their answers from Ex. 8 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Introduction

This report aims to suggest ways of improving the hospital in order to make it a more pleasant place for children.

General Environment

The hospital décor is not attractive to children. I recommend we paint the rooms in bright colours and decorate them with posters. This would create a more appealing environment for children.

Facilities/Resources

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. This way, children will have more play space available to them. In addition, as there is a general lack of toys and books, I strongly recommend that we ask for donations of toys and books from the local community for the children's entertainment.

Staff

Although the nurses in the hospital are both friendly and hard-working, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

Conclusion

In summary, I feel that improved décor and facilities and additional resources and staff would greatly improve the hospital. I strongly believe that we should try to do as much as possible to make the children's time here as pleasant as possible and improve the standard of care.

Suggested Answer Key

I think the text is about a new way of exercising called Chaos Training.

b) Aim To read for specific information

- Explain the task and ask Ss to read the statements 1-8.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to give justifications.

Answer Key

- 1 F (peek through the door of a Chaos Training class)
- 2 NS
- 3 T (It doesn't matter how they do it because it all works their bodies and minds.)
- 4 NS
- 5 F (some get on each other's shoulders ... make a human ladder ... two rows of people ...)
- 6 T (Workouts like these can be great confidence builders.)
- 7 F (It's the kind of approach athletes use all the time – testing different muscles and challenging reaction times.)
- 8 T (I actually began to enjoy myself, maybe even enough to go along to the next class!)

2 Aim To complete a text and check for lexicogrammatical correctness

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

Suggested Answer Key

- | | |
|-----------------|---------------|
| 1 professionals | 4 Researchers |
| 2 prevention | 5 healthiest |
| 3 occasionally | 6 excited |

Writing

3 Aim To analyse a rubric and write a letter

- Explain the task.
- Ss underline the key words.
- Check Ss' answers.
- Ss complete the task.

Suggested Answer Key

Key words: letter, from, Danny, What sports, at your school, Which, your favourite, What, you prefer, team sports, individual sports, How, you keep fit

Dear Danny,

Thanks for your news. I'm glad you asked me about sport because I love anything to do with physical exercise.

We play football, basketball and hockey at my school.

We have P.E. twice a week and I play on the basketball team which is, of course, my favourite sport. I love team sports. I really look forward to playing with the team or

Skills 3

Reading

1 a) Aim To predict the content of the text and read for gist

- Ask Ss to read the title and the introduction in the text and elicit Ss' guesses as to what they think the text is about.
- Give Ss time to read the whole text and find out.

just with my friends on the court. I believe that winning a match is not just about you as an individual, but on team co-operation. All the training I do for the school team keeps me fit, but I sometimes go jogging in the park when I've got some free time.

Go to go now!

Regards,

Igor

Listening

4 **Aim** To listen for specific information

- Ask Ss to go through the rubric, the questions and possible answers.
- Elicit answers, then play the recording for Ss to do the task.
- Check Ss' answers.

Suggested Answer Key

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

Speaking

5 a) **Aim** To brainstorm for ideas

- Explain the task.
- Ss complete the task in closed pairs.
- Check Ss' answers.

Suggested Answer Key

Key words: 1.5-2 minute talk about diets, why people, on diets, whether you, healthy lifestyle, which, prefer, junk food or healthy food, why

b) **Aim** To analyse the structure of a talk

- Ask Ss to read the questions.
- Play the recording.
- Elicit answers from Ss.

Suggested Answer Key

- 1 people feel that others find them more attractive if they are thinner/advertisements suggest that the slimmer you are, the more you successful you can be/people go on diets for health reasons
- 2 First of all, For example, Also, Secondly, For instance, To my mind
- 3 Yes
- 4 Yes
- 5 The examiner asks if it is important for people to know how to cook. He also asks what the student's favourite dish is.
- 6 **Suggested Answer Key**
Yes, I agree with the student's answers. Everyone should know how to cook for themselves and lasagna is a fantastic dish!

6 a) **Aim** To brainstorm for ideas

- Ss prepare their answers.

- Check Ss' answers round the class.

Suggested Answer Key

Key words: 1.5-2 minute talk, gyms, why people use gyms, whether you use local gym, which prefer, exercising in a gym or outdoors

Brainstorm: lose weight, slim, health, fitness, muscles, company, membership, weight training, exercise machines, treadmill, fresh air, park, etc.

b) **Aim** To give a talk

- Ss prepare their answers.
- Invite various Ss to give their talk to the class.

Suggested Answer Key

Speaker: Gyms are a popular way to get fit and there at least three gyms in my neighbourhood. People use gyms to improve their fitness, lose weight and sometimes they exercise as a leisure activity. The people who want to build muscle want to look and feel stronger. Those who want to lose weight for personal or health reasons use the machines to burn off all those extra calories. Others use gyms as a place where they can meet people and make friends. Lots of gyms run classes in things like dance and martial arts and may even have sunbeds.

I used to go to my local gym. But I stopped after about six months. I was in the school athletics team and I wanted to improve my strength. The gym was well-equipped with lots of exercise machines, weights for weight training and some treadmills for running. There was even an instructor who could give you advice. It was fun for a while, but it became a bit boring in the winter when I had to go out in the cold and the rain. That's why I didn't carry on really.

I've exercised in a gym and outdoors and I much prefer training in the fresh air these days. I often go running in the park and it's a great way to get fit and clear your head after a tiring or stressful day at work. In a way, it's not so different from exercising in a gym. I see the same people every day and we talk and sometimes run together. The other thing about exercising outdoors is the cost – there isn't any! It can be very expensive to join a gym and a lot of people just don't have that money these days.

c) **Aim** To expand on a topic

- Ss prepare their answers.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 I prefer to exercise on my own. I can choose when and where I exercise. I can listen to music on my MP3 player as I run. Even exercising on your own, you can meet people and have a chat.
- 2 Even though I don't have a lot of free time, I would like to take up a martial art. It's important to be able to defend yourself and any martial art is also good exercise. I don't know which one I would choose, but I have heard that capoeira is a great way to get fit.

Writing

7 a) **Aim** To prepare for a writing task

Ask Ss to read the rubric and underline the key words and then elicit answers to the questions.

Suggested Answer Key

Key words: weekend job, receptionist, local gym, manager asked you, write a report, making suggestions, how new members can be attracted, 120-180 words

- 1 I am a receptionist at my local gym. I have to write to the manager of the gym.
- 2 I have to write a report making suggestions on how to attract new members.
- 3 I will write in formal style.
- 4 I will begin with an introduction which states the purpose of the report.
- 5 Problems: The gym has not been painted for ten years. The equipment has not been renewed. There isn't a wide range of activities. The local people don't know about the gym.
Solutions: Renovate and decorate the gym as well as buy some new equipment. Add dance or yoga classes. Put advertisements in local newspapers.
- 6 I will use headings such as: Introduction, New Classes, Opening Hours, Special Offers, Conclusion
- 7 I will end my report with a summary of the suggestions and a hope that the measures will attract new members.

b) **Aim** To write a report

- Brainstorm for ideas with Ss and write them on the board. You can use the ideas in the **Suggested Answer Key**.
- Give Ss time to do the task.
- Check Ss' answers.

Suggested Answer Key

Introduction

The purpose of this report is to suggest ways to attract new members to the gym.

New Classes

One suggestion to attract new members would be to offer members a range of new exercise classes that appeal to all age groups. For example, Tai Chi or Zumba classes would appeal to people of different ages and would attract more members to join the gym.

Opening Hours

Another suggestion is to open for longer hours. If the gym opens earlier in the morning and stays open later at night, it will be accessible to more people. For example, more people will be able to come to the gym before and after work.

Special Offers

It would be a good idea to offer a reduction in membership fees for all new members. This would attract people to join because of the lower prices.

Conclusion

All in all, I feel that new exercise classes, longer opening hours and special offers on membership fees would definitely attract more people to the gym.

Language in Use 3

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|------------|---------------|------------|
| 1 drop out | 3 pointed out | 5 find out |
| 2 fall out | 4 handing out | 6 pass out |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|-----------|--------|--------|
| 1 on | 3 by | 5 in |
| 2 through | 4 from | 6 over |

3 **Aim** To practise collocations

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

Answer Key

- | | | |
|------------|-------------|-------------|
| 1 kick | 5 breath | 9 portions |
| 2 laughter | 6 splitting | 10 deep |
| 3 life | 7 wide | 11 personal |
| 4 heart | 8 tone | |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | | |
|---------------|---------------|-------------|
| 1 comfortable | 3 improvement | 5 treatment |
| 2 tension | 4 patience | |

5 **Aim** To practise words often confused

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

Answer Key

- | | | |
|-------------|-------------------|----------|
| 1 recovered | 3 wanders | 5 slight |
| 2 term | 4 treat, sticking | |

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary,
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- | | |
|-------------------------------------|------------|
| 1 F (It is an alternative therapy.) | 5 T |
| 2 T | 6 F (1995) |
| 3 T | 7 T |
| 4 T | 8 T |

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 3 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- Homeopathy is a health problem. (F – It is an alternative therapy.)
- The word 'mesmerised' was derived from a physician's name. (T)
- Everybody can be hypnotised. (F – 90% of people)
- Some celebrities use oxygen bars to boost their energy. (T)
- A fish pedicure can be very painful. (F – It tickles.)
- Smiling releases endorphins. (T)
- Exercise helps to reduce stress. (T)
- Anger has hindered the evolution of the human race. (F – It has helped us evolve.)

Russia 3

Reading & Listening

- Aim** To introduce the topic & predict content

- Ss do the task.
- Discuss Ss' answers.
- Play the recording for Ss to check if their answers were correct.

Suggested Answer Key

boost the immune system – garlic
encourage stronger hair – stinging nettles
soothe skin – St John's wort
kill germs – garlic
stop bleeding – stinging nettles

- Aim** To read for specific information

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

Suggested Answer Key

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

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

Suggested Answer Key

rich (adj): having a large and interesting variety of sth
diversity (n): variety
set up (phr v): to establish or create
epidemic (n): an outbreak of an illness or disease
miracle (n): an event which is amazing and often difficult to explain
ailments (pl n): illnesses
immune system (n): the group of organs and processes that protect the body from various illnesses and infection
chopped (adj): cut into small pieces
soak (v): to put sth in water for a period of time
swear by (phr v): to believe in or have confidence in sth
widely available (phr): easy to find or obtain
healing properties (phr): having qualities that cure or treat illnesses
antiseptic (n): a substance that destroys germs and bacteria
tar-like (adj): having similar qualities to tar
ulcers (pl n): open sores in the skin or lining of the stomach/intestine
boil down (phr v): to heat an amount of sth until most of its liquid has evaporated
scalp (n): the skin on your head
mouthwash (n): a liquid used to clean your mouth
undoubted (adj): being true or certain
vigorous (adj): strong and energetic
pores (pl n): the tiny holes in your skin
circulation (n): the movement of the blood through the body

Speaking & Writing

- Aim** To personalise the topic

- Ss prepare their answers.
- Elicit answers from various Ss.

Suggested Answer Key

I haven't tried all these cures, but I have tried some. I often gargle with chamomile when I have a sore throat and it usually makes it better. I haven't tried Gorchichniki, but my father uses them a lot and he says they work. My mother uses plenty of garlic when she cooks so we must eat a lot. I can't say whether it works, though – we still seem to get colds every winter!

- Aim** To expand on a topic

- Allow time for Ss to prepare their answers.
- Invite various Ss to present their work.

Suggested Answer Key

Cabbage leaves are used for a variety of ailments in my country. They can be used to make a drink for ulcers, but you must drink it two or three times a day for at least a week for it to have any effect. If you are having trouble going to the toilet then raw cabbage can help. It can be particularly useful for diabetics and it is often recommended for kidney stones.

Art & Entertainment

Topic

In this module, Ss will explore the topics of festivals & events, festive activities, circus performers, clothes & accessories, parts of a camera, and the news & the media.

Modular page

67

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for specific information

Vocabulary: Festivals & events (*novelty fashion show, traditional dance competition, competition for street performers, historical procession of boats, realistic costumes & makeup, models & fashion designers, mime artists, clothes & accessories made of chocolate, traditional dances, decorated rowing boats, elaborate lion costumes, races*)

4a Winter Festivals

68-69

Lesson Objectives: To listen and read for gist, to read for specific information, to learn/revise the passive, to talk about festival activities, to talk about a festival you would like to attend

Vocabulary: Festive activities (*sledging, ice fishing, carve statues of ice, ice sculpting, build snow statues, taste delicious local dishes, visit an open hot spa, watch parades, snow rafting, go on sleigh rides, participate in competitions, attend outdoor, dance parties/live music, go ice skating, have an outdoor banquet*); Verbs (*drill, cope, illuminate, thrill*); Nouns (*trout, sledging, venue, sculpture, sculptor, maze, festival-goer, snow rafting, sleigh ride, banquet, host*); Adjectives (*squirming, scattered, elaborate*); Phrases (*bare hands, keep a straight face, in full swing*)

4b Life as a performer

70-71

Lesson Objectives: To read for gist, to read for cohesion and coherence, to learn/revise personal/impersonal passive structures, to act out an interview, to give a presentation on a circus job, to analyse a motto

Vocabulary: Circus performers (*fire-eater, juggler, lion tamer, magician, motorcycle stuntman, trapeze artist, stilt walker, acrobat, sword swallower, ringmaster, tightrope walker, clown*); Verbs (*spin, twist, swirl, applaud*); Nouns (*trapeze artist, stardom, talent scout, willpower, awe, glitter, sacrifice, motto*); Adjectives (*fixated, head-hunted, faint-hearted, key, carefree*); Phrases (*defying gravity, master the stunts, adrenaline rush, aches and pains*)

4c Culture Corner

72

Lesson Objectives: To read for cohesion and coherence to give a presentation on a famous sporting event in your country

Vocabulary: Verbs (*soar, boost*); Nouns (*coverage, press*); Adjectives (*prestigious, notorious, stuffed*); Phrases (*at stake, strict dress code, comprising of, make a statement, cause quite a stir*)

4d Everyday English

73

Lesson Objectives: Buying a formal outfit, to learn the intonation of compliments, to act out a dialogue

Vocabulary: Dress (*ballgown, suit*); Accessories (*jewellery, top hat, silvercuff links*); Footwear (*high-heels, flip-flops*)

4e Helping people through art

74-75

Lesson Objectives: To read for gist, to read for cohesion and coherence, to learn/revise conditionals (types 0, 1, 2 & 3), to describe an imaginary experience

Vocabulary: Parts of a camera (*zoom lens, control buttons, optical viewfinder, electronic flash, battery compartment, zoom, memory card slot, LCD panel*); Verbs (*tile, plaster, shoot, expand*); Phrasal verb (*come across*); Nouns (*passer-by, designer boutique, caption, poverty, sanitation, break-dancing, canvas, funding*); Adjectives (*skeletal, poverty-stricken, breathtaking, enlarged, unexpected, unnoticed*); Adverb (*purposely*); Phrases (*serve a purpose, pick through rubbish*)

4f Art festival

76-77

Lesson Objectives: To listen and read for gist, to read for specific information, to learn revise mixed conditionals, to learn/revise talking about the unreal past

Vocabulary: Verbs (*cheer, embrace*); Phrasal Verbs (*set alight, steer away from*); Nouns (*trace, summer solstice*); Adjectives (*spare, free-spirited, conventional, rough, makeshift, dismantled*); Adverb (*reluctantly*); Phrases (*jump at the chance, go up in flames*)

4g Skills

78

Lesson Objectives: To talk about news & the media, to compare photographs, to listen for specific information

Vocabulary: The media (*newspapers, magazines, TV, the Internet, radio*); Sections in a newspaper (*Health, Entertainment, Local News, Sport, World News, Politics, Education, Weather, Celebrity News & Gossip, Business & Finance*)

4h Curricular: Design & Technology 79

Lesson Objectives: To listen and read for gist, to read for specific information, to write about how holography could change our lives

Vocabulary: Verbs (*project, glimpse, malfunction*); Nouns (*laser projection, presidential election, coverage, news correspondent, catwalk, runway, touchpad, conference*); Adjectives (*life-like, sell-out*); Phrases (*go on tour, top the charts*)

4i Writing 80-81

Lesson Objectives: To analyse a model essay, to learn/practise topic-related vocabulary, to practise recommending, to write a review

Skills 4 82-84

Lesson Objectives: To read for specific information, to listen for specific information, to practise word formation, to write an email reviewing a film

Language in Use 4 85

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 4 86

Lesson Objectives: To listen and read for gist, to read for specific information, to read for specific information, to present information about a popular tourist attraction

Vocabulary: Phrasal Verbs (*hang up, chill out, light up*); Nouns (*entrance fee, cloak room, expo centre, fossil, mammoth, slope, orchestra, volunteer, electric saw, chisel, masterpiece*); Adjectives (*astounding, slippery*); Phrases (*well worth*)

What's in this module?

Read the title of the module *Art & Entertainment* and ask Ss to suggest what they think the module will be about (*the module is about festivals & events, festive activities, how people entertain themselves, etc.*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

1 **Aim** To introduce new vocabulary

- Go through the pictures with Ss and ask them to match the descriptions in the rubric to them.
- Check Ss' answers.

Answer Key

A is a traditional dance competition.

B is a historical procession of boats.

C is a novelty fashion show.

D is a competition for street performers.

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation.
- Elicit which of them Ss would expect to see at each event A-D.

Suggested Answer Key

At the Lion Dance Championship, I would expect to see traditional dances and elaborate lion costumes.

At the Venice Regatta, I would expect to see decorated rowing boats and races.

At the Chocolate Fashion Show, I would expect to see models and fashion designers as well as clothes and accessories made of chocolate.

At the Living Statue World Championships, I would expect to see realistic costumes and makeup and also mime artists.

b) **Aim** To listen for confirmation

Play the recording. Ss listen and check their answers to Ex. 2a.

3 **Aim** To write about festivals

- Explain the task and read out the example.
- Give Ss time to write similar sentences about the remaining festivals using the prompts under each picture and their answers to Ex. 2 and then ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

The Venice Regatta is held every year in Italy. It is a historical procession of boats. Visitors can see decorated rowing boats and races.

Module 4

The Chocolate Fashion Show is held every year in New York. There are models and fashion designers at this fashion show. Visitors can see clothes and accessories made of chocolate.

The Living Statue Championships take place every year in the Netherlands. It is a competition for mime artists and street performers. Visitors can see performers wearing realistic costumes and makeup and mime artists.

OVER TO YOU!

Aim To express a preference for one of the festivals presented and talk about a similar festival in your country

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

Suggested Answer Key

I would like to attend the Lion Dance Championship because I think it would be very enjoyable and I would like to see elaborate lion costumes and traditional dances.

The Henley Regatta is held every year in Henley-on-Thames, England. It is similar to the Venice Regatta because they are both held every year and they both have races between rowing boats. However, the rowing boats at Henley are not decorated as they are in Venice.

BACKGROUND INFORMATION

Malaysia is a federal constitutional monarchy in Southeast Asia. Its capital city is Kuala Lumpur. Its official language is Malaysian.

Italy is a country in south-central Europe. Its capital city is Rome. Its official language is Italian.

New York is a state in the northeast of the US. Its capital city is Albany and its largest city is New York City which is the most populous city in the US.

The Netherlands is a constituent country of the Kingdom of the Netherlands. It is located in Northwest Europe with some islands in the Caribbean. Its capital city is Amsterdam and its official language is Dutch.

4a Winter Festivals

Vocabulary & Reading

1 **Aim** To introduce key vocabulary

- Go through the list of phrases with Ss. Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

- Pay attention to Ss' intonation then, explain/ elicit the meanings of any unknown words.

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

- Ask Ss to read the introduction and look at the pictures. Elicit answers to the question in the rubric from various Ss.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the Mountain Trout Ice Festival is a winter festival where people fish through holes in the ice. The Fairbanks Ice Festival is probably an event where artists make ice sculptures for people to go and see. The Sapporo Snow Festival looks like a winter event similar to the one in Alaska, except here they make sculptures from snow. The Quebec Winter Carnival looks like it has horse races in the snow.

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

- Ask Ss to read the questions 1-6 and then give them time to read the text again and answer them.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- C (When I arrived, the festival was already in full swing.)
- B (The festival is a month-long event)
- D (My favourite festival experience was sitting out in the open, among snow-covered pine trees, under a dark night sky in a hot spa.)
- A (It's hilarious! No one watching can keep a straight face.)
- D (The mood is so friendly and the locals are the perfect hosts.)
- C (I'd heard from friends that it was one of Japan's most popular festivals so I decided to take a look.)

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

Suggested Answer Key

trout (n): a type of fish

sledging (n): moving across snow on a wooden object with a low frame and narrow strips of wood instead of wheels called a sledge

drill (v): to use a tool/machine for making holes (also called a drill)

bare hands (phr): to use your hands without any gloves or other protection

keep a straight face (phr): be serious and not laugh

squirming (adj): wriggling about; twisting

scattered (pp): spread over a wide area

venue (n): the place where an event is held
cope (v): to handle a situation
in full swing (phr): an event that has already been happening for a period of time and there is a lot of activity
elaborate (adj): highly decorative
sculpture (n): a statue or object carved from sth
sculptor (n): sb who creates sculptures
illuminate (v): to light sth up
maze (n): a complicated system of paths or passages
thrill (v): to excite
festival-goer (n): sb who goes to a festival
snow rafting (n): travelling over snow on an inflatable boat called a raft
sleigh ride (n): travelling in a vehicle pulled by a horse over the snow
banquet (n): a huge feast
host (n): sb who has guests

BACKGROUND INFORMATION

South Korea or the Republic of Korea is a state in the southern part of the Korean Peninsula. Its capital city is Seoul and its official language is Korean.
Alaska is a state in the northwest of the US. Its capital city is Juneau and its largest city is Anchorage. It is the largest state in the US.
Japan is an island nation in East Asia. Its capital city is Tokyo. It is a major economic power.
Canada is a country in North America. Its capital city is Ottawa and its largest city is Toronto. Its official languages are English and French.

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

released = set free **elaborate** = complicated
grab = catch **banquets** = formal dinners
squirming = twisting **put on** = held
scattered = spread about **spa** = bath
incredible = amazing

5 **Aim** To consolidate new vocabulary

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

Answer Key

1 attraction 3 bare 5 cope
2 released 4 scattered 6 swing

BACKGROUND INFORMATION

San Fermin Festival or The Running of the Bulls is a festival held every July in Pamplona, in the region of Navarra in Spain. The festival is in honour of San Fermin, the patron saint of Navarra, and involves bulls running after people through the streets to the bull ring.

Grammar

6 a) **Aim** To present/revise the passive

- Write on the board.
S V O
Steve created a statue of ice. (Active agent)
A statue of ice was created by Steve.
Elicit how we form the passive (to be + past participle of main verb)
Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context.
- Give Ss time to find all the passive verbs forms in the text and then elicit how we form the passive and when we use it.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

A: are drilled, are released, is built, are put, are scattered
B: are taken
C: is located, are illuminated
D: are put on

Suggested Answer Key

The passive is formed with 'to be + past participle of the verb'. Also, the object of an active sentence becomes the subject in a passive sentence, whereas the subject of an active sentence becomes the object in the passive sentence (or the object is omitted).

We use the passive form when we want to focus on the object of the sentence or when the subject is not known or obvious from the context.

b) **Aim** To practise the passive

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

Answer Key

- Winterlude is celebrated every year in Ottawa.
- Sleighs are rented by people to go along the canal./ Sleighs can be rented to go along the canal.
- Amazing ice sculptures have been created.
- Fireworks will be set off in the evening.
- An outdoor venue concert can be attended this year.
- The festival was held over the first three weeks of February.

- 7 The festival should not be missed./It's a festival that should not be missed.
- 8 The parade will be attended by the Mayor.

Speaking & Writing

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

- Ask Ss to list all the activities in the text. Elicit answers and write them on the board. Ask Ss to use their lists to act out a live TV commentary to their partner.
- Monitor the activity around the class and then ask some Ss to act out their live TV commentary to the rest of the class.

Suggested Answer Key

Activities at each festival

Mountain Trout Ice Festival: sledging, ice soccer, ice fishing, bare hands fishing

Fairbanks Ice Festival: ice art competition takes place, sculptors create ice sculptures, visitors see the sculptures take shape

Sapporo Snow Festival: snow statues and ice sculptures are created, the statues are illuminated at night, music, ice maze, regional foods, ski jump, snowboarding

Quebec Winter Festival: snow rafting, horse-drawn sleigh rides, outdoor banquets, snow competitions, dancing, night parades, sit out in open in a hot spa

Suggested Answer Key

- A: I'm here at the Mountain Trout Ice Festival in South Korea. There are over 40 different events taking place at the festival now. You can see people sledging or playing ice soccer, but the main attraction is the ice fishing. The most entertaining event is the bare hands fishing. As you can see here, it can be hilarious!
- B: The temperature is freezing here at the Fairbanks Ice Festival in Alaska. This annual event is where the world's largest ice art competition takes place. Hundreds of international sculptors have come here to create incredible sculptures from the ice. Visitors can only admire as they see the sculptures take shape before their eyes.
- C: It's extremely busy here at the Sapporo Snow Festival in Japan. This annual festival attracts as many as two million visitors to the area every February. Magnificent snow statues and ice sculptures are created. Now that it's night, the statues are illuminated. There are other activities such as live music, an ice maze and lots of regional foods to try. There's a ski jump, too, where people thrill the crowds with their snowboarding skills.
- D: Every year, the Quebec Winter Carnival offers a family-friendly atmosphere for winter festival-goers. There are all sorts of activities to do and see from snow rafting, horse-drawn sleigh rides and outdoor banquets to snow competitions, dancing, and night parades. Later on, I'm going to enjoy sitting out in the open in a hot spa like these people are doing under the snow-covered pine trees.

8 **Aim** To express a personal opinion

- Read the rubric aloud and then give Ss three minutes to write a few sentences expressing their preference giving reasons.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I'd most like to visit the Quebec Winter Carnival. It's got so many different events available and it'd be impossible to get bored. If you're tired with the snow events, there are lots of relaxing activities such as outdoor banquets or sitting out in the open in a hot spa. The fact that the locals are good, friendly hosts makes the festival more appealing.

4b Life as a performer

Vocabulary

1 **Aim** To introduce new vocabulary

- Play the recording. Ss listen and repeat chorally and/or individually.
- Explain/Elicit the meanings of any unknown words and then elicit which jobs can be seen in the pictures,

Answer Key

- | | |
|---------------------|--------------------------|
| A acrobats | C fire-eater |
| B tightrope walkers | D trapeze artist/acrobat |

2 **Aim** To create a mental image and describe it

- Play the recording. Ask Ss to close their eyes and listen and imagine a scene based on the music.
- Ask various Ss to describe where they are and what they can see/feel.

Suggested Answer Key

I am watching a circus performance in a huge circus tent. I can see trapeze artists performing tricks in the air and there's a lion tamer in the ring in front of me. There are also clowns and magicians entertaining the crowds. I feel excited by all the activity. I can't wait to see all the performances.

3 **Aim** To read for gist

Give Ss time to read the text and find out about the life of a trapeze artist.

Suggested Answer Key

I think the life of a trapeze artist is usually quite thrilling. However, I imagine a trapeze artist has to travel a lot and practise all the time, so it must get quite tiring, too. Practise is very important for a trapeze artist, because they must be able to perform their routines perfectly. It's a dangerous job, but a trapeze artist probably doesn't get scared easily.

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

- Ask Ss to read the statements A-G and then read the text again and complete the task.
- Ask Ss to justify their answers with evidence from the text.
- Play the recording for Ss to check their answers and then elicit justifications from Ss around the class.

Answer Key

- 1 B (1995 ... immediately fixated ... becoming a travelling performer ... sights, smells and sounds attracted me ... recalls)
 - 2 F (trapeze artists ... how wonderful it must be to fly through the air for a living)
 - 3 E (road to circus stardom began ... classes, lessons, hone her craft)
 - 4 D (not for the faint-hearted ... can't be nervous)
 - 5 C (she says training – lots of it ... it's effort)
 - 6 A (the thrill of performing in front of a live audience ... the sounds of people applauding for me)
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

trapeze artist (n): sb who performs tricks and special swinging movements using a short bar hanging high up in the air from two ropes

fixated (pp): obsessed

spin (v): to turn around 360°

stardom (n): celebrity, fame

head-hunted (pp): selected by a talent scout for a job

talent scout (phr): someone who looks for people who have the skills they want, especially in entertainment or sport

defying gravity (phr): staying in the air

faint-hearted (adj): not confident, afraid of taking risks

twist (v): to turn repeatedly; to spin

twirl (v): to do quick turns in a circle

key (adj): important

willpower (n): strength of will

master the stunts (phr): become expert at special tricks

carefree (adj): easy-going

applaud (v): to clap the hands together (as a sign of appreciation of sth/sb)

awe (n): wonder; amazement

adrenaline rush (phr): a feeling of excitement that makes the heart beat faster

aches and pains (phr): discomfort in the bones and muscles (from overwork)

glitter (n): showy attractiveness

sacrifice (n): the act of giving up sth special for other people/ a purpose

motto (n): a phrase that expresses a belief

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

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

flipped = tossed

twirl = spin

defying = resisting

intense = tough

faint-hearted = not confident

carefree = easy-going

b) **Aim** To consolidate new vocabulary

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

Answer Key

1 fixated

3 key

5 awe

2 stardom

4 twist

Grammar

6 **Aim** To present/revise personal/impersonal passive structures

- Read the examples aloud and elicit how the two passive structures differ.
- Refer Ss to the **Grammar Reference** section for more information.

Suggested Answer Key

In the impersonal passive sentence, the subject follows the verb, and it has the structure 'It + passive verb (+ that) + subject + verb'. The impersonal passive always starts with 'it' followed by the passive form of verb of the main clause. In the personal passive sentence 'the stunt' becomes the subject of the sentence, and it has the form 'subject + passive verb + to-infinitive of the verb of the subordinate clause (in the appropriate tense).

7 **Aim** To practise personal/impersonal passive structures

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

Answer Key – see p. 74(T)

- 1 His show is expected to attract a large audience. (personal)
- 2 It is said that the magician's act is the best at the festival. (impersonal)
- 3 It is believed that she is one of the world's best jugglers. (impersonal)
- 4 They are thought to win the championship again. (personal)
- 5 The fire-eater is reported to be amazing. (personal)

Speaking & Writing

8 **Aim** To consolidate information in a text/To prepare and act out an interview

- Elicit possible questions an interviewer could ask about and write them on the board. (See questions in the Suggested Answer Key)
- Ask Ss to work in pairs and take the roles of Chun Mee Sing and an interviewer and prepare their interview.
- Ss then act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the rest of the class.

Suggested Answer Key

- A: Have you always dreamt of being in the circus?
 B: Yes. I first went to the circus when I was five years old, and I wanted to become a trapeze artist ever since.
 A: Did you have to train a lot to become a trapeze artist?
 B: Yes, I trained hard from a young age to master the stunts and make them look effortless.
 A: What is your favourite thing about being a trapeze artist?
 B: I get a thrill from flying through the air, but I love to hear people applauding me and seeing the awe I inspire in them when they see me perform. That's the best feeling.
 A: Do you think anyone could do your kind of work?
 B: Not everyone would enjoy it. The hours are long and you have to be prepared to travel constantly and to suffer from aches and pains. If someone is prepared for all that, then the thrill of being a trapeze artist is unbeatable.

9 **Aim** To develop research skills/To give a presentation on a circus job

- Refer Ss to the Internet and give them time to collect information about a circus job.
- Ss present their information to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Tightrope walking is a highly skilled circus act. A tightrope walker has to walk along a thin piece of rope from one platform to another. It requires a lot of balance and concentration to make it all the way to the end of the rope. The tightrope is usually located high up, so there is a big fall to the ground if the tightrope walker loses their balance. There is often a net to catch anyone who might fall, but many tightrope walkers prefer to perform without a net. It takes years of practice to master the art of tightrope walking. A good tightrope walker can also perform other tricks, such as juggling while walking along the thin wire.

10 **Aim** To develop critical thinking skills

- Explain the task and give Ss three minutes to write down what they think the motto means.

- Ss tell their partners. Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

'The show must go on' means that no matter what might have happened before or might happen during a public performance, the show must continue. I think people use this phrase because an audience expects to be entertained and it is important that they don't leave disappointed.

4c Culture Corner

1 **Aim** To predict the content of the text and read for gist

- Direct Ss' attention to the pictures and elicit Ss' guesses in answer to the questions in the rubric.
- Give Ss time to read the text and find out.

Suggested Answer Key

From the pictures, I can see that Royal Ascot is a horse racing event. It looks like people dress up in fancy costumes and wear extravagant hats to the event. I think most people go there to watch the horse racing, but some people may just go to be noticed for what they are wearing.

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

- Ask Ss to read the 4-choice options 1-12 and then to read the text again and choose the correct word for each gap.
- Play the recording for Ss to listen and check their answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|------|------|
| 1 B | 3 B | 5 A | 7 C | 9 C | 11 C |
| 2 A | 4 D | 6 A | 8 A | 10 D | 12 A |

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

Suggested Answer Key

at stake (phr): at risk
soar (v): to go up very high
boost (v): to improve or increase sth
prestigious (adj): very important, respected, and admired
notorious (adj): famous for sth bad
coverage (n): reporting of an event
press (n): the newspapers
strict dress code (phr): when people are only allowed to wear certain clothes to get in somewhere
comprising of (pres. part): consisting of
make a fashion statement (phr): when sb wears sth to attract attention and show off their clothes
stuffed (adj): filled with
cause quite a stir (phr): to create a lot of interest and attention

3 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to words/phrases in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

most impressive/admired = jewel in the crown

noticeable/stylish = amazing

at risk = at stake

quickly increase = soar

respected = prestigious

well-known for a bad reason = notorious

peculiar = outrageous

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

Ask various Ss around the class to tell the class three things they remember from the text.

Suggested Answer Key

Over 300,000 people attend Royal Ascot. 'Ladies' Day' at Royal Ascot is when women wear formal dresses while all the men wear suits. The women wear hats with outrageous designs.

5 **Aim** To develop research skills/To give a presentation on a famous sporting event in Ss' country

- Explain the task and give Ss time to look up all the necessary information on the Internet and write a short article. Then ask various Ss to read their articles to the class.
- Alternatively, assign the task as HW and ask Ss to read their articles in the next lesson.

Suggested Answer Key

Wimbledon

Wimbledon is the biggest event in the British tennis calendar and it's one of the oldest and most respected sporting events in the world. Every July, the best tennis players in the world come to Wimbledon to compete on the famous grass tennis courts. The tennis players have to wear all-white clothing during the competition, and it's not unusual for royalty to be watching from the royal boxes on centre court. It's a tradition for spectators to eat strawberries and cream during the competition.

- Then set a one-minute time limit for Ss to think of as many words as possible to go under each heading.
- Ss check their answers with their partner. Check Ss' answers on the board.

Suggested Answer Key

dress: ballgown, suit, trousers, shirt, tie, skirt, dinner jacket, jumper, jeans, shorts, T-shirt

accessories: jewellery, top hat, silver cuff links, silk tie, leather belt, pearl earrings

footwear: high-heels, flip-flops, trainers, sandals, boots

2 **Aim** To talk about clothes, accessories and footwear

Elicit answers from various Ss around the class.

Suggested Answer Key

Events such as a wedding, a job interview or a business meeting require people to dress formally.

I recently went to a wedding. I wore a navy blue suit and a tie.

3 a) **Aim** To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit what the dialogue may be about.

Suggested Answer Key

I think the dialogue is about buying formal clothing to wear for a special occasion.

b) **Aim** To listen for confirmation

Play the recording. Ss listen and check.

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

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

I want you to help me choose something to wear. – I was hoping you could give me a hand picking an outfit.
What do people have to wear? – What's the dress code?
It makes your eyes stand out. – It brings out your eyes.
These go really well with the dress. – They match the dress perfectly.

Intonation

5 **Aim** To present/practise intonation in compliments

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

4d Everyday English

1 **Aim** To generate vocabulary for clothes, accessories and footwear

- Ask Ss to write the headings into their notebooks.

- Pay attention to Ss' intonation and pronunciation.
- Read out the example and then ask Ss to act out similar exchanges in pairs using the phrases.

Suggested Answer Key

- A: *You look fantastic in that!*
 B: *Really? I've had this dress for years.*
 A: *That colour really suits you!*
 B: *Thanks. I wasn't sure if red was my colour.*
 A: *You look gorgeous today!*
 B: *Thanks! You look great as well!*
 A: *That brings out the colour of your eyes!*
 B: *Do you think so? I'll wear it more often, then!*
 A: *I love your skirt! Is it new?*
 B: *Yes, it's quite new. I bought it last month.*

Speaking

6 **Aim** To role play a dialogue buying a formal outfit

- Ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 3a and the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *What's the special occasion we're shopping for?*
 B: *We've got a school ball this Friday. I was hoping you could help me choose an outfit.*
 A: *Of course! What's the dress code?*
 B: *It's strictly formal. I'll need something elegant.*
 A: *How about a nice ballgown and high-heels?*
 B: *Yes, good idea. What about this one?*
 A: *That's fantastic. Green really suits you. It brings out your eyes.*
 B: *Yes, I love green, too, but it's a bit short.*
 A: *You're right. How about this one, then? It's similar, but it's a bit longer.*
 B: *Oh, that's lovely! I'll go and try it on.*
 ... *What do you think?*
 A: *Wow! You look gorgeous!*
 B: *Thanks! I'll get it.*
 A: *Don't forget the shoes! These ones match the dress perfectly.*
 B: *Oh, yes! They're perfect. I'm all set for the ball now!*

4e Eco-tourism

Vocabulary & Reading

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

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

Suggested Answer Key

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

b) **Aim** To describe the parts of a camera

Ask various Ss around the class to use the words in Ex. 1a to describe the parts of a camera.

Suggested Answer Key

The optical viewfinder is what you look through to take a picture with a camera. However, digital cameras have LCD panels that can display what you are about to photograph. The electronic flash allows you to take photos in the dark and the zoom lens lets you move towards or away from the subject by simply adjusting the zoom control. The memory card slot holds the card on which all your pictures are stored and the power is supplied by batteries stored in the battery compartment. The control buttons on the top of the camera are used to take the photos and to turn the camera on and off.

2 a) **Aim** To predict the topic of the text

Ask Ss to read the title and the first and last paragraph in the text and guess what the article is about.

Suggested Answer Key

I think the article is about a photographer who takes photos of the poorest areas in the world and then he exhibits his work in public places so that people might become more aware of the suffering people are going through.

b) **Aim** To read for gist

Ss read through the text in their books and check if their guesses were correct.

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

- Ask Ss to read the sentences A-H and then to read the text again and fit them in the correct gaps.
- Check Ss' answers.

Answer Key

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

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

Suggested Answer Key

passer-by (n): sb walking past sth; a pedestrian
skeletal (adj): when sb's bones are visible under the skin
serve a purpose (phr): do sth specific
purposely (adv): deliberately
poverty-stricken (adj): being in a state where you don't have enough of what you need to live
tile (v): to stick tiles onto sth

brehtaking (adj): amazing

enlarged (adj): made bigger than usual

unexpected (adj): not what you thought would happen

pick through rubbish (phr): going through rubbish to find sth useful

designer boutique (n): a clothes shop that sells designer clothes

plaster (v): to cover a surface with sth completely or thickly

caption (n): a short piece of text under a picture to describe it/explain sth about it

poverty (n): the condition of being extremely poor

come across (phr v): to find sth unexpectedly

sanitation (n): the system of pipes that provide clean water and take away dirty water to/from buildings

break-dancing (n): a type of energetic dancing

shoot (v): to take photographs of sth

canvas (n): a piece of cloth artists use to paint on (used as a metaphor in text)

unnoticed (adj): not being seen by people

funding (n): money given by a government/organisation to pay for an event/activity

expand (v): to make sth bigger

b) **Aim** To deconstruct a reading task

Ask Ss to refer back to the text and go through their answers to Ex. 3a and say which words helped them choose their answers.

Suggested Answer Key

- 1 D (he moved to Taiwan ... this was where)
- 2 F (friendliest and most welcoming ... they offer whatever hospitality they can ... warm smile)
- 3 C (tricky to reach ... he wouldn't have been able to post his photo if a lady in the building hadn't held onto him from the inside)
- 4 A (caption alongside the photo ... subject and their life situation ... tell someone a personal story ... more receptive to it)
- 5 G (walk in Manila ... ended up in ... crowded slums ... a group of 50 families living in shacks ..., ... with no running water, electricity or sanitation)
- 6 H (For several months, Ashton held classes for groups of children ... hard work didn't go unnoticed ... charity official said, "He goes to the most dangerous areas in Manila ... everyone loves him.")
- 7 E (If Ashton had more funding ... if he can find the \$50,000 needed)

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicite their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|-------------------|--------------------|-----------|
| 1 picking through | 4 poverty-stricken | 7 outlook |
| 2 passers-by | 5 bustling | |
| 3 warm | 6 billboard | |

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

on a whim = after a sudden desire

nooks and crannies = little corners

open up = start to say what one thinks or feels

appalled = disgusted

hearty = large & satisfying

Grammar

6 **Aim** To revise/practise conditionals

- Explain the task and refer Ss to the **Grammar Reference** section on p. GR12 to revise conditionals.
- Check Ss' answers and then elicit conditionals from the text.

Answer Key

- 1 would give
- 2 will begin
- 3 won't/will not get out
- 4 help
- 5 hadn't lost
- 6 didn't live
- 7 would/could/might have helped
- 8 would sign up

Suggested Answer Key

If a passer-by sees ... then this ... will serve

If he plays ... they quickly open up

he wouldn't have been able ... if a lady ... hadn't held onto

...

if he can find.. his next project will be ...

If you tell ... they are more

If Ashton had more funding, he would love to

7 **Aim** To practise conditionals using personal examples

Give Ss time to complete the sentences about themselves and then ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

- 1 If the whole world were listening, I would tell everyone that we have to do more to help poor people.
- 2 If I could change one thing about myself, I would choose to become more patient.
- 3 If I had found a wallet in the street, I would have handed it in at the nearest police station.
- 4 If I travel abroad, I will go somewhere sunny.

Speaking & Writing

8 **Aim** To describe an imaginary experience

- Explain the task and play the recording.
- Ss listen to the text and use their imaginations to think of answers to the questions in the rubric and make notes.
- Give Ss time to use their notes to write a short account of an imagined day spent with Kaid Ashton.
- Ask various Ss around the class to read their account of their imaginary experience to the class.

Suggested Answer Key

During my day accompanying Kaid Ashton while he worked, I saw him take photographs of people in the most poverty-stricken parts of the city. We were in the poorest and most dangerous parts of Manila. We met many young children from the slums. Afterwards, we developed the photos and made them into posters. Then we went to the busy shopping streets where the designer boutiques were and Kaid pasted prints of the photos onto the walls. Some places were difficult to reach, so I held onto him at times so he wouldn't fall. In the afternoon, I watched Kaid as he taught a group of poor children how to create art. He really wants to help these people have a better quality of life.

4f Attractions

Vocabulary & Reading

1 **Aim** To predict the content of a text and listen and read for gist

- Ask Ss to read the title of the article and look at the pictures.
- Elicit Ss' guesses in answer to the questions and then play the recording.
- Ss listen and read the text to find out.

Suggested Answer Key

I think the purpose of this festival is to display unusual works of art in the desert. I think people can see large works of art at this festival. Perhaps, visitors can watch art being made and even take part in creating works of art, too.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class and ask them to give reasons for their choices.

Answer Key

- 1 D (my frustration gave way ... Ahead of us was ... hundreds of cars dressed up to look like whales, rabbits, steamboats)
 - 2 D (the desert landscape is transformed into a huge, dusty canvas for 50,000 participants ... who assemble their own unique pieces of artwork)
 - 3 A (motto 'leave no trace', leave the desert in its previously unspoiled condition)
 - 4 C (not a consumer society ... no money ... giving something away to a stranger later)
 - 5 D (were completely amazed by something different)
 - 6 C (if I had shaken off my fears and truly embraced the freedom of the week, I would be a better person now)
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

spare (adj): extra
reluctantly (adv): without enthusiasm; unwillingly
free-spirited (adj): acting freely
jump at the chance (phr): be eager about the opportunity to do sth
rough (adj): approximate
makeshift (adj): temporary and not well made
dismantled (adj): taken apart; disassembled
trace (n): sign
set alight (phr v): to put sth on fire
summer solstice (phr): when the sun is directly above the furthest point south of the equator that it ever reaches in the middle of the summer when there are the longest hours of daylight
cheer (v): to shout happily
go up in flames (phr): to become on fire and burn
embrace (v): to accept sth enthusiastically

3 a) **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|---------------|-----------|------------|
| 1 reluctantly | 3 trace | 5 moving |
| 2 way | 4 closing | 6 gathered |

b) **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

reluctantly = unwillingly
assemble = build
makeshift = temporary
dismantled = taken apart
spotted = saw

set alight = set on fire
bizarre = strange
stacked = piled
shaken off = got rid of
embraced = adopted

Grammar

4 **Aim** To revise/practise mixed conditionals

Write on the board:

If he **worked** more, he **would have met** his deadline.
If he **had invited** us, we **would go** to the event tonight.

Elicit the tenses in each sentence (*if* + past simple → *would have* + pp, *would* + inf without *to*) Explain that these combinations are possible if the context permits it.

- Refer Ss to the **Grammar Reference** section.
- Read the example and give Ss time to complete the task.
- Check Ss' answers and then elicit more examples from the text.

Answer Key

- If their mobile home hadn't broken down, they would be here now.
- If they had repaired the air-conditioning, they wouldn't feel hot now.
- If I spoke French, I would have understood what they were saying.
- If we had hired a mobile home, we wouldn't be sleeping in a tent.

Suggested Answer Key

If I were an adventurous person ... I would have jumped at the chance
if I had shaken off my fears ... I would be a different person now

5 **Aim** To revise/practise the unreal past

- Write on the board:
 - I wish I **were** more patient. (but I'm not)
 - If only I **had taken** your advice. (but I didn't)
 Ask Ss to identify the tenses in each sentence (*past simple*, *past perfect*) then elicit which sentence refers to the present (1) and which refers to the past (2).
Write on the board: *I wish you would stop talking so much.* Explain/Elicit that we use *would* in wishes to express a polite imperative or a desire for sth to change.
Refer Ss to the **Grammar Reference Section** for more details. Use the **Grammar Reference Section** to present other structures we use with Unreal Past.
- Ss do the exercise. Check Ss' answers.

Answer Key

- | | | |
|--------|----------------|---------------|
| 1 was | 4 hadn't eaten | 7 would come |
| 2 had | 5 buy | 8 were |
| 3 left | 6 learnt | 9 hadn't told |

Suggested Answer Key

I immediately wished I had my camera.
If only real life was that easy!

Speaking & Writing

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

- Ask Ss to listen and read the text again.
- Give Ss time to write a paragraph about what impressed them in the text.
- Ask Ss to read their paragraph to their partners and then ask some Ss to read out their paragraph to the class.

Suggested Answer Key

I was impressed by the fact that the people create huge works of art in the desert. I was also impressed that when they leave, they leave the place exactly as they found it. I also thought it was impressive that the people at the festival don't use money and they give away free food and 'pay it forward'.

4g Skills

Vocabulary

1 **Aim** To introduce the topic and key vocabulary

Read the rubric and the example aloud and elicit answers from Ss around the class.

Suggested Answer Key

I usually listen to the radio or visit Internet news sites.
I sometimes read newspapers and magazines to keep myself informed.
I rarely watch the TV news.
I also keep informed quite often just by speaking to people about current affairs.

2 **Aim** To expand the topic

Read the rubric and the example aloud and elicit answers from Ss around the class.

Suggested Answer Key

I read a newspaper about once per week. I usually read the newspaper online because it's much easier than going to the shop to buy it. It is also more convenient and we don't waste paper. The newspaper I usually read online is a broadsheet. It is quite a serious paper, but I like it because it has good book and film reviews. It is a weekly paper that is published every Sunday.

3 **Aim** To present/practise new vocabulary

- Explain the task and explain/elicite the meanings of any unknown words, then give Ss time to complete it.
- Read out the example and then elicit answers to the questions in the rubric from Ss around the class.

Answer Key

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

Suggested Answer Key

Other newspaper sections include: Property, Classified Adverts, Editorial, Tourism and Technology. My favourite newspaper section is the Entertainment section because I like keeping up-to-date with the latest films showing in cinemas. I also like reading the Sports section and the International News because they provide good information for starting conversations with people. I never read the Business and Finance section of the newspaper because it seems a bit complicated to follow.

Speaking

4 a) **Aim** To identify the situation and find similarities/differences in photographs

- Direct Ss' attention to the photographs and ask Ss to describe them in pairs. Ss should identify the situation in each one and discuss their similarities/differences.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

A: In picture A, there is a young man who seems to be at home reading a magazine article. I don't think he's at work. What do you think?

B: I agree. He's wearing a T-shirt and he is drinking something from a mug. In picture B, there is a young woman who seems to be on a bus or a train. She is wearing formal clothes and she is reading a newspaper.

A: Both pictures show people reading articles from a newspaper or magazine.

B: Yes, and they are different because the man is at home and the woman is not. She is on some form of public transport.

A: The man is smiling so he may be reading something amusing, but I don't think the woman is reading something funny. What do you think?

B: I guess you are right. The woman is not smiling so she may be reading something serious.

b) **Aim** To compare photographs

- Ask Ss to compare the photographs in pairs and discuss why they think each person may be reading.

- Tell Ss to use the **Useful Language** box to help them.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

A: Both of the pictures show people reading articles in print.

B: Yes and although there are some similarities in the pictures, there are differences, too. For example, in the first picture, it seems that the young man is in the relaxed environment of his home. It is probably the weekend, as he is drinking a cup of coffee and he is dressed in casual clothes. Do you agree?

A: Yes. He is holding the magazine in one hand and has a smile on his face, so he must be reading something amusing.

B: Perhaps, he's just catching up on the gossip about a celebrity. I think, however, that the woman in the second picture is reading a more serious article.

A: I think so, too. Her newspaper seems like it's of a better quality. I think she's probably a businesswoman on her way to or from work because she is dressed formally. She may be reading the business news or something which may be relevant to her work or simply reading to pass the time while she is travelling on the train.

B: I agree, while the man is probably reading for pleasure in the calm relaxed environment of his home.

5 **Aim** To listen to a model answer

Play the recording. Ss listen and compare their answers to the one they hear and compare them.

(Ss' own answers)

Listening

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F and underline the key words.
- Play the recording. Ss listen and match the speakers to the sentences A-F.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

Speaker 1 C	Speaker 3 A	Speaker 5 D
Speaker 2 B	Speaker 4 F	

4h Curricular: Design & Technology

1 **Aim** To predict the content of the text and listen and read for gist

- Ask Ss to read the title, the introduction and the subheadings in the text and elicit Ss' guesses in answer to the question in the rubric.

- Play the recording. Ss listen and read the text and check if their guesses were correct.

Suggested Answer Key

I think holography can be used to make videos appear in 3D. That means that TV and Internet images could appear in the middle of our living rooms instead of being flat images on screens. For music, holography could mean performances being projected without artists actually being present at concert venues. Finally, in fashion, holography could be used to make models and costumes appear on catwalks or in advertising as 3D images.

2 **Aim** To read for specific information

- Ask Ss to read the sentence stubs 1-6 and then read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 3D images appear on flat screens, whereas holographic images are projected to appear as real objects
- 2 the US Presidential Election in 2008 by CNN
- 3 users could touch a holographic screen and there would be no need for a mouse or a keyboard
- 4 the band members were actually animated characters
- 5 has been at the top of the music charts and tickets for her tours have sold out
- 6 the fashion designer, Alexander McQueen

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

Suggested Answer Key

laser projection (phr): when a laser is used to make a film/ image appear on a screen or other object

presidential election (phr): a political process to select a new president for a country

coverage (n): the reporting of a particular event

news correspondent (n): sb who reports the news

project (v): to make an image/film appear on a wall/ screen or other surface

glimpse (v): to see sth briefly

go on tour (phr): to perform a series of concerts around a country/the world

life-like (adj): seemingly real

sell-out (adj): having sold all the tickets

top the charts (phr): to be the number one bestseller in the music charts

catwalk (n): a long narrow stage that models walk along in a fashion show; runway

runway (n): a long narrow stage that models walk along in a fashion show

touchpad (n): a flat surface on a computer/device that you touch in order to move the cursor or give an instruction

conference (n): a meeting/event where talks are given usually to businesspeople

BACKGROUND INFORMATION

Princess Leia is a fictional female character in the *Star Wars* films.

R2-D2 is a robot character in the *Star Wars* films.

Star Wars is a film series created by George Lucas. The events take place in a fictional galaxy.

CNN (Cable News Network) is a US cable news channel. It was founded in 1980 by Ted Turner and it offers 24-hour TV news coverage. Its headquarters are in Atlanta, Georgia.

Tom Cruise is an American actor, producer, writer and director. He was born on 3rd July, 1962 in Syracuse, New York, US. He has starred in many films including *Vanilla Sky*, *Minority Report*, *The Last Samurai*, *War of the Worlds*, etc.

MTV Europe Music Awards (EMAs) was established in 1994 to celebrate the most popular music videos in Europe. The awards are chosen by MTV viewers in Europe and presented annually.

Alexander McQueen (1969-2010) was a British fashion designer. He worked as chief designer at Givenchy (1996-2001), then he founded his own Alexander McQueen label.

Kate Moss is a British model. Born on 16th January, 1974 she is one of the top-earning models. She has worked with major designers and has been featured on many magazines covers.

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|------------|-----------|
| 1 advanced | 3 news | 5 top |
| 2 flat | 4 sell-out | 6 fashion |

4 **Aim** To consolidate new vocabulary

- Go through the words/phrases in the rubric and give Ss time to look through the text again and find synonyms.
- Check Ss' answers around the class.

Answer Key

brief look = glimpse

not possible = out of the question

had an effect on = left its mark on

do the same = follow

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

Read the rubric aloud and elicit a variety of answers from Ss around the class.

Suggested Answer Key

I found it interesting that a holographic pop star could perform a sell-out tour. It's also interesting to learn that holographic images can be used on catwalks instead of real-life models. Finally, I found it interesting that the Internet could one day be controlled using a holographic screen instead of a mouse or a keyboard.

- 6 **Aim** To develop research skills/To give a presentation on how holography could change our lives

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Holography will change our lives in the future because firstly, it will be used for all types of entertainment. Films, music concerts and computer games will all be able to appear in our living rooms, gardens or anywhere we can imagine. Holographic technology will also become interactive. This means that we will be able to change the holographic environment. This way we will be able to operate machines, use the Internet and even meet our friends without anyone leaving their house.

4i Writing

- 1 a) **Aim** To analyse a rubric

- Ask Ss to read the rubric and then give them time to underline the key words.
- Check Ss' answers.

Answer Key

Key words: magazine, computer games, reviews, write a review, favourite computer game, including information about the type of game, details about one or two features

- b) **Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

Answer Key

the writer's recommendation – para 3
the features of the game – para 2
the name of the game – para 1
the writer's opinions about the game – para 3
the type of game – para 1

- 2 **Aim** To replace adjectives/adverbs with suitable alternatives

- Explain the task and give Ss time to complete it.
- Ss compare their answers with their partners.

Suggested Answer Key

virtual – simulated
latest – newest
popular – well-liked
realistic – authentic
exciting – thrilling
precise – accurate
creative – inspired
dangerous – risky
individual – different
physical – bodily
tricky – complicated
unpredictable – surprising

- 3 **Aim** To substitute adjectives for their antonyms

- Explain the task and explain/elicite the meanings of any unknown adjectives.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

1 spacious	4 impressive	7 cheerful
2 modern	5 skilful	8 helpful
3 terrific	6 reasonably-priced	

- 4 **Aim** To distinguish between words often confused and classify sentences by genre

- Explain the task and give Ss time to compete it.
- Check Ss' answers then elicit what genre of entertainment each sentence relates to.

Answer Key

1 characters, chapter, down – book
 2 lyrics, tracks – music CD
 3 graphics – video game
 4 dishes, service – restaurant
 5 plot, effects – film
 6 stage – play
 7 star-studded, cast – film
 8 acts, twist – play

- 5 a) **Aim** To categorise topic-related vocabulary

- Ask Ss to copy the spidergrams into their notebooks and in closed pairs complete them with the headings in the list.
- Check Ss' answers.

Answer Key

film: action, horror, sci-fi, animated, fantasy, western

characters: supporting, lead role, well-developed, villain, hero, sidekick

special effects: spectacular, simplistic, imaginative, stunning

plot: fast-paced, dramatic, clever, dull, gripping

b) **Aim** To practise new vocabulary

Read out the example and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

'Indiana Jones' is an action film. Harrison Ford stars in the lead role as the film's hero, Indiana Jones. The film has got a fast-paced and gripping plot. It has got simplistic, but imaginative, special effects.

6 **Aim** To identify a recommendation

Elicit the recommendation from the model review in Ex. 1.

Answer Key

Available in the autumn, this is a must-have for video game enthusiasts and sports fans alike and I for one can't wait.

7 **Aim** To practise recommending

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

Answer Key

- | | |
|---------------|---------------------|
| 1 recommend | 4 biggest hits |
| 2 put it down | 5 definitely watch |
| 3 miss it | 6 well worth seeing |

8 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

Answer Key

Key words: English-language magazine, reviews, favourite film, Write your review, giving details about, plot, characters, why you like it, recommend it to other readers (150-180 words)

- 1 a review
- 3 semi-formal
- 4 mainly present tenses

9 a) **Aim** To listen and make notes

- Ask Ss to write the headings into their notebooks and make notes under each one.

- Play the recording. Ss listen and complete the task.

Suggested Answer Key

name/type – 'The Amazing Spider-Man', action film

main points of the plot – Peter Parker is trying to discover why his parents disappeared. He finds a clue which leads him to his father's old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain the Lizard and become the hero.

name of director – Marc Webb

lead actor – Andrew Garfield

setting – New York City

general comments – spectacular special effects, gripping storyline, well-developed characters, superb performances, action-packed ending

recommendation – it's a must-see

b) **Aim** To prepare for a writing task

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

Suggested Answer Key

- 1 It's an action film.
- 2 The film is directed by Marc Webb.
- 3 It stars Andrew Garfield in the lead role.
- 4 It is set in New York City.
- 5 It tells the story of Peter Parker as he learns that he's got superpowers.
- 6 The story begins with Peter Parker as a high school student who is trying to discover why his parents disappeared.
- 7 The cast is superb.
- 8 The plot is absolutely gripping.
- 9 It has an action-packed ending and spectacular special effects.
- 10 I thoroughly recommend this film.

10 **Aim** To write a review

- Refer Ss to **Writing Bank 4** for information and practice on reviews.
- Give Ss time to write their review using their answers from Ex. 9 and the plan, then check Ss' answers. Ask Ss to use language from the Useful language box in the Writing Bank.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

'The Amazing Spider-Man' is a fantastic action film based on a comic book character. It is directed by Marc Webb and it stars Andrew Garfield in the lead role. This exciting film is filled with action and spectacular special effects.

The film is set in New York City where a high school student, Peter Parker, is trying to discover why his parents disappeared. He finds a clue which leads him to his

father's old work colleague, Dr Curt Connors. At this time, Peter discovers his own powers and prepares to face the villain, 'the Lizard', and become the hero.

The film has a gripping storyline and well-developed characters. The whole cast give superb performances and the special effects are truly spectacular. This film has one of the most action-packed endings I've ever seen.

'The Amazing Spider-Man' lives up to its title. I thoroughly recommend this film to everyone. It's a must-see.

Skills 4

Reading

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

- Direct Ss' attention to the picture and elicit Ss' answers to the questions in the rubric.
- Play the recording. Ss listen and read the text to check.

Suggested Answer Key

I have seen living statues like that performing in the streets a few times before. I'm not sure what life would be like, but it must be hard for them to stay still for so long. I suppose they have to spend time practising to be still and they must take a lot of time to prepare their costumes, too.

- 2 **Aim** To read for specific information

- Explain the task and ask Ss to read the questions 1-5 and the possible answers.
- Give Ss time to read the text and complete the task.
- Check Ss' answers and ask them to give justifications for their choices.

Answer Key

- 1 C (unlike him, I'm not blessed with a heart rate of 24 beats per minute... nor do I have Ed's ability to go for half an hour without blinking.)
- 2 D (I have three days ... make a costume, train myself to be motionless and work on some audience-pleasing actions... fit in some drama training)
- 3 A (At the weekend... all five of the council-approved pitches will be occupied... pitch wars)
- 4 B (I feel strangely relaxed, yet focused, and I'm keen to be seen)
- 5 A (the reaction from the public is electrifying)

Writing & Speaking

- 3 **Aim** To personalise a topic

- Ss prepare their answers.
- Invite various Ss to present their answers to the class.

Suggested Answer Key

hear: people, traffic

see: people, piece of pavement

I could hear the people passing by and, in the distance, the traffic in the city centre. There was a cool breeze on my face. I fixed my eyes on a piece of pavement and tried not to blink. People were walking past; some stopped and stared, some gave money and some just ignored me. At one point, I had an itch on my arm, but I couldn't scratch it without moving. After ten long minutes, the itch went, but now my muscles were aching from the effort of not moving. Fifteen minutes later, I moved.

Writing

- 4 **Aim** To write an informal letter

- Ss prepare their answers.
- Ss exchange papers and check partner's work.

Suggested Answer Key

Key words: letter, from, Alicia, What, traditional festivals, in your country, tell me, a festival you've been to, you prefer, music festival, food festival, answer 3 questions, 100-120 words, remember, rules, letter writing

Dear Alicia,

Thanks for your letter. You're very lucky to be going to the Edinburgh Festival this year.

We have lots of traditional festivals and celebrations in my country. We have International Women's Day, Maslenitsa for spring, Yablochniy Spas for apples and many more. One festival that I attended last years was White Nights in St Petersburg. It's a day when the sun shines for 24 hours and it was really amazing. I'd much prefer a music festival to a food festival as I'm crazy about rock music. Maybe you can come to Russia and we can go to a music festival together. Write back soon,
Anna

Speaking

- 5 a) **Aim** To brainstorm for ideas

- Ss underline the key words and think of ideas in pairs.
- Invite Ss to share their ideas with the class.

Suggested Answer Key

Key words: you, exchange student, ask, member of the family, recommend a book, want, improve English, ask, recommend a book, explain why, answer, what type of book, ask, where, find, book, ask, arrange a visit to a theatre

Types of books: crime, thriller, romance, fantasy, science fiction, biography, historical fiction, etc.

Places to get books: bookcase, bookshop, library, Internet, etc.

b) **Aim** To ask for a recommendation

- Ss complete the task in pairs.
- Monitor the activity around the class.

Suggested Answer Key

Exchange student: Hi, John. Could you recommend a book for me? I want to read something while I'm here that will improve my English. Have you got any ideas?

Family member: Well that depends on what you want to read. What do you like: fantasy, science fiction, romance?

Exchange student: At home I read a lot of fantasy novels. I read The Lord of the Rings but it was in Russian.

Family member: I think The Lord of the Rings might be a little difficult. How about The Lightning Thief? It's the first in a series about a boy who discovers he's related to the Greek gods. They made a film out of it I think.

Exchange student: That sound's good. Where can I find it?

Family member: We haven't got a copy here, but there might be one at the local library. No, I'm going into town later so I'll buy it for you.

Exchange student: That's very kind of you. There's one more thing. I'd really love to see a play here in England. Do you think we could go to the theatre?

Family member: I don't see why not. I'll check the Internet after I get back from town

Exchange student: Thanks.

6 **Aim** To practise grammar forms in text completion

- Explain the task and give Ss time to complete the gaps with the correct grammar form.
- Check Ss' answers on the board.

Suggested Answer Key

- 1 had never visited
- 2 was wandering
- 3 best
- 4 reached
- 5 couldn't/could not
- 6 her
- 7 told/was telling
- 8 had been exhibited/was exhibited
- 9 herself

Listening

7 **Aim** To listen for specific information

- Read out the rubric and the places A-E.
- Play the recording.
- Ss complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 B 2 D 3 C 4 A

8 **Aim** To practise word formation

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers around the class.
- Emphasise correct spelling.

Suggested Answer Key

- | | | |
|-----------|--------------|-----------|
| 1 sight | 3 kindness | 5 daily |
| 2 unhappy | 4 popularity | 6 finally |

Writing

9 a) **Aim** To prepare for a writing task

- Read out the rubric and elicit the key words.
- Elicit answers to the questions from Ss around the class.

Suggested Answer Key

Key words: English friend, DVD night, recommend, good film, write, email, name, type of film, stars, plot, what you thought, 120-180 words

I have to write an email reviewing a film. I'm writing to my English friend. I will use informal style and present tenses for the description of the film (plot, stars, acting, special effects, etc.).

b) **Aim** To write an email reviewing a film

- Give Ss time to complete the task.
- Remind them to follow the plan.
- Check Ss' answers.

Suggested Answer Key

Hi Barry,

Thanks for your email. You must be really happy now that you've finished your exams. I know just the film for your DVD night. It's 'Mission: Impossible – Ghost Protocol', a fantastic action film starring Tom Cruise.

Tom plays Ethan Hunt a super-spy whose team is accused of planting a bomb. The team goes undercover to try to prove it wasn't them and find the real villain who wants to start a nuclear war.

The acting is superb especially Simon Pegg as the technical wizard who comes up with all the amazing gadgets. What really impressed me though were the stunning action sequences. At one point, Tom Cruise has to climb the tallest building in the world, the Burj Khalifa, without safety ropes. I was on the edge of my seat all the time!

So if you want an exciting evening, then this is the film for you. I can't recommend it highly enough. I hope your DVD evening goes well. I'll write to you next week to see if your friends enjoyed my recommendation.

Best Wishes,
Alex

Language Review 4

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|--------------|---------------|---------------|
| 1 paid off | 3 put off | 5 dropped off |
| 2 called off | 4 showing off | 6 take off |

2 **Aim** To practise prepositional phrases

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

Answer Key

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

3 **Aim** To practise collocations

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

Answer Key

- | | | |
|------------|------------|---------------|
| 1 bare | 4 natural | 7 reluctantly |
| 2 freezing | 5 to defy | 8 consumer |
| 3 regional | 6 to serve | |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board. As an extension ask Ss to think of as many derivatives as possible for each word in bold.
e.g. *undemanding* (adj), *unfit* (adj), *fitting* (adj),
(un)inspired (adj), *inspiring* (adj), *expectancy* (n),
expectation (n)

Answer Key

- | | | |
|-------------|---------------|--------------|
| 1 demanding | 3 inspiration | 5 comedian |
| 2 fitness | 4 marvellous | 6 unexpected |

5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can look up the words in their dictionaries.
- Check Ss' answers.

Answer Key

- 1 matches 2 goes with 3 suit 4 fit

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.

- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 T
- 2 F (not stated in text)
- 3 F (Japan)
- 4 F (the summer solstice)
- 5 F (19 was the debut album, 21 is the second album)
- 6 F (photographic artist)
- 7 F (Nevada)
- 8 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- 1 The Fairbanks Ice Festival is in Canada. (F – Alaska)
- 2 The Quebec Winter Carnival lasts for 10 days. (T)
- 3 Chun Mee Sing is a fire-eater. (F – She is a trapeze artist.)
- 4 Royal Ascot takes place every August. (F – every June)
- 5 Kaid Ashton works in Manila. (F – He works all over the world.)
- 6 Black Rock City is a permanent settlement. (F – It is temporary.)
- 7 The Burning Man Festival started in 1986. (T)
- 8 Alexander McQueen was the first person to use holography in a fashion show. (T)

Russia 4

Reading & Listening

1 **Aim** To introduce the topic and stimulate interest

- Elicit answers to the question.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording.
- Ss check if the questions can be answered.

Suggested Answer Key

I know Sokolniki Park has a lot of attractions and I've heard of the Ice Sculpture Museum, but I've never been there.

- 1 When did the museum open?
- 2 What can I see there?
- 3 How do they stop the sculptures from melting?

The text answers two questions, but doesn't say when the museum opened.

2 **Aim** To read for specific information

- Give Ss time to read the text and complete the task.

- Check Ss' answers around the class.

Suggested Answer Key

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

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

Suggested Answer Key

entrance fee (n): money you pay to go into a place (concert, cinema, etc)

cloak room (n): a room in a public place (theatre, museum) where you can leave your coat, hat, etc

hang up (phr v): to suspend sth

astounding (adj): surprising, amazing

expo centre (n): a place for exhibition or displaying goods

chill out (phr v): relax

fossil (n): a part of a skeleton/plant from prehistoric times

mammoth (n): an extinct animal that resembled an elephant

light up (phr v): to shine a light on sth

slope (n): the slanting side of a hill or mountain

orchestra (n): a group of musicians that play different instruments together

slippery (adj): being difficult to walk on like ice

volunteer (n): sb who offers their services without being paid for it

well worth (phr): being enjoyable or useful

electric saw (n): a tool for cutting wood, powered by electricity

chisel (n): a tool used to shape ice, stone, wood, etc

masterpiece (n): an exceptional piece of art

3 **Aim** To consolidate new vocabulary

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

Suggested Answer Key

snug – warm and cosy

constant – unchanging

to suit every taste – for everyone

co-operated – worked together

battled – fought

sign up for – enrol on

Speaking & Writing

4 **Aim** To express an opinion/expand the topic

- Read out the rubric.
- Elicit various answers to the questions from Ss around the class.

Suggested Answer Key

Yes, I would like to visit the ice museum because it seems like it would be a very interesting experience. The museum is totally unlike any other museum I have heard about or visited.

It is important to have museums because they show us things we do not see in daily life. They may display things from the past or from other countries; the Ice Sculpture Museum is like an art gallery, but with exhibits made from an unusual material.

5 **Aim** To write about a popular tourist attraction

- Give Ss time to collect information from the Internet, encyclopaedias, etc about a popular Russian tourist attraction and write about it.
- Ask various Ss to present the attraction to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Red Square is one of the most popular tourist attractions the people visiting Moscow. The square hasn't always been the marvelous place it is now. It used to be a collection of rough huts where beggars and criminals lived. It hasn't always had the name Red Square either; it used to be called Trinity Square after a church. It's not called Red Square because of red architecture; the Russian word that now means 'red,' once meant 'beautiful.' The square is known for St Basil's Cathedral and the Kremlin, but nowadays it is also used for concerts, fashion shows and even circus acts.

Breakthroughs

Topic

In this module, Ss will explore the topics of major breakthroughs in science and medicine, inventions, exploration and characteristics for success.

Modular page

87

Lesson Objectives: Overview of the module, to listen for gist

Vocabulary: Major breakthroughs (*led, discovered, revolutionised, launched, unmanned, orbit, lit up, pioneered, supply, writing, unreadable, came across, more out, space exploration, medicine, technology, archaeology*)

5a Science

88-89

Lesson Objectives: To listen and read for gist, to read for specific information, to present/revise reported speech, to summarise a text

Vocabulary: Science (*microscopic robot, molecules of DNA, molecular biology, nanotechnology, medical applications, perform operations, miniature robot surgeons, spider-bot, allow treatments*); Verbs (*dub, detect, patrol, administer*); Phrasal verb (*carry out*); Nouns (*molecule, protein, strand, precision*); Adjective (*groundbreaking*); Phrases (*molecular level, attached to, medical applications, steady hand, invasive surgery*)

5b Big ideas

90-91

Lesson Objectives: To listen and read for gist, to read for specific information, to present/revise reported questions/orders & special introductory verbs, to act out an interview, to talk about success and inspirational people

Vocabulary: Verbs (*cure, lecture, chill*); Phrasal verb (*come up with*); Nouns (*cancer, nanoparticle, tumor, tissue, stuffed animal, auction site, wholesale price, scrap materials, hammer, sweating, evaporation, cylinder, hygiene*); Adjectives (*overwhelming, wasteful, global*)

5c Culture Corner

92

Lesson Objectives: To read for gist, to read for cohesion & coherence, to give a presentation on an important observatory/science museum in your country

Vocabulary: Verbs (*circle, navigate*); Nouns (*observatory, time zone, courtyard, hemisphere, complex, planetarium*); Adjectives (*accurate, fixed, refracting*); Adverbs (*exactly, precisely, physically*)

5d Everyday English

93

Lesson Objectives: persuading someone to visit a place, to learn the intonation of showing interest, to act out a dialogue

5e Exploration

94-95

Lesson Objectives: To listen and read for gist, to read for specific information, to learn/revise the causative, to act out an interview

Vocabulary: Exploration (*ocean depths, cave diver, record breaker, oxygen tank, undersea world, strong currents, heated wetsuit, outer space*); Verbs (*threat, embrace*); Phrasal verb (*put someone off*); Nouns (*depths, expedition, iceberg, disturbance, air bubbles, crack, oxygen tank, current, handhold, multimedia presentation, heated wetsuit, mapping device*); Adjective (*rough*); Phrases (*make someone's name, head to, leap of faith*)

5f The road to success

96-97

Lesson Objectives: To listen and read for gist, to read for general comprehension, to learn/revise quantifiers & countable/uncountable nouns, to talk about quotations, to talk about Thomas Edison, to give a report on Thomas Edison

Vocabulary: Characteristics for success (*persistent, determined, creative, courageous, focused, hardworking, relaxed, risk-taker, organised, clever, optimistic, open-minded, ambitious, confident*); Verb (*flow*); Phrasal verb (*burn up*); Nouns (*genius, alkaline battery, projector, patent, failure, filament, skill, trick, nap, concentration*); Adjectives (*anew, inner*); Adverb (*undoubtedly*); Phrases (*push oneself, reach one's goals, set oneself a target, under pressure*)

5g Skills

98

Lesson Objectives: To talk about career success, to listen for specific information

Vocabulary: Background (finances, qualifications/good education, relevant experience, influential friends & acquaintances, supportive family & friends); People skills (competitive spirit, ability to delegate, listening skills, sensitivity to others, popularity, teamwork skills, good communicator); Other personal qualities (enjoy challenges, high intelligence, attractive appearance, self-motivation, ambition, determination, natural talent)

5h Curricular: Design & Technology 99

Lesson Objectives: To read for gist, to read for lexicogrammatical correctness, to do an online test and report back

Vocabulary: Verb (determine); Nouns (brain, organ, hunger, thirst, identity, skull, hemisphere, nerve fibres, logic, tendency, syntax, pathway)

5i Writing 100-101

Lesson Objectives: To analyse a model story, to order events, to learn/practise adjectives/adverbs/verbs, to write a story

Skills 5 102-104

Lesson Objectives: To read for gist, to read for general comprehension, to listen for specific information, to talk about exploration, to practise word formation, to write a story, to practise key word transformations

Language in Use 5 105

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 5 107

Lesson Objectives: To listen and read for gist, to read for specific information, to present information about Star City and/or Russia's space programme

Vocabulary: Verbs (train, undertake, simulate, rotate, spin, launch, dock); Phrasal Verb (blast off); Nouns (facility, pine forest, traffic jam, billboard, recreation, personnel, planetarium, capsule, jaw, gravity); Phrase (loaded with)

► What's in this module?

Read the title of the module *Breakthroughs* and ask Ss to suggest what they think the module will be about (the module is about major breakthroughs in science and medicine, inventions, exploration and characteristics for success). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

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

- Direct Ss' attention to the pictures and ask them to read the texts next to each one.
- Go through the words in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the texts. Check Ss' answers.

Answer Key

- A 1 discovered 2 revolutionised 3 led
B 1 launched 2 unmanned 3 orbit
C 1 pioneered 2 supply 3 lit up
D 1 came across 3 work out
2 writing 4 unreadable

b) **Aim** To categorise topics

Explain/Elicit the meanings of the words in the rubric and then elicit which category the topic of each text is related to.

Answer Key

- A medicine C technology
B space exploration D archaeology

OVER TO YOU!

Aim To talk about major breakthrough and express a personal opinion on the topic

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

Suggested Answer Key

- I think the discovery of penicillin has impacted our lives the most because antibiotics have saved millions of people from dying from simple infections since then.
- It was a major breakthrough when man invented the wheel thousands of years ago as it paved the way for the development of vehicles, but also other things like the water wheel and the windmill, which gave humans a power source.
It was a major breakthrough when the printing press was invented because it allowed many books to be printed quickly, making knowledge much more widely available and improving education.

BACKGROUND INFORMATION

Alexander Fleming (1881-1955) was a Scottish biologist and pharmacologist. He discovered penicillin in 1928.

Nikola Tesla (1856-1943) was a Serbian-American inventor, physicist, mechanical engineer and electrical engineer. His work helped form the basis for the invention of radio communication.

Yuri Gagarin (1934-1968) was a Soviet cosmonaut. He was the first human to journey into outer space (1961).

5a Science

Vocabulary & Reading

- 1 **Aim** To introduce key vocabulary and predict the content of the text

- Go through the words/phrases in the list and explain/ elicit the meanings of them. Elicit Ss guesses as to what the text may be about.
- Play the recording. Ss listen and read and check.

Suggested Answer Key

I think the text could be about microscopic robots that are partly made of DNA molecules. Through molecular biology and nanotechnology they can be used for medical applications. They could be used to perform operations like miniature robot surgeons and they may be called spider-bots. They could allow many treatments that are currently not possible.

- 2 **Aim** To read for specific information

- Ask Ss to read questions 1-6 and possible answers. Ss read the text again and choose the correct answers.
- Check Ss' answers and ask them to justify them.

Answer Key

- D (microscopic robot ... device)
- A (understand its surrounding environment, make decisions and move automatically)
- B (a possible walking distance of around 100 nanometres)
- A (One day, people could live ... with miniature robot surgeons ... protecting the insides of their bodies.)
- C (most of these concerns are over safety regulations ... would like further tests to be carried out on products before they are allowed to enter the market)

- 6 C (these microscopic robots ... will allow treatments to be given that are currently impossible)

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

Suggested Answer Key

- molecule (n):** a microscopic unit of a substance
dub (v): to call sth by a new name
groundbreaking (adj): new and likely to effect the future; innovative
detect (v): to find; to identify the existence of sth
molecular level (phr): at the level of the molecules of sth
protein (n): highly complex substance present in all living organisms
strand (n): a thin fibre
attached to (pp): connected to sth
medical applications (phr): ways sth may be used in medicine
patrol (v): to move around a place protecting it
administer (v): to give (of a medicine/treatment)
carry out (phr v): to perform a task
steady hand (phr): to have hands that do not shake when performing a delicate task
precision (n): accuracy
invasive surgery (phr): an operation that involves cutting open the body

- 3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the list to the gaps in the sentences using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---------------|----------------|------------|
| 1 environment | 3 developed | 5 commands |
| 2 device | 4 applications | 6 chips |

Grammar

- 4 **Aim** To revise/practise reported speech

- Explain the task and read out the example. Explain how tenses and pronouns change from Direct to Reported Speech.
- Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task and then check Ss' answers round the class.

Answer Key

- Josie told me that she had just found a job working in a science lab.
- He said that they would soon have enough money to buy a more powerful computer.
- Tom told me that he was going to watch Frankenstein on DVD that night.
- She said that Philip was very interested in science.

- 6 Tony said that Sally worked for a company that designed robots.
- 7 She told me that she had read an article about artificial intelligence the other day.

Speaking & Writing

- 5 **Aim** To identify the main idea/To summarise a text

- Give Ss time to look through the text again and find the main idea in each paragraph. Ask Ss to make notes and then give Ss time to use their notes to summarise the text. Remind Ss that they should use their own words while writing the summary as much as possible.
- Ask various Ss around the class to read their summary to the rest of the class.

Suggested Answer Key

- A: microscopic robot ... created by a team of researchers in USA ... called nanospider ... crawls along molecules of DNA
- B: It can walk, turn and create its own products.
- C: made of DNA molecules
- D: they can walk 100 nanometres, researchers trying to improve this
- E: Nanotechnology could be very important in the future... medical applications
- F: Some worried about safety of nanotechnology
- G: Billions of dollars being spent on nanotechnology around the world...in the future nanorobots may perform surgeries impossible today

A microscopic robot was recently created by a team of researchers in the USA. They call it a nanospider and it can crawl along molecules of DNA. It can walk and turn and make its own products. It is made of DNA molecules. So far, it can walk 100 nanometres but researchers are trying to make it walk longer distances. Nanotechnology seems to be very useful and may have a lot of medical applications. Some people are concerned about how safe nanotechnology is. A lot of money is spent on nanotechnology and in the future scientists believe nanorobots may be able to operate on people.

- Play the recording. Ss listen and read the text and find out.

Suggested Answer Key

I think that all of these people can be described as bright sparks because they had great ideas. I think Angela Zhang must have discovered something really important, Cameron Johnson must have been successful in business, Emily Cummins must have invented something really useful and Derreck Kayongo must have done something that really helped a community.

- 2 **Aim** To read for specific information

- Ask Ss to read the questions 1-15 and then read the text again and match them to the people A-D.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Answer Key

1 C	4 D	7 A	10 B	13 D
2 A	5 B	8 B	11 C	14 A
3 A	6 D	9 C	12 C	15 D

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

Suggested Answer Key

cure (v): to heal/make sb better from an illness/disease
cancer (n): a serious illness where cells in the body become abnormal
nanoparticle (n): a very small piece of material
tumor (n): an abnormal growth in the body caused by cancer
tissue (n): a group of connected cells
overwhelming (adj): intense
stuffed animal (phr): a soft toy in the form of an animal
auction site (phr): an Internet site where people who want to buy sth bid for it
wholesale price (phr): the price for a large amount of goods sold to a business
lecture (v): to give an informative presentation to a group of people
scrap materials (phr): small pieces of things that are usually thrown away
hammer (n): a hand tool for hitting nails into wood
come up with (phr v): to think of an idea
sweating (n): the process of perspiring
evaporation (n): the process whereby a liquid turns to gas because of heat
cylinder (n): a tube with circular ends and long straight sides, often used as a container
wasteful (adj): throwing things away that could be used
hygiene (n): cleanliness
chill (v): to make sth cold
global (adj): international

5b Big ideas

Reading & Vocabulary

- 1 **Aim** To introduce the topic, predict the content of the text and listen and read for gist

- Explain what 'bright spark' means (an intelligent person) and ask Ss to read the introduction of the text, look at the pictures and read the title.
- Elicit Ss' guesses as to what each person may have done.

3 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

stunned = shocked

decode = solve

promising = likely to be successful

purchased = bought

hosted = presented

put themselves out there = make themselves known

portable = easily moved

potential = capability

sanitise = clean/disinfect

4 **Aim** To consolidate new vocabulary

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

Answer Key

1 evaporates

3 tissue

5 cross

2 tumors

4 rejection

6 donate

Grammar

5 a) **Aim** To revise/practise reported questions/ orders & special introductory verbs

- Quickly revise the grammar structures. Refer Ss to the **Grammar Reference** section for the theory to help them if necessary.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 He asked her if he could buy those cards.

2 He apologised for not having called her.

3 Sally told Mike not to throw it away.

4 She asked him where he had got it from.

5 He reminded him/her/them to hand in his/her/their essay the next day.

6 He ordered us to stop shouting.

7 She suggested watching/that we watch 'Beat the Boss'.

8 He refused to give up.

b) **Aim** To practise reported speech

- Explain the task and give Ss time to find the direct speech in the text and rewrite it in reported speech.
- Check Ss' answers around the class.

Suggested Answer Key

"But then I found that it almost became like a puzzle, being able to decode something," she added. – She added that she had found that it had almost become like a puzzle having been able to decode something.

"Don't be afraid of rejection," he said. – He told people not to be afraid of rejection.

"The simplest method of cooling something can be seen when you look at how we cool biologically – through sweating and evaporation," Emily said.

Emily said that the simplest method of cooling something could be seen when you looked at how we cooled biologically – through sweating or evaporation.

"We sanitise them first," he explained, "then heat them at very high temperatures, chill them and cut them into final bars. It's a very simple process, but a lot of hard work." – He explained that they sanitised them first, then heated them at very high temperatures, chilled them and cut them into final bars. He added that it was a very simple process, but a lot of hard work.

Speaking & Writing

6 **Aim** To act out an interview

- Explain the task and ask Ss to take roles of an interviewer and one of the people A-D and think of questions and answers based on the information in the text. You can elicit various questions from Ss and write them on the board for Ss to use them (See questions in the Suggested Answer Key).
- Ss take turns to act out their interviews in front of the class.

Suggested Answer Key

A: So, Derreck, when did you first get the idea of recycling hotel soap?

B: It was when I was staying in a hotel in the USA and I was really shocked to hear that guests were given new soap every day.

A: Why was that so shocking to you?

B: Well, being from Africa, I know that 2 million young children die each year through lack of hygiene.

A: So how exactly did you get your project started?

B: I simply began asking hotels to donate their used soap.

A: That sounds pretty simple.

B: It is, but it's hard work actually. We have to sanitise all the soap first, then heat it at very high temperatures, chill it and cut it into final bars.

A: I see. So, how many bars of soap has your project provided to people in need so far?

B: We have provided about 100,000 bars of soap to people in 9 different countries absolutely free.

A: That's amazing, Derreck! Well, good luck for the future of your project.

B: Thank you very much!

7 **Aim** To develop critical thinking skills/To personalise the topic

- Read the rubric loud and give Ss time to write a few sentences in answer to the questions.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I really admire Emily Cummins because not only did she invent something really clever but it was something that could help people in need in the developing world. I think she managed to achieve that because she enjoyed making things from scrap materials, but she must have put a lot of thought and hard work into her idea to make it work, too. I also admire her for giving talks encouraging people to follow their dreams. That's a really unselfish thing to do. I definitely think we can all be inspired by this to use our skills and the things we enjoy to do some good in the world.

5c Culture Corner

1 **Aim** To predict the content of a text and read for gist

- Elicit what, if anything Ss known about the Royal Observatory in Greenwich. Then elicit questions from Ss around the class and write two of them on the board. (*Where is the Royal Observatory? What can one do there? What can one see there? etc*)
- Give Ss time to read the text and elicit if they can answer the questions.

Suggested Answer Key

I know that the Royal Observatory is in Greenwich, London, England and that it has something to do with the stars and planets.

What is the observatory most famous for?

It is famous for being the place where time begins.

What can visitors see and do there?

Visitors can touch the prime meridian and stand over it with one foot in each of the world's hemispheres. They can also visit London's only planetarium.

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

- Ask Ss to read the text again and choose the correct word for each gap 1-12.
- Play the recording. Ss listen and check their answers.

Answer Key

1 than	4 can	7 not	10 each
2 When	5 up	8 for	11 well
3 after	6 order	9 is	12 where

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

Suggested Answer Key

observatory (n): a building which scientists use to watch the stars

exactly (adv): completely correct

precisely (adv): accurately

time zone (n): one of many equal parts into which the world is divided where the time is the same and is an hour different to the parts on either side

circle (v): to go around sth

physically (adv): relating to the body

courtyard (n): a paved open area surrounded by buildings

navigate (v): to find your way with a map; to sail

accurate (adj): correct

fixed (adj): arranged or decided and not able to be changed

hemisphere (n): one of two halves of the Earth

complex (n): a collection of buildings that are connected

planetarium (n): a building where people can learn about the planets and the stars by watching moving images of the sky at night using a special machine

refracting (adj): causing light to change direction or separate when it travels through it

3 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

calculated = worked out

imaginary = not real

tricky = difficult

navigate = sail/steer

pinpoint = find the exact position of

brilliant = very intelligent

divides = cuts into parts

boasts = has something that it is proud of

Suggested Answer Key

*All time zones in the world are **calculated** from the prime meridian in Greenwich.*

*The prime meridian is an **imaginary** line that **divides** the globe into two hemispheres.*

*The Royal Observatory was set up to solve a **tricky** problem; sailors needed to know what the exact time was to **navigate** their way around the world and **pinpoint** where they were.*

***Brilliant** scientists came up with the idea of the prime meridian.*

*The Royal Observatory also **boasts** London's only planetarium.*

4 **Aim** To consolidate new vocabulary through

antonyms

- Go through the list of words in the rubric and give Ss time to match them to their antonyms in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

unknown – famous
real – imaginary
incorrect – accurate
spread – gathered

changeable – fixed
tiniest – largest
minor – major

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

Ask various Ss around the class to say three things they have learnt from the text.

Suggested Answer Key

I learnt that all world time is calculated from the prime meridian, an imaginary line at the Royal Observatory in Greenwich, London. I learnt that the Royal Observatory was set up in 1675 because sailors needed to know the exact time to navigate around the world. I also learnt that the meridian divides the globe into two hemispheres.

6 **Aim** To develop research skills/To give a presentation about an important observatory/science museum in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The NEMO Science Museum in Amsterdam is situated on top of the River IJ car tunnel and it's a fantastic 'hands-on' science and technology museum that is very popular with both children and adults. The remarkable museum, which is built in the shape of a green ship's hull, was designed by the famous Italian architect Renzo Piano and opened in 1997. There are many interesting exhibits spread out over 4 'decks' covering areas such as DNA, electricity, the human brain, computers and the origins of life. In addition, visitors can watch entertaining shows and demonstrations. In the summer it's even possible to climb up to the roof deck café and relax in a deckchair!

5d Everyday English

1 **Aim** To read for gist and express an opinion

- Ask Ss to read the adverts quickly and say what place each one is for.
- Then elicit which one they would prefer to visit and why.

Answer Key

Advert A is for the London Planetarium, a place where you can see images from spacecraft and telescopes. Advert B is for the Science Museum in London with all sorts of exhibits and an IMAX cinema.

Suggested Answer Key

I would prefer to visit the planetarium because it sounds like something completely different. I think it would be amazing to see real images from space and also to do things like landing on Mars.

2 a) **Aim** To present situational language

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

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

- Elicit Ss' guesses as to what the dialogue is about.
- Play the recording for Ss to listen and read and find out.

Answer Key

I think the dialogue is about someone trying to persuade their friend to visit the planetarium.

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

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

Why do you think it's so extraordinary? – What's so special about it?

You're joking! – You're kidding!

I think that seems good. – Actually, I do like the sound of that.

Oh, please! – Oh, come on!

I think I'll like it. – Well, I suppose it might be fun.

Intonation

- 4 **Aim** To present/practise intonation when showing interest

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Choose two Ss to read out the example. Ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: *Why don't we go to the Blue John Canyon on Saturday?*

B: *What's so special about it?*

A: *It's got caves with beautiful minerals.*

B: *I like the sound of that.*

A: *Why don't we go to the Natural History Museum next week?*

B: *Is it worth going?*

A: *Yes, it's got a dinosaur exhibition and a wildlife garden.*

B: *You've convinced me.*

Speaking

- 5 **Aim** To role play a dialogue persuading someone to visit a place

- Explain the situation. Ss work in pairs and act out a dialogue using the advert and the sentences in Ex. 2 to help them. Ss can use the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: *Hey, look at this advert for the Science Museum in London. It sounds fantastic! Why don't we go on Sunday?*

B: *The Science Museum? What's so special about it?*

A: *Well, it's got lots of interactive exhibits on things like medicine, computing and space.*

B: *Hmm ... I'm not so interested in science.*

A: *You're kidding! It says here that there are also science shows, an IMAX cinema and a flight simulator.*

B: *Really? Actually, I do like the sound of that. I like the idea of the flight simulator.*

A: *Me, too. Oh, come on! You'll enjoy it when you get there.*

B: *Well, how much are the tickets?*

A: *It's free to get in.*

B: *OK then. Let's go!*

5e Exploration

Vocabulary & Reading

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

- Explain the task and give Ss time to complete it.
- Play the recording. Ss check their answers. Explain any unknown words.

Answer Key

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

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

- Ask Ss to read the title of the text and the first two sentences.
- Elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think that Jill Heinerth dives into the ocean depths and explores caves that no one else has ever been to before.

BACKGROUND INFORMATION

Ernest Shackleton (1874-1922) was an Irish explorer. He is known for his polar expeditions.

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

- Ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text again and complete the task
- Check Ss' answers and ask them to justify them.

Answer Key

- 1 B (*one of world's top cave divers; had her photos published worldwide; won awards for her documentaries; got the world record for distance travelled underground; first woman to cave dive in Antarctic*)
- 2 D (*even though she didn't know if there were any (caves) there*)
- 3 A (*"We found a dazzling world of sea stars and other curious creatures."*)

- 4 D (it was only later that she found out that a piece of ice had crashed into the entrance to the cave. If she had been near, she would have been killed ... were trapped by strong currents and only managed to escape by ... Just two hours later, the iceberg shattered)
- 5 C (Jill freely embraces her fear ... we mustn't avoid doing things that frighten and challenge us ... if you don't chase fear, then you'll be running away from it for the rest of your life)
- 6 B (her work may affect future space missions ... One day NASA hopes to send ... 3D mapping device to the underwater caves of Europa, one of the moons of Jupiter)

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

Suggested Answer Key

depths (n): a long way down under the sea/ocean

expedition (n): a difficult journey to perform a specific task e.g. to discover sth

make someone's name (phr): to give sb a reputation for sth

head to (v): to set off towards a place

iceberg (n): a huge piece of floating ice in the sea

leap of faith (phr): an action that involves believing sth that is not easy to believe

disturbance (n): trouble

air bubbles (phr): small balls of air in liquid

rough (adj): not smooth; difficult

crack (n): a narrow opening between two parts of sth

oxygen tank (phr): a container filled with breathable gas for a diver to use

threat (n): danger

current (n): the force of moving water

handhold (n): a part of sth that protrudes or has a hole so you can use it to hold onto

put someone off (phr v): to deter sb from doing sth

embrace (v): to accept sth enthusiastically

multimedia presentation (phr): a presentation using images, sound, video, etc

heated wetsuit (phr): a suit for use in the water that has an inbuilt system for keeping the body warm

mapping device (phr): a gadget that can generate maps of unexplored places

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the rubric to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

following in the footsteps of = doing the same things as

diverse = varied

dazzling = impressive/beautiful

trapped = unable to escape

massive = huge

embraces = accepts

exhale = breathe out

have the best of both worlds = enjoy two different opportunities

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|----------------|----------------|-------------|
| 1 descend(ed) | 3 crashed into | 5 floated |
| 2 plunged into | 4 collapsed | 6 shattered |

Grammar

6 a) **Aim** To present/revise the causative

- Direct Ss' attention to the pictures and read out the examples. Elicit when we use the causative.
- Refer Ss to the **Grammar Reference** section to help them if necessary.
- Elicit an example in the text.

Answer Key

We use the causative when we have arranged for someone else to do something for us.

Example in text: She has had her stunning photographs published worldwide. (l. 4-5)

b) **Aim** To practise the causative

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- Jill has had her equipment checked.
- She will have her new diving mask delivered tomorrow.
- Greg had his swollen ankle examined by the doctor.
- Nick is having his wetsuit repaired.

Speaking & Writing

7 **Aim** To act out an interview

- Explain the situation and ask Ss to work in pairs and choose roles.
- Ss work together and think of questions and answers based on the information in the text.
- Ss then act out their interviews in pairs.

- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the class.

Suggested Answer Key

A: Hello Jill and welcome to the show.

B: Thank you.

A: So, tell us what you do for a living.

B: Well, I go on expeditions to explore underwater caves.

A: That sounds amazing. You've broken some records, haven't you?

B: Yes, I have. I broke the world record for distance travelled underground, spending 21 hours underwater and I became the first woman to cave dive in the Antarctic, too.

A: Now that was the expedition that really made your name, wasn't it, Jill?

B: Yes, that's right. I explored the caves in the largest iceberg on the planet there, B-15.

A: What was that experience like, Jill?

B: Hard to describe, really. We found a dazzling underwater world there of sea stars and other amazing creatures. It was quite dangerous, though.

A: Really? Why's that?

B: Well, while we were in the cave, a piece of ice crashed into the entrance. We were trapped by strong currents, too, and only managed to escape by pulling ourselves along by finding handholds in the ice wall. Just two hours later, the iceberg shattered.

A: Doesn't this kind of incident put you off cave diving, Jill?

B: No, not at all. I think we should face our fears.

A: That's great. Jill, could your work affect future space missions?

B: Absolutely. A 3D mapping device might be used on a mission to the underwater caves of Europa, one of the moons of Jupiter.

A: That's very interesting. Thank you so much for coming on the show today, Jill. I wish you good luck with all your future expeditions and other plans.

B: Thank you so much. It's been a pleasure.

Answer Key

single-minded = focused

doesn't give up = persistent

brave = courageous

willing to accept ideas/suggestions = open-minded

looks at the positive = optimistic

really wants to be successful = ambitious

won't let anything stop him/her doing sth = determined

Suggested Answer Key

A: I believe that it's really important to be determined and persistent if you want to achieve something because if you don't give up, you will succeed in the end.

B: I agree. I also think it's important to be courageous because there are many risks involved when you are trying hard to achieve something; if you want to start a business for instance.

A: That's right. So it's important to be risk-taker, too.

B: Yes. Do you think it's important to be relaxed, too?

A: I'm not sure about that. If you're too relaxed, you'll never achieve anything!

B: That's true, but on the other hand stress can be really unhelpful.

A: I agree. Still, I believe we often think more clearly when we're relaxed.

B: Maybe. I think you have to be really organised to succeed.

A: Hmm ... That depends on what you want to achieve. Creativity is more important for some life goals.

B: That's true, and the same for being clever. Some people weren't top of the class at school, but they are still successful. I think ambition, optimism and determination are the most important characteristics. What do you think?

A: I agree. A positive attitude helps a lot, and if you have ambition you are usually really determined.

B: The same goes for confidence. If you believe you can achieve something, I think you probably will eventually.

A: I think so, too.

5f The road to success

Vocabulary

1 **Aim** To present key vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to read the list of words/phrases and explain/ elicit the meanings of any unknown ones and then match some of them to the definitions.
- Choose two Ss to read the example aloud. Ask Ss to discuss in pairs the importance of each characteristic in helping someone to become successful.

2 a) **Aim** To introduce the topic of the text

Elicit what, if anything, Ss know about Thomas Edison.

Suggested Answer Key

I know that Thomas Edison was an American inventor who was born in the 19th century. He is best known for inventing a working light bulb.

b) **Aim** To read for gist

- Read the quotation aloud and elicit what Ss can infer about his personality from it.
- Play the recording.
- Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think that Thomas Edison must have been an extremely clever person. I also think he must have believed in working really hard to achieve your dreams.

3 a) **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and match them to the paragraphs.
- Check Ss' answers and ask them to give reasons for their choices.

Answer Key

- 1 F (he had a hand in many more things ... recorded music, electrical systems, the telephone, the alkaline battery, x-rays and an early cinema projector)
 - 2 C (too slow to learn ... many of his inventions failed)
 - 3 G (absolutely refused to give up ... He wasn't afraid of failure)
 - 4 A (Pushing himself to reach his goals ... He set himself a target ...)
 - 5 H (take time out to relax ... relaxation and short naps can improve our concentration and creativity)
 - 6 D (4 million pages of Edison's notes)
 - 7 E (what are you waiting for? Get busy achieving your dreams)
- Refer Ss to the **Check these words** box and explain/elicite the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

genius (n): sb with a very great and rare natural ability or skill, especially in science or art

alkaline battery (phr): device that produces electricity to provide power for machines and gadgets without using acid

projector (n): a machine for showing films/ images on a screen/surface

patent (n): the right to make/sell an invention for a number of years

undoubtedly (adv): without a doubt

failure (n): when sb/sth does not succeed; loss

filament (n): the part inside a light bulb that heats up and gives off light

burn up (phr v): to be destroyed by fire

anew (adj): all over again from the start

push oneself (phr): to encourage oneself to continue to try hard/succeed

reach one's goals (phr): to succeed in doing what you set out to do

set oneself a target (phr): to aim to achieve a fixed goal

skill (n): an ability to do an activity or job well

trick (n): an effective or quick way to do sth

under pressure (phr): having stress or worry

nap (n): a short sleep during the day

concentration (n): thinking carefully about sth

flow (n): to move in one direction smoothly and continuously

inner (adj): relating to the inside of sth

b) **Aim** To identify the author's purpose

Read the rubric aloud and elicit answers with reasons from Ss around the class.

Suggested Answer Key

The author's purpose in writing this article was to persuade the reader to believe in something and do their best to make it come true. By using Thomas Edison's life as an example, the writer is trying to persuade the reader that they should work hard and be persistent in order to achieve their dreams in life.

Grammar

4 **Aim** To revise quantifiers and countable/uncountable nouns

- Give Ss time to complete the task. Refer Ss to the **Grammar Reference** section for details. Then elicit examples in the text.
- Elicit which of the words in bold we use with countable/uncountable nouns/both.

Answer Key

- | | | |
|--------------|-------------|--------------------|
| 1 none | 6 All | 11 a great deal of |
| 2 a little | 7 Both | 12 either |
| 3 much | 8 Few, many | 13 any |
| 4 hardly any | 9 several | |
| 5 a lot of | 10 many | |

Suggested Answer Key

Examples in the text: Most people, many more things, many of his inventions, we all, a few tips, Many of life's failures, All our mistakes, under a little pressure, you'll be amazed by how much, with several small metal balls, many new ideas

countable nouns: every, a few, few, many, several

uncountable nouns: a little, much, little

both: none, a small amount of, hardly any, a lot of, all, either, both, a great deal of, or, any

5 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|------------------|------|
| 1 practical | 4 contributed to | 7 on |
| 2 long-lasting | 5 out | |
| 3 reach | 6 fell, deep | |

6 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

had a hand in = participated in

give up = stop trying

stepping stones = a way to make progress

intolerant of = not willing to accept/put up with

try taking a leaf out of Edison's book = behave the same way as Edison

effective = successful

drift off to sleep = slowly fall asleep

scribble down = write down quickly

stuck on = unable to do

wander = move from topic to topic

tap into = make use of

7 **Aim** To analyse quotations

- Ask Ss to read Edison's quotations in the text again and explain them.
- Then ask various Ss around the class to say which ones are the most inspirational and why.

Suggested Answer Key

"Genius is 1% inspiration and 99% perspiration." – To achieve something truly amazing requires a good idea or a small amount of creativity, but mostly it's down to a lot of hard work.

"Many of life's failures are people who did not realise how close they were to success when they gave up." – People often fail in life because they give up too soon.

"There is great value in disaster. All our mistakes are burned up and we can start anew." – Disasters aren't necessarily bad. They erase your mistakes and you have the chance to start again.

I find the first quote the most inspirational because it suggests that everyone has the potential to achieve something really great if they are willing to put in the effort.

8 **Aim** To develop critical thinking skills/To analyse Edison's success and express personal goals

- Read the rubric aloud and give Ss time to think of their answers and then write a few sentences.
- Ask various Ss around the class to read out their sentences to the rest of the class.

Suggested Answer Key

Thomas Edison was a genius, but his success came because he never gave up trying, even after failing many times, and he tried to see his failures in a positive way. He also worked extremely hard and set targets for himself.

He understood the importance of relaxing to improve his concentration and creativity. Finally, he kept journals in which he wrote down all his ideas. All this inspires me to feel more confident about being able to achieve my dreams in life because Edison clearly believed that everyone is capable of reaching their goals.

9 **Aim** To develop research skills/To give a presentation on Thomas Edison

- Explain the task and give Ss time to find out more information about Edison on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Thomas Edison was a very curious child and was always asking questions. He was a poor student however as his mind often wandered. He built his first lab at the age of only 10 and used all his spare money to buy chemicals for experiments. Around age 12, Edison lost almost all his hearing, but he saw it as an advantage as it helped him concentrate on his experiments better. In 1869, when Edison was only 22, he got his first patent for a vote-recording machine. Unfortunately it was never used, so from that point on Edison only invented something if there was a need for it. Edison had various jobs during his early life such as a telegraph operator and a printing machine mechanic, then he set up an 'invention factory' in New Jersey. He said, "I never quit until I get what I'm after. Negative results are just what I'm after. They are just as valuable to me as positive results." Edison worked long hours and expected a lot from his employees.

5g Skills

Vocabulary & Speaking

1 **Aim** To introduce the topic, present key vocabulary and generate topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit suggestions of more jobs for each category and then read out the example and elicit which jobs Ss might like to do in the future.

Suggested Answer Key

deal with people – waitress, bank cashier

start your own business – open a dance studio, manicurist

have a 9-5 job in an office – human resources assistant, typist

be the boss – a chief editor, store manager

work from home as a freelancer – online teacher, writer

become a professional – vet, professor
have a skilled job – carpenter, painter
work in the armed forces/emergency services –
ambulance driver, naval officer
become a famous celebrity – TV presenter, DJ

I might like to start my own business in the future; maybe something like a web design business, because I'd like to be my own boss. I really wouldn't like to be a famous celebrity, though; I think it would be far too much pressure.

2 **Aim** To talk about the importance of certain factors for certain jobs

- Go through the factors in the spidergrams with Ss. Ask Ss to discuss in closed pairs which factors they think are the most important for each of the types of jobs in Ex. 1 following the example. Ss can use their own ideas as well.
- Monitor the activity around the class offering help if necessary. You can ask pairs to discuss the different types of jobs listed in Ex. 1 e.g. Pair A can discuss jobs which deal with people, Pair B can discuss jobs that people choose when they want to start their own business, etc.

Suggested Answer Key

B: ... enjoy challenges a lot, because it can be quite difficult to set up a business. You also need a lot of determination to succeed and self-motivation because you don't have anyone else to do things for you or tell you what to do.

A: That's right. What about a job where you have to deal with people?

B: Well, mostly I think you need sensitivity to others for those kinds of jobs and good communication skills.

A: I agree. I think celebrities need to have good communication skills too, and they also need a lot of confidence and maybe natural talent.

B: Yes, you're right. I think people with skilled jobs need the right qualifications obviously.

A: That's true, but also relevant experience can be just as valuable to them. etc

3 **Aim** To listen for specific information

- Ask Ss to read the questions 1-7 and the possible answers.
- Play the recording. Ss listen and complete the task. Check Ss' answers.

Answer Key

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

5h Curricular: Science

1 a) **Aim** To predict the content of the text

- Explain that our brain is divided into two hemispheres (left, right) each one controlling different tasks/skills.
- Elicit Ss' guesses in answer to the questions in the rubric.

Suggested Answer Key

Left hemisphere: logic, details, lists, language

Right hemisphere: creativity, general ideas, music skills, emotions, imagination

b) **Aim** To read for gist

Give Ss time to read the whole text and check if their guesses were correct.

Suggested Answer Key

Left hemisphere: logic, details, lists, language

Right hemisphere: creativity, general ideas, music skills, emotions, imagination

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

- Allow Ss some time to complete the task.
- Ss compare their answers with their partner.
- Check Ss' answers.

Answer Key

1 B	3 B	5 A	7 D	9 B	11 C
2 D	4 D	6 B	8 C	10 D	12 A

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

Suggested Answer Key

brain (n): the organ inside the head that controls thought, memory, feelings and activity

organ (n): a part of the body which performs a particular job

hunger (n): the feeling of needing to eat

thirst (n): the feeling of needing to drink

determine (v): to decide

identity (n): who a person is

skull (n): the bones of the head that protect the brain

hemisphere (n): half of a sphere

nerve fibres (phr): a group of long thin threads that carry information between the brain and other parts of the body

logic (n): reasoning

tendency (n): sth that is likely to happen

syntax (n): the grammatical arrangement of words in a sentence

pathway (n): a route

3 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

regulates = controls

complex = complicated

senses = the five physical abilities (touch, taste, sight, smell & hearing)

dominant = more powerful

function = purpose

handle = deal with/manage

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

- Ss work in pairs and talk about three things they remember from the text.
- Elicit answers from Ss around the class.

Suggested Answer Key

The brain weighs around 1.4 kg. The left hemisphere is responsible for the right side of the body and vice versa. The right side of the brain is dominant in artists.

5 **Aim** To do an internet quiz about left/right side brain dominance and report back to the class

- Explain the task and ask Ss to do an Internet search to find a quiz that test which side of the brain is dominant.
- Ask Ss to do the quiz and mark down their results and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

(Ss' own answers)

5i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and the underlined key words and then give them time to answer the questions.
- Check Ss' answers.
- You can refer Ss to **Writing Bank 1** before answering the questions.

Answer Key

1 short story competition, magazine readers will read it

2 past tenses will be used

- I must begin the story with the words. 'It seemed like an opportunity too good to miss.'
- The story could be about a great opportunity that someone is offered, for example to take part in an exciting activity and something that happens while the person takes part.
- I should write 120-180 words.
- I can begin the story with the weather, who was involved, what they were going to do & when the story took place, feelings of those involved. I might end it with what happened in the end and how the characters felt.

2 **Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

Answer Key

sets the scene: para 1

describe the events in the order they happened: 2 & 3

include direct speech: paras 2 & 4

describe the characters' feelings: para 1 & 4

includes the climax event: para 3

3 **Aim** To order the events in a story

- Ask Ss to read the story again and then read the events A-H and order them.
- Check Ss' answers. Ask Ss to use the events to summarise the story in their own words using appropriate time sequence words.

Answer Key

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

Suggested Answer Key

One day last April, we arrived at The Devil's Drop in the rain. First of all, we crawled down a tiny dark tunnel. Finally, we reached a huge cave. Suddenly, we heard a crack and water started to fill the cave. We looked for a way out and then we saw a narrow tunnel. I was crawling along the tunnel when icy water gushed into it. Finally, to my relief, Harry and Sam pulled me out.

4 a) **Aim** To identify descriptive language (adjectives)

- Read out the **Study Skills** box and explain that this tip will help Ss complete the task successfully.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

adventurous members of the potholing club
tiny dark tunnel
slow dripping of water
cool dampness
huge cave
glistening stalactites and stalagmites
thundering crack
icy water
fresh air

b) **Aim** To identify descriptive language (adverb – verb collocations)

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

Answer Key

1 *heavily* 3 *anxiously* 5 *violently*
 2 *frantically* 4 *slowly*

5 a) **Aim** To identify descriptive language (verbs)

- Explain the task and ask Ss to copy the table into their notebooks and complete it referring back to the model story.
- Check Ss' answers.

Answer Key

move – crawl, reach, hurry, gush *look – search*
say – yell *see – spot*

b) **Aim** To practise descriptive language (verbs)

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Answer Key

A 1 *crept* 2 *spotted* 3 *ran*
 B 1 *staring* 3 *noticed* 5 *grinning*
 2 *drifting* 4 *approaching*

6 **Aim** To practise using descriptive language

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

Answer Key

1 *waited nervously* 6 *fantastic*
 2 *crept* 7 *excited*
 3 *peered* 8 *powerful*
 4 *huge* 9 *rock violently*
 5 *deep* 10 *absolutely terrified*

7 a) **Aim** To identify writing techniques in a model

Ask Ss to read the theory and then look back through the story and say which techniques were used.

Answer Key

to begin – creating atmosphere by describing the weather, people, setting the scene; expressing the characters' feelings/mood

to end – expressing the characters' feelings/mood; using direct speech

b) **Aim** To identify beginnings/endings to stories and the techniques used in them

- Ask Ss to read the extracts A and B and elicit which one is an ending and which one is a beginning to a story.
- Then elicit which techniques have been used.

Answer Key

A: *ending (expressing the characters' feelings/mood, using direct speech)*

B: *beginning (creating atmosphere by setting the scene and describing the weather, asking a rhetorical question, creating suspense/mystery)*

8 a) **Aim** To analyse a rubric/To prepare for a writing task

- Ask Ss to read the rubric, underline the key words and answer the questions in pairs.
- Check Ss' answers.

Answer Key

Key words: *short story competition, must begin: It was risky, but I knew I wanted to try it. story (120-180 words)*

1 *I should write a short story. I must begin with the sentence in the rubric.*

Suggested Answer Key

2 *The story could be about some friends who decide to take part in a dangerous activity and then something goes wrong.*

3 *I could set the scene by describing the weather, talking about the characters' feelings and describing when/what time the story is happening and what the friends are going to do.*

4 *I could make the story more interesting by including interesting adjectives/ adverbs/ verbs instead of simple ones and by including appropriate techniques for beginning/ending the story.*

b) **Aim** To listen for ideas

- Ask Ss to copy the paragraph plan into their notebooks.

- Play the recording. Ss listen and make notes under the headings in the plan.

Suggested Answer Key

Para 1: freezing cold but sunny day, cave diving club, dangerous ice caves in the frozen lake, arrived chatting excitedly

Para 2: dived into freezing water, entered first cave, spectacular view, then awful cracking sound above me

Para 3: horror, cave wall began to collapse, felt an arm pulling me, noise of ice breaking, reached the surface, Liam saved me

Para 4: everyone relieved, shaking with cold and fear but happy to be alive

9 **Aim** To write a story

- Refer Ss to **Writing Bank 5** for more details and practice.
- Give Ss time to write their story using their answers from Ex. 8 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly.

Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me.

I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!

As the others surfaced, you could see the look of relief on everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.

Skills 5

Reading

1 **Aim** To predict the content of the text and read for gist

- Ask Ss to read the title and the first and last paragraphs in the text and elicit Ss' guesses and to what the article is about.

- Give Ss time to read the text and find out.

Suggested Answer Key

The article is about the fact that scientists have recently discovered more than 1,200 new planets and that they are hoping to find worlds that may be fit for life.

2 a) **Aim** To analyse a rubric

- Ask Ss to read the rubric and elicit the key words in it and in the headings.
- Check Ss' answers.

Suggested Answer Key

Key words: A – future's looking good, B – what, discovery, mean, C – what, seems, to show, D – Kepler's done so far, E – New inhabitable planets, F – Challenges, G – Technology, changed everything, H – History, planet discovery

BACKGROUND INFORMATION

NASA (The National Aeronautics and Space Administration) was formed in 1958 and is responsible for the USA's civilian space programme and for aerospace research. Its motto is "For the Benefit of All". Its headquarters are in Washington, DC.

b) **Aim** To read for comprehension

- Give Ss time to read the text and complete the task.
- Ss check their answers with their partner.
- Ss should justify their answers.

Suggested Answer Key

- 1 E (recently discovered more than 1,200 worlds ... that might be for life.)
- 2 B (... it would tell us that a planet is home to inhabitants ...)
- 3 H (For 200 millenia ... Then in 1781 ... Within a century and a half ... And then there was nothing until 1995 ...)
- 4 G (Until now, they've found ... nearly one a week ... That is, until Kepler's big announcement ... able to find many planets at the same time.)
- 5 D (Kepler has found ... SETI has searched ...)
- 6 C (early results from Kepler indicate ... at least 30,000 ... habitable worlds.)
- 7 A (... still underway ... in the next few years ... but 30,000 is a big number!)

Listening

3 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and the sentences and identify the key words.
- Elicit what Ss expect to hear in the recording.

Suggested Answer Key

Key words: five different speakers, plans for the future, Match, speaker, with the sentences, one extra sentence, A – how, achieve, dream (will, going to, plan, soon, etc.), B – how ambitious he/she is (success, determined, etc), C – doesn't know, what he/she wants to do (unsure, not certain, job, career, etc), D – just had, career change (job, profession, fired, hired, etc.), E – why, do a certain job (because, particular, especially, etc), F – wants to work with others (teamwork, co-operation, together, etc)

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

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Suggested Answer Key

1 B 2 A 3 E 4 C 5 F

Writing

4 **Aim** To write an informal letter

- Read out the rubric and elicit the key words.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

Key words: letter from, Thomas, Can you see yourself running your own business one day? , What would your dream job be like?, more important, make a lot of money, be happy in your job, Why?, write, letter, answer, 3 questions, 100-120 words, Remember, rules of letter writing

Dear Thomas,

Thanks for your letter. It's great to hear that your dad is setting up his own Internet business.

I don't know whether I can see myself running my own business because it's too much responsibility. You have to hire and fire people and also make sure that they do their jobs properly. My dream job would be something that allowed me to be paid to do something I love, but that's very rare these days. I would rather be happy in my job than make a lot of money. It can't be nice to do to something you hate even if you are well paid.

Write back with more news about your dad's business.

Best wishes,

Erin

Speaking

5 a) **Aim** To prepare to give a talk

- Read out the rubric and explain the task.
- Ask Ss to think of words/ideas in pairs and write them in their notebooks.

Suggested Answer Key

Key words: 1.5-2 minute talk, exploration, why people, go where no one has ever been before, benefits of expeditions, whether you would go, what kind, ocean, Arctic, desert

Brainstorm: ambition, fame, advances in science, financial, broaden the horizons of knowledge, new medicines, new species, depths, endangered species, frozen wastes, oil, natural gas, heat, etc.

b) **Aim** To give a short talk on a topic

- Ss use their notes and the prompts to present their talk to their partner.
- Monitor the activity around the class, then ask various Ss to give their talk to the class.

Suggested Answer Key

There are many reasons why people want to go on expeditions to places that other people have never been before. Expeditions are usually funded by scientific institutes, universities or private companies and in each case there are important reasons for the expedition. Firstly, there is the sense of personal achievement that someone will get when they do something that no one else has done whether it is finding something new or unusual or just expanding the horizons of knowledge. Secondly, there is the fame that goes with such an achievement. The first person that does something or goes somewhere will go down in history and nothing can change that. Thirdly, there may be a lot of money in discovering some new place or thing.

Expeditions can bring lots of benefits. A lot of expeditions find something that can be used. Expeditions into the rainforests have found plants that can be used for medicines. Expeditions to the bottom of the sea and the snow fields of the Arctic have found valuable deposits of oil and natural gas and even if the expedition comes back with nothing that can be used, just learning about something new can be incredibly rewarding.

I wouldn't like to go on an expedition because they are usually dangerous. People have lost their lives going to places that no-one has gone to before. I admire the people who put themselves at risk in the name of science, but I'm afraid I'm not one of those people.

c) **Aim** To analyse a model talk

- Play the recording. Ss listen and compare it to their own.
- Elicit comparisons from Ss around the class.

Suggested Answer Key

The student talks about the challenge of expeditions and the thrill people get from seeing or doing something for the very first time. The student also mentions the fact that through film and photography, the people back home can share in what the explorers are seeing. Finally, the student says that they would like to go on an expedition to the bottom of the sea.

6 **Aim** To practise word formation

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

Suggested Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 natural | 3 impressive | 5 attraction |
| 2 Scientists | 4 mysterious | 6 darkness |

7 a) **Aim** To read for gist

Give Ss time to skim the text quickly and elicit what it is about.

Suggested Answer Key

The text is about a Greek physicist's sudden breakthrough and how we can perhaps have similar breakthroughs.

b) **Aim** To practise grammar forms in context

- Give Ss time to read the text again and complete the gaps with the correct grammar forms.
- Check Ss' answers.

Suggested Answer Key

- | | |
|-------------------|--------------------|
| 1 cried | 6 having |
| 2 to share | 7 find/are finding |
| 3 rose/would rise | 8 are looking for |
| 4 is used | 9 will come |
| 5 isn't | |

Writing8 a) **Aim** To prepare for a writing task

Ask Ss to read the rubric, underline the key words and then elicit answers to the questions.

Suggested Answer Key

Key words: short story, 'An incredible discovery', (120-180 words)

My story could be about someone diving to the bottom of the sea and discovering some hidden treasure. The main event is the discovery of the treasure and it will be in paragraph 3. I will make my story more interesting by using a variety of adjectives and adverbs.

b) **Aim** To write a story

- Give Ss time to do the task.
- Then ask them to do peer assessment on their partner's essays.
- Check Ss' answers.

Suggested Answer Key**An Incredible Discovery**

One warm, sunny Sunday afternoon last summer, my friends, Nathan, Andrea and I decided to go exploring in a beautiful national park. "I've heard that there are some hidden caves there," Nathan told us, excitedly. "Let's try to find them!"

After a few hours not seeing even a single cave, I finally spotted a tiny entrance in a rock face. We all quickly crawled through and I switched on a torch and peered around. We all gasped loudly in surprise. There on the wall was a huge cave painting. There were figures of people and strange-looking animals.

"We should show this to someone," Andrea eventually whispered. We all agreed that it could have been done by teen jokers. We quickly fetched a park ranger. The next day, a team of archaeologists swarmed to the cave and took lots of photos. Eventually, we learnt that we had indeed discovered a very rare stone-age cave painting! Soon after, the archaeologists discovered more similar paintings in the area. We were local heroes! We certainly felt very proud of ourselves!

9 **Aim** To practise key word transformations

- Explain the task and give Ss time to complete it.
- Remind S to use the word given and two to five words.
- Check Ss' answers.

Answer Key

- | |
|------------------------------------|
| 1 told Julie not to |
| 2 want anyone else to know |
| 3 everyone apart from |
| 4 borrowed his bike without asking |
| 5 is supposed to be |
| 6 didn't remember anything |

Language in Use 51 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 break down | 4 backed down |
| 2 cut down | 5 turned (it) down |
| 3 live (it) down | 6 closing down |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | | |
|--------|------|-------|---------|
| 1 with | 3 at | 5 in | 7 under |
| 2 on | 4 to | 6 out | |

3 **Aim** To practise collocations

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

Answer Key

- | | | |
|-----------|-----------|--------------|
| 1 cave | 4 steady | 7 relevant |
| 2 medical | 5 leap of | 8 walking |
| 3 safety | 6 stuffed | 9 developing |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | |
|-----------------|----------------|
| 1 scientific | 4 confidence |
| 2 development | 5 treatment |
| 3 concentration | 6 presentation |

5 **Aim** To practise words often confused

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

Answer Key

- classified
- composed
- won
- strong

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- French soldiers
- four nanometres in width (100,000 times smaller than the diameter of a human hair)
- through a principle similar to sweating/evaporation (water between 2 cylinders evaporates in the sun, removing heat from the inner cylinder)
- an astronaut
- 9
- Greenwich Mean Time
- almost £470 million
- 4 million pages

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- When did Alexander Fleming discover penicillin? (1928)
- What did Nikola Tesla pioneer? (the use of alternating current to send power over huge distances)
- When did Vostock 1 orbit the Earth? (1961)
- What is Angela Zhang working towards? (finding a cure for cancer)
- What does Cameron Johnson do for a living? (He's an entrepreneur.)
- Where is the Royal Observatory? (Greenwich, London)
- When did Jill Heinerth first go to the Antarctic? (2000)
- When was Thomas Edison born? (1847)

Russia 5

Reading & Listening

1 **Aim** To introduce the topic and stimulate interest

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording and elicit from Ss if their questions were answered.

Suggested Answer Key

Star City is where cosmonauts are trained before they go into space.

I would like to know:

- how long it takes to train as a cosmonaut.
- how many people live there.
- what equipment they have there.

The text doesn't mention how long cosmonauts train. It says that 7,000 people live there and mentions replicas of real spacecraft, the centrifuge and a swimming pool to prepare cosmonauts for space walks.

2 **Aim** To read for specific information

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

Suggested Answer Key

- | | | | | | |
|-----|------|------|-----|-----|-----|
| 1 T | 2 NS | 3 NS | 4 F | 5 F | 6 T |
|-----|------|------|-----|-----|-----|

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

Suggested Answer Key

train (v): to learn skills you need to do sth

facility (n): a building used for a specific purpose

pine forest (n): an area where many pine trees grow

traffic jam (n): a queue of cars that can't move due to something blocking the road or too much traffic

billboard (n): a large advertising sign

recreation (n): leisure activities

personnel (n): the people who work in a place

undertake (v): to accept to do a task

planetarium (n): a building where lights and lasers are used to represent the planets and stars

simulate (v): to create or produce sth just like the original

loaded with (phr): putting heavy objects on sth/sb so it doesn't move easily

rotate (v): to turn in a circular motion

capsule (n): a small container, attached to a spacecraft, where the people sit

spin (v): to turn round quickly, whirl

jaw (n): the lower part of your mouth and face

launch (v): to send or fire into space

gravity (n): the force which attracts everything to the planet

blast off (phr v): (for a spacecraft) to take off on a journey

dock (v): to link or hook up a spacecraft to a docking platform

- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Star City hasn't always had a name; at one time it was called Military Unit 26266 and only had a staff of 250 people. The cosmonaut training centre was opened on 11th January 1960 and it wasn't until 1969 that its name was changed to honour Yuri Gagarin. The centre doesn't just train Russian cosmonauts, it also trains international specialists from countries like France and India for their own space programmes.

3 **Aim** To consolidate new vocabulary

- Ss match the words.
- Check Ss' answers.

Suggested Answer Key

- | | | |
|------------|-------------|-------------|
| 1 to spare | 3 replicas | 5 submerged |
| 2 tough | 4 intensive | |

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

- Ss talk in pairs about what they found interesting.
- Ask various pairs to report back to the class.

Suggested Answer Key

I found the information about the centrifuge the most interesting. I've seen this particular piece of equipment on documentaries about the space programme and I'd love to be able to try it.

5 **Aim** To expand the topic

- Give Ss time to look up more information about Star City and/or the Russian Space Programme on the Internet or in encyclopaedias.
- Ask various Ss to report back to the class.

Back in time

Topic

In this module, Ss will explore the topics of historic tourist attractions, parts of a ship, ways of moving in water, household duties, features of archaeological sites/cities and war and protest.

Modular page

107

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for gist

Vocabulary: Historic tourist attractions (*The Forbidden City, Lascaux Caves, The Lost City of Stone, Mount Rushmore, carved into stone, depicts, the seat of, ruined, prominent, dating back*)

6a Shipwrecks

108-109

Lesson Objectives: To read for gist, to read for cohesion and coherence, to revise relative clauses, to describe an imaginary scene, to give a report on the sinking of the Titanic

Vocabulary: Parts of a ship (*funnel, stern, lifeboats, deck, prow, passenger cabins*); Ways of moving in water (*glide, dart, plunge, sink, drag, drift*); Verbs (*stare, gaze, rip, descend, drown*); Nouns (*submersible, grave, grand staircase, promenade deck, iceberg, sheet, wreckage, bronze, remains, hypothermia, memorial cemetery*); Adjectives (*lunar, wealthy, colossal, unsinkable, hostile*)

6b Life in the past

110-111

Lesson Objectives: To listen and read for gist, to read for specific information, to revise clauses, to write a diary entry, to compare life in Edwardian England to today

Vocabulary: Household duties (*do the cleaning/the washing-up, bookkeeping, scrub the pots and pans, stocktaking, serve food, polish boots/silver, dust furniture, carry trays of dinner, cook meals, have singing lessons, wash clothes, mop the floor, lay the table, make the beds, iron the clothes*); Verbs (*polish, intensify, quit, enforce*); Nouns (*servant, tutor, possession, corset, bookkeeping, stocktaking, code*); Adjectives (*smooth-running, overjoyed, engrossing, cracked, filthy*); Phrases (*hit a note, on behalf of, in charge of, do the orders, have a clue, be like a well-oiled machine*)

6c Culture Corner

112

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a presentation on a famous author from the past from your country

Vocabulary: Verbs (*wander, expose*); Nouns (*adaptation, debtor, shoe polish, workhouse, social reform, injustice, social justice*); Adjectives (*vivid, grimy, cruel*); Adverb (*passionately*)

6d Everyday English

113

Lesson Objectives: Persuading somebody to visit a tourist attraction, to learn the intonation of commenting on an experience, to act out a dialogue

6e Lost cities

114-115

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about archaeological sites, to give a presentation on a lost city/archaeological site

Vocabulary: Features of archaeological sites (*tiled path, multi-coloured stone façade, tomb, temple, ruins, ancient columns, wreck, colossal statue, cave dwellings*); Verbs (*loot, excavate, fade, reveal, shield, decay*); Phrasal verb (*run down*); Nouns (*civilisation, rubble, ruins, jeep, crack, canyon, wreck, visibility, raider, vendor, spire, reconstruction*); Adjectives (*mighty, tiled, carved, vibrant, thriving, conquered, tempting, colossal, exhilarating, advancing, heartening*)

6f Subterranean world

116-117

Lesson Objectives: To listen and read for gist, to read for specific information, to learn inversion, to talk about the Paris Catacombs

Vocabulary: Subterranean world (*pavement cafes, dimly-lit winding staircase, cemeteries, dark narrow tunnels, limestone quarries, catacombs, human skulls, 6 million skeletons, hidden entrances, manhole covers, concert halls*); Verbs (*sip, decompose, emerge*); Phrasal verb (*crave out*); Nouns (*dungeon, anticipation, inscription*); Adjectives (*sinister, bustling, sunlit*)

6g Skills

118

Lesson Objectives: To talk about protesting, to compare photographs, to listen for specific information

Vocabulary: War & protest (*army, vote, defeated, protest, survival, battle, invaded, demonstration, navy, enemies, defend, attack, air force*)

6h Curricular: History 119

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a report on the role of women during WWII in your country

Vocabulary: Verbs (*plough fields, harvest crops, triumph*); Phrasal verbs (*call upon, sign up*); Nouns (*supplies, ammunition, armed forces, bomb shelter, ambulance, secret agent, weapon*); Phrases (*war services, voluntary services, take pride in, front line*)

6i Writing 120-121

Lesson Objectives: To analyse a model essay, to practise using adjectives/adverbs, to write a description of a place

Skills 6 122-124

Lesson Objectives: To read for specific information, to practise buying a ticket, to listen for specific information, to practise word formation, to practise key word transformations, to write a description of a place

Language in Use 6 125-126

Lesson Objectives: To practise phrasal verbs and prepositional phrases, to practise word formation, to consolidate vocabulary from the module, to do a quiz, to write a quiz

Russia 6 127

Lesson Objectives: To listen and read for gist, to read for general comprehension, to present information about the Hermitage museum and/or an exhibit/some exhibits found there.

Vocabulary: Verbs (*range, feature*); Phrasal Verb (*branch out*); Nouns (*reign, artefact*); Adjectives (*sheer*)

► What's in this module?

Read the title of the module *Back in time* and ask Ss to suggest what they think the module will be about (*the module is about historic tourist attractions, archaeological sites and historical events*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary**1 Aim To introduce the topic**

Direct Ss' attention to the pictures and elicit which places, if any, Ss know and what, if anything, they know about them.

Suggested Answer Key

I have heard of The Forbidden City in Beijing, but I don't know much about it. I think there are some temples there.

I have heard of the Lascaux Caves. There are some very old cave paintings there.

I have heard of the Lost City of Stone in Petra. They filmed one of the Indiana Jones films there.

I have heard of Mount Rushmore in the USA. It has the faces of some past US Presidents carved on it. (George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln)

2 a) Aim To present/practise new vocabulary

- Direct Ss' attention to the words in the list and explain/elicite the meanings of any that are unknown.
- Give Ss time to use them to complete the sentences 1-4 and then play the recording for Ss to check their answers.

Answer Key

- | | |
|------------------|----------------------|
| 1 carved, ruined | 3 depicts, prominent |
| 2 dating back | 4 seat |

b) Aim To match descriptions to pictures

- Direct Ss' attention to the pictures A-D and elicit which sentence (1-4) describes each one.
- Play the recording. Ss listen and check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 C | 2 B | 3 D | 4 A |
|-----|-----|-----|-----|

OVER TO YOU!**Aim To recommend places to tourists to your country**

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

Suggested Answer Key

I would recommend that tourists visit the Tower of London because it has a long rich history and it is a very interesting place. There are lots of things to see there including The Crown Jewels. I would also recommend that tourists visit Stonehenge in Wiltshire because it is a very old and mysterious place that has stood there for over a thousand years.

BACKGROUND INFORMATION

Beijing is the capital of the People's Republic of China. It is located in northern China and is one of the most populous cities in the world.

France is a country in western Europe. Its capital city is Paris. Its official language is French.

Petra is a historical city in Jordan in Asia. It lies on the slope of Mount Hor and attracts a lot of tourists every year. The city was established in 312 BC and is a UNESCO World Heritage Site.

South Dakota, USA is a state in the midwestern US. Its capital city is Pierre. It is named after the Lakota and Dakota Sioux American Indian tribes.

Ming Dynasty (1368-1644) was founded by Zhu Yuanzhang and it became one of the most stable dynasties in China.

6a Shipwrecks

Vocabulary

- 1 **Aim** To present topic-related vocabulary and match it to a picture

- Give Ss time to match the words to the letters in the picture.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

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

Reading

- 2 a) **Aim** To introduce the topic

Elicit what, if anything Ss know about the Titanic.

Suggested Answer Key

The Titanic was a large British ocean liner that sank in April, 1912 during its maiden voyage to New York from Southampton, England when it hit an iceberg. About 1,500 people died.

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

- Read the rubric aloud and elicit Ss' guesses in answer to the question.
- Give Ss time to read the text and find out.

Suggested Answer Key

I think I would see a large shipwreck with lots of recognisable features.

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

- Ask Ss to read the sentences A-H and then to read the text again and fit them in the correct gaps.
- Elicit which words helped Ss to decide on their answers.

Answer Key

- 1 A (front part of ship, further along, back part)
- 2 H (most beautiful, wreckage, still inspire and overwhelm)
- 3 C (engine rooms, machinery, funnels)
- 4 G (shoes)
- 5 B (drowned, died, others claimed by the sea)
- 6 F (animal life, organism, hostile environment, strange creatures)
- 7 E (nothing can beat the sight)

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

Suggested Answer Key

submersible (n): a small submarine
stare (v): to look at sth/sb steadily
lunar (adj): relating to the moon
grave (n): a place in the ground where a dead person is buried
gaze (v): to look at sb/sth for a long time in thought or admiration
grand staircase (n): a large elaborate flight of stairs
promenade deck (phr): the part of a large ship where the passengers can walk
wealthy (adj): rich; having a lot of money
iceberg (n): a large piece of floating ice in the sea; glacier
sheet (n): a large flat thin piece of sth
rip (v): to tear
colossal (adj): very large
wreckage (n): a badly damaged object; the remains of sth after it has been damaged
descend (v): to move down
bronze (n): a brown metal made of copper and tin
remains (n): sb's dead body
drown (v): to die by being unable to breathe underwater
hypothermia (n): a serious medical condition in which sb's body temperature falls very low because they have been in severe cold for a long time
unsinkable (adj): impossible to sink
memorial cemetery (phr): a graveyard where stone objects have been placed to honour dead people
hostile (adj): not suitable for life; inhospitable

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold in the text to the words in the rubric using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

thrown = scattered

moves smoothly = glides

front part of a ship = prow

look at steadily = stare

not friendly = hostile

felt = experienced

extremely cold = icy

5 **Aim** To present new vocabulary

- Read out the list of words and give Ss time to replace the words in bold in the sentences in the correct form.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|----------|-----------|
| 1 dragged | 3 darted | 5 sank |
| 2 plunged | 4 glided | 6 drifted |

Grammar

6 a) **Aim** To revise relative clauses

- Elicit words that introduce relative clauses (*who, which, whose, whom, when, why, where*). Write on the board:
*The man **who** lives next door just called you.*
*This book, **which** Jane bought me, is based on a true story.*
- Elicit which of the two relative clauses in the examples is important to the meaning of the main sentence (1st). Explain that this is a defining relative clause which cannot be omitted or put in commas. Ss compare with the second example.
- Give Ss time to identify relative clauses in the text.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers from Ss around the class and which ones are defining/non-defining.

Answer Key

... **which** plunged to this watery, icy grave ... (non-defining)

... **where** the wealthy passengers ... (defining)

... **who** heroically went down with the ship (non-defining)

... **who** died in the disaster (defining)

... **when** man realised ... (defining)

... **which** would have been ... (defining)

b) **Aim** To practise relative clauses

- Explain the task and read out the example.
- Give Ss time to complete it then check Ss' answers.

Answer Key

- Jenny, whose great grandfather was on the 'Titanic', is doing the same course as me.
- The reason why not many people have visited the wreckage of the 'Titanic' is that it costs a lot.
- It was 2:20 am when the 'Titanic' sank.
- Shirley, who is my neighbour, is studying History at university.
- That's the spot where the ship hit an iceberg.
- The 'Queen Elizabeth', which is an enormous cruise ship, sailed its maiden voyage in 2010.

Speaking & Writing

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

Play the recording, Ss listen and read the text again and write a few sentences about what they found the most interesting and why.

Suggested Answer Key

I found it interesting that so much of the ship has survived under the sea after 100 years. I also found it interesting that they didn't find the ship's funnels.

8 **Aim** To describe an imaginary scene

- Explain the situation and give Ss three minutes to write some sentences describing the imagined scene and their feelings.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

The scene is total chaos. People are crying and screaming and running around. There are not enough boats and only a few passengers are being loaded into them. People are panicking because they realise we may end up in the water. I am terrified.

9 **Aim** To develop research skills

- Give Ss time to look up information on the Internet about the 'Titanic' and write their paragraphs. Then ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to read out their paragraphs in the next lesson.

Suggested Answer Key

The 'Titanic' was part of the White Star Line. The ship hit the iceberg 4 days into its journey and it sank 2 hours and 40 minutes after it hit. There were 2,200 passengers and crew in total and only 20 lifeboats. Only 705 people survived. The water was 4 degrees below freezing and

almost all the people who were in the water died within minutes. Only 13 people were pulled from the sea into the lifeboats. At 4 am, a ship called the 'Carpathia' came to help the survivors.

6b Life in the past

Vocabulary

- 1 **Aim** To introduce vocabulary and talk about your daily life

- Read out the list of household duties and explain/ elicit the meanings of any unknown words.
- Ask various Ss around the class to say which of the activities they do/don't do.

Suggested Answer Key

I do the washing-up and make my bed every day. I sometimes lay the table and dust the furniture. I never cook meals or do bookkeeping or stocktaking.

Reading

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

- Ask Ss to read the introduction and suggest what they think life was like in Edwardian times.
- Play the recording. Ss to listen and read the text and find out.

Suggested Answer Key

I think life would be very different depending on whether you were rich or poor. If you were rich, life would have been very easy but if you were poor, life would be hard.

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

- Ask Ss to read the questions 1-15 and then read the text again and choose the correct person A-D for each one.
- Check Ss' answers.

Answer Key

1 D	4 D	7 D	10 C	13 A
2 C	5 A	8 B	11 B	14 B
3 C	6 A	9 A	12 D	15 A

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

Suggested Answer Key

servant (n): sb employed in sb's house, doing jobs such as cooking and cleaning, especially in the past
smooth-running (adj): operating without problems
hit a note (phr): to successfully sing/play the correct musical note

tutor (n): a teacher who teaches sb on an individual basis

possession (n): sth sb owns; belongings

on behalf of (phr): for sb else

in charge of (phr): responsible for sth/sb

overjoyed (adj): very happy

corset (n): a type of undergarment to make sb look slimmer

do the orders (phr): complete an ordering process

bookkeeping (n): keeping accounts

stocktaking (n): the counting of all the goods, materials, etc kept in a place

have a clue (phr): to understand sth

polish (v): to clean sth with a cloth to make it shine

intensify (v): to make sth greater, more serious or more extreme

quit (v): to give up/stop doing sth

enforce (v): to make people obey a law/rule

code (n): a set of rules/principles used by a group of people

be like a well-oiled machine (phr): to work very well

engrossing (adj): very interesting

cracked (adj): damaged with thin lines on its surface

filthy (adj): very dirty

BACKGROUND INFORMATION

The Edwardian period (1901-1910) followed the Victorian era (1837-1901) and it covers the reign of King Edward VII in the UK. During this period, the British class system was very rigid. Changes in the economy provided more social mobility. Rapid industrialisation increased economic opportunities. The period was followed by World War I (1914-1918).

- 4 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

sure of myself = confident

not loose = tight

really = truly

amenities = comforts

very happy = overjoyed

teacher = tutor

hint = clue

dirty = filthy

interesting = engrossing

idea = taste

got stronger = intensified

woke up = rose

Grammar

5 **Aim** To practise clauses

- Explain the task and give Ss time to complete it. Refer Ss to the **Grammar Reference** section for details.
- Check Ss' answers.

Answer Key

- 1 Now that the staff have finished their work, they can relax.
- 2 Cleaning the rooms took so long that I didn't get time for a break.
- 3 Lord and Lady Finch eat upstairs whereas the staff eat in the kitchen.
- 4 A maid quit and as a result we had to work much harder.
- 5 Although it was raining, Lady Acton insisted on going horse riding.
- 6 Make sure the car is ready in case Lord Cawley needs it.

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

Allow Ss some time to prepare their answers. Elicit answers from Ss around the class.

Suggested Answer Key

The family lived upstairs and the servants worked downstairs. The family members lived a life of leisure going horse riding and taking singing lessons. The servants worked very hard and had to follow orders. The housekeeper was in charge of all the maids and the butler was in charge of the footmen. The housekeeper did the orders, the bookkeeping and stocktaking. The footmen polished boots and silver and carried huge trays of dinner. The kitchen maids did the washing-up and the mopping.

Speaking & Writing

7 **Aim** To personalise the topic; to write a diary entry

- Explain the task and give Ss time to write a short diary entry.
- Ask various Ss around the class to read their diary entry to the rest of the class.

Suggested Answer Key

Today I woke up and went horse riding after breakfast. Later I had a singing lesson with my tutor and I think I am really improving. For the rest of the day, I was quite bored. I read for a while and then I had dinner with my family and went to bed quite early.

8 **Aim** To compare and contrast life in Edwardian England to life today

- Explain the task and give Ss three minutes to write a few sentences comparing life then and life now.

- Ask various Ss around the class to read out what they have written to the class.

Suggested Answer Key

Life in Edwardian England was very different to today. They had servants whereas today we don't. These servants lived and worked in other people's houses, but that doesn't really happen today. Women were the property of their father or their husband and that's not true today. Women didn't have much freedom and weren't allowed to speak out which is not the case nowadays. Today we have much busier lives than in Edwardian times and people are equal in society whether they are rich or poor.

6c Culture Corner

1 **Aim** To present the topic and read for gist

Read the rubric aloud and ask Ss to give Ss' time to read the text to find out the answers to the questions.

Suggested Answer Key

Charles Dickens was an English writer in Victorian times. His novels were about life and ordinary people in the 19th century.

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

- Ask Ss to read the text again and think of a suitable word for each gap 1-12.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Suggested Answer Key

- | | | | |
|---------|---------|-----------|--------|
| 1 after | 4 spent | 7 where | 10 of |
| 2 some | 5 in | 8 between | 11 as |
| 3 all | 6 own | 9 By | 12 who |

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

Suggested Answer Key

adaptation (n): a film or a play made from a book

vivid (adj): bright and colourful

wander (v): to walk around aimlessly

grimy (adj): dirty

debtor (n): sb who owes an amount of money to sb

shoe polish (n): a substance used for cleaning shoes

expose (v): to uncover sth

cruel (adj): harsh and unkind

workhouse (n): a place where people lived and worked very hard because they had nowhere else to live

social reform (n): improvements in situations in society

injustice (n): unfairness

passionately (adv): very strongly/ emotionally

social justice (n): fairness in society

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

Answer Key

- | | | | |
|---------|---------|-----------|----------|
| 1 film | 3 grimy | 5 aspects | 7 child |
| 2 vivid | 4 draw | 6 cruel | 8 social |

4 **Aim** To consolidate new vocabulary

- Go through the words/phrases in the list and give Ss time to match them to the words/phrases in bold in the text using their dictionaries if necessary.
- Check Ss' answers around the class.

Answer Key

walking around = wandering

commerce = trade

strongly = passionately

very dirty = grimy

increase = growth

uncovered = exposed

continuously = constantly

discrimination = injustice

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

Ask various Ss around the class to say three things they remember from the text.

Suggested Answer Key

I remember that Charles Dickens lived in the 1800s and wrote about life in London. I remember he wrote 35 novels and the 200-year anniversary of his birth was in February 2012.

6 **Aim** To give a presentation on a famous author from the past in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, Assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

Jane Austen (1775-1817) wrote romantic fiction. Her novels usually involved the British upper classes. The main theme of her stories was the fact that women in these times depended on marriage for social status and financial security. Some of her most famous novels are: Sense and Sensibility (1811), Pride and Prejudice (1813), Mansfield Park (1814) and Emma (1816).

6d Everyday English

1 **Aim** To introduce the topic

Direct Ss' attention to the adverts and ask Ss to read them. Elicit what Ss may be interested in seeing at each place.

Suggested Answer Key

I would be interested to see where Charles Dickens lived and the desk where he wrote his stories. I would also be interested in visiting the Globe Theatre and learning about Elizabethan special effects.

2 a) **Aim** To present situational language

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

b) **Aim** To predict the content of a dialogue and listen and read for specific information

Elicit Ss' guesses in answer to the questions in the rubric and then play the recording. Ss listen and read the dialogue to find out.

Answer Key

They are at Shakespeare's Globe Theatre in London.

They have been on the tour and now they are looking around the exhibition.

They are going to see a play (A Midsummer Night's Dream) at the theatre tonight.

3 **Aim** To find synonymous phrases in a dialogue

Read the phrases in the rubric and elicit the synonymous ones in the dialogue from Ss around the class.

Answer Key

What a great idea! – What a brilliant idea!

Yes, it was quite an experience. – Yes, it was well worth it. I've just thought of something. – I've just had a great idea.

I feel the same way. – Me too./So do I.

Intonation

4 **Aim** To present/practise intonation when commenting on an experience

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

Speaking

5 **Aim** To role play a dialogue persuading sb to visit a tourist attraction

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Monitor the activity around the class and then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: The exhibits were great, weren't they?
 B: Yes, they were. I really enjoyed seeing Dickens' writing desk and chair.
 A: Me too. The letters, manuscripts and photos were fascinating as well.
 B: Yes. Shall we look around the special Oliver Twist exhibition now?
 A: I'd love to. Look at this display!
 B: That's interesting! Hey, I've just had a great idea.
 A: What's that?
 B: Why don't we try to get some tickets to see Oliver! the musical at the theatre tonight?
 A: What a brilliant idea! Let's finish looking round the exhibition and then go to the café for some tea.
 B: Sure.

- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the places are all abandoned cities that have been rediscovered. They are all of archaeological interest.

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-15 and underline the key words.
- Then give Ss time to read the text again and match each place (A-D) to the questions.
- Check Ss' answers.

Answer Key

1 D	4 C	7 A	10 D	13 A
2 A	5 A	8 D	11 B	14 B
3 B	6 C	9 B	12 B	15 D

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

Suggested Answer Key

civilisation (n): the culture and way of life of a society at a certain period in time

ruins (n): piles of broken stones after a building has collapsed

ruins (n): the remains of an old building/town

mighty (adj): very strong/powerful

jeep (n): a 4-wheel drive vehicle

crack (n): a narrow gap between two parts of sth

tiled (adj): having tiles fixed to it (tile: piece of stone/ceramic)

canyon (n): a large valley with steep sides

carved (adj): cut from sth in order to form sth

vibrant (adj): brightly coloured

thriving (adj): prosperous

conquered (pp): defeated in battle

loot (v): to steal from shops and houses in large numbers

excavate (v): to dig sth out of the ground carefully

fade (v): to become less apparent/visible

reveal (v): to uncover sth

tempting (adj): making you want to do/have it

wreck (n): the remains of a ship underwater

colossal (adj): very large

visibility (n): the ability to see objects clearly

shield (v): to protect sth from sth else

run down (phr v): to cause sth to lose power

raider (n): sb who invades and loots a place

decay (v): to become gradually damaged

exhilarating (adj): very exciting

vendor (n): sb who sells sth

advancing (adj): coming closer

spire (n): the tall pointed part of a tower

reconstruction (n): the building of sth again to make it how it was originally

heartening (adj): making you feel happy and positive

6e Lost cities

Vocabulary

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

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation. Explain/Elicit the meanings of any unknown words.

b) **Aim** To describe pictures using topic-related vocabulary

Direct Ss' attention to the pictures and ask various Ss around the class to describe them using the vocabulary presented in Ex. 1a.

Suggested Answer Key

In picture A there is a multi-coloured stone façade.

In picture B there are some ruins underwater.

In picture C there are some cave dwellings.

In picture D there is a temple.

Reading

2 **Aim** To predict the content of the text and read for gist

- Elicit Ss' guesses as to what the places in the pictures have in common.

BACKGROUND INFORMATION

Alexandria is a big city in Egypt, Africa. It is also Egypt's largest seaport and extends about 32 km along the coast of the Mediterranean Sea. People also call it the Mediterranean's Bride or the Pearl of the Mediterranean. Its official language is Arabic.

Cambodia or the Kingdom of Cambodia is a country in southeast Asia. Its capital city is Phnom Penh and its official language is Khmer.

The Seven Wonders of the Ancient World are: Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes and the Lighthouse at Alexandria.

4 **Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases with the words in the list referring back to the text if necessary.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-------------|-------------|------------|
| 1 security | 5 rock | 9 business |
| 2 electric | 6 advancing | 10 breath |
| 3 canyon | 7 treasures | |
| 4 fairytale | 8 rays | |

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|---------------------|----------------|------------|
| 1 humidity | 5 plunged into | 9 deserted |
| 2 rubble, collapsed | 6 shielded | 10 tempted |
| 3 abandoned | 7 battle | |
| 4 crack | 8 flames | |

Speaking & Writing

6 a) **Aim** To consolidate information in a text

Elicit a variety of answers around the class.

Suggested Answer Key

Petra is carved out of red, white and pink sandstone on a cliff face. There are dozens of tombs and temples there. Alexandria was the home of the Lighthouse of Pharos, one of the Seven Wonders of the Ancient World. Its ruins are 8 metres below the sea in the harbour.

Mesa Verde is in Colorado. It is the abandoned cave dwellings of the Asanazi, an ancient Native American tribe. Angkor Wat was once a wealthy city. It is under threat from humidity and advancing jungle, but reconstruction and preservation is taking place.

b) **Aim** To expand the topic/To develop critical thinking skills

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to them.
- Ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

It is important to preserve archaeological sites because it is a link to our past. We can learn a lot about the future by looking at the past and I think it is important to preserve our heritage for future generations.

I enjoy visiting historic sites because I like history and I like learning about how people lived in the past.

7 **Aim** To develop research skills; to give a presentation on another lost city or archaeological site

- Explain the task and give Ss time to look up information about another lost city or archaeological site and write about it covering the points in the rubric.
- Ask various Ss around the class to present their lost city or archaeological site to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Macchu Picchu in Peru is also called 'The Lost City of the Incas'. It was built in the 15th century at the height of the Incan Empire but then it was forgotten for centuries. It may have been a palace of the emperor Pachacuti or it may have been a religious place, but it was deserted only 100 years after it was built. It is only 50 miles from Cuzco, the Inca capital, but the Spanish conquerors could not find it. It was rediscovered in 1911 by an American historian and explorer called Hiram Bingham who was led there by the local Quechuan people.

6f Subterranean world

Vocabulary & Reading

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually. Pay attention to Ss' intonation and pronunciation.
- Then elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

BACKGROUND INFORMATION

Paris is the capital city of France, a country in Europe. It is situated on the River Seine.

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

- Elicit Ss' guesses as to how the words/phrases in Ex. 1b could be related to Paris.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

They all relate to the Paris Catacombs.

- 2 **Aim** To read for specific information

- Ask Ss to read the questions 1-8 and the possible answers and then give them time to read the text again and choose the correct answer for each one.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- | | | |
|--------------|----------------|----------------|
| 1 D (l. 3-6) | 4 B (l. 20) | 7 B |
| 2 B (l. 8) | 5 C (l. 25-26) | 8 A (l. 44-47) |
| 3 D (l. 14) | 6 C (l. 29-32) | |

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

Suggested Answer Key

sip (v): to drink sth slowly in small amounts

dungeon (n): an underground prison

anticipation (n): the feeling of waiting for sth eagerly

sinister (adj): spooky; menacing

decompose (v): to rot

inscription (n): a message written/carved in sth

carve out (phr v): to cut sth out of sth else

bustling (adj): busy with activity/people

emerge (v): to come out

sunlit (adj): receiving a lot of light from the sun

- 3 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

made easier = cushioned

full of = infested with

collapsed = caved in

changing = transforming

walking in a relaxed way = strolling

polluted = contaminated

made appear = conjured up

in piles = stacked

moving quietly & slowly = creeping

caused to work = triggered

attraction = appeal

- 4 **Aim** To identify thematically related words

- Give Ss time to read through the text again and list all the words related to fear and label their parts of speech.
- Ss compare their answers with their partners.

Suggested Answer Key

dimly-lit (adj), bones (n), skulls (n), sinister (adj), cemeteries (n), skeletons (n), dark tunnel (n), infested (adj), rats (n), the unknown (n)

Grammar

- 5 a) **Aim** To present/revise inversions

- Read the examples aloud. Explain that when we put a negative word at the beginning of sentence the verb form should be in the interrogative. Refer Ss to the **Grammar Reference** section for more details.
- Elicit an example from the text.

Answer Key

We form inversions by changing the word order to put the subject after the verb.

Example in the text: *Never before had I seen such a sinister spectacle.*

- b) **Aim** To practise inversions

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

2 *No sooner had they left when it started to rain.*

3 *Never before had she seen anything like this.*

4 *Only after saving for months could he afford the trip to Paris.*

5 *Rarely do people get the chance to see such a sight.*

6 *Had I been told the attraction was closed, I wouldn't have come.*

Speaking & Writing

- 6 **Aim** To consolidate information in a text

- Ask Ss to look at the words/phrases in Ex. 1a again, then go through the text and make notes.
- Then ask various Ss to use the words in Ex. 1a and their notes to present the Paris Catacombs to the class.

Suggested Answer Key

When we think of Paris we usually think of pavement cafés, but under the cafés there is a dimly-lit winding staircase that leads down to the Paris Catacombs. When the cemeteries filled up in the 1700s, 6 million skeletons were moved underground. They transformed the limestone quarries into catacombs. There is a maze of dark narrow tunnels filled with human skulls and hidden entrances. In WWII they were used by resistance fighters and people called cataphiles who live underground have created an elaborate world with secret cinemas, concert halls and restaurants. So, next time you see a manhole cover you can imagine the incredible hidden world underneath.

7 **Aim** To express a personal opinion

- Read the rubric aloud and give Ss three minutes time to consider the questions and write some sentences.
- Elicit answers from Ss around the class.

Suggested Answer Key

I would like to visit the Paris Catacombs because I think they would be very interesting. I would like to see the skulls and bones stacked along the sides of the tunnels and the secret cinemas and restaurants.

6g Skills

1 a) **Aim** To present and practise new vocabulary

- Ask Ss to read the words in the list and then the headlines.
- Give Ss time to complete the task.

Answer Key

1 Army	6 demonstration	11 defeated
2 vote	7 Navy	12 enemies
3 survival	8 defend	13 invaded
4 Battle	9 Air force	
5 protest	10 attack	

b) **Aim** To listen for confirmation and translate the headlines

- Play the recording. Ss listen and check their answers.
- Then elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

Speaking

2 a) **Aim** To compare photographs

- Read the *Study Skills* box aloud and explain that this tip will help Ss to complete the task successfully.

- Go through the key language in the box and give Ss time to compare the photographs and say which way of protesting they think will be the most effective.

Suggested Answer Key

Picture A shows protesters. In the foreground a girl is shouting a message through a megaphone and there is an angry crowd in the background. It seems to be a public demonstration and they are trying to make a point about something. The crowd is being held back by a police barrier. This type of protest probably gets immediate attention and publicity.

In picture B there are banners with slogans on them in the foreground and in the background there are tents so I think people are camping out in protest. This seems to be more of a silent protest. The protesters probably sleep in tents and try to make people more aware of the problem.

(Note: NAFTA stands for North American Free Trade Agreement)

b) **Aim** To analyse a model answer/To identify discourse

- Play the recording and ask Ss to analyse the answer and identify the language the speaker uses to structure their discourse.
- Elicit answers from Ss around the class.

Suggested Answer Key

give an opinion: in my opinion

compare: on the other hand

list/add points: To begin with

speculate: it looks like they might be, this must be

Listening

3 **Aim** To listen for specific information

- Ask Ss to read the statements A-F and underline the key words.
- Play the recording. Ss listen and match the speakers to the statements.
- Check Ss' answers.

Answer Key

Speaker 1 A	Speaker 3 C	Speaker 5 E
Speaker 2 D	Speaker 4 F	

6h Curricular: History

1 **Aim** To predict the content of the text and read for gist

- Elicit Ss' guesses as to what roles women took during WWII.
- Give Ss time to read the text and find out.

Answer Key

Women worked in factories, ploughed fields, harvested crops and drove ambulances and did a lot of the jobs that the men usually did.

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

- Ask Ss to read the A-D options for the gaps 1-12 and look up the meanings of any unknown words in their dictionaries.
- Then give Ss time to read the text again and complete the task.
- Check Ss' answers.

Answer Key

1 B 3 C 5 D 7 D 9 C 11 C
2 B 4 C 6 A 8 A 10 A 12 D

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

Suggested Answer Key

war services (phr): organisation that helps during war
call upon (phr v): to ask sb to do sth
isolated (adj): alone far away from others
plough fields (phr): to use a machine to turn over the soil in a field ready to plant seeds
harvest crops (phr): to collect the edible plants from a field when they are ready to eat
take pride in (phr): to do sth properly because you are proud of doing it
supplies (n): food and other things necessary for living
ammunition (n): bullets and bombs
armed forces (n): the army, navy and air force of a country
bomb shelter (n): a place (usually underground) to be safe from fall and exploding bombs in wartime
sign up (phr v): to agree to do sth by signing a form
voluntary services (phr): organisations that organise helpers and unpaid workers
ambulance (n): a vehicle for taking people to hospital
secret agent (phr): a spy who is undercover
weapon (n): an object used in fighting or war e.g. gun, knife, bomb
front line (phr): the place where opposing armies face each other in war and fight
triumph (v): to win

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

- Play the recording. Ss listen and read the text again. Ss can write the headings into their notebooks and make notes under each one and then use their notes to tell their partners.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

The Women's Land Army called on women to plough fields, look after animals and harvest crops.

Many women took jobs in factories, making ammunition, army uniforms and even aeroplanes. Women who lived in cities spent the night in bomb shelters and then went to work the next morning. Girls as young as 14 signed up for voluntary services and even the future Queen of England drove ambulances. Some women even worked as secret agents during the war.

4 **Aim** To develop research skills/To give a presentation on what women in your country did during WWII

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Women in the USA had similar roles to women in Britain during WWII even though America didn't enter the war until 1941. Women went to work in factories making ammunition and parts for planes and tanks and other war supplies. They learnt to operate heavy machinery and to drive trucks and to weld metal. Like in Britain their war effort was much needed and much appreciated.

BACKGROUND INFORMATION

WWII (the Second World War) started on 1st September, 1939 and ended on 2nd September, 1945. It was a war where most countries got involved forming two opposing military alliances: the Allies (the Soviet Union, the US, the UK, China, France, Poland, Canada, Australia, New Zealand, South Africa, Yugoslavia, Greece, Norway, the Netherlands, etc) and the Axis powers (Germany, Japan, Italy, Hungary, Romania, Bulgaria, etc). The war ended with the Allies winning.

6i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and answer the questions. Refer Ss to **Writing Bank 6** for theory.
- Check Ss' answers.

Suggested Answer Key

- 1 an article about a historic place in my country
- 2 international students/people who visit a website for international students
- 3 a description of the place and why it is an interesting place to visit
- 4 semi-formal because it is for students my own age, but it's also for a website
- 5 A, B, C, E

2 **Aim** To analyse the structure of a model article

- Ask Ss to read the model and say what information is included in each paragraph.
- Check Ss' answers.

Answer Key

Para 1 = name, location, reason for choosing the place

Para 2 = most famous for, history and architecture

Para 3 = things to see and do

Para 4 = final comments

3 **Aim** To consolidate adjectives through antonyms

- Ask Ss to look at the adjectives in bold in the model and write them next to their opposites 1-12.
- Elicit answers from Ss around the class.

Answer Key

- | | |
|---------------------|--------------------------------|
| 1 cool – warm | 7 inconvenient – ideal |
| 2 modern – ancient | 8 tiny – huge |
| 3 ugly – beautiful | 9 unpleasant – pleasant |
| 4 dull – lively | 10 uninteresting – fascinating |
| 5 noisy – peaceful | 11 unfashionable – trendy |
| 6 awful – wonderful | 12 manmade – natural |

4 a) **Aim** To present order of adjectives

- Go through the theory on p. 120 and refer Ss to the *Grammar Reference* section for more detail.
- Elicit examples of more than one adjective together from the model in Ex. 2 and elicit which nouns they describe and what type of adjective each is.
- Check Ss' answers on the board.

Answer Key

beautiful, wonderful (place) opinion

magnificent, huge (temple) opinion, size

ancient stone (pavements) age, material

interesting 18th century (architecture) opinion, age

b) **Aim** To practise order of adjectives

- Read out the example and then give Ss time to complete it.
- Check Ss' answers.

Answer Key

- well-preserved, ancient Roman ruins
- stunning, small, bronze statue
- breathhtaking, mediaeval castle
- impressive, tall, modern buildings
- wonderful, traditional Italian restaurant

5 **Aim** To practise descriptive language (adjectives/adverbs)

- Ask Ss to read the paragraphs A-C and the adjectives/adverbs in the lists and fill the gaps accordingly.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-----------------|
| A 1 pleasant | 4 sparkling |
| 2 tree-lined | 5 extremely hot |
| 3 spectacular | |
| B 1 beautifully-built | 4 cheerful |
| 2 ancient | 5 leisurely |
| 3 incredibly | |

6 a) **Aim** To identify phrases referring to the senses

Refer Ss back to the model in Ex. 2 and elicit all the words/phrases that refer to the senses from various Ss around the class.

Answer Key

warm water – touch

see the steam rising – sight

admire the magnificent, huge temple – sight

feel the ancient stone pavements under your feet – touch

admire the interesting 18th century architecture – sight

soak up the sun – touch

b) **Aim** To practise descriptive language (use of the senses in descriptions)

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

Answer Key

- feel the road (touch)
- view of the city (sight)
- footsteps on the stone floor echoed (hearing)
- scent of the flowers (smell)
- delicious food (taste)

7 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words and then give them time to answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

Key words: international travel magazine, article, describing, important historic place, why you would recommend it to visitors, 120-180 words

- I am writing for an international travel magazine.
- I must include a description of the place and my recommendation.

- 3 I will write 4 paragraphs. Para 1 = name, location of place, reason for choosing; Para 2 = description of place, Para 3 = why important in history, Para 4 = recommendation

b) **Aim** To prepare for a writing task

- Ask Ss to decide on a place and write the headings in the plan into their notebooks and make notes under them.
- Give Ss time to turn their notes into full sentences using appropriate adjectives/adverbs.

Suggested Answer Key

Name: Windsor Castle

Location: Berkshire, England

Reason for choosing: Important part of British history

Description of place: tall turrets and towers and a large keep called the Round Tower, thick stone walls and small windows and beautiful grounds,

Activities/Facilities, etc: visit The State Apartments, see the Royal Collection, visit St George's Chapel, see the tomb of Henry VIII and see the most famous dollhouse in the world

Why it is historically important: originally built in the 11th century by William the Conqueror after the Battle of Hastings, many battles and sieges took place there, many monarchs were born there and are buried in St George's Chapel, official residence of Queen Elizabeth II

Why I like it/recommend it: a truly unique experience, you may even get to see the Queen

8 **Aim** To write a description of a place

- Refer Ss to **Writing Bank 6** for theory and practice.
- Give Ss time to write their description using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Windsor Castle is a magnificent mediaeval castle in Berkshire, England. It is an important part of British history.

The castle is an impressive sight high above the countryside below. It has tall turrets and towers with thick stone walls, small windows and beautiful grounds. Inside, there are many interesting things to see. The State Apartments have fine works of art from the Royal Collection. Then you can admire the gothic architecture in St George's Chapel and see the tomb of Henry VIII. Don't miss a peek at the most famous dollhouse in the world that belonged to Queen Mary.

Windsor Castle is very important in English history. It was built in the 11th century by William the Conqueror after the Battle of Hastings. Over the years many battles and sieges have taken place there. Numerous monarchs were born there and are buried in St George's Chapel. Today, it is the official residence of Queen Elizabeth II and the oldest and largest occupied castle in the world.

A visit to Windsor Castle is a unique experience. If you are lucky you may even get to see the Queen!

Skills 6

Reading

1 **Aim** To predict the content of the text and listen and read for gist

- Ask Ss to read the title and the first sentence in each paragraph. Elicit Ss' guesses as to what they think the text is about.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the article is about holidays where people pretend to live in the Stone Age.

2 **Aim** To read for specific information

- Explain the task and ask Ss to read the statements 1-8.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to give justifications.

Answer Key

- 1 NS
- 2 F (it is illegal to hunt in the area, the menu is mainly vegetarian)
- 3 T (no clothing has ever been found)
- 4 F (He liked innovations and he knew how to adapt to his environment.)
- 5 NS
- 6 T (they are very misunderstood, Neanderthal man survived for 270,000 years)
- 7 NS
- 8 F (That's not a bad shoe – Actually it's a soup bowl)

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words/phrases.
- Check Ss' answers around the class.

Suggested Answer Key

not advanced – primitive

new ways of doing things – innovations

developed over time – evolved

really interested in – passionate about

had difficulty speaking clearly – spluttered

OK to eat – edible

Speaking

4 **Aim** To give a talk and evaluate a partner's talk

- Read the rubric aloud and ask Ss to take turns and give a short talk on history to their partner.
- Ss then use the questions to evaluate each other's talks and report back to the class.

Suggested Answer Key

Key words: 1.5-2 minutes talk, the importance of history, how important, as a school subject, what period, most interested in, why, what, favourite historical place or site, your country, why

History is part of the school curriculum for several very good reasons. One of the most important reasons is that history shows us the mistakes that people have made in the past and allows us to avoid the same mistakes. Learning your country's history can give you a sense of national pride. It tells us about the struggles that ordinary people had to go through, ordinary people like our parents and grandparents. Also, learning about the past shows us how our society has developed over the years. In my opinion, studying history gives us a better sense of who we are, individually or as a society.

I'm most interested in the history of Ancient Rome. I love reading about how they conquered different countries and grew into an empire that influenced a lot of the world. They left their mark on most of the countries they invaded and were highly advanced in their military strategies. I'd love to visit Rome one day to see the Colosseum where gladiators fought against each other and wild animals.

One of my favourite historical places is Kizhi Pogost on Lake Onega, Karelia. There are two churches that date from the 18th century there, but the really interesting thing about them is the architecture and the fact that they are made from wood. It's a UNESCO world heritage site, but not many people know about it outside of Russia.

- 1 Yes, he/she included all the points.
- 2 Yes, he/she used a friendly confident tone and looked me in the eye.
- 3 Yes, he/she used correct pronunciation/intonation.
- 4 Yes, he/she used appropriate phrases to structure his/her discourse.

5 a) **Aim** To prepare to roleplay

- Ask Ss to read the rubric and underline the key words.
- Ss talk to their partner about what each speaker may say.
- Check Ss' answers.

Suggested Answer Key

Key words: staying, pen friend's house, Bath, England, decided, guided walking tour, buy your tickets from a ticket kiosk, Ask how often, tours, when, Ask, what, included, Agree, tell, how many tickets and for what time

Brainstorm:

Student – Can you tell me how often the guided walking tour takes place? What time are they? What is included in the tour? OK, can I have two tickets, please for 2 o'clock?
Ticket seller – Yes, of course. There are two tours every day. There is one at 10 o'clock and the other is at 2. The tour includes the Circus and the Royal Crescent, the Roman baths and ends with refreshments in the Pump Room. Enjoy the tour!

b) **Aim** To roleplay buying a ticket

- Ss complete the task in pairs.
- Monitor the activity around the class and then ask various Ss to roleplay in front of the class.

Suggested Answer Key

Student: Excuse me, but can you tell me how often the guided walking tours take place?

Ticket seller: Yes, of course. There are two tours every day.

Student: What time are they?

Ticket seller: There is one at 10 o'clock and the other is at 2.

Student: What is included in the tour?

Ticket seller: The tour includes the Circus and the Royal Crescent, the Roman baths and ends with refreshments in the Pump Room.

Student: OK, can I have two tickets, please for 2 o'clock?

Ticket seller: Here you are.

Student: Thank you very much.

Ticket seller: Enjoy the tour!

Listening

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Play the recording, Ss do the task.
- Check Ss' answers.

Suggested Answer Key

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

7 **Aim** To practise word formation

- Give Ss time to read the text and do the task.
- Ss compare answers in pairs.

Suggested Answer Key

1 likely 3 discovery 5 wealthy
2 beautifully 4 powerful 6 colourful

8 **Aim** To practise key word transformations

- Explain the task and give Ss time to complete it.
- Remind S to use the word given and two to five words.
- Check Ss' answers.

Answer Key

- 1 in order to be
- 2 dressed in such
- 3 number of visitors
- 4 only student who didn't

Writing

- 9 a) **Aim** To prepare for a writing task

Ask Ss to read the rubric and underline the key words and then elicit answers to the questions.

Suggested Answer Key

Key words: international student magazine, articles about great museums, what it's like, why you recommend it

- 1 an article, readers of an international student magazine
- 2 a museum I have visited
- 3 name & type of museum (para 1), what you can see & do there (para 2), why you chose this museum (para 1), where it's located (para 1), why people might enjoy a visit here (para 3)
- 4 I can use adjectives and adverbs and evoke the senses.
- 5 I could end with my recommendation and final comments.

- b) **Aim** To listen and make notes and then write a description of a place

- Play the recording. Ask Ss to listen and make notes under the headings in the plan. Then give Ss time to complete the writing task.
- Check Ss' answers.

Suggested Answer Key

Name: The Museum of Islamic Art

Type: Art museum

Location: Doha, Qatar

Why you chose it: the most extensive collection in the world

Description of the museum: impressive building on an artificial island in Doha Harbour full of artefacts collected by the Qatar Royal Family, ancient manuscripts, textiles and jewellery

What there is to see and do there: See exhibitions, visit library, bookshop and education centre, walk around grounds, see fountains and walkway lined with palm trees

Reasons why people might want to visit it: pieces from Spain, Egypt, Iran, Turkey, India, etc. beautiful artworks with historical significance

Final comments: incredible place, well worth a visit

Suggested Answer Key

The Museum of Islamic Art is a fantastic art museum in Doha Qatar. It has the most extensive collection of Islamic art in the world.

The museum is an impressive building on an artificial island in Doha Harbour. It is full of artefacts collected by the Qatar Royal Family including ancient manuscripts, beautiful textiles and over a thousand pieces of jewellery. There are plenty of things to see and do besides the exhibitions. You can visit the library, the bookshop and the education centre. You can also walk around the grounds and see fountains and a walkway lined with palm trees.

It is an amazing museum to visit because it has pieces of art from Spain, Egypt, Iran, Turkey and India. Also, as well as being extremely beautiful, the artworks are very historically significant.

All in all, the museum of Islamic Art is an incredible place. It is well worth a visit.

Language in Use 6

- 1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | | |
|-----------|------------|-----------|
| 1 fill in | 3 broke in | 5 fit in |
| 2 hand in | 4 gave in | 6 push in |

- 2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | |
|-------|--------|--------|
| 1 for | 3 with | 5 into |
| 2 of | 4 of | |

- 3 **Aim** To practise collocations

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

Answer Key

- | | | |
|------------|----------|---------------|
| 1 rubbish | 5 silent | 9 comforts |
| 2 fighters | 6 weapon | 10 excavation |
| 3 wealthy | 7 deck | |
| 4 planes | 8 human | |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | |
|-----------------|----------------|
| 1 demonstrators | 4 management |
| 2 existence | 5 refreshments |
| 3 unbelievable | 6 possession |

5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can use their dictionaries if you wish.
- Check Ss' answers. As an extension, ask Ss to make sentences using the other option.

Answer Key

- 1 collided 2 roles 3 barrier 4 glimpsed

Suggested Answer Key

- The car **crashed** into a tree.
- He was just the right person for the **part** in the film.
- He managed to overcome all the **obstacles** and succeed.
- She **glanced** at her watch while waiting for the bus.

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- T
- F (jungle)
- T
- T
- T
- F (35)
- T
- F (1912)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 6 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- Mount Rushmore is in Jordan. (F – South Dakota, USA)
- The Titanic sank in the Pacific Ocean. (F – The Atlantic Ocean)
- Edwardian Times were from 1901-1910. (T)
- Shakespeare's theatre was called The Elizabethan. (F – The Globe)

- In 1800, there were a million people in London. (T)
- Petra dates back to 400 BC. (T)
- There are 25 sphinxes in Alexandria harbour. (T)
- Mesa Verde is in Cambodia. (F – USA)

Russia 6

Reading & Listening

1 **Aim** To introduce the topic and stimulate Ss' interest

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three on the board.
- Play the recording and elicit if the questions were answered.

Suggested Answer Key

I know that it is in St Petersburg and that it has a huge collection of art from all over the world.

How many people visit it each year?

How many works of art it contains?

Who started the museum?

The text answered all of my questions.

2 **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

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

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

Suggested Answer Key

range (v): to include a variety of things

reign (n): the time a monarch rules a country

sheer (adj): used to emphasise the situation, utter

artefact (n): an object with historical significance

feature (v): to include, be part of

branchout (phr v): to expand (a business) into areas that are different from its normal activities

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words to the meanings.
- Check Ss' answers.

Suggested Answer Key

bought hoping it will become more valuable – invested
 remarkable/amazing – awe-inspiring
 necessary/very important – vital

latest/newest – state-of-the-art
 mixes – blends
 moves through quickly – sweeps
 moved into something different – branched out
 amazing – magnificent

Speaking & Writing

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

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

Suggested Answer Key

Saint Petersburg – location of the museum
The Winter Palace – one of the buildings of the museum
Catherine the Great – started collecting art
1917 – The Hermitage renamed the State Hermitage
11 years – the time it would take to see all the exhibits for 1 minute each
Kandinsky – artist some of whose work is in the museum
Staraya Derevnnya district – area where museums storage facilities are
Russian Ark – award-winning film that was filmed in the State Hermitage

5 **Aim** To expand the topic

- Give Ss time to find out more information about the Hermitage Museum on the Internet or in encyclopaedias and then ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

The Art Restoration and Storage Centre of the State Hermitage is a very interesting place to visit and not just for the tour. There is a display of Russian furniture that has over 1,200 exhibits from the last two hundred years. There is also the Hall of Carriages that contains some incredible carriages that were actually used on some historic occasions. There is a separate area for sculpture, tapestries and a whole department dedicated to Oriental art.

Revision 1

- 1 1 aisle 5 unemployment 9 proceed
2 edible 6 temporary 10 suspicion
3 sell-by 7 secluded
4 migrated 8 bustling

- 2 1 is 3 gets
2 holds 4 Have you visited

- 3 1 was looking, were standing
2 didn't have
3 was showing, started
4 had already been waiting, announced

- 4 1 strangest 3 higher, higher
2 worse, more difficult 4 more careful

- 5 1 out 2 out 3 off 4 out

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

7 Suggested Answer Key

Most countries have public transport systems and some are better than others. However, what are the advantages and disadvantages of using them?

There are certainly some benefits. Firstly, it is cheaper than travelling by car. A ticket usually costs less than the petrol you would need to travel the same distance, especially for longer journeys. Secondly, it is faster than travelling on foot. It would take a long time and be very inconvenient to walk everywhere. Also, it is convenient. There are often public transport routes to many places.

However, there are also some disadvantages. To start with, public transport can be crowded and uncomfortable. No one wants to travel without a seat or squashed up against other people. Also, public transport operates according to a schedule. Therefore, at certain times, for example on public holidays and late at night, there is no transport available.

Overall, there are a number of benefits and drawbacks to using public transport. I think how useful people find it depends on their lifestyle and where they live.

Revision 2

- 1 1 relief 5 invisible 9 rotten
2 glittered 6 spoilt 10 experienced
3 sweating 7 open-minded
4 far-fetched 8 raw

- 2 1 is doing 6 will be filming
2 are going 7 are going to knock
3 is going to bite 8 will have invented
4 will have found 9 will take
5 will have been 10 won't have finished

- 3 1 go 5 taking part 9 to visit
2 to try 6 wear 10 to come
3 going 7 not to eat
4 eating 8 to see

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

5 Suggested Answer Key

Some of the highest earners in society are professional athletes. While some people feel that they earn far too much, my opinion is that their pay is justified.

Firstly, athletes work extremely hard. Since their level of pay depends on their performance, professional athletes must train regularly in order to maintain their fitness and keep achieving good results.

Furthermore, they are role models in society. In particular, children hold athletes in high regard and strive to be more like their idols. This encourages young people to be physically fit and to have strength and determination.

On the other hand, some people feel that athletes do not provide a vital service to society. They believe that people in the medical and teaching professions should earn what athletes do because they contribute more to society. Also, they believe that athletes' high salaries make sporting events expensive for spectators. To sum up, while some people feel that athletes do not deserve their pay, I believe that it is justified. Athletes are talented, hardworking people who are positive role models in society. Therefore, they deserve to be highly paid.

Revision 3

- 1 1 indigestion 5 flicked 9 insomnia
2 side effects 6 refreshed 10 relieve
3 mood 7 tickled
4 treat 8 warm-up

- 2 1 Acupuncture might/may/could help to relieve migraines, but I am not convinced.
2 I was so furious I had to count to ten before I replied.
3 Dan must/has to see a doctor. He is always exhausted.
4 You needn't/don't have to/don't need to get angry. Take it easy!
5 If you want to, you could try hypnotherapy.

- 6 Visitors mustn't swim in the Sulphur Bath. It is dangerous!
- 7 Robert can't play rugby as he has a bad back.
- 8 Kiera can't/mustn't go scuba diving because of an ear infection.
- 9 Tracey can't have been dancing in the club as she is studying for exams.
- 10 You should/ought to go and see a doctor.

- 3 1 is unlikely to 3 'm supposed to 5 are to
2 is bound to 4 had better

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

5 Suggested Answer Key

Introduction

The aim of this report is to suggest ways of improving the community centre in order to make it more appealing to people of all ages.

Décor

The décor is in need of being updated. The centre needs to be redecorated. This would make it more attractive to visitors.

Facilities

Currently, there is a lack of modern facilities in the centre. Therefore, it would be a good idea to open a computer room. If we did this, the centre would be far more appealing to people of all ages.

Activities/Events

Although the centre is well-known in the community, it does not hold events that appeal to a wide audience. The addition of social events such as a weekly quiz and fitness classes would help to attract more people. These could be advertised on posters and social networking sites, which would be inexpensive ways to promote the centre.

Conclusion

To sum up, I feel that improved décor and facilities as well as additional events would make the community centre far more appealing to people of all ages.

Revision 4

- 1 1 scattered 6 gossip
2 poverty-stricken 7 capture
3 sparkling 8 appalled
4 swing 9 Assembling
5 faint-hearted 10 gathered

2 Suggested Answer Key

- 1 Jo's videos have been seen by 1 million people.
- 2 He is said to be the best actor in the world.
- 3 Christiaan was told he had TB in 2009.
- 4 His photos are enlarged before they are pasted on walls.
- 5 The new play is going to be directed by Sam.

- 6 The concert will be attended by over 1,000 people.
- 7 David was trained by a professional opera singer.
- 8 Broadsheet newspapers are considered to be more serious than tabloids.
- 9 All the concert tickets had been sold.
- 10 The script is being written for the new film.

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

- 4 1 wouldn't be 6 will get
2 went 7 attend
3 would you give 8 were
4 had 9 could
5 wouldn't go 10 wouldn't have become

5 Suggested Answer Key

Lake Louise, located in Banff National Park, Canada, holds a three day event called Ice Magic every winter. It is an ice sculpting and winter festival which takes place in the 3rd weekend of January beneath Mount Victoria.

In the shadow of the mountain, during freezing conditions, teams of carvers are given 15 huge blocks of ice which must be transformed into magnificent ice sculptures in three days. Professional carvers are invited from around the world to compete in this event.

Crowds of people come to see the sculptures being made. There is live music and hot snacks to keep everyone entertained. The atmosphere is family-friendly and the exciting builds up as the competition heats up on the final day.

I would highly recommend people pay a visit to Ice Magic. It is a fun festival for all the family. If you can't make it in January, the sculptures are usually on display until late March, weather permitting, of course.

Revision 5

- 1 1 detected 4 perform 7 currents
2 promising 5 pinpointed 8 wanders
3 wasteful 6 persistent 9 collapse
- 2 1 He warned me to stop swimming so fast or I'd run out of air.
2 He complained that Sam was always late.
3 John asked me if I could help him move house.
4 He suggested going to the Planetarium on Saturday.
5 She reminded me to clean the sink.
6 The scientist ordered us not to touch his equipment.
- 3 1 lots of 3 Many 5 a few
2 All 4 a good deal of

- 4 1 Mr Brown had a new factory built last year.
 2 Mike has just had his book published.
 3 I am having my computer fixed today.
 4 Matt has his lab cleaned every day.
 5 We are going to have our boat painted.

5 1 D 2 E 3 B 4 C 5 A

6 Suggested Answer Key

One warm day last spring, my friend Tommy suggested going for a picnic in the countryside. There were a few dark clouds on the horizon, but we decided to risk it.

After a lovely relaxing walk over a pretty hill, we sat down in a meadow and ate our tasty picnic. Then, just as I was drifting off to sleep on the ground, I felt a big fat raindrop splash onto my nose. "Quick, get under that tree!" Tommy shouted. We sheltered under the thick branches.

Suddenly, I noticed something appear on the ground nearby as the rain washed over it. It looked like the top of an old-fashioned wooden box. I asked Tommy to help dig it out with our hands and eventually we had uncovered it. Slowly, we opened the box. It was full of shiny coins!

The box was too heavy to move so we called a local archaeological museum on Tommy's mobile. Experts arrived soon afterwards and told us that we had found some extremely valuable old coins. A few weeks later we received a reward. We were delighted! What an amazing discovery!

5 Suggested Answer Key

The Tower of London is an important place in the history of England as well as an impressive landmark. It is a historic place and a popular tourist attraction.

It was founded in 1078 by William the Conqueror. Over the centuries that followed it has been used as a royal palace, a fortress and a prison. Many famous figures from history have been imprisoned there including Lady Jane Grey, Sir Walter Raleigh and Thomas More. It was also used as a place of execution, an armoury, a treasury, a zoo, the Royal Mint, a public records office and an observatory. Since 1303, it has been the home of the Crown Jewels of the United Kingdom.

Today tourists can visit the Tower and see all the attractions including the Crown Jewels. They can see the famous Yeoman Warders and the ravens that live there. They can also see various exhibitions about the history of the Tower including exhibitions of armour and interactive displays.

The Tower of London is a great place to visit. You can learn a lot about English history and have a great time, too.

Revision 6

- | | |
|----------------------|----------------|
| 1 1 shiver, eerie | 6 deck |
| 2 glimpsed | 7 cracked |
| 3 protesters | 8 armed forces |
| 4 ruled over | 9 vanished |
| 5 ordering me around | |
-
- | | | |
|-----------------|---------|------------|
| 2 1 Little | 5 which | 9 when |
| 2 why | 6 who | 10 neither |
| 3 No sooner | 7 Never | |
| 4 On no account | 8 which | |
-
- 3 1 in case it is
 2 despite being afraid
 3 on account of
 4 such an impressive statue
 5 even though it was
-
- 4 1 C 2 A 3 E 4 B 5 D

Vocabulary Bank 1
1a Vocabulary from the text about Nomadic lifestyles (p. VB1)

- 1 1 settle 5 participate 9 attached
2 flee 6 migrate 10 assumed
3 shear 7 rear
4 witness 8 struck
- 2 1 granted 4 recent 7 unique
2 ancient 5 treat 8 show
3 traditional 6 face
- 3 a) 1 D 3 F 5 H 7 C
2 G 4 A 6 E 8 B
- b) 1 hunt wild game 5 make a living
2 build huts 6 perform rituals
3 raise herds 7 settle permanently
4 speak a dialect 8 respect elders

Topic vocabulary People (p. VB2)

4	Face	long, thin, full, round, oval
	Nose	long, thin, flat, straight, turned-up
	Eyes	almond-shaped, small, round, close-set
	Hair	long, curly, wavy, frizzy, short, bald, straight
	Skin	pale, freckled, wrinkled, olive
	Lips	thin, full

- 5 1 big-headed 5 thoughtless 9 modest
2 nosey 6 unreliable 10 sensible
3 sensitive 7 sympathetic
4 considerate 8 bossy
- 6 a) 1 F 3 I 5 C 7 A 9 D
2 E 4 H 6 J 8 B 10 G
- b) 1 cheerful 4 outgoing 7 greedy
2 imaginative 5 rude 8 polite
3 thick-skinned 6 shy

1b Vocabulary from the text about Culture (p. VB3)

- 1 1 care 4 experience 7 treasure
2 eased 5 adapt 8 pause
3 swap 6 observed
- 2 1 hospitality 4 emotional 7 overwhelming
2 gasps 5 rare 8 shocked
3 secluded 6 source

- 3 1 shade 5 habit 9 crossing
2 shadow 6 tradition 10 trip
3 shook 7 cultural 11 voyage
4 nodded 8 travel 12 journey

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

Suggested Answer

- 1 People who don't have much money only buy the basics when they go to the supermarket.
2 Sarah goes running and does regular exercise to keep fit.
3 I don't really like to follow fashion.
4 John swims regularly to keep in shape.
5 I always look for bargains when I go shopping.
6 Jim likes to read tabloid newspapers but I prefer the broadsheets.
7 I spend money on clothes only when it's necessary.
8 My friends and I surf the Internet every day.

1e Vocabulary from the text about Alternative living (p. VB4)

- 1 1 roped 3 scavenge 5 balanced
2 recycle 4 inspired 6 tucked
- 2 1 frozen 4 discarded 7 sealed
2 crash 5 urban 8 pitying
3 edible 6 closing

Topic vocabulary Cooking methods

- 3 1 roast 4 boil 7 melt
2 stewed 5 simmer 8 fried
3 bakes 6 steam
- 4 1 D 3 G 5 C 7 B
2 E 4 A 6 H 8 F

1f Vocabulary from the text about the Airport (p. VB5)

- 1 1 permanent 5 awoken 9 presentable
2 engaged 6 distinguish 10 suspected
3 overnight 7 temporary
4 hoping 8 detect
- 2 1 D 3 F 5 I 7 B 9 A
2 C 4 H 6 G 8 J 10 E
- 3 1 runway 5 take-off 9 arrivals
2 seat 6 altitude 10 customs
3 terminal 7 departures 11 check-in
4 cargo 8 aisle 12 gate
- 4 1 E 2 D 3 A 4 F 5 B 6 C

Vocabulary Bank 2

2a Vocabulary from the text about Insects, Bugs & Seafood (p. VB6)

- | | | |
|---------------|----------------|-------------|
| 1 1 scorpion | 10 beetle | 19 slug |
| 2 fly | 11 earthworm | 20 snail |
| 3 dragonfly | 12 butterfly | 21 flea |
| 4 ant | 13 moth | 22 ladybird |
| 5 maggot | 14 spider | 23 shrimp |
| 6 grasshopper | 15 tarantula | 24 lobster |
| 7 cricket | 16 cockroach | 25 locust |
| 8 bee | 17 centipede | |
| 9 wasp | 18 caterpillar | |

(p. VB7)

- | | | |
|-------------------|-------------|-------------|
| 2 1 contamination | 3 pests | 5 delicacy |
| 2 fraction | 4 dough | 6 source |
| 3 1 digestible | 5 common | 9 agreeable |
| 2 edible | 6 regular | 10 likeable |
| 3 ample | 7 plentiful | |
| 4 abundant | 8 generous | |

Food preparation

- | | | |
|-----------|------------------|----------|
| 4 1 peel | 5 add | 9 pour |
| 2 cut | 6 break | 10 grate |
| 3 Chop | 7 beat | |
| 4 slice | 8 stir | |
| 5 1 sieve | 5 chopping board | 9 pan |
| 2 spatula | 6 pot | 10 ladle |
| 3 blender | 7 oven | |
| 4 cutlery | 8 crockery | |

Quantities of food (p. VB8)

- | | | | | | |
|---------------|---------------|--------------|-----|-----|-----|
| 6 a) 1 C | 2 E | 3 F | 4 B | 5 A | 6 D |
| b) 1 C | 2 F | 3 A | 4 E | 5 D | 6 B |
| 7 1 Bring | 4 complement | 7 simmer | | | |
| 2 soak | 5 drain | 8 shred | | | |
| 3 blend | 6 garnish | | | | |
| 8 1 olive | 5 main | 9 dairy | | | |
| 2 strong | 6 baking | 10 poisoning | | | |
| 3 French | 7 frozen | | | | |
| 4 soft | 8 food | | | | |
| 9 1 dessert | 6 receipt | 11 icing | | | |
| 2 starter | 7 ingredients | 12 topping | | | |
| 3 main course | 8 recipe | | | | |
| 4 beverage | 9 colouring | | | | |
| 5 appetiser | 10 additives | | | | |

2b Vocabulary from the text about Science (p. VB9)

- | | | |
|-------------------|----------------|-----------------|
| 1 1 inserted | 5 express | 9 bend |
| 2 swirled | 6 replicated | 10 paralyse |
| 3 cracked | 7 feels | |
| 4 colonising | 8 levitate | |
| 2 a) 1 C | 2 E | 3 D |
| | 4 A | 5 B |
| b) 1 far-fetched | 4 human brain | |
| 2 main course | 5 mind control | |
| 3 gaming industry | | |
| 3 1 developing | 4 pioneers | 7 researching |
| 2 invented | 5 discover | 8 experimenting |
| 3 devised | 6 accelerated | |

Topic vocabulary

- | | |
|-------------|---------------------|
| 4 1 engine | 5 Mobile |
| 2 machine | 6 portable |
| 3 gadget | 7 Battery-operated |
| 4 appliance | 8 remote-controlled |

2e Vocabulary from the text about Extreme conditions (p. VB10)

- | | | |
|-----------|------------|-------------|
| 1 1 fate | 4 wonders | 7 funding |
| 2 led | 5 Heritage | 8 humidity |
| 3 blades | 6 shoot | |
| 2 1 unfit | 3 deadly | 5 abandoned |
| 2 dusty | 4 thick | |

Topic vocabulary

- | | | |
|-----------------|----------------|---------------|
| 3 1 last | 4 drain | 7 preserve |
| 2 sucked | 5 freeze | |
| 3 steamed | 6 glittered | |
| 4 1 passageways | 3 formation | 5 stalagmites |
| 2 caverns | 4 Stalactites | 6 pillars |
| 5 1 Evaporation | 3 infiltration | 5 irrigation |
| 2 Precipitation | 4 erosion | |

2f Vocabulary from the text about Extraordinary lifestyle (p. VB11)

- | | | | |
|--------------|------------|-----------|-----|
| 1 1 D | 3 F | 5 G | 7 A |
| 2 E | 4 H | 6 B | 8 C |
| 2 1 scrubbed | 3 release | 5 drifted | |
| 2 menace | 4 simulate | 6 spear | |

Topic vocabulary

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

- 4 1 seized 7 munch 13 secure
2 grabbed 8 rip 14 stock
3 gripped 9 snapped 15 piles
4 pinched 10 bound 16 collection
5 bit 11 fasten 17 heap
6 chew 12 strapped

Vocabulary Bank 3

3a Vocabulary from the text about Healthcare (p. VB12)

- 1 1 insomnia 4 patient 7 depression
2 surgeon 5 painless 8 recovery
3 therapy 6 session

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

- 3 1 lose 3 manage 5 kick
2 reduce 4 overcome

- 4 1 snore 3 benefit 5 soothe
2 swinging 4 absorbs 6 awake

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

Topic vocabulary Health (p. VB13)

- 6 1 operate 12 prescribed 23 viruses
2 treated 13 diagnosed 24 prescription
3 cured 14 examined 25 sick note
4 heal 15 wound 26 injection
5 relieve 16 bruise 27 vaccinations
6 treatment 17 graze 28 hurt
7 cure 18 cut 29 injured
8 surgery 19 ache 30 damage
9 remedies 20 disease 31 spread
10 therapy 21 infection 32 suffer
11 check up 22 sores 33 recovered

3b Vocabulary from the text about Activities (p. VB14)

- 1 1 nibbled 5 swung 9 experience
2 tone 6 improved 10 flicking
3 hugged 7 straightening
4 boosts 8 reduce

2	do	yoga, weightlifting, aerobics, stretching
	go	running, dancing, walking, cycling, swimming, trekking, canoeing
	play	tennis, football, ice hockey, squash

Topic vocabulary

- 3 1 advised 6 sank 11 lose
2 recommended 7 swarmed 12 missed
3 proposed 8 crowded 13 aims
4 lower 9 flocked 14 try
5 dipped 10 failed 15 effort

3e Vocabulary from the text about Emotional health (p. VB15)

- 1 1 observed 3 giggled 5 combines
2 releases 4 wander 6 snigger

- 2 1 start 4 roars 7 tone
2 soaking 5 form 8 catch
3 contagious 6 progressing

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

Topic vocabulary Idioms

- 4 1 hot under the collar
2 look on the bright side
3 over the moon
4 laughed my head off
5 has got a long face
6 on the edge of my seat

Feelings

- 5 1 cross 4 worried 7 mixed up
2 furious 5 fed up 8 confident
3 scared 6 glad

3f Vocabulary from the text about Mental health (p. VB16)

- 1 1 cope 5 concentrate 9 function
2 contribute 6 minimise 10 attempts
3 suffer 7 prevent
4 lessens 8 pumps

- 2 1 basis 3 threat 5 Recent
2 pressure 4 alone

- 3 1 tough 3 adverse 5 widespread
2 moderate 4 alert 6 seriously

- 4 1 levels 4 hassles 7 demands
2 symptoms 5 frustration
3 response 6 sign

Vocabulary Bank 4

4a Vocabulary from the text about Festivals (p. VB17)

- 1 1 scattered 4 drill 7 grabbed
2 cope 5 released
3 illuminate/d 6 squirming

VOCABULARY BANK KEY

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

3 1 works 3 keep 5 regional
2 mood 4 full

Feelings

4 1 stiff 3 chin 5 cloud
2 whale 4 skin 6 spirits

Topic vocabulary Activities

5 1 to let off 5 honour 9 march/ed
2 (to) put up 6 dressed up 10 are throwing
3 attend/ed 7 light
4 build/t 8 held

4b Vocabulary from the text about Daredevils (p. VB18)

1 1 to spin 3 balanced 5 twirled
2 twisted 4 flipped 6 to bend
2 1 to defy 3 applauded 5 captivated
2 master 4 has been fixated 6 was inspired
3 1 remarkable 3 carefree 5 faint-hearted
2 determined 4 glamorous 6 intense
4 1 E 2 F 3 C 4 D 5 A 6 B

Topic vocabulary Performing

5 1 scholarship 4 reputation 7 awe
2 fees 5 gift 8 wonder
3 stardom 6 talent

4e Vocabulary from the text *Dream Big* (p. VB19)

1 1 contrasts 4 served 7 to expand
2 captured 5 picking 8 pasted
3 was approached 6 inspired
2 1 poverty stricken 4 receptive 7 current
2 skeletal 5 enlarged 8 hearty
3 appalled 6 bustling

Topic vocabulary Social issues

3 1 lack 3 to abandon 5 leave
2 violate 4 to seek 6 acquiring
4 1 D 3 F 5 A 7 J 9 C
2 E 4 H 6 B 8 I 10 G

4f Vocabulary from the text about Arts festivals (p. VB20)

1 1 gathered 5 embrace 9 dismantled
2 stacking 6 was transformed 10 runs
3 was set 7 to part
4 assembled 8 cheered

2 1 matters 3 unspoilt 5 society
2 jump 4 closing

Topic vocabulary Events

3 1 rite 11 occasions
2 ritual 12 event
3 ceremonies 13 festival
4 award 14 fair
5 display 15 feast
6 performance 16 celebration
7 exhibition 17 audition
8 demonstration 18 rehearsal
9 anniversary 19 practice
10 commemoration

4 1 to commence 5 rejoiced
2 dedicated 6 to paint
3 toasted 7 to honour
4 commemorated 8 to celebrate

5 1 tradition 5 ceremony 9 honour
2 custom 6 holiday 10 fame
3 festival 7 recognition
4 celebration 8 tribute

Vocabulary Bank 5

5a Vocabulary from the text about Science (p. VB22)

1 1 apply 3 are dubbed 5 have invested
2 to detect 4 to administer 6 requires
2 1 molecule 4 drug 7 applications
2 operation 5 robotics 8 invasive
3 proteins 6 DNA

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

Topic vocabulary Health & Science

4 1 remedy 5 ailment 9 heal
2 course 6 disease 10 to treat
3 treatment 7 infection 11 to relieve
4 cure 8 illness

5b Vocabulary from the text about Bright ideas (p. VB23)

1 1 D 3 F 5 A 7 E
2 H 4 B 6 C 8 G
2 1 drug 4 hygiene 7 Evaporation
2 process 5 laboratory
3 tissue 6 tumour
3 1 to sanitise 3 purchase 5 to recycle
2 to host 4 decode 6 evaporates

- 4 1 analysed 3 derived 5 developed
2 discovered 4 experimenting 6 patented
- 5 1 reaction 3 method 5 attempt
2 observation 4 progress 6 inspiration

5e Vocabulary from the text about Exploration (p. VB24)

- 1 1 faced 4 shattered 7 challenging
2 exhaled 5 collapsed 8 crashed
3 embraced 6 affects
- 2 1 Record 3 rough 5 world
2 leap 4 strong 6 depths
- 3 1 F 3 E 5 B 7 A
2 D 4 C 6 H 8 G

Topic vocabulary The oceans

- 4 1 descended 4 observe 7 aquatic
2 explored 5 diversity 8 plankton
3 penetrating 6 abundant
- 5 1 to preserve 3 purifies 5 exploit
2 interact 4 conserved

5f Vocabulary from the text about Inventions (p. VB25)

- 1 1 scribbles 3 to reach 5 contribute
2 to stick 4 wanders 6 destroyed
- 2 1 skills 3 journal 5 pressure
2 stone 4 goals 6 patents
- 3 1 E 3 F 5 B 7 D
2 H 4 A 6 C 8 G

Topic vocabulary Inventions

- 4 1 benefited 4 quit 7 control
2 face 5 overcome 8 achieved
3 make 6 realise
- 5 1 image 3 prosperity 5 quality
2 attitude 4 appraisal

Vocabulary Bank 6

6a Vocabulary from the text about Shipwrecks (p. VB26)

- 1 1 sink 4 tamed 7 ripped
2 drowned 5 plunged 8 dragged
3 darted 6 beats
- 2 1 eerie 4 decaying 7 hostile
2 astonished 5 colossal
3 icy 6 striking

- 3 1 struck/hit 6 remains 11 sprinkled
2 smashed 7 remnant 12 spread
3 beat 8 leftovers 13 flung
4 hit/struck 9 scraps
5 slapped 10 scattered

Topic vocabulary Ways to look (p. VB27)

- 4 1 observe 4 peeped 7 glance
2 peered 5 glimpsed 8 view
3 gazed 6 stared
- 5 1 deck 5 cabins 9 gangway
2 starboard 6 stern 10 anchor
3 bridge 7 port 11 bow
4 funnel 8 propeller
- 6 1 port of call 3 itinerary 5 destination
2 tender 4 embarkation 6 crossing
- 7 1 embarked 3 disembarked
2 set sail 4 docked

6b Vocabulary from the text about Life in the past (p. VB28)

- 1 1 hit 4 enforces 7 orders
2 nature 5 taste
3 clue 6 contact
- 2 1 E 3 F 5 C 7 G
2 B 4 A 6 D
- 3 1 engrossing 3 cracked 5 well-oiled
2 smooth-running 4 filthy

Topic vocabulary People & society

- 4 1 collection 2 company 3 group 4 audience
- 5 1 close 3 relationship 5 adopted
2 extended 4 native
- 6 1 do 4 dust 7 polish
2 make 5 hang
3 lay 6 sweep

6e Vocabulary from the text about Archaeological sites (p. VB29)

- 1 1 revealed 5 rediscover 9 carved
2 took 6 looted 10 vanished
3 shielded 7 was featured
4 witnessed 8 excavated
- 2 1 colossal 3 abandoned 5 heartening
2 vibrant 4 wealthy

VOCABULARY BANK KEY

- | | | | |
|---|-------------|-----------------|-----------|
| 3 | 1 wreck | 6 scene | 11 raised |
| | 2 ruins | 7 sites | 12 arose |
| | 3 remainder | 8 culture | 13 rose |
| | 4 remnants | 9 customs | |
| | 5 sights | 10 civilisation | |

Topic vocabulary History & archaeology (p. VB30)

- | | | | |
|---|-----------|------------|------------|
| 4 | 1 papyrus | 5 mosaic | 9 artefact |
| | 2 statue | 6 cemetery | 10 fossil |
| | 3 tomb | 7 skeleton | |
| | 4 skull | 8 pottery | |
-
- | | | | |
|---|------------|----------------|--------------|
| 5 | 1 preserve | 3 reconstructs | 5 catalogues |
| | 2 houses | 4 restore | 6 identify |
-
- | | | | |
|---|---------------|--------------|------------|
| 6 | 1 descendents | 3 historical | 5 Dynasty |
| | 2 conquered | 4 abolished | 6 recorded |

6f Vocabulary from the text about Subterranean world (p. VB31)

- | | | | |
|---|-------------|--------------|--------------|
| 1 | 1 conjures | 5 descending | 9 carved |
| | 2 sipping | 6 assure | 10 converted |
| | 3 strolling | 7 stacked | |
| | 4 spent | 8 dug | |
-
- | | | | |
|---|------------|-------------|------------|
| 2 | 1 creepy | 4 chilly | 7 bustling |
| | 2 enclosed | 5 elaborate | |
| | 3 infested | 6 dimly-lit | |
-
- | | | |
|---|----------------|---------------|
| 3 | 1 spectacle | 3 collapse |
| | 2 anticipation | 4 inscription |

Topic vocabulary Places

- | | | |
|---|-------------------|-------------------|
| 4 | 1 seaside village | 3 industrial city |
| | 2 port | 4 historic town |
-
- | | | | |
|---|-------------|-------------|-------------|
| 5 | 1 suburbs | 3 car park | 5 alley |
| | 2 boulevard | 4 outskirts | 6 bike lane |
-
- | | | | |
|---|------------|-------------|--------------|
| 6 | 1 capital | 4 nightlife | 7 transport |
| | 2 cultural | 5 shopping | 8 pedestrian |
| | 3 heritage | 6 medieval | |

Writing Bank 1

p. WB1

- 1 1 One of the main benefits is that
- 2 Also
- 3 Finally
- 4 On the other hand
- 5 Firstly
- 6 For example
- 7 In addition
- 8 In conclusion

2 A 2 B 1 C 4 D 3

- 3 1 Formal style – passive voice (living costs are dramatically reduced, etc), no short forms, formal language/linkers (undoubtedly, in particular, etc).
- 2 The writer uses rhetorical questions to start/end the essay.
- 3 The writer thinks that sharing a house or flat with others can be a valuable experience. He/She gives his/her opinion in the conclusion.

4 Suggested Answer Key

Sharing accommodation is a modern phenomenon. We all know sharing accommodation would have its fair share of advantages and disadvantages. In conclusion, I think sharing a house or a flat with others could be mutually beneficial. Perhaps we should all give it a try.

Writing Bank 2

p. WB2

1 A 2 B 5 C 4 D 1 E 3

- 2 First of all, participating in a competitive sport can benefit a young person physically, emotionally and mentally. – To start with, competition sports can be good for a person's physical, mental and emotional health. Secondly, without a doubt, competing in sports can build character and skills. – In addition, competitive sports and physical skills. On the other hand, some would argue that competitive sports don't benefit everyone. – Conversely, some people believe that competition in sports does not have a positive effect on some people.

3 Suggested Answer Key

First of all – To start with
But – however
Secondly – In addition
Without a doubt – Undoubtedly
On the other hand – Conversely
In conclusion – In summary

Writing Bank 3

p. WB3

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

Writing Bank 4

p. WB4

1 A 3 B 1 C 4 D 2

- 2 the type of film – thrilling science-fiction adventure
the experience the teens have – terrifying
what the teens discover – truly horrifying
the young actors – talented
the performances – impressive
the plot – intriguing, fast-paced
the visual and special effects – spectacular
the characters – extremely well-developed
the scenes – touches
the storyline – clever

- 3 The writer recommends the film with 'I thoroughly recommend Super 8'.

Suggested Answer Key

I highly recommend Super 8 to all science-fiction fans. It has superb acting and a very interesting storyline with plenty of suspense. Don't miss it!

Writing Bank 5

p. WB5

1 Suggested Answer Key

Tom suggested going fishing.
They set off.
They arrived at the river bank.
They started fishing.
Their lines stayed still.
They were thinking of leaving.
He felt a big tug on his line.
He tugged and tugged.
He saw a strange rectangular object.
He pulled it in.
They opened it and saw jewellery inside.
They took their catch to the local museum.
Someone at the museum told them it was from a 5th century AD burial site.
They got a large reward.
They were happy.

- 2 1 excited 6 tiny
- 2 lazy 7 shiny
- 3 beautiful sunny 8 unusual
- 4 pleasantly 9 valuable
- 5 heavy 10 absolutely delighted

- 3 with the sun warming our faces sparkling in the sunlight

4 Suggested Answer Key

I tugged really hard and then suddenly an old bicycle wheel appeared on the end of my line. I was very disappointed and I went to talk to the local council about cleaning up the river of all the old junk that must have been down there. They acted very quickly and the next week they dragged the river and pulled out all sorts of old junk.

Now the river is clean and people can go fishing there and have a chance of catching a real fish. We are very happy and we plan to fishing again this weekend.

Writing Bank 6

p. WB6

- 1 A 4 B 2 C 1 D 3

- 2 fortress – magnificent
volcano – extinct
history – fascinating
guides – experienced
stories – lively
ceiling – ornated carved wooden
firing of a big gun – traditional
sight – wonderful
flowers – beautiful
the view – spectacular
the day – clear
- 3 use of the sense: the traditional firing of a big gun, wonderful sight and aroma of beautiful flowers, see the Princess Gardens
past participles: situated, experienced
static/moving features: Situated ... extinct volcano

4 Suggested Answer Key

In summary, Edinburgh Castle is the place to visit when in Scotland. It has many interesting and educational features and its location is unique.

p. EU1

- | | | | | |
|---|---|------------------|---|------------|
| 1 | 1 | have experienced | 6 | be spotted |
| | 2 | were thinking | 7 | stole |
| | 3 | was | 8 | having to |
| | 4 | happened | 9 | to check |
| | 5 | was rescued | | |
-
- | | | | | | | |
|---|---|-------------|---|------------|---|---------------|
| 2 | 1 | enjoyment | 3 | harmful | 5 | natural |
| | 2 | researchers | 4 | nutritious | 6 | Unfortunately |

p. EU2

- | | | | | |
|---|---|-------------------|---|-----------------|
| 3 | 1 | helping | 6 | to be |
| | 2 | would not believe | 7 | was running |
| | 3 | turning on | 8 | sits/is sitting |
| | 4 | checking | 9 | reading |
| | 5 | replied | | |
-
- | | | | | |
|---|---|--------------|---|------------|
| 4 | 1 | manufacturer | 4 | successful |
| | 2 | unbelievable | 5 | movement |
| | 3 | driver | 6 | safety |

p. EU3

- | | | | | |
|---|---|-----------------------|---|----------|
| 5 | 1 | has found | 6 | be named |
| | 2 | have been complaining | 7 | is |
| | 3 | shone | 8 | to take |
| | 4 | blocks | 9 | will try |
| | 5 | looking | | |
-
- | | | | | |
|---|---|---------------|---|---------------|
| 6 | 1 | traditional | 4 | performers |
| | 2 | shortly | 5 | spectacular |
| | 3 | relationships | 6 | unforgettable |

p. EU4

- | | | | | |
|---|---|--------------|---|---------------------|
| 7 | 1 | to go | 6 | did not/didn't need |
| | 2 | can reach | 7 | trying |
| | 3 | was circling | 8 | Was |
| | 4 | was lowered | 9 | was pulled |
| | 5 | seeing | | |
-
- | | | | | | | |
|---|---|-------------|---|---------|---|----------|
| 8 | 1 | unusual | 3 | ability | 5 | probably |
| | 2 | competitors | 4 | winners | 6 | rising |

p. EU5

- | | | | | | | |
|---|---|------------|---|-----------|---|-----------|
| 9 | 1 | will see | 4 | cancelled | 7 | having |
| | 2 | would have | 5 | to travel | 8 | will meet |
| | 3 | goes | 6 | trying | 9 | be |
-
- | | | | | | | |
|----|---|------------|---|-----------|---|------------|
| 10 | 1 | unlike | 3 | existence | 5 | importance |
| | 2 | appearance | 4 | length | 6 | deadly |

p. EU6

- | | | | | |
|----|---|----------------|---|------------------------|
| 11 | 1 | was sitting | 6 | arrives |
| | 2 | spotted | 7 | have not/haven't heard |
| | 3 | got over | 8 | to see |
| | 4 | most important | 9 | should have seen |
| | 5 | would help | | |
-
- | | | | | | | |
|----|---|-------------|---|-----------|---|-------------|
| 12 | 1 | destination | 3 | sailors | 5 | arrival |
| | 2 | distance | 4 | explosion | 6 | descendents |

p. EU7

- | | | | | |
|----|---|---------------------|---|--------------|
| 13 | 1 | has become | 6 | boiling |
| | 2 | was told | 7 | using |
| | 3 | did not/didn't know | 8 | was enjoying |
| | 4 | buried | 9 | saves |
| | 5 | Did I get on | | |
-
- | | | | | | | |
|----|---|----------|---|------------|---|--------------|
| 14 | 1 | meaning | 3 | government | 5 | historic |
| | 2 | evidence | 4 | population | 6 | homelessness |

p. EU8

- | | | | | |
|----|---|----------------|---|---------------|
| 15 | 1 | to tell | 6 | got |
| | 2 | was stepping | 7 | most amazing |
| | 3 | were reflected | 8 | sank |
| | 4 | covering | 9 | will remember |
| | 5 | would be | | |
-
- | | | | | | | |
|----|---|-----------|---|------------|---|--------------|
| 16 | 1 | currently | 3 | impossible | 5 | safely |
| | 2 | creature | 4 | nervous | 6 | surroundings |

p. EU9

- | | | | | |
|----|---|-------------------|---|----------------|
| 17 | 1 | has been | 6 | was |
| | 2 | has stayed | 7 | counted |
| | 3 | had been training | 8 | is |
| | 4 | cleans | 9 | were wondering |
| | 5 | had seen | | |
-
- | | | | | | | |
|----|---|------------|---|----------|---|-----------|
| 18 | 1 | famous | 3 | dirty | 5 | equipment |
| | 2 | attractive | 4 | informal | 6 | survival |

p. EU10

- | | | | | |
|----|---|---------------|---|------------------|
| 19 | 1 | was abandoned | 6 | known |
| | 2 | called | 7 | had been waiting |
| | 3 | waiting | 8 | have been made |
| | 4 | be found | 9 | never forgot |
| | 5 | was sent | | |
-
- | | | | | | | |
|----|---|--------------|---|----------|---|-------------|
| 20 | 1 | participants | 3 | matching | 5 | decorations |
| | 2 | winners | 4 | entirely | 6 | entry |

KEY WORD TRANSFORMATIONS KEY

- | | | |
|----------------------------------|--------------------------------|-------------------------------|
| 1 such a heavy bag | 25 took place even though | 50 in order to go |
| 2 was sorry for having | 26 am used to running | 51 only Mike had passed |
| 3 until I had finished | 27 able to tell the difference | 52 doesn't matter what |
| 4 makes her help | 28 more interested in | 53 in common with |
| 5 take advantage of | 29 so shy that | 54 put up with Stacey's |
| 6 wouldn't have got lost | 30 to cut down on | 55 did Sarah know that |
| 7 rather stay in a hotel than | 31 succeeded in passing | 56 unusual for him to argue |
| 8 a few businessmen have | 32 have our grass cut | 57 was called off |
| achieved | 33 amount/number of customers | 58 tall boy who wasn't |
| 9 were prevented from playing | 34 how much it | 59 mind if I made |
| 10 is not able to find | 35 if you hadn't lent | 60 anyone came to |
| 11 too far away | 36 haven't seen Adrian for | 61 such long hours that he |
| 12 wasn't her fault | 37 in case you are | 62 wonder if Leanne chose |
| 13 wish I had visited | 38 is no point in spending | 63 warned us that we would |
| 14 look it up in | 39 haven't heard from | 64 would rather not take part |
| 15 car was being driven | 40 didn't remember anything | 65 is not possible for me |
| 16 before anyone said | 41 is supposed to be | 66 must be worn |
| 17 was given an extra | 42 is unlikely that we will | 67 is time you bought |
| 18 on time because | 43 is not easy for Harry | 68 stop work as a result |
| 19 gave me a hand | 44 as long as you promise | 69 looked up to |
| 20 accused Liam of having broken | 45 was the first time | 70 acts as though he owns |
| 21 been good at | 46 hadn't forgotten to bring | 71 must have been |
| 22 wasn't warm enough | 47 does this coat belong to | 72 can't have gone out |
| 23 no intention of apologising | 48 was too expensive for | |
| 24 carry out the teacher's | 49 regretted not going | |

Module 1

> Exercise 2 (p. 18)

Speaker 1

Ten years ago I wouldn't have recommended this neighbourhood to anyone. There was so much graffiti and vandalism that you couldn't even see the original paint on the buildings! We had a huge problem with some gangs of young people in the area – they were just hanging around causing trouble. But then the local council launched a campaign to get young people back into education and training programmes. Slowly, they have now started opening up their own businesses – hairdressers, garages, cafés and restaurants, and it seems like things are taking a turn for the better. I think it's great that lots of the local businesses are now run by people who grew up here; they really care about what goes on and are finally on the right path.

Speaker 2

Twenty years ago, there were lots of factories in this area and we were one of the biggest coal exporters. Businesses were doing really well and people were spending money like there was no tomorrow. Nowadays, the coalmines have closed down, leaving thousands unemployed. Because of this, there's been a huge rise in crime rates and youth delinquency. There's no money coming into the area so things are really falling apart. Everywhere you look there are broken gutters, missing roof tiles and peeling paint. Previously, the community had a sense of pride, but now, that's all gone.

Speaker 3

In the past, we were a really tight-knit community. People kept an eye out for each other and always gave a helping hand whenever possible. We had great summer fêtes and charity events where everyone in the neighbourhood got together. We've always been proud of our beautiful views overlooking the valley and unpolluted air. Unfortunately, property developers have noticed this too and they have started to buy out farmers' land, replacing it with high rise flats and attracting buyers from the city to move in. The new arrivals don't seem interested in mixing with the rest of us very much and it's changing things for all of us; somehow we don't feel as close to each other as before.

Speaker 4

I moved from the next town which had no local amenities and public transport was almost non-existent, but I've lived in this area for 6 years now and certainly plan to stay longer. To be honest, I can't think of one thing to complain about. It has a very efficient recycling programme and is constantly promoting green projects to make the area look nicer. There is no graffiti or vandalism and I have never heard of anyone being burgled or witnessed a crime. I bet this has the quietest police station in the country!

Speaker 5

Our street often catches people's eye, but not for the wrong reasons. Other areas get noticed because of the homeless people in the streets, the drugs or the high crime rates, but we get noticed for our prize-winning garden show and Christmas decoration competitions. It's a lot of hard work, but our trees are well-kept, our hedges are neatly trimmed and people repaint their fences and walls every year. Our neighbourhood believes in making a good first impression so why not start with your home?

> Exercise 3c (p. 18)

- A:** Firstly, I think cars parked on pavements is a problem for a community. Not only does it look bad but also it ruins the pavements and makes it dangerous for pedestrians because they end up having to walk on the road.
- B:** I totally agree. A dripping tap is a problem at home that a plumber can fix. I don't think it is a serious problem. However, noisy construction work is very annoying and it makes people irritable. What do you think?
- A:** I totally agree with you. Stray animals are a serious problem. They make a mess in the parks and the areas they live roaming streets in search of food. Also, they make areas unsafe when there are a lot of stray dogs around.
- B:** Yes, I see what you mean it's a serious problem indeed. Graffiti and litter is a problem for a community because it makes places look unattractive and so no one cares to look after them.
- A:** I totally agree with you and I think these places that are full of litter and graffiti become rundown and abandoned because no one wants to live there.
- B:** That's true. Similarly, overgrown gardens make areas look rundown too.
- A:** What about overcrowded public transport?
- B:** Well I think one of the problems with this is that it encourages pickpockets.
- A:** Yes, I see what you mean. It puts people off using public transport and then there will be more cars on the roads which will lead to more traffic jams and air pollution.
- B:** Yes, I agree. I think that should be one of the first problems the council solves. If they put on more bus services immediately, public transport will be less crowded.
- A:** That's a good point, but I think graffiti and litter is a bigger problem.
- B:** That's true, but it would be quicker and simpler to solve the problem of cars parking on the pavements by having traffic wardens regularly patrol the streets and give the cars parking tickets.
- A:** You're right but cleaning up the graffiti and picking up the litter would have a bigger effect on the community. It would make the town more attractive and people would see a big difference and would start taking pride in the area where they live.

- B:** You're absolutely right. So the council should clean up the graffiti and the litter first but which other problem do you think they should try to solve as well?
- A:** The cars parked on pavements because then it will make the streets easier to clean and make the roads safer for people.
- B:** I agree.

➤ Exercise 3a (p. 22)

Dialogue 1

- A:** You've got a fantastic view from here, Kate!
- B:** I know, isn't it wonderful? Look, you can even see the river over there in the distance.
- A:** It's lovely. You're really lucky to live on the top floor. Your living room is really modern and spacious, too.
- B:** I love it. Come on, I'll show you the kitchen.

Dialogue 2

- A:** Oh no, I forgot to get salad. The fresh food's all the way back near the entrance in the first aisle.
- B:** Don't worry, I'll go and get it.
- A:** Thanks. Oh, can you pick up something for dessert tonight, too?
- B:** Sure, anything else?
- A:** No, that's all. I'll go and get in the queue to pay.

Dialogue 3

- A:** It's great here, isn't it? Everything all under one roof.
- B:** Yes, I'm enjoying it. Oh look, they've got a sale on here! I'd really like a new pair of jeans. Shall we have a look inside?
- A:** OK. I'll see if they've got any winter coats. I really need a new one.
- B:** Oh, me too. Come on then!

Dialogue 4

- A:** I'm just going to pop into this shop to buy a magazine to read on the journey.
- B:** OK, I'll go and sit down over there and wait for you. I want to be near a screen so I can see when our departure gate is open.
- A:** OK. You've got our boarding passes, haven't you?
- B:** Yes, they're in my bag. Don't worry.

Module 2

➤ Exercise 3a (p. 38)

Student A: In both pictures, people are taking part in extreme sports. Picture A is of a man flying through the air on a motorbike with a large audience in the background. I would say that he is competing in a motocross competition.

Student B: Yes, maybe he is set to win a cash prize.

Student A: That's a good point. What about picture B?

Student B: Picture B shows a man canoeing alone. While the man in picture A seems to be taking part in a competition, I think the man in picture B is probably canoeing because he is a fun-lover who enjoys physical activity.

Student A: Although another reason could be that he is training for a competition.

Student B: You could be right. The water looks quite dangerous! However, he is wearing a lot of safety equipment, such as a life jacket, a crash helmet, goggles and gloves. He is also wearing thick clothing, probably to stay warm.

Student A: Yes, his clothing will help to prevent injury if anything goes wrong. On the other hand, even though the man in picture A seems to be in danger, he is only wearing a crash helmet for safety.

Student B: Well actually, he is also wearing a full body suit that is probably made of a very durable material. Unlike the man in picture A, who needs to stay warm, he probably requires a lightweight fabric for his sport. I'd say that they are both wearing adequate safety equipment.

➤ Exercise 4 (p. 38)

DJ: I'm joined in the studio by Anna Spencer, owner of Pembroke Coasteers. Anna, welcome to the show. Firstly, what exactly is coasteering? I've never heard of it before!

AS: Hi, thanks for inviting me. Well, coasteering is basically exploring the rocky coastline. It includes rock-climbing, cliff jumping, cave exploration and swimming. Anyone can take part from the age of eight and over. The only restriction is that children under the age of sixteen must be accompanied by a parent.

DJ: Do you have to be fit to be able to do it?

AS: Well, you don't have to be an athlete, although I do recommend that you have an average level of fitness. The rock climbing we do is fairly easy for everyone, but you have to be able to swim because coasteering involves a lot of jumping into the sea.

DJ: Do you need any previous experience to take part in one of your adventure weekends?

AS: No. All you need is to come with a positive attitude and you'll have a great time, whether you want to jump from 2 feet or 25 feet. Our guides encourage you to face new challenges and to reach personal goals.

DJ: Coasteering is considered an extreme sport, so how do you guarantee safety?

AS: Client safety is our priority, of course, but there are always risks in the natural world; we can't control weather conditions or wildlife we may come face to face with. Our guides are fully-trained in first aid and know what to do in an emergency, but there's rarely any danger as long as clients listen to the guides and follow their instructions.

DJ: So, where is the outdoor centre based?

AS: We opened our centre in Pembrokeshire in Wales to make the most out of one of Britain's last true wilderness areas. It's Britain's only coastal national park and it's an amazing place to escape from the crowds. There's just us and nature there – it's perfect.

DJ: Now you're persuading me to sign up! Isn't the weather a problem, though?

AS: It can be, but that's why coasteering is unique – it's never the same experience twice. There are over 100 miles of stunning Pembrokeshire coast to choose from and if the weather's a problem then we move to more sheltered

areas. Getting wet is part of the sport, but you won't get cold because you'll be protected by full body wetsuits.

DJ: I can't imagine that many people have their own wetsuit. What else do you need?

AS: Don't worry about wetsuits. We supply all the necessary equipment to keep you 100% safe. The only things that you need to bring are a change of clothes, an old pair of trainers and a towel, because you will definitely get wet!

DJ: It all sounds very tiring.

AS: Don't worry; we always take time out for a cup of tea or coffee and a quick sandwich. There are some beautiful picnic areas along the way that we usually stop at. And when everyone is feeling refreshed, it's back in the water!

DJ: So how can people book a weekend coasteering trip?

AS: You can go online to our website or call us. The package deal costs between £200-230, depending on what month you choose. It includes accommodation, meals and transfers to the coast.

DJ: It sounds amazing. Is there anything else you'd like to add?

AS: Don't be put off coasteering because it's an extreme sport. Its popularity has grown because it's an activity that's open to anybody, no matter what their age or ability. And Pembrokeshire's wild rocky coast makes it the perfect place for the perfect adventure!

DJ: Anna, it's been a pleasure having you on the show today.

AS: Thanks.

➤ Exercise 10a (p. 41)

B: Look at this, the big fight is on this weekend.

A: You're not a boxing fan, are you?

B: Not especially, I just like sport.

A: I don't like violent sports. There's nothing sporting about hurting someone, I think they should be banned.

B: Really? Why?

A: Well, for starters they encourage violence in society.

B: How?

A: Take boxing for instance. Boxers win in their sport by physically injuring their opponents.

B: And how does that cause violence outside the ring?

A: It glorifies violence and supporters may mimic their sporting heroes' behaviour and think it's acceptable.

B: You have a point.

A: Also, a high number of boxers get seriously injured while competing.

B: You get injuries in many sports, and sports such as boxing are strictly controlled with referees who ensure the boxers are fit to continue.

A: Yes, but boxing is particularly brutal and a lot of boxers get head injuries sometimes resulting in brain damage.

B: Mmm, it is quite a dangerous sport in that respect.

A: I think any sport that can leave a competitor seriously or permanently injured and makes violence in general seem acceptable should be banned.

➤ Exercise 3a (p. 43)

Speaker 1

I've always enjoyed swimming and diving, but I only started taking part in diving competitions quite recently. Last year, to my delight I actually won a gold medal in a big event. It was such an amazing feeling, but I have to say, it wasn't easy. I started training for the event months ago. I went to the pool every day for 2 hours before college and then again after lessons. It was really hard work but it was worth it. It feels so amazing to win.

Speaker 2

I'm quite a sporty person, but I've never felt attracted by all these crazy adrenaline sports like hang gliding and rock climbing. I just don't see the point of putting yourself in so much danger. I once went white water rafting and I just felt really stressed out as we raced down the river bumping into all the rocks! It was awful! For me, doing sport is about keeping fit and enjoying a fun activity with others, not putting yourself in danger.

Speaker 3

It seems like all my friends have signed up to a Zumba class recently. All the local gyms are offering classes in it. It's sort of a cross between aerobics and latin dance. My friends have told me though that it includes all kinds of different elements such as hip-hop, salsa, belly dancing and even martial arts. I can understand why so many people like it – it sounds like a lot of fun. I'm not really into dance, but I might give it a go as so many people have recommended it to me.

Speaker 4

I've wanted to open my own outdoor activity centre for ages, but now a friend and I are finally going to make it happen. We've got a lot of work to do, but I'm bursting with ideas. We're going to have a climbing wall, an outdoor swimming pool, a white water rafting course on a nearby river and many other exciting activities. I can't wait for our opening day. Hopefully it'll be some time next year.

Speaker 5

Don't get me wrong, I do try to stay fit. I walk everywhere and go to the gym a few times a week. When it comes to team sports, though, I've always been more of a spectator than a participant. My favourite sport of all is ice hockey. I have a season ticket to see all my team's matches. It's such a fast, exciting game with loads of action and there's always a great atmosphere among the supporters.

➤ Exercise 4b (p. 43)

A lot of my generation is getting bored with the sports that we're taught in school, and they want to try something different, something a little bit dangerous. That's why they're turning to extreme sports like free running, BASE jumping and kitesurfing. When you're doing an extreme sport you can forget about all your worries – it's just you and the danger. It's exhilarating.

Personally, I like free running. I started about a year ago and now whenever I have any free time, I'm out on the streets with a few free running friends. A lot of people talk about the danger of extreme sports, but I believe that if people are properly trained and take all the correct safety measures then there isn't the threat of injury. Yes, some people have died from extreme sports, but it's not that common.

I have to say that free running keeps me very fit so I don't really have to go to the gym at all. I wouldn't like being shut up in a room and having to do the same exercises on the same machines every day. Free running gives you the chance to get out on the streets and get some fresh air into your lungs. I do play traditional team sports, I mean who can resist a game of football with your mates, but given the choice, I'd always choose free running because it's a real adrenaline rush.

➤ Exercise 3 (p. 47)

Speaker 1

I work in many different environments – local communities, hospitals, schools, nursing schools, even prisons! People ask about anything from weight loss to low cholesterol diets – you'd be surprised at the variety of issues people have! Do I follow my own advice? Of course! After all, you only have one body to last your whole lifetime, so why not look after it? One really great way to do this is through healthy eating.

Speaker 2

People come to me for many different reasons – to tone up, to lose weight or just to improve their overall health. It's great helping other people feel good about their bodies and motivating them when the going gets tough. It really helps them to come up with a training programme that's just for them. It's not just about a strict workout routine, though. I always remind people that a healthy diet as well as regular exercise is important for the mind and body and that you need to feel good both inside and out.

Speaker 3

I work in the fields of medicine and therapy. I've helped to treat a whole range of different physical and psychological problems with my expertise. I draw on people's imagination and make them more open to suggestion and instruction!

Speaker 4

As one of the first people to arrive at the scene of an emergency, we have to figure out what's wrong and what urgent medical help is needed. I also help injured people prepare for transport and make sure they're comfortable on their way to the hospital. Trust me, a little bit of comfort is very important when you've got a broken arm or leg! I really enjoy how rewarding and unpredictable my job is – it keeps me on my toes!

Speaker 5

I help people on a daily basis by giving advice, recommending the right treatment for a range of ailments and, of course, by filling prescriptions. I really enjoy my job because it is very fulfilling and worthwhile and I know everyone in the community, too.

Module 3

➤ Exercise 2a (p. 58)

Pair 1

- A:** I usually study until very late just before an exam, but I think it's better to have a good study plan. I like the idea of going for a jog to take a break from studying. It must be nice to go outside and get some fresh air. I don't really like yoga because I think it's boring.
- B:** I think studying with a friend is a good tip and could really help you unwind. We might get distracted though and end up wasting a lot of time. Actually, maybe studying on your own is a better idea. Eating healthy food is a good idea. This will help you study. Maybe that's the best idea, and exercising too.

Pair 2

- A:** OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?
- B:** Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you fall behind schedule, then you can feel even more stressed!
- A:** Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?
- B:** Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.
- A:** Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.
- B:** Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?
- A:** Well, I think that can be helpful sometimes. You could talk through any problems instead of getting worried about them. To me, though, this could also waste a lot of time. You might distract each other.
- B:** Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?
- A:** In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.
- B:** Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?
- A:** Yes, I do!

➤ Exercise 2b (p. 58)

- A:** OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?

B: Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you fall behind schedule, then you can feel even more stressed!

A: Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?

B: Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.

A: Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.

B: Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?

A: Well, I think that can be helpful sometimes. You could talk through any problems instead of getting worried about them. To me, though, this could also waste a lot of time. You might distract each other.

B: Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?

A: In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.

B: Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?

A: Yes, I do!

➤ Exercise 4 (p. 58)

1 It all started while I was on my way to the office one day. I ate a banana then I threw the skin into the litter bin at the side of the road but missed. I bent down to pick it up and got this terrible pain at the bottom of my back. Luckily, I hadn't gone far from home and managed to get back. I phoned the doctor and made an appointment for tomorrow, but I don't know how I'm going to get there. My biggest problem is work. I have a presentation to finish before the weekend and I've absolutely no idea how I'm going to get it done now.

2 I first developed a nut allergy when I was 14. It suddenly came on one day after I'd eaten a few salted peanuts. I panicked because I felt like I couldn't breathe and my tongue began to swell. At the hospital I was told that I had to be extremely careful about what I eat. Now I have to check the labels of everything I buy in the supermarket and be really careful when I eat out at friends' houses or in restaurants. I don't mind doing that any more – it comes naturally to me now. The worst thing is not being able to eat certain things like cakes and some Asian dishes with peanut oil or nuts in. Some of them look so delicious, but I know that eating even a small amount could be very dangerous for me.

3 **Millie:** I hate going out in the rain. My glasses always get wet.

Abby: Well, why don't you get contact lenses? They aren't that expensive any more.

Millie: Oh, I know. That doesn't bother me. Actually, I really don't like wearing glasses that much – I don't think they suit me very much. But I don't like the thought of having to spend time every day cleaning contact lenses, then putting them in and taking them out again. I wouldn't like to touch my eyes, either!

Abby: Well, it's not that bad. I've been wearing contact lenses now for ages and I got used to all that, but I understand what you mean. Anyway, you look fine in your glasses.

Millie: Thanks.

4 Oh, hi. I've got an appointment to see Dr Graves today at 3:30. I was wondering if I could change that to tomorrow at the same time ... yes, I know it's short notice, but I have to pick my brother up from the airport tomorrow afternoon and I'd forgotten all about it ... oh, no, unfortunately I'm working tomorrow morning. There's nothing in the afternoon? ... OK, no problem. Don't worry, I'll keep my original appointment. My brother will have to get a taxi.

5 Insomnia affects many people at some point during their life and the most common cause is stress and worry. It's easy to take daytime naps or sleep in late to try to catch up on lost sleep, but this only disrupts your natural sleep patterns even more. Sleeping tablets may be prescribed by a doctor for short-term use in severe cases, but the best solution of all is to try and deal with the causes of the insomnia and make changes to the way you live your life. For instance, try to deal with the worries you have first. Then, make sure your bedroom is dark and cool and go to bed and get up at the same time every day. Also get more exercise during the day and have a warm, milky drink before bed and avoid drinks with caffeine in them such as coffee or cola.

➤ Exercise 4 (p. 63)

Andy: Hi Sarah. Have you heard my news? I'm taking capoeira classes at the community centre.

Sarah: Morning, Andy. I don't think I've ever heard of capoeira. What is it?

Andy: It's a mix of martial arts, dance and music, but unlike other martial arts, there's no actual contact between the two players.

Sarah: If you don't touch your opponent, how do you win?

Andy: It's all about skill. You stop before you hit someone and avoid attacks rather than block them. It's a series of movements using mainly your legs, feet and head to a rhythm played on musical instruments. One of the musicians decides who the best was.

Sarah: It sounds more like dancing to me.

Andy: Well I personally like to think of it as a martial art set to music.

Sarah: Do you need to be fit to take part?

Andy: You need to be reasonably fit, yes, but just like other martial arts, beginners learn simple moves first of all. I've only been going for a few weeks so it'll be a while before I face an opponent.

Sarah: So why did you start doing capoeira?

Andy: I'd been going to the gym for years, but I was losing interest. Working out had become a chore. The good thing about capoeira is that it's a sport that brings people together. I've made lots of friends since I've been going to the community centre.

Sarah: The more you tell me, the more interesting it seems. How do people sign up for classes?

Andy: There's not that many places so it's best to phone or call in at the community centre and book. It's getting more and more popular every week. The classes started a couple of weeks ago. At the beginning, there was just one class on a Monday, but so many people came along that they had to add another on Thursdays.

Sarah: It sounds like it's a lot of fun. I think I'll join up.

Andy: That's a great idea. We could go together on Thursday.

Sarah: Oh no, I've just remembered I've got hockey practice on Thursdays and there's an important match this weekend.

Andy: Well why don't you come with me next Monday then?

Sarah: OK. I'll phone the community centre when I get back home and book a place.

➤ Exercise 5b (p. 64)

Speaker: A lot of people are on diets these days and there might be several reasons for that. First of all, people may feel that others will find them more attractive if they are thinner. There's a lot of pressure from the media to lose weight. For example, magazines often have photographs of celebrities on beaches and they comment on their weight. Also, advertisements on TV are usually full of slim people in beautiful houses leading successful lives and that suggests that the thinner you are, the better your life will be. Secondly, people might go on diets for health reasons. For instance, someone who has high blood pressure may need to cut out dairy products and exercise more. To my mind, this is by far the best reason to go on a diet.

Regarding my own lifestyle, I would say that I try to make it healthy. I exercise regularly, I don't smoke and I eat a lot of home-made food. On the other hand, I do have a lot of stress in my life. I'm taking exams at the moment and sometimes I can't get to sleep at night because I'm thinking about whether I'm going to pass or not.

As for which type of food I prefer, I'd say that what I eat depends on where I am and who I'm with. At home, for example, we always eat a good balanced meal: a little meat, lots of vegetables and plenty of fruit juice. I always have cereal for breakfast, I drink a lot of water during the day and I have fruit instead of crisps and sweets. However, if I'm out with my friends, I'll probably eat something from a fast food restaurant, a burger with fries perhaps. So I like healthy food, but I also enjoy junk food from time to time.

Examiner: Do you think it is important for people to know how to cook?

Speaker: Yes, I do. It's very important for two reasons. The first is that it gives you some independence. You don't have to rely on other people cooking for you. The second reason is that you can cook real home-made food. It'll save you money and you won't eat junk food so often.

Examiner: What's your favourite dish?

Speaker: Lasagna. I love all Italian food, but lasagne is my favourite. My mum doesn't cook it at home so I only really eat it in restaurants. That's another good reason for knowing how to cook – I could make it myself and have it all the time!

Module 4

➤ Exercise 2b (p. 67)

DJ: Welcome to today's show! We have five callers who are going to tell us about some extraordinary events and festivals they've been to. First up is Amanda. Hello, Amanda.

Amanda: Hello! While on my travels last year, I was in Malaysia and attended a Lion Dancing Championship! Wow, these dancers are so talented! Basically, they perform traditional lion dances in amazing elaborate lion costumes. They dance in time to the music of drums, cymbals and gongs, but the most amazing thing is that they perform acrobatics and stunts high up off the ground on tall poles. It's absolutely incredible!

DJ: It sounds incredible, Amanda. Thanks for that. Next on the line is Millie. Hi, Millie.

Millie: Hi! OK, so this autumn I went to New York and saw a chocolate fashion show, can you believe it? It was absolutely incredible to see models dressed from head to toe in clothes and accessories made of chocolate and other chocolate treats like macaroons and profiteroles! We were told that fashion designers and top chefs work together to come up with these creations – they must be so talented!

DJ: They really must be, Millie! Next we have Michael. Hello, Michael.

Michael: Hi. I was recently in the Netherlands during the Living Statue World Championships and it was a really interesting experience. I couldn't believe how realistic their costumes and makeup were! These performers are basically mime artists who stand perfectly still until you give them some money. You would think that it's easy to just stand still but it really isn't – these people are very talented actors.

DJ: You're right, Michael. Finally, we have Pete on the line.

Pete: Hi. My family and I holidayed in Venice in September and had the chance to see the famous Venice Regatta. I'd describe it as a colourful procession on water! The racers dress in brightly coloured historical outfits and take part in races in decorated rowing boats. It's really worth going there to see it!

DJ: That sounds wonderful too, Pete. Well, thank you to all our callers for joining us. I for one really hope I get the chance to experience one of those events. They all sound incredible. Next on the show ...

➤ Exercise 5 (p. 78)

Both of the pictures show people reading articles in print. Although there are some similarities in the pictures, there are many more differences. In the first picture, it seems that the young man is in the relaxed environment of his home. It is probably the weekend, as he is drinking a cup of coffee and dressed in casual clothes. He is holding the magazine in one hand and has a smile on his face, so he must be reading something amusing. Perhaps, he's just catching up on the gossip about a celebrity. I think, however, that the woman in the second picture is reading a more serious article. In contrast to what the man is reading, her newspaper seems like it's of a better quality. I think she's probably a businesswoman on her way to or from work because she is dressed formally. While the man is reading for pleasure at home, the woman is probably just reading to pass the time while she is travelling on the train.

➤ Exercise 6 (p. 78)

Speaker 1: I'm constantly checking the news apps on my mobile phone for celebrity gossip! Although you can read about your favourite stars in a newspaper or magazine, it's just not the same. These apps are updated throughout the day, so I can keep really up-to-date with everything that's going on in the entertainment world. I often check the news sites in between my classes and after school when I'm on the bus on the way home. I'm a little bit addicted to them!

Speaker 2: One of my favourite pastimes is going to the theatre or the cinema to watch the newest plays and films. So I pick up a free daily newspaper every day outside the metro station on my way to work to see which performances have been praised by the media and seem worth going to see. I often choose what I'm going to see next from these articles. My favourite shows of all are musicals. Actually, it's my dream to be up there on the stage with the performers, and to be given four stars by Arts critics!

Speaker 3: I usually keep up with what's going on in the world online. In fact, the first thing I do every morning is go to all the main national newspaper sites and read the headlines. I guess I enjoy the fact that I can have a quick look whenever I have a free moment rather than having to go out and buy a printed newspaper and then sit down and read it. That would take time that I don't have. I also like the fact that there are often videos online to go with the articles. By clicking on those there's no need any more for me to watch the TV news; I'm not usually at home when the news is on, anyway.

Speaker 4: I know it's important to have at least a general idea of what's going on in the world, but I really don't enjoy reading newspapers, online or the old fashioned way, in print. I'd much rather flick through a magazine and catch up with the latest celebrity gossip, to be honest! I find that relaxing, whereas the news is full of depressing wars, crime and disasters. I'm a little ashamed to admit it, but I can't help how I feel.

Speaker 5: I know most people like to keep up with the news online these days, but I'm not one of them! There's nothing I like better than taking a break to sit down with a broadsheet newspaper and a cup of coffee to read the news in the old fashioned way. I find it a really pleasant way to unwind when I get home. After all, I spend all day looking at a screen at work, so I want to do something that helps me to totally switch off when I get home.

➤ Exercise 9a (p. 81)

A: Good morning, did you have a good weekend?

B: Yes, it was very relaxing, what about you?

A: Well, I did a bit of shopping on Saturday and then I saw a really good film yesterday.

B: Oh, which film?

A: The Amazing Spider-Man. Have you seen it?

B: No, is it an action film?

A: Yes. It's based on the comic book character.

B: Tell me about it, then?

A: Well, it's set in New York and the story begins with high school student Peter Parker trying to discover why his parents disappeared. He finds a clue which leads him to his father's old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain, the Lizard, and become the hero.

B: It sounds interesting. Who stars in it?

A: It stars Andrew Garfield and it's directed by Marc Webb.

B: So, you would recommend this film then?

A: Oh, absolutely. It's got spectacular special effects, a gripping storyline and well-developed characters. The cast give superb performances and it has an action-packed ending.

B: Sounds like I should see this film.

A: Definitely, it's a must-see!

➤ Exercise 7 (p. 84)

Dialogue 1

A: Just look at that! You wouldn't know it's a real person at all.

B: It is pretty impressive, yes, but I couldn't stand all those passers-by staring at me all the time.

A: But that's exactly what they want. They're entertainers; they love what they do.

B: I bet they don't love it when it starts to rain!

Dialogue 2

A: Come on, we'll be able to see better if we're right in front of the stage.

B: No way, it's always too crowded there. Let's stand where there's more room.

A: What's the point of being here if we can't see the band?

B: Don't exaggerate! We'll be able to see and hear perfectly well.

Dialogue 3

- A:** Wow, look at those hats they're wearing. They must have been really expensive!
- B:** Yeah, they look like models, don't they. To be honest, I feel a little out of place.
- A:** Don't worry, you look fine. Come on, let's put a bet on. I think the race is starting soon.
- B:** OK.

Dialogue 4

- A:** The reviews for this were very good. One critic said the lead actor gave the best performance he'd seen all year.
- B:** I remember seeing a production of this three, maybe four years ago. The cast were great then, too.
- A:** I wonder if there's going to be a break halfway through. It's a very long play.
- B:** Shh, it's starting!

Module 5**> Exercise 3 (p. 98)**

Int: Good morning listeners, I'm Simon Shadwell and welcome to this week's edition of 'Business World Today'. We just love hearing about people who have come up with innovative ideas that they turn into a successful business, so today in the studio I have with me Alice Gibson, a businesswoman in her twenties. Now, Alice not only used her imagination to make a good profit, but is also making a difference by helping children with learning disabilities. Hello, Alice. Alice, how did this all start?

Alice: Hi, Simon. Well, I did a degree in Art and Design and my teachers always encouraged us to find something that hadn't been done before and do it. They taught us the process of coming up with a new idea, of doing research on it and most importantly of all, how to go about applying the things we learnt. All that really gave me the confidence to believe I could succeed.

Int: So you decided to start a business of your own?

Alice: Well, yes, but not immediately. For about a year after leaving university I simply painted and I believe, created some of my best work. Anyway, I tried selling the paintings to some local art galleries but without too much luck. I sold one or two, but I wasn't making enough to live on. That's when I decided to try something a bit different.

Int: OK ... tell us all about it, Alice.

Alice: Well, I had always enjoyed fabric design at university so I decided to try printing my own designs on beautiful fabrics like silk and then making them into bags. Of course I have to mention here that I couldn't have got started so easily without the amazing encouragement and involvement of others. Two friends from my university course gave me a hand making the bags and they are now my business partners. Then my uncle helped us design our website and blog, one of my old art teachers advised us where to find good quality fabric at a low price and so on ... I'm really grateful to them all.

Int: You mentioned that you set up a blog, too?

Alice: Yes, that's right. We blogged about the way we made the bags and posted photos of the process and of our designs. We also set up a Facebook page linked to our website and paid for Facebook advertising and even set up a Twitter account. We did everything we could to get our name out there and attract customers. At first, just family and friends were buying our bags, but then I was astounded by how things just seemed to take off. Sales jumped from just a few a week to more than 100 in just a few months. We had been warned that we might have to be very patient before seeing results and we were told more than once that most new businesses fail. We were really amazed.

Int: And then what happened after that?

Alice: Well, before long a well-known chain store offered to stock our bags. We agreed, and before we knew it our creations were hanging on the racks of several shops. At first it all seemed really strange and I wasn't sure if we had made the right decision. It felt almost like we had lost control and handed over the business to someone else. But I soon relaxed when I saw how much our sales rocketed! At that point we started to employ more people and the rest, as they say, is history!

Int: But your company is not all about making money, is it? Don't some of your profits go towards funding a good cause?

Alice: Yes, ten percent of the money we make from our sales goes towards research to help people find a cure for autism. It's an issue I feel really strongly about because my nephew is autistic and I've seen the effect it's had on the family. I feel very fortunate that my business has been so successful so it's a pleasure to be able to help in something worthwhile like that.

Int: That's great, Alice. And finally, what are your plans for the future?

Alice: To tell you the truth, I'm still trying to get used to all the changes that have happened in my life during the past couple of years! It has all been a bit overwhelming, I guess. So I'm just going to sit back and enjoy it, and then continue working on our new designs for next season.

Int: Well, thank you for sharing your success story with us. I hope it continues to go well, Alice!

Alice: Thank you very much!

> Exercise 8b (p. 101)

It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly. Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me. I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the

thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!

As the others surfaced, you could see the look of relief spread over everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.

➤ Exercise 3a (p. 103)

Speaker 1

Lots of people want to be successful in business and run their own company, but I want to take it a step further; I'd love to run my own restaurant chain one day. People tell me I'm crazy and that it'll be an unbelievable amount of work, with no guarantee that I'll succeed, but I don't care. There's just something in me that wants to show myself and others just how much I can achieve. The sky's the limit!

Speaker 2

I've always wanted to be a pilot. The thing is, though, you can't just send your CV out to airlines and expect to be offered a job. It can take up to 10 years of flying experience just to be able to apply for a position! So, I need to have lots of flying lessons and get various certificates and I need to get a four-year degree at a university, too. It's a long, difficult, expensive process, but I'm determined to reach my goal!

Speaker 3

To me, there would be nothing more rewarding than being a nurse. Nurses are there for people at their most difficult moments. They get to help them practically with their medical knowledge and they might even get the chance to help save someone's life. Nurses can also take their skills with them wherever they go. I think it would be great to spend some time nursing abroad.

Speaker 4

I'm actually quite envious of my friends who want to be doctors, accountants or teachers. I'm finding it really difficult to choose which direction I want my career to take. I've never really had a strong desire to do one particular job. I think it's hard to be sure if you would like something when you've never tried it. Maybe I should try shadowing a few people in their jobs so that I can get an idea about what they do. Perhaps I'll find something that appeals to me.

Speaker 5

I've always enjoyed teamwork at school. I think generally people can work more effectively when they make use of each other's skills and strengths. When people work together they can get ideas from each other and put them all together to create something really really good. You can't do that when you work by yourself. I think it could be really lonely and boring working alone, too, so I definitely wouldn't like to do that.

➤ Exercise 5c (p. 103)

I think that there are a few different reasons why people might want to go where no one has been before, for

example to the bottom of a very deep ocean or a really deep cave. First of all, many people enjoy the challenge of these kinds of experiences. They are the sort of people who experience a real thrill when they manage to achieve something that is considered really difficult or see an amazing sight for the first time ever. Also, they might want to go for a specific reason, like to study plant and animal life there for their job. In fact, these kinds of expeditions are usually very useful for scientists and other professionals. They can teach the world about new species and environmental issues, for instance. Through photography and journalism, people can also share in the amazing experience of seeing these beautiful places. Personally, I would love to go on an expedition, but I would be quite nervous about it. Sometimes exploring new places can be difficult because the environment is harsh or it's difficult to reach. I think that it would be really important to train well before and to go with experts. Most of all, I'd love to go on a voyage to the bottom of the sea! I think it would be just amazing to see all the unusual animal life down there.

Module 6

➤ Exercise 2b (p. 118)

To begin with, in picture A there are some angry protesters. A woman is shouting through a megaphone and also it looks like there is an angry crowd in the background. This is a very public demonstration to make a point. On the other hand, picture B shows a couple of tents. In front of them are banners with slogans on. They might be camping out in protest. This must be a silent protest which is very different from a large crowd being held back by a police barrier. In my opinion, the second type of protest is more effective because it makes people think as they pass by. Loud demonstrations can be a good way to get publicity, but they often scare people and can sometimes get violent.

➤ Exercise 3 (p. 118)

Speaker 1

I won free passes to a war museum and decided to take my niece and nephew for a day out. I was really pleased because museum entry fees can be expensive. We had a really great day and the children both took some souvenirs home which cost me a fortune! What I couldn't believe was how much there was to see, from displays of weapons and battle vehicles used during different wars to multimedia presentations about what happened – there were so many different things. Actually, we're eager to go back and see the things we missed out on.

Speaker 2

I was writing an essay on war propaganda, so I thought it would be valuable to go to a war museum and see it first-hand. I thoroughly enjoyed looking at the collections and came away with lots of information for my essay. I even had access to private collections that weren't on public view – it was such an interesting experience and I took away a lot. The only thing was, I wanted to buy some books and memorabilia at the end of my visit but they were really expensive!

Speaker 3

I'm a history fanatic, so when my friends suggested visiting a war museum I said yes straight away. On the morning of our visit, it was pouring down with rain, so it was the perfect day to go to a museum! I love war art like all the posters reminding people to be careful what they said and calling women to work in the factories and I was fascinated looking at the museum's great collections. The tour guide told us a lot about all the badges and medals and other mementos, too, but I wasn't really interested in all that. At the end of the visit, I bought some postcards showing some of my favourite posters.

Speaker 4

My history class recently paid a visit to a war museum and I was less than excited about it. We listened to various talks by guide at the museum telling us all about the various exhibits. I thought it was going to be really boring, but surprisingly I had quite a good day. In class the following day, our teacher gave us a little test on what we'd learnt at the museum. I didn't do very well, but all in all it wasn't such a bad experience.

Speaker 5

I have always been fascinated by aeroplanes, especially after being told that my great-grandfather was an air force pilot in World War II. So, when I discovered that the Royal Air Force was having an air show at a war museum, I just had to go. As well as the air show, the ticket included a museum tour and a special exhibition of war planes. The only thing was that rain was expected and it was unsure whether the show would go ahead. But, luckily, the rain stayed away, the air show was fantastic and I had a wonderful day.

> Exercise 6 (p. 123)

Sam: So how was your trip to the Tower of London, Olivia?

Olivia: Oh, it was really great, Sam! I wasn't really looking forward to it that much because I'm not usually very interested in history, but actually I enjoyed it quite a lot. It's a fascinating place! I couldn't believe it's almost a thousand years old!

Sam: Wow, I didn't know that either. Personally, I love history. I don't know how anyone could find it dull; it's so full of unbelievable twists and turns and thrilling events. Anyway, we're all different and I'm glad you had a good time at the Tower. So tell me all about it!

Olivia: Well, the queue to get in was quite long, but it was definitely worth the wait. We decided to take the 60-minute tour by a Beefeater, a royal guard, which was a great decision in my opinion. He turned out to be really friendly and knowledgeable and made us all laugh.

Sam: Oh yes, lots of people have told me the Beefeaters are great.

Olivia: Well, they're not wrong.

Sam: So what was your favourite part of your visit?

Olivia: Oh, that's easy. Definitely seeing the Crown Jewels! I just thought they were so beautiful. There was one royal crown that had nearly 3,000 diamonds on it! I just couldn't believe my eyes! Those jewels must be absolutely priceless.

Sam: Sounds like something worth seeing.

Olivia: Yeah, it's all really amazing. There were so many interesting stories about the colourful history of that place. There was one thing I didn't really enjoy, though.

Sam: What's that then?

Olivia: Well, the Beefeater told us lots of ghost stories. The tower is supposed to be one of the most haunted places in Britain. The stories didn't bother me too much at the time, but I couldn't get to sleep that night!

Sam: Oh, don't be silly, Olivia. There's no such thing as ghosts.

Olivia: Well, maybe. Anyway, I still had a great day. You should definitely go there one day, Sam, especially as you're such a fan of history.

Sam: I'd love to. It's just that I've heard it's quite expensive.

Olivia: Oh, well usually it is, but my friend and I had a voucher for half-price tickets that we printed off from a website. The offer's still on I think. I'll write down the web address for you.

Sam: Thanks, Olivia. That would be great!

> Exercise 9b (p. 124)

Frank: Hi Billy, how was your holiday?

Billy: Hey Frank. It was brilliant. There was so much to see and do but the highlight of my trip was definitely visiting the Museum of Islamic Art.

Frank: What was it like?

Billy: It's a really impressive building that is actually built on an artificial island on the waterfront at the edge of Doha Harbour that houses the artefacts that have been collected over the years by the Qatar Royal Family.

Frank: Wow that sounds amazing!

Billy: It was. They have one of the most extensive collections in the world with pieces of Islamic Art from Spain, Egypt, Iran, Turkey, India and Central Asia.

Frank: What does the collection include?

Billy: It includes ancient manuscripts, beautiful textiles embroidered with gold thread, over a thousand pieces of jewellery and much more spanning thirteen centuries of history. Not only are the artworks extremely beautiful, but they also have historical significance.

Frank: That's incredible.

Billy: And that's not all. They also have a number of exhibition halls for temporary exhibitions, a library, a bookshop and an education centre. Not to mention the surrounding grounds which include fountains and a walkway lined with palm trees which leads to the museum. As you cross the walkway you can hear the sounds of the ocean which reminds you that you are on an island.

Frank: Sounds like you really enjoyed yourself there.

Billy: I did, it's an incredible place that anyone who likes art would love. It's well worth a visit.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
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Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• read and talk about lifestyles	
• compare cultures	
• check in for a flight	
• request & respond	
• read and talk about alternative living	
• present ways to reduce waste	
• read and talk about living in an airport	
• compare people	
• talk about daily problems & annoyances	
• read and talk about community spirit	
• make decisions	
• talk about problems/agree – disagree	
• read for gist	
• read for specific information	
• listen for detail	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an interview	
• describe a visit to a tribe	
• write how immigrants become citizens in your country	
• describe a day as a freegan	
• compare lifestyles	
• write a for and against essay	
• identify sentence order in a paragraph	
• write supporting sentences for a topic sentence	

CODE

***** Excellent**

***** Very Good**

**** OK**

*** Not Very Good**

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• read and talk about extreme people, place & activities	
• read and talk about eating insects/bugs	
• read and talk about unusual devices	
• read and talk about a community of people	
• invite a friend to an event	
• show hesitation	
• describe a visit to a cave	
• read for gist	
• read for detail/purpose	
• read for specific information	
• have an interview	
• talk about extreme sports	
• compare ideas/speculate/give reasons	
• listen for specific information	
• describe a photo	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences about attitudes towards eating insects	
• write about an extreme sport	
• write an opinion essay	
• express opinion	
• write beginnings/endings for essays	
• link ideas	
• support viewpoints with reasons/examples	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• read and talk about healthcare & fitness	
• read for cohesion	
• discuss alternative therapies	
• summarise a text	
• identify main ideas in a text	
• read & talk about physical activities	
• give sb a tour of a place	
• discuss symptoms & remedies	
• express sympathy	
• read and talk about emotional health	
• read for detail (opinion, attitude, purpose, main idea, tone, gist)	
• talk about stressful situations	
• present ways to deal with stress	
• express choice/reason – recommend	
• listen for specific information (tone/attitude/topic/situation/detail)	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph giving reasons	
• write a text about a place of natural beauty	
• write a paragraph expressing opinion	
• write tips on how to manage anger	
• write a report making suggestions & recommending	
• practise formal style	
• make suggestions/recommendations	

CODE

*** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• read and talk about festivals & events	
• present a festival as live TV commentary	
• read and talk about circus performers	
• act out an interview	
• read for text structure/cohesion and coherence	
• read for specific information & detail	
• buy a formal outfit	
• compliment	
• read & talk about photography	
• talk about hypothetical situations	
• talk about news & the media	
• compare photos	
• listen for gist, detail, function, purpose, attitude, opinion, relationship, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph expressing choice & reason	
• write sentences explaining a motto	
• write a short account of a day in the life of a photographer	
• write a paragraph about a festival	
• write a review	
• recommend a book/film, etc	

CODE****** Excellent******* Very Good****** OK***** Not Very Good****Student's Self Assessment Form****Module 5**

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• read & talk about breakthroughs	
• read & talk about nanobots	
• report people's words	
• identify main ideas in paragraphs	
• read for opinion, attitude, purpose, main idea, detail, tone, gist	
• read for specific information & detail	
• act out an interview	
• persuade someone to visit a place	
• show interest	
• read & talk about success	
• read for text structure, cohesion & coherence	
• present a scientist's profile	
• talk about career success	
• listen for gist, detail, purpose, attitude, opinion, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a summary of a text	
• write a paragraph giving reasons	
• write a text about an important observatory/science museum	
• write a story	
• sequence events	
• practise narrative/descriptive language	
• write beginnings/endings to a story	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• read & talk about historic tourist attractions	
• read & talk about a shipwreck	
• read for text structure, cohesion & coherence	
• read & talk about household duties	
• read & talk about Charles Dickens	
• persuade sb to visit a tourist attraction	
• comment on an experience	
• read & talk about archaeological sites	
• read for specific information & detail	
• read for detailed understanding of a text	
• talk about war & protest	
• compare photographs	
• listen for general gist, detail, function, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write sentences describing a scene	
• write a short diary entry for a day in the life of a person	
• write a text about a famous author from the past	
• write sentences giving reasons	
• write an article describing a place	
• use descriptive language	
• use the senses to describe a place	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
read and talk about lifestyles			
compare cultures			
check in for a flight			
request & respond			
read and talk about alternative living			
present ways to reduce waste			
read and talk about living in an airport			
compare people			
talk about daily problems & annoyances			
read and talk about community spirit			
make decisions			
talk about problems/agree – disagree			
read for gist			
read for specific information			
write an interview			
describe a visit to a tribe			
write how immigrants become citizens in their country			
describe a day as a freegan			
compare lifestyles			
write a for and against essay			
identify sentence order in a paragraph			
write supporting sentences for a topic sentence			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
read and talk about extreme people, place & activities			
read and talk about eating insects/bugs			
read and talk about unusual devices			
read and talk about a community of people			
invite a friend to an event			
show hesitation			
describe a visit to a cave			
read for gist			
read for detail/purpose			
read for specific information			
have an interview			
talk about extreme sports			
compare ideas/speculate/give reasons			
listen for specific information			
describe a photo			
write sentences about attitudes towards eating insects			
write about an extreme sport			
write an opinion essay			
express opinion			
write beginnings/endings for essays			
link ideas			
support viewpoints with reasons/examples			

Progress Report Card

..... (name) can:		Module 3	
	very well	OK	not very well
read and talk about healthcare & fitness			
read for cohesion			
read and discuss alternative therapies			
summarise a text			
identify main ideas in a text			
read & talk about physical activities			
give sb a tour of a place			
discuss symptoms & remedies			
express sympathy			
read and talk about emotional health			
read for detail (opinion, attitude, purpose, main idea, tone,			
talk about stressful situations			
present ways to deal with stress			
express choice/reason – recommend			
listen for specific information (tone/attitude/topic/situation/ detail)			
write a paragraph giving reasons			
write a text about a place of natural beauty			
write a paragraph expressing opinion			
write tips on how to manage anger			
write a report making suggestions & recommending			
practise formal style			
make suggestions/recommendations			

Progress Report Card

..... (name) can:

Module 4

	very well	OK	not very well
read and talk about festivals & events			
present a festival as live TV commentary			
read and talk about circus performers			
act out an interview			
read for text structure/cohesion and coherence			
read for specific information & detail			
buy a formal outfit			
compliment			
read & talk about photography			
talk about hypothetical situations			
talk about news & the media			
compare photos			
listen for gist, detail, function, purpose, attitude, opinion, relationship, etc			
write a paragraph expressing choice & reason			
write sentences explaining a motto			
write a short account of a day in the life of a photographer			
write a paragraph about a festival			
write a review			
recommend a book/film, etc			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
read & talk about breakthroughs			
read & talk about nanobots			
report people's words			
identify main ideas in paragraphs			
read for opinion, attitude, purpose, main idea, detail, tone, gist			
read for specific information & detail			
act out an interview			
persuade someone to visit a place			
show interest			
read & talk about success			
read for text structure, cohesion & coherence			
present a scientist's profile			
talk about career success			
listen for gist, detail, purpose, attitude, opinion, etc			
write a summary of a text			
write a paragraph giving reasons			
write a text about an important observatory/science museum			
write a story			
sequence events			
practise narrative/descriptive language			
write beginnings/endings to a story			

Progress Report Card

..... (name) can:

Module 6

	very well	OK	not very well
read & talk about historic tourist attractions			
read & talk about a shipwreck			
read for text structure, cohesion & coherence			
read & talk about household duties			
read & talk about Charles Dickens			
persuade sb to visit a tourist attraction			
comment on an experience			
read & talk about archaeological sites			
read for specific information & detail			
read for detailed understanding of a text			
talk about war & protest			
compare photographs			
listen for general gist, detail, function, etc			
write sentences describing a scene			
write a short diary entry for a day in the life of a person			
write a text about a famous author from the past			
write sentences giving reasons			
write an article describing a place			
use descriptive language			
use the senses to describe a place			

Module 1

1a

- | | | | |
|---|-------------------------|---------------------|-----------|
| 1 | 1 harsh | 5 temporary | 9 idyllic |
| | 2 tribe | 6 livestock | 10 stilt |
| | 3 sparsely | 7 possessions | |
| | 4 monsoon | 8 drought | |
| 2 | 1 face | 3 settle | 5 migrate |
| | 2 rear | 4 flee | 6 treated |
| 3 | 1 granted | 3 witnessed | 5 show |
| | 2 struck | 4 help | |
| 4 | 1 stay | 5 has just moved | |
| | 2 has caused | 6 know | |
| | 3 enjoy | 7 has been working | |
| | 4 are struggling | | |
| 5 | 1 move | 6 are now returning | |
| | 2 hunt | 7 are becoming | |
| | 3 gather | 8 go | |
| | 4 has been attempting | 9 arise | |
| | 5 have already rejected | 10 believe | |

1b

- | | | | |
|---|---|----------------|-------------|
| 1 | 1 exception | 3 convinced | 5 emotional |
| | 2 spears | 4 overwhelming | 6 treasure |
| 2 | 1 Gasps | 3 secluded | 5 spot |
| | 2 revolving | 4 swapped | 6 shelters |
| 3 | 1 to | 3 by | 5 for |
| | 2 with | 4 after | 6 of |
| 4 | 1 am thinking, think | | |
| | 2 Do you enjoy, am enjoying | | |
| | 3 is Richard, is being | | |
| | 4 are you looking, don't look | | |
| 5 | 1 Did you enjoy, had read | | |
| | 2 were you doing, was surfing, was chatting | | |
| | 3 was riding, had, Did you hurt | | |
| | 4 did you go, had already left | | |
| | 5 did Larry look, had been walking | | |

1c, d

- | | | | |
|---|------------|-----------|------------|
| 1 | 1 trace | 4 process | 7 exchange |
| | 2 nickname | 5 acquire | 8 burden |
| | 3 gateway | 6 undergo | |
| 2 | 1 like | 4 in | 7 where |
| | 2 are | 5 from | 8 One |
| | 3 who | 6 all | 9 On |
| | | | 10 to |
| | | | 11 by |
| | | | 12 of |

- 3 1 a 2 b 3 b 4 b 5 b 6 b

4 (Suggested Answer)

- A: Can I see your passport?
 B: Here you are.
 A: How many pieces of luggage are you checking in?
 B: Just this one suitcase.
 A: Could you put your luggage on the conveyor belt?
 B: No problem.
 A: Did you pack your luggage yourself?
 B: Of course.
 A: Would you like an aisle seat?
 B: No, window please.
 A: Here's your passport and boarding pass. Please go to Gate 27 at six o'clock. Enjoy your flight.
 B: Thank you very much.

1e

- | | | | | | |
|---|------------|------------|-------------|-----|-----|
| 1 | 1 C | 2 D | 3 A | 4 D | 5 C |
| 2 | 1 tempted | 4 pitying | 7 discarded | | |
| | 2 scavenge | 5 sort | | | |
| | 3 edible | 6 consumer | | | |

1f

- 1 a) 1 vending 3 foreseeable 5 bustling
 2 jangle 4 migrant 6 wheeling

b) (Suggested Answer)

- 1 I buy a bar of chocolate from the vending machine every day.
 2 The airport will remain closed for the foreseeable future.
 3 Lots of migrant workers are employed at the factory.
 4 The airport was full of bustling passengers.

- | | | | |
|---|--------------|----------|---------------|
| 2 | 1 hurry | 3 search | 5 temporarily |
| | 2 difficulty | 4 blind | 6 impression |

- | | | | | |
|---|------|--------|--------|--------|
| 3 | 1 in | 3 up | 5 on | 7 with |
| | 2 in | 4 from | 6 down | |

- | | | |
|---|----------------------|----------------|
| 4 | 1 the busiest | 4 quicker |
| | 2 the best | 5 as bad |
| | 3 the most luxurious | 6 the cheapest |

- | | | | |
|---|-------------------|---------------|---------------|
| 5 | 1 worst | 3 the longest | 5 the angrier |
| | 2 further/farther | 4 heavier | 6 fast as |

1g

- | | | |
|---|-------------------|----------|
| 1 | a) 1 CONSTRUCTION | 5 STRAY |
| | 2 OVERCROWDED | 6 LITTER |
| | 3 DRIPPING | 7 PARKED |
| | 4 OVERGROWN | |

- b) A 6 C 3 E 5 G 1
B 7 D 2 F 4

- B 1 In summary 3 nonetheless
2 although

- 2 1 b 2 a 3 b
3 1 C 2 C 3 B 4 B 5 D

- 6 1 E 2 B 3 E 4 B

1h

- 1 1 swap 3 dust 5 schemes
2 spirit 4 consumerism 6 reusable
2 1 up 3 on 5 away 7 away
2 back 4 of 6 off
3 1 catching 3 carry 5 looked
2 get 4 hold
4 1 wasted 5 guidelines 9 satisfaction
2 matchmaker 6 amount 10 gardeners
3 advert 7 water
4 location 8 Internet

- 7 a) 1 There are many good reasons why communities should adopt a neighbourhood watch programme. (Topic sentence)
2 One advantage is that it increases community spirit.
3 In particular, those involved in the programme could develop a strong bond and feel more connected with others living in their area.
4 In addition, neighbourhood watch schemes help to reduce crime.
5 As a result, they make the town a much safer place for all of the residents in the community.

b) (Suggested Answer)

There are many advantages to having a neighbourhood watch programme in your community.

1i

- 1 A 3 B 4 C 2 D 1
2 1 To begin with – First of all
2 For example – For instance
3 What is more – Another advantage is that
4 On the other hand – In contrast
5 First of all – One disadvantage is that
6 since – because
7 Also – Furthermore
8 As a result – This means that
9 All things considered – To sum up

- 8 a) 1 A 2 F 3 F 4 A
b) A 4 B 2 C 1 D 3

- c) 1 formal
2 First paragraph – state topic
Second paragraph – arguments for
Third paragraph – arguments against
Final paragraph – summary and opinion
3 (Suggested Answer)

These days, many people choose to live alone. Without a doubt, living alone has its disadvantages, but what about the advantages?

9 (Suggested Answer)

These days, many people choose to live alone. Without a doubt, living alone has its disadvantages, but what about the advantages?

There are many reasons why people live alone. First of all, it provides a great deal of privacy. For example, a person who lives alone does not need to worry about others invading their personal space. Secondly, living alone promotes independence because people must become self-sufficient and take responsibility for all household tasks.

On the other hand, living alone can be very expensive since there is no one else to share the cost of food, rent and utility bills. Another disadvantage is that it can be lonely. For example, a person who lives on their own has to eat their meals by themselves and there is one to talk to if they feel bored.

All things considered, I think it is up to each person individually to decide whether living alone is right for them.

Arguments for	Examples/Justifications
<ul style="list-style-type: none"> experience new culture meet new people 	<ul style="list-style-type: none"> try new food/ participate in local festivals establish new friendships
Arguments for	Examples/Justifications
<ul style="list-style-type: none"> difficult communication friends and family are not close by for support 	<ul style="list-style-type: none"> use a foreign language lonely experience/ feeling isolated

- 4 1 To start with 4 Not only this, but
2 Consequently 5 such as
3 even though 6 However

- 5 A 1 First of all
2 For this reason
3 Another disadvantage is
4 because

All things considered, I think it is up to each person individually to decide whether living alone is right for them. Some people may enjoy the independence and privacy that living alone brings, while others would find it a lonely and isolating experience.

- 8 didn't have enough money
9 waited until everyone had arrived
10 last time Jen worked was
11 has not spoken French for
12 has not changed since

English In Use

- 1 1 D 3 A 5 B 7 C 9 B 11 A
2 C 4 C 6 A 8 B 10 B 12 C

Speaking

- 1 b 3 a 5 b 7 a 9 b 11 b
2 b 4 b 6 b 8 b 10 a 12 a

Language & Grammar Review

- 1 C 6 D 11 A 16 C 21 C
2 D 7 B 12 C 17 B 22 B
3 C 8 A 13 D 18 D 23 C
4 B 9 D 14 A 19 A 24 A
5 D 10 B 15 D 20 C 25 D

Reading Task

- 1 A 3 D 5 C 7 D
2 C 4 B 6 D 8 B

Building Up Vocabulary

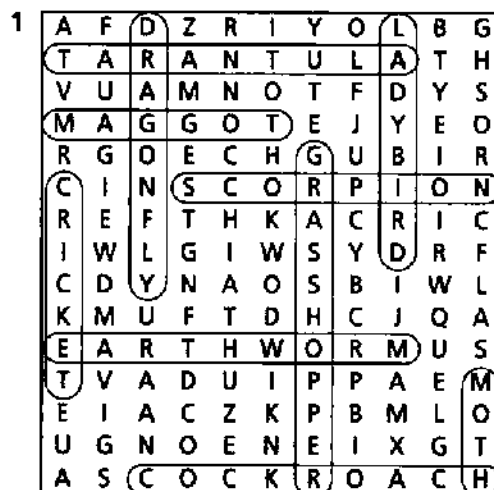
- 1 1 migrate 8 predecessor 15 inhabit
2 roam 9 descendant 16 connection
3 wander 10 edge 17 link
4 clan 11 border 18 relationship
5 nation 12 line 19 origin
6 race 13 reside 20 native
7 ancestor 14 dwell 21 birth
- 2 1 precisely 7 dangerous
2 residents 8 floating
3 settlement 9 villagers
4 accessible 10 unconventional
5 community 11 slavery
6 oppressive 12 intention

Language Knowledge – Module 1

- 1 1 C 3 C 5 D 7 A
2 A 4 A 6 A
- 2 1 has been living, on 4 was travelling, by
2 seems, on 5 to reduce, to
3 used to, older
- 3 1 have never visited such an
2 has been a month since
3 get on well with
4 was more friendly than
5 has been teaching English for
6 is not as clean as
7 first time Colin has lived

Module 2

2a



- 2 1 scrambled 4 marinate 7 stir-fried
2 grilled 5 microwaved
3 baked 6 boiled
- 3 1 platter 4 churn 7 contamination
2 delicacy 5 tuck
3 aroma 6 edible
- 4 1 'll have
2 'm meeting
3 am going to make/am making
4 'll take
5 're going to fall
6 'll try

2b

- 1 1 far-fetched 4 sceptical 7 disabled
2 prototype 5 insert
3 demonstrate 6 emerges
- 2 1 cracked 5 mind
2 signals 6 mouth-watering
3 flick 7 main course
4 beam 8 paid
- 3 1 replicate 3 swirl 5 illusion
2 levitate 4 control
- 4 1 will have finished
2 will be driving
3 will have repaired
4 Will you be working

- 5 will have built
- 6 will be showing
- 7 won't have completed
- 8 will have been working
- 9 won't have created
- 10 will have travelled

2c, d

- 1 1 muddy 4 waterway 7 hunting
- 2 stretches 5 refugees 8 laid-back
- 3 ancestors 6 stilt

- 2 1 restrict 4 moisture 7 extinct
- 2 Rotten 5 pace
- 3 facing 6 attract

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

4 (Suggested Answer)

- A: Hi, Julie. Are you doing anything this Saturday?
 B: No, I don't think so. Why?
 A: Well, I'm thinking of going to the Watermelon Thump.
 B: What on Earth is that?
 A: It's a festival dedicated to watermelons! It's been taking place since 1954.
 B: Really? What do you do there?
 A: Well, there's a competition to try and beat the record of the largest watermelon. It was set at 37 kg back in 1962!
 B: That's huge!
 A: I know. There's also a watermelon carving contest, a seed spitting competition and live bands and other entertainment. So would you like to come with me?
 B: I'm not sure ...
 A: Go on, it'll be fun. Entrance is free and there's plenty of watermelon to eat!
 B: Well, OK then.
 A: Great! I'll call you tomorrow to arrange the details.
 A: OK, bye.

2e

- 1 1 funding 4 humidity 7 fate
- 2 sweat 5 breeze
- 3 glittered 6 abandoned

- 2 1 up 3 in 5 out
- 2 out 4 up

- 3 1 dry 3 clear 5 quick
- 2 hard 4 blind 6 cold

- 4 1 B 2 B 3 C 4 D 5 A

2f

- 1 1 mind 4 released 7 captured
- 2 fussy 5 crate 8 held
- 3 relief 6 bait

- 2 1 waved 3 knelt 5 bitten
- 2 bed 4 charges 6 famous
- 3 1 under 3 off 5 out
- 2 away 4 by 6 in

- 4 1 exploring 6 to go 11 signing
- 2 swim 7 to bring 12 to get
- 3 diving 8 visiting 13 catching
- 4 feed 9 to help 14 waiting
- 5 staying 10 make

2g

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

2h

- 1 1 steamed 4 broke
- 2 brought 5 came
- 3 makes/made 6 springing
- 2 1 wrestling 5 national 9 opponent
- 2 performance 6 pride 10 restriction
- 3 symbolised 7 Basically 11 competitors
- 4 powerful 8 disqualified 12 upper

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

2i

- 1 1 E 2 D 3 B 4 A 5 C
- 2 a) In my opinion, this is a highly irresponsible practice that should be banned.

b)	
Viewpoints	Reasons/Examples
1 harmful to the animals involved	a animals kept in cramped
2 dangerous for the animal handlers	b sharks are unpredictable and can attack

- 3 1 list viewpoints: Firstly
- 2 introduce examples: In particular, for example
- 3 introduce opposing ideas: Alternatively
- 4 add more points: In addition
- 5 conclude: All things considered

(Suggested Answer)

- 1 To begin
- 2 especially, Animals such as
- 3 On the other hand
- 4 Furthermore
- 5 To sum up

- 4
- 1 Firstly, it is harmful to the animals involved.
 - 2 In addition, using exotic animals for entertainment can be dangerous for the animal handlers.
 - 3 Alternatively, some people argue that proper safety precautions are taken when working with exotic animals.

(Suggested Answer)

- 1 To begin with, it has negative effects on the animals in question.
- 2 Furthermore, using exotic animals for entertainment can put the animal handlers at risk.
- 3 On the other hand, many people believe that those working with exotic animals employ property safety measures.

5 (Suggested Answer)

- 1 • In the first place, snowboarding is dangerous. For example, many people have been injured while taking part in the sport. As a result of their injuries, some of these people are unable to fully recover and cannot participate in snowboarding any more.
- Secondly, snowboarding equipment is expensive. Special equipment such as protective clothing and a proper board is required. These items are not affordable for many people.
- 2 • Firstly, martial arts teaches self-defence. In particular, participants learn how to deal with aggressors. This boosts their confidence and helps them stay safe on the streets.
- In addition, kickboxing has many health benefits. For instance, it increases stamina and strength. This means participants feel more active and alert.

- 6
- | | |
|---------------------|-----------------|
| 1 on the other hand | 4 Therefore |
| 2 because | 5 In particular |
| 3 To begin with | |

7 (Suggested Answer)

- 1 I feel that exotic animals should not be used in film stunts.
- 2 My opinion is that dangerous animals should not be kept as pets.
- 3 The way I see it, we should not allow animals to be used in circus acts.
- 4 It seems to me that cliff diving is too risky and should be banned.
- 5 As far as I'm concerned, martial arts build discipline and should be encouraged.

- | | | | |
|---|-----|-----|-----|
| 8 | 1 B | 2 E | 3 B |
|---|-----|-----|-----|

- 9 a) 1 C 2 A 3 B

- b)
- 1 An opinion essay
 - 2 Formal
 - 3 Paragraph 1: my opinion
Paragraph 2: the first viewpoint and reasons/examples
Paragraph 3: the second viewpoint and reasons/examples
Paragraph 4: the opposing viewpoints and reasons/examples
Paragraph 5: re-state my opinion

10 (Suggested Answer)

Surely wild animals should not be kept in captivity. All over the world, wild animals are forced to live in zoos for our entertainment. In my opinion, this practice is unfair to the animals themselves and should be banned.

Firstly, life in captivity is unnatural for wild animals. For instance, they are unable to hunt or breed as they do in the wild. This causes them to lose the natural abilities they possess.

Moreover, in captivity, wild animals have a lack of space to roam. For example, captive animals are often kept in cages or small enclosures and some even in chains. This has a negative effect on their welfare.

On the other hand, keeping animals in captivity protects endangered species. For example, some animals would become extinct without human intervention. In particular, those whose natural habitats are disappearing. In these cases, keeping animals in zoos is beneficial because it protects them from extinction.

To sum up, I strongly believe that wild animals should not be kept in captivity. To my mind, they should be allowed to live in their natural habitats. However an exception can be made if animals are endangered.

English in Use

- 1
- | | | | |
|---------|--------|--------------|---------|
| 1 not | 4 at | 7 which/that | 10 due |
| 2 below | 5 up | 8 to | 11 As |
| 3 so | 6 have | 9 into | 12 than |

- 2
- 1 let her go
 - 2 would rather Ben taught me
 - 3 a kind gesture to get
 - 4 were made to practice
 - 5 could hardly see

Speaking

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 C | 6 B | 11 A | 16 A | 21 C |
| 2 B | 7 A | 12 D | 17 C | 22 D |
| 3 B | 8 B | 13 C | 18 B | 23 C |
| 4 A | 9 C | 14 C | 19 D | 24 D |
| 5 C | 10 C | 15 A | 20 B | 25 A |

Reading Task

- | | | | | |
|-----|-------|-------|------|------|
| 1 D | 4 D | 7 A | 10 C | 13 A |
| 2 C | 5 B/C | 8 B/D | 11 B | 14 D |
| 3 B | 6 C/B | 9 D/B | 12 D | 15 A |

Building Up Vocabulary

- | | | |
|----------------|---------------|----------------|
| 1 1 dare | 8 brochure | 15 mix |
| 2 risk | 9 catalogue | 16 development |
| 3 gamble | 10 appetising | 17 evolution |
| 4 ingredients | 11 savoury | 18 progress |
| 5 recipe | 12 tasty | 19 experiment |
| 6 instructions | 13 whisk | 20 discovery |
| 7 menu | 14 stir | 21 research |
-
- | | |
|-----------------|-------------------|
| 2 1 amazing | 7 suppliers |
| 2 bitterness | 8 increasingly |
| 3 temporarily | 9 participants |
| 4 alternative | 10 unappealing |
| 5 obesity | 11 transformation |
| 6 Unfortunately | 12 Simply |

Language Knowledge – Module 2

- | | | | |
|-------|-----|-----|-----|
| 1 1 D | 3 C | 5 C | 7 C |
| 2 C | 4 B | 6 D | |
-
- 2 1 will be flying, order
2 to go, over
3 will have already started
4 training, for
5 believes, in
- 3 1 let us touch
2 is looking forward to seeing
3 is going to visit
4 didn't come up
5 had difficulty (in) eating
6 prefers playing tennis to
7 made her wear
8 succeeded in inventing
9 wasn't enough time to go
10 to avoid encountering
11 didn't mean to
12 didn't mind eating

Module 3

3a

- 1 a) alternative therapies: acupuncture, meditation, reflexology

aches, pains, injuries: nosebleed, concussion, migraine, blisters, ulcer

- b) alternative therapies: hypnotherapy, homeopathy
aches, pains, injuries: osteoporosis, indigestion

- | | | |
|----------------|------------|-------------|
| 2 1 mesmerised | 5 restless | 9 addiction |
| 2 disorder | 6 absorbed | 10 side |
| 3 overcome | 7 kick | |
| 4 panic | 8 relief | |
-
- | | | | |
|---------|--------|--------|--------|
| 3 1 off | 3 up | 5 down | 7 away |
| 2 under | 4 into | 6 with | |
-
- 4 1 Do you think I should try homeopathy?
2 Tina can meditate for hours without being distracted.
3 You could/should go see a hypnotist.
4 You mustn't drink coffee while trying homeopathy.
5 Ken may/might/could try the yoga class later today.
6 Reflexology patients have to/don't need to fill out their medical history.
7 You needn't/don't have to/don't need to see a doctor before trying acupuncture.
8 Can I try a reflexology session right now?

3b

- | | | |
|-------------|------------|------------------|
| 1 1 boost | 5 harness | 9 caught |
| 2 hilarious | 6 hammock | 10 craze |
| 3 tickled | 7 nostrils | 11 weightless |
| 4 poses | 8 swung | 12 concentration |
-
- | | | |
|-----------|--------|--------|
| 2 1 of | 4 into | 7 out |
| 2 at | 5 away | 8 from |
| 3 through | 6 over | |
-
- 3 1 should have won
2 may have joined
3 can't have gone
4 must have started training
5 can't be
6 might have gone
-
- | | | |
|--------------|--------|---------|
| 4 1 in | 5 with | 9 all |
| 2 as | 6 by | 10 fact |
| 3 which/that | 7 to | 11 so |
| 4 such | 8 for | 12 part |

3c, d

- | | | |
|--------------|-----------|--------------|
| 1 1 bathing | 4 cleanse | 7 wonderland |
| 2 vents | 5 skin | |
| 3 geothermal | 6 steam | |
-
- | | | |
|--------------|--------------|-----------------|
| 2 1 eruption | 3 evidence | 5 Unfortunately |
| 2 activity | 4 warning(s) | |

- 3 1 dip 3 roar 5 bubbling
2 reserve 4 steaming 6 heals
- 4 1 C 2 E 3 D 4 B 5 A

5 (Suggested Answer)

A: Are you OK, Paul? You look a bit tired.
B: Well ... I feel pretty awful, actually.
A: What's the matter?
B: I can't stop sneezing and I've got itchy eyes.
A: Oh, dear. When did it start?
B: At the beginning of this week.
A: Well, it sounds like you might have hay fever.
B: I think you're right.
A: If I were you, I would take an antihistamine.
Hopefully, that will make it go away.
B: Yes, I think I will. Thanks.
A: No problem. I hope you feel better soon.

3e

- 1 1 contagious 5 clutter 9 circulation
2 meditation 6 sceptical 10 hormones
3 muscles 7 roars
4 chant 8 snigger
- 2 1 diverse 5 sneered 9 progressed
2 laughed 6 relieve 10 steam
3 burst 7 clapped
4 grinned 8 refreshed
- 3 1 on 3 off 5 from
2 around 4 at 6 out
- 4 1 E 2 F 3 B 4 A 5 D

3f

- 1 1 D 3 A 5 G 7 B
2 F 4 H 6 E 8 C
- 2 1 moderate 5 contributes
2 concentrate 6 bullying
3 pumps 7 minimises
4 widespread 8 functions
- 3 1 up 3 on 5 of 7 on
2 with 4 from 6 with 8 out
- 4 1 had better 4 is bound to 7 are likely to
2 is supposed 5 Why don't
3 are to 6 is unlikely to
- 5 1 research 5 frustration 9 therapeutic
2 illogical 6 natural 10 pleasure
3 loudly 7 reliever
4 effective 8 tension

3g

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

3h

- 1 1 insomnia 4 brisk 7 evolved
2 releases 5 ticking 8 verbal
3 adapt 6 physical
- 2 1 meditation 4 unwind
2 mixture 5 uncontrolled/
3 depression uncontrolled/uncontrollable
- 3 1 dropped 3 handed 5 pointed
2 find 4 passed
- 4 1 aggression 6 relaxation
2 seminars 7 meditation
3 role-playing 8 anger management
4 panic attacks 9 scars
5 insomnia 10 pamper
- 3i
- 1 1 To begin with 6 Although
2 so as to 7 Finally
3 Secondly 8 On the whole
4 For this reason 9 especially
5 Furthermore
- A Introduction D Opening/Closing Times
B Group Activities E Conclusion
C Food

- 2 1 E 2 B, C, D 3 A 4 E

3

Informal style	Formal style
... there aren't many things to do at the centre ...	The social activities offered by the centre are extremely limited.
I'm writing this report to give you my opinions on ...	The purpose of this report is to recommend ...
It's a good idea to have social events all the time ...	I would recommend holding regular functions.
... isn't open at times when teenagers are available.	It does not operate at times that are convenient for teenagers.
... is not used enough.	Is greatly underused.

- 4 A 1 Firstly 3 In order to
2 therefore 4 it would be a good idea to

- B 1 The aim of 3 most suitable
2 make suggestions
- C 1 All in all 3 is attractive
2 be more popular

- 5 1 In summary
2 For this reason
3 one suggestion would be to
4 In spite of
5 I strongly suggest
6 In the first place
7 In addition
8 in particular
9 I am confident that

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

- 7 a) 1 C 2 A 3 B

(Suggested Answer)

Activities: Currently, there is a lack of outings and sports that appeal to children. I would strongly suggest introducing more exciting activities such as archery and go-karting.

Publicity: In addition, the social networking page is fairly inactive. It would be a good idea to post regular updates and distribute a monthly newsletter.

Cost: Moreover, the camp is expensive in comparison to other camps. I am confident that more children would sign up if we reduced the prices and offered discounted rates for group bookings.

- b) 1 To make suggestions on how to improve the youth summer camp to attract more children.
2 Suggestions about how to attract more children.
3 Formal.

8 (Suggested Answer)

Introduction

The purpose of this report is to suggest ways to attract more children to our youth summer camp.

Activities

To begin with, there is a lack of sports that appeal to children. I would strongly suggest introducing more exciting activities such as archery and go-karting in order to appeal to children of all ages. Furthermore, the summer camp does not organise outings. I am confident that a few trips to local places of interest would attract more children to the camp.

Publicity

Currently, the social networking page is fairly inactive. It would be a good idea to post regular updates and distribute a monthly newsletter so as to make more people aware of the summer camp and encourage them to attend.

Cost

Moreover, the camp is expensive in comparison to other camps. I am confident that more children would sign up if we reduced the prices and offered discounted rates for group bookings.

Conclusion

On the whole, I believe that a greater variety of activities, increased publicity and reduced cost would attract more children to our youth summer camp.

English in Use

- | | | | | | |
|-------|-----|-----|-----|------|------|
| 1 1 B | 3 C | 5 C | 7 B | 9 A | 11 C |
| 2 A | 4 D | 6 B | 8 D | 10 C | 12 B |

Speaking

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

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 D | 6 B | 11 C | 16 B | 21 C |
| 2 C | 7 D | 12 B | 17 D | 22 B |
| 3 B | 8 B | 13 C | 18 A | 23 A |
| 4 D | 9 B | 14 B | 19 B | 24 D |
| 5 C | 10 A | 15 C | 20 B | 25 C |

Reading Task

- 1 F 2 D 3 H 4 A 5 C 6 B

Building Up Vocabulary

- | | | |
|---------------|-------------|-----------------|
| 1 1 practised | 8 operation | 15 fit |
| 2 trained | 9 surgery | 16 disease |
| 3 coached | 10 pain | 17 ailment |
| 4 therapy | 11 ache | 18 illness |
| 5 cure | 12 sore | 19 results |
| 6 remedy | 13 healthy | 20 consequences |
| 7 procedure | 14 robust | 21 effects |
-
- | | |
|------------------|-----------------|
| 2 1 majority | 7 treatment |
| 2 literally | 8 instinctively |
| 3 unconventional | 9 discomfort |
| 4 similarities | 10 clinical |
| 5 insertion | 11 harmful |
| 6 pressure | 12 effective |

Language Knowledge – Module 3

- | | | | |
|-------|-----|-----|-----|
| 1 1 C | 3 A | 5 B | 7 C |
| 2 D | 4 B | 6 D | |
-
- 2 1 gaining, had
2 can/may, is waiting
3 would, worse
4 had been looking, over
5 out, have found
-
- 3 1 can't have gone
2 should not have shouted

- 3 are supposed to help
- 4 didn't need to see
- 5 may not have been
- 6 had better not take
- 7 fallen out with
- 8 are not allowed to smoke
- 9 is likely to have
- 10 focuses on building
- 11 has to be taken
- 12 must not eat

Module 4

4a

- 1 1 E 2 D 3 A 4 F 5 B 6 C
- 1 go on sleigh rides
- 2 tasted local dishes
- 3 carve statues of ice
- 4 attend dance parties
- 5 visited a hot spa
- 6 participate in competitions
- 2 1 place 3 keep 5 bare
- 2 scattered 4 full
- 3 1 elaborate 3 attraction 5 squirming
- 2 venue 4 illuminate 6 hosts
- 4 1 is known 5 have been included
- 2 was organised 6 are worn/have
- 3 will be celebrated to be worn
- 4 have been released 7 should not be missed

4b

1	S	T	U	N	T	M	A	N	G	O	I
	E	P	W	A	M	E	C	L	O	W	N
	A	E	H	H	L	M	R	F	E	J	T
	R	E	G	I	I	A	O	I	R	U	R
	I	U	F	D	O	G	B	R	R	G	V
	A	H	L	S	N	I	A	E	H	G	G
	N	L	G	N	T	C	T	E	D	L	O
	L	E	R	F	A	I	M	A	P	E	U
	R	I	N	G	M	A	S	T	E	R	E
	N	F	R	E	E	N	H	E	T	E	A
	M	H	S	H	R	E	S	R	S	T	Z

- 2 1 sacrifices 5 fainthearted 9 awe
- 2 intense 6 glitter 10 motto
- 3 stardom 7 fixated
- 4 carefree 8 willpower
- 3 1 success 3 defying 5 rush
- 2 effortless 4 stunts
- 4 1 is said to be the best trapeze artist in the circus.
- 2 is believed to have been cancelled by the network.
- 3 is expected to arrive in town tomorrow.

- 4 is considered (to be) the most dangerous.
- 5 is believed to have joined the circus.
- 6 is thought that he broke his leg during the performance.
- 7 is known to have some of the best performances in the city.
- 8 are reported to be selling out.
- 9 think that the mayer will attend the circus show.
- 10 is expected to make a huge profit.

- 5 Speaker 1 D Speaker 3 C Speaker 5 A
Speaker 2 F Speaker 4 E

4c, d

- 1 1 soar 3 attended 5 stake
- 2 code 4 comprising 6 stuffed
- 2 1 marvellous 3 statement 5 Outrageous
- 2 prestigious 4 coverage
- 3 1 caught 3 break 5 stir
- 2 line 4 boost
- 4 1 b 2 b 3 b 4 b 5 a 6 b

5 (Suggested Answer)

- A: So, what's the special occasion?
B: It's my graduation party. I was hoping you could give me a hand picking out an outfit.
A: Sure. What's the dress code?
B: It's strictly formal. I'll need something classy.
A: OK ... how about this dress?
B: I love the colour - it brings out your eyes.
A: Well, how about his one then? I love the pattern and the cut.
B: Yes, it's absolutely lovely! I'll go and try it on. ... so what do you think?
A: You look great! That style really suits you!
B: Thanks. I'll get it.
A: How about these shoes? This match the dress perfectly.
B: Yes, good idea.

4e

- 1 1 shoot 4 sanitation 7 canvas
- 2 compartment 5 zoom 8 optical
- 3 plastered 6 caption
- 2 1 serve 4 passion 7 hearty
- 2 stricken 5 captured
- 3 passer-by 6 crowded
- 3 1 encouragement 4 unexpected
- 2 bustling 5 creativity
- 3 funding
- 4 1 up 3 across 5 onto
- 2 through 4 on

- 5 1 would buy 6 had known
2 has 7 won't be able
3 hadn't been 8 would volunteer
4 were 9 wouldn't have broken
5 donate

4f

- 1 1 makeshift 3 stacked 5 unspoiled
2 embraced 4 assemble 6 dismantled
- 2 1 reluctantly 3 moving 5 closing
2 gathered 4 trace 6 way
- 3 1 up 3 in 5 off
2 at 4 out 6 out
- 4 1 If we had bought tickets, we would be at the festival now.
2 If she wasn't afraid of crowds, she would have gone to the festival.
3 If I hadn't forgotten my map, I wouldn't be lost right now.
4 If he had money, he would have bought a ticket for the festival.
5 If she hadn't injured her leg, she would dance at the festival.
6 If they had a car, they would have driven to the festival.
7 If they hadn't been walking around the festival all day, they wouldn't be tired now.
- 5 1 stayed 4 had left 7 were/was
2 bring 5 tried 8 had asked
3 won 6 had seen 9 had known

4g

- 1 1 casual 3 gossip 5 pass
2 tabloid 4 broadsheet 6 mugger
- 2 1 B 2 C 3 C 4 D 5 A

4h

- 1 1 paid 3 took 5 showed
2 was called 4 put 6 dropped
- 2 1 innovative 7 social
2 extraordinary 8 surroundings
3 projector 9 information
4 simply 10 digital
5 extension 11 reality
6 activated 12 futuristic
- 3 1 B 3 C 5 B 7 B
2 B 4 B 6 A 8 C

4i

- 1 A 3 B 1 C 2

- 2 1 2/C 2 3/A 3 1/B
- 3 1 thrilling 5 broad 9 well-known
2 newest 6 brave 10 imaginative
3 yearly 7 energetic 11 nutritious
4 larger 8 soothing
- 4 1 incredible 4 unexpected 7 emotional
2 talented 5 upbeat 8 powerful
3 modern 6 popular
- 5 A 1 successful 3 entertaining
2 beautifully
- B 1 disappointed 3 unrealistic
2 poor
- C 1 glamorous 3 gifted
2 glittering
- D 1 helpful 3 delicious
2 reasonably-priced
- 6 1 special effects 3 film
2 plot 4 characters
- 7 1 act 4 service 7 twist
2 lyrics 5 stage 8 dull
3 dish 6 played
- 8 a) 1 I've ever seen 5 definitely watch
2 biggest hits 6 won't regret it
3 is definitely for you 7 miss it
4 put it down

b) I guarantee you won't regret it.

9 a)	<div> <div>Background</div> <ul style="list-style-type: none"> The food festival has been running for 18 years. It takes place in September every year. It has been growing from year to year. </div>
	<div> <div>Special features</div> <ul style="list-style-type: none"> Famous chefs hold cooking demonstrations. There are over 160 stalls selling a variety of local produce Members of the public can participate in food competition </div>

- b) 1 formal
2 present tenses
3 background information, special features, general comments and recommendation

10 (Suggested Answer)

Food fans across the country can look forward to going to the Big Eat Festival in London this weekend. This annual event takes place in September every year. It has been running for 18 years and it has been growing in popularity from year to year.

The Big Eat Festival offers many different activities for people of all ages. There are over 160 stalls selling a variety of local produce from farms and companies in and around the London area. Famous chefs hold cooking demonstrations on stages throughout the venue and members of the public, both children and adults, can even participate in food competitions, judged by a panel of celebrity chefs.

If you like good food, then the Big Eat Festival is definitely for you. Buy your tickets online now – you won't regret it!

English in Use

- | | | | | |
|---|------|-------------|---------|----------|
| 1 | 1 to | 4 this/that | 7 is | 10 up |
| 2 | by | 5 first | 8 Every | 11 where |
| 3 | for | 6 as | 9 of | 12 with |
-
- | | | |
|---|---------------------|-------------------------|
| 2 | 1 is believed to be | 4 will be created by |
| 2 | She had gone | 5 would have taken some |
| 3 | I were you, I would | |

Speaking

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

Language & Grammar Review

- | | | | | | | | | | |
|---|---|----|---|----|---|----|---|----|---|
| 1 | B | 6 | C | 11 | A | 16 | B | 21 | B |
| 2 | D | 7 | B | 12 | C | 17 | B | 22 | B |
| 3 | B | 8 | C | 13 | A | 18 | B | 23 | A |
| 4 | A | 9 | B | 14 | B | 19 | B | 24 | A |
| 5 | B | 10 | C | 15 | C | 20 | C | 25 | A |

Reading Task

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

Building Up Vocabulary

- | | | | |
|---|-----------------|---------------|--------------|
| 1 | 1 distinguished | 8 discreet | 15 audition |
| 2 | renowned | 9 sensible | 16 rehearsal |
| 3 | outspoken | 10 logical | 17 practice |
| 4 | notorious | 11 criticism | 18 feature |
| 5 | famous | 12 obituary | 19 article |
| 6 | dishonourable | 13 commentary | 20 column |
| 7 | prudent | 14 review | |

- | | | | |
|---|-----------------|-----------------|---------------|
| 2 | 1 concentration | 5 entertainment | 9 legendary |
| 2 | bravery | 6 acrobatic | 10 risky |
| 3 | performer | 7 raging | 11 fulfilment |
| 4 | professional | 8 unusual | 12 dangerous |

Language Knowledge – Module 4

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 C | 3 D | 5 C | 7 B |
| 2 | B | 4 A | 6 D | |
-
- | | | |
|---|-----------------|-------------------------|
| 2 | 1 as, were/was | 4 will be broadcast, on |
| 2 | would join, in | 5 didn't play, so |
| 3 | is expected, of | |
-
- | | |
|----|---|
| 3 | 1 wishes he had gone |
| 2 | is expected to come |
| 3 | is said that |
| 4 | were given free tickets by |
| 5 | is time (that) they renovated/is high time they renovated |
| 6 | wasn't taken by |
| 7 | was called off |
| 8 | as if/though she was |
| 9 | would have been better |
| 10 | were allowed to go |
| 11 | would rather stay home |
| 12 | are being organised by |

Module 5

5a

- | | | |
|---|------------------|----------------|
| 1 | 1 groundbreaking | 5 steady |
| 2 | chips | 6 applications |
| 3 | invasive | 7 commands |
| 4 | microscopic | |
-
- | | | | |
|---|--------|-------|------|
| 2 | 1 up | 4 out | 7 to |
| 2 | across | 5 on | |
| 3 | out | 6 of | |
-
- | | | | |
|---|-------------|--------------|----------|
| 3 | 1 treatment | 3 unreadable | 5 safety |
| 2 | operation | 4 precision | |
-
- | | | |
|---|----------------|----------------|
| 4 | 1 detect | 4 administered |
| 2 | revolutionised | 5 developed |
| 3 | launch | 6 patrol |
-
- | | |
|---|--|
| 5 | 1 She told me (that) she saw/had seen a documentary about space travel the day before/ the previous day. |
| 2 | Professor Jones said (that) they/we would conduct the experiment the following day/the next day. |
| 3 | He said (that) he was going to a medical conference that afternoon. |
| 4 | Henry told me (that) he had just finished his science project. |

- 5 She said (that) Robert is a laboratory technician.
 6 Helen said (that) she was reading an article about nanotechnology.
 7 He said (that) he was/had been studying for his science test all day.

5b

- 1 1 tumor 5 cure 9 auction
 2 stuffed 6 hygiene 10 rejection
 3 wholesale 7 evaporates
 4 crossed 8 tissue
- 2 1 apologised for misbehaving.
 2 ordered us to stop talking.
 3 asked her what time her lesson started.
 4 reminded them (that) their assignment was due the next/following day.
 5 refused to call her.
 6 admitted having read/reading my diary.
 7 suggested going to the science fair.
 8 urged Joe to be on time.

- 3 1 B 2 A 3 D 4 A 5 C

5c, d

- 1 1 hemisphere 3 accurate 5 complex
 2 brilliant 4 telescope 6 calculate
- 2 1 pinpoint 4 measure 7 boasts
 2 navigate 5 divides
 3 precisely 6 zone
- 3 1 attraction 3 observatory 5 imaginary
 2 tricky 4 planetarium 6 physically
- 4 1 E 3 A 5 C 7 F
 2 B 4 G 6 D

5 (Suggested Answer)

- A: Hi, Sam; check out this advert for the new Thinktank science museum. It sounds amazing! Why don't we go next weekend?
 B: A science museum? What's so great about it?
 A: Well, you can learn about astronomy, medicine and science in a digital dome and theatre and they also have interactive exhibits.
 B: Hmm ... I'll have to think about it, Tom. I'm not that interested in astronomy and science.
 A: Really? I think it's fascinating. It says here that you can even meet a life-sized automated robot!
 B: Really? Actually, I do like the sound of that.
 A: Me too. Oh, go on. I bet you'll have a great time there.
 B: Well, I suppose it might be fun. How much are the tickets?
 A: They're only £7.
 B: That's not too bad. OK then. Let's go on the website and book our tickets.

5e

- 1 1 leap 5 embrace 9 breaker
 2 depths 6 experimenting 10 currents
 3 collapse 7 threat 11 wetsuit
 4 shattered 8 presentations
- 2 1 into 3 to 5 in 7 up
 2 over 4 into 6 away 8 off
- 3 1 are having their boat repaired at the moment.
 2 have had a special wetsuit designed.
 3 will have their diving trip arranged by a tour guide.
 4 had her new equipment ordered yesterday.
 5 will have her underwater camera repaired tomorrow.
 6 was having her injured knee examined by the doctor.
 7 had had their equipment checked by the instructor.
 8 has her boat cleaned (by a cleaner) after each dive.

- 4 1 did 4 through 7 result 10 far
 2 them 5 ago 8 to 11 so
 3 were 6 of 9 who 12 for

5f

- 1 1 focused 4 creative 7 risk-taker
 2 confident 5 ambitious 8 courageous
 3 optimistic 6 organised
- 2 1 practical 3 reaching 5 fell, deep
 2 long-lasting 4 contributed 6 on
- 3 1 off 3 into 5 of
 2 up 4 in 6 down
- 4 1 pressure 3 inner 5 concentration
 2 patent 4 stepping 6 target
- 5 1 plenty of 4 a little 7 some
 2 a lot of 5 several 8 much
 3 large 6 any 9 a great deal

5g

- 1 1 B 2 C 3 A 4 B 5 C
- 2 1 supportive 3 delegate 5 influential
 2 relevant 4 sensitivity

5h

- 1 1 dominant 4 handle 7 tendency
 2 complex 5 regulate 8 determine
 3 identity 6 logic

- 2 1 instructions 3 Scientists 5 preference
2 pleasant 4 dependable 6 imaginative
- 3 1 back 3 cut 5 break
2 turn 4 live 6 close
- 4 1 B 3 A 5 C 7 A
2 C 4 B 6 B

5i

- 1 A 4 C 2 E 8 G 3
B 7 D 6 F 1 H 5
- 2 1 C 2 A 3 D 4 B 5 D
- 3 1 enthusiastic 4 tiny 7 familiar
2 unspoiled 5 strong 8 huge
3 slippery 6 jagged 9 sandy
- 4 A 1 deafening 3 dazzling
2 vast 4 icy
- B 1 ancient 3 young
2 heavy 4 watery
- C 1 narrow 3 friendly
2 boiling 4 delicious
- 5 a) 1 slowly 3 awkwardly 5 gently
2 suspiciously 4 desperately 6 warmly
- b) 1 To my frustration, I had **completely** forgotten where I was supposed to meet my friend!
2 **Unfortunately**, it rained **heavily** throughout our entire holiday.
3 He **carefully** drove through the snow and returned home **safely**.
4 She screamed **loudly** as she fell; I hoped that she would not be **badly** injured.
- 6 a) 1 descend, dart, pass, push
2 exclaim, reply
3 peer, glance
4 spot
- b) 1 gazing 3 notice 5 cried
2 approached 4 crept

- 7 1 E 2 B 3 B

- 8 **Key words:** school magazine, sort story competition, students, write a story, begins, "It seemed like a good idea at the time."

- 1 Last summer, my friend and I went hiking.
2 We spotted a cave on the other side of a river.
3 The water was shallow, so we decided to cross.
4 I slipped on a rock and twisted my ankle.
5 I was unable to stand and my friend rushed over.

- 6 My friend helped me back to the shore.
7 I felt relieved that we had managed to return safely.

9	Where	In the mountains
	When	Last summer
	Who	My friend and I
	Weather	Warm and sunny
	How felt	Happy and excited

It seemed like a good idea at the time. As an enthusiastic hiker, I'm always looking for new places to explore. So, last summer, when my friend Eric suggested going hiking in the mountains, I jumped at the chance. It was a warm and sunny morning when we set off and we felt happy and excited. Little did we know that our trip would end in disaster!

10 (Suggested Answer)

It seemed like a good idea at the time. As an enthusiastic hiker, I'm always looking for new places to explore. So, last summer, when my friend Eric suggested going hiking in the mountains, I jumped at the chance. It was a warm and sunny morning when we set off and we felt happy and excited. Little did we know that our trip would end in disaster!

Later that day, we spotted a cave on the other side of a river. We thought it would be fun to look inside and, as the water was shallow, we decided to cross the river. I was half way across when all of a sudden I slipped on a rock and twisted my ankle.

I was unable to stand. Eric rushed over and helped me back to the shore, but I couldn't walk a single step by myself. Luckily, Eric had remembered his mobile phone and he called for help.

Back at home, I reflected on the day's events. Even though my ankle still hurt, I felt relieved that we had managed to return safely. "Thanks, Eric," I told my friend. "I couldn't have got back without your help." Eric smiled. "I'm just glad you're OK," he said.

English in Use

- 1 C 3 D 5 A 7 B 9 A 11 C
2 B 4 B 6 C 8 A 10 D 12 B

Speaking

- 1 b 3 b 5 a 7 a 9 a 11 b
2 a 4 b 6 b 8 b 10 a 12 a

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 B | 6 C | 11 B | 16 A | 21 B |
| 2 D | 7 C | 12 A | 17 C | 22 B |
| 3 D | 8 B | 13 C | 18 A | 23 A |
| 4 C | 9 B | 14 D | 19 D | 24 D |
| 5 A | 10 C | 15 B | 20 C | 25 A |

Reading Task

- | | | | | |
|-------|-----|-----|--------|------|
| 1 C/D | 4 B | 7 C | 10 A/C | 13 B |
| 2 D/C | 5 D | 8 A | 11 C/A | 14 D |
| 3 A | 6 B | 9 D | 12 A | 15 C |

Building Up Vocabulary

- | | |
|-----------------|----------------|
| 1 developed | 12 profession |
| 2 invented | 13 gain |
| 3 discovered | 14 benefit |
| 4 motive | 15 win |
| 5 aim | 16 resign |
| 6 cause | 17 quit |
| 7 exploration | 18 fire |
| 8 expedition | 19 counterfeit |
| 9 investigation | 20 artificial |
| 10 employment | 21 false |
| 11 career | |
-
- | | | |
|-------------|----------------|---------------|
| 2 historic | 5 robotic | 9 Scientists |
| 2 depths | 6 safety | 10 navigation |
| 3 beginning | 7 treacherous | 11 uncharted |
| 4 equipment | 8 successfully | 12 physically |

Language Knowledge – Module 5

- | | | | |
|-------|-----|-----|-----|
| 1 1 B | 3 C | 5 A | 7 B |
| 2 D | 4 B | 6 C | |
-
- | | |
|----------------------|----------------|
| 2 1 few, sit | 4 down, taking |
| 2 was getting, from | 5 out, sold |
| 3 asked, didn't know | |
-
- | |
|--------------------------------|
| 3 1 agreed that it was |
| 2 did not forget anything |
| 3 has her office cleaned |
| 4 a great deal of |
| 5 apologised for breaking my |
| 6 had his car stolen |
| 7 instructed us not to talk |
| 8 are hardly any |
| 9 promised (me) that he would |
| 10 to cut down |
| 11 asked if/whether he could |
| 12 accused Time of ruining his |

Module 6

6a

- | | | |
|------------------|-----------|-----------|
| 1 1 darted | 4 plunged | 7 dragged |
| 2 were scattered | 5 sank | |
| 3 drifted | 6 glided | |

- | |
|--|
| 2 1 Mr Jones, whose son went on the trip to the Titanic, is coming to dinner. |
| 2 The shipwreck, which is off the coast of Spain, is over 200 years old. |
| 3 There was a loud noise when the ship hit a rock. |
| 4 I met a girl last night who survived a shipwreck. |
| 5 The divers that found the shipwreck will be interviewed tomorrow. |
| 6 There is the museum where they have an exhibition about the Titanic. |
| 7 The reason why not many people survived the ship's sinking was that there were not enough lifeboats. |

- | | | | | | |
|-------|-----|-----|-----|------|------|
| 3 1 A | 3 D | 5 A | 7 D | 9 B | 11 C |
| 2 A | 4 B | 6 C | 8 B | 10 D | 12 C |

6b

- | | | |
|-------------|--------------|------------------|
| 1 1 filthy | 4 corset | 7 smooth-running |
| 2 overjoyed | 5 strict | 8 cracked |
| 3 enforce | 6 engrossing | 9 charge |
-
- | | | |
|---------------|------------|----------|
| 2 1 taste | 5 comforts | 9 polish |
| 2 hit | 6 sight | 10 carry |
| 3 charge | 7 lay | |
| 4 intensified | 8 scrub | |
-
- | |
|--|
| 3 1 The maid cleaned the glass carefully so as not to break it. |
| 2 Even though she was cleaning all day, the house still looked dirty. |
| 3 Despite being exhausted from work, Tom made dinner. |
| 4 Karen cooked a fancy dinner in order to impress her guests. |
| 5 The butler broke an expensive vase and as a result he had to pay for it. |
| 6 Mary started cleaning as soon as she arrived at the house./As soon as she arrived at the house, Mary started cleaning. |
-
- | | | |
|-----------------|---------------|------------------|
| 4 1 historical | 5 reality | 9 original |
| 2 attractions | 6 fascinating | 10 tourist |
| 3 impressive | 7 initially | 11 visitors |
| 4 traditionally | 8 development | 12 unforgettable |

6c, d

- | | | | |
|----------|-----|-----|-----|
| 1 a) 1 C | 3 A | 5 G | 7 F |
| 2 D | 4 E | 6 B | |
-
- | | |
|------------------------|-------------------|
| b) 1 vivid description | 4 child labour |
| 2 cruel conditions | 5 aspects of life |
| 3 social reform | |

- | | | |
|---------------|----------------|-------------|
| 2 1 awareness | 4 growth | 7 injustice |
| 2 genius | 5 passionately | 8 fifth |
| 3 wander | 6 expose | |

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

4 (Suggested Answer)

- A: That was a great tour of the museum, wasn't it?
B: Yes, it was well worth it. I really liked the way they told us personal stories about important historical events.
A: So did I. The tour guide was really knowledgeable.
B: Yes, he was funny too. Shall we take a look at the exhibits?
A: I'd love to. Look at this display. It's shows national treasures from different US presidents.
B: Wow, it's really interesting. Hey, I just had a great idea.
A: What's that?
B: How about we get some tickets to see the film in the museum's theatre later?
A: That sounds good. I heard admission is free.
B: Right. Let's finish looking around here. I want to go to the gift shop to buy a souvenir.
A: OK.

6e

- 1 1 conquered 3 collapsed 5 crack
2 shielded 4 abandoned 6 tempted
- 2 1 out 3 down 5 into 7 up
2 up 4 across 6 away
- 3 1 visibility 3 unforgettable 5 humidity
2 mysteriously 4 preservation 6 cultural
- 4 1 D 2 A 3 D 4 C 5 B

6f

- 1 a) 1 human 3 manhole 5 winding
2 hidden 4 pavement 6 limestone
- b) 1 pavement café 3 winding staircase
2 hidden entrances 4 Manhole covers
- 2 1 bustling 3 dungeons 5 decomposing
2 sinister 4 inscriptions 6 transformed
- 3 1 infested 4 creeping 7 strolling
2 conjured 5 carved 8 caved
3 emerged 6 stacked
- 4 1 do Parisians go into the catacombs.
2 did Maria know that she would spend her first day in Paris visiting the city's underground tunnels.
3 did she tour the catacombs but she also saw a film in a cinema there.
4 had we seen such a scary place.
5 I known about the catacombs, I would have gone.
6 will she ever visit the catacombs due to her claustrophobia.

- 7 had they entered the dark cave than their torch burnt out.
8 she was a young girl has she visited Paris.

6g

- 1 1 A 2 D 3 B 4 C 5 D
- 2 1 protested 3 attacked 5 invaded
2 defeated 4 defended

6h

- 1 1 isolated 3 ammunition 5 triumphed
2 plough 4 promote 6 pride
- 2 1 voluntary 3 physically
2 capabilities 4 glamorous
- 3 1 fit 3 handed 5 fill
2 gave 4 broke 6 push
- 4 1 neutral 6 suffering
2 moral support 7 army bases
3 clubhouses 8 Donut Dollies
4 dances 9 cinema
5 college graduates 10 80/Eighty

6i

- 1 1 picturesque 4 iconic 7 delicious
2 local 5 priceless 8 perfect
3 Scottish 6 marble
- 2 1 D 2 A 3 B 4 C
- 3 1 sight 3 smell 5 sight 7 taste
2 hearing 4 smell 6 touch
- 4 1 ancient 4 fascinating 7 ideal
2 beautiful 5 wonderful 8 peaceful
3 huge 6 natural
- 5 A 1 tree-lined 3 traditional
2 popular 4 lively
- B 1 leisurely 3 trendy
2 narrow 4 spectacular
- C 1 well-preserved 3 slowly
2 ruined 4 stone
- 6 a) ornate Spanish describes the style
white marble describes the sculptures
delicious hot describes the meal
lush leafy describes the gardens
beautiful scenic describes Scotland

- b) 1 famous tall modern
2 cosy small Japanese
3 long curved steel
4 ancient Greek clay
5 spacious round Roman
6 impressive heavy bronze

7 (Suggested Answer)

Reason for choosing/location:

It is on the waterfront, overlooking the Sydney Harbour Bridge.

It is the most popular tourist attraction in Australia.

Historical/Architectural importance:

It has been designed in a modern style.

It was built from concrete.

It is a famous landmark, protected and preserved as a UNESCO World Heritage Site.

Description of facilities:

There is a restaurant which serves tasty food.

It contains two performance halls and five cinemas.

8 (Suggested Answer)

Sydney Opera House is the most popular tourist attraction in Australia. It is situated on the waterfront, overlooking Sydney Harbour Bridge, and is a fantastic place to visit.

What the Opera House is most famous for is its architecture. It has been designed in a modern style and is built from concrete. Due to its historical and architectural significance it is protected and preserved as a UNESCO World Heritage Site and it has become a famous landmark of the city.

There are a number of reasons why tourists should visit the Sydney Opera House. It contains two performance halls and five cinemas and regularly hosts art exhibitions, theatrical plays, comedy shows and more. In addition to this, visitors can also enjoy a tasty meal at the Opera House's restaurant.

Without a doubt, the Sydney Opera House is well worth a visit. If you're at all interested in art and culture, I would highly recommend it.

English in Use

- 1 1 by 4 that 7 As 10 so
2 one 5 no 8 been 11 where
3 in 6 with 9 to 12 of
- 2 1 why she is interested
2 due to the fact that
3 to avoid being
4 no matter how hard they
5 no circumstances are you allowed

Speaking

- 1 b 3 b 5 b 7 a 9 b 11 a
2 a 4 a 6 b 8 a 10 a 12 b

Language & Grammar Review

- | | | | | |
|-----|------|------|------|------|
| 1 B | 6 B | 11 A | 16 D | 21 C |
| 2 B | 7 C | 12 C | 17 A | 22 C |
| 3 D | 8 D | 13 B | 18 C | 23 A |
| 4 A | 9 D | 14 B | 19 D | 24 C |
| 5 D | 10 B | 15 D | 20 B | 25 C |

Reading Task

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 D | 5 C | 7 B |
| 2 B | 4 D | 6 A | 8 C |

Building Up Vocabulary

- | | | |
|-------------|--------------|---------------|
| 1 1 carved | 8 attacked | 15 proof |
| 2 engraved | 9 invaded | 16 advanced |
| 3 moulded | 10 protest | 17 proceeded |
| 4 seized | 11 contest | 18 progressed |
| 5 possessed | 12 battle | 19 apply |
| 6 occupied | 13 testimony | 20 execute |
| 7 infested | 14 evidence | 21 impose |
- 2 1 luxurious 5 unlike 9 divers
2 scheduled 6 explosion 10 icy
3 wreckage 7 majority 11 tragedy
4 loss 8 freezing

Language Knowledge – Module 6

- 1 1 D 3 A 5 A 7 D
2 B 4 D 6 B
- 2 1 why, have been protesting 4 looks, into
2 such, going 5 worked, for
3 did, to visit
- 3 1 it was raining
2 as though she was/were
3 no account are pictures
4 so as not to get
5 sooner had they arrived than
6 was Tim who spotted
7 finally gave into
8 before had he seen such
9 spite of searching all day
10 on account of
11 and as a result

Grammar Bank 1

- 1 2 are you taking 6 shoots, scores
3 leaves 7 is giving
4 is showing 8 books, travels
5 is growing
- 2 2 Well, my friends and I sometimes organise a 'swap clothes party.'
3 No, he doesn't usually go out on weekdays.
4 I know. Celebrities often attend charity events like that.

- 5 Not again! This airline is always losing our luggage!
6 Yes. He is never up at this hour.
- 3 2 Are you checking in
3 is spending
4 is constantly taking
5 donates
- 6 rummage
7 leaves
8 Does Adam ride
- 4 2 does
3 does Jill do
4 doesn't just take
5 travels
6 meets
- 7 is making
8 am trying
9 am doing
10 sounds
- 5 2 don't think
3 smells
4 are seeing
5 is appearing
- 6 Do you want
7 is Jane being
8 is fitting
- 6 2 is dying out
3 are carrying
4 treat
5 are doing
- 6 rear
7 are waiting
8 is growing
- 7 1 Do you think, hate
2 are you tasting, know, doesn't taste
3 is appearing, appears
4 don't understand, is being, is usually
5 has, belongs, am having
6 is struggling, loves, is getting, see, am seeing
7 are fitting, doesn't fit
8 are doing, are starting, needs
- 8 2 admit
3 am getting
4 is changing
5 spend
6 go about
7 am working
8 are fixing
- 9 lives
10 doesn't always accept
11 says
12 don't like
13 are constantly misjudging
- 9 2 is doing his homework at
3 does that villa belong to
4 do not intend to sell
5 never arrives on
- 10 2 has been travelling
3 came, fixed
4 have left
- 5 have taken
8 has gone
- 11 1 has claimed
2 caught
3 boarded, took
- 4 have been having
5 has just landed
6 spent
- 12 2 cleaned up
3 collected
4 has been trying
5 have not been
6 has made
7 has helped
- 8 have been neglecting
9 haven't done
10 has been suffering
- 13 2 has gone to
3 has been hiking for
4 not been to Rome since
- 5 spoke to each other was
6 did you last invite
- 14 2 didn't hear, was doing
3 was trying, pulled
4 checked, went
- 5 settled
6 had been having
- 15 1 had left
2 had been lying
3 had finished
- 4 had been looking
5 had never heard
6 was living
- 16 2 grew up
3 got used to
4 used to be
- 5 used to protect
6 would tell
- 17 1 had already checked in, got
2 returned, had been holding, released
3 Did you do, watched, had rented, went
4 found, didn't know, had reported
5 Did Helen help, was cleaning, was vacuuming
- 18 2 A 3 D 4 C 5 A
- 19 2 have been living
3 lead
4 depends
5 are now facing
6 is becoming
- 7 are losing
8 is falling
9 affect
10 has resulted
- 20 1 b 2 a 3 b 4 b 5 a
- 21 2 had been looking
3 Have you checked in
4 had never heard
5 was watching, went out
- 6 Are you using
7 has been working
8 broke into
- 22 1 had left
2 has been acting, has been, divorced
3 am reading, never sleep, don't believe
4 does your flight leave, want
5 rushed, happened, was trying, fell off, broke
- 23 2 C 4 A 6 D 8 A 10 B
3 B 5 B 7 C 9 A
- 24 2 have not travelled abroad since
3 has been living here for
4 constantly criticising the
5 had never been
6 don't have time

- 7 used to play football
8 I was arguing
9 long ago did he lose
10 got used to
11 last time Nathalie called
12 has not done
- 25 2 the saddest 5 the most neglected
3 heavier than 6 the strangest
4 worse than 7 better than

26 2 C 3 C 4 A 5 A 6 D 7 C

- 27 2 the worst of 4 more reliable
3 more quickly than 5 better

- 28 2 more selfish than
3 older Lucy gets, the more
4 never felt as stressed as
5 was more interesting than
6 the most you could do
7 is more cooperative than
8 the most beautiful place in

29 (Suggested Answers)

- 1 of the nicest people I know.
2 better at basketball than my brother.
3 taller, my English teacher.
4 the more I learn.
5 Cyprus, the most beautiful place, been to.
6 interested in sports than I am.

- 30 2 Therefore 5 before
3 where 6 In particular
4 Apart from

- 31 2 Firstly 7 in order
3 Furthermore 8 All in all
4 Besides 9 Yet
5 for instance 10 as well as
6 As a result

- 32 2 because of, due to, as a result of
3 but, while, whereas
4 consequently, as a result, therefore
5 if, only if, provided (that), as long as, so long as, on condition that
6 apart from, except for

- 33 2 She gave her neighbour the key to her house so that he could water her plants while she was away.
3 They decided against buying the flat because of the many problems it had/it's many problems.
4 The stray dog looked so adorable that he decided to adopt it.
5 The tribespeople were very impressed with the modern city, even though they wouldn't want to live there.

- 6 Anyone could emigrate to the US, provided they met certain criteria.

- 34 2 although he has
3 neither Ben nor Jerry could
4 soon as she saw
5 in addition to being
6 unless you offend
7 as well as being
8 such a beautiful day that
9 in order to

Grammar Bank 2

- 1 2 'll be leaving (*future continuous – actions which will be in progress at a stated future time*)
3 're going to step (*be going to – prediction based on what we see*)
4 Will you be going (*future continuous – ask politely about someone's plans*)
5 open (*present simple – schedule or timetable*)
6 will have served (*future perfect – action finished before a stated time in the future*)
7 won't know (*future simple – warning*)
8 will fall (*future simple – event which will definitely happen and which we cannot control*)
9 will have been working (*future perfect continuous – to emphasise the duration of an action up to a certain event*)
10 are having (*present continuous – fixed arrangement in the near future*)

- 2 2 will have been baking 7 will change
3 is going to join 8 will turn
4 will have completed 9 won't agree
5 are attending 10 will make
6 will be exploring

- 3 2 will have finished 5 am going to do
3 will push 6 will still be working
4 will have been playing

4 2 B 3 C 4 A 5 B

- 5 2 walking 4 joining
3 living 5 to do

- 6 2 buying 8 being called
3 have been 9 not attempt
4 Having been 10 be sleeping
5 have been made 11 to have been crying
6 he checked 12 completed
7 sound, trying

- 7 2 steaming 5 to reprimand
3 reading 6 to announce
4 putting

- 8 2 you like me to grill 5 won't let me go
3 to be enjoying 6 being lied to
4 is looking forward to starting

Grammar Bank 3

- 1 2 f 4 a 6 h 8 c
3 g 5 d 7 e
- 2 2 must 4 had to 6 have to
3 needn't 5 can't
- 3 2 Ian can't have been feeling well yesterday.
3 He was able to continue his work despite having a splitting headache.
4 We didn't need to call the paramedics because no one was hurt.
5 You mustn't take these pills without a doctor's prescription.
6 You could have informed me that yoga class was cancelled for today.
7 You needn't have gone to all that trouble, but thanks, anyway.
8 Shall we try aerial yoga together?
- 4 2 Can/Could/Will 6 must
3 could/should/ought to 7 can't/isn't able to
4 will/should/ought to 8 can/may/are allowed to
5 was able to
- 5 2 must 7 could
3 didn't need to 8 needn't
4 shouldn't 9 will
5 had better 10 must
6 Why don't
- 6 2 not have given 5 can't have lied
3 is bound to make 6 were supposed to book
4 wasn't able to keep

Grammar Bank 4

- 1 2 will have been organised 6 have been given
3 are being taken 7 was established
4 will be cancelled 8 to be held
5 have not been decided
- 2 2 is always held 5 will be displayed
3 be booked 6 is being served
4 has been announced
- 3 2 is being performed 6 had been sold
3 to be restored 7 is regarded
4 was still being repaired 8 were published
5 has been held
- 4 2 Last night's U2 concert was attended by royalty.
3 The starting date of the music fest has been postponed twice so far.

- 4 The number of the city's homeless is estimated at 20,000.
5 The city's historic art gallery was pulled down yesterday.

- 5 2 The horse race was watched by thousands of people.
3 Who was that strange sculpture created by?
4 Your camera can't have been stolen by him.
5 A difficult stunt will be performed by the acrobats.
6 A documentary about strange festivals is being shown at the moment.
7 The statues are made with ice.
8 Her back was hurt during training.

- 6 2 a We will be shown a new painting technique by the teacher.
b A new painting technique will be shown to us by the teacher.
3 a I have been offered tickets to the festival by Anna.
b Tickets to the festival have been offered to me by Anna.
4 a He wasn't told the truth.
b The truth wasn't told to him.
5 a I was promised an autographed copy of his book.
b An autographed copy of his book was promised to me.
6 a The children are read bedtime stories by the nanny.
b Bedtime stories are read to the children by the nanny.

- 7 2 is held 7 was stolen
3 be missed 8 has/had been organised
4 had been prepared
5 was laid out 9 will be held
6 was given 10 are considered

- 8 2 a is believed to have been very successful.
b is believed that last year's Winter Carnival was very successful.
3 a is said to be preparing his latest art show these days.
b is said that he is preparing his latest art show these days.
4 a is expected to be higher.
b is expected that attendance at this year's Ice Festival will be higher.
5 a are reported to have been making a lot of noise last night.
b is being reported that the neighbours were making a lot of noise last night.

- 9 2 ourselves 4 - 6 -
3 himself 5 himself

- 10 2 will cut yourself 5 introduced herself 20 2 would have invited 7 book
3 composed it myself 6 made them himself 3 hadn't forgotten 8 don't make
4 behaved themselves 7 wash themselves 4 look 9 won't find
5 would have seen 10 went
6 was/were
- 11 2 were not allowed to take
3 is believed to have lost
4 was sent to Ruth
5 on his own
6 needs to be repaired
- 12 2 would give (Type 2)
3 run into (Type 1)
4 hadn't seen (Type 3)
5 Will you pick up (Type 1)
6 were (Type 2)
- 13 2 didn't have, would come 5 was/were, would
3 leave, will have feel
4 would have loved, 6 get, mix
had been
- 14 2 If she wasn't allergic to gold, she could have worn the earrings.
3 If I had a credit card, I could have booked the tickets online.
4 If something hadn't come up at work, he would go to the festival today.
5 If she hadn't lost the file, she wouldn't have to type up her essay again.
6 If she liked jazz, she would have gone to the concert with her friends.
- 15 2 he had attended the Royal Ascot.
3 people could always get along together.
4 they knew their way back to the hotel.
5 he could go to the cinema tonight.
6 Cynthia had had enough time to make dinner.
- 16 2 I hadn't forgotten to book tickets. I hadn't forgotten to book tickets, I could have gone to the Chocolate Fashion Show.
3 I hadn't forgotten to invite a colleague to my party. I hadn't forgotten to invite my colleague to my party, she wouldn't be upset with me.
4 I hadn't broken my leg. I hadn't broken my leg, I could have gone skating with my friends.
5 I could afford to buy these earrings. these earrings didn't cost too much, I could afford to buy them.
- 17 2 prefer 4 would prefer
3 would rather 5 prefers
- 18 2 had never borrowed 6 headed
3 to attend 7 pack
4 started 8 lived
5 not wear 9 to listen
- 19 2 A 3 C 4 D 5 A
- Grammar Bank 5**
- 1 1 telling 3 asked, saying 5 said, ask
2 say to 4 ask, Tell 6 tell, say
- 2 2 Ann said/told him (that) she was sure he would love it if he went.
3 Pam said/told him (that) she saw/had seen some amazing things there.
4 Sue said/told him (that) they always put on fantastic shows.
5 Ian said/told him (that) dozens of people were waiting/had been waiting to see the shows.
6 Ben said/told him that he was looking forward to going again.
- 3 2 Stan said (that) he was reading an interesting article about the Global Soap Project.
3 Sarah told me (that) John was working/had been working on his invention all day the day before/ the previous day.
4 Professor Simpson said (that) the lecture on nanotechnology would take place the following week/the week after.
5 She said (that) the young inventor gave/had given an interview on TV the night before/ the previous night.
6 Boris told Carl that Chris had quit the company and worked from home.
- 4 2 The teacher said (that) a computer runs on electricity. (*The tense does not change because the sentence expresses a general truth.*)
3 Shane told me (that) he had lost his camera.
4 He says (that) technology is advancing fast. (*The tense does not change because the reporting verb is in the present.*)
5 The scientist said (that), while he was conducting an experiment, the lab caught fire. (*The tense does not change because there is a past continuous in a clause of time.*)
6 Joe told us (that) they were leaving immediately.

- 5 2 Josie wanted to know what time the planetarium closed.
3 My sister asked me if/whether I could help her with her science project.
4 I wondered what that gadget did.
5 The reporter asked Julian how long he had been a deep-sea diver.
6 Linda asked Donna when her job interview was,
- 6 2 whether/if you have invented many things so far?
3 how you get ideas about your next invention.
4 what your latest invention does.
5 what made you think of it?
6 how long you have worked on it.
7 how this invention will help people.
- 7 2 Mary advised Thomas not to go on the trip to the Science Museum if he wasn't feeling well.
3 Lucy suggested going to the Young Inventors Exhibition the following week/the week after.
4 The museum guide asked us not to touch the exhibits.
5 The teacher ordered the unruly student to leave the room immediately.
6 Mia begged her mum to let her stay up late to watch the film.
- 8 2 The teacher told her students (that) they must/had to hand in their science projects by Friday.
3 Alex offered to tape the show for Lisa so that she could watch it later.
3 Jenny said (that) we wouldn't have to take our school bags on the trip the next/following day.
3 Vicky asked where we should sit.
3 Ryan said (that) he would be able to take some days off work the following month.
- 9 2 her brother not to touch the hot surface.
3 to Stella about her never showing any interest in his ideas.
4 that she was/about being the most inventive person in her family.
5 to take the children to the Royal Observatory the next/following weekend.
6 spreading the rumours about Sophie.
- 10 2 Chloe suggested going diving during our holidays.
3 Jessica exclaimed that it was a brilliant invention.
4 My brother offered to help me with my project.
5 Paul wondered what the Millers' address was.
6 Angela encouraged David to send his CV to the company.
- 11 2 invited us to go
3 explained to us the
4 accused Monica of losing her
5 claimed to have invented
6 wondered whether to accept
7 suggested taking her car
- 8 insisted on Lilly/Lilly's agreeing
9 apologised to Meredith for missing
10 instructed him to do
- 12 2 am having it tested
3 had his findings published
4 have them done
5 was having his hair cut
6 have had new ones planted
- 13 2 Alice is having her building plan checked by the project manager.
3 Our cat likes having his fur stroked.
4 Robert was still having his car repaired by the technicians last week.
5 Have you had your arm x-rayed yet?
6 You have to have your eyes tested by an optician.
- 14 2 She is having her gown designed by a famous fashion house.
3 He will have his application looked at by the Human Resources department.
4 He was having his dog walked by Kate.
5 He had his arm broken during a rugby match.
6 He had had his room tidied by his mum before he got home.
- 15 2 Tina got Jonathan to buy a new suit for his job interview.
3 I had my brother set up my Internet connection.
4 Were you able to get your friends to come to the planetarium with you?
5 I made Celia replace my broken MP3 player.
- 16 2 made me help
3 had his invention stolen
4 will have Edward give
5 had her essay typed
6 has been given to
7 will get their wedding catered
8 are created using
9 will make us stay
10 had had the house renovated
- 17 2 couple 4 Very few 6 little, much
3 Hardly any 5 deal
- 18 2 it is 7 are
3 has been, has gone 8 are
4 is going 9 It has helped
5 is 10 is
6 It's
- 19 2 geese 5 rooms 8 lice
3 glasses 6 hairs 9 work
4 woods 7 teeth 10 experiences

Grammar Bank 6

- 1 2 who/that (*D – cannot be omitted*)
3 when (*D – can be omitted*)
4 whose (*D – cannot be omitted*)
5 why (*D – can be omitted*)
6 which (*ND – cannot be omitted*)
7 who (*ND – cannot be omitted*)
8 which (*ND – cannot be omitted*)
- 2 2 Life in Edwardian England may appear romantic, yet it was quite harsh.
3 I'd love to go to Dickens World theme park, even though I haven't read anything by Charles Dickens./Even though I haven't read anything by Charles Dickens, I'd love to go to Dickens World theme park.
4 Now matter how nice (a person) Frank is, Mary doesn't seem to get on with him.
5 Despite not feeling well, Betty doesn't want to miss the guided tour./Betty doesn't want to miss the guided tour, despite not feeling well.
6 The site dated back hundreds of years. However, it was well preserved.
- 3 2 such 5 such a 8 What
3 What an 6 such an
4 so 7 What a
- 4 2 the moment, heard 6 as long as, lasts
3 read, before 7 by the time, got
4 Once, has booked 8 before, closes
5 While, make
- 5 2 to write 4 so as 6 in case
3 with a view 5 prevent
- 6 2 He took such great photos of the Anasazi cave dwellings that a magazine wanted to publish them.
3 Mary was so impressed with the Charles Dickens Museum that she told all her friends about it.
4 The archaeologist fell ill and as a result the excavation was cancelled.
5 We had so little time to get to the airport that we nearly missed our flight.
- 7 2 The reason for her wanting to travel to Colorado is to visit the Mesa Verde National Park.
3 The 1940 and 1944 summer Olympics were cancelled due to World War II.
4 They stopped speaking to each other because of an argument.
5 Emily Cummings became famous on account of the fact that she invented a portable eco-friendly fridge.
6 We couldn't go to the festival since the weather was poor./Since the weather was poor, we couldn't go to the festival.
- 7 The plane was prevented from taking off because of engine trouble./Because of engine trouble, the plane was prevented from taking off.
8 Can you tell me the reason why you changed your travel plans?
- 8 2 is running 5 is screaming
3 shows 6 has been crying
4 revolved 7 had instructed
- 9 2 though 4 such 6 why
3 like 5 so that
- 10 2 Nikki's employer reprimanded her because of her rudeness towards her colleagues./Because of her rudeness towards her colleagues, Nikki's boss reprimanded her. (*clause of reason*)
3 Chris bought a digital camera in order that he could see the photos he took instantly. (*clause of purpose*)
4 She used to be a famous writer before she retired. (*clause of time*)
5 Lisa's been having singing lessons and as a result she got a part in the school play. (*clause of result*)
6 Burn the DVD in the same way that Mike showed you. (*clause of manner*)
- 11 2 even though/in spite of the fact that/despite the fact that/although
3 who/that
4 as if/as though/like
5 as soon as, the moment (that)/when
6 in order that/so that
7 consequently/as a result/therefore/as a consequence
8 so that/in order that
- 12 2 whose 5 After 8 despite
3 as though 6 in order to
4 as 7 so as not to
- 13 2 C 4 B 6 C 8 C 10 A 12 D
3 D 5 D 7 C 9 D 11 B
- 14 2 on account of hitting 7 such a lot of
3 no matter how well 8 the same way as
4 with a view to putting 9 even though it is
5 in spite of not feeling 10 in order to
6 as soon as I finish
- 15 2 you paid attention to the tour guide, you would have learnt a lot about the city's history.
3 before have we seen such a magnificent monument.
4 do the Parsons go to the theatre.
5 did Jessica hear that her favourite band were coming to town than she booked tickets.
6 using it yourself can you appreciate his invention.
7 did Jason pay for our cinema tickets, but he offered to drive us there as well.
8 had Alex got to work when his supervisor asked to see him.

- 16 2 was the children's excitement about their trip to
Paris that they talked about nothing else.
3 powerful was the earthquake that struck the city
of Petra in 363 AD that it destroyed half of it.
4 was director James Cameron's interest in the
story of the Titanic that he made a documentary
about it.
5 well do Barney and Phil get on that they've
become best friends.
6 a silly joke did he tell us that no one laughed.

- | | | | | |
|----|---|--------------------|---|--------------------|
| 17 | 2 | So would I | 5 | Neither/Nor have I |
| | 3 | So do I | 6 | So am I |
| | 4 | Neither/Nor will I | | |

- | | | | | |
|----|---|-------------|----|--------------------|
| 18 | 2 | aren't they | 8 | will you/won't you |
| | 3 | aren't I | 9 | isn't it |
| | 4 | shall we | 10 | does he |
| | 5 | don't you | 11 | will you |
| | 6 | doesn't he | 12 | wasn't it |
| | 7 | did they | | |

- | | | | | | | |
|----|---|---------|---|----------|---|------|
| 19 | 1 | – | 4 | a, an, a | 7 | a, a |
| | 2 | A, some | 5 | a, any | 8 | –, a |
| | 3 | A, an | 6 | –, an, – | | |

- | | | | | | | |
|----|---|----------|---|-----------|---|---------|
| 20 | 1 | ones | 4 | any, ones | 7 | a, one |
| | 2 | one, a | 5 | One | 8 | one, an |
| | 3 | a, a/one | 6 | a, ones | | |

- 21 2 the, the 4 the, -, the, the
3 the, -, the 5 -, the, -

- | | | | | | | | | |
|----|---|-----|----|-----|----|-----|----|-----|
| 22 | 2 | a | 7 | an | 12 | the | 17 | the |
| | 3 | the | 8 | a | 13 | a | 18 | a |
| | 4 | the | 9 | the | 14 | the | | |
| | 5 | the | 10 | - | 15 | - | | |
| | 6 | - | 11 | an | 16 | the | | |

- 23 2 silk 3 golden 4 metallic 5 feather

- 24 2 She's wearing a nice, modern, silk outfit.
3 They found a cute, tiny, white kitten.
4 I'm watching a funny, new, Italian film.
5 She baked tasty, small, vanilla cupcakes.
6 He bought her a huge, diamond engagement ring.

- 25 2 Anna walked reluctantly into the cave two minutes ago.
3 He's been staring nervously at the door all morning.
4 He has just announced the news very happily.
5 It's raining extremely heavily today.
6 He always talks about his childhood quite sadly./
He always talks quite sadly about his childhood.

- 26 2 highly 5 direct 8 hardly
3 free 6 deep 9 free
4 high 7 shortly

Further Practice Word Formation

- | | | | |
|----|-------------------|-----|---------------|
| 1 | loss | 54 | wealthy |
| 2 | performance | 55 | distance |
| 3 | unclear | 56 | sale |
| 4 | majority | 57 | helpless |
| 5 | knowledge | 58 | existence |
| 6 | unexplored | 59 | thought |
| 7 | growth | 60 | anger |
| 8 | inhabitants | 61 | expansion |
| 9 | unsuitable | 62 | organically |
| 10 | nervous | 63 | historical |
| 11 | unemployment | 64 | awareness |
| 12 | effective | 65 | unfairly |
| 13 | intention | 66 | publicity |
| 14 | freedom | 67 | fascinating |
| 15 | delivery | 68 | equatorial |
| 16 | appearance | 69 | height |
| 17 | uncomfortable | 70 | endangered |
| 18 | tendency | 71 | scenery |
| 19 | better | 71 | warmth |
| 20 | obligation | 73 | inconvenient |
| 21 | confusion | 74 | reliable |
| 22 | useful | 75 | strength |
| 23 | enormously | 76 | scientists |
| 24 | variety | 77 | broken |
| 25 | broaden | 78 | curiosity |
| 26 | adventurous | 79 | popularity |
| 27 | valuable | 80 | childhood |
| 28 | judgement | 81 | coastal |
| 29 | information | 82 | increasingly |
| 30 | especially | 83 | attendance |
| 31 | solution | 84 | subtitles |
| 32 | encouragement | 85 | dependent |
| 33 | observations | 86 | sight |
| 34 | unexpected | 87 | regardless |
| 35 | countless | 88 | illegal |
| 36 | advisable | 89 | annually |
| 37 | discovery | 90 | permission |
| 38 | Teenagers | 91 | significant |
| 39 | enthusiastic | 92 | leading |
| 40 | satisfaction | 93 | contestant |
| 41 | ability | 94 | entertainment |
| 42 | lonely / lonesome | 95 | official |
| 43 | journalist | 96 | invention |
| 44 | choice | 97 | possessions |
| 45 | agreement | 98 | delightful |
| 46 | harmful | 99 | daily |
| 47 | customers | 100 | unexpected |
| 48 | decision | 101 | ensure |
| 49 | disgusting | 102 | envious |
| 50 | Unluckily | 103 | destruction |
| 51 | reference(s) | 104 | injuries |
| 52 | qualification | 105 | devastating |
| 53 | truth | | |

Word Distractors

1 D	15 A	29 B	43 A	57 C	71 C
2 B	16 B	30 B	44 C	58 B	72 A
3 C	17 A	31 D	45 D	59 A	73 B
4 B	18 D	32 A	46 B	60 D	74 D
5 D	19 C	33 B	47 B	61 C	75 C
6 D	20 A	34 C	48 C	62 D	76 A
7 A	21 B	35 A	49 C	63 A	77 A
8 C	22 C	36 D	50 C	64 B	78 D
9 B	23 B	37 C	51 A	65 D	79 D
10 A	24 B	38 A	52 B	66 A	80 B
11 D	25 C	39 D	53 A	67 B	81 C
12 B	26 A	40 B	54 B	68 D	
13 C	27 D	41 A	55 D	69 C	
14 C	28 C	42 C	56 D	70 B	

Sentence Completion

1 until	41 great
2 at	42 out
3 way	43 one
4 except	44 let
5 though	45 no
6 before	46 ago
7 a	47 far
8 her	48 takes
9 Apart/Aside	49 although
10 while	50 too
11 it	51 due
12 without	52 while
13 By	53 lasts
14 how	54 such
15 spent	55 else
16 a	56 up
17 as	57 whether/if
18 reason	58 ever
19 sight	59 the
20 from	60 more
21 was	61 any
22 tried	62 get
23 all	63 to
24 another	64 would
25 so	65 possible
26 used	66 that
27 nothing	67 in
28 at	68 such
29 between	69 with
30 which	70 how
31 asleep	71 rest
32 few	72 without
33 This	73 of
34 be	74 to
35 nor	75 in
36 on	76 for
37 since	77 apart
38 as	78 than
39 least	79 much
40 long	80 to

Key Word Transformations

1 by far the most	26 having a good interview will
2 was the first time (that)	27 is less dangerous than
3 had difficulty (in) breathing	28 prevented the ferry from leaving
4 must have been	29 need not hand/ don't need to hand
5 would like to visit	30 is responsible for preparing
6 hadn't been	31 is supposed to be
7 are likely to be	32 in the habit of
8 there's no point (in)	33 know the cost of
9 apologised (to me) for losing	34 liked the food apart from
10 had our baggage delivered by	35 it easy to locate
11 so that we could	36 took months to design
12 is unaware of	37 rather go sailing than go
13 no intention of breaking	38 who sing professionally
14 is being designed by	39 make up my mind
15 is nothing wrong with	40 may/might/could have been destroyed
16 is on sale/will be on sale	41 ordered us to stop
17 spite of having	42 had her house redecorated by
18 high time you learnt/learned	43 had better book
19 were you, I would	44 be possible to get
20 taking care of	45 wished she hadn't told
21 agree completely with each	46 is said to have hit
22 rely on Phil to help	47 in case it is
23 would have been better if	48 didn't succeed in repairing
24 account of the danger, you	49 to cut down on
25 immediately took	

Phrasal Verbs Revision

1	1 off	3 out	5 off	7 on	9 down
2	in	4 on	6 up	8 in	
2	1 in	3 up	5 down	7 out	9 on
	2 out	4 off	6 off	8 down	
3	1 on	3 down	5 on	7 out	9 on
	2 up	4 off	6 in	8 up	
4	1 up	3 in	5 up	7 back	9 in
	2 out	4 down	6 out	8 down	

Phrasal Verbs

1 up for	15 with	29 over
2 up	16 across	30 over
3 after	17 into	31 away
4 against	18 up	32 in
5 up	19 against	33 by
6 out of	20 up with	34 over
7 out	21 off	35 aside
8 in	22 off	36 down
9 of	23 away with	37 up with
10 out	24 behind in	38 off
11 round	25 for	39 up to
12 round	26 for	40 out
13 on	27 out with	41 into
14 out	28 on/along	42 up

1 to	15 in	29 against
2 to	16 to	30 at
3 of	17 on	31 for
4 from	18 to	32 on
5 in	19 on	33 in
6 in	20 to	34 under
7 in	21 to	35 off
8 of	22 in	36 on
9 at	23 for	37 to
10 of	24 with	38 to
11 with	25 on	39 of
12 on	26 into	40 for
13 in	27 of	41 to
14 on	28 on	42 on

Verbs/Adjectives/Nouns with Prepositions

1 1 by	4 at/by	7 in	10 by
2 of	5 about	8 to	11 of
3 against	6 for	9 for	12 of
2 1 about	4 about	7 with	10 with
2 on	5 at	8 against	11 from
3 from	6 with	9 on	12 of
3 1 to	4 for	7 about	10 from
2 on	5 at/in	8 against	11 from
3 of	6 with	9 with	12 for
4 1 from	5 about	9 among	13 of
2 into	6 of	10 with	14 at
3 in	7 for	11 with	
4 of	8 with	12 by	
5 1 to	4 of	7 for	10 about
2 by	5 from	8 with	
3 about	6 to	9 into	
6 1 of	6 towards	11 from	
2 to	7 to	12 about	
3 for	8 against	13 of	
4 about	9 on	14 from	
5 by	10 with		
7 1 at	11 by	21 for	
2 with	12 to	22 in	
3 for	13 with	23 to	
4 to	14 about	24 with	
5 of	15 for	25 of	
6 about	16 into	26 between	
7 in	17 of	27 on	
8 for	18 for	28 in	
9 on	19 in	29 for	
10 to	20 at		

Revision Modules 1-6

Module 1

A 1 B	3 A	5 B	7 A	9 C
2 C	4 D	6 D	8 D	10 D
B 1 struck	3 tempted	5 impression		
2 permanent	4 pursuit			
C 1 B	3 B	5 B	7 B	9 A 11 C
2 B	4 C	6 A	8 C	10 C
D 1 B	3 C	5 C	7 D	
2 B	4 C	6 C	8 C	
E 1 values	6 earthships			
2 backgrounds	7 lodge			
3 environmentally-friendly	8 home schools			
4 gardening	9 workshops			
5 service	10 resident			
F 1 Just this one suitcase				
2 Yes, I did.				
3 No, nothing at all.				
4 Would you like a window or aisle seat?				
5 Please go to gate 31A at 2:15.				
G 1 b	2 c	3 a		

(Suggested Answer)

These days, many of those who attend university choose to live in student accommodation. Without a doubt, living in student accommodation has its disadvantages, but what about the advantages?

There are many reasons why people choose student accommodation. One advantage is that student halls are often located on campus. This means that it is very convenient for attending lectures, seminars and other events held at the university. This is important for both the educational and social aspects of university life.

On the other hand, student halls can cost more than renting a flat. Consequently, it is an expensive option that some students may not be able to afford. In addition, space is limited. For example, rooms are small and communal areas must be shared with many people. As a result, students in halls may not get much privacy.

In conclusion, I think there are both pros and cons to living in student accommodation. However, all things considered, I believe that the pros outweigh the cons as experiencing life on campus is a unique opportunity that should not be missed.

Module 2

- A** 1 C 3 A 5 A 7 B 9 B
2 B 4 B 6 A 8 C 10 C
- B** 1 churn 3 risk 5 scrambled
2 far-fetched 4 rotten
- C** 1 C 3 A 5 B 7 D 9 B 11 B
2 C 4 A 6 A 8 D 10 C
- D** 1 C 5 B 7 C/B 10 D 13 D
2 A/D 4 A 8 A/C 11 C/D 14 A
3 D/A 6 B/C 9 C/A 12 D/C 15 B
- E** 1 B 3 A 5 B 7 A
2 C 4 B 6 B
- F** 1 a 2 b 3 a 4 b 5 a
- G** 1 c 2 a 3 b

(Suggested Answer)

One topic that is regularly discussed is whether or not violent video games should be banned. To my mind, this action is too extreme, as video games can be entertaining and even useful if they are used sensibly.

To begin with, multiplayer games encourage players to interact with and help each other. This helps to build teamwork skills, which are useful in life. In addition, many people play these games as a way to let off steam instead of venting their emotions in the real world.

On the other hand, these games are not appropriate for children. I strongly believe that exposure to violence and gore can be disturbing for youngsters. Moreover, this type of game can affect academic performance. For instance, children who play violent video games often achieve lower grades at school.

All in all, I feel that violent video games should not be banned, as they do have some positive effects. However, retailers and parents need to impose strict guidelines on their usage so that children are not exposed to violence from a young age.

Module 3

- A** 1 C 3 D 5 C 7 C 9 C
2 B 4 A 6 B 8 D
- B** 1 kick 3 walk 5 chuckled
2 boost 4 refreshed
- C** 1 C 3 A 5 B 7 C
2 A 4 B 6 C 8 A
- D** 1 is supposed to 4 is bound to
2 had better 5 Why don't
3 are to
- E** 1 E 3 F 5 H 7 G
2 C 4 A 6 B
- F** 1 B 2 D 3 A 4 E 5 F
- G** 1 B 2 D 3 A 4 B 5 B
- H** 1 a 2 b 3 b 4 a 5 b
- I** 1 b 2 c 3 a

(Suggested Answer)

Introduction

The purpose of this report is to suggest improvements to the school library in order to make it a better learning environment.

Computer Lab

To begin with, there is limited space for an ICT class. I strongly suggest that we expand the computer lab so that an entire class can fit inside it comfortably. Doing this would make ICT lessons more enjoyable and beneficial for everyone.

Décor

The décor in the library is outdated and unattractive. For this reason, many students dislike using the facility. It would be a good idea to paint the library in bright colours and decorate it with posters. This would undoubtedly create a better environment for learning.

Resources

There is a lack of modern books and PCs in the library. I recommend that the school ask for donations of books and use some of the funding received to purchase new computers, so that students can have up-to-date technology.

Conclusion

All in all, I feel that a larger computer lab, improved décor and better resources would certainly make the school library a better learning environment.

Module 4

- A 1 B 3 A 5 B 7 A 9 C
2 B 4 D 6 C 8 B 10 D
- B 1 faint-hearted 3 prestigious 5 hearty
2 success 4 stands
- C 1 B 3 D 5 B 7 B 9 D 11 D
2 C 4 C 6 A 8 A 10 B 12 C
- D 1 E 2 H 3 A 4 C 5 B 6 F
- E 1 A 3 C 5 B 7 B
2 C 4 A 6 C 8 C
- F 1 a 2 b 3 a 4 b 5 b

G (Suggested Answer)

Every year in July, people from around the world gather for a two week extravaganza of art and culture at the Galway Arts Festival. This is Ireland's largest arts festival, which has been taking place in Galway since 1978.

Galway Arts Festival offers many different activities – there is something for everyone. For art enthusiasts, there are exhibitions to see, which include paintings, and sculptures from Ireland and other countries. In addition, there are parades and street performances, as well as world class theatre and comedy shows. And if you're into music, concerts by famous Irish and international musicians are held throughout the festival.

Whether you're interested in art or you just want to have a good time, the Galway Arts Festival is for you! You can purchase tickets online, over the phone or in person at the box office. There's so much to see and do – you won't regret it!

Module 5

- A 1 C 3 D 5 D 7 B 9 B
2 A 4 B 6 C 8 D 10 A
- B 1 reach 3 strong 5 embrace
2 crossed 4 classified
- C 1 B 3 B 5 D 7 D
2 D 4 C 6 B 8 A
- D 1 Max said (that) Sam was studying to be a doctor.
2 The scientist told us (that) we/they would soon have enough money to buy new equipment.
3 He asked her if/whether she could show him her invention.
4 Cathy told me (that) she was going to the planetarium the following week/the week after.
5 He said (that) he went/had gone to the museum the previous week/the week before.

- E 1 D 4 B 7 D 10 A 13 C/B
2 A 5 D 8 B 11 B 14 A
3 C 6 A 9 C 12 B/C 15 B

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

- G 1 What's so special about it?
2 I'm not that interested in architecture.
3 It says here that there is also an exhibit dedicated to fashion.
4 Oh, come on!
5 Well, I guess it might be fun.
6 They're only £9.

H (Suggested Answer)

I had been looking forward to the adventure all week. My friend Steve and I had decided to go rock climbing in the beautiful Snowdonia National Park. We set off early on Saturday morning – the weather was nice and both of us felt happy to be doing something energetic.

However, we were only half-way up the mountain when suddenly the sky darkened and we heard thunder. A few minutes later, it started to rain heavily.

The water made the cliff face slippery and soon it became almost impossible to get a grip on the wet rocks. Twice I nearly slipped and fell. I was wondering how much longer I could go on, when I heard Steve's voice above my head, "Quick up here! I've found shelter in a cave!"

I scrambled up to the cave and Steve helped to pull me inside. We were safe and dry at last! I had never felt so relieved. As we sat watching the torrential rain outside. Steve suddenly smiled. "I guess we should have checked the weather forecast!" he said.

Module 6

- A 1 B 3 B 5 B 7 D 9 A
2 C 4 C 6 A 8 B 10 B
- B 1 role 3 takes 5 abandoned
2 taste 4 barrier
- C 1 D 3 A 5 C 7 B 9 B 11 C
2 C 4 D 6 C 8 B 10 D
- D 1 B 3 A 5 B 7 D
2 D 4 B 6 C 8 B
- E 1 director 6 coal mine
2 industrial 7 motorised cars
3 traditional 8 school groups
4 silent films 9 website
5 photographs 10 donations

F 1 b 2 b 3 a 4 b 5 a

G (Suggested Answer)

Culzean Castle is one of the most popular tourist attractions in Scotland. It is situated on the east coast of Scotland, overlooking the sea, and is a fantastic place to visit.

The castle is the former home of Lord Kennedy of Scotland and is famous for its stunning 15th century architecture. Due to its beauty and historical significance, the castle has been preserved by the Scottish National Trust and has become a famous local landmark.

There are a number of reasons why tourists should visit Culzean Castle. It has an exciting adventure park and beautiful gardens to explore, as well as an interesting wildlife conservation area. In addition to this, visitors can also enjoy a hot meal at the castle's traditional restaurant, or relax with a cup of coffee in the cosy café.

Without a doubt, Culzean Castle is well worth a visit. There is something to do for everyone, no matter what age they are, and I would highly recommend it.

Module 1

➤ Exercise 3 (p. 9)

Listen to a mayor making a public announcement.

Good afternoon and thank you for joining us in celebration of Graffiti Action Day. Since we launched our campaign two years ago to combat graffiti in our town, I am pleased to report that instances of vandalism have decreased by an incredible 27%. However, while we have made remarkable progress, there is still more that can be done. Graffiti is still widespread on many of our streets affecting the image of our town. However, we will not allow it to dampen our community spirit. In honour of Graffiti Action Day, I am asking citizens to join forces with the authorities in order to combat this problem. We would like to set up neighbourhood clean up schemes, where residents take responsibility for keeping their areas graffiti-free. Neighbourhood patrols would be established to locate and cover up graffiti and would be provided with the necessary tools for the task, such as paint, gloves and brushes. Of course, you will not be in this alone. The local council will also contribute all their efforts to help combat vandalism. Don't take a back seat, get involved! Together, let's clean up our beautiful town once and for all.

Number 1 Why is the mayor making a speech?

Number 2 What does the mayor say about vandalism in the town?

Number 3 What does the mayor want the townspeople to do?

Number 4 What is the announcement mainly about?

Number 5 What does the mayor mean when he says, "Don't take a back seat, get involved"?

➤ Exercise 4 (p. 10)

Interviewer: Now, what can you do if you want to grow your own food but live in a flat and don't have access to a garden? Well my next guest has the answer. Joining me now is Susan Chandler the director of "Green Partners", a garden sharing website. Welcome Susan.

Susan: Thank you.

Interviewer: Susan, what exactly is garden sharing? Is this when neighbourhoods share a green space? A sort of community garden?

Susan: Not exactly. Garden sharing is when a person shares their land with someone who wants to grow food on it. At "Green Partners" we connect would-be gardeners with those who want to share their land. There is so much wasted land in our cities that could easily be used to grow food.

Interviewer: Interesting, how does it work?

Susan: Well, we are basically a matchmaker that brings together people who own land with gardeners who need land. The landowner allows the gardener to grow food on the land in exchange for part of the harvest. Everyone benefits.

Interviewer: Very clever. How did you think of the website?

Susan: I was doing some gardening at a community garden when I saw an advert on the message board asking for someone interested in gardening their back garden. I immediately thought that what we need to do is match gardeners looking for space with those who have gardens that are just sitting unused.

Interviewer: It certainly makes sense. How does the website work?

Susan: It's very easy. Anyone interested must state whether they want to use or lend a garden and then submit their location and email address. Then they can search a map of their area to see what is available near them.

Interviewer: And do you provide a contract between the gardener and the land owner?

Susan: No, it's up to the two to sort out the details and come to an agreement. We do, however, offer some guidelines on what they should consider in their agreement.

Interviewer: Such as?

Susan: First and foremost, they should agree on the amount each partner will take of each crop. Then, there are the issues of how often and what time of day the garden will be tended and whether the owner would like to take part in the gardening.

Interviewer: I thought the owners don't get involved in the gardening.

Susan: On average they don't, but it depends on the individual. Even those with little free time could get involved simply by offering to water the garden daily.

Interviewer: Don't people feel uncomfortable with a stranger in their back garden?

Susan: I think that mentality is changing mostly from the use of the Internet. People are more tolerant of dealing with strangers especially when they have a common goal like growing food.

Interviewer: Well I think it's a great idea. Both partners give something and both get freshly grown food in the end.

Susan: Yes, but some don't do it just for food. They just get a lot of satisfaction knowing they are putting land to a good use.

Interviewer: I can understand that. How's the website doing?

Susan: Very well. We have made hundreds of successful matches. Currently there is a lack of gardeners to match the many plots of land that are being offered for use. So if you have green fingers and some free time, get in touch with us at www.greenpartners.com.

Interviewer: All right any of you listeners that want to grow your own food check out the site. Thank you Susan and I wish you continued success with Green Partners.

Susan: Thank you.

Module 2

➤ Exercise 4 (p. 21)

Listen to a guide talking to a tour group.

Welcome to the Eisriesenwelt, the largest ice cave in the world! Since its discovery in 1879 by Anton Posselt, explorers have been in awe by the sheer size of the cave. Certainly you will be amazed by this too, but even more so by the natural ice sculptures inside the cave. These sculptures are highlighted by incredible magnesium lighting to make them even more striking. We will be exploring the first kilometre of this 40 kilometre limestone cave formed over a million years ago. In spring, the water from melting snow drains into the caves and then freezes, creating some spectacular formations that look like professional sculptures. Each one is unique and has its own name with some sculptures formed many years ago. Nothing can compare to a walk in this glittering ice empire. We will have a chance to stop and discuss each sculpture as we walk about the cave. Our final stop before turning back will be the "Ice Palace" and its sheer crystal beauty. So now

that you have your torches, we are almost ready to proceed to the cave. Remember temperatures will drop suddenly as we enter the cave and it will become quite dark so use your torches. As mentioned in the safety regulations given to you at the ticket office, there is a 134 metre climb as we explore the cave, so those with serious health problems should reconsider going on the tour. Photography is not allowed at any time inside the cave and please stay with the group in the designated areas so as to not disturb the natural structures of the cave. So, are there any questions before we begin?

- Number 1** What does the speaker think will impress the group most about the cave?
- Number 2** What does the speaker say about the ice sculptures?
- Number 3** What warning does the speaker give to the group?
- Number 4** What is the purpose of the talk?
- Number 5** What does the speaker mean when he says: "Nothing can compare to a walk in this glittering ice empire"?

➤ Exercise 3 (p. 24)

Interviewer: You could call it the extreme sport of the ancient world. However you classify it, chariot races were full of danger and excitement and a definite passion of the ancient Romans. What was all the fuss about? Well, here with me today is Professor Charles Nickerson to tell us about this popular ancient pastime. Welcome to the show Professor Nickerson.

Prof. Nickerson: Thank you.

Interviewer: Professor, can you start by describing to us a typical race?

Prof. Nickerson: Certainly. Chariot races took place in a stadium or Circus as they were called. The Circus was oval in shape and seated hundreds of thousands of spectators. The ground consisted of sand and there were no lanes. Chariots were built for speed. Thus they had to be light and simple in design. They were drawn by between two and ten horses. All this made it very dangerous for the drivers.

Interviewer: Races were obviously very exciting then.

Prof. Nickerson: Yes, the first driver to complete seven rounds on the track was the winner. There were few rules and pretty much anything was allowed. This gave an illusion of freedom to the masses that loved the races so dearly. Since anything was allowed, crashes were frequent and quite spectacular.

Interviewer: So a lot of drivers were injured or killed?

Prof. Nickerson: Yes, and this danger and all the thrills are what attracted so many Romans to the races. They were held on religious or public holidays and were attended by hundreds of thousands of people. Although the races were free to the people, a lot of money was made by gambling on the races.

Interviewer: They were betting on the drivers?

Prof. Nickerson: Yes, or the teams they belonged to. There were different teams that were supported by businesses. The teams recruited the best drivers who wore the team's colours. Of course, the best drivers were those quick to avoid collisions and strong enough to last these long races. But most importantly drivers needed to control their chariots well.

Interviewer: The drivers were quite talented then.

Prof. Nickerson: Yes, they were the sports stars of their day. Although most of them had short careers, they were hugely popular and the best of them became celebrities across the empire. Many started out as slaves but with the money they earned they soon bought their freedom.

Interviewer: It sounds like the Romans took their teams and races seriously just like, let's say ... we do football today.

Prof. Nickerson: That's right. People were fanatical about their teams. They would cheer their team on, have big celebrations after wins and often fight with opposing fans. Superstition even played a role as they would place special curse tablets made of lead near the starting area to curse the opposition. Drivers may have been the stars, but they were often humble after a win and showed little emotion.

Interviewer: Not like today's sports stars who like to do a victory dance after a win.

Prof. Nickerson: (chuckling) No, the charioteers were much more constrained. Chariot races touched all areas of Roman society. There was a lot of money being made and the masses were passionate for the races. Even the emperors couldn't stay out of the action. The different teams had a tremendous amount of influence on their fans, so it made sense for the emperors to keep up with the races and keep an eye on what each team was doing on and off the track.

Interviewer: Once again another example of how sport influences our lives. Thank you Professor Nickerson for the interesting insights on the once great chariot races.

Prof. Nickerson: My pleasure.

Module 3

➤ Exercise 4 (p. 35)

Speaker 1

I've never been one to just sit at home with the telly on or read a book. I need to be around others. Whether it's shopping with my mates or grabbing a quick bite together, I find their company is what makes my troubles disappear. Sure, I like my job and find it interesting, but I really enjoy laughing and being with those I care about most.

Speaker 2

I never stop. When I'm not working, I'm teaching piano or gardening. People are always telling me to slow down or take some time off. What they don't understand is that all these activities help me stop worrying about things. I lose track of time and forget myself when I'm absorbed in an activity. There is nothing more satisfying.

Speaker 3

How you look at your life it's really important. I try to live my life by my own standards and not by what others have or do. Sure I care about what my friends think, but I don't worry about keeping up with them. I try not to compare myself with others and look at the bright side of things. I'm busy focusing on my own personal goals.

Speaker 4

For many people it's their family, friends and what they do in their free time that makes them happy. I, however, can't wait to wake up and go to the office. Don't get me wrong; it can be very tiring with long hours and stressful at times. Nonetheless, when I finish the day I feel such sense of accomplishment that it makes it all worth it.

Speaker 5

So many of my friends get caught up with what they have or want. It's all about them. Seeing what little some people have and yet they are still positive really puts things into perspective. I volunteer at the shelter because it feels fantastic knowing I'm making a difference in other people's lives. No job or hobby has brought me such fulfilment.

> Exercise 4 (p. 38)

DJ: Welcome to the show! Joining us today, we have Doctor Melissa Watt; an expert in stress and aggression. Melissa is the bestselling author of 'Small Steps to Big Changes' and has just recently published her second book, 'A Deep Breath'. Hello Melissa, thanks for coming on the show.

MW: Hello! It's a pleasure to be here.

DJ: So tell us a bit more about what you do, Melissa.

MW: Well, I'm a stress therapist who helps people to manage their emotions. Mostly, I do one-to-one and group counselling. However, I also speak at seminars to teach people ways to cope with stress.

DJ: I see. What kinds of activities do you do during your therapy sessions?

MW: Well, one of the things we do most often is role-playing. This helps people to relax and basically makes learning more fun. However, it can also bring up a host of stressful emotions, so the situations have to be carefully managed to ensure participants are comfortable enacting them.

DJ: Who benefits from this kind of therapy?

MW: Often my clients just want to learn how to cope with everyday stress, although it is common that they have experienced some kind of trauma. On occasion, I also have patients referred to me because they suffer from panic attacks.

DJ: What are some of the signs of someone who has an issue with anxiety?

MW: Things like insomnia are usually key signs of anxiety. However, unless the symptoms are prolonged, it is not generally considered a disorder. The real problem is when stress affects a person's ability to function on a day-to-day basis.

DJ: I see. And are these the issues that you talk about in your books?

MW: Well, my first book concentrated on lifestyle changes to relieve stress and boost energy. It was about little changes that people can make to stay happy and healthy. However, this second book focuses on relaxation techniques. It discusses ways to stay calm throughout the day.

DJ: Tell us about some of these techniques.

MW: Well, they are influenced by meditation practices. For example, taking deep breaths when stressed or just getting some quiet time each day to relax and unwind.

DJ: And how do these things help when a person is feeling stressed?

MW: They just help people to take a step back and reassess the situation. They're especially helpful for those with anger management problems. These people tend to be easily aggravated, so the tips help them to calm down before they get out of control.

DJ: What advice would you give to a person who is unable to control their temper?

MW: If a person is regularly aggressive I would suggest not only attending a stress therapy class but also some counselling sessions. Often people with this kind of profile have deep emotional scars that need to be addressed.

DJ: Are there any final words you would like to say to our listeners?

MW: Don't be ruled by stress! Pamper yourself once in a while! Whether you choose to read a book, get a massage or just do nothing; your body will thank you for it!

DJ: That's great advice, Melissa. Thanks for taking the time to talk to us today.

MW: You're most welcome!

Module 4

> Exercise 5 (p. 47)

Speaker 1

I've never seen anything quite like it. He's a world renowned magician and certainly lives up to his reputation. Some of the tricks he did were incredible and left me utterly amazed. I kept thinking how on Earth did he do that? Magic may not be for everyone, but I'm glad I went and saw something different for a change.

Speaker 2

Since my friend recommended it to me, I thought sure why not try something new? Besides, the tickets weren't expensive. Even though the play is considered one of the best this year and perhaps it really is, I just couldn't get it. It was complicated and I kept confusing the characters and what was going on. There were some entertaining parts, but overall I was lost.

Speaker 3

I couldn't stop laughing ... it was really funny. I often go to comedy shows but lately I have found them a bit boring with the same jokes and routines. A clown comedy troupe isn't exactly what I would normally choose to go see, but when I read the great reviews I thought it was worth a try. The show really is a must see! The clowns were hilarious and I can't wait to tell all my friends to go see it.

Speaker 4

When my dad got us the tickets for the car and motorcycle stunt show, I thought I was in for a unique treat, only to be disappointed. I had read about how great the show was in the newspapers. That couldn't have been further from the truth. The stunts were nothing spectacular and the drivers looked tired and bored. The tickets were expensive and we left feeling we had been tricked.

Speaker 5

To be honest I wasn't very enthusiastic about going to the circus at first. It costs a lot to go and I had been several times when I was a child. Sure, it was an incredible experience then. But now that I'm much older I thought it would be childish and boring. Was I ever wrong! The show was full of surprises with so many things to see I didn't know where to start. The trapeze act was thrilling and although we spent a lot on the tickets, I'm glad we did.

➤ Exercise 3 (p. 52)

- 1 You hear two friends talking about a festival they have just attended. What do they disagree about?
- A how good the music was
 - B the variety of activities offered
 - C the closing ceremony

Male: I sure had a great time! We should definitely go again next year. And the final evening with the fireworks and fantastic bands was a great ending to it all.

Female: It certainly was an impressive finish to the three days. But, I would have liked to have done a few other things besides see art and listen to music.

Male: What?! The concerts were so great. There was such a variety of bands. It was so entertaining. What else could you ask for?

Female: Look, don't get me wrong, all that was nice. I just found it a bit repetitive. It would have been nice if there were other things to do besides the concerts and art exhibits.

- 2 You hear a circus performer interviewed on the radio. Why did he join the circus?
- A to follow a family tradition
 - B to pursue his love of performing
 - C to have the opportunity to travel the world

Int: Your job is quite unusual. How did you get involved with the circus?

Performer: Well my mother was a gymnast and I learned a lot from her. She loved to perform and I must have got that same passion from her. I realised from a young age that I liked to entertain people. So when I saw the advert for auditions for a circus, I thought it was a great way to make money and do what I like to do.

Int: So did it turn out the way you expected?

Performer: Absolutely, I enjoy every minute of it, especially the travelling and experiencing new places. I never expected to enjoy that so much but it really has made a difference to the job.

- 3 You will hear a photographer talking about his job. How does he feel about his work?
- A He is proud to see his work on display.
 - B He wants his work to be seen by more people.
 - C He is pleased his work helps others.

Male: Everyone asks me how exciting it must be to have my work shown in top galleries. Of course it is a compliment but what I am really grateful for is that my pictures bring attention to the problem of homelessness in our society and that sales of my photos raise money for shelters. I just wish more people would support art with a social conscience either by buying it or going to galleries like the ones I show in. It can really make a difference.

- 4 You hear part of a broadcast about a competition. What is the narrator describing?
- A The history of the company.
 - B The entry requirements.
 - C The prizes available for winners.

Narrator: Have you got what it takes to win the Creative Vision Design Award? Since 1996, our team at Creative Vision has been celebrating talented British designers. This year, we would like to hear from you! Contestants can design anything they wish; all we are asking is for innovation! Entries must be submitted by the 30th of October and you can see all our amazing prizes via our website.

- 5 You hear a girl leaving a voicemail message. Why does she leave the message?
- A to extend an invitation
 - B to make a suggestion
 - C to apologise for something

Female Voice: Hi Carl. I'm so sorry you couldn't make it to the concert. I should have invited you earlier so you could have changed your work schedule in time. I feel really bad you missed it, but I have an idea and that's why I'm calling. Why don't you call Peter and Joe; they are going to the concert on Wednesday night. Perhaps you can join them. I'm sure they won't mind. Give them a call. Talk to you soon.

- 6 You hear two teenagers talking in a shop. Why doesn't the girl buy the dress?
- A It's not what she is looking for.
 - B It's not the right size.
 - C She doesn't like the style.

Girl A: I already told you Shannon. It's a formal party and I need a long dress.

Girl B: Yes. But that style and colour really suit you.

Girl A: I know and it fits perfectly. But it's too short for an evening dress.

Girl B: I agree. I'll look for something dressier.

- 7 You hear an announcement at a festival. Which event is new this year?
- A dog sled competition
 - B a beauty contest
 - C sleigh rides

Announcer: Welcome once again to the Westville Winter Carnival. One highlight not to be missed is the dog sled racing. The reigning champion team led by Gerald Tikes will attempt to keep their title this year in a race full of speed, excitement and a lot of barking. Newcomers to the festival should definitely check out the sleigh rides and snow slides, a definite festival favourite. On the final night we will have the final judging of the ice sculptures and prizes as well as our first time ever crowning of a snow queen. So don't miss it. Festival guides are available at the ticket booths. Enjoy the cold everyone.

- 8 You hear a teenager talking about an art class he is taking. What does he think of it?
- A It is helping him develop his talent.
 - B It is fun and relaxing.
 - C It is very challenging.

Male Voice: To tell the truth I thought it would be an easy A and a way to take a break from all the studying and have a good time with some of my friends. I sure was in for the surprise of my life. I

have a lot of preparation to do for every class and the assignments are tricky. The teacher is demanding and strict. She really expects us to improve and use our talents to the fullest. So I guess if I want a good mark, I'm really going to have to work hard and use whatever talent I've got.

Module 5

➤ Exercise 3 (p. 61)

Listen to a teacher talking to a school assembly. Good morning everybody. Now, as most of you already know, we are organising a school trip to The Big Bang science fair. As representatives of our school, we encourage you to get involved with the national science and engineering competition which will be held at the fair. Last years' winner presented a report about space plasma and created a device that measured high-energy cosmic rays. However, you can work within any science-related field that appeals to you, from medicine to robotics. With an incredible grand prize of £2,000, competition is tough, but we know that our students have what it takes to succeed! In order to qualify for the contest, you must first submit a written summary of your project or a short film for the Big Bang judges. The deadline for submissions is the 31st October, and results will become known by the end of December. Successful candidates will be invited to showcase their project at The Big Bang science fair in March, where a panel of celebrity judges will determine the winner. Any individual or team wishing to enter competition should attend a meeting in the science department on the 9th September at 2pm, where you will be provided with an information pack and any equipment you may require for your projects. I'm sure you all realise that this is a fantastic opportunity for any young scientist, so don't let it pass you by! Think outside the box and produce something to be proud of. We look forward to your entries and wish you all the best of luck!

- Number 1** What is the purpose of the announcement?
- Number 2** What field of science did the previous years' winner explore?
- Number 3** What must students do if they want to be considered for the competition?
- Number 4** During which month does the science fair take place?
- Number 5** What does the teacher mean when he says "Think outside the box and produce something to be proud of."

➤ Exercise 4 (p. 66)

Presenter: Welcome to the show. Here with us today, we have Doctor Malcolm Banks, the author of "The Memory Pit". Hello, Dr. Banks; it's such a pleasure to have you on the show!

Dr Banks: Hello; the pleasure's all mine.

Presenter: So, tell us a bit about what you do, Dr. Banks.

Dr Banks: Well, I'm a neurologist, which is a doctor that works with the brain. I don't perform surgeries, but rather develop treatments for brain disorders such as Alzheimer's. This is a disease that affects the normal functioning of the brain, leading to confusion, aggression and memory loss.

Presenter: I see. And are these issues discussed in your new book?

Dr Banks: Well, my first book, "The Memory Pit" was mainly about neurological decay. It talked extensively about the onset of Alzheimer's and also discussed ways of coping with the disease. However, this second book, "Flexing the Brain", details a five-step programme that exercises the brain. It's more about changing your lifestyle to keep your brain healthy and active.

Presenter: Could you share some memory-boosting tips with us?

Dr Banks: Actually, it seems obvious, but it's always worthwhile to pay attention to what people say to you. Make sure you absorb every detail and actively try to remember things. It's also useful to associate images with words. For instance, try to think of something funny that will help you to remember a place or person's name. Later, that funny image will make the word easier to recall.

Presenter: You talked earlier about changing your lifestyle to keep your brain healthy. What does this mean?

Dr Banks: You see; the brain, like any other muscle, needs exercise to stay healthy. Physical activity improves blood flow in the whole body, including the brain. This is why it's not enough to just stimulate the brain by doing crossword puzzles; you have to work your body, too. Of course, eating healthily is also a must.

Presenter: What kinds of things should people include in their diet?

Dr Banks: Well, first of all, avoid junk food! Instead, try to eat berries to boost your brain activity, or snack on nuts which are proven to prevent neurological decay. On top of this, remember to eat plenty of root vegetables such as beetroot and radishes as they help to improve blood flow to the brain.

Presenter: I see. Would you recommend this diet to people of all ages?

Dr Banks: Although memory loss is generally associated with the elderly, studies actually show that early symptoms can develop when a patient is in their twenties. This is why people should always keep their brains active – no matter how old they are.

Presenter: That's good advice, Dr. Banks. Now, I hear you're holding a seminar next month to launch "Flexing the Brain", is that correct?

Dr Banks: That's right. It will be held at Discovery book shop on the 6th April at 11am. It's an hour-long event during which I will talk about the brain exercise programme detailed in my book. There will also be a chance for the audience to try out the techniques for themselves and ask any questions on the topic.

Presenter: I'm sure plenty of our viewers would love to attend. Well, I'm afraid that's all we have time for today. Thank you for taking the time to come on the show, Dr. Banks.

Dr Banks: You're welcome. Thank you.

Module 6

➤ Exercise 4 (p. 77)

Listen to a lecture about a recently discovered lost city. The ancient underwater city of Pavlopetri is a remarkable archaeological project that I'm very proud to be involved in. In 1967, Oceanographer Dr. Nicholas Flemming discovered Pavlopetri off the coast of southern Greece. Much has been written by experts and journalists about underwater cities, but to be part of an actual excavation team of such a city

was beyond my expectations. Our initial survey revealed the incredible size of Pavlopetri, covering an area of eight football fields. Some sections of the city were actually relatively easy to explore, located just five metres below sea level. It was a city with a complete town plan including houses and gardens, public buildings and even tombs. However, its true significance lies in the fact that it dates as far back as 2,800 BC, making it the oldest submerged town site ever discovered. There has been much speculation as to how Pavlopetri became submerged. Initially, it was thought that a tsunami or rise in sea level was to blame, or perhaps that the ground beneath the city subsided. However, recent evidence suggests that Pavlopetri sank after the area was hit by a series of earthquakes around 1,000 BC. While you may think that this would have severely damaged the site, the most remarkable fact about Pavlopetri is that it is so well-preserved. The city is a frozen moment in time. As such, it provides us with a fascinating and accurate insight into life at this point in history. Indeed, by examining the various artefacts on site, we have found that far from being a traditional farming community, this well-planned city housed a highly complex society similar to those which exist today. The people living there would have worked as craftsmen, merchants and artists who made the majority of their income through trade. Such a discovery reinforces my belief that the sea holds many mysteries that are yet to be found.

- Number 1** What is the speaker's relationship with Pavlopetri?
- Number 2** What makes Pavlopetri unique?
- Number 3** Based on new discoveries, how did Pavlopetri become submerged?
- Number 4** What have the artefacts revealed about society in Pavlopetri?
- Number 5** What does the speaker mean when he says: "The city is a frozen moment in time."

➤ Exercise 4 (p. 80)

DJ: Continuing with our series on WWII Behind the Scenes, we have with us today war historian Claire Colburn. Claire is going to tell us about the work of the Red Cross Girls, as they were called, during the war. Welcome Claire.

Claire: Thank you. I'm very pleased to be here.

DJ: Let's start off by talking about what the Red Cross is and what it does.

Claire: Sure. The International Red Cross coordinates the activities of the 188 countries with National Red Cross societies, such as the American Red Cross. The essential feature of the International Red Cross is that it is a neutral organisation which provides assistance to people affected by disasters and conflicts.

DJ: OK. So who were the Red Cross Girls?

Claire: They were American women volunteers selected by the American Red Cross to go overseas to offer moral support to the soldiers. Their first job was to operate clubhouses which were places near or on army bases for soldiers to relax and take a break from the stress of war.

DJ: What did the Women do there?

Claire: They provided snacks and coffee. The women put on events such as dances which were very popular. The soldiers would gather at clubhouses to play cards, listen to music and socialise. The Red Cross Girls were always there to cheer up the troops and listen to tales from the warzone.

DJ: Interesting. Tell us though, could any woman volunteer to be one?

Claire: That's a good question. It wasn't easy to be accepted for a posting as a Red Cross Girl. Applicants had to be college graduates. They had to pass a physical examination and provide letters of reference. Finally, they had to pass a personal interview. Only one in six applicants was accepted.

DJ: Why such a difficult selection process?

Claire: Well, these women had to be smart and know how to deal with the suffering of war. The job required excellent interpersonal skills with the soldiers. Their work was so successful that the Red Cross started using buses called clubmobiles, fitted with coffee and donut-making equipment, in order to access remote army bases.

DJ: So the girls went on the road to serve donuts and coffee?

Claire: Well not just that, but that is how they got the name Donut Dollies. They not only served donuts, they played music and gave out books. But most importantly, they gave out lots of encouragement. There were three women working in each clubmobile. There was even a clubmobile that acted as a cinema.

DJ: The troops must have really looked forward to seeing one of those buses arrive at their camp.

Claire: They sure did. It was like a touch of home that they so desperately needed. There were close to a 100 clubmobiles that circulated around Britain but only 80 of these clubmobiles actually followed behind the troops into continental Europe and the battle front. The service of the clubmobiles was essential and these women risked their lives to help the soldiers through this horrible time.

DJ: They were definitely brave women. Thank you for sharing the fascinating story of the Red Cross Girls with us today Claire.

Claire: You're welcome. It was my pleasure.

Revision 1

➤ Exercise E (p. 160)

DJ: Hi and welcome to "Living Today". Joining me in the studio today is Kay Meerson, a member of Earth Refuge community in Northern California, to tell us about what it is like to live in an intentional community. Welcome Kay.

Kay: Thank you.

DJ: Let's start Kay by telling us exactly what is an intentional community?

Kay: Certainly. An intentional community is a group of people coming together in a place they create to live in a particular way. They share similar values and try to live by them.

DJ: I see. So what is your community, Earth Refuge, all about?

Kay: Well, we are a group of over 100 people of different ages from a variety of backgrounds that work together to live in harmony with nature. We are an eco village. Our goal is to have an environmentally-friendly lifestyle.

DJ: A noble idea, but how do you actually achieve that?

Kay: It's not as difficult as you think. We rely on solar energy and hydropower. We recycle our water. Everyone in the community works in certain essential areas, such as gardening. We also raise our own livestock and have eco-friendly businesses to raise income for the community.

DJ: Impressive. Does every member of the community have a job?

Kay: They all contribute to the community if that's what you mean. Some members work in one of our businesses such as carpentry. Others provide a service like childcare or cooking. Everyone has a role in our community.

DJ: Does each member or family have their own house in your community?

Kay: Some do. We have a variety of housing types from small cabins and homes to multi-family structures. They are all built with environmentally-friendly materials and some are completely self-sustainable. We call such houses earthships as they leave no harmful impact on the environment.

DJ: Besides work, how do the members interact in the community?

Kay: It's a very supportive environment. We have lots of sporting and recreational events. There is a central lodge where we all meet to discuss and solve any problems that come up. Most of our social events happen there too.

DJ: Sounds like fun. What about the children in your community? What is life like for them?

Kay: They are very involved in the community. They help out with chores, take classes in skills such as woodwork and are involved in a variety of sports. They also go to home schools in different homes in the community depending on their age.

DJ: How much contact does your community have with the outside world?

Kay: A lot. We encourage it. We have Internet access. Many of our members travel. The children often go on educational trips. We even have tours and various workshops in the spring for visitors who come to the village to take part in.

DJ: Really. So what if someone wants to join your community? What do they have to do?

Kay: Well, it's a major change in lifestyle, so we want people to be sure before they make such an important decision. That's why we have a person try it out for a six month period as a resident before they leave their old life behind and move in. At the end of the six months we discuss it with the person to see if it is the right decision for all of us.

DJ: Thank you Kay. Your eco village sounds like an ideal place to live and it plays an important role in helping the environment.

Kay: Yes, we like to think so. Thank you.

Revision 2

> Exercise E (p. 163)

DJ: Enthusiastic animal lovers have often been described as passionate about their animals. But what if the animal you love and care for can kill you at any moment? That's a risk that Derrick Brenner is willing to take as a man who has dedicated his life to training and caring for wild cats such as lions and tigers. Derrick joins us today to tell us about his cat ranch and his love for these beautiful but dangerous creatures. So Derrick, why cats?

Derrick: I've loved cats since I was a child. They are very complex and intelligent animals. At the moment I have 15 wild cats that are free to roam on my ranch, except when we have visitors or on days when we have shows. The shows are designed to educate people about the cats. My aim in the long run is to take many of these cats, most of whom were born in captivity, to wildlife sanctuaries in India that focus on preservation and repopulation of the cats.

DJ: As a trainer Derrick, how do you get the cats to cooperate?

Derrick: Well it is not like in the old days when fear was used to get a lion to obey.

DJ: Yes, we have all seen this image of a lion tamer in front of a lion with a whip and a chair.

Derrick: Yes, but the chair was not used to scare the lion but to confuse and divert the lion from thinking about attacking the trainer. Today such props are no longer needed because training is based on rewards and positive reinforcement. But true success lies in the connection between the trainer and the cat. A strong bond is essential.

DJ: You must really know all your cats well.

Derrick: Very well. Each has its own distinct personality. When I first became interested in working with wild cats, I got a job as a back-up trainer at a wild cat show. Here I supported the trainer by dealing with all distractions. My job was to deal with the crowd, props and any problem that might occur, everything but the cats. It was here that I learned that nothing should interfere with the communication between the trainer and his cats. The trainer must be focused solely on the cats.

DJ: Are certain types of wild cats easier to work with than others?

Derrick: Well tigers are quick to learn and stable creatures compared to other big cats. When they greet you they make a sound called a "chuff" if they like you. They are my favourites to work with because they are a lot of fun.

DJ: What about lions? Are they really the kings of the jungle?

Derrick: They certainly are magnificent animals. Lions are the only true social cats. They are the most emotional of all cats in that the males can have instant mood swings. One minute they are happy and relaxed and the next minute they want to kill you over a spot in the grass. They are definitely a challenge to get along with.

DJ: It sounds dangerous and tricky to work with such animals.

Derrick: It certainly is. Training and caring for wild animals requires a lot of experience.

DJ: So, what do you think of the idea of keeping wild animals as pets?

Derrick: I don't think that is a good idea. Besides the dangers of caring for wild animals, most often wild animals that are kept as pets are mistreated, poorly fed and often abandoned. If you appreciate and want to help wild animals there are many conservation and educational programmes that one can get involved in that can really help these animals.

DJ: Good advice. Thanks Derrick for introducing us to the world of wild cats and we hope to have you back soon to tell us more about these amazing animals.

Derrick: Anytime. Thank you.

Revision 3

> Exercise F (p. 166)

Speaker 1

I haven't had a chance to relax lately because I've spent the past few weeks studying in the library every single night. As a result, I haven't really been eating properly and feel a bit under the weather. Still, I'm willing to put in the work as I want to do well in my finals next month and graduate with a good degree. Once all this is over, I hope to be able to secure a good job and my hard work will finally pay off.

Speaker 2

I'm having a really hard time in the office at the moment and it's been getting me down. I have a great relationship with my co-workers, but the manager is making my life impossible. Even though I try really hard, he is constantly criticising me and making me feel inadequate in my job. Just last week, he shouted at me in front of all my colleagues. To be honest, if I didn't need the money, I would definitely quit.

Speaker 3

I really dread going to school these days. The coursework isn't the problem, but one of the boys in my class. He's always calling me names when he sees me and even takes my lunch money so that I end up having nothing to eat all day. I haven't mentioned it to anyone because I'm embarrassed that I can't defend myself. But I think if it goes on any longer, then I'm going to have to say something to one of my teachers.

Speaker 4

Four months ago, I had a skiing accident and had to stop working. Since then, I haven't been receiving any income, so I have been forced to live off my savings. The thing is, because of all my bills, I don't have much money left in the bank. I'm really worried I may have to take out a loan just to make ends meet.

Speaker 5

I feel like I'm always on the go. Don't get me wrong, I love being active, but at the moment I have too much on my plate. Every day after school, I do a variety of extra-curricular activities and don't get home until quite late. Recently, I've even been falling behind in my studies. I think next term, I'm going to sign up for fewer sports and concentrate on my schoolwork instead.

➤ **Exercise G (p. 166)**

Listen to an instructor in a fitness class.

Good afternoon and welcome to my Bokwa fitness class. I'm sure all of you are excited to try this new dance workout. Please remember to sign in at the beginning of a class. We will always start off with some stretching and then work our way towards some more intense exercises. There is plenty of water available at the fountains at the back of the room so take drinking breaks as often as you need to throughout the class. The dance steps we do in the workout are based on the shapes of letters and numbers, but there is no set routine making it very easy to do. As long as you push yourself throughout the workout, you will receive maximum fitness benefits. Remember to enjoy yourself and try to dance to the beat of the music. Now, everyone please take one of these sheets of paper. It explains the basic steps we will be doing in class. Some of you have asked about class times. They are posted at the entrance of the studio as well as tips on proper nutrition since most of you have expressed a desire to lose weight as well. While these dance steps are simple, the music creates a lively atmosphere that will encourage you to stay active. And the best thing about the class is that you'll really tone up your body while having a great time. A class will fly by before you even realise it! So shall we begin?

- Number 1** What are the students asked to do at the start of each class?
- Number 2** What does the instructor advise students to do during the class?
- Number 3** What information does the instructor hand out?
- Number 4** What does the instructor believe is the biggest attraction of the class?
- Number 5** What does the speaker mean when she says: "A class will fly by before you even realise it!"

Revision 4

➤ **Exercise E (p. 169)**

- 1 You hear a man talking on the radio.
Why did he decide to become an artist?
A He was inspired by his surroundings.
B It was a lifelong ambition.
C He wanted to make money.

I used to work at a landfill site and was shocked by how much went to waste. One day, I decided to try to do something about it. I gathered all sorts of rubbish, such as wood, metal and plastic, and decided to create a sculpture. I never saw myself as an artist, but it turned out I had a talent for it! Who would have thought that I would end up selling my work for hundreds of pounds!

- 2 You hear a young woman talking.
What does she work as?
A a ringmaster
B a talent scout
C a tight rope walker

When I first walked into the circus and saw the ringmaster on stage with all the performers, I was blown away! I knew there and then that I wanted to be part of that world. I started training at The Laughing Clown circus school and was lucky enough to be talent spotted while I was there. The first time I went on stage was a really nerve-wracking experience. I just tried to stay focused and hoped I wouldn't fall. When I finally crossed the rope to the other side, the audience clapped and cheered. It was the best feeling in the world!

- 3 You hear a teacher talking to his students about an artist.
How does the artist feel about his work?
A He feels it is too time-consuming.
B He wishes that his sculptures would last longer.
C He embraces the temporary nature of his work.

Andy Goldsworthy is a very dedicated artist. All of his works are made from natural materials, like leaves, twigs and flowers. He spends many hours and sometimes days creating beautiful works of art; however, due to the materials he uses, the majority of his sculptures last only a short period of time. Andy accepts that his work will ultimately decay, believing that this is an important part of the artistic process. However, we can still view his sculptures through his stunning photography which captures them in their full glory.

- 4 You hear a woman talking to a ticket office.
Why has she phoned the office?
A to purchase some tickets
B to cancel a booking
C to reserve some tickets

Hello there. I spoke to a lady yesterday about purchasing some tickets for the Denning festival. As I wasn't sure what days I would be going, she said she would reserve me two tickets for the entire weekend and I could get back to her about it. Well, I've decided that I'm just going to go for two days instead of three, so could I possibly change that booking and also pay for the tickets by credit card?

- 5 You hear part of a news broadcast about a live event.
Where is the reporter?
A At an arts festival
B At a sporting event
C At a film premier

As you can see behind me, thousands of spectators have gathered to watch this year's event. Over at the grandstand, the ladies are wearing spectacular hats that look more like works of art; what a sight! Everyone is currently focused on the screen to my left where you can see jockeys getting ready for the competition. The atmosphere is truly electric!

- 6 You hear a woman being interviewed on the radio.
Who motivated her to start the charity?
A members of the community
B colleagues at work
C a member of the family
DJ: So tell me a bit about the charity?

WOMAN: Well, Art for Kids is a non-profit organisation that aims to get disabled children involved in the arts. It's a community-based project that invites people to get involved with various initiatives involving art, drama and music.

DJ: That sounds great. What got you involved in this line of work?

WOMAN: Well, I'm a gallery curator and my colleagues and I have always believed that the community should be involved with art. However, when my own daughter was born blind, I realised that there was little support for children with disabilities. So, I basically did what I felt had to be done and founded this organisation.

- 7 You hear a young man talking about life as a performer.
How does he feel while he is performing?
A nervous
B calm
C excited

Even though I've been practicing for years, I still get a bit of stage fright when I first walk out. I just want to make sure everything goes according to plan, because there's nothing worse than a magician who fails to do a trick! Once I'm up there though, I just relax and focus on the task at hand – I'm like a different person. I love the look on an audience member's face after I've performed a trick. They are so amazed and thrilled; it's such a satisfying feeling.

- 8 You hear part of a documentary about holography.
What is the narrator describing?
A the way in which holography works
B the pros and cons of holographic technology
C the various applications for holography

These days, many developers have been working with holography in the hope of creating innovative future technologies. Some are incorporating it in mobile phones, while others are making games that offer a genuine hands-on experience. The possibilities are endless! However, don't get too excited as it may be a long time before we are able to purchase such items on the high street.

Revision 5

➤ Exercise F (p. 172)

DJ: Now, if you are a parent and want to enrich your child's learning, you will be interested to hear what my next guest has to say. Alex Dirksam is with me today to talk about his Young Inventors Programme. Thank you for joining us Alex.

Alex: You're welcome.

DJ: Alex, you designed your Young Inventors Programme to be incorporated into schools as part of their science curriculum. However, from what I understand you are not a teacher or educator, but an engineer. So what is your interest in science in schools?

Alex: Yes, it's true I am an engineer but science and problem solving are an important part of my job. When I heard other parents complaining about the science classes at our school, I didn't take much notice until I saw that my daughter was not interested in science at all. She and her friends didn't want to go to their school's science fair. That's when I thought, what's wrong with the science programme in our schools?

DJ: And what was wrong with it?

Alex: Well, it wasn't that the students didn't do experiments to find solutions to problems, but the way that everything was presented. It was just dull and tedious. You see, as well as being challenging, the material must also be presented in the right way so that students find it stimulating and want to learn.

DJ: Okay. So what is your programme all about?

Alex: In my programme students are given interesting and often unusual problems to solve. What distinguishes it from the usual problem solving is that students are encouraged to break down a complex problem into smaller parts so they can understand it better. Rather than providing instructions, teachers encourage students to find their own solutions through experimentation.

DJ: Do they work in groups?

Alex: Yes; teamwork is an important part of the learning process. It allows students to share ideas and find creative solutions to problems. By working together, students are encouraged to find answers for themselves. Teachers simply oversee and encourage the students without interfering. Mistakes and failures are part of the process.

DJ: Are you saying it's okay for students to fail at solving a problem?

Alex: Yes of course, as long as they don't give up. By failing, students are taught what works and what doesn't. It's an excellent teaching aid that helps students become stronger by improving their scientific knowledge of the world around them.

DJ: You have also created an inventors' camp. What is that?

Alex: It's basically an intensive week-long programme that is held during the summer. Our aim is to encourage students to explore the scientific world through inventive thinking. Initially, most of our students were children who already had a talent for science, but over the years we have seen a number of students who just want to try something different. There are no formal tests or grading, so it's a very relaxed learning environment.

DJ: Well, the programme has been received well with an overall high rating from both parents and schools but most of all from the students themselves. How does that feel?

Alex: I'm thrilled to see that kids are becoming enthusiastic about science and discovery through the programme. This programme covers a variety of topics that encourage kids to work together to solve problems. What kid doesn't love to be creative and see their ideas become part of a solution? For them, it's very satisfying and pushes them to discover more.

DJ: So true. I wish you, Alex, continued success with the programme and camp. Thank you for taking the time today to tell us about it.

Alex: You're very welcome. It was my pleasure.

Revision 6

> Exercise E (p. 175)

DJ: Good afternoon and welcome to the show. Joining us today, we have John Oakley, the director of the award-winning Black Country Living Museum. John; welcome to the show!

JO: Thank you. It's a pleasure to be here.

DJ: So tell me a bit about the museum, John.

JO: Well, the idea of the museum was developed in the 1950s by members of the community. It is an open-air museum that recreates the English town of Dudley in the 1830s, when it became one of the first industrial landscapes in the world.

DJ: And what can visitors see at the museum?

JO: As a living museum, Black Country allows people to walk through the streets and be fully immersed in history. Visitors can enter vintage shops and homes while also interacting with staff dressed in traditional costumes. It's a truly authentic 19th century experience.

DJ: Can you tell us some more about the exhibits?

JO: Well, at the heart of the museum lies Canal Street where visitors can learn first-hand what it was like to live, work and shop in the 19th century. Here you can explore an ironmonger's, anchor maker's shop, bakery and even a cinema that shows silent films.

DJ: Are all the buildings replicas?

JO: No; many are original buildings that have been restored, and all of them are decorated with original items from the 1800s to the 1940s. There are around 80,000 items in our collection, from books and photographs to cars.

DJ: Can visitors interact with these vintage items as well?

JO: Well, although many of the exhibits must not be touched, the purpose of this museum is to give visitors a real taste of the past. Therefore, we recommend that our visitors make full use of our vintage tram network and take a tour of the coal mine. It really is like stepping back in time!

DJ: Fantastic! I hear you also run workshops as well?

JO: That's right. We hold Young Inventor classes that teach people how to build toys such as motorised cars. These toys are fully functional and powered by a small motor. It's a very interactive lesson that's also a lot of fun.

DJ: Are these workshops available for all visitors?

JO: Well, the Young Inventor classes are designed exclusively for school groups and can accommodate between 30-60 students. However, we also offer other courses for families and adults so that everybody has the chance to get involved.

DJ: That sounds great. When do these courses run?

JO: We offer a range of different talks and courses throughout the year. You can sign up for jewellery making, ceramics and needlework. For more information just click onto our website.

DJ: I'm sure many of our listeners will do just that! Any final words, John?

JO: Well, I just wanted to point out that we are not funded by the government and rely on public generosity for income. As such, I would like to make an appeal for donations to help keep Black Country Living Museum running. Any amount would be gratefully received. Thank you.

DJ: A most worthy cause. Well, that's all we have time for today. Thanks for coming on the show, John.

JO: The pleasure's all mine.