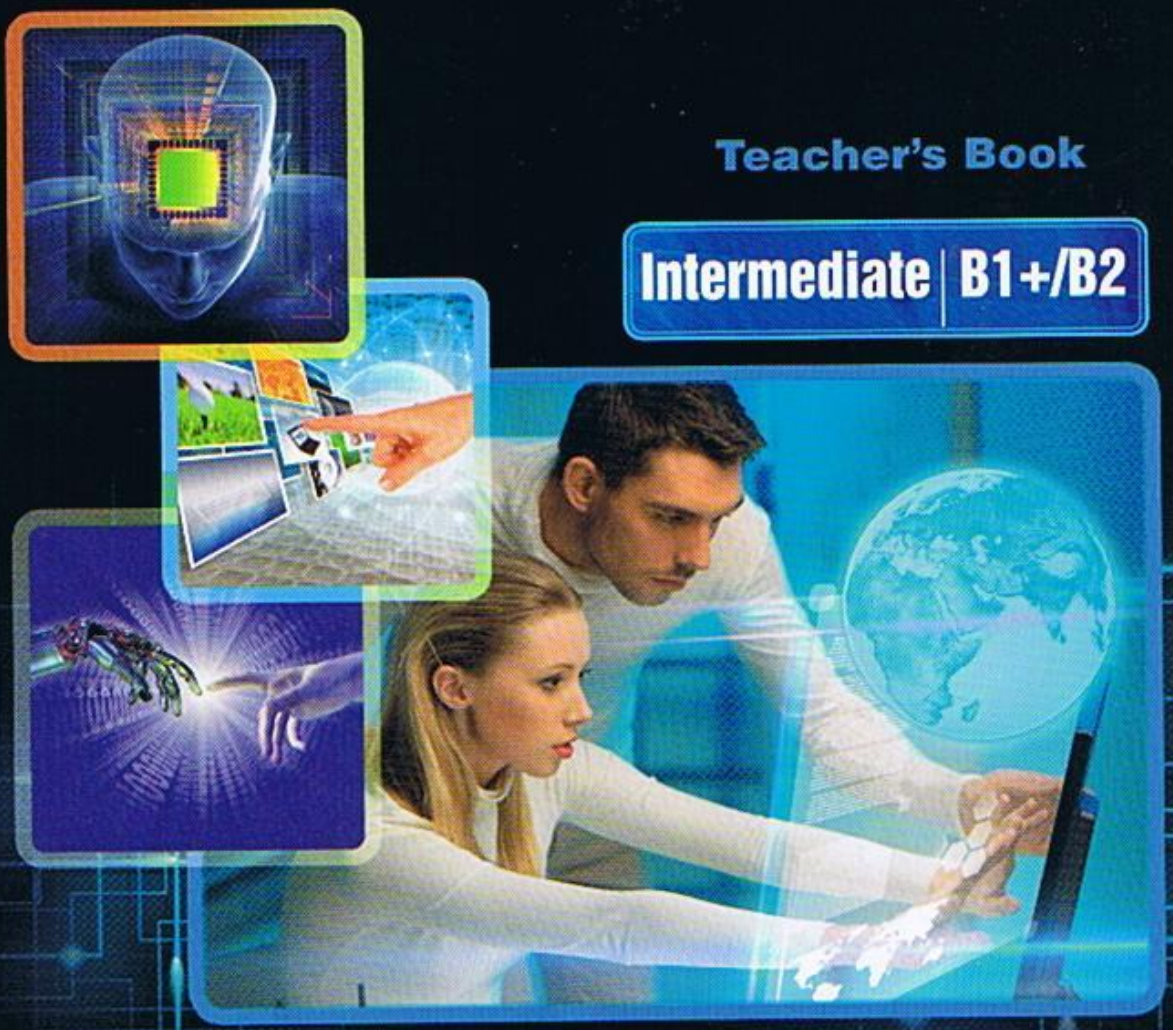
On Screen

Teacher's Book

Intermediate | B1+/B2



Virginia Evans - Jenny Dooley

Express Publishing

Contents

	Vocabulary	Reading	Grammar
Module 1 ***People* (pp. 5-20)** **Language Knowledge 1 (pp. 16-17)** **Language Focus 1 (p. 18)** **Progress Check 1 (pp. 19-20)**	• appearance • personality • clothes & fashion • jobs • daily routine; free-time activities • phrasal verbs with *look* • forming adjectives from verbs & nouns	*The Akha Way* (multiple choice; answer questions – how to deal with multiple choice reading tasks)	• present tenses • *already, just, yet, (n)ever, for, since* • stative verbs
Module 2 ***The Environment* (pp. 21-36)** **Language Knowledge 2 (pp. 32-33)** **Language Focus 2 (p. 34)** **Progress Check 2 (pp. 35-36)**	• our natural world of animals • environmental problems & solutions • phrasal verbs with *bring* • forming nouns from verbs	*Unique Underwater Creatures* (multiple choice; answer questions – get the main idea)	• modal verbs *(must, have to, should, ought to, mustn't, don't have to; needn't)* • deductions • past modals • future tenses • time clauses
Module 3 ***Travel & Holidays* (pp. 37-52)** **Language Knowledge 3 (pp. 48-49)** **Language Focus 3 (p. 50)** **Progress Check 3 (pp. 51-52)**	• types of holidays • means of transport • accommodation; facilities/services • holiday problems • phrasal verbs with *come* • forming *-ing/-ed* adjectives	*The Thundering Smoke* (missing sentences; answer questions – read for specific information)	• past tenses • *used to – would*
Module 4 ***Festivals & Celebrations* (pp. 53-68)** **Language Knowledge 4 (pp. 64-65)** **Language Focus 4 (p. 66)** **Progress Check 4 (pp. 67-68)**	• festivals & celebrations • activities • feelings • phrasal verbs with *make* • forming adjectives *(-ful/-less)*	*The Tar Baal* (multiple choice; answer questions – predict content)	• relatives • defining & non-defining relative clauses • comparatives & superlatives
Module 5 ***Crime* (pp. 69-84)** **Language Knowledge 5 (pp. 80-81)** **Language Focus 5 (p. 82)** **Progress Check 5 (pp. 83-84)**	• breaking the law • crime & punishment • law breakers • phrasal verbs with *break* • prefixes to express opposite meanings	*The camera never lies* (multiple choice; answer questions – paragraph main ideas; matching headings to paragraphs)	• the passive • causative form • clauses of result
Module 6 ***Technology* (pp. 85-100)** **Language Knowledge 6 (pp. 96-97)** **Language Focus 6 (p. 98)** **Progress Check 6 (pp. 99-100)**	• technology gadgets • the Internet • phrasal verbs with *be* • verbs from adjectives using *(en-/-en)*	*The Toddler Robot* (multiple choice; answer questions – read for specific information)	• conditionals • clauses of purpose • wishes • question tags
Module 7 ***Sports & Fitness* (pp. 101-116)** **Language Knowledge 7 (pp. 112-113)** **Language Focus 7 (p. 114)** **Progress Check 7 (pp. 115-116)**	• sports & fitness • sports places & equipment • phrasal verbs with *put* • compound nouns	*Adventures* (multiple matching; – answer comprehension questions)	• infinitive/*-ing* form • tenses of the infinitive *-ing* form • *would prefer/would rather/had better*
Module 8 ***Nature Attacks!* (pp. 117-132)** **Language Knowledge 8 (pp. 128-129)** **Language Focus 8 (p. 130)** **Progress Check 8 (pp. 131-132)**	• natural disasters • extreme weather • temperature • phrasal verbs with *give* • forming verbs from adjectives & nouns	*Disasters* (multiple matching; answer questions)	• reported speech (statements, questions, commands; requests) • *say – tell*, reporting verbs • reporting modal verbs

CLIL/Culture pp. 133 (CC1) - 140 (CC8)
Writing Bank pp. 141 (WB1a) - 149 (WB8)
Grammar Reference pp. 150 (GR1) - 164 (GR15)
Style p. 165 (ST1)
Word List pp. 166 (WL1) - 181 (WL16)
Appendix p. 182 (APP1)

Listening	Speaking	Writing	CLIL/Culture
• a radio interview (matching) • a TV show (multiple choice) • intonation: stressed syllables	• describe people • introduce oneself & others • social expressions • ask for/give personal information • describe a picture • express likes/dislikes	• a paragraph comparing yourself with the Akha tribe • an informal email – describing a person (informal style; word order; linking ideas; punctuation)	• CLIL (Biology) *Where did you get that from?* (answer questions) • Culture spot: Foot Guards
• an interview (T/F statements) • a lecture (multiple choice) • stress in questions	• make suggestions • agree/disagree • make decisions	• a paragraph suggesting ways to protect seahorses • an essay providing solutions to problems (topic/supporting sentences; planning an essay)	• CLIL (Environmental Science): *Precious Water* (T/F statements) • Culture spot: Greenpeace
• announcements (matching) • a story (T/F note taking) • a radio show (multiple choice) • intonation: stress in exclamations (*what; what a/an; how*)	• asking for information • express dissatisfaction/ sympathy/surprise/disbelief • describe pictures	• a description of an experience • a description of a visit to a place (adjectives/adverbs; make comments; use modifiers; brainstorm for ideas)	• CLIL (Geography): Traffic (matching) • Culture spot: The Grand Canyon
• a TV commentary (note taking) • a radio programme (multiple choice) • intonation in exclamations (*such, such a/an, so*)	• invite & accept or refuse an invitation • make decisions	• a paragraph comparing & contrasting celebrations • a description of a festival you attended (using adjectives; collocations; error correction; brainstorming)	• CLIL (Art & Design): *World of Wearable Art* (T/F statements) • Culture spot: Independence Day, USA
• report emergencies (sentence completion) • a radio show (multiple choice) • intonation in echo questions	• state a problem • ask for/give advice • express concern • compare & contrast pictures	• a description of a day in the life of a forensic photographer • a report	• Curriculum (Maths): pie charts, bar charts, line graphs • Culture spot: K-9 units
• a radio talk (note taking) • a dialogue (multiple choice) • intonation in question tags • compare & contrast pictures	• request/offer help • complain/respond to a complaint • compare pictures	• a paragraph expressing your feelings towards the future of robots • a for-and-against essay (express contrast with *although, even though, despite, in spite of; topic/ supporting sentences*)	• CLIL (ICT): *How to save the battery power of your Tablet PC* (order of actions) • Culture spot: Tim Berners-Lee
• a documentary (note taking) • a dialogue (multiple choice) • pronunciation: /u/, /uː/	• ask for opinion – give opinion; ask for reasons • describe photographs – compare and contrast photographs	• a paragraph giving reasons • an opinion essay (I) (linking words; topic/supporting sentences)	• CLIL (PE): *Octopush* (complete sentences) • Culture spot: baseball
• a radio documentary (multiple choice) • monologues (matching speakers) • pronunciation: homophones	• break news – respond • express surprise – disbelief	• an interview • a story (past tenses; adjectives/adverbs; set the scene; brainstorm)	• CLIL (Science): *Tornadoes* (matching headings to paragraphs) • Culture spot: FESA

Pronunciation p. 183 (PR1)
American English-British English Guide p. 184 (AE-BEG1)
Tapescripts pp. 185 (T1) - 195 (T11)
Evaluations pp. 196 (E1) - 210 (E15)
Irregular Verbs

1

Module Objectives

Read the title of the module *People* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 Aim To introduce new vocabulary

- Direct Ss' attention to the people in the pictures and then go through the words listed before each text A-C and explain/elicit the meanings of the words. Ss may look up the meanings of any unknown words in their dictionaries or in the ***Word List***.
- Give Ss time to read the texts A-C and complete the descriptions with the words provided.
- Check Ss' answers around the class.

Answer Key

A	1	*shoulder-length*	3	*trainers*
	2	*fair*	4	*optimistic*
B	1	*early*	5	*beard*
	2	*overweight*	6	*casual*
	3	*spiky*	7	*polite*
	4	*dark*		
C	1	*medium*	4	*bald*
	2	*skinny*	5	*jumper*
	3	*wrinkles*	6	*caring*

2 Aim To describe people

- Explain the task and read out the phrases in the list and explain/elicit the meanings of any unknown words.
- Give Ss time to write their answers. Ask various Ss to tell the class.

Suggested Answer Key

Kate is a teenager. She is tall and slim with a pale complexion and long straight fair hair. She has got big eyes and a pointed nose. She is wearing a striped top with a green jacket and jeans. Kate is an outgoing person and likes meeting people.

Bill is a handsome young man. He is slim with short dark hair and brown eyes. He is wearing a shirt and tie, a black leather jacket and black trousers. Sometimes he can be arrogant because he thinks he is better than others.

Jane is in her mid-forties. She is of average height. She is slim with curly fair hair, small eyes and thin lips. She is wearing a long grey cardigan over a white shirt and black trousers. Jane is very gentle, and she is always kind and calm.

Extension

- Allow Ss time to go through Exs 1 & 2 and list words under these headings: **Appearance** (age, height, weight, hair, eyes, nose, lips, complexion, other), **Character**, **Clothes**.
- Ask Ss to use their completed tables to do Ex. 3.

Suggested Answer Key

Appearance: *pretty, handsome*
Age: early thirties, old, teenager, mid-forties
Height: tall, average height
Weight: slim, overweight, skinny
Hair: short, dark, shoulder-length, fair, spiky, bald, grey, long, straight, curly
Eyes: blue, big, brown, small
Nose: small, big, pointed
Lips: thin
Complexion: pale, dark, fair
Other: beard, moustache, wrinkles
Character: *sporty, optimistic, polite, caring, outgoing, arrogant, gentle, kind, calm*
Clothes: *T-shirt, jeans, trainers, jumper, trousers, jeans, striped top, jacket, casual, shirt, tie, leather jacket, cardigan, shirt*

3 Aim To describe a person

- Ask various Ss around the class to describe one of their classmates and the rest of the class guess who it is.
- Continue the activity for as long as time allows.

Suggested Answer Key

S1: This person is a teenage girl. She is tall and slim with long brown curly hair. She has got brown eyes and a dark complexion. She is wearing a red jumper and jeans. She is kind and cares about others.

1 a) **To introduce the topic**

- Direct Ss' attention to the picture and read out the questions in the rubric. Explain any unknown words.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think these women may live in a village in the mountains. They are wearing traditional clothes. This suggests that they don't live in an overcrowded city. Their clothes look warm. This suggests that they don't live in a desert. I think they might live a simple life keeping to old traditions because of the way they are dressed and because they are carrying baskets.

b) **To describe people using key vocabulary**

- Refer Ss to the ***Word List*** at the back of their books and give them time to look up the meanings of the words/phrases given. Alternatively go through the list and elicit/ explain the meaning of the words/phrases by giving an example, a synonym/opposite, miming the meaning or using visual prompts.
- Then ask various Ss around the class to describe the people in the picture using them.

Suggested Answer Key

The women in the picture are fairly short and dark in complexion. They are wearing colourfully embroidered black shirts and skirts with thick black leggings and distinctive hats. They look remarkably tough, spirited and cheerful people.

2 **To read and listen for gist**

- Ask Ss to read the title and the first sentence in each paragraph and then elicit Ss' guesses as to what the text is about.
- Play the recording for Ss to listen and follow the text in their books and find out.

Answer Key

The text is about the Akha people of South East Asia and their way of life.

3 **To answer questions on a text**

Read the questions aloud and elicit answers for each one from Ss around the class.

Suggested Answer Key

1 *The Akha way is a way of life that follows a code of behaviour set out by the village leader who gives everyone in Akha society their own role.*
2 *The men farm crops and make weapons, baskets and musical instruments. The women do spinning, weaving and make clothing.*
3 *The 'spirit gates' are doorways at the entrance and exit of Akha villages that are meant to welcome good spirits and keep out evil ones.*
4 *The Akha people's lifestyle has changed because of the influence of Western culture. People wear modern clothes, have mobile phones and some have moved to modern cities.*

1a

4 **To read for specific information**

- Explain the task. Go through item 1 and possible answers (A-D). Ask Ss to find the key words in each. Explain that Ss should find the part in the text that contains the answer in order to do the task. Point out that the information can be paraphrased.
- Ask Ss to read the questions 2-5 and the possible answers and give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ask Ss to justify their answers.

Answer Key

1 *D (ℓ. 11-12)*
2 *A (ℓ. 15)*
3 *D (ℓ. 38-39)*
4 *C (ℓ. 50-51)*
5 *B (ℓ. 59-60)*

- 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

generations (n): *people of the same age who have the same experiences*
maintain (v): *to keep the same*
mountainous parts (phr): *areas with high mountains*
code of behaviour (phr): *a set of rules to live by*
crossbows (n): *weapons that shoot arrows*
ancestors (n): *family members who lived a long time ago*
spinning (n): *the craft of making thread*
weaving (n): *the craft of making cloth out of threads*
distinctive (adj): *unique and noticeable*
thatched roof (n): *the top of a building made of straw*
stand on stilts (phr): *to be supported by thin tall wooden posts*
wooden frame (n): *a structure made from wood used to support sth*
spiritual significance (phr): *importance of sth in terms of religion/tradition*
honour (v): *to show respect to*
take things a step further (phr): *to progress*
seek fortunes (phr): *to look for better lives and more wealth*

5 **To consolidate new vocabulary through synonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their synonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

initially = originally
skin colour = complexion
characteristic = distinctive
learn by heart = memorise
importance = significance
to come together = gather
to bring in = introducing
to look for = seek

6 **To consolidate new vocabulary**

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

Answer Key

1 *physical*
2 *fairly*
3 *set*
4 *talented*
5 *embroidered*
6 *memorise*
7 *attend*
8 *thatched*
9 *keep*
10 *honour*

To summarise a text

- Ask Ss to use the phrases in Ex. 6 to summarise the text.
- Ask Ss to tell their partner their summary.
- Monitor the activity around the class and then ask some Ss to tell their summary to the class.

Suggested Answer Key

*The Akha people have maintained the **physical characteristics** of the Tibetan people because they originally come from that region. They are **fairly short** with a dark complexion. They live by a **set of rules** called the Akha Way. The men are **talented craftsmen** and the women make their own clothes. They wear **embroidered shirts**. The children have to **memorise the names** of plants and animals. They don't **attend school**. The Akha people live in houses with **thatched roofs** and their villages have 'spirit gates' to **keep bad spirits out**. Every year they have a special ceremony to **honour their ancestors**. Sadly, the Akha way of life is disappearing.*

To write a paragraph comparing your way of life with the Akha way of life

- Read the task aloud and give Ss time to think of their answers and write a paragraph.
- Ask Ss to think about: complexion – clothes – education – culture.
- Ask various Ss around the class to read their paragraph to the rest of the class.

Suggested Answer Key

I have a fair complexion and I am fairly tall whereas an Akha person is fairly short with a dark complexion. I wear modern clothes which I buy from a shop, but the Akha people wear traditional clothes that they make themselves. I go to school, but Akha children don't and I don't have to memorise the names of my ancestors like the Akha children do. The Akha people have a rich culture and I have a rich culture, too.

1 **To consolidate vocabulary from a text**

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

Answer Key

1 *maintain*	5 *leadership*
2 *gather*	6 *honour*
3 *memorise*	7 *a step further*
4 *attend*	8 *introduce*

2 **To consolidate new vocabulary**

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

Answer Key

1 *code*	5 *disappearing*
2 *society*	6 *remain*
3 *community*	7 *fairly*
4 *ancestors*	8 *distinctive*

3 **To present topic-related vocabulary**

- Explain the task.
- Give Ss time to read the texts A and B and choose the correct words.
- Check Ss' answers.

Answer Key

1 *casual*	7 *boots*
2 *jacket*	8 *trendy*
3 *cotton*	9 *polka dots*
4 *jumper*	10 *leather*
5 *scarf*	11 *high-heeled*
6 *baggy*	12 *fashionable*

4 **To practise new vocabulary and describe people's clothes**

- Explain the task. Elicit phrases related to clothes and write them on the board. Ask Ss to use the phrases to do the task (See words/phrases in bold in ***Suggested Answer Key*** section).
- Give Ss time to prepare their descriptions.
- Check Ss' answers.

Suggested Answer Key

The girl in picture a is wearing a pale green long-sleeved top with a long dark blue skirt with light blue polka dots. She is also wearing black shoes. She looks quite smart.

The boy in picture b is wearing a striped blue and white short-sleeved shirt over a yellow T-shirt. He is also wearing dark jeans and flip flops. He looks very casual.

The girl in picture c is wearing a pale blue hooded ski jacket with black trousers and boots. She is also wearing a white woollen hat and thick white gloves. She looks very sporty and trendy.

- As an extension ask Ss to describe their partner's clothes. Alternatively, ask Ss to find pictures of people in magazines and describe their clothes to the class in the next lesson.

5 **To present topic-related verbs**

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

Answer Key

1 *fit*	3 *match*	5 *Do up*
2 *try on*	4 *suits*	

6 **To present phrasal verbs with *look***

- Explain the task and direct Ss' attention to the phrasal verbs with *look* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 *after*	3 *down on*
2 *forward*	4 *up*

- As an extension ask Ss to draw a picture that illustrates the meaning of one of the phrasal verbs in Ex. 6, then show it to their partner and elicit which phrasal verb it depicts.

1 *to look after* = pilnować; troszczyć się; doglądać
2 *to look forward to sth* = cieszyć się na coś, nie móc się doczekać czegoś
3 *to look down on* = patrzeć z góry na (kogoś), gardzić (czymś)
4 *to look up* = sprawdzić / znaleźć (np. słówko w słowniku)

1b

7 a) **To present character adjectives**

- Explain the meaning of *positive/negative* in Ss' L1. Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 G	4 A	7 H	10 I
2 C	5 K	8 E	11 B
3 D	6 J	9 F	12 L

b) **To practise new vocabulary**

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

Answer Key

1 Optimistic	6 Moody
2 Modest	7 Aggressive
3 Gentle	8 Caring
4 Dishonest/Deceitful	9 Selfish
5 Arrogant	10 Impatient

c) **To personalise the topic**

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

Suggested Answer Key

I'm cheerful and patient. My friend, Steven, is gentle and polite.

8 **To practise forming nouns using suffixes**

- Explain the task and give Ss some time to complete it using their dictionaries to help them if necessary.
- Check Ss' answers on the board.

Answer Key

• *electrician* • *beautician* • *baker* • *cleaner* • *translator* • *miner* • *farmer* • *musician* • *accountant* • *actor*

2 miner	7 beautician
3 actor	8 baker
4 accountant	9 cleaner
5 farmer	10 musician
6 electrician	

Elicit this information from Ss.

9 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.
- Ask Ss to start a Prepositions section in their notebooks and list prepositional phrases they come across in alphabetical order. Ask Ss to use their lists to revise this section regularly. This way they will learn to use prepositions correctly.

Answer Key

1 to	3 in	5 to
2 of	4 about	

10 **To practise forming adjectives from verbs and nouns**

- Read the theory aloud and write the examples on the board.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 forgetful	4 boring	7 artistic
2 creative	5 selfish	8 tactless
3 ambitious	6 funny	

1 a) **To introduce the topic and read for specific information**

Ask Ss to read the cartoon and then elicit answers to the questions.

Answer Key

The man is selling a potion that makes you look younger and live longer.

Elicit similarities and/or differences in Ss' L1.
(Ss' own answers)

b) **To present/revise present tenses**

- Explain the task and give Ss time to match the verb forms to the uses.
- Check Ss' answers and elicit the tense in each case.
- Refer Ss to the ***Grammar Reference*** section on pp. 150 (GR1)-151 (GR2) for more information.

Answer Key

a habit *– drinks (present simple)*
an action happening at or around the time of speaking *– I'm standing, is he kidding (present continuous)*
a fact *– comes, makes, does (it) cost, (present simple)*
a fixed future arrangement *– I'm getting married (present continuous)*
an action which started in the past and continues to the present *– I've only been (present perfect)*
gradually developing situations *– he's growing (present continuous)*

2 a) **To present phrases with the verbs *do/go/have***

- Ask Ss to read the phrases 1-15 and then give them time to fill in the correct verb.
- Check Ss' answers.

Answer Key

1 go	6 do	11 go
2 do	7 have	12 go
3 have	8 go	13 do
4 go	9 do	14 go
5 go	10 go	15 go

b) **To ask and answer about daily routines and free-time activities and practise the present simple tense**

- Explain the task and tell Ss to use the question words given and the activities in Ex. 2a to ask and answer about their daily routines.
- Monitor the activity around the class and then ask some Ss to tell the class about their daily routines and free-time activities.

Suggested Answer Key

A: How often do you do the washing-up?
B: I wash up about twice a week. When do you have a shower?
A: I always have a shower in the evening. Where do you go for a walk?
B: I sometimes go for a walk in the park. What time do you go to school?
A: I go to school at 8 am every morning. How do you go to school?
B: I take the bus.

3 **To practise the present simple and the present continuous with future meaning**

- Explain the task and direct Ss' attention to the notes and the example.
- Ss work in pairs and act out short exchanges.
- Ask Ss around the class to act out their exchanges in front of the rest of the class.

Answer Key

We use the present simple for timetables and we use the present continuous for future arrangements

Suggested Answer Key

A: What time does the tour start?
B: It starts at 6:00, so we are leaving at 5:15.
A: What time does the flight depart?
B: It departs at 8:45, so we are leaving for the airport at 6:00.

4 **To practise the present simple and the present continuous**

Explain the task. Point out that Ss should follow this basic word order S (subject) – V (verb) – O (object) to form complete sentences. Point out that statements have a different structure to questions (auxiliary + S + V +O). Give Ss time to complete it, then check Ss' answers.

Answer Key

2 He usually goes to work by bus.
3 I am having dinner with Paul tonight.
4 How often do you eat out?
5 Peter isn't working late tonight.
6 Are the kids watching TV now?
7 John doesn't go to the gym on Mondays.

1c

5 **To present and practise stative verbs**

- Go through the theory box and refer Ss to the ***Grammar Reference*** section on p. 151 (GR2) for more information.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 a *looks (seems to be)*
  b *is looking (is searching for)*
2 a *is feeling (that is her experience)*
  b *feels (feels to the touch)*
3 a *has (owns)*
  b *is having (is in the act of taking)*
4 a *am thinking (considering)*
  b *think (my opinion is)*
5 a *tastes (has the flavour of)*
  b *is tasting (trying the food)*

6 **To introduce time words used with the present perfect**

- Read out the examples in the theory box and refer Ss to the ***Grammar Reference*** section on p. 152 (GR3) for more detail.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 *never*	3 *yet*	5 *already*
2 *just*	4 *ever*	6 *since*

7 **To practise time words used with the present perfect using personal examples**

Elicit a variety of sentences from Ss around the class.

Suggested Answer Key

I've ***already*** *eaten lunch. I've* ***just*** *had a French lesson. I haven't done my homework* ***yet****.*

8 **To present the present perfect continuous tense**

Read the examples aloud and elicit how we form the present prefect tense from Ss around the class.

Answer Key

We form the present perfect continuous with ***has/ have + been + verb-ing****.*

Elicit similarities and/or differences in Ss' L1.
(Ss' own answers)

9 **To practise the present perfect continuous using personal examples**

Explain the task and then elicit sentences from Ss around the class using the verbs in the list in the present perfect continuous.

Suggested Answer Key

I've been working hard on my science project since last week.
I've been playing football for about five years.
I've been living in Madrid since I was ten.

10 **To practise present tenses**

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

Answer Key

1 *Have you seen, haven't talked*
2 *Have we met, don't think*
3 *are you going, Do you want*
4 *does Tony live, is staying*
5 *Are you coming, am flying, leaves*

11 **To consolidate present tenses**

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

Answer Key

1 *Are you enjoying*	6 *looks*
2 *am having*	7 *has been*
3 *is*	8 *like*
4 *am doing*	9 *Have you met*
5 *have already made*	

The email is informal because it uses short forms, everyday language and short simple sentences.

1d

1 a) **To present vocabulary for family members**

- Ask Ss to complete the pairs.
- Play the recording. Ss listen and check their answers.

Answer Key

2 mother	*5 daughter*	*8 sister-in-law*
3 aunt	*6 cousin*	
4 niece	*7 sister*	

b) **To practise vocabulary for family members**

Read out the example and then ask various Ss around the class to present their family to the rest of the class.

Suggested Answer Key

I've got a big family. My dad is Peter and he's a builder. My mum is Vera and she's a secretary. My sister, Jane and my brother, Paul are students. My other brother Karl is a police officer.

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

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

Sandra – mother
Peter – brother
Jenny – aunt
Bertie – granddad

3 **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 F	*3 T*	*5 T*
2 F	*4 T*	*6 T*

4 **To talk about family members**

- Explain the task and ask Ss to write down the names of three family members on a piece of paper to exchange with their partner.
- Ss complete the task in closed pairs.
- Monitor the activity around the class and then ask some pairs to describe a family member to the rest of the class.

Suggested Answer Key

A: Who's Rose?
B: She's my sister.
A: What does she look like?
B: She's tall and slim with long straight black hair and brown eyes.
A: What is she like?
B: She's quiet and shy.

5 a) **To predict the content of a listening script**

- Read the ***Study Skills*** box aloud and ask Ss to read the rubric statements and answers.
- Elicit Ss' guesses as to what the dialogue is about.

Suggested Answer Key

I think the dialogue is about the life of a TV celebrity.

b) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

c) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

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

6 **To identify stressed syllables**

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit which syllables are stressed.

Answer Key

talented	*understanding*
generous	*confident*
optimistic	*energetic*
modest	

1e

1 a) **To complete a conversation**

- Read out the words/phrases in the list.
- Then give Ss time to read the conversation and use them to complete the gaps 1-9.

Answer Key

1 met before	*4 you from*	*7 favourite band*
2 name's	*5 stand*	*8 like you*
3 pleasure	*6 prefer*	*9 love*

b) **To listen for confirmation**

Play the recording. Ss listen and check their answers.

Answer Key

The dialogue is informal.

c) **To role play a dialogue**

- Divide the class into groups of three and ask them to take roles and act out the dialogue.
- Monitor the activity around the class and then ask some groups to act out the dialogue in front of the class.

2 **To practise introducing yourself and others and asking about likes/dislikes**

- Explain the task and divide the class into groups of three and ask them to take roles and act out a dialogue similar to the one in Ex. 1a using their own ideas and the useful language.
- Write this diagram on the board for Ss to follow.

A	B
Introduce yourself →	Respond. Introduce yourself.
Ask where B is from. ←	
Reply. Ask if B is enjoying the party. →	Reply. Ask where A is from.
Agree. Ask about B's favourite singer. ←	Respond. Express you like music.
Agree. Introduce C to B. →	Respond.
C Reply ←	Greet C. Ask of C's opinion about favourite singer.

- Monitor the activity around the class.
- Ask some pairs to act out their dialogue in class.

Suggested Answer Key

A: Hello, I don't think we've met. I'm Ken.
B: Nice to meet you, Ken. I'm Lisa.
A: Hi Lisa. Where are you from?
B: I'm from London. And you?
A: I'm from Cardiff. So are you enjoying the party?
B: Yes, I love the music.
A: Me too. Who's your favourite singer?
B: I really like Rhianna.
A: Yeah she's great. Oh Lisa, this is my cousin, Mark.
B: It's a pleasure to meet you, Mark. What do you think of Rhianna?
C: She's great. We should go and see her in concert sometime.

3 **To learn/practise social expressions**

- Ask Ss to read through the exchanges in the box and match them.
- Play the recording. Ss listen and check their answers and then repeat them in pairs.

Answer Key

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

4 a) **To describe a picture**

Ask Ss to look at the picture in Ex. 1a again and then give them, time to complete the sentences 1-5 which describe it.

Suggested Answer Key

1 in a large room
2 a party
3 happy and smiling ... light clothes. (The girl on the left is wearing a white T-shirt under a light grey jacket and the girl on the right is wearing a green top).
4 smiling and shaking hands with one of the girls ... a grey shirt and jeans
5 be getting on very well and enjoying themselves.

b) **To listen for confirmation**

Play the recording. Ss listen and check their answers to Ex. 4a.

1 **To analyse a rubric**

- Ask Ss to read the rubric and look at the underlined key words.
- Ask Ss to answer the questions. Explain that the underlined words will help them.
- Check Ss' answers around the class.

Answer Key

1 an email to a friend
2 someone who has just started a new school
3 Penny – an English e-friend
4 the appearance and personality of my favourite classmate
5 informal
6 120-180 words

2 a) **To identify opening/closing remarks**

Read the remarks 1-8 aloud and elicit which ones are opening and which ones are closing from Ss around the class.

Answer Key

1 opening	*5 closing*
2 closing	*6 opening*
3 opening	*7 closing*
4 closing	*8 opening*

b) **To substitute opening/closing remarks**

- Direct Ss' attention to the model.
- Elicit which opening closing remarks Anna has used and then elicit suitable alternatives from Ex. 2a.

Suggested Answer Key

How's it going?
Have to go now.

3 a) **To analyse the structure of a model email**

Elicit what the content of each paragraph in the model is from Ss around the class.

Answer Key

1 D 2 A 3 C 4 B

b) **To categorise vocabulary**

- Write the headings: *appearance* and *personality* on the board and elicit vocabulary from the email from Ss around the class and write it under the headings.
- Ask Ss to copy the table into their notebooks.

Answer Key

appearance: *tall, slim, short spiky brown hair, pale complexion, bright blue eyes, handsome, dresses casually*
personality: *kind, ready to help others, extremely funny, very sociable, a bit arrogant, doesn't always listen*

4 **To identify elements of informal style**

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

Answer Key

1 T how I'm getting on at
2 T I've, he's, I'm
3 F
4 T Just dropping you, write back soon
5 T and, also, though

5 **To learn word order**

- Go through the theory with the class and write the examples on the board.
- Read the sentences 1-4 aloud and elicit answers from Ss around the class.

Answer Key

1 before	*3 after, before*
2 after	*4 before*

6 **To practise word order**

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

Answer Key

1 Peter is a very kind person.
2 He has got long hair.
3 He often goes jogging.
4 He sometimes visits his grandparents.
5 He doesn't like arrogant people.
6 Peter has never been abroad.

1f

7 **To present linkers**

Give Ss time to read the examples.

8 **To practise using linkers**

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

Answer Key

1 *and*	4 *who*	7 *both*
2 *also*	5 *with*	8 *also*
3 *However*	6 *and*	9 *but*

9 **a)** **To revise punctuation**

Refer Ss to the ***Grammar Reference*** section on p. 164 (GR 15) at the back of their books and then elicit answers to the questions in the rubric.

Answer Key

We use a comma to separate words in a list, a non-essential relative clause from the main clause, after certain linkers, in some if-clauses, before question tags and before the words asked, said, etc when followed by direct speech.

We use a full stop at the end of a sentence.

We use a question mark at the end of a question.

We use an exclamation mark at the end of an exclamation.

We use an apostrophe in short verb forms and with the possessive -s.

We use capital letters at the beginning of a sentence, for days of the week, months and public holidays, for names of people and places, for people's titles, nationalities and languages and for the pronoun 'I'.

b) **To practise punctuation**

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

Answer Key

1 *I'm just great. How are you?*
2 *Alex and I are going to a party tomorrow.*
3 *Can't wait to hear from you!*
4 *He's clever, but he can be rude at times. What can I do?*

10 **a)** **To analyse a rubric and make notes in preparation for a writing task**

- Elicit which are the key words in the rubric from Ss around the class.
- Then ask Ss to write the headings in their notebooks and make notes under them.
- Check Ss' answers on the board.

Answer Key

Key words: *email, to English e-friend, describing neighbour, details of what he/she looks like, is like, 120 – 180 words*

Suggested Answer Key

Name: *Darren*
Age: *16*
Appearance: *short and slim, short, straight blond hair and blue eyes, pale complexion, casual sporty clothes*
Character: *outgoing and cheerful, funny, kind and caring, sometimes a bit bossy*

b) **To write sentences describing a person**

- Direct Ss' attention to the ***Useful Language*** box and then give them time to turn their notes into full sentences.
- Elicit answers from Ss around the class.

Suggested Answer Key

Darren is quite short and slim. He's got short, straight blond hair and blue eyes. He's also got a pale complexion. He likes to wear casual sporty clothes. He's outgoing and cheerful. He's also very funny and really makes me laugh. He's very kind and caring, too. However, sometimes he can be a bit bossy.

11 **To write a descriptive email about a person**

- Refer Ss to the ***Writing Bank*** and then give Ss time to complete the task using the ***Useful Language*** box and their answers from Ex. 10.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Ben,
How's it going? Just dropping you a line to give you my latest news. I've made friends with one of my neighbours. His name's Darren and I first met him in the local park.
Darren is 16 like me and he's quite short and slim. He's got short, straight blond hair and blue eyes. He's also got a pale complexion. He likes to wear casual sporty clothes and he's quite trendy.
Darren is very outgoing and cheerful. He's also very funny and really makes me laugh. He's very kind and caring, too. However, sometimes he can be a bit bossy.
I'm really happy I've got Darren to hang out with. We have a great time playing football in the park. Got to go now. Email me soon.
Mark

1 **To read for lexico-grammatical correctness**

- Ask Ss to read the 4-word-options 1-12 and then give Ss time to read the text and choose the correct word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

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

The text is in a formal style because it has an objective tone, longer sentences and full forms.

2 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 didn't expect to see
2 turned out to be
3 made me lose
4 I wouldn't listen to
5 have no intention of moving
6 you ought not to wear
7 me not to be late
8 doesn't feel like

3 **To practise word formation**

- Explain the task and give Ss time to complete it. Remind Ss accurate spelling is necessary.
- Then check Ss' answers on the board.

Answer Key

1 originally
2 dishonest
3 dramatic
4 (un)successful
5 (un)fashionable

4 Aim **To practise grammar structures from the module**

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

Answer Key

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

5 Aim **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers. Explain any unknown words.

Answer Key

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

course of action (phr): *a plan adopted to successfully complete a task*
outdoor activity (phr): *a leisure activity you do outside*
practice (U n): *sth that is repeated for sb to acquire an ability or skill*
strategy (C n): *a plan for achieving sth*
reaction (C n): *a response caused by sth*
reflection (C n): *the image of sth which can be seen in a mirror or in water*
action (U n): *sth done*
reception (U n): *how sth is viewed by others*
gaze at (v): *to look at sb/sth for a long time in admiration, surprise or thought*
glance at (v): *to look at sb/sth briefly or quickly*
stare at (v): *to look at sb/sth for a long time without moving your eyes*
peer through (v): *to look through sb/sth carefully or with difficulty*
price (v): *to decide/say how much sth costs*
value (v): *to estimate how much money sth is worth*
calculate (v): *to discover an amount or number using mathematics*
charge a fee (phr): *to ask sb for an amount of money for sth*
handle a matter/a situation/a crisis (phr): *to deal with sth*
manage to (v): *to do sth successfully*
accomplish a mission/a goal (v): *to achieve sth*
succeed in (v): *to achieve a desired aim or result*
to have influence on (phr): *to have the power to affect sb/sth*
in association with (phr): *in cooperation with*
direction (U n): *management, control or guidance*
guidance (U n): *advice about how or what you should do*
engage in conversation/politics (phr): *to take part in sth*
conserve natural resources (phr): *to protect from harm*
reserve tickets/a room/a table (phr): *to book sth for oneself*
retain control/independence/a title (phr): *to continue to keep sth*
tense atmosphere/situation/muscle (phr): *mentally or emotionally difficult*
tight deadline/controls (phr): *strictly controlled*
stiff competition/fine (phr): *very severe or difficult*
close relationship (phr): *an intimate relationship*
gain entry into a place (phr): *to obtain the right to enter a place*
have access to information/the Internet (phr): *to have the right to use sth*
the entrance to a museum/gallery (phr): *the door or gate you use to enter a place or an area*
gain admission to a university/a club (phr): *to obtain the right to enter a place or become a member of a school, club, etc*
generally (adv): *commonly; as a rule*
recently (adv): *a short time ago*
shortly (adv): *soon*
quickly (adv): *in a short amount of time*
unimpressive (adj): *not capable of impressing*
useless (adj): *(of objects) having no purpose; (for people) not capable of doing sth*
harmful (adj): *likely to cause damage or injury*
unacceptable (adj): *not satisfactory*
catch up with (phr): *to manage to reach sb in front of you*
take up with (phr): *to make friends with sb (especially sb with a bad reputation)*
live up to (phr): *to be as good as expected*
join in with (phr): *to take part in activities*

1 **Aim** **To revise *have, do, go***

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

Answer Key

1 do 2 go 3 have 4 go

2 **Aim** **To practise words with similar meaning**

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

Answer Key

1 honour	*4 preserve*	*7 assemble*
2 value	*5 maintain*	*8 collect*
3 respect	*6 continue*	*9 gather*

value (v): *to appreciate*
honour (v): *to show respect*
respect (v): *to think highly of and admire*
maintain (v): *to make sth continue in the same way*
preserve (v): *to keep sth as is*
continue (v): *to carry on*
collect (v): *to get or bring things together*
gather (v): *to come together to a place*
assemble (v): *to join other people somewhere to make a group*

3 **Aim** **To find the odd word in a vocabulary group**

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

Answer Key

1 lazy	*3 jacket*	*5 bald*
2 pointed	*4 nose*	*6 gentle*

4 **Aim** **To complete a description of a picture**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Suggested Answer Key

1 winter/trendy	*4 gloves*
2 baggy/blue	*5 boots*
3 jacket	

5 **Aim** **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 of	*3 of*	*5 in*
2 up	*4 after*	

6 **Aim** **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 exciting	*4 adventurous*
2 motivation	*5 friendly*
3 courageous	*6 impatient*

Grammar in Focus

Aim **To consolidate grammar structures from the module**

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 have watched (action that started in the past and continues to the present)
2 but (express contrast)
3 like (express likes)
4 don't agree (present situation)
5 have been following (action that started in the past and continues to the present with emphasis to duration)
6 since (phrase)
7 has (present situation)
8 such (phrase)
9 have made (action that started in the past and continues to the present)
10 has won (action that started in the past and continues to the present)
11 hasn't just acted (action that started in the past and continues to the present)
12 also (addition)
13 has released (present perfect with so far)
14 haven't met (experience)
15 seems (phrase)

1

1 a) **To read for specific information**

- Ask Ss to read the statements 1-5.
- Then give Ss time to read the text and mark them accordingly.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 T (ℓ. 7-8)
2 F (ℓ. 12)
3 F (ℓ. 16-17)
4 T (ℓ. 21-24)
5 T (ℓ. 32-33)

b) **To answer comprehension questions on a text**

- Give Ss time to answer the questions referring back to the text as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

1 Over the years, Rafa's clothes have become more conventional and professional.
2 On court, Rafa is very confident and fearless but off court he is shy and modest.

2 **To listen for specific information**

- Explain the task and ask Ss to read the statements 1-8.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

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

3 **To revise everyday English expressions**

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

Answer Key

1 b *2 a* *3 b* *4 a* *5 a*

4 **To consolidate vocabulary from the module**

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

Answer Key

1	*rich*	6	*remarkably*
2	*behaviour*	7	*complexion*
3	*deceitful*	8	*harsh*
4	*provide*	9	*conservative*
5	*seek*	10	*originally*

5 **To revise grammar structures from the module**

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

Answer Key

1	*is having*	6	*have been trying*
2	*yet*	7	*yet*
3	*never*	8	*has*
4	*tastes*	9	*since*
5	*for*	10	*just*

6 **To practise present tenses**

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

Answer Key

1	*have you been doing*	6	*Is she surfing*
2	*plays*	7	*have been talking*
3	*am going*	8	*hasn't slept*
4	*have already eaten*	9	*is she moving*
5	*do you read*	10	*have had*

7 **To practise phrasal verbs/ prepositional phrases from the module**

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

Answer Key

1	*after*	3	*to*	5	*up*
2	*to*	4	*of*		

8 **To write an informal email describing a person**

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

Suggested Answer Key

Dear Carrie,
I hope everything is OK. I just wanted to drop you a line about life in New York. My course is going well and my teacher, Mr Kennedy is wonderful.
Mr Kennedy is very tall and athletic. He's got short brown hair and brown eyes. He's got a dark complexion and a beautiful smile. He's always smartly-dressed in a shirt and black trousers.
Mr Kennedy is very kind. He never shouts. He's caring, too, and always tries to help us when we're having problems. Sometimes he can be a bit too quiet though.
I think he's a great teacher. We're really lucky to have him. Must go now. Write soon.
Love,
Elsa

2

Module Objectives

Read the title of the module *The Environment* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 AIM **To introduce new vocabulary**

- Direct Ss' attention to the pictures and then read out the words in the list.
- Elicit which picture shows what and then play the recording for Ss to listen and check. Play the recording again with pauses for Ss to repeat chorally or individually.

Answer Key

1 *a river*
2 *a forest*
3 *wild animals*
4 *birds*
5 *mountains*
6 *the ocean*
7 *a lake*
8 *a waterfall*
9 *a desert*

2 a) AIM **To introduce new vocabulary in context**

- Go through the words listed before each text A-C and explain/elicit the meanings. Ss may look up the meanings of any unknown words in their dictionaries or in the ***Word List***.
- Give Ss time to read the texts A-C and complete the descriptions with the words provided.
- Check Ss' answers around the class.

Answer Key

1 *areas*
2 *cover*
3 *shelter*
4 *home*
5 *provide*
6 *insects*
7 *lack*
8 *drop*

b) AIM **To match texts to pictures**

- Elicit which picture matches which text from Ss around the class.
- Check Ss' translations.

Answer Key

A 2 *B 6* *C 9*

3 AIM **To talk about geographical features in your country**

- Ask various Ss around the class to name some geographical features in their country and then give Ss time to write a few sentences about them.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I live in Spain. In my country there are rivers. The longest one is the Ebro River. There are also forests. Some are on the Atlantic coast, others in the Pyrenees. There aren't any rainforests, though.

THINK! AIM **To generate an overview of the topic**

- Give Ss three minutes to think about the question and write a few sentences.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

It is important to take care of the environment and protect our planet and its wildlife. If we help keep the oceans clean and healthy, then fish and marine animals will continue to live. If we protect our forests, then birds and most mammals will have habitats to live in and food to eat. If we don't take care of the environment, our world will change for the worse.

From p. 23(T) – ICT

Suggested Answer Key

The Pipefish

Pipefish are fish with a peculiar appearance. They look similar to seahorses as they have got long, thin bodies with long tails and small mouths. They have traits that ensure they are a fish species: gills and fins. Most pipefish are not strong swimmers and live in warm waters among coral reefs or sea grass beds. Like seahorses, male pipefish are responsible for carrying eggs in a special pouch until the young pipefish are born.

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

- Direct Ss' attention to the picture and read out the questions in the rubric.
- Elicit answers from Ss around the class.

Suggested Answer Key

This fish is a seahorse. Seahorses live in the ocean.

b) AIM **To describe a creature using key vocabulary**

- Refer Ss to the ***Word List*** at the back of their books and give them time to look up the meanings of the words/phrases given.
- Ask Ss to point to the relevant part of the body of the seahorse in the picture and say the words in the list which describe each body part.
- Then ask various Ss around the class to describe the fish in the picture using them.

Suggested Answer Key

Seahorses have a horse-like head with tiny eyes and a long pointed nose. They have a pouch, sharp spikes down their back and no limbs. They have bony plates, gills, a long curved tail and fins but no scales.

2 AIM **To read for gist**

- Read out the ***Study Skills*** box.
- Ask Ss to read the text quickly and then elicit what the main idea in each paragraph is.

Answer Key

Para A: seahorses are unique and magical animals
Para B: seahorses have a very unusual appearance
Para C: how seahorses live and survive
Para D: seahorses reproduce in an unusual way
Para E: seahorses are in danger

From p. 23(T) – Ex. 3

Suggested Answer Key

capture imagination (phr): *to cause sb to feel interested in sth*
millennia (n): *thousands of years*
feature (v): *to appear*
folklore (n): *the traditional stories of a community, country etc*
evolve (v): *to develop over a period of time*
survive (v): *to continue to exist*
body structure (phr): *the different parts of a body and how they are connected*
function (n): *the way sth works; what sth does*
peculiar (adj): *unusual; strange*
pouch (n): *a pocket of skin in which some animals carry their babies*
scales (n): *small flat pieces of skin that cover some animals' bodies (e.g. a fish)*
resemble (v): *to be or look similar to sth else*
chameleon (n): *a type of lizard whose skin can change colour*
shellfish (n): *any of a number of small sea creatures with shells*
gills (n): *the parts on the side of a fish which allow it to breathe*
shallow waters (phr): *water that isn't deep*
attached [to] (adj): *connected to*
seaweed (n): *a plant that grows in the sea*
wrap (v): *to put arms, legs etc around sth firmly*
stem (n): *the long thin part of a plant that supports other plant parts*
sweep [away] (v): *to move along quickly or forcibly*
current (n): *a steady and continuous flow of water in a river etc*
suck [up] (v): *to draw sth into the mouth as if by a hoover*
pipefish (n): *a small thin fish*
pregnant (adj): *having a baby developing in the body*
fertilise (v): *to cause a baby to start forming*
mate (v): *to produce young*
grave danger (phr): *a most serious risk*
exceptionally limited (phr): *having a very small amount of range*
distribution range (phr): *the area within which sth spreads*
estuary (n): *the place where a river joins the sea*
conserve (v): *to preserve; to protect*

2a

3 **To read for specific information**

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

Answer Key

1 B (ℓ. 3-4)	*4 B (ℓ. 19-20)*
2 A (ℓ. 5-6)	*5 C (ℓ. 25-26)*
3 C (ℓ. 15-17)	*6 D (ℓ. 32)*

The text is formal in style. It uses full forms, long complex sentences and the passive.

- 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. Alternatively ask Ss to explain the words in context.

Suggested Answer Key – See p. 22(T)

4 **To answer questions on a text**

- Play the recording and ask Ss to follow the text in their books.
- Give Ss time to answer the questions without copying the information straight from the text.
- Check Ss' answers around the class.

Suggested Answer Key

1 *The characteristics that make seahorses fish are their gills, swim bladder and fins.*
2 *Seahorses reproduce by the female putting her eggs inside the male. The male then fertilises the eggs inside his body and carries them until he gives birth to live young.*
3 *The Knysna seahorse is an endangered species because it is only found in three estuaries in the world and, unless these are conserved, it will become extinct.*

5 **To consolidate new vocabulary through antonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their antonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

ordinary ≠ unusual *common ≠ unique*
deep ≠ shallow

6 **To consolidate new vocabulary through synonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their synonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

fragile = delicate *pair off = mate*
strange = peculiar *most serious = gravest*
non-stop = continuously

7 **To complete a summary of a text**

- Ask Ss to use the words/phrases in the list to fill in the gaps 1-13 to complete the summary of the text.
- Check Ss' answers around the class.
- Read out the ***Did you know?*** box.

Answer Key

1 peculiar	*6 currents*	*11 catch*
2 curved	*7 store*	*12 grave*
3 bony	*8 gives*	*13 lost*
4 shallow	*9 places*	
5 attach	*10 mate*	

To consolidate information in a text

- Give Ss time to think about what they learnt from the text and write some sentences.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

I learnt that seahorses are a peculiar type of fish. I never knew that the males give birth until I read the text.

THINK! **To write about how to protect seahorses**

- Give Ss time to think about how to protect seahorses and write some sentences.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

It's important to protect seahorses, especially in areas where they are in grave danger. People should not be allowed to catch seahorses and use them as pets. The coastal areas where seahorses live should all be protected. Perhaps, someone could be employed to look after the marine species in each protected area.

ICT **To write about the pipefish**

- Explain the task and refer Ss to the Internet to look up information about the pipefish.
- Give Ss time to research the topic and write about it and then ask various Ss to tell the class.
- Alternatively, assign the task as HW and ask Ss to tell the class in the next lesson.

Suggested Answer Key – See p. 21(T)

1 **To consolidate vocabulary from a text**

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

Answer Key

1 *captured*
2 *evolved*
3 *peculiar*
4 *resemble*
5 *hang on*
6 *grave*

2 **To consolidate new vocabulary**

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

Answer Key

1 *refrain*
2 *avoid*
3 *destroy*
4 *damage*
5 *prevent*

3 **To practise prepositional phrases**

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

Answer Key

1 *at*
2 *Without*
3 *to*
4 *to*
5 *in, to*
6 *in*

4 **To present topic-related vocabulary**

- Explain the task.
- Give Ss time to complete it.
- Play the recording. Ss listen and check their answers.

Answer Key

1 *threatened*
2 *loss*
3 *protect*
4 *largest*
5 *protected*
6 *danger*
7 *trapped*
8 *law*
9 *facing*
10 *extinction*

5 a) **To present new vocabulary for types of animals**

Ask various Ss to read out the definitions for the different types of animals. Explain any unknown words.

b) **To categorise new vocabulary**

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

mammals: *monkey, whale, dolphin, seal, jaguar, bear, kangaroo, mouse, squirrel*
reptiles: *crocodile, chameleon, iguana*
insects: *fly, beetle, butterfly*
rodents: *mouse, squirrel*
amphibians: *frog, toad*
birds: *eagle, parrot*
fish: *salmon, tuna*

6 **To present new vocabulary for environmental problems**

- Direct Ss' attention to the pictures and give Ss time to match the problems to them.
- Check Ss' answers.

Answer Key

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

7 **To practise new vocabulary**

- Explain the task and read out the example.
- Give Ss time to match the problems and solutions and then talk about it in pairs following the example.
- Monitor the activity around the class.

Answer Key

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

Suggested Answer Key

A: How can we solve the problem of endangered animals?
B: We can stop hunting them.
A: How can we solve the problem of polluted beaches?
B: We can clean up the coastline.
A: How can we solve the problem of energy waste?
B: We can turn off lights when we don't need them.
A: How can we solve the problem of air pollution?
B: We can use public transport.
A: How can we solve the problem of global water shortage?
B: We can use taps carefully.
A: How can we solve the problem of landfills full of rubbish?
B: We can recycle rubbish.

8 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List*** at the back of their books and then make sentences using the prepositional phrases.

Answer Key

1 at	3 from	5 in
2 from	4 on, from	

Suggested Answer Key

*Blue whales are **at risk** of extinction.*
*We must **protect** them **from** whale hunters.*
*It is not too late to **save** them **from** extinction.*
*Many environmental organisations **rely on** donations from the public.*
*Lots of animals use camouflage to **hide from** predators.*
*There are only 2,500 blue whales left **in the wild**.*

9 **To learn/practise forming nouns from verbs**

- Read the theory aloud.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 pollution	4 collection
2 conclusion	5 conservation
3 reduction	

10 **To present phrasal verbs with *bring***

- Explain the task and direct Ss' attention to the phrasal verbs with *bring* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List*** at the back of their books.

Answer Key

1 out	3 up	5 round
2 about	4 up	

1 **To present/revise modal verbs**

- Explain the task and give Ss time to match the modal verbs to what they express.
- Check Ss' answers.
- Refer Ss to the ***Grammar Reference*** section on p. 152 (GR3) for more information.

Answer Key

A should/ought to = advice/suggestion
B mustn't = prohibition
C must/have to = obligation/duty/necessity
D don't have to/needn't = lack of necessity

Elicit similarities and/or differences in Ss' L1.
(Ss' own answers)

2 **To practise modal verbs**

- Ask Ss to read the sentences 1-8 and choose the correct modal.
- Play the recording. Ss check their answers.

Answer Key

1 should	*4 don't have to*	*7 ought to*
2 mustn't	*5 mustn't*	*8 should*
3 ought to	*6 needn't*	

3 **To practise using modal verbs**

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

Answer Key

2 We should/ought to join an environmental group.
3 We mustn't hunt cheetahs.
4 We should/ought to protect endangered species.
5 We mustn't hunt animals for their fur.

4 **To present/revise *will/going to***

- Write on the board:

1 A: It's raining.
B: I know. **I'm going to** take my raincoat.
2 A: It's raining.
B: Really? **I'll take** my raincoat then.

Elicit how the responses differ in the two exchanges.
1 decision based on sth we know,
2 on-the-spot decision

- Read the sentences 1-3 aloud and elicit what each one expresses from the choices in the rubric.
- Refer Ss to the ***Grammar Reference*** section on pp. 152 (GR3)- 153 (GR4) to check their answers.

Answer Key

1 a prediction based on what we see
2 a future plan/intention
3 a prediction based on what we think/believe

Elicit similarities and/or differences in Ss' L1.
(Ss' own answers)

5 **To practise *will/be going to***

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

Answer Key

1 am going to	*4 is going to*
2 will	*5 are going to*
3 will	

6 a) **To present the future continuous/ future perfect tenses**

- Read the sentences 1-3 aloud and elicit what each one expresses from the choices in the rubric.
- Refer Ss to the ***Grammar Reference*** section on p. 153 (GR4) to check their answers.

Answer Key

1 an action in progress at a certain time in the future
2 an action finished before a certain future time
3 a previously arranged action

2c

b) **To practise the future continuous/ future perfect tenses**

- Explain the task and give Ss time to complete the gaps with the correct tense of the verbs in brackets.
- Check Ss' answers.

Answer Key

1 *will have been*
2 *will have left*
3 *will be walking*
4 *will be cleaning up*

7 **To practise time words used with the future continuous and the future perfect using personal examples**

Elicit a variety of sentences from Ss around the class.

Suggested Answer Key

At 6 o'clock tomorrow afternoon, I will be watching my favourite programme on TV.
At 8:30 o'clock on Sunday evening, I will be eating dinner with my family.
By the time I am 30, I will have finished my university education, I will have got a place of my own and I will have saved some money for my future.

8 **To present deductions/assumptions**

- Ask Ss to study the table and then elicit answers to the questions.

Answer Key

Present: *She must be tired. (positive)*
She can't still be working. (negative)
She may/might not have reached home yet. (uncertainty)
Past: *She must have known he wasn't coming. (positive)*
She can't have lost the keys. (negative)
positive = must
negative = can't
uncertainty = may/might

9 **To practise making deductions/ assumptions**

- Ss complete the task in pairs.
- Elicit answers from Ss around the class.

Suggested Answer Key

They may be friends.
It may have rained before.
They may have been working since the morning.
It can't be summer.
They may look happy.
They may have done this before.
They must feel cold.
They can't be collecting clothes.
They can't be on holiday.
They may belong to an environmental group.
They may have started early.

10 **a)** **To present time clauses**

- Read the examples aloud and elicit what tense we use after the time words in the list to refer to the future.

Answer Key

*We use the present simple tense **after** the time words: when, until, before, as soon as, after, etc. We use the future simple **before** time words.*

- Write on the board:
  1 I'll call you when I arrive.
  2 When will he come?

  Elicit what part of speech *when* is in each sentence.
  1 when: time word
  2 when: question word

  Elicit that when *when* is a question word it can be followed by *will*.

b) **To practise time clauses**

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

Answer Key

1 *is*
2 *will wait*
3 *will start*
4 *finishes*
5 *grows up*

11 **To practise future tenses and modals**

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

Answer Key

1 *will*
2 *don't have to*
3 *should*
4 *turn*
5 *will*
6 *before*
7 *should*
8 *be paying*

12 **To practise sentence transformations**

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

Answer Key

1 *should/ought to protect endangered species*
2 *don't have to/needn't water the plants*
3 *should turn off lights when you don't need them*
4 *mustn't drop litter in the street*
5 *must/have to keep your dog on a short lead near farm animals*

1 a) **To prepare for a listening task**

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List*** at the back of their books.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 *F* 2 *T* 3 *F* 4 *T* 5 *F*

The dialogue is formal.

c) **To consolidate information from an interview**

- Ask various Ss around the class to answer the questions in the rubric in pairs.
- Then ask various pairs to tell the class.

Suggested Answer Key

I learnt that there are less than 50,000 lions left in Africa, but there were 180,000 more lions thirty years ago. Lions are in danger because of habitat loss, hunting and accidental poisoning. I could help raise money to create protected areas for lions

2 a) **To identify stressed syllables in questions**

Read the questions aloud and elicit which syllables are stressed.

Answer Key

1 *Can you tell us why lions are in danger?*
2 *How many lions should there be in the wild?*
3 *Can the lions be saved from extinction?*
4 *What can we do to help?*

b) **To listen for confirmation**

Play the recording. Ss listen and check their answers. Then ask Ss to repeat chorally or individually.

3 **To read for specific information**

Ask Ss to read the facts about the Amazon Rainforest and then elicit why it is important.

Suggested Answer Key

The Amazon Rainforest is important because one in ten known species live there, over half the planet's remaining rainforest is in the Amazon and more than 20% of the world's oxygen is produced there.

4 a) **To prepare for a listening task**

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **To listen for key information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 *in balance*
2 *plant and animal life*
3 *of the world's land surface*
4 *cures for*
5 *paper*

5 **To listen for specific information**

- Allow Ss some time to read the questions and possible answers.
- Play the recording again. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 *B* 2 *C* 3 *A* 4 *A* 5 *C*

6 **To consolidate information from a lecture**

- Ask various Ss around the class to answer the questions in the rubric in pairs.
- Then ask various pairs to tell the class.

Suggested Answer Key

I learnt that rainforests produce twenty percent of the world's oxygen supply. Rainforests are home to half of the planet's plant and animal species, too. I also learnt that many modern drugs come from the rainforests. However, only half of the rainforests exist today. I can help to save the rainforests by not wasting paper, recycling newspapers and magazines, and not buying wooden furniture.

2e

1 a) To listen for specific information

- Explain the context of the conversation and then play the recording.
- Ss listen and say what suggestions Julie's friend makes.

Answer Key

Julie's friend suggests turning off the lights when she leaves a room, buying energy-saving light bulbs and shutting down the computer when she's not using it.

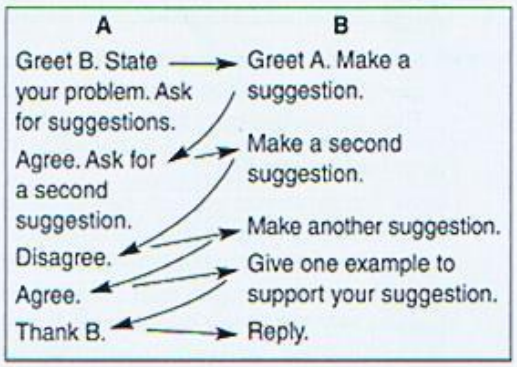
b) To role play a dialogue

- Divide the class into pairs and ask them to take roles and act out the dialogue.
- Monitor the activity around the class and then ask some pairs to act out the dialogue in front of the class.

The dialogue is informal.

2 To practise making suggestions about how to save energy at home

- Direct Ss to the useful language table and explain the task.
- Ss then work in pairs, take roles and act out a dialogue similar to the one in Ex. 1a using the ideas presented and the useful language.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class. Invite some pairs to act out their dialogue in class.

Suggested Answer Key

A: Hi, Matt. I'm trying to think of ways I can save energy at home. What would you suggest?
B: Hi, Sarah. Well, there are a few things you could do. How about only using your washing machine when it's full? You waste a lot of energy washing clothes in a half-empty machine.
A: Good thinking. That would also save a lot of water, too. Would you suggest anything else?
B: Why not remove your phone charger from the socket when your phone has finished charging?
A: I'm not sure about that. I usually forget to charge my phone, so I don't think it will make a big difference.
B: Well, maybe you could turn off all other appliances when you're not using them. For example, your TV still uses power when it's on standby.
A: That's an excellent idea. I will make sure my appliances are off when I'm not using them.
B: You will save a lot of money and it will be better for the environment, too.
A: Thanks, Matt. You've been a big help.
B: You're welcome.

3 a) To present and consolidate topic-related vocabulary

- Explain the task.
- Direct Ss' attention to the pictures and the phrases in the rubric.
- Give Ss time to read and complete the sentences.
- Check Ss' answers.

Answer Key

1 turn off lights
2 energy-saving ones
3 put stickers
4 turning on the air-conditioning
5 install solar panels

b) To listen for specific information and agree/disagree

- Explain the task and play the recording.
- Elicit what reasons Ss hear on the recording and whether Ss agree or disagree and their reasons why.

Suggested Answer Key

Putting stickers on the computers is a good suggestion because it would make them shut their computers down and save energy. Installing solar panels was suggested because the school wouldn't waste any energy or money for heating or hot water in the future. I agree with their decisions. I think it's a great idea to make sure everyone shuts their computers down as it would save a lot of energy. Installing solar panels is a good suggestion because it provides a long-term solution to energy waste.

1 **To analyse a rubric**

- Ask Ss to read the rubric and the options A-C.
- Elicit what Ss have to do.

Answer Key

B Write your suggestions on how to solve the problem.

2 **To analyse a model essay**

Give Ss time to read the model essay and then elicit answers to the questions from Ss around the class.

Answer Key

1 *The essay is about the problem of air pollution. It is stated in paragraph 1.*
2 *The writer suggests that people use public transport instead of their cars, to plant more trees in urban areas, and to turn off lights and appliances when we don't need them.*
3 *By using public transport instead of cars there would be less exhaust fumes and air pollution levels would be reduced. Planting more trees in urban areas will make the air in our cities cleaner. Since power stations contribute to air pollution, turning off lights and appliances will help save energy and reduce pollution.*
4 *Paragraph 5 summarises the writer's opinion.*
5 *The style the essay is written in is informal. The author used the first person point of view (I, we). It takes a personal tone as if speaking directly to an audience.*

3 a) **To analyse the structure of a model essay**

- Read out the ***Study Skills*** box to explain topic sentences and their function.
- Ask Ss to identify the topic sentences in the model essay and answer the questions in the rubric.

Answer Key

Para 2: One effective solution is for people to leave their cars at home and use public transport instead.
Para 3: Another solution is to plant more trees in urban areas.
Para 4: Thirdly, it is important to save energy.
Yes, each topic sentence introduces a new topic.
Yes, the supporting sentences in each paragraph further explain the topic sentence.

b) **To write alternative topic sentences**

Give Ss time to write alternative topic sentences and then elicit answers from Ss around the class.

Suggested Answer Key

Para 2: One useful solution could be to encourage people to use public transport rather than their cars.
Para 3: A second effective solution would be to plant more trees in our towns and cities.
Para 4: Another way to solve the problem of air pollution would be to cut down on the amount of energy we waste.

4 a) **To read for specific information**

Give Ss time to read the paragraphs and then elicit what problem each one is about.

Answer Key

Para A: the amount of rubbish
Para B: water shortages
Para C: endangered species

b) **To write topic sentences**

- Explain the task and give Ss time to complete it.
- Elicit sentences from various Ss around the class.

Suggested Answer Key

Para A: One effective solution is to avoid buying pre-packaged foods.
Para B: It is important to pay attention to how much water we are using.
Para C: An effective solution is to wipe out the demand for animal products.

5 **To expand notes into topic and supporting sentences**

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

Suggested Answer Key

2 *It could help if we moved factories out to the countryside. As a result, the air in the cities would be cleaner.*
3 *Another solution is to avoid buying products made from endangered species. By doing this, we can protect endangered animals.*
4 *One effective solution is to organise clean-up days. This way, we can keep local parks and beaches clean.*
5 *It is a good idea to start recycling. Then, we can reduce the amount of rubbish we produce.*

6 **To prepare for a writing task**

Read out the ***Study Skills*** box and then ask Ss to read the rubric and elicit what they are going to write about.

Answer Key

I'm going to write about ways we can protect animals which face extinction.

7 **To identify solutions and results**

Give Ss time to read the notes and then elicit which are solutions and which are results from various Ss around the class.

Answer Key

Solutions:

- *protect animal habitats*
- *adopt an endangered animal*
- *stop buying products made from animal skins*

Results:

- *animals won't lose their homes and won't face extinction*
- *would help it survive*
- *hunters would stop killing animals*

8 **To join solutions and results into sentences**

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

Suggested Answer Key

A useful solution is to protect animal habitats. This way, animals won't lose their homes and won't face extinction.
Another solution is to adopt an endangered animal. By doing this, we can help endangered animals survive.
It is a good idea to stop buying products made from animal skins. Then, hunters would stop killing animals.

9 **To write an essay providing solutions to a problem**

- Refer Ss to the ***Writing Bank*** on p. 143 (WB2) and then give Ss time to complete the task using the ***Useful Language*** box and their answers from Exs 7 & 8.
- Remind Ss to follow the plan, to not use short forms and to start each main body paragraph with a topic sentence.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Animals play an important role in our planet's eco-system. Unfortunately, every year more and more animal species are facing extinction due to human activity. So, what can be done to protect these endangered species?
One useful solution is to protect animal habitats. This way, animals won't lose their homes and won't face extinction.
Another solution is to adopt an endangered animal. By doing this, we can help endangered animals survive.
It is also a good idea to stop buying products made from animal skins. Then, hunters would stop killing animals. Endangered species would have a better chance of surviving without the threat of hunters.
In conclusion, there are many solutions than can make a difference to the survival of endangered species. Everyone must help protect endangered species before it is too late.

1 **To read for cohesion and coherence**

- Give Ss time to read the text and think of a suitable word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

1	*across*	7	*has*
2	*as*	8	*of*
3	*fact*	9	*Although*
4	*especially*	10	*with*
5	*else*	11	*this*
6	*its*	12	*one*

2 **To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1	*vastness*	6	*significance*
2	*dangerous*	7	*location*
3	*deeply*	8	*tropical*
4	*northern-*	9	*brightly-*
5	*passage*	10	*magical*

3 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 *refused to pick up*
2 *the fact that it is*
3 *there is improvement in*
4 *worries experts is*
5 *few people understand how*
6. *make the decision*
7 *whether all the rubbish*
8 *been involved in politics since*

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words.

Answer Key

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

gain experience/weight (phr): *to get more of sth*
earn a living (phr): *to get money for work done*
win (v): *to get sth as a result of a competition,race, etc*
take (v): *gain possession of sth by force*
potential for sb to do sth (phr): *qualities or abilities likely to develop and help sb achieve sth*
efficiency (U n): *doing sth well with no waste of time or energy*
advantage (C n): *a benefit; sth that helps you to be better or more successful than others*
operation (C/U n): *the way sth functions*
empty (adj): *containing nothing*
dead (adj): *(of equipment) not working because of a lack of power*
wasted (pp): *using more of sth than is necessary or useful*
beat (adj): *exhausted*
calculate (v): *to discover an amount or number using mathematics*
express (v): *to show an opinion*
record (v): *to store information*
indicate (v): *to show that sth exists or is true*
engage in (v): *to take part in sth*
surround (v): *to be closely connected to sth; be all around sth*
involve (v): *to be a necessary part of sth; to entail*
contain (v): *to be inside sth or part of sth*
shade (U n): *an area out of the sun which is cool*
shadow (C n): *a dark area made by lack of light*
darkness (U n): *when there is little or no light*
cover (C n): *a protection or shelter*
simultaneously (adv): *at the same time*
cooperatively (adv): *working together to achieve a goal*
primarily (adv): *mainly*
respectively (adv): *in the same order as people/things already mentioned*
exhibition (C n): *the event when objects are shown to the public*
shop (C n): *a place where you can buy things*
on display (phr): *a collection of objects arranged for people to see*
shelf (C n): *a flat horizontal board, fixed to a wall or inside a cupboard, where things are placed*
come as a surprise/shock (phr): *(of news) to receive it where the reaction is surprise or shock*
struggle with sth (v): *to try very hard to do sth difficult*
fight for sth (v): *to try hard to achieve sth you want or think is right*
conflict (v): *to disagree with*
worry (v): *be anxious about sb/sth*
destroy (v): *to damage sth beyond repair*
uncover (v): *to remove sth covering sth else*
dismantle (v): *to take sth apart so that it is in separate pieces*
demolish (v): *to pull down a building*
expel (v): *to make sb leave a school permanently*
exclude (v): *keep sb out*
evacuate (v): *to move people from a dangerous place to a safer one*
extract (v): *to take sth out, usually by using force*
obtain (v): *to get sth*
acquire (v): *to gain sth by your own efforts or abilities*
register (v): *to record sb's/sth's name on an official list*
access (v): *to get information; to gain entrance to somewhere*

1 **To consolidate vocabulary from the module**

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

Answer Key

1 *evolved*
2 *develop*
3 *expand*
4 *grows*
5 *will survive*
6 *will last*
7 *continues*
8 *will remain*
9 *danger*
10 *trouble*
11 *threat*
12 *risk*

develop (v): *to grow*
grow (v): *to increase*
evolve (v): *to develop over a period of time*
expand (v): *to increase in size*
remain (v): *to continue*
survive (v): *to continue to exist*
last (v): *to remain; to persist*
continue (v): *to go on*
in trouble (prep phr): *having difficulties*
threat (n): *danger; risk*
at risk (prep phr): *being in a dangerous situation*
in danger of (prep phr): *facing danger*

2 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *from*
2 *in, in*
3 *in, in*
4 *at*
5 *around, from*
6 *out*
7 *up*
8 *about*

3 **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *powerful*
2 *height*
3 *alone*
4 *endangered*
5 *population*
6 *expansion*

4 **To form nouns from verbs**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *pollution/pollutant*
2 *extinction*
3 *imagination*
4 *appearance*
5 *continuation/continuity*
6 *destruction*
7 *conservation/conservationist*
8 *protection/protector*
9 *preservation*

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 *will have disappeared (future perfect with by the time)*
2 *will grow (future simple)*
3 *must (obligation)*
4 *is (present simple in time clause)*
5 *have (modal)*
6 *at (expression at risk of)*
7 *with (threaten with)*
8 *to (home to)*
9 *in (in danger – expression)*
10 *does the future hold (interrogative – present simple)*
11 *Will other species appear (future simple – prediction for future)*

2

1 a) **To read for specific information**

- Ask Ss to read the questions 1-4.
- Then give Ss time to read the text and choose the correct answers.
- Check Ss' answers.

Answer Key

1 C (ℓ. 10)
2 B (ℓ. 14-16)
3 B (ℓ. 18-20)
4 D (ℓ. 28)

b) **To answer comprehension questions on a text**

- Give Ss time to answer the questions referring back to the text as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

1 Carnivorous plants can live in habitats low in essential nutrients because they have evolved to take the nutrients they need from insects and other small creatures. ("Carnivorous plants ... get the nutrients they need ... by eating animal flesh.")
2 Carnivorous plants can trap animals in their leaves by snapping their leaves shut, using a sticky liquid or by collecting rainwater to drown the creatures. (paragraph 2)

2 **To revise everyday English expressions**

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

Answer Key

1 a 2 a 3 b 4 a 5 a

3 **To listen for specific information**

- Explain the task and ask Ss to read the statements 1-8.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

1 F	3 T	5 T	7 F
2 F	4 F	6 T	8 F

4 **To consolidate vocabulary from the module**

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

Answer Key

1 current	6 shallow
2 powers	7 scales
3 pregnant	8 continuously
4 unique	9 anatomy
5 millennia	10 rare

5 **To revise future tenses**

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

Answer Key

1 are you going to take
2 arrive
3 Will you have finished
4 will be working
5 will go
6 will start
7 You are going to be
8 will have disappeared
9 will be helping
10 are going to be

6 **To revise modal verbs**

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

Answer Key

1 You mustn't take pictures.
2 You needn't/don't have to feed the cats.
3 Students have to pick up their rubbish.
4 You should/ought to listen without interrupting.
5 You mustn't take pets into the museum.

7 **To write an essay providing solutions to a problem**

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

Suggested Answer Key

Many experts say that we are responsible for wasting too much energy and we are using up all our planet's resources. If we don't do something to save energy, then we could end up destroying the environment permanently. So, in what ways can we save energy?

One effective solution is to organise a 'Save Energy Day'. This way, everyone would be aware of their responsibility to save energy. If everyone was asked not to use electrical appliances for one day, a lot of energy would be saved.

Another solution is to make it easier for people to install solar panels. People will not need to waste electricity because solar power is a renewable source of energy. This would result in smaller electricity bills and much less energy waste.

Finally, it would be a good idea to fine businesses which waste too much energy. Businesses would be more likely to find ways of saving energy if they were made to pay more for energy waste.

In conclusion, there are many things we can do to save energy. With a little extra effort from everyone, soon all our homes and businesses can be less wasteful with energy.

3

Module Objectives

Read the title of the module *Travel & Holidays* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 a) **To introduce new vocabulary**

- Direct Ss' attention to the types of holidays shown in the pictures 1-5.
- Go through the words listed before each text A-C and explain/elicit their meanings. Ss may look up the meanings of any unknown words in their dictionaries or in the ***Word List***.
- Give Ss time to read the texts A-C and in pairs, complete the descriptions with the words provided.
- Check Ss' answers around the class.

Answer Key

A	*1*	*vibrant*		*3*	*major*	
	2	*friendly*		*4*	*fascinating*	
B	*5*	*freezing cold*		*7*	*cosy*	
	6	*secluded*		*8*	*delicious*	
C	*9*	*peaceful*	*10*	*clear*	*11*	*deserted*

b) **To match descriptions to pictures**

- Explain the task and elicit which pictures match the texts.
- Play the recording for Ss to listen and check their answers.

Answer Key

A 5 *B 1* *C 4*

Check Ss's translations.

2 **To talk about a holiday**

- Go through the phrases and the adjectives and explain the situation.
- Ss then talk in pairs about a real or imaginary holiday they went on.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

Sightseeing holiday

Last January, my family and I went on a sightseeing holiday in Prague. Prague is an amazing city and the locals are very friendly. While it is a modern city, it has some beautiful historic buildings which you must see. The hotel where we stayed was quiet and very clean. It had a lovely little restaurant which served cheap but delicious food. At night, it was freezing cold, but we went out to enjoy the exciting nightlife that this wonderful European city has to offer.

Safari holiday

Last March my family and I went on a safari holiday to Kenya. We stayed in small tents. Our guide was a wildlife expert who was very helpful and friendly. We visited national parks and games reserves and took lots of pictures. It was scorching hot during the day. We had a great time.

1 **Aim To introduce the topic through audio and visual stimuli**

- Direct Ss' attention to the picture and play the recording.
- Elicit how Ss may feel if they were actually in this place.
- Elicit answers from Ss around the class.

Suggested Answer Key

If I were in this place, I think I would feel thrilled. The sound of the falls is very loud and the sight of all that water would probably leave me speechless.

2 **Aim To present new vocabulary**

- Refer Ss to the ***Word List*** and give them time to look up the meanings of the words/phrases given.
- Then give Ss time to complete the sentences 1-5 and check Ss' answers around the class.

Answer Key

1 *natural wonders*
2 *named*
3 *plunge into*
4 *thunder*
5 *unique experience*

3 a) + b) **Aim To listen and read for specific information**

- Ask Ss to guess which sentences in Ex. 2 are true and which are false.
- Play the recording for Ss to listen and follow the text in their books and check.
- Check Ss' answers, then elicit corrections for the false sentences.

Answer Key

1 *T (ℓ. 32-33)*
2 *F (ℓ. 20-21)*
3 *F (ℓ. 26-27)*
4 *F (ℓ. 28-29)*
5 *T (ℓ. 30-31)*

2 *He named it after his queen.*
3 *500 million litres*
4 *The spray from the waterfall can be seen from 50 km away.*

- 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.

The author's intention is to describe a specific place and its features.

Suggested Answer Key

exploration (n): *a trip to a place in order to discover what it is like*
circulate (v): *to go around; to spread*
dare (v): *to be brave enough to do sth dangerous*
venture (v): *to leave a safe place and go somewhere dangerous*
stumble upon (phr v): *to find sth by accident*
witness (v): *to see or observe sth*
gaze (v): *to look steadily*
name after (phr v): *to call sth the same name as sth else as a mark of respect*
plunge (v): *to dive into the water; to fall fast and with force*
gorge (n): *a deep narrow passage with steep rocky slides*
undoubtedly (adv): *without a doubt; surely*
unique (adj): *one of a kind; special*
spectacular (adj): *amazing; impressive*
magnificence (n): *splendour*

Background information

Dr David Livingstone (1813-1873) was a Scottish medical missionary and explorer in Africa.
Queen Victoria (1819-1901) reigned the United Kingdom of Great Britain and Ireland from 1837-1901. She inherited the throne at the age of 18. Her reign is known as the Victorian era, a period of political, industrial, scientific and cultural change in her country.
Zambia is a country in Southern Africa. Its capital city is Lusaka and its official language is English.
Zimbabwe is a country in the southern part of Africa. Its capital city is Harare. It has got three official languages: English, Shona and Ndebele.
UNESCO or the United Nations Educational, Scientific and Cultural Organisation is an agency of the United Nations (UN). Its purpose is to help promote world peace by promoting international collaboration through education, science and culture. It was established on 16th November, 1945 and its headquarters are in Paris, France.

3a

4 **To read for cohesion and coherence**

- Give Ss time to read the text again and then complete the gaps with the sentences A-H.
- Check Ss' answers around the class.

Answer Key

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

5 **To answer comprehension questions on a text**

- Give Ss time to read the text again and then answer the questions in their own words.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

1 *Dr Livingston went to Africa to work as a doctor.*
2 *He was impressed — he had never seen anything like it in his life.*
3 *Dr Livingston named the falls after Queen Victoria; he wanted to honour Queen Victoria.*
4 *They call it this because of the noise and the spray the falls make.*
5 *This text might be in a magazine or on the Net.*

6 **To consolidate new vocabulary**

- Elicit explanations for the words in bold from Ss around the class.
- Ss may look up the meanings of any words they don't know in the ***Word List***.

Suggested Answer Key

mass (n): *size*
eager (adj): *willing; keen*
medical missionary (n): *a doctor who travels abroad to help people and teach them about Christianity*
entire (adj): *whole*
stumbled upon (phr v): *found by chance*
witnessed (past participle): *seen*
is located (phr): *is situated*
gorge (n): *a long narrow valley*
wonders of (phr): *marvels of*
World Heritage Site (phr): *a place that has been recognised by the UN for its uniqueness and need of protection*
adds (v): *contributes*
magnificence (n): *greatness*

7 **To consolidate new vocabulary**

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

Suggested Answer Key

2 *extremely = very ≠ slightly*
It is extremely cold in Siberia in the winter.
3 *lovely = very pleasant ≠ awful*
She had a lovely face and a nice personality to match.
4 *widest = the greatest distance from one side to the other ≠ narrowest*
It is one of the widest waterfalls in the world.
5 *adds = contributes ≠ subtracts*
The greenery of the forest adds to the beauty of the area.
6 *unique = one of a kind ≠ common*
That is a unique species of bird — it is only found in a few parts of Africa.

To summarise a text

- Ask Ss to use the sentences in Ex. 2 to summarise the text.
- Ask Ss to tell their partner their summary.
- Monitor the activity around the class and then ask some Ss to tell their summary to the class.

Suggested Answer Key

Victoria Falls in Africa is one of the seven natural wonders of the world. A man named Dr Livingston, a doctor, was the first European to ever see the falls. He was shocked when he saw them. He could hear the falls before he could see them because 500 million litres plunge into the gorge below which makes an incredible roaring sound. Dr Livingston named the falls after the Queen Victoria. If you have the opportunity to visit the falls do so — it is a unique experience.

To write a paragraph describing an imaginary experience

- Explain the task and give Ss three minutes to think of their answers and write a few sentences.
- Ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

I have never seen anything like it before. Nothing in my country can compare to this. I can't hear myself speak because of the noise caused by the water plunging into the gorge. A huge cloud of water spray hangs above the water of the falls. I am so grateful to have been able to witness this wonder of nature!

1 **To consolidate vocabulary from a text**

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

Answer Key

1 *had strong feelings*	3 *centre*	6 *unbelievable*
2 *spread*	4 *inspired*	7 *wonders*
	5 *seen*	

2 **To consolidate new vocabulary**

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

Answer Key

1 *raised*	5 *discovered*	9 *watch*
2 *rose*	6 *invented*	10 *noticed*
3 *arisen*	7 *looked*	
4 *found out*	8 *glimpsed*	

3 **To present topic-related vocabulary**

- Read out the rubric and elicit the modes of transport to match each sentence.
- Then elicit answers to the questions in the rubric from various Ss around the class.

Answer Key

a *aeroplane*	c *motorbike*	e *car*
b *train*	d *ship / ferry*	

Suggested Answer Key

For travelling short distances I prefer the train because we can get up and walk around.
For travelling long distances I prefer an aeroplane because it is quick and quite comfortable.

4 **To listen for gist**

- Explain the task and play the recording.
- Ss listen and complete the task.
- Check Ss' answers and elicit which words helped Ss decide on their answers.

Answer Key

Announcement 1: aeroplane (taking off, seatbelts, hand luggage, overhead locker)
Announcement 2: car (driver, vehicle, registration number, lights)
Announcement 3: ship/ferry (port, passengers, disembark)
Announcement 4: train (express, buffet car, trolley drinks service)

5 a) **To expand a vocabulary area and categorise vocabulary**

- Explain the task. Ask Ss to copy the spidergram into their notebooks and complete it adding any more words they can think of to each category of transport.
- Check Ss' answers around the class.

Answer Key

aeroplane: *seatbelt, cabin, flight, luggage, landing, check-in desk, takeoff, boarding pass (gate, departure lounge)*
ship/ferry: *cabin, luggage, deck, port, cruise (railing, crossing)*
motorbike: *chain, rear-view mirror, road map, brakes, handlebars, tyre (seat, leathers)*
car: *seatbelt, luggage, rear-view mirror, road map, brakes, tyre, boot (bonnet, back seat)*
train: *carriage, luggage, buffet car, station, compartment, platform (ticket, express train)*

b) **To consolidate new vocabulary**

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

Answer Key

1 *flight*	3 *handlebars*	5 *tyres/brakes*
2 *cabin*	4 *luggage*	6 *carriage*

c) **To consolidate new vocabulary**

Elicit a variety of sentences from Ss around the class using some more of the words in Ex. 5a.

Suggested Answer Key

Please fasten your ***seatbelt*** *when you're in my car.*
A bicycle ***chain*** *should be regularly cleaned and lubricated to keep it working smoothy.*
Always check your ***rear-view mirror*** *before pulling away from the kerb.*
We had a great flight and a perfect ***landing****.*
If we had brought a ***road map*** *with us, we wouldn't be lost now.*
Let's go to the ***buffet car*** *and grab a bite to eat.*
We strolled around the ***deck*** *enjoying the sun and the smell of the sea.*
When you arrive at the airport, proceed to the ***check-in desk****.*
He had a flat ***tyre*** *so he replaced it with the spare tyre he kept in the car.*
The ***port*** *was busy with people getting on and off boats.*
I'll meet you at the train ***station*** *at 9.*
My mum is taking my dad on a round-the-world ***cruise*** *for their anniversary.*
Please sit down and put your seats in an upright position in preparation for ***take off****.*
Oh, no. I've lost my ***boarding pass****. I'll have to go back to the check-in desk.*
We got a sleeping ***compartment*** *on the train for the long journey.*
Put your luggage in the ***boot*** *and we'll be off.*
There she is! She just got off the train and is waiting on the ***platform****.*

3b

6 **To present/practise prepositional phrases**

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

Answer Key

1 by	*3 towards*	*5 on*
2 along	*4 off*	

7 a) **To present new vocabulary for hotel facilities/services**

- Direct Ss' attention to the symbols a-n and go through the list of facilities/services 1-14.
- Elicit which symbol matches which facility/service from Ss around the class.

Answer Key

a 12	*e 13*	*i 14*	*m 6*
b 4	*f 7*	*j 11*	*n 3*
c 5	*g 8*	*k 10*	
d 2	*h 1*	*l 9*	

b) **To activate new vocabulary**

Read the rubric and the example aloud and then elicit similar sentences from Ss around the class.

Suggested Answer Key

I always choose a hotel where the rooms have air conditioning and there is room service.

8 **To practise forming *-ing/-ed* adjectives**

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

Answer Key

1 tiring	*3 shocked*	*5 confused*
2 annoyed	*4 appalling*	

- As an extension ask Ss to make sentences using the other word *(e.g. He spent all morning digging in the garden and was very* ***tired****.)*

9 **To present/practise new vocabulary in context**

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

Answer Key

1 located	*5 free*	*9 staff*
2 break	*6 space*	*10 stay*
3 rural	*7 round*	
4 facilities	*8 none*	

position (v): *to place*
stop (n): *break*
urban (adj): *belonging to a city/town*
equipment (n): *tools*
area (n): *place of land/part of building for a specific use (picnic area)*
circle (n): *ring*
servant (n): *person employed to work at sb's house e.g. a maid*

The style the text is written in is formal. The text has longer, more complex sentences. Does not use everyday language or abbreviations.

10 **To present phrasal verbs with *come***

- Explain the task and direct Ss' attention to the phrasal verbs with *come* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 across	*3 into*	*5 round*
2 down with	*4 up with*	

- As an extension ask Ss to make sentences of their own using these phrasal verbs.

1 a) **To present/revise past tenses**

- Explain the task and give Ss time to match the verb forms to the uses.
- Check Ss' answers and elicit the tense in each case and how each is formed.
- Refer Ss to the ***Grammar Reference*** section on pp. 154 (GR5)- 156 (GR6) for more information.
- Revise *-ed* ending in regular past tense verb forms. Say various verbs and ask Ss to say the relevant past simple form. Check Ss' answers on the board.

  e.g. *work - worked*
  dance - danced
  play - played
  trip - tripped
  drop - dropped
  pack - packed etc

Answer Key

1 *past perfect continuous C – (had been + verb -ing)*
2 *past simple A – (regular verb + -ed)*
3 *past perfect F – (had + p.p.)*
4 *past simple B*
5 *past continuous D – (was/were + verb -ing)*
6 *past continuous E*

b) **To identify past forms and tense uses**

- Ask Ss to read the text again find all the other past forms.
- Write them on the board and elicit their uses from Ss around the class.

Answer Key

could – past simple (A)
arrived, walked, informed – past simple (B)
heard – past simple (A)
got – past simple (B)
was – past simple (A)
told – past simple (A)
had been – past perfect (F)
had to – past simple (A)
had happened – past perfect (F)
wasn't – past simple (A)
had booked – past perfect (F)
had mistaken – past perfect (F)

c) Elicit similarities and/or difference in Ss' Language. Elicit usage from Ss around the class.

Background information

The Bahamas is a nation of 3,000 islands in the Atlantic Ocean north of Cuba. Its capital is Nassau. The official language is English.

2 **To practise past tenses**

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

Answer Key

1 *was...had (past simple – completed actions in the past)*
2 *were you doing, rang, was washing, didn't hear (past continuous & past simple – actions in progress when other actions interrupted them)*
3 *was surfing, found (past continuous & past simple – action which was in progress when another action interrupted it); told, had already booked (past simple & past perfect – action which happened before another action in the past)*
4 *did you miss (past simple – action which happened at a certain time in the past); were shopping, didn't hear (past continuous & past simple – action which was in progress when another action interrupted it)*
5 *Did you stay, rented (past simple – actions which happened at a certain time in the past)*
6 *looked (past simple – action which happened at a certain time in the past); had been working (past perfect continuous – action which had been in progress before another action in the past)*

3 **To practise time adverbs used with past tenses using personal examples**

Elicit a variety of sentences from Ss around the class.

Suggested Answer Key

Two weeks ago, I had a History exam.
While I was eating dinner, the phone rang.
We had a great time on holiday last year.
I did the washing-up before I went to bed.
I had been working in the garden all day yesterday.
I went to a sports camp last summer.
I had already made lunch when Tony came home.
I haven't finished my homework yet.
We studied for hours yesterday.
He has worked here for ten years.
By the time I got to the theatre, the play had already started.

3c

4 **To practise past tenses**

- Explain the task and give Ss time to make as many sentences as they can using the prompts and a variety of past tenses.
- Check Ss' answers around the class.

Suggested Answer Key

1 *I had been riding my bike for an hour when it started raining.*
2 *I was shopping for souvenirs when I lost my passport. / I was shopping for souvenirs when someone stole my wallet. / I was shopping for souvenirs when it started raining.*
3 *We had been waiting for hours before our flight departed. / We waited for hours when we got a flat tyre.*
4 *I had been lying by the pool when it started to rain. / I was lying by the pool when someone stole my wallet. / I was lying by the pool when I lost my passport.*
5 *I had been waiting at the airport when someone stole my wallet. / I was waiting at the airport when my flight departed. / I waited at the airport and then the flight departed. / I was waiting at the airport when I lost my passport.*

5 **To compare the past simple and the present perfect**

- Read out the examples and refer Ss to the ***Grammar Reference*** section for more information.
- Elicit which sentence matches which use.

Answer Key

1 *B* 2 *A*

6 **To practise the past simple and the present perfect**

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

Answer Key

1 *has visited*
2 *got, headed*
3 *moved*
4 *Have you ever tried*
5 *haven't booked*
6 *did they arrive*

7 **To present and practise *used to/would***

- Read the examples. Elicit that we can use ***used to/would/past simple*** to refer to a past habit and ***past simple/used to*** to refer to a past state. Ask Ss to make sentences using these grammar structures. Refer Ss to the ***Grammar Reference*** section for more information.
- Give Ss time to complete the task, making sure that they choose the **incorrect *word/phrase*** and then check Ss' answers. Ss should justify their answers.

Answer Key

1 *(past habit) was going*
2 *(past state) would have*
3 *(past habit) were going*
4 *(past habit) was staying*
5 *(past habit) would have*
6 *(past state) would you live*

8 **To practise *used to/would* using personal examples**

- Explain the task and read out the example.
- Give Ss time to write their sentences and tell their partner.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

I didn't use to swim in the hotel pool.
I used to eat in the hotel restaurant.
I would play on the beach.
I would sunbathe on the beach.
I didn't use to go water-skiing.
I would hang around with the other children at the campsite.

9 **To practise key word transformations**

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

Answer Key

1 *used to go swimming*
2 *were having lunch when*
3 *he had been working as*
4 *didn't stop raining during*
5 *haven't been abroad for*

10 a) **To read a short text for context**

Ask Ss to read the text, find and identify all past tense forms.

Answer Key

has been: *past perfect*
were having: *past continuous*
changed: *past simple*
took: *past tense*

b) **To practise past tenses and continue a story**

- Play the recording and ask Ss to read the key words.
- Give Ss time to complete the task.
- Ask various Ss around the class to read out the rest of the story to the class.

Suggested Answer Key

*The wind **started blowing** and **huge waves** started to rise in the sea. Suddenly, one of the waves **hit** our **boat** and we **got scared**. We **radioed** the coastguard **for help**. Soon, the **coastguard came to our rescue**. As you can imagine, we **felt** very **relieved**.*

3d

1 a) **To present new vocabulary and prepare for a listening task**

- Direct Ss' attention to the words/phrases in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.
- Elicit which of these problems Ss can see in the pictures.

Answer Key

miss flight, get food poisoning

b) **To listen for specific information**

- Play the recording.
- Ss listen and say which of the problems are mentioned.

Answer Key

lost luggage, not speak the language, cramped hotel room, get food poisoning

2 **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers. If necessary, play the recording again with pauses for Ss to check their answers.

Answer Key

1 *a friend*	6 *many hours*
2 *saved up*	7 *the brochure*
3 *had got lost*	8 *cramped, dirty*
4 *a bus*	9 *sights*
5 *by taxi*	10 *food poisoning*

3 **To talk about a bad holiday experience**

Explain the task and ask various Ss to tell the class about a bad experience they had while on holiday.

Suggested Answer Key

Two years ago, my family and I went on holiday to Canada. When we arrived at the airport we discovered that our luggage had been lost—it had been sent to Australia!

4 a) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers. If necessary, play the recording again with pauses for Ss to check their answers.

Answer Key

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

5 a) **To learn exclamations**

- Go through the table and explain how we form exclamations. Elicit more examples from Ss.
- Give Ss some time to complete the exclamations 1-5 and then check Ss' answers. Ss should justify their answers.

Answer Key

1 *What (+ Un)*	4 *What an (+ adj + Un)*
2 *How (+ adj)*	5 *How (+ adj)*
3 *How (+ adj)*	

b) **To identify stressed syllables in exclamations**

Play the recording. Ss listen and identify which syllables are stressed.

Answer Key

1 *What bad weather!*
2 *How terrible!*
3 *How disappointing!*
4 *What an awful experience!*
5 *How exhilarating it must have been!*

c) **To practise stress in exclamations**

Play the recording. Ss listen and repeat chorally or individually.

From p. 45(T) – Ex. 5 – Activity for weaker classes

Gapped text

I can see three people – a couple and a waiter – in a lovely restaurant next to the sea. They are the only customers in the restaurant. The waiter is wearing a black and white **1)** *..... and he has short dark hair and a dark* **2)** *..... . He is smiling and* **3)** *..... to take the couple's order. The couple might be husband and* **4)** *..... . The woman is wearing a pink* **5)** *..... and she has got long straight brown hair. She is in her* **6)** *..... . She is looking at a* **7)** *..... to decide what to have. The man is wearing a blue* **8)** *..... and he's got short dark hair. He seems to be talking to the waiter. It is a beautiful day in the picture and the* **9)** *..... is in the background. The couple might be on holiday. They probably feel happy and* **10)** *..... .*

3e

1 a) **To present situational expressions**

Play the recording. Ss listen and repeat chorally or individually.

b) **To identify the functions of certain expressions**

Go through the phrases/sentences again and elicit what emotion each one expresses from Ss around the class.

Answer Key

surprise/disbelief: *That's terrible!*
dissatisfaction: *I wasn't happy with the food.*
sympathy: *I'm very sorry to hear that.*

2 a) **To complete a dialogue**

- Give Ss time to read the dialogue and use sentences in Ex. 1a to complete the gaps 1-7.
- Play the recording. Ss listen and check their answers.

Answer Key

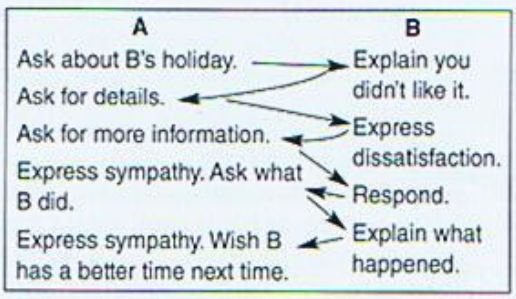
1 *Did you have a good time on holiday?*
2 *What went wrong?*
3 *I'm very sorry to hear that.*
4 *We certainly did.*
5 *That's terrible!*
6 *I wasn't happy with the food.*
7 *I hope your next holiday isn't such a bad experience.*

b) **To role play a dialogue**

Divide the class into pairs and ask them to take roles and read out the dialogue.

3 **To practise expressing dissatisfaction/ sympathy/surprise/disbelief**

- Go through the ***Useful Language*** box with Ss.
- Divide the class into pairs and ask them to take roles and act out a dialogue similar to the one in Ex. 2 using the useful language in the box.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: Did you have a good time on holiday?
B: Not really.
A: What went wrong?
B: I wasn't happy with the room at my hotel.
A: Why not?
B: I didn't like the view. When I looked out the window I saw a landfill site!
A: That's terrible! Did you make a complaint?
B: Yes, but the hotel was already fully-booked. They didn't have another room they could give me.
A: Well, you have my sympathy. I hope your next holiday isn't such a bad experience.

4 **To complete a description of a picture**

- Go through the ***Study Skills*** box with Ss.
- Ask Ss to look at the picture and then give them time to complete the description and fill in gaps 1-8 with appropriate words.
- Check Ss' answers around the class.

Suggested Answer Key

1	*two*	3	*beach*	5	*hat*	7	*cap*
2	*boy*	4	*sun*	6	*flower*	8	*camera*

5 **To describe a picture**

- Explain the task and ask Ss to take turns and describe the picture to their partner.
- Remind Ss to cover all the points in the rubric.
- Monitor the activity around the class and then ask some Ss to describe the picture to the class.

Suggested Answer Key

I can see three people – a couple and a waiter – in a lovely restaurant next to the sea. They are the only customers in the restaurant. The waiter is wearing a black and white ***uniform*** *and he has short dark hair and a dark* ***complexion****. He is smiling and* ***waiting*** *to take the couple's order. The couple might be husband and* ***wife****. The woman is wearing a pink* ***blouse*** *and she has got long straight brown hair. She is in her* ***mid-twenties****. She is looking at a* ***menu*** *to decide what to have. The man is wearing a blue* ***shirt*** *and he's got short dark hair. He seems to be talking to the waiter. It is a beautiful day in the picture and the* ***sea*** *is in the background. The couple might be on holiday. They probably feel happy and* ***relaxed****.*

Activity for weaker classes

Use the text in the ***Suggested Answer key*** as a gapped text. Give these words in a list. Photocopy the text and ask Ss to complete the missing words.

• wife • uniform • complexion • menu • shirt
• waiting • blouse • sea • mid-twenties • relaxed

See gapped text on p. 44(T)

1 Aim To analyse a model

- Refer Ss to the ***Writing Bank*** for theory, useful language and writing tips.
- Ask Ss to read the rubric. Ask Ss: *what are you going to write?* (description of a place); *who is going to read it?* (your teacher); *What should you write about?* (place your visited; what it looks like, what we saw/did); *How many words should it be?* (120-180).
- Give Ss time to read the model article.
- Read the questions aloud and elicit answers from Ss around the class.

Answer Key

A para 4
B para 3
C para 1
D para 2

2 Aim To substitute adjectives

- Read out the ***Study Skills*** box and then direct Ss' attention to the words in bold in the model.
- Elicit which adjectives in the list can replace which adjectives in bold.
- Check Ss' answers.

Answer Key

famous *– well-known*
cold *– chilly*
exciting *– thrilling*
beautiful *– attractive*
creepy *– scary*
weird *– strange*
tasty *– delicious*
fascinating *– interesting*

3 Aim To expand descriptive vocabulary

- Explain the task and give Ss time to complete it in closed pairs.
- Check Ss' answers by asking various Ss to read out the paragraphs with the substituted adjectives.

Answer Key

A 1 cosy
2 picturesque
3 friendly
4 warm
5 freezing cold
6 delicious
7 enjoyable

B 1 fantastic
2 beautiful
3 5-star
4 interesting
5 traditional
6 exciting

C 1 beautiful
2 stunning
3 peaceful
4 narrow
5 traditional
6 relaxing

4 Aim To use adverbs in descriptions

- Explain the task and give Ss time to complete it in closed pairs. Ss may look up the meanings of any unknown words in their dictionaries.
- Check Ss' answers.

Answer Key

1 lazily
2 comfortably
3 increasingly
4 gracefully
5 luxuriously
6 aimlessly

3f

5 **To practise making comments**

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

Answer Key

1 *definitely*
2 *truly*
3 *just*
4 *certainly*
5 *Without doubt*

6 **To present modifiers (adverbs of degree)**

- Read out the examples and direct Ss' attention to the table.
- Explain that this demonstrates the level of degree of each modifier. + (very little) ++ (enough/to a fairly great extent) +++ (very much).

7 **To practise modifiers**

- Explain the task. Give Ss time to complete it.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 *quite*
2 *rather*
3 *slightly*
4 *little*
5 *very*
6 *bit*

8 **To prepare for a writing task**

- Read out the ***Study Skills*** box and then ask Ss to copy the headings into their notebooks.
- Give Ss time to write as many words as they can think of under each heading.
- Check Ss' answers on the board.

Suggested Answer Key

activities: *eat at restaurants, drink coffee at cosy cafés, listen to traditional music, go shopping etc*
place: *Dublin, the capital of Ireland*
sights: *historic castles and bridges, museums, beautiful old buildings, splendid old houses, cobbled streets*
comments: *absolutely amazing, the people were friendly and warm*

9 **To write a descriptive email about a place**

- Give Ss time to complete the task using the plan, the ***Useful Language*** box and their answers from Ex. 8. Remind Ss to refer to the ***Writing Bank*** on p. 144 (WB3) for extra help and useful language.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last year, my cousin, Nathan, and I decided to take a short break to Dublin, the capital of Ireland. We stayed at a small hotel near the city centre. When we arrived it was a bit cold and damp, but we didn't mind.
Dublin is a wonderful place. While it is a modern city, it has some beautiful old buildings. The architecture is quite fascinating and there are some splendid old houses lining the narrow cobbled streets in some parts of the city.
We only had a few days to explore the city, but we made the most of our visit. We went on a tour to some of the old historic castles and bridges. We also went to some interesting museums. There were plenty of traditional restaurants, too. We enjoyed great food and traditional music day and night in this truly unique city.
We loved every moment of our visit and were really sad when it was time to leave. Dublin is so amazing that I definitely plan to go back one day.

Aim To read for lexico-grammatical correctness

- Ask Ss to read the 4-word-options 1-12 and then give Ss time to read the text and choose the correct word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

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

2 **Aim To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 *how high the mountain*
2 *pick us up*
3 *been put off*
4 *wouldn't have lost*
5 *prefer not to go out*
6 *to look*
7 *would have been able to*
8 *wasn't easy*

3 **Aim To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1 *professional*
2 *extraordinary*
3 *scenery*
4 *popularity*
5 *fascinating*

3

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers. Explain any unknown words.

Answer Key

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

intend (v): *to plan for sth to happen*
present (v): *to give sth to sb at a formal occasion*
attend (v): *to go to an event (meeting, ceremony, etc)*
visit (v): *to show up for a brief time*
make provision for sb (phr): *to make arrangements to help sb, often involving money*
expansion (C n): *increasing the size or importance of sth*
make an adjustment (phr): *to make a small change to sth to make it better*
make an arrangement (phr): *to plan sth*
make an error (phr): *to do sth that isn't correct, right or true*
guilt (U n): *to feel unhappy, worried and responsible for sth wrong, having committed a crime*
make a mistake (phr): *to do sth wrong by accident or carelessness*
be at fault (phr): *to be the cause of sth bad, to have done sth wrong*
exactly (adv): *precisely*
evenly (adv): *regularly*
accurately (adv): *without mistakes*
perfectly (adv): *absolutely in a perfect way*
furnished (pp): *(of a house, apartment): containing all the furniture and electric appliances you will need when moving in*
fitted with (pp): *sth having pieces of equipment put into place*
attached to (pp): *fastened or connected to*
decorated with (pp): *made more attractive by putting things on or around sth*
widely (adv): *by a large amount or certain degree*
carefully (adv): *with great attention*
heavily (adv): *to a high degree*
closely related (phr): *sharing many things in common with sb or sth*
at a fraction of the original price (phr): *paying only a small amount of money*
sample (C n): *a small amount of sth that shows you what the rest is like*
part (C n): *one of the pieces that sth is made of*
portion (C n): *part of an amount or total of sth larger*
defend (v): *to support or maintain an argument or action*
assume (v): *to accept sth as true without questioning it*
dispute (v): *to officially argue or disagree about sth with sb*
examine (v): *to look at sth or sb carefully and critically to try and discover sth*
joined (pp): *connected*
combined (adj): *made or done by people working together*
cooperative (adj): *willing to work together helpfully*
common interest (phr): *an interest that is shared by a community*
quite (adv): *not completely*
very (adv): *to a large degree*
entirely (adv): *completely*
alone (adv): *having nobody else with you*
extend (a building): *to add to sth to make it bigger*
overestimate one's abilities (v): *to think sth better than what it actually is*
enlarge (v): *to make sth bigger*
exaggerate (v): *to overstate sth*
eliminate (v): *to remove sb after they have been defeated*
expel (v): *to force a student to leave a school*
deport (v): *to forcibly remove sb from a country because they have no legal right to stay*
evict (v): *to force sb to leave the place where they live*
approve of (v): *to take a favourable view of sth or sb*
agree (v): *to have the same opinion as sb else*
prove (v): *to show or demonstrate sth true*
consent to (v): *to give permission to sb to do sth*

1 **To consolidate vocabulary from the module**

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

Answer Key

1 *risk*
2 *ventured*
3 *dared*
4 *challenged*
5 *investigating*
6 *examined*
7 *exploring*
8 *stared*
9 *observe*
10 *witnessed*
11 *gazed*
12 *features*
13 *sites*
14 *sights*
15 *characteristic*
16 *hit*
17 *knock*
18 *beat*
19 *strikes*

risk (v): *to do sth that may have bad consequences*
venture (v): *to dare go somewhere*
dare (v): *to be brave enough to do sth dangerous*
challenge (v): *to invite sb to take part in a game or competition*
investigate (v): *to look into a crime/problem*
examine (v): *to look closely at sth*
explore (v): *to go around a place to discover what is there*
stare (v): *to look at sth for a long time with eyes wide open*
observe (v): *to watch sth carefully to learn about it*
witness (v): *to see a crime/accident happen*
gaze (v): *to fix your eyes on sth for a long time*
feature (n): *typical quality and important part of sth*
sites (n): *a place where sth important happened in the past*
sights (n): *places of interest; tourist attractions*
characteristic (n): *a typical quality of sth that makes it different from others*
hit (v): *to reach a position or state*
knock down (phr v): *reduce the price of*
beat (v): *to defeat in a competition*
strike (v): *(of a clock) to chime so as to show what time it is*

2 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *by*
2 *across*
3 *on*
4 *up*
5 *along*

3 **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1 *unable*
2 *inconvenient*
3 *dirty*
4 *uncomfortable*
5 *disorganised*
6 *overcrowded*

- As an extention ask Ss to start a Word Formation section in their notebooks and list words and their derivatives from ***Word Formation*** exercises in alphabetical order. Ask Ss to revise the section regularly.

Noun abstract	Noun person	Verb	Adjective	Adverb
ability			able/unable	ably
convenience			convenient	conveniently
dirt			dirty	dirtily
comfort			comfortable	comfortably
organisation	organiser	organise	organised	
	crowd		crowded	

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *had been waiting (past action happening for a certain tune before another past action)*
2 *would (reported speech)*
3 *had chosen (regret for the past)*
4 *How (+ adj)*
5 *no (negative concept)*
6 *worse (phr)*
7 *why (reason why)*
8 *up (phr v)*
9 *to return (decide + to -inf)*
10 *off (phr v)*
11 *out (prep. phr)*

3

1 **To read for specific information**

- Ask Ss to read the headings A-H.
- Then give Ss time to read the text and match them accordingly.
- Check Ss' answers.

Answer Key

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

Background information

Singapore is an island country off the southern tip of the Malay Peninsula in Asia. It is a very crowded city with lots of green areas.

2 **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 choose the correct answers.
- Check Ss' answers.

Answer Key

1 B 2 C 3 C 4 C 5 A

The dialogue is informal.

3 **To revise everyday English expressions**

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

Answer Key

1 a 2 b 3 a 4 a 5 b

4 **To consolidate vocabulary from the module**

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

Answer Key

1 deserted
2 located
3 passionate
4 undoubtedly
5 eager
6 rush
7 circulated
8 attractions
9 boarding
10 facilities

5 **To revise grammar structures from the module**

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

Answer Key

1 ate
2 had been living
3 had been watching / was watching
4 had left
5 went
6 had never tried
7 Did they eat
8 had been waiting
9 have seen
10 hadn't slept

6 **To revise grammar structures from the module**

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

Answer Key

1 since
2 used to
3 has been travelling
4 didn't use to sunbathe
5 yet
6 have you been doing
7 was
8 used to
9 already
10 By the time

7 **To write a description of a visit to a place**

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

Suggested Answer Key

Two summers ago, my best friend and I decided to travel to Sydney, one of Australia's major cities. We stayed at a big hotel in the city centre. When we arrived it was hot and sunny and we were very excited.
Sydney is a magnificent place. It is a modern city that feels young and vibrant. It has some beautiful skyscrapers and some wonderful green spaces too.
During our time there we made the most of our visit. We went on a tour to visit some of the famous sights. The Sydney Opera House and the Sydney Tower were two of our favourites. One night we went on an exciting cruise of City Harbour – that was a cruise I will never forget.
We enjoyed every moment of our visit to Sydney and we hated to get on the plane when it was time to fly home. It goes without saying that I will go back very soon!

4

Module Objectives

Read the title of the module *Festivals & Celebrations* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 To introduce new vocabulary

- Direct Ss' attention to the pictures. Ask Ss if they know anything about these festivals. (e.g. where each is celebrated, what each is about etc). Go through the words in the list and explain/elicit the meanings of the words. Ss may look up the meanings of any unknown words in their dictionaries or the ***Word List***.
- Give Ss time to read the texts A-D and complete the descriptions with the words provided.
- Check Ss' answers around the class.

Answer Key

A	*1*	*honour*	*2*	*altars*	
B	*3*	*dress up*	*4*	*lanterns*	*5* *scare away*
C	*6*	*patron*	*7*	*let off*	
D	*8*	*costumes*	*9*	*torches*	*10* *partying*

Background information

Valencia is the third largest city in Spain. It is located on the east coast of the Iberian peninsula.
Shetland, is an archipelago to the north of Scotland. Out of the 100 islands only 16 are inhabited.
Vikings or Norsemen were Scandinavians who left their homelands to seek their fortunes in other places. They were around from 800 AD to the 11th century and they used longships to travel.

2 To read and listen for gist

- Elicit which texts match which pictures.
- Play the recording. Ss listen and check their answers.

Answer Key

A 2 *B 1* *C 3* *D 4*

3 To describe a celebration

- Go through the phrases in the list and explain/ elicit the meanings of any Ss are unsure of.
- Give Ss time to think of a celebration and use the phrases to describe it. Ask various Ss to present the celebration to the class.

Suggested Answer Key

- *In my country we celebrate New Year's Eve on 31st December. We put up decorations and invite friends and relatives home. We prepare a special meal and offer each other presents.*
- *In my country we celebrate Independence Day on 4th of July. We watch a street parade, then at noon we have a barbecue. In the evening we set off fireworks.*
- *In my country we celebrate Carnival in March. We dress in costumes and have parties. We dance and play games.*
- *In my country we celebrate birthdays usually at home. We bake a cake and have a party. We blow out the candles then we open presents. We dance, play games and have lots of fun.*

1 a) **To introduce new vocabulary**

Refer Ss to the ***Word List*** at the back of their books and give them time to look up the meanings of the words/phrases given.

b) **To complete a text**

- Give Ss time to read the gapped text and fill the gaps 1-5 with words from Ex. 1a.
- Check Ss' answers and then elicit which picture the text matches.

Answer Key

1 *standing in the streets*
2 *eye-catching costumes*
3 *shallow wooden barrels*
4 *burning tar*
5 *bonfire*

It matches picture B.

2 **To read and listen for gist**

- Ask Ss to read the title and the first and last sentences in each paragraph and then elicit Ss' guesses as to what the text is about.
- Play the recording for Ss to listen and follow the text in their books and find out.

Answer Key

The text is about a celebration called the Tar Baal in Allendale, England.

The author's intention is to describe an ancient ritual.

Background information

Allendale is a village in Northumberland, in the northeast of England.

3 **To read for specific information**

- Ask Ss to read the questions 1-8 and the possible answers and 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 *C (ℓ. 8-11)*
2 *C (ℓ. 12)*
3 *A (ℓ. 22-23)*
4 *B (ℓ. 28-29)*
5 *A (ℓ. 39-40)*
6 *C (ℓ. 44-45)*
7 *D (ℓ. 51-52)*
8 *D (whole text)*

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

Suggested Answer Key

nestle (v): *to be in a protected or sheltered position*
outstanding (adj): *amazing*
ancient ritual (n): *a very old tradition*
gather (v): *to come together*
in anticipation of (phr): *expecting sth; looking forward to sth*
swarm (v): *to move in a large group*
brass band (n): *a group of musicians that play brass instruments such as trumpets etc*
shallow (adj): *not deep*
procession (n): *a parade*
court jester (n): *a man whose job was to make the king/queen laugh*
gladiator (n): *a man whose job was to fight to the death in an arena*
complete a circuit (phr): *to go round an entire set route*
hurl (v): *to throw sth with force*
spectacle (n): *an unusual event that attracts a lot of interest*
invasion (n): *(an army) moving into a foreign country and taking it over; attack*

4a

4 **To answer comprehension questions based on a text**

- Give Ss time to answer the questions without copying the information straight from the text.
- Check Ss' answers around the class.

Suggested Answer Key

1 *Life is usually very quiet during the week, but a bit busier at weekends.*
2 *In the past, all the guisers wore a court jester's costume, but now many wear different ones, such as costumes of cartoon characters.*
3 *They welcome in the New Year with an ancient tar barrel festival.*
4 *They shouldn't miss it because it's a fascinating and enjoyable celebration.*

5 **To consolidate new vocabulary through synonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their synonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

arriving = turning up
crowded = packed with
wear = wrap up in
most important action = main event
parade = procession
costumes = fancy dress
a journey all the way round = a circuit
traditional stories = folklore

6 **To consolidate new vocabulary through antonyms**

- Explain the task and give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.

Suggested Answer Key

1 *busy/lively*
2 *modern*
3 *disperse/scatter*
4 *deep*
5 *plain*
6 *new/modern*

To summarise a text

Ask Ss to write the headings in their notebooks and make notes under each one. Then use their notes to tell their partner about the festival.

Suggested Answer Key

Place: *Allendale, Northumberland, England*
Date: *31st December*
Reason: *New Year celebration – Tar Baal*
Activities: *people gather in the streets, brass band plays, 45 men carry burning tar barrels on their heads, the men called guisers wear fancy dress, everyone parades through the streets, at midnight the Tar Barrel Men throw the tar barrels onto a big bonfire, people sing songs and warm themselves round the fire*

Suggested Answer Key

In Allendale, Northumberland, in England on 31st December people celebrate the New Year with the Tar Baal. People gather in the streets and a brass band plays. Then, 45 men carry burning tar barrels on their heads and the men called guisers wear fancy dress. Everyone parades through the streets. At midnight the Tar Barrel Men throw the tar barrels onto a big bonfire. Then people sing songs and warm themselves round the fire.

To write a paragraph comparing how you celebrate New Year with the Allendale way

- Read the task aloud and give Ss time to think of their answers and write a paragraph.
- Ask various Ss around the class to read their paragraph to the rest of the class.

Suggested Answer Key

In my country, we don't carry burning tar barrels on our heads and we don't have bonfires at New Year. However we do celebrate with our families and our neighbours like in Allendale. We stay at home with our families until midnight. Then we eat 12 grapes at the stroke of midnight, one for each stroke. We also cut a special cake and eat it. After midnight we go to parties and dance. In big cities there are parties in the streets and we let off lots of fireworks.

1 **To consolidate vocabulary from a text**

- Explain the task and give Ss time to complete it. Ss can use their dictionaries if they wish to.
- Check Ss' answers.

Answer Key

1 *attracts*
2 *lifted*
3 *parade*
4 *dressed up*
5 *watched*
6 *waited*
7 *linked, traditions*
8 *gather*
9 *main*
10 *view*
11 *recent*

2 **To consolidate new vocabulary**

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

Answer Key

1 *attend*
2 *witnessed*
3 *appeared*
4 *audience*
5 *viewers*
6 *spectators*
7 *crowd*

3 **To present topic-related vocabulary**

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

Answer Key

A 1 *threw*
2 *invited*
3 *charge*
4 *put up*
5 *baked*
6 *blow*
7 *had*
8 *remember*

B 1 *national*
2 *celebrate*
3 *shared*
4 *planned*
5 *roast*
6 *pumpkin*

4 **To present events and common expressions people say**

- Explain the task. Ss match the events to the expressions.
- Elicit similar L1 expressions.

Answer Key

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

(Ss' own answers)

Suggested Polish equivalents

wedding
Wszystkiego najlepszego na nowej drodze życia.

retirement
Serdeczne podziękowania za wieloletnią współpracę z okazji odejścia na emeryturę.

new job
Powodzenia na nowym stanowisku.

birthday
Wszystkiego najlepszego z okazji urodzin./
Wszystkiego najlepszego w dniu urodzin. Sto lat!

funeral
Wyrazy współczucia z powodu śmierci XX. Proszę przyjąć moje kondolencje. Rodzinie i bliskim przekazujemy wyrazy współczucia.

birth
Gratulacje z okazji narodzin dziecka (syna/córki). Najlepsze życzenia z okazji przyjścia na świat potomka.

4b

5 **To consolidate new vocabulary**

- Explain the task.
- Give Ss time to complete it. Ss can use their dictionaries if they wish to.
- Check Ss' answers.

Answer Key

A 1 *public* 4 *marching*
2 *place* 5 *symbol*
3 *parades*

B 1 *celebrates* 3 *attend*
2 *hold* 4 *let off*

6 a) **To present vocabulary for feelings**

- Explain the task and give Ss time to read the sentences 1-5 and match them to the feelings a-e.
- Check Ss' answers.

Answer Key

1 c 2 d 3 e 4 a 5 b

b) **To practise expressing feelings**

- Read out the example and then give Ss time to write sentences of their own.
- Ask various Ss around the class to share their sentences with the rest of the class.

Suggested Answer Key

I felt proud when I got top marks in a test at school.
I felt surprised when I got a laptop for my birthday.
I felt excited when I saw my favourite band in concert.
I felt angry when I lost my keys down a drain.

7 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 about 3 on 5 on 7 to
2 in 4 in 6 into 8 of

8 **To present phrasal verbs with *make***

- Explain the task and direct Ss' attention to the phrasal verbs with *make* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 couldn't make out 4 *make up for*
2 made up 5 *make up*
3 make it up to

9 **To practise forming adjectives ending in *-full/-less***

- Go through the theory with Ss.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 successful 3 speechless
2 helpful 4 senseless

1 **To present relatives**

- Give Ss time to read the text and then elicit which of the relatives in bold match the functions in the rubric.
- Refer Ss to the ***Grammar Reference*** section on p. 155 (GR6) for more information. Ask Ss to give example sentences using these relatives.

Answer Key

*We use **who** to talk about people.*
*We use **which** to talk about animals/objects.*
*We use **when** to talk about time.*
*We use **whose** to show possession.*
*We use **where** to talk about places.*

Note: Remind Ss that we can use *that* instead of *who* or *which* in defining relative clauses.

Ss's own answers.

2 **To practise relatives**

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

Answer Key

1 *which* 3 *where* 5 *when*
2 *who* 4 *whose*

3 a) **To present defining/non-defining relative clauses**

- Ask Ss to read the examples in the theory box and then elicit the type of relative clause to match each sentence from Ss around the class.
- Refer Ss to the ***Grammar Reference*** section on p. 156 (GR7).

Answer Key

1 *defining relative clause*
2 *defining relative clause*
3 *non-defining relative clause*
4 *defining relative clause*
5 *non-defining relative clause*
6 *non-defining relative clause*

b) **To practise defining/non-defining relative clauses**

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

Answer Key

1 *who – defining, no commas*
2 *who – non-defining, commas after 'Jim' and 'stories'*
3 *which – defining, no commas*
4 *whose – defining, no commas*
5 *where – defining, no commas*
6 *when – defining, no commas*
7 *which – non-defining, comma after 'Cambridge'*
8 *which – defining, no commas*

4 **To practise defining/non-defining relative clauses**

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

Answer Key

2 *Brian, whose family come from the USA, is having a party this Saturday evening.*
3 *The lantern which Kate made is very beautiful.*
4 *The festival, which takes place every August, attracts many visitors.*
5 *Peter is the person who can help you decorate your house.*
6 *Summer is the time when the festival takes place.*

4c

5 **To practise defining/non-defining relative clauses using personal examples**

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

Suggested Answer Key

1 *I don't like stories which/that are scary. (things or animals)*
2 *I'd never go to a place where people are cruel to animals. (places)*
3 *I like someone who/that makes me laugh. (people)*
4 *I once met a man whose father was famous. (people)*
5 *It was this time last year when I broke my leg. (time)*

6 a) **To present the comparative/superlative**

- Direct Ss' attention to the pictures and read out the examples.
- Elicit how we form the comparative/superlative.
- Give Ss time to write example sentences using the pictures and then ask various Ss around the class to read them out to the class.
- Refer Ss to the ***Grammar Reference*** section on p. 156 (GR7) for more information.

Answer Key

We form the comparative of one-syllable and two-syllable adjectives by adding ***-er*** *and the superlative by adding* ***-est****. We form the comparative of adjectives with three or more syllables with* ***more*** *and the superlative with* ***most****. Some two-syllable adjectives (e.g. narrow, clever, stupid, gentle, etc) take either* ***-er/-est*** *or* ***more/most*** *in their comparative/superlative forms.*

Suggested Answer Key

Lisa has got darker hair than Joy.
Sue has got the darkest hair of all.
Joy has got the fairest hair of all.
Lisa is the youngest of all.

Elicit similarities and/or differences in Ss' L1.

b) **To practise the comparative/superlative**

- Explain the task, then direct Ss' attention to the table and read out the example.
- Give Ss time to complete the task using the information in the table.
- Check Ss' answers.

Answer Key

2 *Lisa can sing better than Joy, but Sue is the best singer of all.*
3 *Joy is funnier than Lisa, but Sue is the funniest of all.*
4 *Sue is more helpful than Joy, but Lisa is the most helpful of all.*
5 *Sue is older than Lisa, but Joy is the oldest of all.*
6 *Lisa is taller than Sue, but Joy is the tallest of all.*

7 **To practise the comparative/superlative**

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

Answer Key

1 *the most cheerful*
2 *cheaper*
3 *more helpful*
4 *the best*
5 *the worst*
6 *more expensive*

8 **To present different types of comparisons**

- Read the examples 1-4 aloud and refer Ss to the ***Grammar Reference*** section on p. 156 (GR7) for more information.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *as friendly as*
2 *hotter, hotter*
3 *as slim as*
4 *faster, faster*

9 **To make comparisons using personal examples**

Explain the task, read out the examples and then elicit sentences from Ss around the class using the adjectives in the list.

Suggested Answer Key

Mike is older than Tom. Ian is the oldest of all my friends. Sam is the funniest person I know. My dad is the most hardworking person I know. I am the youngest person in my family.

10 **To practise key word transformations**

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

Answer Key

1 *wasn't as good as*
2 *brother Tom who was the*
3 *was less expensive than*
4 *whose costume won*
5 *was the nicest of*

11 **To consolidate grammar learnt in the lesson**

- Explain the task and give Ss two or three minutes to complete it.
- Elicit answers from Ss around the class.

Suggested Answer Key

People who live in the countryside don't like cities.
It was last year when I went to France.
Pam, whose brother is in my class, teaches yoga.
Lisa is taller than me.
Peter is the nicest boy I know.

4d

1 **Aim** **To introduce the topic**

Elicit what, if anything, Ss know about The Day of the Dead.

Suggested Answer Key

It is a festival in Mexico where people honour their dead relatives.

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

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **Aim** **To listen for specific information**

- Play the recording. Ss listen and complete the sentences.
- Check Ss' answers.

Answer Key

1 *amazing sugar skulls*
2 *candles, balloons and flowers*

c) **Aim** **To listen for specific information**

- Ask Ss to read the sentences (1-6). Play the recording again. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 *T*	3 *T*	5 *F*
2 *T*	4 *F*	6 *F*

3 **Aim** **To give reasons for attending a festival**

- Ss complete the task in closed pairs.
- Monitor the activity around the class and then ask various Ss to tell the rest of the class.

Suggested Answer Key

I would like to attend the festival because it sounds like it would be very interesting.
I would also like to see the altars covered in candles and flowers.

4 a) **Aim** **To present exclamations**

- Read the table aloud and then give Ss time to complete the exclamations.
- Refer Ss to the ***Grammar Reference*** section on p. 156 (GR7) for more detail.

Answer Key

1 *such a*	3 *so*	5 *such*
2 *such an*	4 *so*	

b) **Aim** **To listen for confirmation, to practise intonation of exclamations**

- Play the recording. Ss listen and check their answers to Ex. 4a.
- Play the recording again with pauses for Ss to repeat chorally or individually.
- Check Ss' intonation.

5 a) **Aim** **To prepare for a listening task**

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **Aim** **To listen for specific information**

- Play the recording. Ss listen and complete the sentences.
- Check Ss' answers. Play the recording again with pauses for Ss to check their answers.

Answer Key

1 *C*	3 *C*	5 *C*
2 *C*	4 *B*	6 *C*

The text has an informal style. It uses everyday language and the active voice as if speaking directly to an audience.

6 **Aim** **To compare a festival in your country with the Venice Carnival**

- Initiate a class discussion where Ss compare a local festival with the Venice Carnival.
- Elicit a number of comparisons using comparatives.

Answer Key

In Spain, Carnival is just as important a festival as it is in Venice, especially in Cadiz. The Venice Carnival has a longer history than the Cadiz Carnival. However, the celebration was banned for about as long as it was in Venice. Today, people wear costumes, choirs sing and music groups perform. It attracts as many visitors as the Venice Carnival and it is one of the most popular festivals in Spain.

4e

1 **To describe an imaginary scene**

- Read out the rubric and play the recording.
- Ss listen and describe an imaginary scene.

Suggested Answer Key

... a warm summer evening. All my friends are here. Some people are dancing while others are standing around talking. My friend's dad is cooking on the barbecue and there is a table full of food and drinks. The atmosphere is great and everyone is having a great time.

2 **To predict the content of a dialogue and to listen for specific information**

- Ask Ss to read the first and last exchanges in the dialogue and then elicit Ss' guesses as to what Janet is going to do.
- Play the recording. Ss listen and find out.

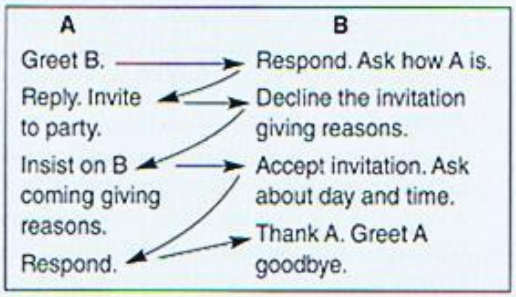
Suggested Answer Key

I think Janet is going (to go) to a 70s fancy dress party.

The dialogue is informal. It has short sentences and uses abbreviations and imperatives.

3 **To practise inviting & accepting/declining an invitation**

- Explain the task and give Ss time to study the useful language and the poster.
- Ss work in pairs, take roles and act out a dialogue similar to the one in Ex. 2.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some groups to act out their dialogue in front of the class.

Suggested Answer Key

A: Hi Kate. How are you?
B: I'm fine thanks. You?
A: Great. I'm glad I ran into you. Would you like to come with me to the end-of-term party that the Student's Club is holding?
B: Sounds good, but I've got a lot of studying to do.
A: Oh, come on! It's going to be a fancy dress party with loads of great music, party food and competitions with prizes. The break will do you good!
B: OK. I'd be glad to come. When is it?
A: It's on Friday 22nd May at 8 pm. I'll get the tickets.
B: Thank you. See you on Friday.

4 **To practise making decisions**

- Explain the task and the situation.
- Give Ss time to look at the pictures and decide on the most appropriate choices and then complete the dialogue.
- Monitor the activity around the class and then check Ss' answers.

Answer Key

1 *balloons*
2 *flowers*
3 *witch's hat*
4 *streamers*
5 *paper lanterns/lights*
6 *cake*
7 *balloons*
8 *streamers*
9 *a cake*

- As an extension, ask Ss to take roles and read out the completed dialogue.

1 Aim To analyse a rubric

- Ask Ss to read the rubric and identify the key words.
- Ask Ss to answer the questions. Explain that the key words will help them.
- Check Ss' answers around the class.

Answer Key

1 *A festival I have attended and the preparations and activities*
2 *B, D*
3 *past tenses because the composition is about a description of a festival I attended*

2 Aim To analyse a model article

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

Answer Key

2 *attempt*
3 *arrived*
4 *bought*
5 *carved*
6 *put*
7 *also prepared*
8 *took part*
9 *danced*
10 *lit*
11 *looked*
12 *had*

3 Aim To answer comprehension questions on a model

Read the questions aloud and elicit answers to them from Ss around the class referring back to the model as necessary.

Answer Key

1 *The Keene Pumpkin Festival is a food festival about pumpkins and every year people try to break the record for the largest number of lit pumpkin lanterns.*
2 *People bought pumpkins and carved faces on them and displayed them on a big stand and also prepared a variety of pumpkin dishes.*
3 *The writer took part in a pie eating competition, attended live concerts and danced and had fun and watched a fireworks display.*
4 *The writer thought the festival was amazing, awesome, and thrilling and he/she was sad to leave. He/She can't wait to go again next year.*

4 Aim To present and practise collocations

- Read out the ***Study Skills*** box and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *large*
2 *long*
3 *warm*
4 *ready*
5 *huge*
6 *strong*
7 *scary*

4f

5 a) **To practise using adjectives in descriptions**

- Point out that using a variety of adjectives makes descriptions more interesting to the reader. Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

A 1 *sad*
2 *unforgettable*
3 *friendly*
4 *incredible*

B 1 *yearly*
2 *colourful*
3 *exciting*
4 *huge*
5 *live*

b) **To match extracts to the writer's purpose**

Read the rubric aloud and elicit which extract describes what.

Answer Key

Extract A describes a festival the writer attended.
Extract B describes how a festival is celebrated annually.

6 **To practise error correction**

- Explain the task. Point out that Ss should look for grammar, spelling and punctuation mistakes.
- Give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

1 *rio carnival – Rio Carnival*
2 *started – start*
3 *designed – design*
4 *there – their*
5 *samba – Samba*

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

Read the rubric aloud and elicit the key words from Ss around the class.

Answer Key

Key words: *Your teacher, a description of an interesting festival, your country, you attended, 120-180 words.*

b) **To make notes in preparation for a writing task**

- Ask Ss to write the headings in their notebooks and make notes under them about a festival in their country that they have attended. Elicit answers and write them on the board.
- Then ask Ss to read the ***Useful Language*** box and use some of the phrases with their notes to make sentences.
- Elicit example sentences from various Ss around the class.

Suggested Answer Key

Name: *La Tomatina*
Date/Place: *August, Buñol, Valencia*
Preparations: *shopkeepers covered their shop windows with plastic, trucks delivered loads of tomatoes into town centre, people greased a wooden pole and tied a ham to the top, people had a paella cooking competition*
Events during the festival: *someone climbed up pole and got ham – then tomato fight began, went to music concerts, parades, watched fireworks displays*
Feelings/Comments: *incredible festival, great time*

Suggested Answer Key

La Tomatina is held every August in Buñol, Valencia.
The preparations started the day before when shopkeepers covered their shop windows with plastic. They also held a paella cooking competition the night before.
On the actual day, trucks delivered loads of tomatoes into the town centre.
There were also music concerts, parades and dancing.
In the evening, people watched fireworks displays.
It was an incredible festival.

8 **To write a description of a celebration**

- Refer Ss to the ***Writing Bank*** for more information. Give Ss time to complete the task using the ***Useful Language*** box and their answers from Ex. 7b.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last year I went to La Tomatina. It is held every August in Buñol, Valencia. It is a unique festival that ends with a huge tomato fight.
The preparations started the day before when shopkeepers covered their shop windows with plastic. Some people greased a wooden pole and tied a ham to the top. They also held a paella cooking competition the night before.
On the actual day, trucks delivered loads of tomatoes into the town centre. Someone climbed up the pole and got the ham. Once they got it – the tomato fight began. The fight lasted for an hour and then the water trucks hosed the streets down. After that we went to music concerts and watched parades. In the evening, we watched amazing fireworks displays.
It was an incredible festival. Everyone had a great time.

1 **To read for cohesion and coherence**

- Give Ss time to read the text and think of a suitable word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

1 *those*
2 *known*
3 *Although*
4 *as*
5 *over*
6 *much*
7 *every*
8 *lots*
9 *is*
10 *for*
11 *all*
12 *at*

2 **To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1 *incredibly*
2 *densely*
3 *popularity*
4 *encourages*
5 *freedom*
6 *interesting*
7 *adventurous*
8 *amazing*
9 *challenging*
10 *experiences*

3 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 *give us a lift*
2 *seen Sarah since her wedding*
3 *do you fancy going*
4 *such a good concert*
5 *case you are asked to*
6 *more than three years since*
7 *costume made Sonia*
8 *would not be his fault*

4

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words.

Answer Key

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

number (C n): *a symbol of an amount*
volume (C n): *the whole amount of sth*
quantity (C n): *an amount*
load (C n): *a large quantity of sth that is carried*
amusement (U n): *entertainment*
pleasure (U n): *satisfaction; enjoyment*
exception (U n): *exclusion*
alteration (C n): *a change*
distinction (C n): *a difference between two things*
exclusion (U n): *omission*
show (v): *to display; to present*
be accustomed to (v): *to be used to sth*
be exposed to (v): *to experience sth new*
be acquainted with (v): *to be familiar with sb/sth*
catch (v): *to capture*
hold (v): *to keep sb/sth prisoner*
hide (v): *to conceal*
trap (v): *to prevent sb/sth from escaping*
process (v): *to deal with sth (information, documents) in an official way*
progress (v): *to improve; to develop*
programme (v): *to arrange sth according to a plan or schedule*
better (adj): *(comparative of 'good') more desirable; more effective*
higher (adj): *(comparative of 'high') of a better quality*
superior (adj): *better than other things; higher in rank*
greater (adj): *(comparative form of 'great') larger in amount or degree*
awake (adj): *not sleeping*
aware of (adj): *conscious of*
alert (adj): *watchful; attentive*
attentive (adj): *paying close attention to*
pitch (C n): *an area of ground where football, rugby, etc are played*
stadium (C n): *a large open area used for playing and watching sports*
court (C n): *an area for playing sports like basketball and tennis*
course (C n): *an area used for horse races and playing golf*
wavy (adj): *(of water) having many waves*
uneven (adj): *(of a surface) bumpy*
fierce (adj): *powerful and violent*
rough (adj): *(of the sea) having many large waves*
entrant (C n): *a participant or contestant*
employer (C n): *the person or organisation one works for; the boss*
employee (C n): *sb who is paid to work for a person or an organisation; a worker*
candidate (C n): *sb who is running in an election; sb who is applying for a job; an applicant*
letter (C n): *a written message on paper that you send to sb usually by post*
form (C n): *a document with spaces for you to write information in*
paper (U n): *material used for writing on or wrapping things*
document (C n): *an official piece of paper with information on it*

1 **To consolidate vocabulary from the module**

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

Answer Key

1 *stuffed*
2 *full*
3 *packed*
4 *crowded*
5 *hope*
6 *anticipation*
7 *expectation*
8 *suspense*
9 *ceased*
10 *finalised*
11 *concluded*
12 *complete*
13 *fasten*
14 *attaching*
15 *linked*
16 *connect*

stuffed with (adj): *filled with sth*
full of (adj): *containing a lot of things or people*
packed with (adj): *overcrowded*
crowded (adj): *full of people*
in anticipation of (phr): *feeling excited about sth which is going to happen*
expectation (n): *expecting good things to happen in the future*
hope (n): *a positive feeling about the future*
suspense (n): *a state of excitement or anxiety*
finalise (v): *to make a final and certain decision about a plan, date etc*
complete (v): *to finish sth and make it whole*
conclude (v): *to end sth by doing or saying one last thing*
cease (v): *to stop*
link (v): *to relate to sth; to join two things*
fasten (v): *to close or fix sth together*
attach (v): *to add sth to sth else*
connect (v): *to join two or more things together*

2 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *off*
2 *up*
3 *on*
4 *up*
5 *out*
6 *in*
7 *to*
8 *up*
9 *in*
10 *up for*

3 **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1 *amazing*
2 *colourful*
3 *speechless*
4 *beautiful*
5 *different*
6 *invention*
7 *totally*
8 *useless*
9 *cheerful*
10 *manager*
11 *helpful*

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task. Allow Ss some time to complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 *is*
2 *most (superlative)*
3 *takes (phrase)*
4 *on (on + date)*
5 *light (phr)*
6 *dress (phr v)*
7 *on (play trick on)*
8 *which (relative)*
9 *all (= the whole)*
10 *the (superlative)*
11 *starts*
12 *until (prep of duration)*
13 *way (phr)*

4

1 **To read for specific information**

- Give Ss time to read the text and choose the correct answers.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 D (ℓ. 3)
2 C (ℓ. 7-8)
3 D (ℓ. 17-18)
4 B (ℓ. 21-26)
5 D (ℓ. 34)
6 B (ℓ. 37)
7 B (ℓ. 37-40)
8 B (ℓ. 50-53)

2 Aim To revise everyday English expressions

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

Answer Key

1 a 2 a 3 b 4 a

3 Aim To listen for specific information

- Explain the task and ask Ss to read the sentences 1-8.
- Play the recording. Ss listen and complete the statements accordingly.
- Check Ss' answers.

Answer Key

1 to Edinburgh in Scotland
2 the Arts
3 three weeks
4 amazing
5 twice
6 hilarious
7 stomach ache
8 nothing much

4 Aim To consolidate vocabulary from the module

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

Answer Key

1 bonfire
2 spirits
3 let off
4 procession
5 honour
6 perform
7 throw
8 floats
9 symbol
10 applause

5 Aim To revise relative clauses

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

Answer Key

1 where
2 whose
3 who
4 which
5 which
6 when
7 who
8 who

6 Aim To practise comparatives/superlatives

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

Answer Key

1 taller
2 the most colourful
3 tastier
4 better
5 the oldest
6 as clever
7 the most amazing
8 more exciting

7 Aim To write a description of a festival

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

Suggested Answer Key

New Year is an annual celebration on 31st December all over the world. Last year, I went to Scotland to celebrate New Year, which the Scottish people call Hogmanay, with my aunt.
Preparations started a day or two before when my aunt made lots of food for her guests. We all helped clean the house and decorated it with colourful balloons and streamers.
On the actual day, the celebration began at midnight when everyone kissed each other and sang Auld Lang Syne. Then friends and relatives visited and we all ate lots of food and had a big party. The first guest to enter the house was male and dark-haired and stepped into the house with his right foot to bring good luck to the house for the rest of the year. We also watched a fantastic fireworks display.
Hogmanay is a great way to bring in the New Year. Everyone had a fantastic time. I can't wait for next year!

5

Module Objectives

Read the title of the module *Crime* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 **To introduce new vocabulary**

- Direct Ss' attention to the headlines and then read out the words in the list.
- Give Ss time to complete the headlines and then check Ss' answers.
- Elicit which headline (A-F) matches which crime (1-6).

Answer Key

A *flees*	C *robbed*	E *hostage*
B *steals*	D *hurt*	F *pay*

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

2 **To introduce new vocabulary in context and match texts to headlines**

- Go through the words listed before each text A-B and explain/elicit their meanings or Ss may look them up in their dictionaries or the ***Word List***.
- Give Ss time to read the texts A-B and complete the descriptions with the words provided.
- Check Ss' answers around the class.

Answer Key

A 1 *broke* 3 *escaped*
2 *stole* 4 *caught*

Matches headline C

B 1 *missing* 3 *showed*
2 *broken* 4 *masked*

Matches headline B

Check Ss' translations.

3 **To talk about crimes**

- Ask Ss to work in closed pairs. Give Ss time to write a few sentences describing what happened in each crime in the headlines in Ex. 1. Encourage Ss to use their imagination and elaborate as much as possible.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

A *A masked gunman entered the Midtown Bank in Blackley on Monday morning. After ordering terrified customers to lie on the floor he forced the bank tellers to hand over all available cash. Despite the silent alarm being tripped, the gunman escaped with several thousand pounds before the police arrived.*

B *A gang of thieves broke into an art gallery in the centre of London late last night. When the alarm sounded the thieves had already managed to run away with one of Picasso's most valuable paintings.*

C *A very famous actress pressed charges against two photographers for violating privacy and trespassing. According to the actress it isn't the first time that pictures of the actress's house have been sold to lifestyle magazines for a large sum of money.*

D *A seventy-year old man was walking his dog in Hyde Park last night when he was attacked by a mugger. The mugger seriously injured the pensioner and sent him to hospital for £14.00.*

E *Early this morning as Jake Smith, son of millionaire Edward Smith, was waiting for the school bus a van pulled up next to him. The boy was held hostage in a small cabin in the countryside. The leader of a terrorist group called the boy's father and demanded £1 million ransom to release the boy.*

F *Due to repeated instances of graffiti at Blackhill Secondary School, the board of governors have made a startling decision. They will charge the parents of students at the school for the cost of removing the graffiti in the hope that vandalism will stop.*

4 **To describe a photograph**

- Give Ss some time to study the picture and write a number of sentences describing it.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

A masked man is outside the window of someone's house. In his hand he's carrying some kind of tool to break into the house through the window. He must be a burglar. He is wearing a mask and black clothes and he is carrying a bag.

5 Check Ss' translations.

5a

1 **To introduce the topic**

Read out the questions in the rubric and elicit answers from Ss around the class.

Suggested Answer Key

I like watching crime drama series such as CSI *and* Law and Order.

2 **To prepare for a reading task**

- Refer Ss to the ***Word List*** and give them time to look up the meanings of the words/phrases given.
- Elicit what a forensic photographer does (photographs crime scenes).
- Then ask various Ss around the class to say how they are related to a forensic photographer.

Suggested Answer Key

I think the words/phrases relate to the work a forensic photographer does.

The author's intention is to explain facts and give information about the forensic photographer's job.

3 **To predict the content of the text**

- Read out the ***Study Skills*** box.
- Ask Ss to read the first sentence in each paragraph and then elicit what each paragraph is about from various Ss around the class.

Answer Key

Para A is about how a forensic photographer can show what really happened in a crime, accident or other incident.
Para B is about the working day of a forensic photographer.
Para C is about the details of how he takes his photographs.
Para D is about how and why he chose this career.
Para E is about the opportunities available for a career in forensic photography.

From p. 71(T) –

Suggested Answer Key

A: What is it really like to work in forensics?
B: I see forensic photography as a way to show the truth and document a crime scene far better than anyone could describe it in court.
A: Is it like we see on crime drama series like CSI*?*
B: It isn't always the way it appears on TV. I don't only deal with murder cases. During the course of a day I could be photographing anything from the scene of a robbery, a recovered stolen car, a burnt out house or a fatal road accident.
A: What are your working hours?
B: I usually work from 8 until 4 every weekday, but I'm on call 7 days a week.
A: How do you know which crime scene to go to?
B: The office-in-charge briefs me on the crime before I begin my work at the scene. All the evidence must be photographed before police officers can take it away. If it's a murder investigation, I also photograph the victim before the body is removed by the medical examiner.
A: How exactly do you photograph a crime scene?
B: I start by illuminating the scene with key lights and usually I use a flash. If I'm photographing a room, I work with a wide angle lens on my camera to take an overall view from each corner and also from overhead. Then, using a zoom lens, I focus on individual details in context. Finally, I take close-up images of key pieces of evidence. Each photograph gets listed in a photo log which includes a description of the object and the time and date the photo was taken.
A: What made you want to be a forensic photographer?
B: I was inspired to follow this career because of my interest in photography.
A: What do you need to become a forensic photographer?
B: A clear eye is always required as it is a very tough job.
A: What do you mean?
B: I must be as detached as possible from what I witness. This job can have an emotional impact so the photographers on our team are encouraged to talk to a psychologist every three months.
A: What advice would you give to someone who wanted to get into forensic photography?
B: Anyone who's interested in forensics must have had previous experience as a police officer. If you can stay calm and focused while dealing with crime cases this could be a job to consider. You never get bored.

From p. 71(T) –

Suggested Answer Key

I start work at 8. I find out what the incidents I need to cover are and get briefed on the crime before I begin my work at the scene. I photograph all the evidence and then go to the next crime scene. I see terrible things, but I try to stay detached.
I don't think this job matches my personality because I am quite sensitive and I wouldn't be able to stay detached if I saw something upsetting.

5a

4 a) **To read for specific information**

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

Answer Key

1 B (ℓ. 9-10)
2 A (ℓ. 14)
3 A (ℓ. 17-19)
4 B (ℓ. 27-29)
5 A (ℓ. 35)
6 A (ℓ. 36-37)
7 C (ℓ. 40-43)
8 A (ℓ. 50-52)

- 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

hold a fascination (phr): *to be very interesting to sb*
public (n): *the general public, people in general*
clue (n): *a hint*
crime scene (n): *the place where a crime took place*
deal with (v): *to handle a situation/problem*
course of a day (phr): *a period of 24 hours*
fatal (adj): *deadly*
gather (v): *to collect*
officer-in-charge (n): *the highest ranking police officer in a certain situation*
brief (v): *to give sb all the necessary information in an official capacity*
evidence (n): *proof*
victim (n): *a person who suffered a crime/injury/death*
aid (v): *to help*
illuminate the scene (phr): *to shine light on the place where sth happened*
wide angle lens (n): *a lens that can be attached to a camera to make the picture wider*
overall view (phr): *a complete picture of sth*
crucial (adj): *vital; very important*
detached (adj): *remaining unemotional about sth*
stay focused (phr): *to keep your concentration on what is happening*

b) Answer Key: *The style is informal. Use of first person (I). Use of abbreviations.*

5 **To answer questions on a text**

- Give Ss time to read the text again and answer the questions in their own words without copying the information straight from the text.
- Check Ss' answers around the class.

Suggested Answer Key

1 *He thinks that a photograph is much better at showing what has happened at a crime scene than someone trying to describe the scene in words.*
2 *It can affect people emotionally because they have to witness very distressing scenes from murders, accidents and other incidents.*
3 *The person who wants to do this job would need to be the kind of person who can remain calm under pressure and be able to deal with the unexpected.*

6 a) **To consolidate new vocabulary through antonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their antonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

not exact ≠ accurate
underneath ≠ overhead
easy ≠ tough
uneasy ≠ calm

b) **To consolidate new vocabulary**

Give Ss time to guess the meaning of the highlighted words in the text in context. Elicit explanations from various Ss around the class.

Answer Key

clues (n): *hints*
fatal (adj): *deadly*
on call (phr): *available to work immediately*
gathered (pp): *collected in one place*
aid (n): *help*
visible (adj): *able to be seen*
accurate (adj): *precise; truthful*
focus on (v): *concentrate on*
discarded (adj): *thrown away*
crucial (adj): *vital; very important*
evidence (n): *proof*
witness (v): *to see sth happen*
impact (n): *effect*
unpredictable (adj): *changeable; unexpected*

Suggested Polish equivalents – See p. 73(T)

To paraphrase a text in interview style

- Explain the task and ask Ss to work in pairs, take roles of an interviewer and Robert Mars.
- Explain that the S in the role of the interviewer must think of questions which the other S can answer using the information in the text. Elicit possible questions to help Ss (e.g. What does your job involve? What do you do at work? etc).
- Ss complete the task in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interview in front of the class.

Suggested Answer Key – See p. 70(T)

To write about a day in the life of a forensic photographer

- Give Ss time to think about what they will write in answer to the questions in the rubric.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key – See p. 70(T)

1 **To consolidate vocabulary from a text**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- As an extension ask Ss to make sentences using the other options.

Answer Key

1 *scene*	5 *charge*
2 *cases*	6 *evidence*
3 *recover, stolen*	7 *discard*
4 *hurt, accident*	8 *impact*

Suggested Answer Key

1 *Parents shouldn't* ***let*** *their children stay out* ***of sight****.*
2 *Friends should support each other in good and bad* ***situations****.*
3 *They are hoping the victim will regain* ***consciousness*** *after being* ***robbed*** *and badly injured.*
4 *During a natural disaster many people get* ***wounded****.*
5 *Police officers on* ***duty*** *must wear uniforms.*
6 *His poor grades were an* ***indication*** *that he wasn't studying hard enough.*
7 *I am very busy tonight, I will have to* ***reject*** *your offer.*
8 *The new medication had some side* ***effects*** *on him.*

2 **To practise prepositional phrases**

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

Answer Key

1 *with, in*	3 *on*
2 *on, on*	4 *in*

3 **To consolidate vocabulary from a text**

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

Answer Key

1 *witness to*	3 *stand*	5 *victim*
2 *proof*	4 *on call*	6 *key*

4 a) **To present topic-related vocabulary**

- Ask Ss to study the text to get to know what it is about. Elicit who is it for (people living in Westville Police) and why (to warn people about burglaries and attacks and how to be protected from burglars). Explain the task.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers.

Answer Key

1 *reason*	6 *sure*	11 *makes*
2 *warning*	7 *install*	12 *report*
3 *precautions*	8 *ask*	13 *involved*
4 *victim*	9 *tool*	
5 *Make*	10 *deterred*	

b) *Ss' own answers.*

5 a) **To categorise vocabulary and expand a vocabulary area**

- Ask Ss to copy the table into their notebooks.
- Give Ss time to complete the table using their dictionaries to check.
- Check Ss' answers on the board.

Answer Key

Crime	Criminal	Verb
1) kidnapping		*2) kidnap (sb)*
	3) shoplifter	
	4) pickpocket	
5) burglary		
	6) mugger	
	7) robber	

b) **To practise new vocabulary**

- Explain the task and read out the example.
- Give Ss time to write sentences.
- Check Ss' answers around the class.

Suggested Answer Key

A kidnapper is someone who kidnaps somebody in other words takes someone hostage and demands money for their release.
A shoplifter is someone who shoplifts or steals from a shop.
A pickpocket is someone who picks somebody's pocket or steals somebody's wallet/purse.
A mugger is someone who mugs somebody in the street.
A robber is someone who robs a bank.
A thief is someone who steals something.

- Elicit the L1 equivalents for the words in the table from Ss around the class.

(Ss' own answers)

Suggested Polish equivalents – See p. 73(T)

5b

6 **To practice vocabulary related to crime**

- Explain the task.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers.

Answer Key

1 *court*
2 *found guilty*
3 *crime*
4 *sentence*
5 *innocent*
6 *verdict*
7 *weapon*
8 *attempting*
9 *escape*
10 *get away with*
11 *caught*
12 *accused*
13 *break into*

7 **To practise vocabulary related to crime**

- Explain the task.
- Give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.

Answer Key

1 *scene*
2 *break*
3 *offence*
4 *press, warning*
5 *armed*

8 **To practise verbs related to crime**

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

Answer Key

1 *took*
2 *go*
3 *paid*
4 *spend*
5 *committed*
6 *reached*

9 **To practise vocabulary related to crime**

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

Answer Key

1 *suspected*
2 *evidence*
3 *arrested*
4 *breaking*
5 *accused*
6 *guilty*
7 *convicted*
8 *sentenced*

10 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 *with*
2 *in*
3 *before*
4 *of*
5 *in*
6 *to*
7 *under*

11 **To present phrasal verbs with *break***

- Explain the task and direct Ss' attention to the phrasal verbs with *break* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 *down*
2 *into*
3 *out*
4 *out*

12 **To learn/practise forming words with prefixes to express opposite meaning**

- Read the theory aloud.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 *inability*
2 *incompetent*
3 *impractical*
4 *inaccurate*
5 *unconscious*
6 *irrelevant*
7 *illegal*

From p. 71(T)

Suggested Polish equivalents:

clues = wskazówki, tropy
fatal = śmiertelny
(to be) on call = dyżurować pod telefonem
gathered = zebrany, zgromadzony
aid = pomagać, wspierać
visible = widoczny; namacalny
accurate = dokładny, precyzyjny
focus on = skupić się na
discarded = wyrzucony; usunięty
crucial = zasadniczy; decydujący, rozstrzygający
evidence = dowody
witness = być świadkiem (czegoś)
impact = wpływ
unpredictable = nieprzewidywalny

From p. 72(T)

Suggested Polish equivalents:

kidnapper = porywacz
shoplifter = złodziej sklepowy
pickpocket = kieszonkowiec
burglar = włamywacz
mugger = bandyta (uliczny)
robber = złodziej, rabuś
bank robber = bandyta napadający na banki
thief = złodziej

1 **To present/revise the passive**

- Explain the task and give Ss time to identify the passive tenses in bold.
- Check Ss' answers. Elicit how it is formed (*to be* + p.p. of the main verb) and when we use it (when the action is more important than the person who did it).

Answer Key

are called – present simple
will be led – future simple
can be fined – present modal
will be asked – future simple passive
may be asked – future modal

2 a) **To present changing the active to the passive**

- Ask Ss to study the table and read out the example sentences.
- Elicit the difference between a passive sentence and an active sentence.
- Elicit which word is used to introduce the agent (*by*).
- Refer Ss to the ***Grammar Reference*** section on p. 157 (GR8) for more information.

Suggested Answer Key

An active sentence follows the pattern of subject – verb – object while a passive sentence is subject – verb – agent. The object of the active sentence becomes the subject of the passive sentence. The verb of the active sentence takes on a passive form. The subject of the active sentence becomes the agent of the passive preceded by 'by' or it can also be omitted completely if the agent is unimportant or unknown.

Elicit similarities and/or differences in Ss' L1.

b) **To consolidate comprehension of the passive**

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

Answer Key

1 subject *2 tense* *3 agent*

3 **To practise the passive**

- Explain the task and read out the example.
- Give Ss time to rewrite the sentences in the passive.
- Remind Ss that the verb tense should not change and refer them to the table in Ex. 2a.
- Check Ss' answers.

Answer Key

2 The case hasn't been solved yet.
3 An announcement is going to be made later.
4 The tyres on the van were slashed.
5 The report is being typed now.
6 Her emails will be checked to see if something can be found.
7 The windows had been smashed before we got there.
8 The burglary must be reported immediately.

4 **To practise the passive and *with/by***

- Read out the theory box and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 by *3 with* *5 by*
2 with *4 by*

5 **To practise the passive**

- Read the headlines 1-5 aloud and give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 The high street will be patrolled from midnight to 4 am.
2 A woman is/has been accused of burglary.
3 A new law orders that all office buildings must/ have to be fitted with smoke detectors.
4 The graffiti is cleaned from the park gates by teen volunteers.
5 400 tourists are mugged in the town centre every summer.

- Do headline 1 with Ss. Ask Ss to identify the S (Police), V (to patrol), O (High Street). Point out that headlines do not contain full tenses. Ask Ss what tense should be normally used for *to patrol* (future = will patrol). Ask Ss to form the passive sentence. The High Street will be patrolled (by the police) from midnight to 4 am.
- Go through the rest of the headlines and ask Ss to identify the tenses in each headline (2 is accused/has accused; 3 must be fitted; 4 clean; 5 are mugged).

5c

6 **To practise the passive**

- Explain the task. Go through the text with Ss and ask them to find the verbs which have a S and O and can be rewritten in the passive: *broke into, stole, seeing, arrested, charged, will try, might send, did ... find*); point out that the last sentence can't be changed into the passive as the O is related to the S. If Ss wish to change this sentence into the passive then, they will have to use *using* in the past simple. Give Ss time to rewrite the article using the passive.
- Check Ss' answers. Help Ss with the last sentence if necessary.

Answer Key

Mr Smith's house ***was broken*** *into by a 20-year-old student last Wednesday. i 1,000 and two rings* ***were stolen****. He escaped without* ***being seen*** *by anyone. He* ***was arrested*** *by the police two hours later. He* ***was charged*** *with burglary. He* ***will be tried*** *by a jury next week. He* ***might be sent*** *to prison for up to ten years. How* ***was he found*** *by the police? Well, the Smith's computer was used to check his Facebook account, but he forgot to log out before he left.*

7 **To present the causative**

- Read out the examples and the theory box and explain/elicit that the causative is used to say when sb does sth for us rather than when we do sth for ourselves.
- Explain how we form the causative (*have + object/thing + past participle*) and then elicit an answer to the question in the rubric.
- Refer Ss to the ***Grammar Reference*** section on p. 158 (GR9) for more information.

Answer Key

Sentence 2 suggests that someone else is doing something for Peter.

8 **To practise the causative**

- Explain the task. Ask Ss to identify the tenses in sentences 1-5, then find the person who has arranged for someone else to do sth for them. Do item 1 with Ss. Give Ss time to complete it.
- Check Ss' answers.

Answer Key

1 *I am going to have a security camera installed.*
2 *Mary has her post and newspapers collected by her neighbour whenever she's away.*
3 *The detective will have fingerprints taken from the crime scene by an expert.*
4 *The president has his family protected by body guards.*
5 *I have had my wallet stolen by a pickpocket.*

9 **To present clauses of result**

- Read out the examples in the table.
- Explain that clauses of result show the consequences/results of an action.
- Refer Ss to the ***Grammar Reference*** section on p. 158 (GR9) for more information.
- Elicit which words in the examples introduce clauses of result.

Answer Key

As a result, Therefore, Consequently, As a consequence, such a (noun) that, so (adj) that

10 **To practise clauses of result**

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

Answer Key

1 so 2 such 3 so 4 such 5 so

11 **To practise clauses of result**

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

Answer Key

1 *Students have fire drills twice a month. As a result, they are better prepared in case of a fire.*
2 *Guards have been hired to watch out for shoplifters. As a result, fewer products are stolen.*
3 *Lots of bins have been put in the park. Therefore, there is far less litter.*
4 *He broke the law. Consequently, he was sent to prison.*

12 **To practise key word transformations**

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

Answer Key

1 *was installed in Jenny's home*
2 *were taken to the station*
3 *had a burglar alarm fitted*
4 *will have her valuables insured*
5 *were broken into*

13 **To consolidate grammar structures**

- Give Ss a few minutes to revise the grammar structures in 5c and write sentences in pairs.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

When criminals are caught by the police they are arrested.
The bank was blown up with explosives.
The fire was started by a teenager.
Lyn had her car stolen last night.
People install burglar alarms. As a result, burglars are deterred.
He was so shocked by the attack that he couldn't say a word.
It was such a valuable painting that they insured it for £1,000,000.

5d

1 a) **To introduce the topic**

Read the rubric aloud and elicit answers to the questions from Ss around the class.

Answer Key

a – the ambulance service (ambulance)
b – the fire service (fire brigade)
c – the police (police)

b) **To personalise the topic**

Elicit answers to the questions from Ss around the class.

(Ss' own answers)

Suggested Answer Key

I would call the fire service in the case of a fire.
I would call the police in the case of a crime.
I would call the ambulance service in the case of an accident where someone was injured.

2 a) **To listen for specific information**

- Ask Ss to read the items 1-8.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 ✓	*3* ✓	*5* ✓	*7* ✓
2 ✓	*4* –	*6* –	*8* ✓

The caller is reporting a fire.

b) *The dialogue is formal. It has impersonal objective tone, longer complex sentences. Use of passive voice.*

3 **To listen for specific information**

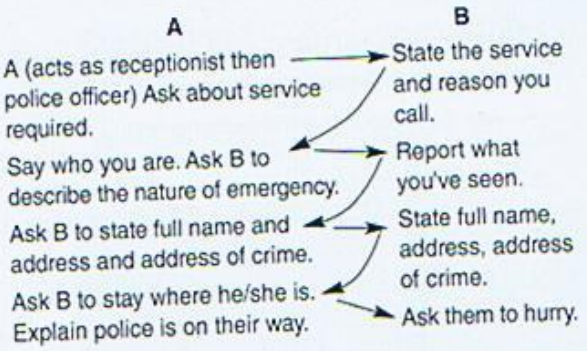
- Ask Ss to read the sentence stubs 1-5.
- Play the recording. Ss listen and complete the sentences.
- Check Ss' answers.

Answer Key

1 the fire service	*4 is in the house*
2 kitchen	*5 leave his house*
3 24, Baker Road	

4 **To role play a situational dialogue**

- Explain the task and ask Ss to work in pairs and role play their dialogues.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: Emergency services. Which service do you require?
B: The police. I'd like to report a break-in.
A: This is the police. Please state the nature of the emergency.
B: Yes, I'd like to report a break-in. I've just seen two masked men entering my neighbour's home and I know they're on holiday.
A: Please state your name and address clearly and the address of the crime.
B: Yes, my name is George Gregson and I live at 5, Brook Street. The address for the burglary is 3, Brook Street.
A: Mr Gregson. I want you to remain in your house. The police are on the way. They will be there very shortly.
B: OK. Please hurry!

5 a) **To prepare for a listening task**

- Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.
- Explain that this will help them to get an idea of what they are going to listen to.

b) **To listen for key information**

- Play the recording. Ss listen and complete the task.
- Play the recording again with pauses so that Ss can check their answers.

Answer Key

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

6 **To learn and practise intonation in echo questions**

- Play the recording with pauses for Ss to repeat chorally or individually.
- Explain that in echo questions we use a rising intonation at the end and put extra stress on the question word at the end.
- Check Ss' intonation by asking Ss to read out the exchanges in open pairs.

5e

1 **To predict the content of a dialogue and listen for specific information**

- Ask Ss to reads the first exchange in the dialogue.
- Elicit Ss guesses to the questions in the rubric.
- Play the recording.
- Ss listen and follow the dialogue in their books and find out.

Answer Key

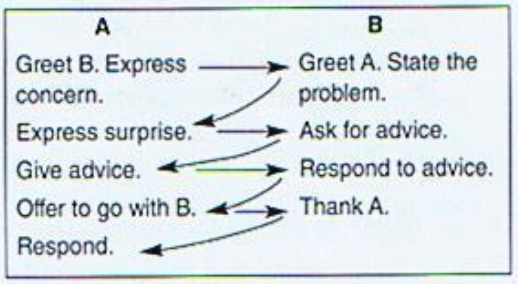
His locker has been broken into and eggs smashed on his books. Lucy advises him to report it to the headteacher.

2 **To role play a dialogue**

Ss in pairs take roles and act out the dialogue.

3 **To practise expressing concern and asking/giving responding to advice**

- Direct Ss to the useful language tables and explain the situation.
- Ss then work in pairs, take roles and act out a dialogue similar to the one in Ex. 1 for the situation presented.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: Hi, Sara? What's wrong?
B: Hi Tanya. My purse was stolen from my bag in the school canteen.
A: That's terrible!
B: What am I supposed to do?
A: I think you should definitely report it to the headteacher immediately.
B: I think you're right. I'll talk to the headteacher.
A: Why don't you let me come with you? We'll tell him together.
B: Thanks Tanya.
A: No problem. Let's go.

4 **To read for cohesion and coherence and to listen for confirmation**

- Explain that Ss will read a text that compares and contrasts the two pictures and must complete the gaps with appropriate words.
- Give Ss time to complete the task in closed pairs.
- Play the recording. Ss listen and check their answers.

Answer Key

1 wearing	*4 Both*	*7 as*
2 second	*5 whereas*	
3 dressed	*6 because*	

5 **To compare and contrast two pictures**

- Direct Ss' attention to the pictures and explain the task.
- Ss complete the task in pairs using the ***Useful Language*** box and the text in Ex. 4 as a model.
- Monitor the activity around the class and then elicit a variety of statements from Ss around the class comparing and contrasting the jobs in the pictures.

Suggested Answer Key

The first picture shows a security guard. He is approaching a man in a hooded top with his hand up to stop the man. He is wearing an orange vest. Behind him there is a barrier with a stop sign on it. I think he is on duty at the entrance to a private property. In the second picture, I can see a man in court. I think he is a lawyer. He is wearing a suit and a bow tie. Both pictures show people who work in public service. A security guard helps to prevent crime and protect property and works outside. In contrast, a lawyer prosecutes criminals or defends innocent people accused of crimes in a courtroom. A security guard helps to prevent a crime whereas a lawyer deals with the after-effects of a crime. Both of them have a great deal of responsibility in society.

1 **To analyse a rubric**

- Ask Ss to read the rubric and elicit what they think the key words are and ask them to underline them.
- Then elicit answers to the questions 1-4 from Ss around the class.

Answer Key

Key words: *environmental club, how to make your neighbourhood a safe place to live, write a report for president of club, suggesting ways, with reasons/ examples, 120-180 words*

1 *ways to make my neighbourhood a safe place to live*
2 *the president of the environmental club*
3 *my suggestions with reasons/examples*
4 *formal style*

2 **To analyse a model report and match headings to paragraphs**

- Give Ss time to read the model and the headings and match them correctly.
- Check Ss' answers.

Answer Key

1 D 2 E 3 A 4 C 5 B

3 a) **To practise using linkers**

- Go through the linkers in the list and then give Ss time to use them to complete the sentences 1-6.
- Check Ss' answers around the class.

Answer Key

1 *In this way, and*
2 *such as, In addition*
3 *Instead*
4 *However*
5 *due to, Therefore*
6 *since*

b) **To match extracts to headings**

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

Answer Key

1 C 2 A

5f

4 **To practise formal style**

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

Answer Key

A 1 The aim of this report is
2 tackle

B 1 All in all
2 of great benefit to
3 I firmly believe
4 be effective

5 a) **To analyse a rubric and prepare for a writing task**

Ask Ss to read the rubric.

b) **To match suggestions to reasons/ examples**

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

Answer Key

1 C 2 A 3 B

c) **To write full paragraphs**

- Explain the task and give Ss time to complete it using the useful language box to help them.
- Check Ss' answers.

Answer Key

1 One possibility is to step up security. Staff could guard entry points and patrol school grounds regularly. As a result, this will help keep unauthorised visitors out.
2 It would be a good idea to set up telephone help lines. By doing this, students can speak to someone in confidence. As a result, they will receive advice, for example, about what to do if they are being bullied.
3 A further consideration would be to organise school safety talks. Experts can explain how to deal with aggression and bullying. This way students can be prepared if they are in a threatening situation.

6 a) **To list suggestions under headings**

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

Answer Key

EFFECTIVE COMMUNICATION
It would be a good idea to set up telephone help lines. By doing this, students can speak to someone in confidence. As a result, they will receive advice, for example, about what to do if they are being bullied.

AVAILABILITY OF INFORMATION
A further consideration would be to organise school safety talks. Experts can explain how to deal with aggression and bullying. This way students can be prepared if they are in a threatening situation.

CREATE A SUPPORTIVE ENVIRONMENT
One possibility is to step up security. Staff could guard entry points and patrol school grounds regularly. As a result, this will help keep unauthorised visitors out.

b) **To write a report**

- Give Ss time to use their answers from Exs 5 and 6a to write their report. Remind Ss to follow the plan.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

INTRODUCTION
The purpose of this report is to suggest ways that we can make schools safer for their students.

EFFECTIVE COMMUNICATION
It would be a good idea to set up telephone help lines. By doing this, students can speak to someone in confidence. As a result, they will receive advice, for example, about what to do if they are being bullied.

AVAILABILITY OF INFORMATION
A further consideration would be to organise school safety talks. Experts can explain how to deal with aggression and bullying. This way students can be prepared if they are in a threatening situation.

CREATE A SUPPORTIVE ENVIRONMENT
One possibility is to step up security. Staff could guard entry points and patrol school grounds regularly. As a result, this will help keep unauthorised visitors out.

CONCLUSION
All in all, there are a number of ways that our schools can be made safer. I believe that if the above suggestions are adopted, security in schools will be vastly improved.

1 **To read for lexico-grammatical correctness**

- Ask Ss to read the 4-word-options 1-12 and then give Ss time to read the text and choose the correct word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

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

The author's intention is to explain facts about CCTV Cameras.

2 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers on the board.

Answer Key

1 *had there been*
2 *are not as high*
3 *whose wallet that*
4 *to have a job*
5 *was being driven by*
6 *get the fire under control*
7 *must have been lying*
8 *advisable to leave*

3 **To practise word formation**

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

Answer Key

1 *unreliable*
2 *attention*
3 *valuable*
4 *introduction*
5 *irresponsible*

5

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words.

Answer Key

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

go up (phr v): *to move upwards; to rise*
ascend (v): *to move up or to a higher position*
board a plane/train/ship/bus (phr): *to get on a means of transport*
get up (phr v): *to stand up; to get out of bed*
category (C n): *a group of people or things of a similar type*
division (C n): *a major section of an organisation or government*
wing (C n): *a part of a large building joined to the main part*
branch (C n): *one of several offices of a company operating locally*
appeal to sb for sth (v): *to request sth from sb*
address an issue/a problem (phr): *deal with*
submit an application/ plan (phr): *to formally give a document to sb*
propose (v): *to suggest a plan or action*
consent to (v): *to give permission for sth to happen*
conclude (v): *to draw or come to a conclusion*
concern (v): *to be about; to be relevant to*
complain about (v): *to express dissatisfaction or annoyance about sb/sth*
personal (adj): *relating to private areas of sb's life*
exclusive (adj): *not divided or shared with others*
private (adj): *not public*
reserved ticket/seat/table/area (phr): *booked; being for a particular person or purpose*
work (v): *to do a job; to be employed*
act (v): *to do sth*
make (v): *to create; to build*
run (v): *to be in charge of*
result (C n): *outcome*
direction (C n): *way*
necessity (C n): *sth you can't do without*
purpose (C n): *aim; reason*
relieved (adj): *no longer feeling anxiety about sth*
pleasant weather/surroundings (phr): *enjoyable; attractive*
ease the stress/pressure (phr): *to improve sth unpleasant*
calmed (adj): *relaxed; not feeling angry, upset or worried*
make a fuss about sth (phr): *to complain angrily about sth unimportant*
make a complaint (phr): *to say that sth is unsatisfactory or unacceptable*
battle (C n): *fight*
have a quarrel with sb (phr): *to have an angry argument or disagreement with sb*
put up with sb (phr v): *to tolerate*
take up a hobby/sport (phr): *to begin sth*
be fed up with (phr v): *annoyed, unhappy, or bored*
be taken aback (phr v): *to be very shocked or surprised*
damage (v): *to harm or break*
wound (v): *to injure sb using a knife or gun*
harm (v): *to physically injure sb*
hurt (v): *to cause pain*
considerably (adv): *a lot*
totally (adv): *completely; absolutely*
vitally important (phr): *in a very important way*
completely (adv): *totally*
outspoken (adj): *expressing an opinion without worrying about what others think*
outright (adj): *clear and certain*
outlying (adj): *being far from a town or a city, a centre; remote*
outgoing (adj): *friendly and sociable*

1 **Aim To consolidate vocabulary from the module**

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

Answer Key

1 *trace*
2 *evidence*
3 *hint*
4 *clues*
5 *delete*
6 *dismissed*
7 *remove*
8 *confiscated*
9 *aims*
10 *concentrate*
11 *focusing*
12 *directed*

clue (n): *a hint*
evidence (n): *proof that sth has happened*
hint (n): *some helpful advice; a tip*
trace (n): *a sign that shows that sb used to be in a place*
remove (v): *to take sth away*
delete (v): *to erase sth*
confiscate (v): *to take sth away from sb as a punishment*
dismiss (v): *to say that a trial/legal case should not continue*
focus on (v): *to concentrate*
concentrate on (v): *to give all your attention to sth*
aim to (v): *to try to achieve sth*
direct attention to (phr): *to concentrate attention on a particular person or thing*

2 **Aim To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *of*
2 *with*
3 *to*
4 *under*
5 *in*
6 *in*
7 *out*
8 *down*
9 *into*

3 **Aim To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 *numerous*
2 *occupants*
3 *vandalism*
4 *dangerous*
5 *fatalities*
6 *inspector*

4 **Aim To form opposites using prefixes**

- Explain the task.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1 *incapable*
2 *disable*
3 *illogical*
4 *immortal*
5 *irresponsible*
6 *unpredictable*
7 *irregular*
8 *dishonest*
9 *injustice*
10 *illegal*
11 *deactivate*
12 *imperfect*
13 *irrelevant*
14 *unsuccessful*

Grammar in Focus

Aim To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 *were committed (past tense – yesterday)*
2 *by (agent)*
3 *in (fall in)*
4 *view (conj - clause of result)*
5 *had been seen (past action that happened before another past action)*
6 *which (relative – think)*
7 *to (hand sth to sb)*
8 *had (past perfect)*
9 *or (either ... or)*
10 *found (active voice)*
11 *in (prep of place)*
12 *was arrested (past passive)*

5

1 a) **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 and choose the correct answers.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 B (ℓ. 2-4)
2 A (ℓ. 8-9)
3 B (ℓ. 17)
4 A (ℓ. 22-24)
5 B (ℓ. 23-24)
6 A (ℓ. 27)

b) **To answer comprehension questions on a text**

- Give Ss time to answer the questions referring back to the text as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

1 He is popular because he is a hero who impresses us with the ways he solves crimes and mysteries.
2 He understood that trace evidence was very important and he used a lot of other methods of gathering evidence that modern forensic scientists use today such as handwriting analysis and fingerprints.

2 **To revise notions/functions**

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

Answer Key

1 b
2 a
3 b
4 b
5 a

3 **To consolidate vocabulary from the module**

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

Answer Key

1 *verdict*
2 *detached*
3 *crucial*
4 *gather*
5 *warned*
6 *accused*
7 *victim*
8 *offence*
9 *sentence*
10 *armed*

4 **To revise the passive**

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

Answer Key

1 *The burglar is being chased by the police.*
2 *The thief was convicted by the jury.*
3 *The painting had been stolen in broad daylight.*
4 *His prison sentence is being served in Scotland.*
5 *The murder will be reported to the police immediately.*
6 *A burglar alarm must be installed as soon as possible.*
7 *The graffiti is going to be cleaned off the walls by the boys.*
8 *A neighbourhood watch scheme is being organised.*
9 *CCTV cameras have been installed in their shop.*
10 *The house had been broken into and all the valuables had been taken.*

5 **To listen for specific information**

- Explain the task and ask Ss to read the sentences 1-8.
- Play the recording. Ss listen and complete the sentences accordingly.
- Check Ss' answers.

Answer Key

1 *boutique*
2 *8 am*
3 *courier van*
4 *the samples*
5 *Press Day*
6 *headquarters*
7 *runway*
8 *his studio*

6 **To write a report**

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

Suggested Answer Key

Introduction
The purpose of this report is to suggest ways in which CCTV can be useful in fighting crime.

Homes
It would be a good idea to set up CCTV in homes in areas that are prone to burglaries. By doing this, burglars will be caught on camera and can be prosecuted easily and the stolen items can be recovered quickly.

Shops
A further consideration would be to set up CCTV in shops. Shoplifters and thieves will be deterred from committing a crime. This way customers and staff will be safer.

Public Spaces
One possibility is to install CCTV cameras on the streets, in parks and in other public places. As a result, muggings, car theft and other street crime would be prevented or reduced and criminals would be identified and arrested quickly.

Conclusion
All in all, there are a number of ways in which CCTV can be useful in fighting crime. I believe that if the above suggestions are adopted, crime will be vastly decreased.

6

Module Objectives

Read the title of the module *Technology* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 a) **To introduce new vocabulary**

Direct Ss' attention to the pictures and then elicit whether any Ss have got any of the items and which.

Suggested Answer Key

I have got a smartphone, a digital camera and a digital music player.

b) **To introduce/activate new vocabulary**

- Go through the phrases in the list and explain/elicit the meanings of any unknown words.
- Then elicit sentences from Ss around the class about what they use their gadgets for.

Suggested Answer Key

I use my digital camera to take pictures and upload photos on to my PC.
I use my tablet PC to surf online, check my emails and download music files.
I use my digital music player to store music files and listen to music.
I use my 3D TV to watch my favourite TV programmes and 3D films.
I use my games console to play games.
I use my smartphone to talk to friends and record videos.

2 **To introduce new vocabulary in context**

- Go through the words listed and explain/elicit their meanings or Ss may look them up in their dictionaries.
- Give Ss time to complete the sentences.
- Check Ss' answers around the class.

Suggested Answer Key

1 *communicate (smartphone)*
2 *scroll (tablet PC)*
3 *control (games console)*
4 *converts (tablet PC)*
5 *display (digital camera)*
6 *plug (smartphone, tablet PC, digital music player)*

To describe a day without gadgets

- Read the task aloud and give Ss time to think about the question and prepare their answers.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

If I had to spend a day without gadgets I would feel very disconnected. I wouldn't be able to collect information on the Internet for a project fast. I would have to look in a book. I wouldn't be able to text my friends anytime, I would have to call them from my home phone. I wouldn't be able to listen to music on the go and I wouldn't be able to play computer games. I think it would be very boring.

1 **To introduce key vocabulary from a text and prepare for a reading task**

- Refer Ss to the ***Word List*** and give them time to look up the meanings of the words/phrases given.
- Then ask various Ss around the class to say what they think the text is about.

Suggested Answer Key

I think the text is about a robot that looks like a very small child.

2 **To predict the content of a text**

- Ask Ss to read the statements 1-4 and decide with their partner if they are true or not.
- Play the recording. Ss listen and follow the text in their books and check.

Answer Key

1 *F*
2 *T (ℓ. 6-8)*
3 *F*
4 *T (ℓ. 27-28)*

From p. 87(T) – Ex. 3

Suggested Answer Key

toddler (n): *a young child between 12-36 months*
flesh (n): *part of the body between the skin and the bones*
humanoid (adj): *having a human shape and appearance*
apply (v): *to put into practice*
physique (n): *the body structure*
equipped (adj): *having equipment*
generate (v): *to cause sth to exist*
research (v): *to study a subject in detail*
investigate (v): *to examine sth to discover the truth*
stimuli (n): *things that cause sb to react*
demonstrate (v): *to show sth*
workplace (n): *the place where people work*
residential care home (n): *a place where people who cannot look after themselves live and are looked after*
assist (v): *to help*
experiment (v): *to conduct tests to learn sth*
workload (n): *the amount of work sb has to do*

6a

3 **To read for cohesion and coherence**

- Ask Ss to read the sentences A-H and give them time to read the text and match them to the gaps 1-6.
- Check Ss' answers around the class.

Answer Key

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

The style is formal. Long and complex sentences and use of passive voice.

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

Suggested Answer Key – See p. 86(T)

4 **To answer questions on a text**

- Play the recording and ask Ss to read the text again and answer the questions in their own words.
- Check Ss' answers around the class.

Suggested Answer Key

1 *Scientists believe that by understanding how human babies learn about the world they will be able to develop robots that can learn and think.*
2 *They could be useful in some workplaces in the future as they will be able to assist in jobs without being told what to do.*

The author's intention is to share and explain technical information about the iCub robot.

5 **To consolidate new vocabulary through synonymous words/phrases**

Read the words/phrases in the list and give Ss time to find their synonyms then elicit Ss' answers.

Answer Key

act = behaves (v)
most recent = latest (adj)
having a human shape and appearance = humanoid (n)
rules = principles (n)
body structure = physique (n)
advance = develop (v)
produce = generate (v)
outside = external (adj)
things which cause us to react = stimuli (n)
communicate = interact (v)
show = demonstrate (v)

6 **To consolidate new vocabulary**

- Give Ss time to complete the phrases using the words in the list and write their sentences.
- Elicit answers from various Ss around the class.

Answer Key

1 *research*	3 *residential*	5 *helping*
2 *pick up*	4 *human*	6 *artificial*

Suggested Answer Key

1 *A research team in Genoa invented the iCub robot.*
2 *It can pick up objects.*
3 *In the future robots like the iCub may work in residential care homes.*
4 *Scientists want to understand how human beings learn to apply these principles to robots.*
5 *Robots may be able to give a helping hand in the future.*
6 *The iCub is the latest in artificial intelligence.*

7 ICT **To write about the iCub**

- Explain the task and refer Ss to the Internet to look up information about the iCub.
- Give Ss time to research the topic and write about it. Ask various Ss to tell the class.
- Alternatively, assign the task as HW and ask Ss to tell the class in the next lesson.

Suggested Answer Key

The iCub was designed by the RobotCub Consortium. The name stands for Cognitive Universal Body.The iCub is able to crawl, use visual guidance, shoot arrows with a bow and learn to hit the centre of the target, show facial expressions and grasp small objects.
There are about twenty iCubs in the world.

To consolidate information in a text

- Ask Ss to write the headings into their notebooks and make notes under them on the text.
- Ask various Ss around the class to present the iCub to the class using their notes.

Suggested Answer Key

Name: *iCub*
Type: *humanoid robot*
Description: *1 metre high, metal and circuits, cameras for eyes and microphones on head that record sound*
Abilities: *53 movements, crawl, walk and pick up small objects*
Future plans: *assist with patient care in hospitals and residential care homes*

The iCub is a humanoid robot. It is 1 metre high and is made of metal and circuits. It has got cameras for eyes and microphones on its head that record sound. It can do 53 movements including crawling, walking and picking up small objects. In the future it may be able to assist with patient care in hospitals and residential care homes.

To write about how you feel about an interactive robot

- Give Ss time to think about how they feel about the development of a robot that could interact with people and write a few sentences.
- Ask various Ss around the class to read their sentences out to the class.

Suggested Answer Key – See p. 88(T)

1 **Aim** **To consolidate vocabulary from a text**

- Explain the task and give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.

Answer Key

1 *develop*	4 *investigate*
2 *grow up*	5 *control*
3 *research*	6 *manage*

2 **Aim** **To expand vocabulary**

- Give Ss time to complete the task. Make sure they understand they are looking for the wrong word.
- Check Ss' answers.

Answer Key

1 *build*	4 *grow*
2 *apply*	5 *probe*
3 *combine*	6 *formulated*

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

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

Answer Key

1 *chat*	4 *print*
2 *read*	5 *surf*
3 *design*	6 *Save*

4 **Aim** **To practise topic-related vocabulary**

- Ask Ss to identify the type of text (manual-instructions).
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1 *upload*	5 *Click*
2 *turn*	6 *copied*
3 *connect*	7 *disconnect*
4 *search*	

5 a) **Aim** **To practise topic-related vocabulary**

- Explain the task.
- Give Ss time to complete it:
- Check Ss' answers on the board.

Answer Key

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

b) **Aim** **To personalise topic-related vocabulary**

- Explain the task, read out the example and ask Ss to read the ***Useful Language*** box.
- Ss complete the task in pairs using the problems in Ex. 5a and following the example.
- Monitor the activity around the class and then ask some pairs to act out exchanges in front of the class.

Suggested Answer Key

A: What's the matter?
B: I want to save a document.
A: Do you want me to have a look at it?

A: What's the problem?
B: I forgot my password.
A: Can I help?

A: What's up?
B: I can't check my emails.
A: Perhaps I can help.

A: What's wrong?
B: I can't install this software.
A: Let me have a look.

A: What's the matter?
B: I want to upload a file.
A: Can I help?

From p. 87(T) Think!

Suggested Answer Key

I think it would be great to have an interactive robot. We could get it to follow instructions and do all the things that we didn't want to do. It would make our lives easier.I don't feel comfortable about interactive robots because they may turn against humans. They may become more intelligent than us and they may use their intelligence and their physical strength to overpower us.

6b

6 **To practise topic-related vocabulary**

- Read out the words in the list and explain/elicit their meanings.
- Elicit what type of text it is and reason for being written (article – to inform about a new product)
- Give Ss time to read the text and complete it.
- Check Ss' answers.

Answer Key

1 *networking*	5 *transfer*
2 *employs*	6 *browser*
3 *processing*	7 *installing*
4 *format*	8 *files*

7 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.
- Check Ss' answers.

Answer Key

1 *to*	3 *into*	5 *on*
2 *in*	4 *from*	

8 **To learn phrasal verbs with *be***

- Explain the task and direct Ss' attention to the phrasal verbs with *be* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.

Answer Key

1 *on*	3 *after*	5 *in for*
2 *off*	4 *out of*	6 *away*

1 *to be on* = mieć miejsce, odbyć się; the programme is on tonight = program jest / zostanie wyemitowany dziś wieczorem
2 *to be off* = wychodzić
3 *to be after sth* = poszukiwać czegoś, gonić za czymś
4 *to be out of sth* = nie mieć czegoś (czegoś zabrakło)
5 *he is in for a difficult day* = czeka go trudny dzień
6 *to be away* = być nieobecnym

9 **To learn/practise forming verbs from adjectives**

- Read the theory aloud.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1 *enlarge*	4 *ensure*
2 *shortened*	5 *broadened*
3 *weaken*	6 *straighten*

1 a) **To present/revise conditionals**

- Direct Ss' attention to the joke and ask them to read it.
- Elicit what tenses are used after *if* in the joke.
- Ask Ss to copy the table into their notebooks and then elicit which tenses and sentences complete the gaps from Ss around the class.
- Refer Ss to the **Grammar Reference** section on pp. 158 (GR9)-159 (GR10) for more information.

Answer Key

Tenses used after if: *present simple, past simple, past perfect, present simple*

1 *present simple*
If you aren't back by 9:00 you'll be in trouble./
I won't get angry if you break your promise, too!
2 *past simple*
If you weren't always late, I wouldn't mind so much.
3 *past perfect*
If it hadn't stopped, I would have been on time.

b) **To present/revise uses of conditionals**

Elicit which type of conditional matches which usage in the rubric.

Answer Key

an unlikely situation in the present – Type 2,
a real or probable situation in the present/future – Type 1
an imaginary situation contrary to facts in the past – Type 3
a general truth – Type 0

Elicit similarities and/or differences in Ss' L1.

2 **To present alternative ways of expressing the conditional type 1**

- Ask Ss to work in pairs and discuss the meanings of the sentences.
- Refer Ss to the **Grammar Reference** section.

Answer Key

All three sentences refer to a real or probable situation in the future. Unless = If not, ***when*** *emphasises more the time sth is done whereas* ***if/unless*** *express a hypothesis.*

3 **To practise conditionals**

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Elicit which type of conditional each sentence is.

Answer Key

1 *will email – Type 1*
2 *are – Type 1*
3 *wouldn't have deleted – Type 3*
4 *would know – Type 2*
5 *would have switched off – Type 3*

4 **To practise conditionals**

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

2 *If I had some friends, I wouldn't feel lonely.*
3 *If I earned enough money, I could/would buy a tablet PC.*
4 *If I had enough time, I could join a gym.*
5 *If I had the Internet, I could chat online.*

From p. 92(T) – Ex. 1 b

Suggested Answer Key

My favourite websites are ***Facebook*** *and* ***YouTube****. I like Facebook because it's a social networking site which I use to connect with my friends. As for YouTube it's another favourite site of mine where people upload videos such as funny things their pets do, their favourite songs or clips from TV programmes and films.*

IMDB*, the Internet Movie Database is an online database of information related to movies, TV shows, actors, video games and fictional characters featured in visual entertainment media.*

Expedia.com *is an Internet-based travel website based in the US. It books airline tickets, hotel reservations, car rentals, cruises, holiday packages and various attractions and services.*

Facebook *is a social networking service and website. Users must register before using the site, after which they may create a personal profile, add other users as friends and exchange messages. Users may join common-interest groups organised by workplace, school or college.*

Amazon.com *is the world's largest online retailer. It started as an online bookstore but soon diversified selling DVDs, CDs, software, video games, electronics, apparel, furniture, food and toys.*

Ebay *is an online auction and shipping website in which people and businesses sell a broad variety of goods and services worldwide.*

WIKIPEDIA *is a free, collaborative, multilingual encyclopaedia. It has become the largest and most popular general reference work on the Internet.*

Google *specialises in Internet Search and cloud computing. It hosts and develops a number of Internet - based services and products.*

6c

5 **To personalise use of conditionals type 2**

- Divide the class into groups and explain the task.
- Ss talk in groups and then ask various Ss around the class to share their answers with the class.

Suggested Answer Key

1 *If I were Prime Minister for a day, I'd promote world peace.*
2 *If I had a lot of money, I'd go on a cruise.*
3 *If I saw a mouse, I'd run away.*
4 *If I got lost in the jungle, I'd be very scared.*
5 *If I failed my exams, I'd study hard and retake them.*

6 **To personalise use of conditionals type 3**

- Explain the task and give Ss time to complete the sentence stubs with their own ideas.
- Elicit answers from Ss around the class.

Suggested Answer Key

If I had known his phone number, I'd have called him.
If I had saved some money, I could have gone on holiday.
If I had a camera, I'd take lots of photos.

7 **To present/practise clauses of purpose**

- Read out the theory box and explain that we use clauses of purpose to explain why sth is done.
- Go through the phrases used to express clauses of purpose and the example sentences. Focus Ss' attention on the structures.
- Refer Ss to the ***Grammar Reference*** section on p. 159 (GR10) for more information.
- Give Ss time to join the sentences using clauses of purpose and then check Ss' answers.

Answer Key

1 *He is surfing the Net so as to find a cheap flight.*
2 *Mark is saving hard so that he can buy a new laptop.*
3 *The company is talking with technicians now with a view to upgrading their computer system.*
4 *She withdrew her savings from the bank in order to buy a new PC.*
5 *Emma called Lyn on her mobile for some advice.*

8 a) **To present wishes**

- Read the examples aloud and explain that we use these structures to express wishes and regrets.
- Elicit which example matches which use and then elicit answers to the questions in the rubric.
- Refer Ss to the ***Grammar Reference*** section on pp. 159 (GR10)-160 (GR11) for more information.

Answer Key

I wish I had applied for the computer course. – wish/ regret about the past – past perfect
If only you didn't spend so much time on your PC. – wish about present/ future – present simple
I wish I could create a webpage. – wish about present/ future – past modal
If only I had bought that MP3 player. – wish/regret about the past – past perfect
We use 'I wish/If only' to introduce wishes.

Elicit similarities and/or differences in Ss' L1.

b) **To practise wishes**

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

Answer Key

2 *I wish I had known it was on special offer.*
3 *If only my computer was more efficient.*
4 *I wish its memory wasn't low.*
5 *If only I could get my work done quickly.*

9 **To personalise use of wishes and conditionals**

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Suggested Answer Key

I wish I didn't have so much homework. If I didn't have so much homework, I would go out in the evenings.
I wish I could ride a bike. If I rode a bike, I would cycle to school.
I wish/If only I had saved some money. If I had saved some money, I would be able to buy a new mobile.

10 **To practise sentence transformations**

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

Answer Key

1 *view to getting up early*
2 *he had a digital camera*
3 *for taking close-ups*
4 *had got my text message*
5 *the night working on the music video*
6 *practised enough, he wouldn't have lost the match*

11 **To consolidate grammar structures**

- Give Ss a few minutes to revise the grammar structures in 6c and write sentences in pairs.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

If you freeze water, it turns to ice.
If I don't do my homework, my teacher will be upset.
If it weren't raining, I would go out.
If I hadn't missed the bus, I wouldn't have been late for school.
I called John in order to ask him a question about my homework.
I wish I had remembered to bring an umbrella.
If only I hadn't forgotten my umbrella.
I wish I could drive a car.
If only I had studied harder.

6d

1 a) **To present new vocabulary related to the Internet**

Direct Ss' attention to the logos and read out the options in the rubric. Elicit which logo is which from Ss around the class.

Answer Key

1 film site	*5 an online auction site*
2 a travel site	*6 an encyclopaedia*
3 a social networking site	*7 a search engine*
4 a shopping site	

b) **To personalise the topic**

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

Suggested Answer Key – See p. (90T)

2 a) **To learn how to pronounce keyboard symbols**

- Direct Ss' attention to the symbols. Elicit how they are pronounced.
- Play the recording. Ss listen and check.

Answer Key

@ = at	*/ = forward slash*
_ = underscore	*. = dot*

b) **To practise the pronunciation of keyboard symbols in website/email addresses**

- Ask various Ss around the class to read out the addresses 1-6.
- Pay attention to Ss' pronunciation and intonation.
- Elicit what type of address each item is.

Answer Key

1, 2, 5, 6 = website addresses
3 & 4 = email addresses

3 a) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Ask Ss to read through the statements 1-6.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

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

The speaker's intention is to give advice about online security.

4 a) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Ask Ss to read through the questions 1-5 and the possible answers.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

1 C 2 C 3 A 4 B 5 B

The dialogue is informal. Use of everyday language, short sentences and use of abbrevations.

5 a) **To present/revise questions tags**

- Ask Ss to read the examples and elicit how we form questions tags.

Suggested Answer Key

We form question tags with the auxiliary or modal verb of the main sentence and the appropriate subject pronoun. When the sentence is positive, the question tag is negative and when the sentence is negative, the question tag is positive.

- Write on the board: *He works late,* ***doesn't*** *he? He left,* ***didn't*** *he?* Elicit how we form question tags when the verb is in the present simple or past simple. When the verb of the sentence is in the present simple, we form the question tag with *do/does* and the subject pronoun. When the verb is in the past simple, we form the question tag with *did* and the subject pronoun.
- Point out that there are some exceptions (*I am = aren't I?* imperative = *will/won't you? Don't = will you? Let's = shall we? I have got = haven't I? I have = don't I? There is/are = isn't/aren't there? This/That is = isn't it?*)

b) **To practise question tags and their intonation**

- Ask Ss to complete the questions tags 1-5.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally or individually. Check Ss' intonation.

Answer Key

1 have you	*3 didn't you*	*5 isn't it*
2 haven't you	*4 won't you*	

6e

1 a) **To predict the content of a dialogue and listen and read for gist**

- Ask Ss to read the first exchange in the dialogue.
- 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 between a customer and a shop assistant about a problem with a laptop that the customer bought.

The dialogue is informal.

b) **To role play a dialogue**

Ss in pairs take roles and act out the dialogue.

2 **To complain/request/offer help**

- Direct Ss to the ***Useful Language*** box and explain the situation.
- Ss then work in pairs, take roles and act out a dialogue similar to the one in Ex. 1a for the situation presented.
- Write this diagram on the board for Ss to follow.

A	B
Greet B. Request help. Explain problem. →	Apologise and offer help. Ask for receipt.
Show receipt. Ask if be replaced today. Explain why. →	Check what the problem is. Ask for information.
Answer B's question. →	Suggest trying another change.
Thank B. ←	Reply.

- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: Hello. Do you think you could help me? I have a complaint. I recently bought a mobile phone from your shop, but when I got it home it wouldn't turn on.
B: Please accept my apology, madam. Let's see what's wrong. Did you bring the mobile with you today?
A: Yes, here it is and here's the receipt. Can you replace the phone today? I really need a phone for work.
B: I'll try my best. Let's see what's wrong. When you plugged the phone into the charger, did it make a noise or anything?
A: No, absolutely nothing.
B: Ah OK. There's probably something wrong with the charger. Let's try another one.
A: Oh great. It's working. Thanks a lot.
B: It's my pleasure, madam.

3 a) **To describe photographs**

Direct Ss' attention to the photos and elicit descriptions of what the people in the pictures are doing from Ss around the class.

Suggested Answer Key

In picture 1 a teenage boy and a girl are sitting in front of a computer screen. There is a teenage boy behind them with an open book. He is leaning over their shoulders and pointing at the screen. I think they are working together on a project and they are researching for information using the Internet.
In picture 2, there are two teenage girls sitting in armchairs and playing video games. They both have game controllers in their hands and there is a bowl of crisps on the table in front of them. They are happy and excited and they look like they are having a lot of fun.

b) **To listen for general comprehension**

Play the recording. Ss listen and then use the tapescript and their own ideas to say how teenagers use technology these days.

Suggested Answer Key

Teenagers use technology for educational and entertainment purposes. The Internet is a useful study tool and games consoles are a lot of fun.

4 **To compare and contrast two pictures**

- Direct Ss' attention to the pictures and explain the task.
- Ss complete the task in pairs using the useful language in the boxes.
- Monitor the activity around the class and then elicit a variety of statements from Ss around the class comparing and contrasting the methods of communicating in the pictures.

Suggested Answer Key

Picture A shows a woman sitting in a large armchair with a phone to her ear and a laptop on her lap. She is smiling and she seems to be talking and typing at the same time. She could be surfing the Net or she may be shopping online.
In picture B, I can see three teenage girls hanging out outdoors on some benches. They are smiling, laughing and talking. They may be at school or they may be in a park.
Both pictures show people communicating in different ways. The girl in picture A is communicating using technology whereas the girls in picture B are using face-to-face communication. The girl in picture A is indoors whereas the girls in picture B are outdoors. Both pictures show girls, although picture A shows an individual whereas picture B shows a group.

Communicating using technology allows people to communicate anywhere at any time. It also allows you to communicate with people in the comfort of your own home. However, it is rather impersonal and faceless.
Face-to-face communication, on the other hand, allows people to form and build strong relationships. In addition, it allows people to communicate without misunderstandings because factors like facial expressions and body language can be seen and understood. However, face-to-face communication is not always possible or convenient so technology can help to communicate especially when there's some distance.

1 **To analyse a rubric**

- Ask Ss to read the rubric. Elicit which are the key words.
- Give Ss time to answer the questions and then check Ss' answers.

Answer Key

Key words: *your teacher, write an essay discussing the pros and cons of using robots, justifying your ideas, 120-180 words*

1 *a for-and-against essay*
2 *C – both arguments for & against the topic*

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

Give Ss time to read the model essay and then elicit answers to the questions from Ss around the class.

Answer Key

A – paragraph 2
B – paragraph 4
C – paragraph 1
D – paragraph 3

b) **To understand the author's opinion**

Elicit the writer's opinion on the topic from the class.

Answer Key

The writer is in favour of using robots.

c) **To write alternative topic sentences**

Give Ss time to write alternative topic sentences and then elicit answers from Ss around the class.

Suggested Answer Key

Para 2: Without doubt, there are some advantages to using robots.
Para 3: However, it could be argued that there are disadvantages to using robots.

d) *The style is formal. Use of long and complex sentences. Use of passive voice.*

3 **To practise linkers**

Give Ss time to replace the words in bold with the alternative linkers in the list and then elicit answers from Ss around the class.

Suggested Answer Key

To begin with *– First*
This means that *– As a result*
Moreover *– In addition*
As a result *– Therefore*
On the other hand *– However*
In addition to this *– Moreover*
All things considered *– To conclude*

6f

6 **To expand notes into sentences and write topic sentences**

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

Suggested Answer Key

There are a number of advantages to children using the Internet. To start with, it gives them access to chat rooms and emails which are good ways to communicate with people. Moreover, there are a lot of educational sites which can provide information for school projects.
On the other hand, there are also some disadvantages. To begin with, some sites are unsuitable for children. In addition, although chat rooms may be fun you do not know who you are talking to.

7 **a)** **To prepare for a writing task**

Read out the rubric and elicit the key words from Ss around the class.

Answer Key

Key words: *teacher, essay, pros and cons of using mobile phones, 120-180 words*

b) **To match arguments to justifications**

- Give Ss time to read the arguments (1-4) and the justifications (a-d) and complete the task.
- Check Ss' answers.

Answer Key

1 b 2 a 3 d 4 c

c) Elicit which arguments are for and which are against.

Answer Key

1 & 2 = for
3 & 4 = against

8 **To join arguments and justifications**

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

Suggested Answer Key

Arguments for: *To begin with, you are always connected. This means that wherever you are you can be reached. What is more, some mobile phones have Internet access. Therefore, you can check your emails and reply to important messages anywhere.*
Arguments against: *To start with, they may cause health problems as the radiation from mobile phones can be harmful. Furthermore, they are expensive. For example, monthly bills or phonecard usage can be high if you are not careful.*

9 **To write a for-and-against essay**

- Refer Ss to the ***Writing Bank*** on p. 147 (WB6) and then give Ss time to complete the task using the ***Useful Language*** box and their answers from Ex. 8.
- Remind Ss to follow the plan, to not use short forms and to start each main body paragraph with a topic sentence.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Mobile phones have become a part of many people's lives nowadays. However, not everyone agrees that they are a good thing.
There are a number of benefits to using mobile phones. To begin with, you are always connected. This means that wherever you are you can be reached. What is more, some mobile phones have Internet access. Therefore, you can check your emails and reply to important messages anywhere.
On the other hand, the use of mobile phones has its drawbacks. To start with, they may cause health problems as the radiation from mobile phones can be harmful. Furthermore, they are expensive. For example, monthly bills or phonecard usage can be high if you are not careful.
All things considered, although there are disadvantages to using mobile phones, I believe that the benefits outweigh them. Technology is an important part of modern life and if we use it wisely, our daily lives will be easier especially in terms of communication.

1 **To read for cohesion and coherence**

- Give Ss time to read the text and think of a suitable word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

1 *all*	4 *how*	7 *with*	10 *our*
2 *if*	5 *all*	8 *can*	11 *a*
3 *so*	6 *and*	9 *on*	12 *when*

2 **To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1 *introduction*	6 *subscriptions*
2 *briefly*	7 *obviously*
3 *production*	8 *successful*
4 *typically*	9 *original*
5 *hugely*	10 *massive*

3 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 *has run out of*
2 *to get used to how*
3 *to back up your*
4 *plan to buy*
5 *how important it was*
6 *wish people wouldn't*
7 *advised Claire not to*
8 *are allowed to use*

6

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words.

Answer Key

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

chase (C n): *quickly following sb/sth in order to catch them*
do/conduct research (phr): *to make a detailed study of a subject to discover new facts*
search (C n): *an to attempt to find sb/sth by looking carefully*
in quest of sth (phr): *carrying out a difficult search for sth*
divide (v): *to separate into parts or groups*
share (v): *to divide between two or more people*
break into parts/pieces (phr): *to separate into smaller parts*
part (v): *to move two sections apart in order to make space in the middle*
cover (v): *to place sth on top of sth else*
extend a house/a building/a road (v): *to make sth longer or bigger*
spread (v): *to increase or move to cover a large area or affect a large number*
fly (v): *to move through the air*
duty (C n): *sth you do as part of your job*
household chore (C n): *a routine task of cleaning the house*
work (U n): *the job you do to make money*
service (C n): *the action or helping or doing work for sb*
adore (v): *to love sb or like sth very much*
admire (v): *to look at sth and think how beautiful or impressive it is*
praise (v): *to express warm approval or admiration for sb/sth*
value (v): *to think that sb/sth is important*
employed (adj): *working for sb*
concentrated (adj): *using a lot of effort to succeed in sth*
keep sb occupied (phr): *to make sb busy doing sth or thinking about sth*
be engaged in (phr): *to be busy doing sth*
astonishment (U n): *a feeling of extreme surprise*
in a state of shock (phr): *in a state of surprise and disbelief*
taken by surprise (phr): *having sth happen unexpectedly*
to my amazement (phr): *feeling surprised over an unexpected result or outcome*
spread news/information/rumours/lies (v): *to make sth known by more and more people*
broadcast (v): *to send out programmes on radio or television*
break sth to sb (phr): *to make news (usually unpleasant) known*
declare (v): *to announce sth publicly or officially*
price (C n): *the amount of money you have to pay for sth*
money (U n): *what we use to buy things*
a sum of money (phr): *a specific amount of money*
free of charge (phr): *without payment*
set sth back (phr v): *to make sth happen more slowly or later than it should*
put sth off (phr v): *to postpone sth*
pick up (phr v): *to improve; to get better*
turn out (phr v): *to prove to be the case*
at the edge of (phr): *at the part of sth that is furthest from the centre*
border (C n): *the edge or boundary of sth; the line that separates two countries*
bank (C n): *the land alongside a river*
limit (C n): *the furthest point of an area or place*
deny an accusation (v): *to refuse to admit or accept sth that you're accused of*
disagree (v): *to have or express a different opinion*
oppose (v): *to disagree with a plan or activity and to try to change or stop it*
argue (v): *to speak angrily to sb because you disagree with them*
residence (C n): *a building where sb lives*
natural habitat (C n): *the natural environment of an animal or plant*
territory (U n): *an area that an animal thinks belongs to them*
location (C n): *a place where sth happens or exists; the position of sth*

1 **To consolidate vocabulary from the module**

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

Answer Key

1	*applied*	7	*broaden*
2	*employed*	8	*unfolds*
3	*practise*	9	*demonstrated*
4	*exercise*	10	*proven*
5	*developed*	11	*exhibited*
6	*expanded*	12	*displayed*

practise (v): *to do sth repeatedly in order to improve it*
exercise (v): *to use or apply sth*
employ (v): *to give sb a job; to hire sb*
apply (v): *to put into practice*
expand (v): *to make larger*
unfold (v): *to develop*
develop (v): *to cause sth to exist*
broaden (v): *to make sth wider*
display (v): *to show*
demonstrate (v): *to show a quality, feeling etc*
exhibit (v): *to show sth to the public for pleasure or for information*
prove (v): *to establish the truth of sth*

2 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1	*away*	5	*on*	9	*in*
2	*into*	6	*out of*	10	*to*
3	*for*	7	*after*		
4	*to*	8	*off*		

3 **To practise word formation**

- Explain the task. Ask Ss to identify what part of speech each sentence asks for (e.g. noun, adverb etc). This will help Ss do the task.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1	*patiently (adv)*	4	*movement (n)*
2	*communication (n)*	5	*privacy (n)*
3	*Scientists (n)*	6	*presentation (n)*

4 **To form derivatives**

- Explain the task and read out the example.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

science (n), scientist (n) scientific (adj) science fiction (n), scientifically (adv)
apply (v), appliance (n), application (n), applicant (n), applied (adj)
react (v), reaction (n), reactor (n), reactive (adj), reactionary (n/adj)
investigate (v), investigator (n), investigative (adj), investigation (n)
succeed (v), success (n), successful (adj), successfully (adv)

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 *be used (passive -inf after modal)*
2 *are working (continuous use)*
3 *What (exclamation)*
4 *To be (to-inf / phrase)*
5 *enough (adj + enough)*
6 *order (conj. – clause of purpose)*
7 *to (connect to)*
8 *gets (present s in time clause)*
9 *had (conditional Type 2)*
10 *going (keep + -ing form)*

6

1 **Aim** **To read for specific information**

- Ask Ss to read the questions 1-4 and the possible answers.
- Give Ss time to read the text and choose the correct answers.
- Check Ss' answers.

Answer Key

1 C (ℓ. 9)
2 B (ℓ. 12-13)
3 D (ℓ. 17-18)
4 C (ℓ. 22-23)
5 C (ℓ. 26-27)
6 D (ℓ. 35)

2 **Aim** **To revise notions/functions**

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

Answer Key

1 b *2 a* *3 b* *4 b*

3 **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 listen and choose the correct answers.
- Check Ss' answers.

Answer Key

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

4 **To revise conditionals**

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

Answer Key

1 *will reply*	4 *had chosen*
2 *had bought*	5 *wouldn't have*
3 *knew*	

5 **To consolidate vocabulary from the module**

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

Answer Key

1 *save*	6 *install*
2 *deleted*	7 *conduct*
3 *develop*	8 *browser*
4 *workload*	9 *apply*
5 *access*	10 *networking*

6 **To write a for-and-against essay**

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

Suggested Answer Key

Recently, many people have started blogging. However, there are a number of pros and cons involved.

Certainly, there are some advantages to blogging. First, people can express themselves without revealing their identity. Therefore, they can talk openly without fear of exposure. Secondly, bloggers can create an online community. Consequently, they develop friendships with people with similar interests.

However, there are some drawbacks involved. Firstly, bloggers may be in the habit of posting too much personal information such as full name, address, telephone number, etc. In addition, they could also post statements they may regret in the future. As a result, bloggers may be under scrutiny or even publicly insulted.

All in all, although there are disadvantages to blogging, I believe the benefits outweigh them. Like any hobby, as long as it does not take over our lives, then it can be an enjoyable activity.

7

Module Objectives

Read the title of the module *Sports & Fitness* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 a) **To introduce new vocabulary for sports**

- Direct Ss' attention to the pictures and then read out the sports in the list.
- Elicit which picture shows which sport from Ss around the class.

Answer Key

1 snow tubing	*4 aerobics*
2 zip lining	*5 skydiving*
3 paragliding	*6 bungee jumping*

b) **To categorise new vocabulary**

- Ask Ss to write the headings into their notebooks and then give them time to think about the sports and write them under the headings. Ss work in closed pairs.
- Play the recording. Ss listen and check their answers.

Answer Key

outdoor: *snow tubing, ice skating, hang-gliding, baseball, paintball, paragliding, archery, skydiving, bungee jumping, zip lining*
indoor: *bowling, aerobics, gymnastics, boxing, squash, martial arts*
team: *bowling, paintball, baseball*
individual: *snow tubing, ice skating, hang-gliding, bowling, paragliding, aerobics, archery, gymnastics, boxing, squash, skydiving, martial arts, bungee jumping, zip lining*
extreme: *hang-gliding, paragliding, skydiving, bungee jumping*

2 **To match verbs to sports**

- Write the verbs on the board. Remind Ss that we usually use *go* with sports ending in *-ing*, *play* with sports that we use a ball to play with. Go through the sports in Ex. 1a and elicit which verb goes with which sport. Write their answers on the board.
- Play the recording for Ss to listen and check.

Answer Key

go	*snow tubing, ice skating, hang-gliding, bowling, paragliding, skydiving, bungee jumping, zip lining*
play	*baseball, paintball, squash*
do	*aerobics, archery, gymnastics, boxing, martial arts*

3 **To introduce new vocabulary in context**

- Go through the words listed before each text A-C and explain/elicit the meanings. Ss may look up the meanings of any unknown words in their dictionaries.
- Give Ss time to read the texts A-C and complete them with the words provided. Ask Ss to compare their answers in pairs.
- Check Ss' answers around the class. Elicit which sport each text is about.

Answer Key

A	*1 adventure*	*3 gazing (skydiving)*
	2 popular	
B	*1 requires*	*3 ride (snow tubing)*
	2 grab	
C	*1 challenge*	*4 training*
	2 floating	*5 injury (paragliding)*
	3 heights	

4 **To talk about a sport**

- Ask Ss to work in pairs. One S chooses one of the sports from Ex. 1a and talks about it without naming it. Their partner tries to guess which sport it is.
- Monitor the activity around the class.
- Ask some pairs to act out their exchanges in the class.

Suggested Answer Key

A: It's a challenging sport. You get a great feeling travelling through the forest at great speed. It is really exciting.
B: It's zip lining.

1 **To introduce the topic**

Refer Ss to the ***Word List*** at the back of their books and give them time to look up the meanings of the words/phrases given. Alternatively elicit the meanings by giving example sentences, synonyms or miming the meaning of each word.

2 **To listen and read for gist**

Ask Ss to look at the pictures and then play the recording. Ss follow the text in their books, then elicit an answer to the question in the rubric.

Suggested Answer Key

They enjoy the challenge and pushing themselves to the absolute limit.

The author's intention is to describe the competitor's experiences.

3 **To read for specific information**

- Read out the ***Study Skills*** box and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to underline the key words/phrases in the questions and read the text. Then Ss answer the questions. Check Ss' answers around the class.

Answer Key

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

territory (n): *a large area belonging to a country*
endurance event (n): *a physically challenging event*
bitterly cold (phr): *freezing cold*
torture (n): *great pain inflicted as punishment*
mentally strong (phr): *strongminded*
battle (v): *to fight*
willpower (n): *determination*
ration (v): *to allow sb a very small amount of sth because there isn't enough*
endurance (n): *ability to go through a difficult situation over a long period of time*
plunge (v): *to dive into sth*
addictive (adj): *sth you cannot stop doing once you have started*
boundary (n): *limit*
blisters (n): *painful swellings on the skin full of liquid caused by rubbing*
deprivation (n): *not having or being denied things you want or need*
deepen (v): *to become deeper*

Background information

The Yukon is one of three federal territories of Canada. It is named after the Yukon River. Its capital is Whitehorse. It is the shape of a triangle. Its major industry is mining.

Death Valley, California is a desert valley in the Mojave Desert. It has the lowest, driest and hottest places in North America. The highest temperature recorded there was 56.7°C in 1913.

Greenland is the world's largest island which is not a continent. It belongs to the Kingdom of Denmark and it lies between the Arctic Ocean and the Atlantic Ocean.

The Arctic Circle is one of the five major circles of latitude that mark maps of the world. It is found at 66° north of the Equator. Above this is the Arctic region and the North Pole.

The Sahara Desert is the world's largest hot desert and covers most of North Africa at 9,400,000 km^2.

7a

4 **To consolidate new vocabulary through synonyms**

- Read the words in the list and give Ss time to look through the text and find which words in bold have the same meaning.
- Elicit answers from various Ss around the class.

Answer Key

difficulties = hardships
demanding = challenging
psychologically = mentally
great = considerable
anticipate = look forward to
varying = ranging
strengthen = deepen
greatest = ultimate
difficult = tough
changeable = unpredictable

To make notes on a text and give a summary of it

- Ask Ss to write the headings in their notebooks and give them time to make notes under each one of them using the text.
- Ask various Ss around the class to summarise the text using their notes.

Suggested Answer Key

Name of race: *Yukon Arctic Ultra*
Place: *Canada*
Time: *in the winter*
Description: *Entrants - on foot or cross country skis – race 430 miles across the Yukon – they pull equipment on sledges – very difficult – only for the very fit and mentally strong*

Name of race: *Badwater Ultramarathon*
Place: *California*
Time: *July*
Description: *may be the world's toughest race – 90 athletes – invitation only – must satisfy requirements - 215 km race – starts 85 m below sea level – ends 2,548 m above – temperatures up to 49°C – only 48 hours to complete – not many finish*

Name of race: *The Marathon des Sables*
Place: *the Sahara Desert, Morocco*
Time: *–*
Description: *six-day 254 km ultramarathon – rocky ground and sand dunes – temperatures in day 49°C to below freezing at night – racers must carry everything they need – only water and tents supplied – on longest stage (91 km) water is rationed*

Name of race: *Bigice Race*
Place: *Greenland*
Time: *summer*
Description: *teams or solo racers – battle snow blizzards and temperatures minus 35°C – 24 hour daylight – Ricardo says endurance events deepen understanding of self*

The Yukon Arctic Ultra takes place in Canada in the winter. Entrants, on foot or cross country skis, race 430 miles across the Yukon. Racers drag their equipment on sledges. It is very difficult and only the very fit and mentally strong can take part.

The Badwater Ultramarathon may be the world's toughest race. 90 athletes take part by invitation only and they must satisfy the requirements. The race is 215 km long and it starts 85 m below sea level and ends 2,548 m above. Temperatures can get up to 49°C and the racers only have 48 hours to complete it. Not many finish the race.

The Marathon des Sables takes place in the Sahara Desert, Morocco. It is a six-day 254 km ultramarathon across rocky ground and sand dunes. The temperatures in the day can reach 49°C and drop to below freezing at night. Racers must carry everything they need as only water and tents are supplied. On the longest stage, which is 91 km, water is rationed.

The Bigice Race takes place in Greenland in the summer. Teams or solo racers battle snow blizzards and temperatures of -35°C and 24 hour daylight in this race. Ricardo says endurance events deepen his understanding of himself.

To personalise the topic

- Give Ss time to think about whether they would take part in one of these races giving reasons why (not) and write some sentences.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

I wouldn't take part in any of these races. I'm not very fit and I don't really like cold weather. / I would take part in one of these races. I find them very challenging although they seem to be very difficult and dangerous.

1 **AIM** **To consolidate vocabulary from a text**

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

Answer Key

1 *rise*
2 *meet*
3 *willpower*
4 *challenging*
5 *drop*
6 *agony*
7 *psychologically*

2 **AIM** **To consolidate new vocabulary**

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

Answer Key

1 *shade*
2 *dark*
3 *shadow*
4 *won*
5 *achieved*
6 *succeeded*

3 a) **AIM** **To present topic-related vocabulary**

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

Answer Key

cricket – pitch – bat
wrestling – ring – headgear
running – track – shoes
water polo – pool – ball
ice hockey – rink – puck

b) **AIM** **To practise new vocabulary**

- Ss work in pairs and ask and answer following the example.
- Monitor the activity around the class.
- Ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: Where can you play cricket?
B: On a cricket pitch.
A: What do you need to play cricket?
B: A bat.

A: Where can you do wrestling?
B: In a wrestling ring.
A: What do you need to do wrestling?
B: Headgear.

A: Where can you go running?
B: On a running track.
A: What do you need to go running?
B: (Running) shoes.

A: Where can you play water polo?
B: In a pool.
A: What do you need to play water polo?
B: A ball.

A: Where can you play ice hockey?
B: On an ice rink.
A: What do you need to play ice hockey?
B: A puck.

4 **AIM** **To present/practise verbs related to sport**

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

Answer Key

1 *serves*
2 *scored*
3 *catch*
4 *won*
5 *miss*
6 *throw*

5 **AIM** **To practise topic-related vocabulary**

- Explain the task and give Ss time to complete it.
- Ask Ss to check their answers in the ***Word List*** at the back of their books.
- Give Ss time to make sentences with the other words and then check Ss' answers around the class.

Answer Key

1 *spectators*
2 *place*
3 *tournament*
4 *winner*
5 *team*

Suggested Answer Key

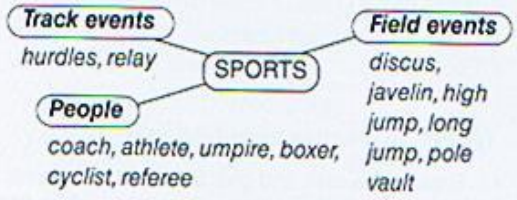
*The band gets huge **audiences** at their concerts.*
*How many **viewers** saw Sunday night's match?*
*Jo Howard is in second **position**, which means she has a great chance of winning.*
*She scored twelve **points** in the first few minutes of the game.*
*I don't like beauty **contests**; people shouldn't be judged by their looks.*
*The sporting **event** takes place in Texas every autumn.*
*The **champion** stood up and took a bow.*
*The **defender** took up his position across the court from his opponent.*
*There was a **group** of people waiting outside the stadium.*
*Charles enjoys going to the cricket **society** dinners.*

7b

6 **To categorise vocabulary**

- Ask Ss to copy the spidergram into their notebooks and then go through the list of words and write them under the correct category.
- Ask Ss to use the ***Word List*** at the back of their books to check their answers.
- Alternatively, write the spidergram on the board. Elicit answers from Ss to complete it.

Answer Key



7 **To practise new vocabulary**

- Give Ss time to choose the correct word.
- Check Ss' answers.
- Ask Ss to make sentences using the other option.

Answer Key

1	*beat*	5	*physical*	9	*essential*
2	*blew*	6	*hurt*	10	*train*
3	*personal*	7	*made*	11	*kicked*
4	*win*	8	*lasts*	12	*build*

8 **To present phrasal verbs with *put***

- Explain the task and direct Ss' attention to the phrasal verbs with *put* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.
- Check Ss' answers.

Answer Key

1	*put aside*	3	*put on*
2	*was put off*	4	*put up with*

9 **To learn/practise forming compound nouns**

- Read the theory aloud.
- Explain the task and give Ss time to complete it. Remind Ss that when we pronounce compound nouns we stress the first word.
- Ask Ss to identify how each compound noun is formed.
- Check Ss' answers.

Answer Key

track event (n + n)
sports centre (n + n)
motor racing (n + n)
running shoes (adj + n)
passer-by (n + n)
swimming pool (adj + n)
martial arts (adj + n)

- Ss prepare their sentences. Check Ss' answers asking various Ss to read their sentences aloud.

Suggested Answer Key

*The 400 m relay is a **track event**.*
*Do you want to come to the **sports centre** with me for a game of squash?*
*I like **motor racing**, but I'm always afraid the cars might crash.*
*Bring your **running shoes** on Sunday – I'll race you!*
*Only one **passer-by** stopped to see what had happened.*
*Lee goes to the **swimming pool** every Saturday.*
*Mike loves watching **martial arts** films from China.*

10 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.
- Check Ss' answers around the class.

Answer Key

1	*of*	3	*to*	5	*On*
2	*in*	4	*at, from*	6	*with*

11 **a)** **To revise clauses of contrast**

Read the examples aloud and elicit which words complete the theory box.

Answer Key

although + clause
In spite of / Despite + -ing form/noun

b) **To practise using clauses of contrast**

- Read the box aloud, explain the task and give Ss time to complete it.
- Elicit sentences from various Ss around the class.

Suggested Answer Key

Although swimming is tiring, it is fun.
In spite of being expensive, golf is fun.
In spite of being boring, a lot of people do aerobics.
Despite being fun, football is tiring.
Although squash is tiring, it is a great form of exercise.
Although bowling is fun, it is expensive.
In spite of the fact that baseball is exciting, not many people play it.
Despite being tiring, paragliding is thrilling.
In spite of being expensive, archery is fun.

1 Aim To present infinitive/*-ing* forms

- Go through the text with Ss. Ask them to identify the *-ing* form / (*to*) -inf structures in the text.

  -ing form: eating, exercising, adding
  to -inf: to be, to change, to adopt, to keep
  inf without *to*: lose

- Refer Ss to the ***Grammar Reference*** section on p. 160 (GR11) to look up the grammar rules for infinitive/*-ing* forms and give them time to complete the rules.
- Check Ss' answers.
- Elicit examples from the text from Ss around the class.

Answer Key

1 *-ing form*
2 *-ing form*
3 *to -infinitive*
4 *infinitive without to*
5 *to -infinitive (remember to keep...)*
6 *sb + infinitive without to*
7 *-ing form (avoid eating...)*

- As an extension ask Ss to provide examples for the rest of the rules where the text does not provide an example.

Suggested Answer Key

I'm tired ***of playing*** *tennis.*
I like eating *vegetables.*
I'd love to go *out tonight.*
I must go *on a diet.*

Elicit similarities and/or differences in Ss' L1.

2 Aim To practise infinitive/*-ing* forms

- Ask Ss to read the sentences 1-8 and fill in the correct form of the verb in brackets.
- Ask Ss to check their answers in the ***Grammar Reference*** section on p. 160 (GR11) and then elicit reasons.

Answer Key

1 *to start (after want), join (after modal verbs)*
2 *take up (after modal verbs), lose (after modal verbs)*
3 *to take (after allow), talk (after modal verbs)*
4 *go (after let), buy (after modal verbs)*
5 *going (after enjoy), shouting (after can't stand)*
6 *leaving (after no point in), watching (after how about)*
7 *to finish (after can't wait), to study (after plan)*
8 *play (after let), to go (after too)*

3 Aim To practise infinitive/*-ing* forms

- Ask Ss to read the sentences and fill in the correct form of the verb in brackets.
- Check Ss' answers.
- Elicit how the two sentences in each case differ in meaning.
- Ask Ss to check their answers in the ***Grammar Reference*** section on p. 160 (GR11) for more information.

Answer Key

1 a *eating*
  b *to have*

2 a *to take (didn't remember)*
  b *going (Don't think about it)*

3 a *meeting (recalls)*
  b *to buy (forgot)*

4 a *to think (make an effort)*
  b *dieting (as an experiment)*

5 a *to play (did sth in the past)*
  b *to exercising (be accustomed to)*

7c

4 **To practise infinitive/*-ing* forms**

- Explain the task and give Ss time to compete it.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 *to go*
2 *to get*
3 *need (after modal verb)*
4 *lend (after modal verb)*
5 *to borrow (after* would like*)*
6 *collect (after modal verb)*
7 *to return*
8 *know (after let)*

5 **To practise infinitive/*-ing* forms with personal examples**

Give Ss time to complete the task and then elicit sentences from Ss around the class.

Suggested Answer Key

1 *eating sweets*
2 *to join a yoga class*
3 *drinking fizzy drinks*
4 *taking part in the competition*
5 *ride a bike to school*
6 *lose some weight*
7 *getting up early*
8 *to get eight hours of sleep a night*

6 **To present the tenses of the infinitive**

- Ask Ss to study the table and then refer them to the ***Grammar Reference*** section on p. 160 (GR11) for more information.
- Explain the task. Go through item 1 with Ss. Read the sentence aloud and ask Ss to identify the verb tense (present perfect). Elicit which tense of the infinitive corresponds to this tense (present infinitive). Read out the example. Ask Ss to identify the tenses in each sentence, find the corresponding infinitive/*-ing* form tense and then do the exercise.
- Give Ss time to complete the task. Check Ss' answers.

Answer Key

2 *He appears to* ***be training*** *hard.*
3 *Ann enjoys* ***playing*** *squash on Sundays.*
4 *They tend* ***to win*** *home matches.*
5 *They regret* ***having lost*** *the match.*
6 *He claims to* ***have been practising*** *for four months.*

7 **To present/practise (*would*) *prefer*/*would rather*/*had better***

- Ask Ss to study the table. Elicit what forms go with *would prefer, prefer, would rather, had better*. Refer Ss to the ***Grammar Reference*** section on p. 161 (GR12) for more information.
- Explain the task and give Ss time to complete the exchanges.
- Check Ss' answers.

Suggested Answer Key

1 *... (playing) baseball to (going) swimming.*
2 *... cut down on fattening food.*
3 *... to go for a jog on the beach.*

8 **To practise key word transformations**

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

Answer Key

1 *prefers aerobics to*
2 *cool enough*
3 *must have been training hard*
4 *was made to practise*
5 *should have blown*

9 **To practise infinitive/*-ing* forms via a chain story**

- Explain the task and go through the words in the list.
- Divide the class into two teams and then ask a S from team A to start the chain story using the example and a S from team B to continue using the next example and then continue around the class taking turns between teams.
- Make sure that all the words/phrases in the list are used with an appropriate infinitive/*-ing* form in the order they appear.

Suggested Answer Key

Team B S1: ... spending the weekend by the sea.
Team A S2: When we arrived at the beach we tried to find a quiet place to camp.
Team B S2: We managed to put up our tent, then we went swimming.
Team A S3: Suddenly the weather changed and the wind started blowing.
Team B S3: We noticed clouds moving in from the West.
Team A S4: We were afraid of getting caught in the storm, which started minutes later.
Team B S4: We had difficulty in seeing the shore.
Team A S5: Then, it suddenly stopped raining and the sun came out again.
Team B S5: We could see the shore.
Team A S6: We were happy to be able to get safely to the shore and enjoyed the rest of the weekend without any more rain.

10 **To consolidate grammar structures**

- Give Ss a few minutes to revise the grammar structures in 7c and write sentences in pairs.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

I'm thinking of going abroad.
I would like to have an early dinner.
I can hit a ball very hard.
I hope mum lets me go out tonight.
I'm looking forward to travelling abroad this year.
She seems to have lost weight.
He appears to be working really hard.
My friends and I enjoy learning English.
I tend to go to bed early.
I prefer having a bath to taking a shower.
I'd rather have a bath than have a shower.
I'd better go now.

7d

1 **To talk about a sport**

Direct Ss' attention to the picture and ask various Ss around the class to answer the questions in the rubric.

Suggested Answer Key

I don't know much about this sport, but I think it must be a kind of martial art. I don't think I'd like to do it as it looks really dangerous.

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

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 T 2 F 3 F 4 T

The speaker's intention is to explain and describe Kendo.

3 **To listen for key information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers on the board.

Answer Key

1 modern
2 unknown
3 training
4 sticks
5 bamboo
6 nasty bruises
7 thick foam
8 points
9 noisy
10 distractions

4 **To consolidate information from a listening exercise**

Ss work in pairs and tell their partner how to do Kendo.

Suggested Answer Key

Wooden sticks are used to hit your opponent. Only certain parts of the body can be hit in order to score a point. Before you strike, you have to shout out the body part you are going to hit. The winner is the first person to get two points.

5 a) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 hazardous
2 activities

6 **To listen for specific information**

- Play the recording again. 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 A 3 C 5 A 7 A
2 C 4 C 6 B

7 **To practise pronunciation of /ʊ/, /uː/**

- Play the recording. Ss listen and match the odd sound. Ask various Ss to identify the word with the odd sound out in each case.
- As an extension, play the recording again with pauses for Ss to repeat chorally or individually and check Ss' intonation.

Answer Key

door, flood

7e

1 a) **To predict the content of a dialogue**

- Ask Ss to read the first and last exchange in the dialogue and then elicit what it is about.
- Play the recording. Ss listen and follow the dialogue in their books and check.

Answer Key

It is about a man who tries to persuade a friend to go to the gym with him.

b) **To role play a dialogue**

- Divide the class into pairs and ask them to take roles and act out the dialogue.
- Monitor the activity around the class and then ask some pairs to act out the dialogue in front of the class.

2 **To practise asking for opinions/reasons and giving opinions**

- Direct Ss to the useful language table and explain the task.
- Ss then work in pairs, take roles and act out a dialogue similar to the one in Ex. 1a using the ideas presented and the useful language.
- Write this diagram on the board for Ss to follow.

A	B
Greet B. Invite B to join in a martial arts class.	Greet A. Reject proposal giving reason.
Give a reason for B to join in.	Agree. Give reason why not join in.
Give counter argument.	Give negative opinion.
Disagree, giving reason.	Explain you need time to think about it.

- Monitor the activity around the class. Ask some pairs to act out their dialogues in front of the class.

Suggested Answer Key

A: Hey, Ivy. Would you like to join my martial arts class?
B: Hi, Pam. Umm, I don't think so. I might get injured.
A: But taking a martial arts class helps to build discipline and it's a good social activity.
B: Sounds interesting, but I don't think I can afford it.
A: Actually, it doesn't cost that much and the class will help you build strength and character.
B: You have a point. Still, doesn't it take a long time to become competent?
A: No, not really. The instructors are great.
B: Well, I'll think about it and get back to you.

3 **To complete a description of a picture**

- Ask Ss to look at the picture and then give them time to complete the description and fill in gaps 1-8 with appropriate words.
- Check Ss' answers around the class.

Suggested Answer Key

1	*riding a bike*	4	*shorts*	7	*trail*
2	*sweatshirt/top*	5	*warm*	8	*race*
3	*trainers*	6	*cycling*	9	*enjoying*

4 a) **To brainstorm for ideas / vocabulary related to a picture**

- Explain the task and ask Ss to write the headings in their notebooks and make notes.
- Write the headings on the board and elicit answers from Ss. Write them on the board.

Suggested Answer Key

Clothes: *ski trousers and jackets, gloves, boots, goggles (man – blue and purple; woman – orange)*
Weather: *cold, snowy; winter time*
Place: *a snow-covered mountainside*
Activities: *skiing down a mountain*

b) **To describe a picture**

- Ask Ss to take turns and describe the picture to their partner using their notes from Ex. 4a.
- Monitor the activity around the class and then ask some Ss to describe the picture to the class.

Suggested Answer Key

In the picture I can see a man and a woman. Both of them are wearing ski trousers and jackets, gloves, boots and goggles. The man is dressed in blue and purple and the woman is wearing orange. It looks as though it is a cold, winter's day. They are on a snow-covered mountainside and they are skiing down the mountain one behind the other.

5 **To complete a description**

- Explain that Ss will read a text that compares and contrasts the two pictures and must complete the gaps with appropriate words.
- Give Ss time to complete the task
- Check Ss' answers.

Answer Key

1	*Both*	3	*but*	5	*compared*
2	*either*	4	*also*	6	*because*

6 **To complete a description**

- Direct Ss' attention to the pictures and explain the task. Elicit phrases Ss can think of about each picture (see phrases in bold in *Suggested Answers*). Write them on the board.
- Ss complete the task using the phrases. Ask Ss to use the text in Ex. 5 as a model
- Monitor the activity around the class and then elicit a variety of statements from Ss around the class comparing and contrasting the activities in the pictures.

Suggested Answer Key

Both pictures show people ***doing a sport****. Picture A shows a* ***man running****. Running is a* ***great form of exercise*** *and it* ***keeps you very fit****. It doesn't* ***cost anything*** *either. Picture B shows* ***two people skydiving****. Skydiving can be very* ***thrilling*** *but it's* ***dangerous****. It's also very* ***expensive*** *compared to running.*

1 **To analyse a rubric**

Ask Ss to read the rubric and answer the questions.

Answer Key

1 *A, B*
2 *You should use formal style. This means full forms, advanced vocabulary and no everyday English.*

2 **To analyse a model essay**

Give Ss time to read the model essay and then elicit which paragraph matches what content from Ss around the class.

Answer Key

A 2 B 1 C 4 D 5 E 3

3 **To write alternative topic sentences**

Give Ss time to write alternative topic sentences and then elicit answers from Ss around the class.

Suggested Answer Key

B To begin with, children can learn about discipline and responsibility through playing team sports.
C Moreover, children can learn how to interact positively with their peers through team sports.
D On the other hand, some people disagree and claim that playing team sports makes children too competitive.

4 a) **To categorise linkers**

- Ask Ss to copy the table into their notebooks and complete it with the linkers in bold in the model.
- Check Ss' answers on the board.

Answer Key

addition	*furthermore*
contrast	*on the other hand*
examples/reasons	*for example, for instance*
conclusion	*to sum up,*
list points	*To start with*

b) **To categorise linkers**

Elicit which linkers go in which category and check Ss' answers on the board.

Answer Key

addition	*also, moreover*
contrast	*As opposed to the above ideas, It is argued that*
examples/ reasons	*especially, such as, so that, For this reason*
conclusion	*All in all, All things considered*
list points	*First of all, Firstly*

5 **To practise linkers**

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

Answer Key

1 *In addition*
2 *All things considered*
3 *however*
4 *because*
5 *Besides*

6 **To expand notes into supporting sentences**

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

Suggested Answer Key

It is not easy being a professional athlete. Firstly, they have to eat a special diet.
People argue that sports should be about having fun. In addition, they say that sports should be non-competitive.

7 **To practise expressing opinion**

Read out the statements and elicit sentences expressing opinion using the useful language from Ss around the class.

Suggested Answer Key

I don't agree that all school-age children should be in a team.
In my opinion, professional athletes earn far too much money.

8 a) **To match viewpoints to reasons/ examples**

- Give Ss time to read the viewpoints 1-5 and the reasons/examples a-e and complete the task.
- Elicit answers from various Ss around the class.

Answer Key

1 d 2 c 3 e 4 b 5 a

b) **To join viewpoints to reasons/ examples using appropriate linkers**

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

Suggested Answer Key

***On the other hand**, some people argue that, aiming to win makes a person give their best effort. This means that learning to give your best effort helps in all areas of life.*
***On the other hand**, some people say that aiming to win teaches a person about competitiveness. This means that in order to be successful in today's world you need to be competitive.*
***To start with**, the main point of playing sport is to develop social skills. **For example**, being an effective member of a team requires cooperation, listening skills and a sense of responsibility.*
***Furthermore**, the whole point of sport is to improve physical and mental health. **For example**, people who don't exercise have problems with weight and illness.*
***In addition**, the main reason for playing sport is to make new friends. **For example**, people who play team sports meet like-minded people.*

9 **To write an opinion essay**

- Give Ss time to complete the task using the ***Useful Language*** box and their answers from Ex. 8.
- Remind Ss to follow the plan, to not use short forms and to start each main body paragraph with a topic sentence.
- Refer Ss to the ***Writing Bank*** for more information.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Some people believe that people should only take part in sport in order to win. In my opinion, there are many reasons to take part in sport other than simply to win.
To start with, the main point of playing sport is to develop social skills. For example, being an effective member of a team requires cooperation, listening skills and a sense of responsibility.
Furthermore, the whole point of sport is to improve physical and mental health. For example, people who don't exercise have problems with weight and illness.
On the other hand, some people argue that aiming to win teaches a person about competitiveness. This mean that in order be successful in today's world you need to be competitive. They forget, however, that this is not the main point of sport.
All in all, I personally believe that sport is about participating more than winning. Sport is about developing social skills and staying fit and healthy.

1 **To read for lexico-grammatical correctness**

- Ask Ss to read the 4-word-options 1-12 and then give Ss time to read the text and choose the correct word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

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

2 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 be such a
2 earn far more than
3 they succeeded in winning
4 wish we had
5 were simpler
6 carried on running
7 not used to
8 until we had put away

3 **To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1 strength
2 variety
3 instructor
4 considerably
5 equipment

4 AIM **To practise grammar structures from the module**

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

Answer Key

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

5 AIM **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words.

Answer Key

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

character (C n): *personality*
property (C n): *a quality that sth has*
physical appearance (U n): *what sth looks like*
personal quality (C n): *an attribute that sb or sth has*
achieve (v): *to accomplish sth*
reach the age (v): *to arrive at a certain time in your life*
realize (v): *to become aware of sth*
arrive at a place/an agreement (v): *to reach a place or state*
blank expression (C n): *the look on sb's face*
have an attitude towards sth (C n): *a person's feelings about sth*
give the impression of (C n): *the vague idea of sth*
image (C n): *a picture*
fault (U n): *responsibility for sth bad*
by mistake (C n): *unintentionally*
error (C n): *a mistake*
defect (C n): *an imperfection*
solution (C n): *the way to solve a problem*
cure (C n): *a therapy which heals*
help (U n): *a person or thing that aids*
remedy (C n): *(home) traditional treatment for illnesses which are not serious*
district (C n): *an area of land defined by political or historical boundaries*
region (C n): *an area of land defined by geography*
field (C n): *an area of land marked by fences or walls, usually for agricultural purposes*
land (U n): *all the Earth's surface which is not covered by water*
seed (C n): *a small object that plants produce, and which can produce new plants*
origin (C n): *the place and time when sth began to exist*
spring (C n): *the place where water flowing underground comes to the surface*
root (C n): *the part of a plant which is underground*
appeal (v): *to make an urgent request*
invite (v): *to ask formally for sb's presence at an event*
draw sb's attention to sth (phr): *to make sb notice sth*
attract attention (phr): *to cause interest by appearance or behaviour*
pull off (phr v): *to achieve sth against the odds*
get off (phr v): *to leave a means of public transport (bus, train, boat, plane)*
put off (phr v): *to postpone*
set off (phr v): *start a journey*
rapid (adj): *very fast*
active (adj): *(of a person) busy and energetic*
speed (C/U n): *how fast sth travels*
lively (adj): *enthusiastic and energetic*
sequel (C n): *a book, film, etc that continues the story of a previous*
(radio/TV) ***series (C n):*** *a set of programmes (radio or television) with the same theme or storyline*
continuation (C n): *carrying on an action started earlier*
a chain of events (C n): *a series of events, facts, etc*
vital (adj): *completely necessary*
compulsory (adj): *that must be done*
essential (adj): *absolutely necessary; vital*
forced (adj): *made to do sth*

1 **To consolidate vocabulary from the module**

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

Answer Key

1	*massive*	7	*effort*
2	*vast*	8	*trial*
3	*wide*	9	*depend*
4	*colossal*	10	*trust*
5	*go*	11	*turn*
6	*attempt*	12	*rely*

vast (adj): *large*
colossal (adj): *extremely large*
massive (adj): *very big or serious*
wide (adj): *broad*
attempt (n): *an act of trying to do sth difficult*
effort (n): *the act of trying hard*
trial and error (phr): *the act of trying different methods until you find a successful one*
have a go (phr): *to try sth*
rely on (v): *to need sth/sb in order to exist or function*
depend on (v): *to need sth/sb in order to succeed/ survive*
turn to (phr v): *to ask sb's help or advice*
trust (v): *to have confidence or faith in sb/sth*

2 **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers on the board.

Answer Key

1	*equipment*	5	*entrants*
2	*lightly*	6	*fearless*
3	*powerful*	7	*supporters*
4	*wilderness*		

3 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1	*up*	5	*from*	9	*of*
2	*aside*	6	*in*	10	*with*
3	*On*	7	*off*		
4	*on*	8	*to*		

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ss should justify their answers.

Answer Key

1 *Adopting (-ing form as subject in sentence)*
2 *easier (comparative – than)*
3 *it (expression – find it hard to)*
4 *making (-ing after preposition)*
5 *off (phrasal verb: get off ≠ get on)*
6 *will see (time clause)*
7 *make (phrase – make a difference)*
8 *on (phrasal verb – cut down on)*
9 *to get (to -inf after it is advisable)*
10 *with (prep. – deal with)*
11 *to (prep. – key to)*
12 *taking (-ing form – noun)*

7

1 **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 and choose the correct answers.
- Check Ss' answers.

Answer Key

1 *C* (*ℓ.* 5)
2 *D* (*ℓ.* 7-8)
3 *B* (*ℓ.* 11-12)
4 *D* (*ℓ.* 23-26)
5 *A* (*ℓ.* 28-32)
6 *B* (*ℓ.* 38-45)

2 **To revise everyday English expressions**

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

Answer Key

1 a 2 a 3 b

3 **To listen for key information**

- Explain the task and ask Ss to read the statements 1-10.
- Play the recording. Ss listen and fill in the gaps according to what they hear.
- Check Ss' answers.

Answer Key

1 author	*6 their shoulders*
2 Pacific Ocean	*7 sing and dance*
3 special wooden	*8 a good harvest*
4 experienced	*9 bravery*
5 too short	*10 video cameras*

4 **To consolidate vocabulary from the module**

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

Answer Key

1 checkpoints	*6 blew*
2 survival	*7 beat*
3 track	*8 injury*
4 inaccessible	*9 place*
5 heights	*10 require*

5 **To revise infinitive/*-ing* forms**

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

Answer Key

1 playing	*6 to running*
2 going	*7 to buy*
3 warm up	*8 still be feeling*
4 to bring	*9 to use*
5 have lost	*10 meeting*

6 **To write an opinion essay**

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

Suggested Answer Key

Going to the gym is a popular way to get some exercise these days. In my opinion, gyms are very important in helping us to keep fit.

Firstly, gyms give us access to a wide variety of gym equipment designed to provide cardiovascular exercise. For example, treadmills and exercise bikes offer great aerobic exercise.

Furthermore, gyms supply personal trainers to help people achieve their fitness goals. In this way, we can set a fitness target and work towards it with their help.

On the other hand, some people argue that gyms are simply social clubs. For example, some people may use them to meet people and spend little time on the exercise equipment. They forget, however, that people can exercise and socialise at the same time.

In conclusion, I believe going to the gym is a great way to keep in shape. They also allow us to meet like-minded people.

8

Module Objectives

Read the title of the module *Nature Attacks!* and ask Ss to suggest what they think the module will be about. Go through the objectives list to stimulate Ss' interest in the module.

1 AIM To introduce new vocabulary

- Direct Ss' attention to the pictures and then play the recording with pauses for Ss to repeat chorally or individually.
- Check Ss' intonation and pronunciation.
- Elicit which disasters are common in Ss' country.

Suggested Answer Key

In my country floods and earthquakes are quite common.

2 AIM To introduce new vocabulary in context

- Go through the words listed before each text A-C and explain/elicit the meanings or Ss may look up the meanings of any unknown words in their dictionaries.
- Give Ss time to read the texts A-C and complete the descriptions with the words provided.
- Check Ss' answers around the class and elicit which picture matches which text from Ss around the class.

Answer Key

A	*1*	*overflowed*	*3*	*under water*
	2	*banks*	*4*	*roofs*
B	*5*	*collapsed*	*7*	*rubble*
	6	*pulled out*	*8*	*aftershock*
C	*9*	*eruption*	*11*	*lava*
	10	*cloud of ash*	*12*	*mountainside*

Text A - flood
Text B - earthquake
Text C - volcanic eruption

3 AIM To talk about your imagined response to a disaster

- Explain the task and give Ss three minutes to write down how they think they would feel if they experienced one of the disasters in Ex. 2.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

It was such a frightening experience. I was at school when it happened. We felt the ground move, and immediately our teacher told us to crawl under our desks. Walls fell down around us, but, amazingly, no one was hurt. We all felt lucky to survive.

1 a) **To introduce the topic**

Direct Ss' attention to the words/phrases in the list and refer Ss to the ***Word List*** to look them up.

b) **To predict the content of the text**

- Ask Ss to read the first sentence in each paragraph in the text and use the words in Ex. 1a to guess what the text is about.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

The text seems to be about a tsunami that caused a lot of damage.

The author's intention is to tell the story of her experience in March 2011.

2 **To read for specific information**

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

Answer Key

1	C (ℓ. 5-6)	4	B (ℓ. 26-27)
2	C (ℓ. 18-19)	5	D (ℓ. 30)
3	B (ℓ. 21-25)	6	D (ℓ. 41-44)

- 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

massive (adj): *very large*
prefecture (n): *an administrative area*
urge (v): *to strongly advise sb to do sth*
colossal wave (phr): *very large body of moving sea water*
breakwater (n): *a barrier to stop seawater from coming inland*
afloat (adj): *floating on water*
raging torrent (phr): *very fast moving body of water*
engulf (v): *to completely cover sth*
huddle (v): *to stand close to others because you are cold or frightened*
drown (v): *to die from being unable to breathe because water has filled the lungs*
recede (v): *to move away from sth else*
venture (v): *to go somewhere which may be dangerous*
devastation (n): *total destruction*
heaps of rubble (phr): *piles of bricks, stones and building materials*
shake head (phr): *to move head from side to side*
duty (n): *sth you have to do because it is your responsibility*
ruins and debris (phr): *pieces from sth that has been destroyed*

8a

3 **To read for specific information**

- Give Ss time to read the text again and mark the statements as true or false.
- Check Ss' answers around the class and elicit quotes from the text to support their answers.

Answer Key

1 F *'I was with my camera crew covering a story about the scallop fishermen of the Miyagi prefecture.'*
2 F *'Local people said a tsunami was approaching and urged us to get away as soon as possible.'*
3 T *'On Sunday morning ... We were also extremely hungry ... in the unlikely hope of finding some food'*
4 T *'Whole streets of houses had been flattened ...'*

4 **To answer questions on a text**

- Give Ss time to answer the questions without copying the information straight from the text.
- Check Ss' answers around the class.

Suggested Answer Key

1 *They moved to a higher position to escape the tsunami.*
2 *She felt completely shocked.*
3 *He encouraged the other townspeople to help each other and not give up.*

5 **To consolidate new vocabulary through synonymous words/phrases**

- Read the words/phrases in the list and give Ss time to find their synonyms in the text.
- Elicit answers from various Ss around the class.

Answer Key

usual = ordinary (adj)
huge = enormous (adj)
to come close = approaching (v)
to strongly advise = urged (v)
to completely cover = engulfed (v)
quickly = rapidly (adv)
to go back = recede (v)
piles = heaps (n)
to walk aimlessly = wandered (v)
obligation = duty (n)

6 **To form nouns**

- Explain the task and give Ss time to complete it using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

possible – possibility/impossibility
reside – resident/residence
destroy – destruction/destroyer
think – thought/thinker/thinking
devastate – devastation
survive – survival/survivor

To summarise a text

- Ask Ss to copy the headings into their notebooks and look through the text and write notes under each one.
- Alternatively write the headings on the board. Elicit answers from Ss and write them on the board under the appropriate heading. Ask Ss to copy in their notebooks.
- Ask various Ss around the class to use their notes to give a summary of the text to the class.

Suggested Answer Key

Type of disaster: *Earthquake followed by tsunami*
Place and date/time: *Miyagi prefecture, Japan Friday, 11th March, 2011*
Events: *At around 14:45 an earthquake struck. This was followed by a tsunami that destroyed the breakwater and flooded the entire town within 30 minutes.*
Damage caused: *The whole town was flooded. Whole streets of houses were flattened.*

Suggested Answer Key

There was a massive earthquake followed by tsunami in the Miyagi prefecture in Japan on Friday, 11th March, 2011. At around 14:45 an earthquake struck. This was followed by a tsunami that destroyed the breakwater and flooded the entire town within 30 minutes. The whole town was flooded. Whole streets of houses were flattened.

To write an interview

- Explain the situation and give Ss time to think about what questions they would ask an earthquake survivor and write them down and then use them to write an interview with a victim.
- Ask various Ss around the class to read out their interviews.

Suggested Answer Key

A: What were you doing when the earthquake struck?
B: I was at home when the building started shaking. I realised it was an earthquake so I ran outside.
A: How did you feel when you heard that a tsunami was approaching?
B: I felt scared and I knew I had to get to high ground quickly because the earthquake was very big so the tsunami would be very big, too.
A: Have you lost friends or family in the disaster?
B: My house was washed away by the tsunami and my parents were still in it. I'm very scared that they have drowned.
A: Will you stay and help rebuild the town or move to another area?
B: I will help to rebuild the town and help my family and neighbours to get things back to normal.

1 **AIM** **To consolidate vocabulary from a text**

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

Answer Key

1 *huddle*
2 *evacuate*
3 *trigger*
4 *receded*
5 *flattened*

2 **AIM** **To consolidate new vocabulary**

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

Answer Key

1 *was beating*
2 *struck*
3 *hit*
4 *rise*
5 *raise*
6 *arise*
7 *arrive*
8 *get*
9 *reach*

3 a) **AIM** **To present weather-related vocabulary**

- Ask Ss to copy the mind map into their notebooks and then use the words in the list to complete it.
- Ask Ss to look up the meanings of any unknown words in the ***Word List*** at the back of their books.
- Check Ss' answers.

Answer Key

1 *drizzle*
2 *torrential rain*
3 *hail*
4 *blizzard*
5 *heat wave*
6 *gale*

b) **AIM** **To practise new vocabulary**

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

Answer Key

1 *torrential rain*
2 *drizzle*
3 *hail*
4 *blizzard*
5 *heat wave*
6 *gale*

4 a) **AIM** **To present/practise weather-related verbs**

- Explain the task.
- Give Ss time to complete it. Refer Ss to the ***Word List*** if necessary.
- Check Ss' answers.

Answer Key

1 *drizzles*
2 *pouring*
3 *freeze*
4 *shines*
5 *blew*
6 *howling*

b) **AIM** **To personalise the topic**

- Play the recording and give Ss time to draw a scene depicting the weather.
- Ask various Ss around the class to describe their pictures with the rest of the class using phrases from Ex. 4a.

Suggested Answer Key

In my picture, there is lightning flashing across the sky and rain pouring down. The wind is howling and blowing the trees down.

8b

5 a) **To present phrases for weather**

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

Answer Key

1	*clap*	3	*flash*	5	*drop*	7	*gust*
2	*ray*	4	*sheet*	6	*flake*	8	*stone*

b) **To practise new vocabulary**

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

Answer Key

1	*a clap of thunder*	5	*a raindrop*
2	*A ray of sunshine*	6	*A snowflake*
3	*flash of lightning*	7	*A gust of wind*
4	*a sheet of ice*	8	*hailstone*

6 **To practise vocabulary related to weather**

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

Answer Key

1	*cool*	3	*heat*	5	*blazing*	7	*strong*
2	*below*	4	*forecast*	6	*heavy*		

7 **To read for gist and practise vocabulary related to weather conditions**

- Go through the list of words and check understanding.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

1	*heat wave*	4	*tornado*
2	*torrential rain*	5	*blizzard*
3	*thunderstorm*	6	*hailstorm*

Suggested Answer Key

1 *We eventually found a shop and bought some water. Then we sat under a tree and rested.*
2 *I took off my coat and shoes and tried to dry them over a radiator.*
3 *It was very scary, so we all sat in the living room and chatted until it was over.*
4 *We saw trees that had fallen over the road and cars that had been turned upside down. It was a very strange sight.*
5 *I was relieved when I finally arrived home and decided never to drive in a blizzard again.*
6 *It was so loud that we were sure a window was going to break. Luckily, it stopped after a few minutes without doing any damage.*

8 **To learn prepositional phrases**

- Give Ss time to choose the correct preposition.
- Ask Ss to check their answers in the ***Word List***.
- Check Ss' answers round the class.

Answer Key

1	*of*	3	*to*	5	*in*
2	*with*	4	*of*	6	*about*

9 **To learn/practise forming verbs from adjectives and nouns**

- Read the theory.
- Explain the task and give Ss time to complete it.
- Check Ss' answers on the board.

Answer Key

1	*advertise*	3	*characterised*
2	*darkened*	4	*thicken*

10 **To present phrasal verbs with *give***

- Explain the task and direct Ss' attention to the phrasal verbs with *give* in the diagram.
- Give Ss time to complete the task.
- Ask Ss to check their answers in the ***Word List***.
- Check Ss' answers round the class.

Answer Key

1	*away*	3	*up*	5	*off*
2	*out*	4	*in*		

1 a) **To present/revise reported speech**

Ask Ss to read the cartoon and elicit which speaker uses reported speech.

Answer Key

The son uses reported speech in picture 2.

b) **To present all the tenses of reported speech**

- Ask Ss to read the table and answer the questions. Refer Ss to the ***Grammar Reference*** section on p. 161 (GR12) for more information.
- Check Ss' answers.

c) Elicit any similar structures in Ss' L1.

Answer Key

1 *We use 'say' or 'tell' to report someone's words. When the person spoken to is not mentioned, we use 'say'.*
2 *present simple → past simple*
present continuous → past continuous
present perfect → past perfect
past simple → past perfect
past continuous → past perfect continuous
future simple → would + infinitive without to
3 *Personal pronouns and possessive adjectives in direct speech change in reported speech according to the context.*
e.g. "I will tell you later." → He said that he would tell me later.
4 *"If you pass your exams, I'll buy you a waterproof watch."*

2 **To practise reported speech**

- Explain the task and ask Ss to read the sentences and choose the correct direct speech.
- Check Ss' answers.

Answer Key

1 a 2 b 3 b 4 a

3 **To practise reporting sentences**

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

Answer Key

1 *Nick said/told Linda that he was glad that Sue had made it.*
2 *Linda said/told Nick that Sue had been lucky because all flights had been cancelled due to the weather.*
3 *Nick said/told Linda that Fran and Mike had been less fortunate; they had got stuck at the airport.*
4 *Linda said/told Nick that Fran and Mike had slept overnight in an airport hotel.*

8c

4 **To practise reported speech**

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

Answer Key

1 *Jimmy said that he didn't/did not want to go to the beach that day.*
2 *Kate told her son that when it stopped raining, he'd/could play outside.*
3 *Jane said that they hadn't/had not cleared the roads.*
4 *Paul told Lisa that Tom had gone to Hawaii the month before and that he was looking for a job.*
5 *Andy told Fran that the rescue team had been searching the rubble the previous afternoon at 4:00.*
6 *Jack told me that he would give me a lift to the airport the next/following day if it rained.*

5 **To present reported questions/ commands/requests**

- Explain the task and ask Ss to read the conversation in the cartoon and the reported speech.
- Elicit answers to the questions from Ss around the class.
- Refer Ss to the ***Grammar Reference*** section on p. 162 (GR13) for more information.

Suggested Answer Key

1 *The verb 'ask' is used to report questions.*
2 *We use 'if/whether' to introduce a reported question when there is no question word.*
3 *We report a positive command/request by using an introductory verb (ask, tell, etc) followed by to-infinitive. We report a negative command/request by using an introductory verb (ask, tell, etc) followed by not + to-infinitive.*

6 **To practise reporting questions/ commands/requests**

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

Answer Key

1 *Tom asked Jane what the weather was like.*
2 *Bob asked Linda if/whether he could lend him her raincoat.*
3 *Julia asked Sam how he had managed to survive.*
4 *He asked me if/whether they could leave a bit earlier.*
5 *She asked me when it had started raining.*
6 *She asked me to give her a towel.*
7 *The teacher told me/us not to go near there.*
8 *She told Ann to put some sunscreen on.*

7 **To practise special introductory verbs with reported speech**

- Refer Ss to the ***Grammar Reference*** section on p. 163 (GR14) and ask them to study the list of special introductory verbs.
- Explain the task and give Ss time to report the sentences using the verbs in the list.
- Check Ss' answers.

Answer Key

1 *Philip suggested going on holiday.*
2 *Kathy denied taking/having taken my umbrella.*
3 *Alex promised to bring it back the next/following day.*
4 *Sam explained that they couldn't/could not play that day because it was snowing.*
5 *He offered to help me pack my suitcases.*

8 **To practise reporting modal verbs**

- Ask Ss to look at the table and read the examples.
- Refer Ss to the ***Grammar Reference*** section on p. 162 (GR13) for more information.
- Explain the task and give Ss time to report the sentences using the verbs in the list.
- Check Ss' answers round the class.

Answer Key

1 *She told me that I **must/had to** lock all the windows.*
2 *She told me that David **would be able** to help me build a snowman later.*
3 *He said that we **would** go to the park.*
4 *Ann said that we **could** leave the next day.*
5 *He told Bill that he **shouldn't/should not** go in without permission.*
6 *She said that it **might** snow that night.*

9 **To practise key word transformations**

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

Answer Key

1 *complained about the bad*
2 *advised me to take*
3 *suggested finding somewhere*
4 *told Peter to call*
5 *refused to leave her*

1 a) **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

b) **To listen for specific information**

- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

1 F 2 F 3 T 4 F

2 **To listen for specific information**

- Ask Ss to read the questions 1-6 and the possible answers.
- Play the recording again. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

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

3 **To compare the weather in Japan with your country**

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

In my country, the summers are warm like in southern Japan and the winters are cold but not as cold as in northern Japan. We don't have wet periods that last for weeks, either. We get some rain but not as much as in Japan.

4 **To prepare for a listening task**

Direct Ss' attention to the words in the list and ask them to look them up in the ***Word List***.

5 **To listen for key information**

- Ask Ss to read the statements A-F.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers.

Answer Key

Speaker 1 D Speaker 4 B
Speaker 2 C Speaker 5 F
Speaker 3 A

6 **To present homophones and practise their pronunciation**

- Read the rubric aloud and give Ss time to read and match the homophones 1-5 and a-e.
- Check Ss' answers, then play the recording with pauses for Ss to repeat chorally and/or individually.

Answer Key

1 e 3 a 5 b
2 d 4 c

8e

1 **To understand a news headline**

Read the headline aloud and elicit what Ss think it's about.

Suggested Answer Key

I think the headline is about a ship that sunk, but the people on board managed to swim to safety.

2 a) **To predict the content of a dialogue**

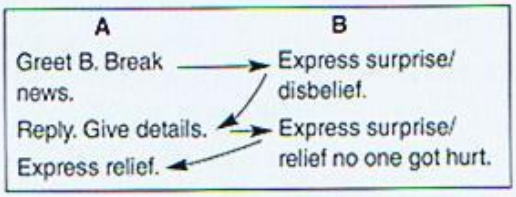
- Elicit what the people may be discussing in relation to the news headline.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

The people are talking about the sinking of a cargo vessel near a town where they live.

b) **To role play a dialogue**

- Divide the class into pairs and ask them to take roles and act out the dialogue.
- Write this diagram on the board for Ss to follow.



- Monitor the activity around the class and then ask some pairs to act out the dialogue in front of the class.

3 **To practise breaking news and expressing surprise & disbelief**

- Ask Ss to read the news headline.
- Direct Ss to the ***Useful Language*** box and explain the task.
- Ss then work in pairs, take roles and act out a dialogue similar to the one in Ex. 2a using the ideas presented and the useful language.
- Monitor the activity around the class.

Suggested Answer Key

A: Hi, Chris. Have you heard the news? There was an earthquake in the north yesterday!
B: Really? You're kidding!
A: No! Listen to this! Early yesterday morning, locals in towns in the north of the country felt the ground shaking. Houses and offices shook in the earthquake which lasted for about thirty seconds and it says here that everyone was relieved when it stopped and no damage was done.
B: What a nightmare! At least no one got hurt!

4 a) **To compare two pictures**

- Direct Ss' attention to the pictures and go through the language and ideas in the box.
- Explain the task and give Ss time to complete the task in pairs using the useful language and ideas provided
- Monitor the activity around the class and then elicit a variety of statements from Ss around the class comparing the pictures and talking about the weather affects our moods and activities.

Suggested Answer Key

In picture A I can see a group of teenagers playing in the snow and in picture B I can see a group of teenagers playing volleyball, maybe on a beach. In picture A, it's winter and the weather is cold and snowy, whereas in picture B, it's summer and the weather is warm.
In winter, people usually feel a little depressed and bored, because it gets darker earlier and they can spend less time outdoors. In winter, it's fun to play outside in the snow and make a snowman and slide down the snow, but otherwise it's nice to stay indoors when it's cold. In the summer, on the other hand, people usually feel energetic and optimistic, because the sun is shining and the days are longer. When the weather is warm, many people enjoy going to the beach or going camping.

b) **To talk about your favourite season and seasonal activities**

Read the rubric aloud and ask various Ss around the class to tell the class.

Suggested Answer Key

I prefer the summer because it makes me feel excited and energetic. I love the long evenings because then I can play sports after school. I usually play football with my friends and at weekends my family often goes to the beach. It's great fun!

8f

1 **To analyse a rubric**

- Ask Ss to read the rubric and then answer the questions.
- Elicit answers from Ss around the class.

Answer Key

1 *I am going to write a short story.*
2 *Editors who work for a magazine will read it.*
3 *The story should be about a special day in my life.*
4 *It will be written in the 1st person.*
5 *I will mainly use past tenses.*

2 a) **To read for sequence of events**

- Give Ss time to read the model essay and choose the correct sequence words in closed pairs.
- Check Ss' answers around the class.

Answer Key

1 *After*	3 *but*	5 *As soon as*
2 *As*	4 *before*	

b) **To analyse the structure of a model essay**

Read out the questions and elicit answers from Ss around the class.

Answer Key

1 *Paragraph C*	3 *Paragraph A*
2 *Paragraph D*	4 *Paragraph B*

3 **To practise the sequence of events in a story**

- Ask Ss to read the story again and list the events in the order they happened and then make sentences using the sequence words in the rubric.
- Ask various Ss around the class to retell the story.

Suggested Answer Key

First, I entered the gym. Then I started working out. After I finished, I decided to go downstairs. I was walking downstairs when I heard a rumble, like thunder. Next, the walls collapsed around me and I was trapped. I screamed, but I knew it was useless. After that, I waited a long time. Finally, I heard voices and then the rescuers removed the debris and I saw their faces.

4 **To practise reported speech**

Elicit the direct speech in the story and how it is as reported speech.

Answer Key

Direct speech: *A man shouted back, "Don't panic. We'll get you out of there."*
Reported speech: *A man told me not to panic and that they would/they'd get me out of there.*

5 a) **To identify descriptive language in a story**

Read out the nouns in the list and elicit the adjectives the writer uses to describe them in the story.

Answer Key

terrible rumble
total darkness
longest hours
loud voices

b) **To identify descriptive language in a story**

Read out the verbs in the list and elicit the adverbs the writer uses to describe them in the story.

Answer Key

was walking slowly
screamed hysterically
shouted frantically
was hurting terribly

6 **To practise linking sentences**

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

Answer Key

1 ***As soon as*** *I got to my room, I started to unpack. / I started to unpack* ***as soon as*** *I got to my room.*
2 *I changed my clothes* ***and then*** *I went for a night out.*
3 *I was excited* ***because*** *it was my first visit to Rome.*
4 *I packed my suitcase* ***before*** *I called a taxi. / **Before** I called a taxi, I packed my suitcase.*
5 ***When*** *I realised I didn't have my passport, I started to panic. / I started to panic* ***when*** *I realised I didn't have my passport.*

7 **To set the scene for a story**

- Read out the ***Study Skills*** box and then ask Ss to look at the picture and the words given.
- Give Ss time to write a short paragraph setting the scene and then ask various Ss around the class to read out their paragraphs to the rest of the class.

Suggested Answer Key

It was a beautiful summer morning and Sam and I were on a boat, close to the island where our hotel was. The sun was shining and a light breeze was blowing. We felt happy and we were looking forward to a day of sailing.

8 **To use descriptive language; to expand vocabulary**

- Give Ss time to read the paragraph and then replace the adjectives in bold with suitable alternatives from the list.
- Check Ss' answers around the class.

Answer Key

1 *comfortable*
2 *pleased*
3 *deafening*
4 *relieved*
5 *terrifying*

9 **To use descriptive language**

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

Answer Key

1 *patiently*
2 *slowly*
3 *hungrily*
4 *anxiously*
5 *loudly*

10 **To prepare to write a story**

- Read the rubric aloud and ask Ss to read the questions in the brainstorming box and think of answers to them to plan their story.
- Elicit example answers to questions from various Ss around the class.

Suggested Brainstorming

Theme: *a holiday when I had a lot of problems*
Main Character(s): *me, my sister, my parents*
Setting: *a beach resort in South France*
Problem: *the hotel was awful; insects in rooms; bed sheets dirty*
Resolution: *bought a tent and went to a campsite, felt happy*

11 **To write a story**

- Refer Ss to the ***Writing Bank*** on p. 149 (WB8) for details and then give Ss time to complete the task using the ***Useful Language*** box and their answers from Ex. 10.
- Remind Ss to follow the plan, to set the scene and to describe the events in the order they happened using sequence words.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A holiday where everything went wrong

It was a beautiful day when my family and I arrived in France. The sun was shining and a light breeze was blowing. We were sure it was going to be a wonderful holiday!
When we arrived at the hotel though, we got a terrible shock. It was rundown and shabby and the pool was filthy. Then when we went inside to check in, things got even worse!
The receptionist told us that the four of us had to share one bedroom. After we saw the room we groaned miserably. There were insects on the floor and the bed sheets looked dirty.
Finally, Dad said, "I'm buying a tent and we're going to a campsite next to the beach." We felt happy and relieved that we didn't have to stay in that awful hotel.

1 **To read for cohesion and coherence**

- Give Ss time to read the text and think of a suitable word to fit in each gap.
- Check Ss' answers around the class.

Answer Key

1	*with*	7	*by*
2	*then*	8	*these*
3	*how*	9	*made/left*
4	*which*	10	*most*
5	*By*	11	*as*
6	*an*	12	*but*

2 **To practise word formation**

- Explain the task and give Ss time to complete it.
- Then check Ss' answers on the board.

Answer Key

1	*largest*	6	*likely*
2	*diversity*	7	*insignificant*
3	*life*	8	*global*
4	*completely*	9	*destruction*
5	*unrecognisable*	10	*scientists*

3 **To practise sentence transformations**

- Explain the task and give Ss time to complete it.
- Remind Ss not to go over five words and to use the word given.
- Check Ss' answers around the class.

Answer Key

1 *doubted that there would be*
2 *has not changed*
3 *almost no help*
4 *didn't run fast enough/weren't fast enough*
5 *in the near*
6 *as soon as he/she heard*
7 *were unaware that*
8 *it is rare to see*

8

4 **To practise grammar structures from the module**

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

Answer Key

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

5 **To consolidate new vocabulary**

Give Ss time to choose the correct word for each gap and then check Ss' answers around the class. Explain any unknown words..

Answer Key

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

closely (adv): *very near; carefully*
generally (adv): *usually or in most situations*
approximately (adv): *close to a particular number or time but not exactly that; about*
clearly (adv): *in a way that is easy to understand, see or hear*
have qualifications (phr): *to possess qualities, skills or knowledge*
quality (C n): *each of the parts of sb's character*
conduct/carry out/perform an experiment (phr): *to do a scientific test to prove a scientific theory*
experience (n): *sth that happens to you or sth you do*
fresh (adj): *made or experienced recently*
high (adj): *greater than normal in degree, intensity or amount*
latest edition (phr): *the most recent of its kind*
foremost (adj): *the most important or famous*
harm (v): *to hurt sb or damage sth*
crush (v): *to press or squeeze sth so hard that it is damaged or injured*
destruct (v): *to deliberately cause serious damage to a rocket or missile*
destroy (v): *to damage sth so badly that it no longer exists or works*
have (v): *to own sth; to hold sth*
do (v): *to perform sth*
pay a visit (v): *to visit sb*
give (v): *to provide sb with sth*
licence (C n): *an official document that gives permission*
authority (U n): *the power to give orders to people*
pass (C n): *an official document or ticket that gives you the right to enter a place or travel on a bus, train, etc*
get permission (phr): *to be allowed to do sth*
decline (v): *to become less in amount, importance or quality*
avoid (v): *to prevent sth bad from happening*
refuse (v): *to say that you will not do or accept sth*
resist (v): *to refuse to accept sth and try to stop it from happening*
in slavery (phr): *owned by another person*
in prison (phr): *in a place where criminals are kept as a punishment*
in captivity (phr): *(of an animal) kept somewhere in a cage and not allowed to leave*
in detention (phr): *kept somewhere and not allowed to leave*
insert (v): *to put sth into sth else or between two things*
be involved in (v): *to be busy with; to take part in*
participate in (v): *to take part in*
take part in (phr): *to participate in*
mingled (pp): *(of smells, sounds, etc) mixed*
merged (pp): *(of companies, banks, etc) combined or joined*
messed (adj): *being dirty or untidy*
have mixed feelings about sth (phr): *to have both bad and good feelings*
make a purchase (phr): *to buy sth*
be on sale (phr): *to be available in shops for people to buy*
be on the market (phr): *to be available for purchase*
retail (U n): *the selling of products to customers from shops*
it doesn't matter (phr): *it is of no importance*
it makes no difference (phr): *it doesn't matter*
it's no concern of mine (phr): *it's not my problem*
it's no trouble at all (phr): *it's easy for sb*

1 **To consolidate vocabulary from the module**

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

Answer Key

1	*customary*	11	*condition*
2	*ordinary*	12	*situation*
3	*frequent*	13	*notification*
4	*common*	14	*warning*
5	*urged*	15	*alert*
6	*insisted*	16	*alarm*
7	*forced*	17	*swayed*
8	*recommend*	18	*shook*
9	*state*	19	*trembled*
10	*frame*	20	*waving*

ordinary (adj): *normal*
common (adj): *usual*
frequent (adj): *happening often*
customary (adj): *traditional*
recommend (v): *to suggest that sth should be done*
force (v): *to make sb do sth*
urge (v): *to encourage sb to do sth*
insist on (v): *to demand sth should happen*
situation (n): *particular place*
condition (n): *the state that sb is in*
state (n): *the condition that sb is in*
frame of mind (phr): *the way sb feels/thinks about sth at particular time*
warning (n): *possible danger*
alarm (n): *strong danger*
alert (n): *a warning to prepare for sth dangerous*
notification (n): *official information*
shake (v): *to move from side to side*
wave (v): *to move your hand or arm*
tremble (v): *to shake because of fear or cold*
sway (v): *to swing from one side to another*

2 **To practise phrasal verbs and prepositional phrases**

- Explain the task.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1	*of*	3	*away*	5	*up*
2	*with*	4	*of*		

3 **To practise word formation**

- Explain the task.
- Ss complete the task.
- Check Ss' answers on the board. Ask Ss to identify the part of speech each word is.

Answer Key

1 *familiarise (v)*
2 *finalise (v)*
3 *fatten (v)*
4 *helpless (adj)*
5 *residents (n)*
6 *extremely (adv)*
7 *devastation (n)*
8 *possibility (n)*
9 *massive (adj)*

Grammar in Focus

To consolidate grammar structures from the module

- Explain the task.
- Ss complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 *from (prep that goes with escape)*
2 *had been climbing (reported speech)*
3 *to get (stop + to-inf)*
4 *there (subject of the verb* ***to be*** *– to talk about the existence of sth)*
5 *was tumbling (action happening at a certain time in the past)*
6 *in (phr)*
7 *told (reported speech)*
8 *falling/having fallen (-ing form after preposition)*
9 *about (prep after complain)*
10 *if/whether (used to introduce reported questions)*
11 *had (reported speech)*
12 *following (reported speech)*

8

1 a) **To read for specific information**

- Ask Ss to read the questions 1-6.
- Then give Ss time to read the text and choose the correct answers.
- Check Ss' answers.

Answer Key

1 *B (ℓ. 2-3)*
2 *D (ℓ. 8-11)*
3 *B (ℓ. 19-20)*
4 *B (ℓ. 27-31)*
5 *B (ℓ. 32 – 'famine')*
6 *D (ℓ. 42 – 'amazingly')*

b) **To answer comprehension questions on a text**

- Give Ss time to answer the questions referring back to the text as necessary.
- Check Ss' answers around the class.

Suggested Answer Key

1 *Poisonous gases, dust and ash from the eruption filled the atmosphere, blocking sunlight and lowering temperatures.*
2 *Twelve thousand people died in the eruption and thousands more people died as a result of lack of food.*

2 **To listen for specific information**

- Explain the task and ask Ss to read the statements 1-8.
- Play the recording. Ss listen and mark the statements accordingly.
- Check Ss' answers.

Answer Key

1 F	3 T	5 F	7 F
2 F	4 F	6 T	8 F

3 **To consolidate vocabulary from the module**

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

Answer Key

1 tornado	6 heat wave
2 pouring	7 blowing
3 forecast	8 flash
4 triggered	9 beating
5 evacuate	10 blazing

4 **To revise future tenses**

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

Suggested Answer Key

1 *She told me that she could see me the next/following day.*
2 *Alex explained to Nathan that he had already read that book.*
3 *He complained that he didn't/did not like walking in the rain.*
4 *She suggested having lunch.*
5 *Ann asked Sam if/whether he had come with him.*
6 *She suggested going to the beach.*
7 *She apologised for having been/being late.*
8 *He promised to help me when he got back.*
9 *Alexander refused to do that.*
10 *He asked me not to be late.*

5 **To revise functions and notions**

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

Answer Key

1 a	3 b	5 b
2 a	4 a	

6 **To write a story**

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

Suggested Answer Key

The scariest experience of my life

It was 6 pm when I set out with my friends, Bob and Alan, to go trick-or-treating. It was dark and the wind was blowing, but I felt excited.
When we reached the first house, we couldn't wait to get some sweets. Alan rang the bell, but no one answered. Then, suddenly the door blew open with the wind. We were all scared and Bob ran away screaming! Alan and I were frozen with fear. After a minute, we calmed down and decided to go inside. Then when we entered, we got an even bigger shock! A black cat jumped up and started scratching Alan's face! We both yelled in horror, ran out of the house and straight home!
Later, when we talked about our experience with my dad, he told us about old Mr Fredericks who used to live in that house a hundred years ago. He was a very scary man who hated people walking on his property. He had a black cat that always attacked intruders. Alan and I shivered with fear!

Module 1 – People

1d – Exercises 2b & 3 (p. 12)

Interviewer: Welcome back to the show. My next guest is just 24 years old, but is already considered one of England's most talented ballerinas. Jane Ivory, welcome to the show. How does it feel to be back in your hometown?

Jane: It's great to be back. I do so many performances abroad during the year that I always treasure my time at home with my family. Sometimes my mother, Sandra, travels to performances with me, and my brother, Peter, lives in New York, so I see him quite often, but I rarely get to see my extended family, like aunts and uncles.

Interviewer: Well, I think we all know one of your aunts, Jenny Winters, is one of the few English ballerinas to dance in the Bolshoi. Do you still turn to her for advice?

Jane: Oh, yes, of course. She has always been very helpful. She knows everything there is to know about ballet, and I was delighted to hear that she opened a ballet school in the area. I really hope it does well.

Interviewer: Yes, I'm sure it will. Looking back, was Jenny your main inspiration to become a ballerina?

Jane: Well, in some ways. But all my family supported me in my goal. For example, I'll always be grateful to my granddad, Bertie. If it wasn't for him, I would never have been able to afford to enter the Royal School of Ballet. He's the most generous person I know.

Interviewer: So what does the future hold for Jane Ivory?

Jane: Well, next month, I'll be performing the lead role in Swan Lake at the Royal Opera House in London. It's a part I know well, but I still feel nervous about performing in such a famous venue.

Interviewer: I'm sure you will be wonderful as always! Jane, it's been a real pleasure having you here in the studio today.

Exercise 5c (p. 12)

Presenter: Welcome back to This is Your Life. On tonight's show we're looking back on the career of James Watson, one of Britain's most well-loved chat show hosts. James, before the break you were talking about your wife, Anna. How did you two meet?

James: Well, I first met Anna 40 years ago. She was on holiday in London but broke her arm in a cycling accident. That meant she missed her flight back to Paris and had to stay a day in hospital. That day, I was also in hospital after I broke my nose playing rugby. I got chatting to her and, after we both got out of hospital, I showed her around London. The rest is history!

Presenter: Like you said, that was 40 years ago and this year you celebrated your 35th wedding anniversary. What makes the relationship work so well?

James: Well, Anna is an incredible woman to be around. She's one of the most intelligent people I know, yet she is so modest about her abilities. And she's very optimistic. Even in the most difficult times, she still sees the bright side of things. To this day, I like nothing more than talking to her in the evenings over a cup of tea!

Presenter: And do you two share any hobbies?

James: Well, any chance we get we like watching old movies at home. I don't watch much TV, and we can't really go to the cinema because I'm often recognised, so instead we rent DVDs, mostly of black and white classics. And we love walking, too. Not hiking through mountains or anything demanding like that; just nice relaxing walks in the forest.

Presenter: I see. And it was in 1980 when your daughter, Laura, was born. In what way did that change your lives?

James: Well, that was my first year in television so I was very busy. I really wanted to spend more time at home, so it was very frustrating. At least Anna was understanding about the situation. She resigned from her job and has been a full-time mother ever since. Looking back, we're glad we made that decision. We're so proud of Laura. She's recently completed her degree from St Martin's College of art and, no, she hasn't decided to follow in the footsteps of her father! Instead, she hopes to work as a fashion designer. She's very confident and energetic, so who knows what the future holds?

Presenter: Well, we know how much your wife and daughter mean to you, James. So, we've invited them to the show! Ladies and gentlemen, Anna and Laura Watson!

James: Oh, what a surprise!

1e – Exercise 4b (p. 13)

The picture shows some people in a large room. They are at a party. The girls in the foreground are happy and smiling. They are wearing light summer clothes. The girl on the left is wearing a white T-shirt under a light grey jacket and the girl on the right is wearing a green top. They are talking to a man. The man is smiling and shaking hands with one of the girls. He is wearing a grey shirt and jeans. Everyone seems to be getting on very well and enjoying themselves.

Progress Check 1 – Exercise 2 (p. 19)

Hello and welcome to the lecture. My name is Dr Frank Arken and I'm a professor of Psychology at the University of Bristol. Firstly, I'd like to thank you for inviting me to give this talk today. I've never visited Southampton before and I've thoroughly enjoyed my time here.

Today, I'd like to talk to you about the subject of the book that I'm currently writing; friendship. It's something that exists in every culture of the world even in the animal kingdom, but friendship is changing. For instance, in the age of the Internet in which we live, we can contact our friends more quickly and easily than ever before. Social Networking sites such as Twitter and Facebook make it possible to keep in contact with our friends 24 hours a day. Friends are no longer just people we meet regularly and talk to face-to-face. We can have Internet friends that we maybe never meet. My son, for instance, has an e-friend in Japan, who he has known, just through email, for five years!

However the same message I tell him, I'd like to give all of you today. These days, we have to think about the difference between an Internet friend and, what I call, a true friend. Should we be happy if we have 1,000 Facebook friends or 5,000 Twitter followers? In most cases, these high numbers don't mean much. I'm not saying that a true friend is a person you only see in person. Whether it's someone thousands of miles away or next door, a true friend is someone who you can really trust and rely upon for advice in times of need. For most people, this adds up to just 4 or 5 people; certainly not thousands. I know that most of my Twitter followers would certainly not be interested in my problems!

So, to sum up, today, I'd like you all to rethink the friendships in your lives. Just because someone is following you on Twitter or has 'friended' you on Facebook, doesn't mean he is a true friend. Of course this person could become a true friend, but it's important in our busy lives to know who our true friends are today and pay attention and give our energy to them. These are the people who really count and who can make us happy in our lives.

Module 2 – The environment

2d – Exercise 1b (p. 28)

Interviewer: Welcome to the show, Dr Richards. Can you tell us why lions are in danger?
Dr Richards: Lions are in danger because there are between 16,000 and 50,000 of them left in Africa. Now, that would be a nice number of lions if they were all protected inside national parks and game reserves. But the fact is, that many are still out in the wild facing the dangers of habitat loss, hunting and accidental poisoning. Even though all these lions can be found in the sub-Sahara region of Africa, the loss of habitat means that different groups of lions are losing contact with each other. So, each population, because it's so small, is highly endangered.
Interviewer: How many lions should there be in the wild?
Dr Richards: Well, we know that 30 years ago, there were 180,000 more lions living in the African wild. Long ago, lion populations existed throughout southern Europe, parts of North and South America, southern Asia, central India and all over Africa. Since then, they have simply vanished from most of these places. Europe hasn't seen a lion since 100 AD and in 1884 there were only a dozen left in the Gir forest in India. In the 20th century, the Gir lions were protected and they now number about 300. But that's not enough, so the Gir Lion is now on the critically endangered species list.
Interviewer: That's terrible! I didn't know it was that serious. But the lion can be saved from extinction, can't it?
Dr Richards: It all depends. Most experts agree that if we act immediately, we can save the lion. But we need help to do that because there are too many threats still out there.
Interviewer: Well, you explained the problem with habitat loss. But, I don't understand why people might still hunt them or how they get poisoned.
Dr Richards: They are mostly hunted by the Maasai warriors who kill them to protect their farms. There are many organisations trying to teach the Maasai the importance of conserving these big cats instead of killing them. On the other hand, there are the dangerous poachers. Many elephant poachers kill elephants by poisoning their waterholes. Unfortunately, many lions become accidental victims. The use of strong pesticides over land has another deadly affect on lions.
Interviewer: So what can we do to help?
Dr Richards: Like I said, the only way to protect lions is to create protected areas for them. At the same time, we have to breed as many as we can if we want the species to survive. We also need volunteers to track and follow the lions in the wild. You can find links to several organisations raising money for this on my website.
Interviewer: Thank you for coming to talk to us, Dr Richards. Let's hope the King of the Jungle can be saved.

Exercises 4b & 5 (p. 28)

Hello. I'm Jeremy Finch and I'm here to talk to you on behalf of the local Forest Society. As many of you should already know, the United Nations declared 2011 the 'International Year of Forests'. They did this to raise people's awareness about the importance of forests. I'm here today to talk to you about the rainforest.

Most of you are aware that rainforests produce 20% of the world's oxygen supply and are responsible for keeping the world's climate in balance. Apart from that they are also the world's oldest eco-system and are home to more than 50% of the world's plant and animal life. In the 19th century, rainforests covered over 20% of land surface on Earth. Tragically, more than half of that is now gone.

There is now only about 6 million square kilometres of rainforest left in the world – that's an area of land the size of Australia and it represents around 5% of the world's land surface. Every single day, 32,000 hectares are cut down for wood, to make way for farmland and urban areas. Losing the rainforest would mean losing millions of species. Experts believe we are losing 137 plant and animal species every day due to rainforest deforestation. As these species disappear, so do many possible cures for life-threatening diseases. Why? – because many of our medicines come from rainforest plants. Although less than 1% of rainforest plants have been tested for medicinal uses, more than 25% of modern drugs come from rainforests. Imagine what we would lose if our rainforests disappeared before we had the chance to test more plants!

So what can we do to help this important life source? Well, there are many things we can do. First of all, you can stop wasting paper and recycle all the newspapers and magazines you read. Or better yet; read them online. Secondly, you can stop buying wooden products. For example, don't buy new wooden furniture. Instead, buy furniture made from recycled or other ecological material. Thirdly, support companies that operate in ecological ways.

We all have a responsibility to love this planet. Sadly, many people tend to forget their share of the responsibility. I came here today, to remind you!

2e – Exercise 3b (p. 29)

A: Right. What about encouraging students and teachers to turn off lights when a classroom is empty? We could save a lot of energy, especially during lunch breaks when all the classrooms are empty.

B: Good thinking. However, everyone should know that lights should be off when we're not using them. How about we suggest replacing all the light bulbs with energy saving ones instead?

A: I'm not so sure about that. It's a great idea to change the bulbs, but I think that is the school's responsibility. Let's think of ideas that students should always be aware of. Why don't we put stickers on each computer to remind students to shut them down.

B: OK, I suppose you're right. Why not tell them they can save energy by opening windows instead of turning on the air-conditioning when it's hot?

A: That's an excellent idea. Everyone would share responsibility and it might help students to pay more attention to saving energy at home, too. Would you suggest anything else?

B: Perhaps the school should install solar panels to power the heating and hot water. That would save a great deal of energy throughout the year.

A: That sounds great. It would be expensive to install solar panels, but a lot of money would be saved in time. We could organise a 'Save Energy Day' at school to help raise money for this idea. It would also raise everyone's awareness about saving energy.

B: So, which two do you think are the best suggestions for the school? I think putting stickers on the computers is a great idea. It reminds everyone in the school to shut the computers down and save energy.

A: Yes, I agree. I also feel that installing solar panels would be a great second choice. In the future, the school wouldn't be wasting any energy or money for hot water or heating.

B: That sounds good to me. I suppose we've decided, then.

Progress Check 2 – Exercise 3 (p. 36)

... The Amur leopard is the rarest big cat in the world. There are fewer than 50 individuals left in the wild – all of them in Russia. Once, the Amur leopard could also be found in China and Korea. But experts declared it extinct in these countries years ago.

Unlike most leopard species, which live in warm climates like the savannahs of Africa, the Amur leopard lives in the freezing cold of the Russian Far East. They have several adaptations for living in the cold. Their legs are longer than other leopards, which allows them to walk in deep snow with ease. Also, their fur – which is only two and a half centimetres long in the summer – grows to seven centimetres in length in the winter to provide them with warmth.

Amur leopards are solitary animals. Apart from mating, they rarely interact with each other. They are also nocturnal animals, hunting at night and sleeping during the day. They hunt by silently creeping up on their prey. During the attack phase they may reach speeds of up to 35 miles per hour. But they can only run at such a high speed for a very short time. The main prey species of the Amur leopard are deer, wild boar, rabbits and badgers. The Amur Leopard hides any unfinished kills so that the prey is not taken by other predators.

The Amur leopard has been a protected species in Russia since 1956 but they are still under threat from poachers. Amur leopards are killed for their beautiful and unique spotted coats. The spots, or 'rosettes', on their fur are widely spaced and have thick black borders, making Amur leopards a very beautiful cat. But poachers are only half the problem. Deforestation has had a devastating effect on the Amur leopard population. There has also been a drastic reduction in the number of the Amur leopard's prey species ...'

Module 3 – Travel & Holidays

3b – Exercise 4 (p. 40)

Announcement 1. As we will be taking off shortly, please fasten your seatbelts, ensure that your seat is in an upright position and all hand luggage is stored in the overhead locker.

Announcement 2. Will the driver of the vehicle, registration number BD61 ASF, please return to their vehicle in the Level One parking area, as its lights have been left on.

Announcement 3: We will be arriving shortly at the port of Southampton. Passengers wishing to disembark here should begin to gather their personal belongings.

Announcement 4. This service is the express service to Glasgow. The buffet car will open in 15 minutes and a trolley drinks service is also available for your convenience.

3d – Exercises 1b & 2 (p. 44)

Jenny: I recently went on a holiday to India. My friend had been several years ago and always told me I should go! After saving up enough money, I finally booked my holiday and off I went. During the long journey I read the guidebook I had borrowed from my friend. Well, unfortunately, things seemed to go wrong from the moment I arrived. After getting off the plane I discovered that the airline had lost my luggage! They took my phone number and promised to call when they had found my bags, which had probably been put on another plane by mistake. I tried to get a bus outside the airport to where I was staying. But the driver didn't understand me as we did not speak the same language and I ended up having to pay a taxi driver ten times as much to get me there. Unfortunately, it didn't take long for him to get hopelessly lost and it was many hours later that we finally reached my destination. Things didn't end there! When I arrived at the hotel, it looked nothing like the photographs in the brochure. Instead of being luxurious, the room was cramped and dirty. At least from my balcony I

could see a beautiful old building that my guidebook said was an ancient temple. I spent my days exploring the sights the city had to offer and sampled a lot of the local food. I found it really tasty, but then one evening I got very sick with food poisoning. Sadly, by the time I eventually felt well enough to go out again, it was my last day. Overall, though, I was really glad I had taken my friends recommendation, even though not many things had gone as I'd planned.

Exercise 4b (p. 44)

DJ: Welcome back to Radio Ten! A big congratulations to Adam who won a meal for two at Luigi's Italian Restaurant for sharing his worst dining experience with us yesterday! Today, listeners could win an amazing trip to Rome, where they will visit beautiful Vatican City! All you have to do is share a bad holiday experience you had with us. Earlier, we heard about Carol's disastrous trip to Bali. Now that was exciting! OK, who do we have on the line next?
Man: Hi there! My name's Mike.
DJ: Hi Mike! So, tell us... what's your story? Where did you go?
Man: Well, when most people think about going on holiday, they think about going to a beach resort in Thailand or the Caribbean or sightseeing in Europe. But my family are thrill-seekers and prefer to do something different. Last year, we decided to go skydiving in Australia, but this year we decided to have a winter holiday in Austria.
DJ: That sounds like fun! How exhilarating it must have been!
Man: Well ... it would have been! Except that my alarm didn't go off on the morning of our departure which meant we only had half an hour to catch our plane! On the way to the airport, our car broke down and smoke began to pour out of the engine! Fortunately, a police car stopped and gave us a lift so we made it to the airport on time. But then at the check-in desk we discovered that I had booked the flights for the day before! My family was so disappointed.
DJ: What an awful experience! Thanks for sharing that with us Mike .... OK, we have another caller on the line. Hi... What's your name and story?
Woman: Hello! My name's Katie.
DJ: So, Katie, tell us your story.
Woman: Well, I'd been saving for this holiday for a while and was really excited because it was my first time travelling abroad! I had planned everything in advance, choosing a beautiful resort in Vietnam with a view of the sea. I would never have dreamt of travelling so far away, but my best friend had been there as a child and told me about how amazing the place was and ever since then I've wanted to go too.
DJ: Sounds good so far!
Woman: Well, the hotel was OK, even though the room was small and the beach it overlooked was not that clean - nothing like in the brochure! However, what nobody told me when I booked my holiday was how hot it was going to be in Vietnam! I had brought loads of sunscreen with me but I still didn't avoid getting sunburnt.
DJ: What bad luck! Anyway, thanks for calling, Katie! Now, we're still here for the next two hours taking your calls. After that, listeners can vote for their favourite story on our website. You've only got until midnight to vote so don't wait until the morning! We will announce the lucky winner on tomorrow's afternoon programme!

Progress Check 3 – Exercise 2 (p. 51)

A: ... so, Alex, when do you want to travel... and where do you want to go?
B: I'd like to go to Greece for a couple of weeks in August and spend the time visiting two or three islands. But I'm not sure yet whether I can get two weeks off work in August as it's a busy time of the year at my company. If my boss says I can't, then I know he'll give me two weeks off in September – which will give me more time to save for this trip, so that won't be such a bad thing.
A: OK, and what sort of accommodation would you like?
B: Well, I usually like staying in hostels as I can meet other travellers, but staying in a hotel might be nice for a change. Last year, I stayed in a bed and breakfast and I liked it, but this year I want to treat myself to something a bit more luxurious. I would also consider staying in a self-catering studio apartment.
A: And what's your budget?
B: Ideally, I'd like to spend no more than €1500. And by that I mean, flights and accommodation, spending money ... everything. But I'm flexible – up to a maximum of €2000.
A: What activities would you like to do? Are you interested in going on any organised tours?
B: Yes, I'd like to do a couple of day tours that visit some ancient ruins as I'm interested in learning more about the history of Greece. I'm not the type of person who can spend all day lying on a beach – that really bores me – so one or two day tours would be good.
A: OK. Well, give me an hour to come up with some options for you and I'll call you back. Can I get you on this number?
B: Actually, I'll be busy for the rest of the afternoon so can you please fax or email me my options. I'll put you through to my secretary now and she will give you my details ...

Module 4 – Festivals & Celebrations

4d – Exercises 2b & 2c (p. 60)

I can't tell you how exciting it is to be here in Oaxaca today for the famous festival known as the Day of the Dead. And it's such a lovely day too, warm and sunny. The perfect weather for such an important festival, celebrated by all Mexicans.

Here in Mexico, the Day of the Dead takes place every year on the 2nd of November, which is All Souls' day in the Catholic religion. But the origins of the festival go back to the early civilisations of Mexico, such as the Aztec civilisation. With so long a history it is understandable why the festival is a national holiday here. And it's worth remembering that this is a celebration. There is nothing

gloomy or sad about the Day of the Dead. It's a bright colourful festival that honours the dead and where families remember all the happy times they had with their departed loved ones.

I think it's time to take a closer look at what happens on this splendid holiday. Mexicans prepare all year for this festival, planning how they will decorate the altars that they make at the graves of their loved ones, and also for the food that family and friends will share on the day, too.

Mexicans believe that the spirits of the dead come back to visit their families and that the spirits can join in the festivities. This is why they decorate the altars so lovingly. Each of the graves in the cemetery has a beautiful altar covered in candles, great big bright marigold flowers and amazing sugar skulls. Families also put out the favourite food of their loved one so that the visiting spirit can enjoy the food too. When families come to the grave to decorate the altar and share some time with the spirit of their loved one, they also talk about the happy times they all had when the person was still alive. People like to tell jokes and funny stories about the past.

It's not just the altars at the grave that are decorated either. The streets are also festooned with colourful balloons and candles. The candles are to light the way for the visiting spirits so that they can find their families easily.

After people have visited the graves of their family members they then have a fantastic festive meal. Some families, if it's nice weather like today, like to have a picnic in a park or the countryside, or a big slap-up meal at home.

As the Day of the Dead is a party and not a funeral, people's homes are also decorated with candles, balloons and flowers. It's a festive day with lots of eating and drinking and plenty of laughter. But wherever the family celebrates, they always make a place for the visiting spirits. Often, they'll provide lots of cushions and a warm blanket so that the spirits, which have come a very long way – remember – , can be comfortable and well-rested. Mexicans also believe that the visiting spirits can enjoy the food and drink And it's such good food that this is hardly surprising. It's quite strange, but they believe that the spirits consume the food in a spiritual way and that means that they take all the goodness and nutrition from the food.

In the end, though, after spending a wonderful day at these fantastic celebrations it's obvious, that in some ways, it has the wrong name. Yes, it is The Day of the Dead but really it's a celebration of life in all its richness and colour. It's a real family day when everyone can gather together to share and laugh about life ... I can't think of anything more joyful.

Exercise 5b (p. 60)

Interviewer: Hello and welcome to this afternoon's show. As you all know, Lent is coming up soon, which means that it is now carnival time in many parts of the world. Most people are familiar with the Rio Carnival in Brazil, but what about the one in Venice? My guest today, Sophia Puzi, is an expert on the history and cultural traditions of Venice. Hello Sophia, I'm glad you could be with us today.

Guest: It's wonderful to be here, thanks. Before the show you mentioned that you've been to the Venice Carnival. Did you enjoy it?

Interviewer: It was spectacular. People wore really lavish costumes and the masks were quite simply works of art. It felt magical to be in such a beautiful historic city surrounded by the grand palaces, the misty canals and gondolas. And then there's all the parties, concerts and art events to go to. It's a festival that manages to be somehow both ancient and modern. I think what really impressed me, though, was the atmosphere. Everyone put every ounce of energy they had into having a good time.
But I don't actually know much about its history and traditions, which is what I hoped you could help us with today.

Guest: My pleasure. Well, first of all, let's look at the word carnival itself. Language experts believe it comes from a phrase that means 'farewell to meat', which makes sense, because carnival is the run up to Lent, the period before Easter when, traditionally, Christians give up eating meat, fish and dairy products. Carnival is the last time to feast and have fun before the long forty days of Lent, when people are expected to be pure, not loud and fun-loving.

Interviewer: So when did carnival first start in Venice then?

Guest: The carnival has a long, interesting history. Although the tradition of carnival is thought to be older, it first appears in Venetian records in 1092. It soon became an important festival in the city and the famous Venetian carnival masks turn up in the records from the beginning of the 13th century. The carnival remained popular for many centuries until the Austrians took control of the city at the end of the 18th century. This is when it started to go into decline and then, finally, in the 1930s, it was banned completely. It wasn't revived until 1979, when a group of local businessmen got it going again. Now it's a hugely popular festival and just as big as it was in its heyday.

Interviewer: What about the story behind the masks?

Guest: During carnival people tend to do things that would be considered outrageous in normal society and they didn't want to be recognised and gossiped about. So, the wearing of masks developed mainly as a way for people to feel free at carnival. It was also a way of disguising your social class. Carnival was, historically, the one time that all the classes would mix together, from noblemen to peasants. The styles of the masks are very distinctive too. Many of them are from characters from the famous Italian comedy theatre, the commedia dell'arte, like Columbina. And some are quite sinister, such as the plague doctor's mask, which has a long nose like a bird's beak and is often worn with a big black hat and a long black cloak.

Interviewer: Yes, some of the costumes and masks can look quite scary. I noticed that when I was there. I was just thinking, though, that it's a shame we don't have anything similar to carnival here in Britain. But I suppose our weather makes it difficult. The cold and damp at that time of year doesn't exactly encourage people to want to have a street party. And we're not as outgoing and party-loving as the Italians.

Tapescripts

Guest: The British love to party as much as anyone, just think about all your New Year traditions. No, I'd say that the reason carnival didn't develop here is because of climate. That's why the Notting Hill carnival happens in August rather than the run up to Lent.
Interviewer: I'd never thought of that. That's a good point. Well, thank you for coming in today Sophia ...

Progress Check 4 – Exercise 3 (p. 68)

A: Hi Kate. How was your summer?
B: Hi Ned. It was great! I had the time of my life.
A: Cool! Did you go to England again?
B: Well, I had planned to but in the end I spent all my time in Edinburgh in Scotland.
A: Really? Did you do anything special?
B: Yeah, I went to the Arts Festival.
A: You lucky thing! I've always wanted to go. How was it?
B: Well, it's absolutely huge, you know. And it lasted three weeks, from 5th to 25th August. I think there were about 2,000 shows in 250 different places all over the city. I've never seen a festival like it.
A: Wow!
B: Yeah it's really amazing! There was everything you could imagine there; theatre, music, comedy, dance ... . But, as you can imagine I didn't get to see all the performances ... .
A: Sure ... but what did you like best?
B: Well, my friend Laura was acting in a play so I actually saw that twice and I loved it but what impressed me most of all were the stand-up comedians. They were all hilarious.
A: It must have been great fun.
B: Yeah, one evening I laughed so much that I got a stomach-ache. I couldn't eat anything.
A: Ha! And did you see any good bands?
B: Did I what? I saw the coolest bands almost every night.
A: Sometimes I wish I were you ...
B: Come on now. Don't be silly! Anyway, what did you do for the summer?
A: Nothing much really. I ...

Module 5 – Crime

5d – Exercises 2 & 3 (p. 76)

A: Emergency services. Which service do you require?
B: The fire service!
C: This is the fire service. Please state the nature of the emergency.
B: There's a fire ... in my house ... in the kitchen. There's smoke everywhere!
C: Please state your name and your address clearly.
B: Bob Smith, 24 Baker Road.
C: Mr Smith, is there anyone else in the house with you?
B: No, there isn't.
C: Mr Smith, I want you to leave your house right now. Firefighters are on the way. They will be there very shortly.
B: OK! Please hurry!

Exercise 5b (p. 76)

Presenter: In the early hours of this morning, the fire service was called to a blaze in the docklands area of the city. Firefighters were able to extinguish the blaze, but not before one warehouse had been completely destroyed and several others damaged. Our reporter, Robert Jones, is on the scene. Good afternoon, Robert.
Reporter: Good afternoon, Sandra.
Presenter: So, what can you tell us about the fire?
Reporter: Well, as you mentioned, the blaze completely destroyed one of the warehouses down here. I'm standing directly in front of the site and there is literally nothing left. It seems clear that the fire must have started in the destroyed warehouse, so that's where investigators have started their work. The fire was thought to be an accident at first as a lot of flammable materials were stored inside the building. However, police now suspect arson to be the cause.
Presenter: I see.
Reporter: Yes, it appears that the investigators uncovered some suspicious evidence amongst the ashes.
Presenter: Are there any suspects in the case so far?
Reporter: Well, a formal statement has yet to be issued, but it is my understanding that, earlier today, the warehouse owner was taken into police custody.
Presenter: Do we know anything else about the warehouse owner?
Reporter: Yes. He's a local businessman, Mr Sanders. He has no prior convictions, but it is believed that his company was having some financial difficulties.
Presenter: In what way?
Reporter: The company allegedly owes a lot of money.
Presenter: Do police believe this could be a motive?
Reporter: As I said, a formal statement has yet to be released, but I did hear a few comments from the police chief who was at the scene earlier today. He seemed to indicate that Mr Sanders had a lot to gain by burning down his warehouse.
Presenter: Burning down his warehouse does seem quite drastic. Are there any other indications that this could be the case?
Reporter: Well, it's been suggested that Mr Sanders had a large insurance policy on the building and its contents. I spoke to an insurance consultant an hour ago who told me that the insurance policy would likely cover damages from fire. His insurance would also cover the damage to the surrounding warehouses. It is estimated that he could be reimbursed by as much as a quarter of a million pounds.
Presenter: A quarter of a million! I suppose that does indicate some motive.
Reporter: Yes, that's right. That would be enough money to pay off his debts, though his business would never recover. So, there's definitely a motive for the police to have him in for questioning.

Presenter: Well, it must be stressed that Mr Sanders has not been charged with anything yet. We will have to wait and see what the police investigation turns up. Thank you, Robert. And we'll speak to you again as soon as there are any further developments.
Reporter: OK. Thank you.
Presenter: Now, it's time for a quick break.

Progress Check 5 – Exercise 5 (p. 84)

Scotland Yard is currently investigating the theft of designer Marc Jacobs' Spring fashion collection from outside the Marc Jacobs boutique in Mount Street in Mayfair, London. The theft took place at around 8 am from a courier van which had arrived from Paris and the stolen items, valued at around £ 40,000, included clothing, shoes and handbags that the designer had shown in New York in September.

The theft should not affect delivery orders to retail stores as those orders are already being manufactured. There are also duplicates of the samples at the Head Office in New York. However, Marc Jacobs had to cancel its planned London press day where fashion editors and journalists could view the collection up close. Press days allow publications to see and select items they may photograph in future issues. They also go on loan to magazines for photo shoots and to celebrities who want to borrow the latest styles to wear on the red carpet.

Theft of a complete collection is unusual although individual items are known to have mysteriously disappeared as collections are shipped around the world from fashion shows to magazines shoots and press-viewing opportunities. For example, Alexander McQueen's London headquarters were raided in 2007 and his Autumn 2008 purse samples were stolen. However, new designer James Long lost his entire Autumn 2009 collection within hours of it being on the runway. The collection was stolen from his studio, while other valuables like laptops were left untouched.

Module 6 - Technology

6d – Exercise 3b (p. 92)

A: Now, in the studio, I am delighted to welcome Charlotte Brady. Charlotte has twenty years' experience as a secondary school teacher and has also written a number of articles on technology in education. Today, Charlotte is here to talk about how secondary school students can use the Internet to help them do their homework. Charlotte, welcome to the show. Tell us, do you believe that students should use the Internet for all their homework assignments?
B: No, certainly not. It's often not necessary. For most homework assignments, school textbooks offer students all the information they need. But for some homework assignments which involve doing research, for instance, the Internet can be a very useful educational tool.
A: I see, but, I'm sure some of our listeners will worry that children are using the Internet too much already, to chat to friends for example and shouldn't be spending even more time online to help them with their homework.
B: I understand this concern completely. In my research I found that many British secondary school students spend up to six hours a day online. This is far too much and can have terrible effects on a teenager's health. But I don't think this should be a reason not to use the Internet for educational purposes. Instead, parents should make sure that their children spend less time using the Internet for entertainment and more time using it for educational reasons.
A: But how is this possible? For example, a student might tell his parents that he is using the Internet for homework when he is actually surfing entertainment websites.
B: Well, that's the difficulty, but I think if parents and teachers work together, it's possible to find solutions. We need to guide and control the use of the Internet for homework. For example, teachers should clearly tell their students which homework assignments they are allowed to use the Internet to help them with and make a record of this on an online page for parents to view. This way, a parent can know when their child is telling the truth about their Internet usage. Also, teachers should provide students with key search words and specific sites to use so that students waste as little time as possible online.
A: Those sound like good ideas, but what about the problem of plagiarism? Aren't you worried that students will copy texts from the Internet and hand them in as their own work?
B: Of course that's an issue. In a recent survey carried out in the UK, almost 30% of students between the ages of 11 to 18 asked, said that they thought it was acceptable to simply copy texts from websites and hand them in as their own work. But there's a way to fight this problem. Nowadays, there is software, such as Turnitin, that can easily spot plagiarised work. Teachers just need to copy a section of a student's text into the software and it will search the Internet to see if it already exists online. If more schools start using this sort of software, students will think twice before copying text from the Internet and presenting it as their own work.
A: Very interesting. Charlotte Brady, thank you for being with us today.
B: It was a pleasure.

Exercise 4b (p. 92)

A: Hi Lisa. I see you're on your laptop again. You haven't started writing the English essay already, have you?
B: Oh, hi Graham. No, I'm just writing an entry in my blog.
A: Really? I didn't know you had a blog. What's it about?
B: Well, at first I thought about writing about the cultural events going on in the city, but it seems a lot of bloggers are writing about that sort of thing. And

Tapescripts

James is writing a blog about the band, so there's no point writing about that. So, I'm basically just writing an online diary about my experiences as a college student. At first, it was difficult because I had to learn how to use the blogging software, but now I'm really enjoying it. You've got a blog too, haven't you?

A: No, I haven't. You're thinking of my roommate, Paul. He writes a really interesting blog about his free-time activities. But it's something I would never consider doing myself to be honest. I just don't like the idea of people I don't know reading about my life online. I'm quite a private person, you see.

B: Well, you have a point, but you don't need to use your real name. I use a pseudonym for my blog and I also use fake names when I write about my friends and family members. Everything else is true of course, so I guess some people know it's my blog, but at least I'm less at risk of online identity theft. You heard about Jane, didn't you? Someone hacked into her email account last week. It's scary.

A: Yes, you need to be careful online. So how often do you update your blog? Do you write daily?

B: No, not at all! I wish my life was eventful enough that I could write about something interesting every day! Generally, I write once or twice a week. Basically, whenever something happens that I think people will enjoy reading about.

A: It sounds really good, I can't wait to read it. You'll send me the link later, won't you?

B: Yes, of course. Now, I think we'd better go. Our English lecture is at half past two, isn't it?

A: Oh, yes, I almost forgot! We'd better hurry.

6e – Exercise 3b (p. 93)

In picture 1 a teenage boy and a girl are sitting in front of a computer screen. They are looking at it with great interest. There is a teenage boy behind them with an open book. He is leaning over their shoulders and pointing at the screen. I think they are working together on a project and they are researching for information using the Internet.

In picture 2, there are two teenage girls sitting in armchairs and playing video games. They both have game controllers in their hands and there is a bowl of crisps on the table in front of them. They are happy and excited and they look like they are having a lot of fun.

Both pictures show teenagers using technology, but the teens in picture 1 are using technology for educational purposes whereas the teens in picture 2 are using technology for entertainment. In both pictures the teens look like they are enjoying themselves, but they seem to be having more fun in picture 2. The teens in picture 2 appear to be at home whereas the teens in picture 1 seem to be at school or at a library.

Many teens use technology for education. The Internet in particular, allows people to get up-to-date information from a wide variety of online sources including encyclopaedias. It is quicker, easier and more convenient to use the Internet to research for a project than to search through books. However, there are so many forms of entertainment online that students may become easily distracted by them. On the other hand, many more teens use technology for entertainment. Games consoles in particular are very popular and offer stimulating and exciting entertainment. However, it is very easy to spend an excessive amount of time playing video games especially ones that involve role playing because they can become addictive.

Progress Check 6 – Exercise 3 (p. 100)

Good morning and welcome to the lecture. My name's Martin Crane and I'm the chief writer for Connected, an online technology magazine. Before I begin, I'd like to thank your professor for inviting me to talk to you. I got my degree from here, so it's been a great pleasure to be on campus again.

Today, I'd like to speak to you about social networking sites. According to the latest statistics, over 80% of university students use at least one social networking site daily. In comparison, just 40% email regularly. Where once the email took over from the letter, it now seems that social networking sites have taken over from email! Social networking sites are now the main means of online communication for university students, and indeed for huge sections of society around the world.

There are numerous advantages to using social networking sites. As we all know, they are invaluable for keeping in contact with friends and family, especially those that live far away. And what makes social networking services special is that you can communicate not only through text, but also by uploading photographs and even videos of your experiences. Depending on how much you update and what you include on your profile page, family and friends can know a huge amount about what's going on in your life.

But despite all their advantages, there are a number of disadvantages to social networking sites. For one, there is the issue of privacy. Of course, most social networking sites allow you to block unknown users from your personal profile page, but even if you only allow friends access, you should still never give out personal information like your home address or phone number. If this information gets into the wrong hands you could become the victim of identity theft, credit card fraud or even worse.

The other issue I'd like to discuss is social networking addiction. Of course, the issue isn't as serious as drug or alcohol addiction, but it still deserves our attention. One survey suggests that 20% of university students spend more than four hours a day on social networking sites. This is far too much and can cause students to fall behind in their studies. Also, social networking addiction can cause people to spend less time socialising with people in person. Remember; the few friends you meet face-to-face are more important than the hundreds of friends you have online!

Having said this, I still believe that social networking sites are well worth joining. I'm a user myself and often spend half an hour, here or there, exchanging news with friends and family. But like anything on the Internet, it's important

for users of all ages to use their common sense and be careful online.

Module 7 – Sports & Fitness

7d – Exercises 2b & 3 (p. 108)

Welcome to the show. I'm Jim Katana and on today's programme we shall be taking a closer look at the Japanese martial art of Kendo.

Firstly, the word 'Kendo,' when translated, means 'way of the sword.' It is a relatively modern martial art compared to most others and evolved from a traditional Japanese sword fighting style used by ancient Samurai warriors.

Kendo is famous across the world, yet it is not known exactly who created the sport or exactly when it began. Now, that's quite unusual for such a popular sport! However, we believe that it began in the early 18th century when Japanese swordsmen realised that it would be more beneficial to use wooden sticks instead of swords for training to protect them from serious injuries they could get when training with real weapons. The practice swords were made of four pieces of bamboo tied together at each end using a piece of leather. However, training still wasn't without its risks. Each bamboo sword weighed 500 grams and could cause nasty bruises or broken bones.

Eventually, padded armour made from cotton and bamboo, and a face mask were introduced and worn over the Samurai costume. Now this made it possible to deliver full force strikes to opponents without seriously injuring them.

Now, let's look at how the sport is played.

Kendo matches takes place in a square arena that can be anywhere from 9 to 11 metres wide. All combatants must wear added safety equipment and gloves to protect their hands. These days, the safety equipment is not made of bamboo, but from thick foam. The stick is still made of bamboo and is held using both hands. Opponents try to strike one another and points are awarded for blows delivered to the head, wrists, side of the body and throat. These are the only scoring areas. You must also call out the name of the area when striking it! The contest is won by the first combatant to score two points.

People's first impression of Kendo is usually of a noisy and aggressive martial art. However, give it a little time and you will see that it involves grace and agility like that used in dancing. So, don't be put off! It's a sport for everyone! There are Kendo students from all walks of life and of every age. It can benefit everyone as it combines the values of a martial art with the physical elements of a sport. It's a great way to learn discipline and strengthen character. It also uses many concepts of Zen Buddhism, such as emptying your mind of distractions. These meditations are a great way to relax and will help you to achieve a high level in the sport.

Well, that's all we have time for on today's programme. I hope you've all learned something interesting. Maybe you're even considering taking up Kendo! See you next week!

Exercises 5b & 6 (p. 108)

Rec: Good morning and welcome to City Valley Leisure Centre!
Customer: Hi there.
Rec: What can I do for you today?
Customer: I've just moved into the neighbourhood and was interested in finding out more about the activities this leisure centre has to offer. I recently received a brochure in the post that said you have a gym with personal trainers and an indoor running track.
Rec: That's correct. We also have many other facilities available to the general public. There's a swimming pool, a steam room, several squash courts and a multi-purpose hall. Some of the facilities, like the hall and the swimming pool, are available for hire for private events like birthday parties. And we have a small cafe on the second floor.
Customer: I have two young children. What other activities are available for them?
Rec: Well, children are certainly welcome. However, the equipment in the gym can be hazardous and young children are not permitted in that area. At weekends we have club activities such as football and martial arts. These are run by specially-trained youth coaches. The swimming pool is available to them every day until 7pm. Thereafter, it is used by adults for lane swimming. We do ask that they are kept under your watch whenever in the pool.
Customer: Is there a yoga class I can attend?
Rec: Yes, we offer a range of classes for all levels of experience, from beginner to advanced. You don't have to be in shape to start! These are run by our professional fitness instructors and cost í 50 for a 10-week course.
Customer: I see. How much is membership for the leisure centre?
Rec: We have two different kinds of membership available at the moment. First of all, there is the option of our basic gym membership, which costs í 250 for 12 months. However, this does not cover the use of the sauna and pool. Or you could opt for the 'Gold Star' membership. This costs í 450 per year and provides unlimited access to all our facilities, except for evening classes with professional instructors. There are also privately-run activities available that don't come under either membership.
Customer: And what kind of activities are those?
Rec: A full list of the activities available can be found on our bulletin board by the assistant manager's office door. If you want to take part in any of these activities, then just write your name and contact number on the sign-up sheet there. The receptionist will call you a few days before to let you know if there's any space available. Then, you just pay the instructor when you see them!
Customer: Are there any things I should bring?
Rec: Once you have joined, we will give you a membership keycard that you should keep on you at all times since this opens the doors throughout the building. You can bring your own racquets if you want, but this equipment can be borrowed from us. There are towels provided in the changing rooms and keys for the lockers that shouldn't leave the premises.

Customer: OK, and what are some other benefits of membership with this gym?
Rec: Let's see ... well, once you have your membership you can also choose to bring a guest along with you. Then, after you have been a member with us for 6 months you can sign in up to 3 guests at a time! However, I should mention that as it gets quite busy at weekends, it's not usually possible to bring someone along. Also, the guest cannot attend without the member being there too.
Customer: Well, thanks for the information. I'll give it some thought and get back to you.
Rec: You're welcome, have a great day and hope to see you again!

Progress Check 7 – Exercise 3 (p. 116)

A: Welcome back to the Sports Show on FM 107. Now it's time for our weekly look at the world of extreme sports. Today, I'm joined by Frank Crane, the author of a book about land diving, perhaps the oldest extreme sport known to mankind. Frank, what exactly is land diving?
B: Well, land diving is an extreme sport that has been practised by the men of Pentecost Island in the Pacific Ocean for thousands of years. Many experts think that it inspired the modern sport of bungee jumping. Similar to bungee jumping, land diving involves jumping from a high point towards the ground. But unlike bungee jumping, it is done without safety equipment and with tree vines attached to the diver's ankles instead of an elastic cord.
A: I see. And do these people jump from bridges or off the sides of cliffs like in bungee jumping?
B: No. Each year, at the beginning of the dry season, the men of the island build a special wooden tower. The tower is usually around 30 metres tall and includes platforms at different heights. The most experienced divers jump from the highest platform, while the younger, less experienced men, jump from the lower platforms.
A: But, without an elastic cord, how do they avoid getting hurt?
B: Well, the two tree vines that are attached to the diver's ankles have to be the exact length so that just before the diver reaches the ground, the vines snap therefore allowing the diver to fall more gently. It's very risky because if the vines are too long the diver can hit the ground hard, and if they are too short, he can swing back and crash into the tower. Amazingly, though, the vines are measured by the elders of the island without any special equipment!
A: So, there must be many injuries?
B: No, actually there are very few. The divers cross their arms over their chests to avoid injury to their arms and make sure to land on their shoulders instead of their heads. But it's important to remember that land diving is a part of the island's culture, and that only the natives know exactly how to avoid injury. If a tourist, for example, tried to land dive, he would almost certainly suffer an injury. That's why land diving may only be performed by men from the island.
A: Men and not women?
B: Yes, only men. Women are not allowed to land dive. However, they do play an important part in the ritual by standing under the tower and singing and dancing to give the men emotional support.
A: So what is the purpose of land diving? Is it just for fun?
B: Not exactly. Of course there is an element of fun, but the main reason is so that the islanders have a good harvest. They believe that if many men have the bravery to jump, the gods of nature will reward them. Other than that, land diving serves a similar purpose to modern-day extreme sports; it proves bravery. The men who jump from the highest platforms are honoured for their bravery and are treated with respect by the islanders.
A: It sounds like a fascinating event. Is there any way tourists can see it?
B: Yes, land diving has become a major tourist attraction for visitors to the island. But no more than 50 visitors are allowed to view each performance and since 2006, it is illegal to use video cameras during the ritual. Generally, it's important for visitors to show respect for the ritual and the men who are performing it.
A: Frank, it's been a great pleasure talking to you today. Thanks for coming in.
B: Thanks for having me.

Module 8 – Nature Attacks!

8d – Exercises 1b & 2 (p. 124)

Japan is a country that experiences a variety of weather conditions. Depending on the time of year and the specific location in the country many surprising and unpredictable variations in the weather can be witnessed.

The southern part of Japan has a subtropical climate. This means summers are hot and winters are mild, but the region also experiences large areas of low pressure, known as depressions, which bring heavy rain. These wet periods can last for weeks and often occur in the summer months. This subtropical climate supports many species of plant and animal, from palm trees to small species of monkeys. The northern part of Japan is close to Russia and the weather in this region contrasts quite noticeably to that of southern regions. Large areas of high pressure called anticyclones move in southerly directions, spinning clockwise. This high pressure air brings extremely strong and cold winds from Siberia and the North Pole south to China and northern Japan.

The sea is of extreme importance in Japanese culture, but due to the intense cold in the most northern part of the country, sea ice can build up. When the sea is frozen, special kinds of vessels, called ice-breakers, are needed. These strong ships are specially designed to break the ice apart to make paths for other ships to travel safely. Japan also has the Black Stream Current, sometimes called the Japan Current. This acts in a similar way to the Gulf Stream, which is an ocean current bringing warm waters

from the Gulf of Mexico to the UK. The Gulf Stream means the UK has a much milder climate than it should. Thanks to the Black Stream Current, which carries warm waters up from Taiwan, Japan has its own coral reef. This is the northernmost coral reef in the world. Without the Black Stream Current, it would not be possible for corals to survive at this latitude.

Exercise 5 (p. 124)

Speaker 1

It happened last year and it was the most frightening thing I had ever seen. Since I live on the coast, I've regularly seen big waves during terrible weather conditions, but what frightened me most about the tsunami was that it came completely by surprise. It was a really nice day and then suddenly I could see a huge wave coming towards land. I couldn't believe it at first! As the wave came closer, it got bigger and bigger. I ran to the car, almost falling over as I ran, and then drove up the hill behind the town. Thankfully, I was out of danger up there.

Speaker 2

When I was a little boy, my parents used to take us up north to my grandparents' during the holidays. They lived in a really nice village in the mountains and their house was surrounded by woodland. In the winter, the whole area was covered in snow. Once it snowed so much that the roads were closed. My parents told me and my sister that we would have to stay until the roads opened again. That meant we had an extra long holiday. The fun didn't last long though. My grandparents' house lost power and food ran low. In the end, I couldn't wait for the snow to clear.

Speaker 3

I grew up on a volcanic island. I think many people believe volcanoes are always erupting, with lava and ash bursting out into the sky, but that isn't usually the case. The volcano on my island is active, but lava runs out of it very slowly. It doesn't affect life on the island at all. Even when there are more violent eruptions, the lava flows right past our house because houses on our island are built in specially selected places. Ours was built uphill from a river, which means the lava just runs below our house and into the sea where it cools and turns into new rock. However, the smell of burning earth can be quite unsettling, even though you know you're safe.

Speaker 4

During the summer, two years ago, there was a forest fire just outside our town. I remember the smoke was very thick and strong for over a week afterwards. I could barely even see a metre in front of me. My eyes were constantly stinging and my throat was aching. Trees are an important part of our town's landscape as well as being invaluable to the environment. Our town would not be the same with no forest around it. I felt really upset when I learnt how much damage had been done during the fires. That's when I joined a volunteer group in which people spend their free time planting trees. I will help the forests to regenerate and be as great as they were before the fires. It will take years, but I won't give up.

Speaker 5

I read an article about a man who lived somewhere in the USA. During his lifetime, he was apparently struck by lightning seven times. I was really captivated by this man's story. He survived every lightning strike, but became more afraid after every incident. He didn't even feel secure when he was in a crowd of people. Actually, that became a problem for him as he got older. He started to feel lonely because many people tried to avoid him believing that he attracted the lightning. He was apparently even struck once when there wasn't a storm. Amazingly, I think this man lived into his seventies.

Progress Check 8 – Exercise 2 (p. 132)

News has just come in that a landslide has devastated a town north of Rio de Janeiro earlier today. Twenty-six centimetres of rain have fallen in the last twenty-four hours in the region. That's equivalent to the amount of rain that usually falls in four weeks. The heavy rain caused serious flooding in some towns, and it was also responsible for setting off this mudslide. We are hearing that houses have been buried under the mud while others have been washed away. We're still waiting for confirmation on whether there have been any casualties. Already, hundreds of search-and-rescue workers and fire-fighters have arrived at the scene, most of them from the city of Rio de Janeiro. The difficulty facing the rescue teams is how remote the town is. Also, the condition of the ground is not helping. We have been informed that the rain has stopped, so that should give some hope for the rescue efforts to be successful. It's being reported that neighbouring countries are offering their help. Our own government is expected to offer aid packages to be sent to survivors of this tragedy. We can expect an announcement from our Prime Minister in the next few minutes. This news comes as a shocking blow to a region that suffered a similar disaster only a year ago. This part of the country is used to downpours in the middle of summer, but the level of rainfall in the last day has been extreme. We'll keep you updated on events as we learn more. At this time, I'm sure all our thoughts are with the victims of this tragic disaster. Back to you ....