

Starlight 10

Teacher's *Notes*

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Introduction to the Teacher

Starlight 10 is a modular secondary level course for learners studying English at B2 level.

It is ideally suited to students preparing for the Russian National Examination in English. It also aims to develop well-rounded language competence which fully meets the criteria of B2 level, and it provides an invaluable learning foundation for students preparing for any typical B2-oriented exam.

According to the European Framework of Reference, students at level B2 are able, among other things, to: understand the main ideas of complex text on both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction with native speakers quite possible; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Starlight 10 aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework.

The coursebook consists of five modules of 30-32 pages each, covering a wide variety of topics. The Workbook provides supplementary practice in the full range of relevant language skills.

Course Components

Student's Book

The Student's Book is the main component of the course. It consists of five modules of thirteen or fourteen units each. Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (See *Elements of the Coursebook*).

Teacher's Book & Teacher's Notes

The Teacher's version of the coursebook reproduces the Student's version, overprinted with a Key to the exercises. Longer answers which cannot fit on the overprinted page are contained in the Answer Section of these Teacher's Notes (pp. 19-64).

The *Teacher's Notes* also contain a full Key to the exercises in the Workbook (pp. 86-103), as well as audioscripts of all listening material in the Student's Book (pp. 65-85) and the Workbook (pp. 104-111).

The notes entitled *Teaching Starlight 10* provide outlines of the format of each section in a module, plus detailed step-by-step suggestions on how to teach each exercise in Module 1. (Naturally, teachers may choose to omit, extend or adapt any of the material in the Student's

Book at their discretion, to suit the particular needs of their class.)

In addition, there is a section entitled **General Teaching Techniques** which deals with issues such as how to present new vocabulary, correct students' errors, and so on; there is also a section entitled **Types of Learning Styles**, which describes the various learning aptitudes different students exhibit, and how these may be catered for.

Workbook

The Workbook consists of five modules, which complement the themes and content of the corresponding modules in the Student's Book, and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. Each module contains seven two-page sections: three Reading & Vocabulary sections, Listening & Speaking, Use of English, Writing and Vocabulary & Grammar.

As explained above, the Key to all exercises in the Workbook are contained in these Teacher's Notes.

Test Booklet

The Test Booklet contains 5 tests, each in two separate parts, A and B.

Part A of each test is Vocabulary & Grammar; this includes a range of exercises similar to those in the Progress Check sections, as well as RNE type tasks, to revise and test elements of vocabulary and grammar covered in the relevant module of the coursebook.

Part B of each test is Reading and Writing; this includes an exam-style reading task and a choice of two full-length exam-style writing tasks.

The Test Booklet is available in electronic form and includes a full Key to all tests, as well as model answers for the Writing section.

Interactive WhiteBoard

The *Starlight 10* Interactive WhiteBoard software utilises the highly successful IWB program architecture developed by Express Publishing.

The software enables the teacher to present the course material, page by page and/or exercise by exercise, with a variety of electronic tools which allow significantly enhanced student involvement in the learning process and a far greater degree of flexibility in using the course material in the classroom.

The software contains all course material, printed and recorded, contained in the Student's Book.

Class Audio CDs

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

recorded texts of all reading passages in the units and in the Across Cultures, Literature and Green Issues/ Curricular Cut sections, as well as the recorded material for all dialogues, in addition to the material used in the listening tasks.

Elements of the coursebook

Each module contains the elements described below. In addition, it is important to note certain incorporated features of the organisation of the course.

Holistic language learning

Each unit includes integrated practice of all four language skills (reading, writing, listening and speaking).

Heuristic skills

These are practised at various points in each module, where students are required to carry out research, mainly on the Internet, in order to complete structured projects.

Active learner input

This is encouraged by asking students to contribute their own knowledge, opinions and suggestions; in particular, tasks marked **Think!** require students to offer personal input in pairwork and class discussion.

The **Modular page** is found at the beginning of each module and aims at capturing students' interest and motivating them to become involved in the units. Students are introduced to the main theme of the module and the topics of the units, and given the opportunity to familiarise themselves with their content.

Reading

Each module contains three units whose primary focus is Reading.

Each of these units features a different type of reading task reflecting one of those in the Russian National Exam, and is based on a 500 to 600 word text. These texts are drawn from a variety of appropriate authentic sources.

Each text is preceded by a Lead-in segment – that is, one or two warm-up exercises designed to prepare students for the reading by encouraging speculation, brainstorming the topic, activating passive vocabulary and so on, with the visual aid of engaging colour photographs or illustrations.

Each exam-oriented segment is followed by one or two tasks which develop specific reading skills such as skimming and scanning, while exploiting vocabulary presented in the text.

The unit concludes with more open-ended practice in the three other skills (Listening, Speaking and Writing) to ensure consolidation of learning and the well-rounded integration of language skills.

Vocabulary & Grammar

Each Reading unit is followed by a related unit whose primary focus is Vocabulary & Grammar.

The target language areas, first presented in a meaningful context in the preceding unit, are practised and extended through a variety of exercises.

By developing the students' ability to use the vocabulary and grammar in an integrated range of skills, this systematically improves their performance in each part of the exam.

There is also a complete Grammar Practice section at the back of the Student's Book, which offers detailed presentation and practice of all grammar items in each module of the coursebook (see *Appendices to the Student's Book*).

Listening

Each module includes a double-page Listening unit.

Students develop their listening skills through a variety of tasks which reinforce their mastery of the language taught in the unit.

In preparation for exam-specific practice, students complete manageable tasks which activate passive vocabulary, invite them to think and talk about the topic, and systematically develop sub-skills such as listening for gist or specific information.

The listening tasks all replicate authentic spoken English and feature a range of genuine native-speaker accents.

Speaking

Each module includes a double-page Speaking unit.

Students develop their speaking skills through a range of tasks which focus on specific functions, such as exchanging and justifying opinions and ideas, comparing and contrasting, agreeing and disagreeing, and so on.

In preparation for exam-specific practice, students complete manageable tasks which provide them with appropriate vocabulary and a range of suitable expressions; this process is reinforced with visual aids, and listening tasks which also serve as models of spoken performance for students to follow.

Writing

Each module includes two or three double-page Writing units.

The Writing sections have been carefully designed to ensure that students develop their writing skills in a systematic manner.

The first Writing unit in each module begins with a presentation in overview form of the theory relevant to a particular type of writing.

The rubric for a particular writing task is accompanied by a model text, and both the rubric and text are thoroughly analysed. Students then practise the language and structural devices to be used. All activities

lead the students to the final task, which follows a clear plan and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing, including letters and emails (both formal and informal), as well as a variety of argumentative essays. In addition, each unit contains a number of short writing tasks.

Everyday English

A number of Vocabulary & Grammar units include an exercise under the heading of Everyday English.

These exercises practise the relevant vocabulary by means of a speaking task which focuses on colloquial expressions related to a particular function, such as offers and refusals, recommendations and so on.

In addition to consolidating learning of the vocabulary involved, these tasks provide students with guided practice in communicative elements required at CEF Level B2.

Study Skills

A number of Study Skills tips are included in the course, each dealing with a particular skill or strategy, to help students become autonomous learners.

Further Reading

This portion of the module presents the students with a variety of authentic texts on cross-cultural and cross-curricular topics.

The **Across Cultures** sections each give students information, thematically linked to the module, about an aspect of Russian culture compared to the same aspect in cultures from a range of other English-speaking countries. The section contains related reading and vocabulary tasks, and a project which gives students the chance to process information they have learnt and to appreciate cultural diversity in the context of their own heritage.

The **Literature** sections each present a carefully adapted extract from an appropriate work of literature. In addition to an RNE-related reading task, the section contains a short biography of the author, vocabulary exercises, a creative spoken or written task to allow students to personalise the material, and more.

The **Green Issues/Curricular Cut** sections reflect the fact that the study of English extends beyond language learning as an end in itself. Language is used as a tool for exploring ecological and interdisciplinary themes which are relevant to students' status as citizens of the planet and as successful learners of subjects other than English. Each section is based on an appropriate text, accompanied by a varied range of exercises which include Listening, Speaking and Writing skills.

Additional Material

Progress Check sections

These reinforce students' understanding of the topics, vocabulary and structures which have been presented in the module.

They are found at the end of each module and help students monitor their own progress. The students' achievements in meeting the objectives of the module are clearly stated at the end of each *Progress Check* section.

Focus on RNE sections

Each of these 3-page sections contains a selection of exam-specific tasks from all five parts of the RNE.

Appendices to the Student's Book

- The **Grammar Practice** section contains a detailed presentation of all the grammar items featured. This resource can be used both in the classroom and at home as a guide.
- The **Further Writing Practice** section features fully-guided practice in various types of writing such as stories, reports/proposals and articles.
- A comprehensive list of **Phrasal Verbs** contains over 300 entries with definitions and examples. Two further lists – **Verbs/Adjectives/Nouns with Prepositions** and **Prepositional Phrases** – provide an accessible learning resource to help students master this notoriously troublesome feature of English language learning.
- A list of **Irregular Verbs** provides students with a quick reference resource for irregular verb forms they might be unsure of at times.

Teaching *Starlight 10*

The teaching notes below refer largely to Module 1, but the same organisation, procedures and techniques also apply to the other modules, which are based on the same pattern. Slight differences of approach or organisation in later modules will be pointed out in a special note.

Introducing the module

Ask students to turn to p. 5. Explain that each module of the coursebook begins with a single-page introduction and overview. The title of the module describes the general theme unifying the contents of the various units. Elicit or explain the meaning of the title, and ask students to suggest examples of types of sport and entertainment.

Ask students to look at photograph 1 and then find which unit it appears in (*Unit 3, p. 11*). Ask two or three students around the class to describe the picture and

identify what the unit appears to be about. Help them with vocabulary if necessary. Repeat this procedure for photographs 2-5, trying to ensure that as many students as possible are given the chance to contribute.

Ask students to look at the box with five bullet points; elicit or explain the meaning of any unfamiliar vocabulary (see **General Teaching Techniques**, below). Ask students to work in pairs or small groups and find the page number(s) for each item. Point out that they do not have time to read in detail, but should use **scanning** (*glancing at each page to find a particular word in the headings and captions*) and **skimming** (*'reading' a text rapidly to get a general idea of what it is about, without thinking about the meaning of every word*). Explain that 'a famous magician' appears in two texts, and that the first text has his name as its title. Allow students about 5 minutes to complete the task, and then invite answers from pairs around the class.

Ask students to look at the four headings which explain what they will do in this module, and briefly explain what the three Further Reading sections involve (see **Elements of the coursebook** for the rationale behind these sections).

Unit 1.1 (Reading)

Each Reading unit (Units 1, 3 and 5) follows this outline:

- **Lead-in**
Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and exploit students' existing knowledge.
These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the reading passage, listening to the text to confirm predictions, and so on.
- **Main reading task**
Students then complete a reading task reflecting one of the task types in the Russian National Exam. Each Reading unit in a module practises a different task type.
Study Skills tips outline reading skills, strategies and techniques appropriate to the task.
After students have completed the task, their answers are checked and the task is analysed and discussed.
- **Exploiting the text**
Students are asked to complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.
Students then practise using the vocabulary items by making sentences with them.

- **Personalisation, extension & skills integration**

To conclude the unit, students complete two or three open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing).

In addition to asking students to explain the main points of the text in their own words, these tasks move beyond the parameters of the reading passage itself, and involve students expressing a personal, imaginative response.

Procedure

Ask students to turn to p. 6 and look at the pictures and the title of the text.

Exercise 1

Elicit or explain the meaning of the title. Ask different students around the class to describe picture A using the given prompts.

Exercise 2

Ask students to look at the map and answer the question; then elicit what picture B shows ('Big Ben' in London and the Eiffel Tower in Paris), and how these landmarks are connected to the map.

Exercise 3

Ask students to read the last sentence in each paragraph, ignoring any words or expressions they don't understand, within a time limit of about 2 minutes; then elicit speculation from several different students around the class about the general content of the passage. Play the recording for students to listen as they read and check if their guesses were correct.

Exercise 4

Now that students have some idea of what the text is about, present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary these contain; in later modules this degree of help may be reduced.) You may also decide to complete the first item with the class as an example, or at least to give them close guidance. Ask students to identify which part of the text contains the answer (paragraph 1), read it carefully and then check each choice. Elicit whether each choice is correct or incorrect, and why (1 - he and his wife learned about the scheme together; 2 - 'came upon' implies this was by chance; 3 - they found it in a travel magazine, not through a travel agent; 4 - he 'did some research' after he first learned about the scheme). Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. Check students' answers, and discuss each of the answers in the way described above for the first item.

Exercise 5

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Advise them to begin with the words and phrases they understand or feel confident of deducing from the context, and then to use a process of elimination to find the remaining answers. Check their answers.

Exercise 6

Ask students to complete the exercise by scanning the text to find the relevant words or phrases. Check their answers, and then elicit or explain the meaning of each phrase. Finally, ask students to make sentences using the phrases (you may decide to assign this as written homework to be handed in or checked at the start of the next lesson).

Exercise 7

Read out the rubric and prompts, and allow students a minute or two to prepare their ideas. Ask an **open pair** of students to carry out the task (see **General Teaching Techniques, below**), and then ask the class to do the task in **closed pairs**. Move around the class to monitor the pairwork activity, correcting and/or providing help with vocabulary where necessary. Repeat the same procedure for students to ask and answer questions based on the text.

Exercise 8

Read out the rubric and invite suggestions from students around the class about how to begin and end the email, what to include and so on. (Refer students to Unit 1.9 if necessary.) When you feel sure that students can cope with the task, assign it as written homework to be handed in or checked at the start of the next lesson.

Unit 1.2 (Vocabulary & Grammar)

Each Vocabulary & Grammar unit (Units 2, 4 and 6) follows this outline:

Vocabulary

Students are asked to complete a number of vocabulary-related tasks which develop vocabulary sets related to a theme or themes introduced in the preceding unit.

Grammar

Students complete tasks based on one or two grammar points, which are fully presented and explained in the Grammar Reference appendix (see **Elements of the Coursebook**).

Exam-based practice

The grammar and/or vocabulary exercises include one or more tasks of a type found in the RNE, or which practise a skill or sub-skill necessary for the successful completion of a particular RNE task type.

Extension & skills integration

Students practise the relevant vocabulary and grammar items in the context of at least one skills-related task

(Listening, Speaking, Writing) and/or a segment entitled *Everyday English*, which focuses on colloquial expressions related to a particular function.

Procedure

Ask students to turn to p. 8.

Exercise 1

Present the items in the table and elicit or explain the meaning of any unfamiliar vocabulary. Ask students around the class to take turns suggesting which verbs may be used with each of the means of transport.

Exercise 2

Ask students to complete as much of the task as they can, in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any unfamiliar vocabulary. Ask students to use their dictionaries if necessary. Help students to explain how the incorrect word in each sentence may be used correctly, and to form correct sentences using these words.

Exercise 3

Follow the same procedure as for Exercise 2.

Exercise 4

Ask students to complete the task and then to check their answers in Appendix I, pp. 191-195. Alternatively, if students are not very familiar with phrasal verbs, ask them to use the appendix or their dictionaries in order to find the answers. Check the answers with the class, and then help students around the class to use the phrasal verbs in the exercise in a story of their own. Invite students to read their stories to the class.

Exercise 5

Present the task and provide examples of derivatives – e.g. *hope* ⇔ *hopeful(ly)*. Ask students to read the short text, and elicit the topic (the initial operation of the Channel Tunnel). Ask students to look at each gap, and elicit which gaps require a noun (1, 3, 4 & 6) and which of these must be in the plural (1, 3 & 6); then elicit what part of speech is required in the other gaps (2 – adjective; 5 – adverb). Ask students to complete the gaps correctly, and then check the answers with the class. Write the correct answers on the board.

Exercise 6

Present the examples and help students to translate them into their language, and then to compare and contrast the structures used in English with structures used in the students' own language. Ask students to read the grammar presentation on p. 159, and invite students to ask for clarification of anything they are unsure about.

Finally, ask students to complete Exercise 1, p. 159. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 7

Elicit or explain the meaning of any unfamiliar vocabulary in the list of adjectives. Present the examples

and ask one or two open pairs of students to conduct similar exchanges. Finally, ask students to continue the task in closed pairs.

□ Exercise 8

Present the task and ask students to fill in the gaps in the short text. Check students' answers and elicit answers to the questions in the rubric. Ask students to read the grammar presentation on p. 160, and invite students to ask for clarification of anything they are unsure about.

Finally, ask students to complete Exercises 2 and 3, p. 160. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

□ Exercise 9

Ask students to complete the task, either individually or in pairs. Check students' answers.

□ Exercise 10

Explain the task and point out that the correct forms may include passive voice, *-ing* form, bare infinitive, etc. Ask students to read the text and complete the task, and then to check their answers in pairs. Check the answers with the class and then elicit or explain the meaning of any unfamiliar vocabulary.

□ Exercise 11

Ask several students around the class to talk briefly about their favourite form of transport, giving reasons for their preference. Help them with vocabulary if necessary. Then ask students to complete the short writing task. Check students' answers.

Unit 1.3 (Reading)

Procedure

Ask students to turn to p. 10 and look at the pictures, the six comments which appear next to them, and the title of the text on p. 11. Elicit or explain the meaning of any unfamiliar vocabulary in the comments or title.

□ Exercise 1

Ask different students around the class to answer each of the questions, and then ask students to ask and answer the questions briefly in closed pairs. Play the recording for students to listen and check.

□ Exercise 2

Read out the proverb, elicit what it means and elicit or suggest points for discussion (e.g. *What's the best way to stay healthy? How do you get 'a healthy mind'? Do many people nowadays fail to exercise their bodies/minds/both? etc.*). Ask students to discuss the topic in small groups.

□ Exercise 3

Elicit what students know about marathons. Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the text through once for **gist** (*the general meaning*). You may decide to complete the first item with the class as

an example. Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. When the students have finished the task, ask them to compare answers in pairs, giving reasons for their choices. Check that all students now have the correct answers, and that they understand the reason(s) why each is correct.

□ Exercise 4

Elicit or explain the meaning of the words in bold. Ask an open pair of students to ask and answer **rolling questions** (see **General Teaching Techniques**, below), helping them if necessary, and then ask the class to do the task in closed pairs.

□ Exercise 5

Read out the rubric and prompts, and elicit or explain the meaning of the adjectives in the list. Play the recording for students to listen as they read the text again. Ask an open pair of students to discuss two of Michael's qualities, providing reasons for their answers, and then ask the class to do the task in closed pairs. Move around the class to monitor the pairwork activity, correcting and/or providing help with vocabulary where necessary.

□ Exercise 6

Ask students to imagine themselves in a situation similar to Michael's. Ask students to work in closed pairs, asking and answering questions about what each would do.

Unit 1.4 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 12.

□ Exercise 1

Elicit or explain the meaning of any unfamiliar words in the list. Ask students to complete the exchanges, and then check the answers by asking open pairs of students to read out the exchanges.

□ Exercise 2

Elicit or explain the meaning of any unfamiliar words in the definitions in bold. Ask students to complete the task in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any words which the students still don't understand. Finally, present the joke and elicit the two meanings of 'trip'.

□ Exercise 3

Ask students to choose the correct word to complete each sentence, and then to check their answers by using their dictionaries. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

□ Exercise 4

Elicit or explain the meaning of any unfamiliar words in the list. Ask students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class.

Exercise 5

Elicit one or two examples each of the correct use of 'win' and 'gain'. Ask students to complete the gaps correctly, and then check the answers with the class. Ask students to work in closed pairs and make simple sentences using the completed phrases.

Exercise 6

Elicit the rules for the use of present simple and present continuous, including stative verbs; if students seem uncertain, ask them to read the grammar presentation on p. 161, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers by asking open pairs of students to read out the completed exchanges.

Finally, ask students to complete Exercise 4, p. 162. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 7

Elicit the rules for the use of present perfect and present perfect continuous; if students seem uncertain, ask them to read the grammar presentation on p. 162, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

Finally, ask students to complete Exercise 5, p. 162. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 8

Present the task and help open pairs of students to complete the first few exchanges. Ask students to repeat the whole task in closed pairs.

Exercise 9

Explain the task and point out that the four answer choices for each gap are often very similar in meaning, but that only one agrees with the grammar and/or meaning of the sentence. Ask students to read the text and complete the task, and then to check their answers in pairs. Check the answers with the class and then elicit or explain the meaning of any unfamiliar vocabulary.

Unit 1.5 (Reading)

Procedure

Ask students to turn to p. 14 and look at the pictures. Elicit that they all show some form of entertainment or leisure activity.

Exercise 1

Elicit what entertainment or leisure activity is shown in each of the pictures (*mini-golf, funfair, cinema, TV/DVD, circus, electronic games*) and write these words on the board. Ask students to **brainstorm** the topic (see **General Teaching Techniques**, below) in closed pairs. Allow them a few minutes to draw up a list of words, then ask students around the class to contribute words

from their list. Write these on the board for students to copy into their notebooks.

Exercise 2

Ask a few students around the class to describe the various photographs briefly, and help them with vocabulary and/or expressions. Explain that students should describe the photographs in detail (who, where, what clothes, weather, feelings, actions, etc) so that the person they are describing it to can form a clear mental image. Ask students to describe the photographs in closed pairs and to tell each other about their favourite entertainment or leisure activities.

Exercise 3

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Read out the list of headings and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to read the texts through once for gist. You may decide to complete the first item with the class as an example. Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. When the students have finished the task, ask them to compare answers in pairs. Check that all students now have the correct answers, and that they understand the reason(s) why each is correct.

Exercise 4

Elicit or explain the meaning of the words underlined in the text. Assign translation as homework.

Exercise 5

Ask students to complete the exercise by scanning the text to find the relevant words or phrases. Check their answers, and then elicit or explain the meaning of each phrase. Finally, ask students to make sentences using the phrases. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 6

Read out the rubric and emphasise that students should note down a short summary containing the main points (for instance, in the first text they might note down 'famous chef – new TV series – better food for children in homes'). Play the recording for students to listen and make notes. If necessary, pause the recording briefly after each text to give students time to complete their notes. Then ask students to close their books and, in closed pairs, take turns using their notes to tell their partner about each of the 'news items'.

Unit 1.6 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 16.

Exercise 1

Ask students to look at the title of the short text and the picture, and elicit what the text is probably about (a

film). Elicit or explain the meaning of any unfamiliar words in the list. Ask students to read the text and choose the correct word for each gap. Check the answers by asking students around the class to take turns reading out parts of the text.

Exercise 2

Ask students to choose the correct word to complete each sentence, and then to check their answers by using their dictionaries. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

Exercise 3

Ask students to complete the task in pairs or small groups. Check the answers with the class, and then elicit or explain the meaning of any words which the students still don't understand.

Exercise 4

Elicit the rules for the use of past tenses; if students seem uncertain, ask them to read the grammar presentation on p. 163, and invite them to ask for clarification of anything they are unsure about.

Ask students to put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

Exercise 5

Present the task, read out the first sentence of the text and complete the first two gaps with the class. Ask students to read the rest of the text and put the verbs into the correct tense, and then to discuss their answers in pairs. Check the answers with the class.

Finally, ask students to complete Exercises 6 and 7, p. 164. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 6

Present the task and emphasise that a) the word in bold may not be changed in any way, and b) students must not use more than five words in each gap. Complete the first item with the class as an example. Ask students to complete the rest of the task, and then to check their answers in pairs. Check the answers with the class.

Exercise 7

Present the task and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to complete the task, and then to check their answers in Appendix II (pp. 196-200). Check the answers with the class. Ask students to memorise a set of phrases with prepositions for each lesson as this will help them learn and revise the use of prepositions with certain words.

Exercise 8

Present the task and play the recording for students to listen and write down short answers. If necessary, play the recording again. Check the answers with the class.

Exercise 9

Present the task and use brainstorming to elicit a range of vocabulary to describe plot, atmosphere, etc. Write the vocabulary on the board. Ask students to complete

the task in closed pairs, using the prompts given. Ask a number of students to present their short review to the class.

Exercise 10

When you are satisfied that students can cope with the task, ask them to write their short review. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Unit 1.7 (Listening Skills)

The Listening Skills unit in each of Modules 1-3 contains various exercises to build specific listening skills (listening for attitude, gist, specific information, etc) as well as two or three exam-specific listening tasks. Each time an exam task is met for the first time it is preceded by a Study Skills tip and a 'Preparing for the exam task' to help students do the specific exam task. The Listening Skills unit in Module 4 contains all three exam tasks reinforced with a Study Skills tip for each task.

The Listening Skills unit in Module 5 contains a mock exam of the RNE Listening paper, presenting the three tasks in order, without additional guidance and at the level students are expected to reach by the end of the course.

After students have completed preparing tasks and listening tasks, their answers are checked and RNE listening tasks are analysed and discussed.

Procedure

Ask students to turn to p. 18.

Exercise 1

a) Read out the Study Skills tip: Multiple matching – listening for opinion/attitude. Ask students to look at the pictures and say which sport is shown in each. Then ask them to read the comments and match them to the sports. Elicit which are the key words in each comment, then elicit or explain the meaning of any unfamiliar vocabulary.

b) Present the phrases in the box and ask students to find which of them are used in the comments in Exercise 1a. Ask students to summarise each speaker's attitude, using their own words as far as possible.

c) Play the recording for students to listen and identify what sport the boy is talking about and what his attitude is to it; then play the recording again for students to note down key words and phrases.

Exercise 2

Present the rubric and explain that each statement is a paraphrase of what the speaker says, so students should not listen for the exact words used in the statement, but for key words and phrases which give this meaning. Ask students to read the statements, and elicit or explain the meaning of any unfamiliar vocabulary. Play the recording for students to listen and choose their answers. Allow students to discuss their answers briefly in closed pairs, then play the recording again for

students to confirm their choices. Discuss students' answers and help them to explain which key words and phrases provided the answer.

Exercise 3

- a) Read out the Study Skills tip: Multiple choice – listening for gist. Ask students to work in pairs or small groups, matching the words they know to one or more of the pictures. Discuss students' answers, then elicit or explain the meaning of those words which students don't know, and ask the class to match these words to the pictures.
- b) Elicit or explain that students do not need to understand every word in the monologue; instead, they should listen for key words which they do understand, and which will provide the answer. Play the recording, then check that students have understood the gist and elicit the key words and phrases.
- c) Present the task and then ask students to discuss, in pairs or small groups, which words they expect to hear.
- d) Explain that students should listen to hear which form of entertainment the speaker describes and also note if he uses any of the words they discussed. Play the recording, twice if necessary, and then elicit answers from students around the class.

Exercise 4

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices, and to underline the key words. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary; in later modules this degree of help may be reduced.)

Play the recording once for students to listen and choose as many answers as they can. Allow them a minute or two to look carefully at the items they feel unsure about. Play the recording again for them to listen and decide on their final answers. Check answers around the class, and help students to explain why each option is correct or incorrect.

Unit 1.8 (Speaking Skills)

The Speaking Skills units contain 'mock exam' versions of the RNE 11 Speaking test. Module 1 contains Tasks 1, 2 and 4 plus Study Skills tips plus 'Preparing for the task' exercises. Module 2 contains Tasks 1, 2 and 3, including a Study Skills tip and a preparing task for Task 3. The last three modules present an assortment of all four speaking tasks.

Procedure

Ask students to turn to p. 20.

Exercise 1

Ask one or two students to read aloud the Study Skills

tip: Reading aloud. Read the rubric and explain that this exercise is a shortened version of the exam-oriented task in Ex. 2 and is designed to prepare them to do the actual task. Play the recording and have all Ss read along out loud at the same time. Explain that the reader has fulfilled all the criteria in the Study Skills tip. Take this opportunity to clear up any problems students have with pronunciation.

Exercise 2

Read out the rubric for Ex. 2 and have different closed pairs of students read the text to each other. Time the activity. They then assess each other's performance with reference to the Study Skills tip. Monitor the assessments and provide your own feedback where necessary. Then, choose a strong student and ask him/her to read the text aloud to the class.

Exercise 3

- a) Tell the students that they are going to listen to two model answers to Ex. 2 – a good model and a bad model. Play the recording and elicit who gave the better reading. Students may tell you why one was better than the other. Tell them they can confirm this in the following exercise.
- b) Play the recording of the weaker student again. Ss then copy the table into their notebooks and tick each of the boxes as 'good' or 'poor'. To make the task easier, you can explain that the student only performed poorly in one of the five criteria. Check students' answers and encourage them to justify their answers from what they heard in the recording.

Exercise 4

Ask one or two students to read aloud the Study Skills tip: Asking questions. Read the rubric and explain that this exercise is a shortened version of the exam-oriented task in Ex. 5 and is designed to prepare them to do the actual task. Give students time to do the task. Check their answers around the class and encourage students to explain why the other option is incorrect (the intonation is falling, not rising, as it should be in a question.)

Exercise 5

Read out the rubric and the instructions for doing the task. Allow students 1.5 minutes to prepare their questions. Remind them that indirect question forms should be avoided. You can have individual Ss around the class ask different questions. Alternatively, you can get different Ss to perform the whole task. Have one or two strong students repeat the whole task in front of the class. Time the activity.

Exercise 6

- a) Tell the students that they are going to listen to two model answers to Ex. 5 – a good model and a bad model. Play the recording and elicit who gave the better performance. Students may tell you why one was better than the other. Tell them they can confirm this in the following exercise.
- b) Read out the rubric and have a student read out the

table. Elicit in which one item the student in the recording was weak. Ask students to justify their answers with reference to the recording. Play the recording again if necessary.

Exercise 7

Ask one or two students to read aloud the Study Skills tip: Comparing and contrasting photographs. Read the rubric and make sure students understand what they have to do. Explain that this exercise is a shortened version of the exam-oriented task in Ex. 8. Allow students enough time to complete the exercise and then check their answer around the class.

Exercise 8

Read out the rubric for Ex. 8 and the instructions for the task. Point out that, as they are going to compare and contrast the two photos, they should try to use the functional language they met in Ex. 7. Then go through the Topic Vocabulary box, explaining any unknown words. Allow students 1.5 minutes to prepare what they are going to say. Then have different Ss present the photos to the class. Provide help and feedback when necessary. Then, choose a strong student to perform the task in front of the class. Time the activity.

Exercise 9

Read the rubric and play the recording. Elicit answers to the question in the rubric. Play the recording a second time if necessary.

Unit 1.9 (Writing Skills)

The first Writing Skills unit in each module begins with a presentation in overview form of the theory relevant to a particular type of writing.

The units present a variety of writing techniques, including stylistic and structural devices, both analysing and practising these.

All activities lead the students to a final formal writing task, which follows a clear plan and is based on the model text provided.

Procedure

(Note that you may decide to ask students to read the introductory material on p. 22 as homework in preparation for the lesson.)

Ask students to turn to p. 22.

Present the information boxes and clarify any points which students feel they don't fully understand. Emphasise that students should use this page as reference when writing letters/emails for tasks in subsequent units, the Workbook, etc.

Exercise 1

Present the task. Ask students to read the beginnings and endings, and to match them in pairs. Check students' answers and elicit whether each pair is formal or informal. Elicit which type of letter each pair is taken from, and then elicit or explain the meaning of any unfamiliar vocabulary.

Exercise 2

Present the task and elicit or explain the meaning of any unfamiliar vocabulary. Ask students to complete the task in pairs, and remind them to look at the relevant information on p. 22 if they are unsure of any point. Check students' answers.

Exercise 3

Present the task and point out that the model is based on the instructions in the rubric in Exercise 2. Ask students around the class to take turns reading parts of the model aloud, and then elicit whether the model has satisfied the requirements suggested by students' answers in Exercise 2. Ask students to mark the statements as true or false, and then to correct the false statements in pairs. Check students' answers.

Unit 1.10 (Writing Skills)

Procedure

Ask students to turn to p. 22 and briefly revise the content of the boxes dealing with semi-formal/informal and formal style in letters and emails.

Ask students to turn to p. 24

Exercise 1

Present the task and complete the first two items with the class as examples. Also elicit which features mentioned on p. 22 are found in each item. Ask students to complete the rest of the task, and then to compare their answers in pairs. Check students' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Exercise 2

Remind students that the focus of this unit is writing letters/emails of complaint. Present the outline plan below Exercise 1, and then ask students around the class to take turns reading out the information in the second box. Elicit/Explain the meaning of any unfamiliar vocabulary.

Present the rubric and elicit which are the key words/phrases. Ask students to answer the questions in pairs, and remind them to consult the relevant information on p. 22 if they are unsure of any point. Check students' answers.

Exercise 3

Present the task and point out that the model is written in accordance with the instructions in the rubric in Exercise 2. Ask students to read the letter and number the paragraphs, and then to identify the topic of each paragraph, using the outline plan on p. 24 to help them. Check students' answers.

Ask students around the class to take turns reading parts of the (correctly ordered) model aloud. Elicit a) whether it is mild or strong complaint, b) which words/phrases show this, and c) whether the model has satisfied the requirements suggested by students' answers in Exercise 2.

Finally, elicit or explain the meaning of any unfamiliar vocabulary.

Exercise 4

Present the task, ask students to read the extracts, and then elicit or explain the meaning of any unfamiliar vocabulary. Complete the task with the class, and elicit which words/phrases show mild or strong complaint.

Exercise 5

Present the task and the example, and elicit the rules for the use of each of the words/phrases in brackets. Ask students to complete the task in writing, and then to compare their answers in pairs. Check students' answers.

Exercise 6

Ask students to read the gapped letter quickly and to say whether it is written in formal or informal style, and what features show this. Elicit or explain the meaning of any unfamiliar vocabulary in the letter or the phrases in the list.

Ask students to choose the most appropriate phrase to complete each gap. Check students' answers and elicit that each of the incorrect alternatives is too informal for the style of the letter.

Exercise 7

Present the rubric and the prompts, and elicit or explain the meaning of any unfamiliar vocabulary. Ask students, working in pairs, to ask and answer the same questions as in Exercise 2, but with reference to this task.

Ask students to look again at the outline plan on p. 24, and to note down expressions used in Exercises 3 and 4 which might be useful in this task.

Prompt students around the class to take turns adding appropriate sentences to an oral version of the letter they will write. Help with vocabulary if necessary.

When you feel sure that students can cope with the task, assign it as written homework to be corrected or handed in at the beginning of the next lesson.

Unit 1.11 (Across Cultures)

Each Across Cultures unit follows this outline:

- *Lead-in*

Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and exploit students' existing knowledge.

These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the texts, and so on.

- *Main reading task*

Students then complete one or two reading tasks reflecting task types in the Russian National Exam, or which practise a skill or sub-skill necessary to the successful completion of a particular RNE task type.

After students have completed the task, their answers are checked and the task is analysed and discussed.

- *Exploiting the texts*

Students complete a comprehension task based on the texts, to practise reading or listening for specific information, and then complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.

- *Personalisation, extension & skills integration*

Students complete one or two open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal, imaginative response.

The unit concludes with a project which requires students to conduct research on the Internet and prepare a class presentation.

Procedure

Ask students to turn to p. 26 and look at the pictures and the title of each short text.

Exercise 1

a) Ask different students around the class to answer each of the questions, and then ask students to ask and answer the questions again in closed pairs.

b) Elicit a few suggestions of things students would like to know. Ask students to note down three things about each type of transport, and then to read the texts quickly to see if this information is given.

Exercise 2

Explain that, unlike multiple-choice cloze (e.g. p. 13, Ex. 9), students must themselves think of the word which fits each gap. Ask students to read the texts and fill in the gaps, and then to compare their answers in pairs. Check students' answers.

Exercise 3

Ask students to read the texts again and find the answer to each question. Check the answers with the class.

Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check their answers.

Exercise 5

Play the recording for students to listen as they read the texts again.

Project

Present the task, ensure that all students have arranged suitable pairs or groups, and elicit suggestions of where the information can be found (e.g. the Internet).

When you feel sure that students can cope with the task, assign it as homework to be completed before a fixed deadline which you feel is reasonable (e.g. by the next lesson, in 1 week, etc).

Unit 1.12 (Literature)

Each Literature unit follows this outline:

- **Lead-in**
Students are asked to read a short biography of the author, and then to complete a pre-reading task, which may involve predicting the content of the text, ordering events in the story, and so on.
- **Main reading task**
Students then complete a reading task. After students have completed the task, their answers are checked and the task is analysed and discussed.
- **Exploiting the texts**
Students complete a number of tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations.
- **Personalisation, extension & skills integration**
Students complete one or two open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal, imaginative response.

Procedure

Ask students to turn to p. 28 and look at the title of the book and the author's name. Elicit whether students have heard of the book and/or author, and if so, what they know.

Exercise 1

Present the second question in the rubric, ask one or two students to read the biography aloud, and then elicit the answer. Elicit or explain the meaning of any unfamiliar vocabulary.

Exercise 2

Ask students to look at the picture and read the first sentence of each paragraph. Elicit suggestions of what might happen in the story. Ask students to read the text quickly, and then elicit the main points of the story.

Exercise 3

Ask students to look again at the Study Skills tip on p. 10 before beginning the task. Ask students to read the text again and complete the task, following the procedure recommended in the Study Skills box. Check all students' answers.

Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check their answers.

Exercise 5

- Ask students to look up the words in their dictionaries, and then to close their dictionaries and explain the meaning of each word to their partner in closed pairs.
- Help students around the class to explain the phrases, and elicit how these would be expressed in the students' own language.

Exercise 6

Ask students to skim the texts to find the relevant phrases, and to fill in the gaps. Check the answers with the class.

Finally, elicit or explain the meaning of any vocabulary in the text which students still don't understand.

Exercise 7

- Present the task, and ask students around the class to suggest suitable sentences. Ask students to repeat the task in closed pairs.
- When you feel sure that students can cope with the task, assign it as written homework to be checked or handed in at the start of the next lesson.

Exercise 8

Allow Ss time to do the task. Then have them correct each others work by writing the correct translation on the board. Alternatively, this task can be set as homework.

Unit 1.13 (Green Issues)

Modules 1, 3 and 5 feature a unit called **Green Issues**; Modules 2 and 4 feature a unit called **Curricular Cut**.

Each of these units follows approximately the same outline. In both types of unit, the task is based on a text related to a particular environmental issue, or to a particular part of the school curriculum.

• Lead-in

Students are asked to complete one or two pre-reading tasks, which may involve discussing what students know about the topic, predicting the content of the text, and so on.

• Main task

Students then complete a Grammar and Vocabulary task reflecting one of the task types in the Russian National Exam. After students have completed the task, their answers are checked and the task is analysed and discussed.

• Exploiting the texts

In most of the units, students complete a task involving vocabulary items from the passage, matching words to their definitions or synonyms.

• Personalisation, extension & skills integration

Students complete one or two tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal response.

These units usually conclude with a project which requires students to conduct research on the Internet and prepare a written article or a class presentation.

Procedure

Ask students to turn to p. 30 and look at the title of the text. Elicit or explain what it means.

Exercise 1

Ask students to look at the pictures, and make sure that they understand what each shows. Elicit brief discussion

of how each resource is used, and then elicit answers to the question in the rubric. Explain or elicit the terms 'renewable' and 'non-renewable'.

Exercise 2

Ask students to read the text quickly, and then elicit the main point of each paragraph. Ask students to complete the gaps, and then to compare their answers in pairs.

Play the recording for students to listen and check their answers. Ask students to justify the correct choice in each case. Confirm that all students now have the correct answers.

Exercise 3

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Check the answers with the class, and then elicit or explain the meaning of any vocabulary in the text which students still don't understand.

Exercise 4

Ask students to complete the task in closed pairs, using the relevant points mentioned in the text but adding further ideas of their own if possible.

Exercise 5

Present the task, and then play the recording for students to listen and make notes. Play the recording again if necessary. Ask students around the class to say which points were mentioned, and write these on the board under the headings.

Project

Present the task, ensure that all students have organised themselves into suitable pairs or groups, and ensure that they understand where the information can be found. If necessary, conduct a class discussion of how to research and collect information, select and reorganise material and so on. When you feel sure that students can cope with the task, assign it as homework to be completed before a fixed deadline which you feel is reasonable (e.g. by the next lesson, in 1 week, etc).

Progress Check

Each module ends with a short test designed to help students monitor their own progress, as well as to reinforce students' understanding of the topics, vocabulary and structures which have been presented in the module. The students' achievements in meeting the objectives of the module are clearly stated at the end of each section.

Procedure

You may ask students to complete the Progress Check as self-assessment, in which case it can be assigned as homework to be handed in or checked at the start of the next lesson; on the other hand, you may prefer to use the test as a measure of objective assessment, in which case it can be conducted in class under test conditions.

In either case, ask students to look at the test before completing it, and ensure that they understand what

they are expected to do in each task.

You may mark each student's answers yourself, or ask students to exchange papers and mark their partner's answers as you elicit the correct answers from the class.

Focus on RNE

Following the Progress Check in each module is a three-page section containing a selection of exam-specific parts from all five parts of the RNE.

In each module, this consists of: one Reading task and one to two Grammar & Vocabulary tasks (Module 1 contains the full complement of three Grammar and Vocabulary tasks). Modules 2, 3, 4 and 5 have also got one Writing task each and one to two Listening tasks. In this way, all the exam tasks are rotated throughout the Focus on RNE sections so as to thoroughly familiarise students with all parts of the exam.

Note: Reading tasks and Grammar & Vocabulary tasks that are met for the first time in the Focus on RNE sections are preceded by a Study Skills tip and a 'Preparing for the task' exercise.

Although the Focus on RNE Section appears at the end of each module, it is not intended that students should necessarily complete the section only when they have finished the module itself. If used in this way, the section is a useful indicator of students' progress, but you may, for example, prefer your students to complete the Reading task after finishing Unit 5, the Grammar and Vocabulary tasks after Unit 6, and so on.

Procedure

You may ask students to complete the tasks (except Listening and Speaking) as self assessment, in which case some or all of them can be assigned as homework; if you prefer to use the test as a measure of objective assessment, it can be conducted in class under test conditions during the course of two or more lessons. The Listening and Speaking parts will naturally be conducted in class.

In either case, students should be encouraged to adhere to 'test conditions': that is, they should aim to complete each task within a time limit you have set for it, and they should attempt each task without referring to a dictionary or asking for help from a parent, friend or classmate. Remind students that exam strategies and techniques are, like all learning, best acquired by regular practice.

You may mark each student's answers yourself, or ask students to exchange papers and mark their partner's answers as you elicit the correct answers from the class. You will probably decide to look closely at each student's results, however, to ascertain individual progress and areas of weakness.

Each task should then be discussed in some detail with the class. If several students had difficulty with certain

items, the particular language point should be revised by referring to the relevant part of the coursebook. Finally, you should elicit or explain the meaning of any unfamiliar vocabulary in each of the tasks.

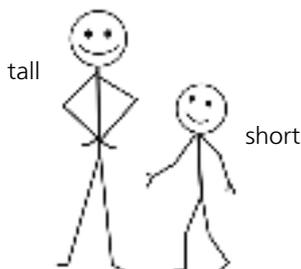
General Teaching Techniques

A – Presenting new vocabulary

Much of the new vocabulary in *Starlight 10* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is presented in context and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

- **Miming.**
Mime the word to be introduced. For instance, to present *sing*, pretend you are singing and ask students to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing and giving definitions.**
Examples:
 - Present *store* by giving a synonym: *A store is a shop.*
 - Present *tall* by giving its opposite: *He isn't short, he's tall.*
 - Present *weekend* by paraphrasing it: *I don't work at the weekend. I don't work on Saturday and Sunday.*
 - Present *garage* by giving a definition: *A garage is the place next to the house where we put our car.*
- **Context.**
Place vocabulary items in context, with examples which make understanding easier and more complete. For instance, introduce the words *city* and *town* by referring to a city and a town in the students' own country: *Moscow is a city, but Belgorod is a town.*
- **Visual prompts.**
Show photographs or drawings to make understanding easier.
- **Use of (bilingual/monolingual) dictionary.**
Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- **Sketching.**
Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Use of LI.**
In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

All writing tasks in *Starlight 10* have been carefully designed to guide students closely in producing a successful piece of writing.

- Always read the model text provided and deal in detail with the tasks that follow. Students will then have acquired the language necessary to cope with the final writing task.
- Make sure that students understand they are writing for a purpose. Go through the writing task in detail so that students are fully aware of why they are writing and who they are writing to.
- Make sure that students follow the structured outline they are provided with.
- It would be advisable to complete the task orally in class before assigning it as written homework. Students will then feel more confident about producing a complete piece of writing on their own.

C – Synergy

- At the end of each lesson, ask students to review and consolidate what they have learnt in the lesson. Allow students two to three minutes to look at the relevant pages and their notes, then have them close their books. Ask them to think of ten words and (if appropriate) the grammar structures from the unit. Students then find a partner and discuss what they have learnt in the lesson.
- If necessary, practise the task with a student to help them understand how to deal with it.
- Go round the class and check students' performance. Help where necessary.

D – Assigning homework

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

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

Commonly assigned homework tasks include:

- **Vocabulary.** Students memorise the meaning of words and phrases.

- *Writing/Project.* After thorough preparation in class, students are asked to produce a complete piece of writing.

E – Correcting students’ work

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

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

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

F – Class organisation

- *Open pairs.*
The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.
- *Closed pairs.*
Pairs of students work together on a task or activity, while the teacher moves around the classroom offering assistance and suggestions. Ensure the task is clearly understood before closed pairwork begins.
Stages in pairwork:
 - Organise students into pairs
 - Set the task and time limit
 - Rehearse the task in open pairs
 - Ask students to do the task in closed pairs
 - Go around the class and help students
 - Pairs report back to the class.
- *Groupwork.*
Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.

- *Brainstorming.*
Students work in pairs, groups or as a whole class, suggesting the items (words, facts etc according to the particular task) which first come to mind, in any order and as quickly as possible. The items are then selected, ordered etc as the task requires.
- *Rolling questions.*
A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

Types of Learning Styles

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

- *Visual Learners* need to see the teacher’s body language and facial expressions to fully understand the content of the lesson. They think in pictures and learn best from visual displays, including diagrams, illustrations, transparencies, videos, flashcards and hand-outs.
- *Auditory Learners* learn best through verbal explanations, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

MODULE I

Unit I.1

Exercise 1 (p. 6)

Picture A was taken on a platform at a train station. This is clear because you can see trains on either side of the platform. It was most probably taken during the winter, as people are wearing big coats and woollen hats and scarves. They must feel very cold and are hoping that their train arrives soon.

Exercise 2 (p. 6)

The map in picture C shows part of the UK, France and Belgium. On the map we can see London, the capital city of the UK and Paris, the capital city of France. Picture B shows two famous landmarks – Big Ben, which is in London, and the Eiffel Tower, which is in Paris.

Exercise 3 (p. 6)

The article is about a ‘house-swapping scheme,’ which leads to a family visiting England and then travelling to Paris through the Channel Tunnel.

Exercise 5 (p. 7)

opportunity: chance

taking such a leap into the unknown: doing something without having previous experience of it

opted for: decided on

unlimited: endless

scolded: reprimanded

picturesque: attractive

feat: achievement

convenience: usefulness

occupants of: passengers in

novel: different

nosed out: eased forward

accelerated: sped up

yearning for: longing for

Exercise 6 (p. 7)

- 1 The writer of the text and his family took part in an **exchange programme**.
- 2 To end their holiday **on a high note**, they decided to go to France.
- 3,4 They were on a fairly **tight budget** so they chose a **package deal**.
- 5 Many of the writer’s fellow-passengers were reading **business reports**.
- 6 The writer liked the fact he wouldn’t encounter **rough seas**.
- 7 The Channel Tunnel was a novel **travel experience** for the writer.
- 8 There wasn’t much in the carriage to **grab my attention**.

- 9 The trip gave the writer many wonderful **memories to cherish**.

- 10 It was such an **intriguing opportunity** he had to find out more about it.

Exercise 7 (p. 7)

Last August I went to California with my family. We travelled by aeroplane. We were there for three weeks for our summer holiday. While we were there we went swimming, surfing and souvenir shopping. We also visited Disneyland.

SA: What is an exchange programme?

SB: When you swap houses with another person or family for a certain amount of time. How long was this exchange programme?

SA: The families exchanged homes for one month. How many children are in this family?

SB: There are two teenage children. How far below the surface is the ‘Chunnel’?

SA: Well, it is about 50 metres below the bottom of the English Channel. How fast was the train going?

SB: The train was travelling at 300 kph. How much time did it take to travel from London to Paris?

SA: The trip took 2 hours from London to Paris. etc

Exercise 8 (p. 7)

Dear Raymond,

How are you? I am just writing to tell you about my trip. Last August I went to California with my family. We travelled by aeroplane. We stayed for three weeks on our summer holiday. It was great fun. While we were there we went swimming, surfing and did lots of shopping for souvenirs. We also went to Disneyland for 5 days. It was the best place ever! Let me know if you have been on holiday lately. I’d love to hear your news. Write soon,

Peter

Unit I.2

Exercise 1 (p. 8)

catch a train/a boat/a ship/a plane/a bus/a taxi

miss a train/a boat/a ship/a plane/a bus

get in(to) a car/a train/a taxi

get out of a car/a taxi

get on (to) a motorbike/a bicycle/a train/a boat/a ship/a plane/a bus

get off a motorbike/a bicycle/a train/a boat/a ship/a plane/a bus

ride a motorbike/a bicycle

take a train/a bus/a taxi

drive a car/a train/a bus/a taxi

steer a car/a motorbike/a bicycle/a boat/a ship/a plane/a bus/a taxi

disembark from a boat/a ship/a plane
board a plane/train/bus

Exercise 4 (p. 8)

The day had finally arrived, I was going on holiday with my friends! We set off for the airport a good three hours before our flight was due to take off. My family came to the airport to see me off. The flight was awful. It really put me off flying, but we arrived safely in Rome. The holiday was great. We saw all the famous landmarks and we enjoyed the nightlife too! I missed my family, but now I'm back home I can make up for lost time.

Exercise 7 (p. 9)

- A: Travelling by plane is more expensive than travelling by ship.
- B: Travelling by car is faster than travelling by bicycle.
- A: Travelling long distances by car can be slower and more inconvenient than travelling by plane.
- B: Yes, but travelling by plane isn't as comfortable as travelling by ship.
- A: Travelling by train is safer and more leisurely than travelling by car.
- B: However, travelling by car is more convenient and reliable.
- A: Travelling by boat is more economical and less cramped than travelling by plane.
- B: True, but travelling by plane is less tiring and faster.
- A: Bicycles pollute the environment far less than cars.
- B: Yes, I agree, but riding a bicycle is more uncomfortable and more dangerous than driving a car.
- A: Maybe in the winter, but in the summer cycling can be much more pleasant than being stuck inside a hot, stuffy car.
- B: Yes, I'm sure, but the roads are getting busier and busier so it can't be very relaxing. etc

Exercise 8 (p. 9)

- who** – refers to people
- which** – refers to things
- whose** – refers to people, animals, objects to show possession
- why** – refers to reason
- where** – refers to places

Exercise 9 (p. 9)

- 1 The tourists who/that were robbed are talking to the police.
- 2 John is going on holiday to Ibiza, which is one of the Balearic Islands.
- 3 This is the shop where you can buy cheap clothes.
- 4 Where's the milk which/that was in the fridge?

- 5 In 1995, Ben lived in London, where he worked for *The Times*.
- 6 She tried on five skirts, none of which fitted her.
- 7 Bob, who is my neighbour, is a vet.
- 8 He has three sisters who/that are all dentists.
- 9 I met a woman whose son knows you.

Exercise 11 (p. 9)

Teacher's note: This type of writing lasts only 3 minutes. Students should be encouraged to write a paragraph of any length regardless of whether they finish it or just write a few sentences.

My favourite means of transport is the train. I like it for several reasons. Firstly, the train is quite cheap when compared with flying. Furthermore, taking the train is a great way to see the countryside. In addition, trains are comfortable and you can get up and move around.

Unit 1.3

Exercise 1a (p. 10)

In the pictures I can see people cycling, playing basketball and running in a marathon. My favourite sport is basketball. Sports benefit people in many ways. Generally speaking, it is a great way to keep fit. When you play in a team you learn how to work together to achieve a common goal. Sports also teach us to deal with both success and failure and how to balance competitiveness. Finally, sports bring people together and they help us to relax.

Exercise 4 (p. 11)

- sickly:** suffering from ill health
- heart defect:** problem with the heart
- were involved:** took part
- ultimate:** greatest
- challenge:** difficult task
- mentally:** of the mind
- dropped out:** quit
- hit the wall:** reach one's limit of endurance, run out of strength
- ran out of:** had none left
- cramp:** tighten, spasm and cause pain
- lungs:** the two organs that allow us to breathe
- obtain:** get
- line up:** stand in a row and wait
- handle:** deal with
- build:** increase
- progressed:** got better, advanced
- thrilled:** excited
- enter:** join in
- set out:** arrange
- entire:** whole
- essential:** necessary

consumed: used

barely: hardly

volunteer: offer to do sth for free

SA: How old was Michael when the London Marathon was first organised?

SB: Michael was 14 when the first marathon was organised. How many people, on average, complete the marathon each year?

SA: On average, 33,000 people finish the marathon. What distance must the competitors run?

SB: Competitors must run 42.2 kms. What age was Michael when he ran the marathon?

SA: Michael was 19 when he ran the marathon. Is Michael still involved with the marathon?

SB: Yes, he volunteers each year to assist the athletes. etc

Exercise 5 (p. 11)

A: I think that Michael is an incredibly determined person because he didn't let his illness stop him doing what he wanted to do.

B: That's very true. He is also passionate as he cared so much about the marathon.

A: I agree. You'd have to say that anyone who could complete a 42.2 km race is persistent!

B: He is also very courageous because, when you think about it, he was putting his life in danger to a certain degree.

Exercise 6 (p. 11)

If I were Michael, I don't think I would have been brave enough to do what he did. Instead, I would have volunteered to help out at the marathon.

Unit 1.4

Exercise 5 (p. 12)

- 2 He always likes to **win an argument**.
- 3 If you eat too much, you will **gain weight**.
- 4 He took the job to **gain experience** in the industry.
- 5 Despite trying her best, she never **wins a competition**.
- 6 It is an honour to **win a medal** at the Olympics.
- 7 You will **gain speed** as you go downhill on a bicycle.
- 8 He was held hostage for six months before **gaining his freedom**.

Exercise 7 (p. 13)

- 1 is – fact
is talking – action taking place now
- 2 seems (that) – expression
are becoming – currently changing and developing situation

3 to express anger or irritation

4 are – state/fact

haven't visited – an action which started in the past and continues to the present

5 to put emphasis on an action which started in the past, lasted for sometime with the result visible in the present

6 to put emphasis on the duration of an action which started in the past and continues to the present.

7 fact

8 action which started in the past and continues to the present/to put emphasis on the duration of an action which started in the past and continues to the present

9 question

10 personal experience

Unit 1.5

Exercise 1 (p. 14)

Words related to entertainment:

Cinema; television; film; music; theatre; stage; sports; match; amusement park; funfair; circus; video games; DVD; CD; performance; singing; dancing; acting.

Exercise 2 (p. 14)

Pic. 1 In the picture there is a man dressed all in pink. He is juggling so maybe he works in a circus.

Pic. 2 In the picture, there are two teenagers playing a video game. They are smiling and having a good time.

Pic. 3 There are two people playing miniature golf. They are smiling and they look like they are having fun.

Pic. 4 There are some people on a roller coaster. They are at an amusement park. They are laughing.

Pic. 5 It is a family. They are sitting in front of a television. They are at home relaxing together.

Pic. 6 There are some teenagers sitting in a cinema. They are probably waiting for the film to start. They are wearing casual clothes and look happy.

I prefer watching films or playing video games with my friends. I don't like going on the rides at amusement parks as I am scared I might fall off.

Exercise 4 (p. 14)

on the warpath: ready for a conflict

principles: rules of a process

unhealthy diet of junk food: processed foods with little nutritional value

exited: left a place

highlight: the best part

dedicated: mentioned someone to thank or show respect to them

premises: buildings and land

hush: silence

dimmed: became less bright

truly: really

innovative: original

scheduled: planned

typical: usual

Exercise 5 (p. 15)

- 1 I only eat junk food when I am with my friends.
- 2 The train was late and to make matters worse, there were no seats available.
- 3 My daughter goes to the childcare centre when I go to work.
- 4 It was very hot and noisy in the packed auditorium.
- 5 *Cinderella* is one of the most popular stories for children.
- 6 The beach is always crowded during the holiday season.
- 7 The ballet's latest production is *Swan Lake*.
- 8 Appearing on television will do wonders for her singing career.
- 9 She thought that the best way to teach the staff how to use the new equipment was to run workshops.
- 10 If he was chosen to sing at the Olympics, he would become a star overnight.

Exercise 6 (p. 15)

- A Last night Jamie Oliver was interviewed on the news. He still thinks parents should improve the quality of the food they cook for their children. They showed clips from his old TV series, *Jamie's Ministry of Food*.
- B They showed an award show on television yesterday. There were lots of people there and Minnie Cameron won an award. She dedicated it to her mother.
- C I was listening to the news this morning and the TipTop Children's Theatre is putting on a series of puppet shows for the holiday season. There will also be a Christmas gift for every child who attends.
- D I heard on the news that American children spend at least four hours watching television every day. There are also TVs in most childcare centres. Too much TV could cause health problems.
- E The reporter on the news this evening said that he had been to a magic show. The magician did a lot of tricks and even raised people up into the air. He said that seeing the show live was better than watching it on television.
- F Guess what I heard on the news? The Newford Leisure Centre is running workshops on circus skills this summer. Kirsten Hynde, a famous juggler,

will be leading the course. She said that one of the benefits of taking the class is that it will improve your coordination skills.

- G There was a report on the news tonight about Kate Daniels. She was discovered in a talent show last month and her lifestyle has really changed. Kate stopped going to classes and has a private teacher. She spends most of her day practising and recording her songs.

Unit 1.6

Exercise 4 (p. 16)

- 1 two actions in the past where one interrupts the other
- 2 an action which happened at a definite time in the past
- 3 an action which happened at a definite time in the past/an action which was in progress at the stated time in the past but we don't know when the action started or finished
- 4 an action which finished in the past and whose result was visible in the past
- 5 actions which happened immediately one after the other in the past
- 6 two actions in the past where one interrupts the other
- 7 an action which happened before another past action
- 8 an action which finished in the past and whose result was visible in the past
- 9 two actions in the past where one interrupts the other
- 10 to put emphasis on the duration of an action which started and finished in the past before another past action in the past
- 11 to put emphasis on the duration of an action which started and finished in the past before another past action
- 12 an action which lasted for some time in the past and whose result was visible in the past

Exercise 5 (p. 17)

- 1, 2 **past simple** – actions which happened immediately one after the other in the past
- 3 **past simple** – an action which happened in the past
- 4 **past perfect** – an action which happened before the past action in 3
- 5 **past simple** – an action which happened in the past
- 6, 7 **past continuous** – an action that was happening in the past at the same time as another (alternatively simple past could be used for two actions that happened in the past at the same time)

- 8, 9 **past simple** – two actions taking place in the past at the same time
- 10 **past simple** – an action which happened in the past
- 11, 12 **past simple** – two consecutive actions which happened in the past
- 13, 14 **past simple** – actions which happened immediately one after the other in the past
- 15 **past simple** – an action which happened in the past
- 16, 17 **past perfect** – actions which happened at the same time before other past actions (15 & 18)
- 18 **past perfect** – an action which happened before the past action in 15
- 19 **past simple** – an action which happened in the past at the same time as the two actions in 20 & 21
- 20, 21 **past simple** – two actions which happened immediately one after the other in the past
- 22 **past simple** – an action which happened in the past
- 23 **past perfect** – an action which happened before the past action in 22/used with time word 'ever'

Exercise 7 (p. 17)

- 1 He **aimed at** the centre of the circle.
- 2 I've never been very **keen on** science fiction.
- 3 When the dance **came to an end**, Marge drove us all home.
- 4 The prisoner has been kept **in isolation** for the past two years.
- 5 I feel **confident about** my English exam tomorrow.
- 6 Edison is **famous for** inventing the light bulb.
- 7 The analyst gave an accurate **interpretation of** the survey results.
- 8 All her plants **died from** neglect; she never watered them.
- 9 Five people **died in** a road accident yesterday.
- 10 She is **obsessed with** getting straight As in all her exams.

Exercise 8 (p. 17)

- 1 *The Devil Wears Prada*
- 2 Meryl Streep & Ann Hathaway
- 3 David Frankel
- 4 About a girl who goes to work at a fashion magazine and the problems she encounters.
- 5 There weren't any special effects.
- 6 Yes, he said people of all ages would enjoy the film.

Exercise 9 (p. 17)

I recently saw a great film. It was called *Pride and Prejudice*. It starred Keira Knightley and Matthew MacFadyen and was directed by Joe Wright. The story

is based on Jane Austen's novel about five sisters in Georgian England whose lives are turned upside down when a wealthy young man and his best friend arrive in their neighbourhood. The costumes and photography are fantastic. It is a very good film, which I thoroughly recommend. It is sad at times but has a happy ending.

Exercise 10 (p. 17)

Pride and Prejudice, directed by Joe Wright, is a romantic film with a talented cast of actors and a clever plot.

The story is based on Jane Austen's novel about five sisters in Georgian England whose lives are turned upside down when a wealthy young man called Mr Bingley and his best friend Mr Darcy arrive in the neighbourhood.

Pride and Prejudice features fantastic costumes and photography and, overall, I think it is a great film. It keeps you entertained throughout and has a lovely, happy ending. I thoroughly recommend it to anyone. It is really worth going to see.

Unit 1.7**Exercise 3a (p. 19)**

theatre – stage, footlights, acting, aisle, stalls, audience, play, boo, applause, dancers, orchestra, curtain

magician's performance – stage, tricks, stunts, audience, boo, applause, disappear, curtain

circus – jugglers, ring, stunts, audience, acrobats, clowns, boo, applause, trapeze, performers

Exercise 3c (p. 19)

magic show – magician, rabbit in a hat, disappear, cut in half, assistant

juggling act – balls, toss, eggs

puppet theatre – stage, puppeteers, life-like, funny

Unit 1.8**Exercise 9 (p. 21)**

Comparisons: Both photos show exciting outdoor sports that require skill to do. Both windsurfing and skiing carry a risk of injury.

Contrasts: One picture shows a professional competition while the other shows someone just enjoying themselves on holiday. The person in photo 1 is trying to avoid an obstacle while the person in photo 2 is trying not to capsize.

Unit 1.9**Exercise 2 (p. 23)**

- 1 an email
- 2 your English-speaking pen-friend, Tracy
- 3 informal

- 4 advice on what to eat as part of a healthy diet to lose weight, information on a diet you followed, three questions about buying clothes
- 5 *Dear Tracy,*
- 6 Begin: 'Just got your email and I'd be glad to help.'
End: 'Hope the advice helps.'
- 7 *Love,/Best wishes/Regards, etc*
+ your first name

Unit 1.10

Exercise 1 (p. 24)

- 1 I (short form, colloquial expression)
- 2 F (advanced vocabulary, no short form)
- 3 F (advanced vocabulary, no short form)
- 4 I (colloquial expression)
- 5 I (colloquial expression)
- 6 I (short form, colloquial expression)
- 7 F (advanced vocabulary, no short form)
- 8 F (advanced vocabulary, no short form)
- 9 F (advanced vocabulary)
- 10 I (short form)
- 11 F (advanced vocabulary, no short form)
- 12 F (advanced vocabulary)
- 13 I (short form)
- 14 I (short form)
- 15 I (short form, colloquial expression)
- 16 F (advanced vocabulary, no short form)
- 17 F (advanced vocabulary)
- 18 F (no pronouns omitted)
- 19 I (short form)
- 20 I (colloquial expression)

Exercise 2 (p. 24)

- 1 The organisers will read the letter. You do not know them.
- 2 The reason for writing, a description of the problem and the action required.
- 3 A formal style.
- 4 A mild tone as this is the first letter concerning the matter. A mild tone may give the writer a better chance of getting a refund.

Exercise 5 (p. 25)

- 2 Even though I only bought the kettle last week, it has stopped working.
- 3 In spite of the fact that your engineer called for the third time in the past two weeks, I am still without a working machine.
- 4 The advert said batteries were included, but when I opened the box they were not inside.
- 5 Despite my having paid for a 64 GB memory card, the one in the box was only 32 GB.

Exercise 7 (p. 25)

Dear Sir/Madam,

I am writing to you concerning a DVD player, item number AX 7235, which I ordered from your website on the 15th of August.

The unit appeared to be in good condition when it arrived, and there was no damage to the packaging. However, I am afraid that when I tried to use the player I soon discovered that it was faulty. After having only been used twice, the player's disc tray started sticking and then it completely jammed, making the player unusable.

I am returning the player to you by courier and I would be grateful if you would send me a replacement as soon as possible. Repairing the player I am returning to you would not be an acceptable option as I am certain the problem would only occur again.

I look forward to your reply concerning this matter.

Yours faithfully,

Lawrence Reed

Unit 1.11

Exercise 1a (p. 26)

The first picture shows a type of boat called a gondola. A man is rowing the gondola and there are some people in it. They look like tourists. You can find gondolas in Venice.

The second picture shows some donkeys which are also called burros. They have saddles on them. They are used as taxis in certain towns in Spain.

The third picture shows a sleigh drawn by three horses. There are some people in the sleigh and there is snow on the ground. This mode of transport is called a troika and you can see it in Russia.

The fourth picture shows a modern version of a rickshaw known as a 'pedicab'. There is a man on the pedicab and he is wearing casual clothes. He seems happy. You can find pedicabs in Britain.

I have never travelled in any of these means of transport, but I would love to ride in a gondola in Venice. It must be amazing.

Exercise 1b (p. 26)

Gondolas – Where can I find them?/Why do people use them?/Are they expensive?

Burro Taxis – Why are they using donkeys?/What do they do when it rains?/Where can I put my bags?

The Troika – How much weight can it carry?/Do the horses ever get hurt?/Do the horses get cold?

Pedicabs – How fast can they go?/Do they cost a lot of money?/Where can I hire one?

Exercise 3 (p. 26)

- 1 The word gondola conjures up images of moon-lit evenings floating along one of Venice's canals.
- 2 Gondolas first became popular with the rich and then with everyone else as taxis to go from one part of the city to another.
- 3 The idea for donkey taxis started when a group of tourists saw some workers riding their burros home from their fields. The tourists asked if they could go for a ride and the workers said they could for a small fee.
- 4 Pedicabs are similar to the rickshaw, a form of transport in the Far East.
- 5 The troika was originally used to cross great distances and long difficult roads quickly and efficiently.
- 6 The middle horse in a troika moves in a straight forward trot while the two outside horses move with outward-bent heads at a smooth gallop.

Exercise 4 (p. 26)

floating: on the surface of water

advent: arrival

manoeuvrability: ease of movement

goods: articles to be sold

spotted: noticed

fee: a charge for a service

abreast: side by side

mighty: powerful

vast: enormous

negotiating: coping with

jingling: tinkling metallic sound

elaborately: rich in detail

mere: simple

Exercise 5 (p. 27)

gondola: type of boat used in Venice, floating on the water, used to transport goods and people

burro taxi: used in towns in Spain, workers used them to travel to work, tourists can go for a ride for a small fee

troika: Russian carriage or sleigh, pulled by three horses, symbol of mighty Russia

pedicab: new form of transport, used in Britain, quiet and non-polluting

Project (p. 27)**Hot air balloons**

Hot air balloons are the oldest man-made means of flying. The first flight in a hot air balloon took place in Paris, France on 21st November, 1783. The balloon was built by the Montgolfier brothers although they were not the ones to take to the air. Since then, hot air balloons have been mainly used for entertainment. In

many countries, you can go on a pleasure flight over the countryside. Most flights take place in the early morning when the weather conditions are more suitable. They are very popular with tourists.

Limobike

The limobike service is the perfect answer to the traffic jam. It was started 10 years ago in London when a busy executive realised that he couldn't get to a meeting even though he was in a fast taxi. The traffic on the street meant that the taxi couldn't move. Motorbikes, however, could get through the gaps a big car couldn't. The limobike will pick you up and get you across town for no more than the cost of a normal taxi.

Unit 1.12**Exercise 4 (p. 28)**

drift: float

once more: again

weary: tired

at once: immediately

gigantic: huge

companions: friends

horror: fright

Exercise 5a (p. 28)

unconscious: unable to move, see, hear or feel

current: movement of water

mist: fog

underground: below the surface of the earth

monstrous: hideous

mighty: strong and powerful

ferocious: fierce

Exercise 5b (p. 28)

side by side: next to each other

caught my attention: I noticed

lost consciousness: had no awareness of life

fallen out of the frying pan into the fire: from a bad situation to a worse one

Exercise 7a (p. 28)

The gigantic monster had the head of a lizard and the body of a horse. It didn't have arms, but it had the wings of a bat with sharp claws at the ends. It had monstrous glaring eyes and hideous jaws that dripped poison from its yellow fangs.

Exercise 7b (p. 28)

Through its gigantic eyes, the monster stared fiercely. I could see rows of razor-like teeth in its wide-stretched mouth. It had the head of an eagle and the body of a snake. Its arms were the tentacles of an octopus and its tail the stinger of a scorpion.

Unit 1.13

Exercise 3 (p. 30)

- categories:** types
- replace:** substitute
- remains:** leftovers
- solar:** from the sun
- turbines:** machines that turn to produce power
- reduce:** cut down on
- conserve:** protect (from loss)

Exercise 4 (p. 30)

- A: There are many reasons to use water, wind and solar power.
- B: There are indeed. Most importantly, they don't cause pollution.
- A: That's right. They are all very clean forms of energy.
- B: And just think, these forms of energy will never run out!
- A: Yes, and as technology develops these forms of energy are becoming cheaper and cheaper.

Exercise 5 (p. 30)

Home	School
<ul style="list-style-type: none"> • Turn off lights when you leave a room • Spend less time in shower • Close curtains to save heat • Wash dishes by hand, not using a dishwasher 	<ul style="list-style-type: none"> • Turn off computers when not in use • Keep windows closed when the heating or air conditioning are on • Keep air vents clear

Project (p. 30)

There are a number of ways to save energy in the home. Firstly, when you leave a room always turn the lights out to save on electricity. Also, keep the thermostat at a reasonable temperature to save on heating. In addition, make sure you turn off all appliances when not in use. Secondly, it's important to conserve water. Have showers instead of baths. Use water saving shower heads and make sure taps are working properly so they don't drip. We can all do our part to save energy. Use resources wisely.

MODULE 2

Unit 2.1

Exercise 1b (p. 36)

I think the text is about a teenager who had an eating disorder and who needed medical help to cure the problem.

Exercise 3 (p. 37)

The text probably comes from a woman's magazine or a newspaper supplement. The writer's purpose is to inform people about the problems the disorder causes and how these can be dealt with. The message is that it is important to deal with such problems in a calm, patient manner.

Exercise 4 (p. 37)

- 1 Although my son said that getting into university was no **big deal**, I know that he was very proud of his achievement.
- 2 I was never surprised when she came **top of the class** each year.
- 3 I was so surprised by the news that I **burst into tears** of joy.
- 4 My brother is very concerned about his **body image**; he is always admiring his muscles in the mirror!
- 5 I think **glossy magazines** are expensive and create a false picture of what life is about.
- 6 If the pain does not go away in a day or two, you must seek **medical attention**.
- 7 She has **just turned sixteen** so she's having a birthday party.
- 8 It's alright to have **light snacks** now and again, but you must make sure you eat proper meals every day.
- 9 I find my sister's **mood swings** very annoying; you never know when she is going to suddenly lose her temper.
- 10 The government believes that athletes can **play a role** in setting standards for young people to follow.
- 11 My sister was **scared to death** when she saw the enormous spider in the bath!
- 12 A lack of appetite does not necessarily mean a person is suffering from an **eating disorder**; there may be another cause.

Exercise 5 (p. 37)

- make a big deal of it:** give more importance to sth than it deserves
 - get back to normal:** return to the usual conditions
 - turned her nose up at:** treated things/suggestions with disapproval and disdain
 - tearing my hair out:** extremely frustrated by events
 - scared me to death:** extremely frightened by sth
 - come to terms with:** accept the reality of an unpleasant situation
 - get through it together:** give each other support to overcome a difficult situation
- I knew she had been using my computer without my permission; I didn't want **to make a big deal** out of it so I said nothing.

- It took a long time for life to **get back to normal** after the severe flooding.
- When I suggested going out for a coffee, my sister just **turned her nose up at** the idea.
- She's been **tearing her hair out** trying to finish the test in time.
- It **scared me to death** when a big dog leapt out of the dark in front of me.
- It took me a long time to **come to terms with** the fact that my girlfriend no longer loved me.
- Although the loss of our house put a great strain on our relationship, I knew my wife and I would **get through it together**.

Exercise 6 (p. 37)

sullen: bad-tempered	distorted: twisted
withdrawn: unsociable	glamour: attractiveness
convinced: certain	severe: serious
enraged: very angry	tearful: crying
initial: first	underlying: basic
tactics: strategies	vibrant: energetic

Exercise 7 (p. 37)

- A: Look, Sarah, I'm terribly worried about you. Why don't you go to see a doctor?
- B: No way, mum! I don't need to see any doctors! There's nothing wrong with me! I'm fine, just leave me alone!
- A: I think you should because you don't look at all well. You've lost a lot of weight and that can't be right.
- B: I just don't see the point. It's only because of these exams. I'll be fine. Don't worry about me.
- A: But don't you realise how serious this could be? If you have anorexia it could seriously damage your heart. You could even die, Sarah!
- B: Well ... OK, but only if you promise not to shout at me again.

Exercise 8 (p. 37)

The text describes how a teenage girl, Sarah, and her mother battled with the problems of anorexia nervosa. The mother recognised there was a problem when Sarah was sixteen; her behaviour changed and she lost a lot of weight. After several unproductive arguments, the mother changed her approach and persuaded Sarah to seek medical attention. Eventually, Sarah recovered fully.

Unit 2.2

Exercise 2 (p. 38)

- 1 I'll **do my best** to finish this by Friday evening.
- 2 My mother makes me **do the washing up** after every meal.

- 3 He **made the decision** to move back to Canada because he missed his family.
- 4 He **did me a good turn** by helping me paint the house.
- 5 I don't like it when people **make fun of** me.
- 6 The two countries decided to **make peace** after being at war for six months.
- 7 I prefer to **do my hair** on my own, rather than go to the hairdresser's.
- 8 I must **make an appointment** to see my bank manager.
- 9 When you work under pressure you are more likely to **make a mistake**.
- 10 He **made a fortune** drawing sketches of landscapes and selling them online.
- 11 When I grow up, I want to **do a job** I like.
- 12 He **made a promise** to study harder for the next semester.
- 13 The scientists have **made progress** in fighting the disease.
- 14 A scandal would **do** considerable **harm** to his political career.
- 15 Scientists **do experiments** in their labs.
- 16 I always found it easy to **make friends** when I was a little girl.
- 17 Could you **make space** for my clothes in this cupboard?
- 18 Could you **do me a favour** and bring me some milk on your way back home?
- 19 You need to **make certain** the windows are closed before you leave the house.
- 20 The two countries decided not to **make war** on each other but try to settle their differences peacefully.

Exercise 3 (p. 38)

- 1 'to recover from an illness' means to get better
- 2 'counting calories' is used to express keeping track of how many calories you consume
- 3 'normal eating' is the opposite of 'dieting'
- 4 If sb is 'led to believe sth' they think it is true, even if it isn't true
- 5 To 'have an ideal body image' means you know what your body would ideally look like
- 6 If you have 'healthy eating habits', you eat healthy foods regularly
- 7 'to follow a meal plan' means to eat meals according to a set list of meals
- 8 If sth 'matters', it is important
- 9 'to cause trouble' means to bother sb by doing sth wrong
- 10 If we say 'do not disturb' sb, we mean they should be left alone and not interrupted

Exercise 4 (p. 38)

- 1 I think I'm **coming down with** the flu. My legs ache and I've got a temperature.
- 2 It's only a slight sprain so you'll soon **get over** it.
- 3 You should never let problems at work **get you down**.
- 4 New discoveries have **brought about** changes in the way the disease is treated.
- 5 We'll **look after** your cat while you're away.
- 6 The doctors were afraid that they would not be able to **bring** the patient **round** after he had been in the water so long.
- 7 It can be difficult to **keep** food **down** when you have a high temperature.
- 8 Stress can **bring on** a headache.

Exercise 5 (p. 39)

- 2 He promised to bring me the money he owed me the following day.
- 3 He threatened to tell mum if I didn't give him back his diary.
- 4 She allowed me to use her phone whenever I wanted.
- 5 She begged me to go with her.
- 6 The teacher reminded us to check our spelling.
- 7 He accused me of vandalising the school gym.
- 8 She apologised for damaging my car.
- 9 The boy denied starting the fight.
- 10 My boyfriend suggested going to Paris that summer.
- 11 She invited me to her party on Saturday.
- 12 She warned the child not to go too near the fire as he would burn himself.

Exercise 7 (p. 39)

- A: Can I offer you some biscuits?
 B: No, thanks. I'm OK for the moment.
 A: How about some tacos?
 B: Not for me, thanks. I don't really like spicy food.
 etc

Unit 2.3

Exercise 1 (p. 40)

There is an old Japanese couple in the picture and different food. The lobster is seafood, and next to it are vegetables. Between the two people is a chicken, which is poultry. There is fruit immediately in front of them and on the left is a beverage – orange juice. The yoghurt is a dairy product and at the bottom is a steak, which is meat.

fruit – apples, strawberries

seafood – crabs, oysters

beverages – tea, coffee

dairy products – milk, cheese

meat – lamb, rabbit

poultry – duck, turkey

Exercise 2 (p. 40)

The title means that it is possible to have a long, healthy and successful life. It relates to the pictures because the pictures show an elderly couple surrounded by food, suggesting that how long we live and how healthy we are depends on what we eat and drink.

Most of the food and drink shown in the pictures is healthy, except perhaps, the steak and chicken. I think it depends on how they are cooked and how often they are eaten.

Exercise 5 (p. 41)

- 1 Eating food that is **low in calories** will help you stay slim.
- 2 Bananas are a popular fruit because of their **health benefits**; they provide energy and they are not fattening.
- 3 It is important to **stay active** as we grow older.
- 4 Cholera and Typhoid are **life threatening** diseases that can be prevented through vaccination.
- 5 Supermarkets are being encouraged to sell more **locally grown** fruit and vegetables.
- 6 Tooth decay can be caused by having too many **sugary drinks**.
- 7 Doctors try to **prevent illness** as well as cure it.
- 8 Removing animal fats from your diet helps prevent **heart disease**.

Exercise 6 (p. 41)

The Okinawans' diet is a healthy one, containing a lot of fresh fish and a variety of fresh, locally grown vegetables. They do not consume dairy products or sugary drinks but they drink a lot of green tea, which is healthy.

- A: How similar is your diet to the one described in the text?
 B: My diet is totally different! I don't eat much fish, for example.
 C: Neither do I. The other big difference is that they don't eat fast food. I eat fast food once or twice a week.
 A: I don't eat soya, either. Do you?
 B: No, I don't like it. Do you like green tea?
 C: Sometimes, but not often. etc

Exercise 7 (p. 41)

In order to live longer we should first of all be careful about what we eat. It is important to maintain a healthy diet because, as the saying goes, 'we are what we eat'. If

we eat too much fat, for example, we will be more likely to get heart disease and this can shorten people's lives.

It is also important to exercise if we want to be active into old age. Exercise helps keep muscles strong and joints flexible, so we will be more likely to enjoy a long, active life.

Unit 2.4

Exercise 1 (p. 42)

- If people want to have good eyesight, they should eat food which is rich in vitamin A, such as dairy products.
- Fruit and vegetables are good for the skin because they contain vitamin C.
- Meat, fish and eggs contain vitamin D, which helps build healthy bones. You should also consume dairy products because they contain calcium.
- People should eat meat, fish and eggs if they want healthy blood cells because these are rich in iron. They also need B vitamins, which are found in bread, cereals and potatoes.
- If people want a lot of energy, they should eat carbohydrates such as bread, cereals and potatoes.

Exercise 2 (p. 42)

A: For lunch yesterday, I had a tuna sandwich and orange juice. Tuna is rich in protein, iron and vitamin D; the bread is full of carbohydrates, fibre and B vitamins. Orange juice is rich in vitamin C and carotene, which is very good for healthy skin. What did you have?

B: I had steak and chips and some frozen yoghurt. The steak is full of protein, iron and vitamin D; the chips have carbohydrates, fibre and B vitamins. Yoghurt is a dairy product, so it is full of calcium, zinc and vitamin A. etc

Exercise 6 (p. 42)

- Don't **lose heart!** I'm sure you'll pass your driving test next time.
- The company has **missed its target** of expanding abroad within five years.
- We **missed the train** and had to wait hours for the next one.
- A group of hikers **lost their way** in the mountains.
- You're **missing the point**. That is not what I am trying to say at all.
- The airline company should compensate you if they **lose your luggage**.
- We'll **miss the plane** unless we leave now!
- Unfortunately many people **lose money** on investments.

Exercise 7 (p. 43)

low-salt	well-boiled
well-done	low-sugar
high-fibre	well-/home-cooked
low/high-fat	well-balanced
well-fed	high/low-calorie
well-made/home-made	home-grown

- I always check for the **low-salt** label before I buy snacks.
- He ordered a **well-done** steak with a green salad.
- **High-fibre** food such as cereal is good for the digestion.
- **Low-fat** dairy products have fewer calories than ordinary ones.
- He is a **well-fed**, happy, healthy child.
- I love my mother's **home-made** bread.
- This water might be contaminated, so make sure it is **well-boiled** before using it.
- Some foods that claim to be **low-sugar** products may contain other forms of sweeteners such as glucose or honey.
- I've never eaten such a **well-cooked**, tasty meal!
- Doctors are concerned that people today are not following a **well-balanced** diet.
- Most drink manufacturers offer **low-calorie** versions of their popular brands these days.
- **Home-grown** vegetables taste much better than the ones you buy in supermarkets.

Exercise 9b (p. 43)

By 10 o'clock tonight I will have done my homework and I will have had my dinner.

By this time tomorrow I will have finished the project.

At this time tomorrow I will be playing football.

At this time next Monday I will be studying.

At this time on Saturday I will be watching a film at the cinema.

Exercise 10 (p. 43)

Mark

problem: no energy

advice: high energy drinks, see his doctor, see a dietician

Sophie

problem: dizzy spells

advice: change diet, see a dietician

Bill

problem: not sleeping

advice: relax with a good book and a cup of tea

Bill and Sophie react positively to the advice.

Exercise 11 (p. 43)

A: I want to lose some weight. What do you think I should do?

- B: If I were you, I would go on a diet.
 A: Mmm, I'm not sure.
 B: Maybe you could take up jogging.
 A: That's not a bad idea. I'll do that.
 B: I hope things work out for you.
- A: I want to join a gym but I can't afford to. What can I do?
 B: If I were you, I would take up jogging.
 A: Mmm, I'm not sure. Sometimes the weather isn't very nice to go jogging.
 B: Maybe you could do fitness training at home.
 A: That's not a bad idea. I'll try that.
 B: I hope that works for you.
- A: I want to cut down on junk food, but I can't. What should I do?
 B: If I were you, I would stop eating out and eat in instead.
 A: Mmm, I'm not sure. I don't have much time to cook proper meals.
 B: Maybe you could borrow my cookbook. It's called 'The Thirty-minute Chef.'
 A: That's not a bad idea! Thanks!
 B: Good luck!

Unit 2.5

Exercise 2 (p. 44)

- A: Bus drivers need to be skilful because they have to drive in difficult conditions.
 B: Yes, and they also have to be patient when traffic is heavy.
- A: I think that firefighters have to be brave because their job can be very dangerous.
 B: I agree. They also need to remain calm when they are dealing with a serious fire.
- A: Painters have to be imaginative in order to produce good paintings.
 B: That's true. They also need to be artistic, of course!
- A: I think that gardeners need to be reliable so that they look after the plants properly.
 B: I agree. They also need to be patient because plants take a long time to grow.
- A: Reporters need to be honest so that they can report the news accurately.
 B: That's right. They also need to be polite when they interview people.
- A: I think that teachers need to be tactful as they sometimes have to deal with problems in the classroom.
- B: I agree. They also have to be well organised so that they give interesting lessons.
- A: Bank clerks need to be polite when they are dealing with customers.
 B: True. They also need to be honest because they are handling other people's money!

Exercise 4 (p. 44)

- state-run:** government-organised
qualities: characteristics
candidate: applicant
fellow workers: colleagues
bulletin: announcement
nationwide: across the country
broadcast: transmit
schedule: timetable
anxious: worried
under threat: in danger
option: choice
impressive: remarkable
fierce: intense

Exercise 5 (p. 44)

- World leaders must work in **close cooperation** to solve global problems.
- Due to **mass media** coverage the whole world can enjoy the Olympic Games.
- We have a good relationship on a **personal basis** as well as through our work.
- I have every confidence in her as she is a **qualified professional**.
- I know exactly what to do because they gave me sound **practical advice**.
- News networks** all over the world broadcast the election results.
- Enjoyable **free-time activities** are important to relieve stress.
- Now he has risen a little on the **career ladder** he has more responsibility.
- When the economy is suffering, there is no such thing as **job security**.
- The police tried to protect the **general public** from the actions of the rioters.

Exercise 6 (p. 45)

I am a news editor and I work as part of a team. We prepare the news reports that come in to us from journalists so that they are ready for the news presenters. This involves checking details and making sure that the final report is clear and easily understood. We often work irregular hours in order to meet deadlines. I enjoy my work as it is varied and interesting although it can sometimes be stressful.

I am a professional medical advisor. My job is to give people practical advice about health problems over the phone. Usually the problems are minor complaints that can be easily dealt with. Sometimes simple solutions are all that are needed such as when children have a cold. At other times we advise people to call an ambulance or we do that for them. We run a 24 hour service so I work at different times on a shift basis. I am happy to be able to help people with their worries.

My job is very unusual. They call me 'The Nose' because I have an extraordinary sense of smell. Perfume companies compete for my services because they want to have the best-selling perfume. My job is to advise them on what ingredient a perfume needs to be popular. I travel a lot all over the world and so my hours are definitely not 9 to 5, I have to be flexible. I enjoy my work and feel privileged to have such a special skill.

Exercise 7 (p. 45)

Working in the fire service must be very stressful. You have to face difficult and dangerous situations and you often have to put your own life at risk in order to help somebody. However, it must also be very satisfying when you know you have saved somebody who might otherwise have died. I imagine that it is also rewarding to work in a team with others who share your desire to help people.

Unit 2.6

Exercise 1a (p. 46)

A waitress has got a part-time job.
 A policeman has got a full-time job.
 Perhaps a lawyer has got a 9-5 job.
 A nurse has probably got four weeks holiday a year.
 Nurses and policemen work shifts.
 A waitress probably works nights.
 An architect works on his/her own.
 A firefighter works with others.
 A gardener works with his hands.
 I think they all work overtime.
 Nurses, policemen and firemen work at weekends.
 Perhaps an architect works from home.
 A lawyer works indoors.
 A policeman often works outdoors.
 A nurse/policeman has to wear a uniform.
 A lawyer has to wear a suit to work.
 A pilot has to travel a lot.
 A waitress has to work late.
 Policemen, nurses and firemen have to work under pressure.
 Architects and lawyers have to attend meetings.
 A lawyer and an architect have to have a degree.
 A gardener is paid wages.

A policeman is paid a salary.
 An architect is paid good money.
 A policeman needs to be patient/friendly and sympathetic/trained.
 A waitress needs to be well-mannered.
 A lawyer needs to be qualified/honest/well-organised.
 A policeman/waitress need to be communicative.
 A nurse needs to be qualified, careful, etc.

Exercise 5 (p. 47)

There must have been an accident.
 He must have sprained his wrist/broken his arm.
 He might have fallen over.
 She must be in pain.

Exercise 6 (p. 47)

- 1 The government's next goal is to **provide** housing for the homeless.
- 2 It is important to carry antihistamines with you if you are **allergic to** something.
- 3 The doctors will probably have to **operate on** his injured knee for the second time in one month.
- 4 My grandma **suffers from** asthma.
- 5 She has a lot of problems **coping with** her work at the moment.
- 6 Unfortunately, a large number of people are **addicted to** caffeine.
- 7 I never thought I would win; I'm still **recovering from** the shock!
- 8 His repeated lateness **led to** his being fired from the job.
- 9 She **complained** to the hotel manager **about** the rude behaviour of one of the porters.
- 10 Tom has been **complaining of** severe headaches for the past two weeks.

Unit 2.7

Exercise 6a (p. 49)

- 1 What British people feel confident about
- 2 Children in Africa
- 3 Why people leave the countryside
- 4 What causes city water to be wasted
- 5 Why the situation hasn't improved
- 6 What is being done to deal with water problems
- 7 What people can do to help

I expect to listen for the answers to these questions.

Unit 2.8

Exercise 6 (p. 51)

- 1 (See *Audioscripts* section – Unit 2.8 Exercise 7 p. 51)
- 2 I've chosen photo number two to talk about. So let me tell you a bit about my graduation day. I took

this photo in the restaurant where we went for a meal after the ceremony. That's my brother in the centre, my mother to the right of the picture, and my younger brother in the foreground with his back to the camera. It was quite a formal restaurant and ideal for a special occasion. The waiter on the left is serving us our first course. In the background you can just make out the garden outside. We went out there with our coffee after the meal. It was a lovely day, so we're all wearing light summer clothes. I took the photo to remember my special day. I felt so proud – and so relieved – that I had managed to graduate! I wanted to share the picture with you to show you how relaxed and happy all my family felt that day. I know you'll be graduating soon. I hope you have as nice a day as I did!

- 3 I've chosen photo number three to talk about. I took it last spring when my two best friends and I went to visit the south of France. We had just finished university and decided to go on a short holiday together. That's my friend Bob to the left of the picture in a pale green sweater. He's enjoying a cup of real French coffee. My other friend Jake is to the right of the picture wearing a dark blue jacket. They had just ordered breakfast at a little roadside café. In the foreground there's another table with some flowers on it. It's a bit blurry, though, as I was trying to focus on Bob and Jake. I took the photo, obviously, to remember our holiday. But I also wanted to capture the feeling of the place and the weather. Even though it was early in the morning, before nine o'clock, it wasn't cold at all. So different from back at home! I wanted you to see the picture because I know you're planning to visit France someday yourself and I thought you might be interested.

Unit 2.9

Exercise 1b (p. 52)

- a semi-formal, to an aunt who you don't see often
- b formal, to the secretary of the golf club committee
- c informal, to a good friend from school/college
- d semi-formal, to friends of your parents who you don't know very well.

Exercise 1c (p. 52)

- a I was really sorry to hear that you have been in hospital. I can imagine how difficult it must have been.
- b I am writing to apologise for not attending the annual dinner last week. This was due to illness.
- c Congratulations on getting the summer job!

Fantastic! Now you'll be able to save up for your holiday.

- d It was really kind of you to help out with Mum and Dad's twenty-fifth wedding anniversary celebration.

Exercise 3b (p. 53)

Great to hear from you / It was really nice to receive your letter.

Thanks for letting me stay with you / It was so kind of you to have me to stay with you.

Thanks for offering to send my diary to me, too / As for my diary, thank you very much for offering to send it to me. Sorry John broke his wrist. Ouch! Poor thing! What happened? / I'm sorry to hear that Mr Thompson broke his wrist. That must have been extremely painful. How exactly did it happen?

Write soon / I hope to hear from you soon.

Exercise 4 (p. 53)

Dear Aunt Margaret,

Please forgive me for not writing sooner but I have been busy studying for my exams.

Thank you very much for the coat that you and Uncle John sent me for my birthday. It is very useful in this cold weather. We went for a family meal at my favourite Thai restaurant and everyone had a lovely evening. At the weekend my friends and I went ice-skating together and we celebrated my birthday with a cake and delicious hot chocolate afterwards.

You must be very proud of your granddaughter. Which medical school has she got into? What area of medicine does she want to specialise in? When will she start the course?

I look forward to hearing from you again soon. Please give my love to Uncle John and pass on my congratulations to Sally.

Best wishes,

Rachel

Unit 2.10

Exercise 3 (p. 55)

- 1 He is creative, reliable, helpful and likeable.
- 2 **creative** – came up with ideas for projects, e.g. to make birdhouses and nesting boxes/taught how to build a compost pile
reliable and helpful – comes to every club meeting/always punctual/follows through on projects/consistently volunteers to help
likeable – positive attitude makes him popular with members

Exercise 5 (p. 55)

- patient → needs to keep teaching material until everyone understands

- imaginative → needs to keep finding new teaching methods
- approachable → students need to feel that they can discuss problems
- hard-working → needs to prepare lessons well
- organised → needs to plan ahead to cover syllabus
- dynamic → needs to be able to hold students' attention
- fair → cannot favour one student over another

Dear John,

We would like to nominate Ms Jenkins for this year's Teacher of the Year award.

Ms Jenkins is an excellent teacher. She gives her full attention to every child in the class. She makes sure that everybody has understood the point she is trying to get across in every lesson in an imaginative way. For example, when she was explaining the principles of food preservation to us, she illustrated the lesson in a practical way, bringing different foods into class at her own expense.

Secondly, Ms Jenkins is very concerned about the welfare of the children under her supervision. She is a very warm, sympathetic person who encourages children to discuss their problems with her in confidence. We consider her to be more than just a good teacher, she is also a friend and adviser.

In conclusion, we have no hesitation in nominating Ms Jenkins for the Teacher of the Year award.

Best regards,

Zoe Brooks (Class President)

Unit 2.11

Exercise 2b (p. 57)

Food must be of good quality. – The quality of what we eat is important.

Quantities matter too. – How much we eat matters too. The timing of meals is also important. – When we eat our food is also important.

Exercise 2c (p. 57)

as: since

In this way: As a result

rather than: instead of

In addition: Additionally

For example: For instance

instead of: rather than

because: as

However: On the other hand

To conclude: To sum up

Exercise 3b (p. 57)

- 1 plan menus ahead of time
- 2 plan meals for 7 days & do a weekly shop

- 3 ensures a healthy, balanced diet
- 4 cook for more than one meal at a time
- 5 cook several portions of food that can be frozen
- 6 meal ready to eat another day when short of time
- 7 bring food from home to work
- 8 e.g. prepare a nutritious sandwich
- 9 keep a supply of healthy snacks like dried fruit & nuts

Exercise 3c (p. 57)

A lot of people are busy out at work all day. This often means not eating well. Many of us just grab whatever we find available from places near our workplace, even if it's fast food. However, it is quite simple to follow a healthy diet by planning meals, cooking extra portions and avoiding bought meals.

The first thing is to plan menus well ahead of time. Plan all meals for seven days and then do a weekly shop for the ingredients. As a result, we will be eating a healthy balanced diet and not leaving things to chance.

Secondly, cook for more than one meal at a time. For instance, several portions of food can be cooked at once and then stored in the freezer to eat another time. In this way, we have a healthy meal waiting for us on days when there is no time to cook.

Lastly, food can be brought into work from home. For example, a nutritious sandwich only takes a few minutes to make and is much healthier than eating greasy food at the staff canteen. Additionally, keeping a supply of foods like dried fruit or nuts by us at work means we can snack healthily.

To sum up, there are at least three ways people with jobs can eat healthily. By advance planning of meals, preparing extra food portions to freeze, and bringing in our own lunch or snacks to work we can fit a healthy eating regime into our busy week.

Unit 2.12

Exercise 1 (p. 58)

In **picture 1**, there are fried eggs and mushrooms, tomatoes and beans, sausage and bacon. This looks like a big breakfast meal that I have seen in films.

Picture 2 shows toast and honey and a cup of coffee.

Picture 3 shows a cup of tea and a plate of blini.

For breakfast I usually eat fruit and yoghurt. For lunch I usually eat a sandwich. For dinner I have my main meal, maybe fish and vegetables or salad or a pasta dish.

Exercise 2 (p. 58)

A meal in a restaurant is enjoyable when you are in friendly company with good conversation and a relaxing atmosphere. This helps you relax and forget about your problems.

I think a meal in a restaurant is enjoyable when they have an excellent chef and the service is polite because when I eat out this is what I am paying for.

Nutrition is important to me so an excellent chef who uses fresh ingredients makes the experience of eating out enjoyable for me.

I'm a student, so a meal in a restaurant is most enjoyable when there are large portions at reasonable prices because I have a tight budget.

Families enjoy a meal in a restaurant where there is a wide choice of dishes because then there is something to suit everyone.

Exercise 6 (p. 59)

- 1 start the day with a good breakfast
- 2 it helps us learn better and work more efficiently
- 3 drinking tea
- 4 at the end of the day
- 5 most are healthier and cheaper

Exercise 7 (p. 59)

exhausted: very tired

routine: things we do every day

exception: sth that does not fit a pattern

decades: periods of ten years

versions: different types

wandering: walking without a destination

Exercise 8 (p. 59)

An English breakfast is a very big meal made up of fried food that is high in protein whereas the Russian blini and kasha are high in carbohydrates as they are made from grains. They are both better than leaving the house after only a quick cup of coffee.

In both Russia and England there is traditional fast food that has been available for decades and it is available on the streets. In Russia a traditional fast food is pirozhki which is a type of small pie, but in England people often eat fish and chips or just a portion of chips when they are out and about. Pirozhki are probably easier to eat than fish and chips when you are wandering around.

Exercise 9 (p. 59)

Healthy Fast Food

Fast food doesn't have to be unhealthy. People living hectic lives with busy schedules need to maintain good health and energy levels. Snacking on seeds, fruit and nuts can help maintain high energy levels. Nature has provided these neatly packaged. Take a banana for example, simply unpeel it and you have a very healthy snack that contains no fat, sodium or cholesterol. Bananas contain minerals and vitamins that help control

blood pressure and are good for the muscles in your body. Many athletes snack on bananas when they are competing because they are also easy to digest.

If you are looking for more than just a snack, you can still eat fast food if you choose wisely. The web site http://www.helpguide.org/life/fast_food_nutrition.htm gives examples of healthy and unhealthy choices of fast foods to help you.

In fact there are hidden benefits in many fast foods. For example, Japanese sushi and sashimi have high levels of omega-3 oils which are good for the heart and the brain. See: http://www.thesun.co.uk/sol/homepage/woman/health/fit_squad/article1274106.ece

Unit 2.13

Exercise 4 (p. 61)

hollow ≠ solid

falling ≠ rising

cooling ≠ heating

forward ≠ backward

trapped ≠ free

forgot ≠ remembered

wildly ≠ calmly

Exercise 5 (p. 61)

faint: quiet, slight

coating: covering, outer layer

flakes: small pieces, bits

grating: harsh, rasping

in a flash: all of a sudden, unexpectedly

dreadful: awful, terrible

scrambled: climbed quickly

Exercise 6b (p. 61)

A: Wow! Who are you?

B: My name is Zax.

A: Where do you come from?

B: I come from planet Trepox.

A: I've never heard of it before! Where is your planet?

B: It is light years away in a different solar system.

A: How long did it take you to get here?

B: About ten hours. My spaceship can travel very fast.

A: What is it like travelling in space?

B: Very boring. There's nothing to look at apart from stars and planets.

A: Why have you come to Earth?

B: I am here to study your way of life and report back to my home planet.

Unit 2.14

Exercise 1 (p. 62)

Tomato juice, broccoli, milk, cheese, lemons, orange juice, water melon, celery, mushrooms, bananas.

Lemons, orange and tomato juice have a sharp acid taste.

Exercise 2 (p. 62)

I know that food goes bad if it is left out of the fridge in warm weather. Bacteria get into food and this makes it go bad.

Exercise 4 (p. 62)

rate: pace

spoil: rot

colonies: groups

moisture: water

utensils: tools

reaction: a process between different substances

enzymes: proteins

preserving: conserving

dormant: not active

- A: What is the pH scale for?
 B: It measures how acidic or alkaline things are. Why is the acidity of food important?
 A: It affects the taste of the food and also determines the rate at which micro-organisms grow. What causes food to spoil?
 B: Micro-organisms like moulds, yeasts and bacteria. What does bacteria need in order to grow on food?
 A: Warmth, moisture and time to grow. Why does an apple go brown when you peel it?
 B: Because of the reaction of the enzymes in the fruit and the oxygen in the air. How can we stop this from happening?
 A: By adding some lemon juice. How can we help food stay fresh for longer?
 B: By heating it or cooling it. etc

Exercise 5 (p. 62)

I have learnt that we can measure the acidity of different foods and that some food has a greater chance of going bad. I also have learnt that some micro-organisms that live on food can be deadly. These micro-organisms need three things to grow on food: warmth, moisture and time. If we want to prevent bacteria from growing on food, we need to keep our dishes, surfaces and utensils clean, cool and dry. Food also reacts to the oxygen in the air. We can help food stay fresh longer by heating or cooling it. etc

Bacteria, together with air and warmth, leads to food going bad.

I would like to learn more about freezing food.

Safe freezing

Freezing is an effective way to preserve food. It is possible to freeze many foods for weeks or even months at a time. When the food is defrosted, few of the nutrients are lost. Freezing is useful for those who

want to spend less time preparing meals as several meals can be made at one time and then frozen, thus saving both time and money.

There are a few tips we should follow in order to ensure that we freeze food safely. Firstly, make sure that the food is in perfect condition before freezing. It is a good idea to divide food into small portions as this means more rapid freezing and easier defrosting. Also, a suitable container needs to be used to store the food. It must be tightly wrapped or sealed so that no air or water can get in or out. The temperature of the freezer should be at -18°C or below. Food should be defrosted in the refrigerator or in cold water. If food is defrosted at a temperature above 5°C bacteria will multiply rapidly in a short time and this could lead to food poisoning.

Progress Check 2**Exercise 3 (p. 63)**

- 1 She invited me to go out to dinner.
- 2 He denied eating the last piece of cake.
- 3 He begged me to help him with his homework.
- 4 She apologised for breaking the plate.
- 5 He suggested going to a restaurant.

Exercise 6 (p. 63)

- 1 in case we run out
- 2 despite the good
- 3 similar to Turkish
- 4 responsible for ten
- 5 looking for a good

Focus on RNE**Exercise 7 (p. 66)**

- 1 Where are the courses located?
- 2 What are the course dates?
- 3 How long are the courses?
- 4 What do the courses cost?
- 5 Are any entry qualifications required?

Exercise 9 (p. 66)

Dear Ian,

How great to hear from you! I'm really looking forward to seeing you. It won't be long now!

People here in Russia eat meat and fish dishes such as beef Stroganoff and pickled herring salad. We also like dumplings and pancakes, which are hearty and filling. Don't worry about being a vegetarian, though. There are many meatless dishes to choose from. You might enjoy our famous beetroot soup, borsch, and I'd also recommend Russian salad. You definitely have to try our famous street food, pirozhki. These tasty little pies

have a variety of meatless fillings, including cheese and vegetables.

On what date do you arrive in Moscow? Is anyone meeting you at the airport? Would you like me to come and collect you? I'd be glad to.

Write soon and let me know.

Regards,

Anna

MODULE 3

Unit 3.1

Exercise 2 (p. 68)

In **picture 1**, I can see a sort of beauty contest taking place. There are three young girls in long dresses. They are surrounded by a lot of people.

In **picture 2**, I can see some people dressed in traditional costumes. They seem to be taking part in a kind of competition.

In **picture 3**, I can see a Maypole with young people dancing around it. There are lots of people gathered in a park.

The pictures are related to the title because they were all taken at some kind of a fair.

Exercise 4 (p. 69)

- 1 Susan gave away some of her ceramics as gifts on **special occasions**.
- 2 The **stall holders** were busy arranging their displays.
- 3 The **brass bands** are an entertaining part of the Cuckoo Festival.
- 4 The writer compares the Downton fair to Susan participating in her first **public exhibition**.
- 5 The Cuckoo Festival simply wouldn't be the same without the many **street performers**.
- 6 The couple with the stall next to Susan's gave her a **supportive smile**.
- 7 Stalls lined both sides of the **main street** on the morning of the fair.
- 8 Downton is a quiet little village that enjoys its **old traditions**.
- 9 The writer and his wife followed a **street procession** to watch the crowning of the Cuckoo Princess.
- 10 A few **potential customers** stopped by Susan's stall but they didn't buy anything.
- 11 Downton is normally a **quiet village** but it attracts many visitors for the Cuckoo Fair.
- 12 On the day of the fair, there were many stalls selling **handmade crafts**.

Exercise 5 (p. 69)

drift out of control: slowly lose the ability to keep things organised

seal of approval: endorsement

marvel: be amazed by sth

quaint: nicely old-fashioned

produce: fruit and vegetables

hive of activity: extremely busy place

wares: goods to be sold

lined: in a row on both sides

surplus: extra

critics: people who judge

parting with: letting go of

distracted: had their attention caught by sth else

hustle and bustle: busy, noisy activity

purchase: sth bought

confess: admit

wander: to walk aimlessly

shrieks: screams

gazing: staring

bargains: things bought at a good price

cope: deal

explore: investigate

weaved: moved in and out of

procession: parade

crowning: awarding a title

significance: importance

prolong: extend

feature: aspect

SA: What time of year does the Cuckoo Fair take place?

SB: It takes place at the beginning of spring.

SA: How old is this fair?

SB: It dates back to the 16th century.

SA: How many people attend the fair?

SB: Around 20,000 people attend the fair every year.

SA: What kind of live entertainment do they have?

SB: At the fair you will find brass bands, street performers and Morris dancers.

SB: What do they sell at the stalls?

SA: They sell handmade crafts.

SB: What does Susan sell?

SA: Susan sells handmade ceramic plates and dishes.

SB: What do the children in bright costumes dance around?

SA: The children dance around a Maypole.

SB: When does the crowning of the Cuckoo Princess take place?

SA: It takes place in the afternoon after a procession.

Exercise 6 (p. 69)

- A: Hi, Jane.
 B: Hi. Where are you?
 A: I'm at the Cuckoo Fair in Downton.
 B: What are you doing there?
 A: I'm visiting the stalls.
 B: Really? Tell me about them.
 A: Well, there are lots of things to buy and there are some real bargains.
 B: Do you like the fair?
 A: It's amazing. I wish you were here.
 B: I promise I'll come next year.
 A: Talk to you soon.
 B: Take care.

Exercise 7 (p. 69)

Dear Cindy,
 Just a quick note to tell you how much I am enjoying my new life in Downton. We live in a beautiful old cottage in a lovely quiet village. I love it! At the weekend, I went to the Cuckoo Festival and sold some of my ceramics. My husband and I had a great time watching the street performers and the Morris dancers. You'll really have to come next year. You'd love it!
 Bye for now,
 Susan

Unit 3.2**Exercise 4 (p. 70)**

- I'm very tired; I think I'll **turn in** early tonight.
- I was not **taken in** by his lies; I knew he couldn't be trusted.
- Would it **put you out** if I visited you tonight instead of tomorrow?
- He told me to **keep** the money **for** petrol.
- Do you want to **go out** or stay in?
- This lamp **gives off** a lot of light, doesn't it?
- He **came into** a lot of money when his grandfather passed away.
- He helped her **carry out** her research.

Exercise 9 (p. 71)

There is loud music playing and the delicious smell of hot dogs and candy floss is floating in the air. I can hear the screams of the people on the rides. All around me the many visitors to the funfair are enjoying the brightly-coloured attractions with their flashing lights.

Unit 3.3**Exercise 3 (p. 72)**

virtually: almost
tremendous: enormous
limestone: whitish-coloured rock

lemur: monkey-like animal
beady: round and bright
getting to: reaching
struggle: difficult task
adapt: adjust
investigated: examined

Exercise 4 (p. 73)

- Tsingy Bemaraha has a strange landscape with rocks that form **sharp peaks**.
- The park serves as a **wildlife habitat** for a wide variety of species.
- The writer knew it would be hard to work in the **extreme conditions** of Madagascar.
- It is difficult for plants to grow in the **burning heat**.
- The writer has travelled all over the world on **scientific expeditions**.
- The high **towering cliffs** of Madagascar must be an amazing sight.
- Tsingy Bemaraha is one of the most isolated **nature reserves** in the world.
- The **rocky landscape** of the island makes it hard to get around.

Exercise 5 (p. 73)

- SA: Does Nick Leaver enjoy his job?
 SB: Yes, he does. He's visited many different countries.
- SA: What's so special about Madagascar?
 SB: Madagascar has many plant and animal species that are not found anywhere else.
- SA: How does the government protect the plants and animals?
 SB: They have created about fifty national parks. Tsingy is one of the most beautiful.
- SA: What's the landscape in Tsingy National Park like?
 SB: It's spectacular. There are forests and swamps and jagged limestone rocks.
- SA: Which animals did Nick talk about?
 SB: He talked about reptiles, birds and frogs and also the aye-aye, which is the world's largest nocturnal primate. He said that it has beady eyes and a long middle finger on both hands.
- SA: How many plant species have scientists found in Tsingy, so far?
 SB: They have found 650 to date.
- SA: Why do botanists do research on these plants?
 SB: They are hoping to find cures for illnesses and diseases.

Exercise 6 (p. 73)

Mon 24th April
 It's my first day here in Tsingy. Today has been a difficult day. We have been collecting plant samples from the

floors of the canyons. Carrying all our equipment is quite difficult as it can be very wet and slippery.

I'm really tired, but I'm also very excited. This place is amazing and tomorrow we will begin climbing up the cliffs to find the plants that grow up there. I'm so happy that I was chosen to come on this trip.

I hope that while I am here I will be able to find plants that can be used to help cure diseases. I feel very lucky to have the chance to be involved in this kind of work and to be able to do my work in such a beautiful and fascinating place.

Project (p. 73)

From the text I learnt where Madagascar is and that it's home to a quarter of a million species. I also learnt that 80% of them are unique to Madagascar.

I would like to know more about the medicinal value of plants found on the island.

I would like to know more about the animals on Madagascar.

I would like to know more about the lemurs.

Madagascar is famous for its rare turtles and tortoises. Nine species have been identified and five of these are endangered. There are many extraordinary creatures on the island of Madagascar including a tear-sucking moth that feeds on birds' eyes.

Our group is particularly interested in lemurs. We have discovered that there are nearly 90 kinds of lemurs in Madagascar and they are unique to the island. Some examples include the mouse lemur which is as small as a mouse, the indri which sings like a whale and the sifaka which dances on the sand like a ballerina. The aye-aye is a nocturnal lemur and the ring-tailed lemurs are striking in appearance with their long, bushy, black and white striped tails.

Conservation programmes have been set up to protect the lemurs. The changing lifestyle of the local people has meant that their environment is changing. More domestic animals on the island have brought diseases that affect the lemurs and they are also hunted by people as well as wild cats and dogs. Lemurs are also at risk from climate change and deforestation. It is hoped that ecotourism can be encouraged to provide an income for local people. In this way the deforestation can be stopped and the lemurs can be better protected. Our group is also interested in the medicinal value of plants found on the island of Madagascar. We have discovered that one group of researchers are studying the diet of lemurs to see if they are protected from malaria by something they eat. Malaria is a disease caused by mosquitoes that kills millions of people annually. A separate study is investigating whether a plant used by traditional Madagascan healers could be used to treat malaria and save lives.

Unit 3.4

Exercise 1 (p. 74)

- 1 'To keep in touch with people' means to maintain contact with them. We can say 'I am in touch with some of my old friends' and also 'I like to hold on to the friends I make.'
- 2 We say 'to make/see to holiday arrangements.'
- 3 'To see the point of doing sth' means to understand why it is worth doing sth.
- 4 'To try the local food' means that you eat it to see if you like it.
- 5 'To make up one's mind' means to decide.
- 6 'A tourist boom' means an increase in the number of tourists. This boom may be a 'boost' (help) to the local economy.
- 7 If an avenue is 'lined with trees', there are trees on either side of it.
- 8 'To break one's promise' means that you do not do what you promise to do.
- 9 We say 'a leading travel company' to mean that it is one of the best.
- 10 We say 'to take steps to do sth' to mean that we start a process to achieve sth.

Exercise 4 (p. 74)

Last year we went on a camping holiday to Ukraine. We stayed at a family-run campsite that was cheap but nice. We toured many of the tourist sights and visited some lovely secluded beaches where we went swimming. Most days we went for coffee at a quaint café we found. We ate at some nice restaurants that served delicious fresh fish. I bought some wonderful things at a souvenir shop for my friends back home.

Exercise 5 (p. 74)

- 1 My parents and I stayed at a nice hotel in the city centre.
- 2 My sister happily went shopping at the many boutiques on the high street.
- 3 The girls ate hungrily at a local restaurant located on the bank of the river.
- 4 Tony eagerly went swimming in the sea one bright sunny day.

Exercise 11 (p. 75)

Last summer I went on holiday to Canada. Everything that could go wrong did. Firstly, the weather was awful. It rained every day and it was terribly cold. The hotel where I stayed was noisy and dirty and also very expensive. While I was out walking one day somebody stole my wallet with all my money in it. When I went to the police they said they couldn't do anything about it. Thankfully, I had a credit card in my room so I could pay for the rest of my holiday. This year I'm staying at home!

Unit 3.5

Exercise 1 (p. 76)

When you visit a place abroad, you can visit museums to learn about the history of the country and you can go shopping for presents etc.

Exercise 2 (p. 76)

- S1: I would choose to visit Tokyo in Japan because I think it must be an amazing place. I love the excitement of city life and Tokyo is a very busy city.
 S2: I would prefer to visit York in England as I am interested in learning about the history and culture of England.
 S3: I have always wanted to go to St Petersburg as there are so many beautiful old buildings there and also a lot of art galleries.
 S4: My choice would be Athens in Greece, as I love visiting archaeological sites.

Exercise 4b (p. 76)

1 – B 2 – G 3 – E 4 – D

Exercise 5 (p. 76)

tranquil: calm and peaceful
casts a spell: has a magical effect
efficient: productive
peak hours: time of highest demand
diversity: variety
logged: cut down for timber
notable: important, interesting
testament: witness, evidence
running commentary: continuous description
abundant: in large quantity
soars: rises high
roam: wander
substantially: greatly

Exercise 8 (p. 77)

- SA: Well, in the first place, it's important to explain why the building or the place is interesting, isn't it?
 SB: Of course, so you would have to say how old it is and also include some of the history of the place.
 SA: Yes, I agree. In my opinion, you should also explain the purpose of the building or place, who built it and why.
 SB: People will need to know how to get there as well, and how much it will cost them to visit.
 SA: I don't think that we need to say whether we like it or not, but we should mention how popular it is.
 SB: Definitely. People like to go to well-known places.
 SA: And if it is a place that is being threatened by something, like development, or it needs repairing,

we should mention that because then maybe the visitors will donate some money to help.

SB: Yes, that's a good idea.

Exercise 9 (p. 77)

Moscow, the capital city of Russia, is the largest city in Europe. There are many famous historical buildings there as well as some fantastic, newer architecture. Visitors should definitely visit the Kremlin, Red Square and Alexander Gardens. One of the best museums is The Pushkin Museum of Fine Art.

Unit 3.6

Exercise 4a (p. 78)

When I am on holiday I prefer to stay in modern cities. I am keen on shopping in trendy shops and seeing beautiful architecture. I enjoy eating in stylish restaurants and walking along busy streets. I love visiting amazing art galleries, going to theatres and experiencing the urban lifestyle. Lastly, I like riding on fairground attractions.

Exercise 4b (p. 78)

If I were you, I'd go to Moscow for your holidays. You can shop in trendy shops and see beautiful architecture. etc

Exercise 5 (p. 78)

Places to visit: The Kremlin, Red Square, Lenin's Tomb – The Mausoleum, St Basil's Cathedral, The Bolshoi Theatre, The State Tretyakov Gallery

- A: Have you ever been to Red Square?
 B: No. What's it like?
 A: It's well worth a visit, although it can get very crowded in the middle of the day because many people go there.
 B: How about Lenin's tomb?
 A: Oh yes, that's fascinating, but it's only open between 10 am and 1pm and there is always a long queue so get there early and be prepared to wait.
 B: What do you think of St Basil's Cathedral?
 A: It is of course the image everyone has of Moscow. The colourful spires are quite magical and many artists sell paintings of it.
 B: So Red Square offers many attractions for the daytime. What about the evening?
 A: If I were you, I would definitely go to The Bolshoi Theatre. The building is a beautiful example of classical architecture and some of the best ballet I have ever seen is performed there.

Exercise 7 (p. 79)

- 1 Mr Thomson will have to **account for** his rude behaviour towards a client.
- 2 Her children are more **important to** her than her career.
- 3 Some people are **optimistic about** the future of the planet and believe we have learned valuable lessons from the past.
- 4 The new product will be **available to** the public at the end of next week.
- 5 I didn't know that broccoli is **rich in** vitamin C.
- 6 She decided to **invest** a big sum of money **in** real estate.
- 7 It was difficult for Karen to **cope with** the stress of her new job, so she left the company.
- 8 Many patients will **benefit from** the new vaccine.
- 9 Although she had the **benefit of** university education, she decided to become a singer.
- 10 If you are **interested in** history, a trip to Greece is a must.
- 11 She **stared at** him in horror.
- 12 Her family **stared in** amazement when she announced that she was getting married the following month.
- 13 Her diet mainly **consists of** fruit and vegetables.
- 14 Fruit salad is a tasty dessert that is **packed with** vitamins to keep you healthy.

Unit 3.7

Exercise 4 (p. 80)

Personally, I believe a cruise is the best type of holiday because there are so many things you can do. You can go swimming in the pool during the day and enjoy the nightlife once the sun goes down.

Exercise 6 (p. 81)

I think camping holidays are becoming more popular for many reasons. Firstly, it's because they are so economical. Once you have bought all the equipment it is very cheap to rent a space on a campsite. Secondly, camping gives you a sense of freedom. You can do what you want, when you want. Thirdly, it is a great way to get away from it all and explore unspoilt countryside. You can walk or drive to places where very few people go. You are also very close to nature when you're camping. You're out in the woods and you get an experience that you can't get anywhere else. Lastly, camping lets you develop skills that you may have never known you had. You can learn to cook outdoors, fish, set up a tent, build a fire and so on.

Unit 3.8

Exercise 7 (p. 83)

As far as I'm concerned, young people like to have fun because they are young and full of energy. They like to

do adventurous things such as skiing and bungee jumping. Apart from that, they don't care as much about museums and famous buildings as older people do.

Exercise 8b (p. 83)

They would prefer the holiday at the modern resort. They have a very full life at the moment as a student and this holiday would give them the chance to relax. They also like the idea of staying in a luxury hotel.

Unit 3.9

Exercise 3 (p. 85)

The email accepts the invitation.

Para 1 thanks for invitation.

Para 2 acceptance of invitation, comments about the event, offer of help, question.

Para 3 comments and questions about the event.

Para 4 thanks again, expressing excitement.

Exercise 4 (p. 85)

invite: I'd really love it if you could come; I really hope you can make it!

alternatives: Would you like to come; I'd be so happy if you could come; etc

accept: Of course, I'd love to come; I wouldn't miss it for the world!

alternatives: I'll definitely be there; I'll see you there; etc

thank: Thanks for inviting me; thanks again for the invitation.

alternatives: It was very nice of you to invite me; thank you so much for inviting me; etc

Exercise 5 (p. 85)

- 1 You are a penfriend replying to your English-speaking pen-friend, Henry.
- 2 What your plans for the summer are, whether you can visit your friend in August, whether you would like to go camping or stay in the city, 3 questions about a festival your friend visited.

Exercise 6 (p. 85)

Para 1 opening remarks, thanks for invitation.

Para 2 answer to question about plans, acceptance of invitation, comments about the trip.

Para 3 questions about the festival that Henry went to.

Para 4 thanks again, expressing excitement.

Exercise 7 (p. 85)

Dear Jenny,

It was great to hear from you and I'd love to come on your birthday outing.

I've never been to a wildlife park myself, but one of my friends organised a trip to one for her birthday. She said it was really good. They went around the park on a bus to see all the animals and then they had a meal in the restaurant. I think it would be a great place to go for your birthday.

Maybe I could come to your town carnival with my little sister. What day is it on? Will there be any entertainment for children? I love carnivals, especially if there are bands playing. Will there be any live music at this one? Anyway, let me know.

See you soon,

Mary

Unit 3.10

Exercise 1 (p. 86)

narrative techniques:

We spent all day on the beach...; In the evenings, ...

descriptive techniques:

It was such a pretty place, ...; ...a huge balcony with a gorgeous view...

Exercise 3 (p. 86)

Rubric 1

- 1 pen-friend
- 2 your English pen-friend
- 3 informal
- 4 a description of your work at the tourist attraction and why you enjoyed it
- 5 both techniques, e.g. The place was really beautiful. One day, I was working in the café when...and then...

Rubric 2

- 1 student who attended a summer sports camp
- 2 the sports camp director
- 3 formal
- 4 explanation of why you are writing, a description of the item of clothing and where it may be and a request for it to be returned if found
- 5 both techniques, e.g. It is my favourite jacket. I was in the changing rooms after hockey practice...

Rubric 3

- 1 pen-friend
- 2 your English-speaking pen-friend
- 3 informal
- 4 information that will answer Max's questions about your experience of going on a student exchange programme and 3 questions about the school trip he is organising
- 5 descriptive techniques, e.g. My host family were very friendly.

Rubric 4

- 1 pen-friend
- 2 your English-speaking pen-friend
- 3 informal
- 4 information that will answer Julie's questions about your new flat and 3 questions about the camping trip that she went on
- 5 both techniques, e.g.. The neighbourhood is very nice. Last week, I was talking to the man who lives next door and ...

Exercise 5 (p. 87)

- 1 No information about the neighbourhood.
- 2 neighbours, weather
- 3 I've met some of the neighbours, the girl who lives next door
- 4 I look forward to your reply – formal style
- 5 I've just won a writing competition at school.
- 6 really – used 5 times

Dear Julie,

How are you? I'm writing to tell you all about my new home.

I really love my new flat! It's quite small but very cosy, with a lovely warm fireplace. Also, it's on the seventh floor, so it has a fantastic view of the city, especially at night when all the lights are twinkling! I like the neighbourhood because there are shops nearby and a park at the end of the street.

I've met some of the neighbours and they seem pretty friendly. I've even made friends with the girl who lives next door. She's very nice and exactly my age!

Why was your camping trip awful? Who did you go with? Was the weather bad?

By the way, I've just won a writing competition at school.

Well, I must go now, write soon.

Love,

Samantha

Exercise 6 (p. 87)

Rubric 1

Hi Sam,

How are you? Are you looking forward to the summer holidays? I definitely am.

Last summer I worked at an amusement park by the beach. I'm hoping that I can get a job there this year as well. The park is a pirate-themed attraction for children, called Treasure Island. They have some great rides and a really nice pool.

I was working as a pool attendant and I loved it. I did have to work long hours but the work wasn't too hard, mostly just watching the children. I enjoyed being outdoors all day in the sunshine, I got a brilliant tan. And of course, at the end of the day, I could go swimming myself!

Anyway, I have to go and study for my exams now.
 Speak to you soon.
 Ryan

Rubric 2

Dear Ms Roberts,
 I am writing with regards to a jacket that I may have left at the camp during my recent stay.
 The jacket is made of dark blue cotton and has got a white fleece lining. It has a logo on the back, a star with the words 'Go-getter'.
 I think that I may have left the jacket in the girls' changing rooms. I was playing in the final match of the hockey tournament on Friday afternoon, and I cannot remember wearing it after the match.
 I would be extremely grateful if you could post the jacket to me, if you have found it. If you could telephone me and let me know how much the postage will be, I will send you a cheque to cover the cost.
 Yours sincerely,
 Anna Cook

Rubric 3

Dear Max,
 It was good to hear from you. You're right, I went on a student exchange programme last summer.
 I had a great time! I stayed with my host family for two weeks. They were really nice and made me feel like one of the family. They had three dogs and we used to take them for walks every night.
 During the week, all the students would meet up every day and go on trips. We went to museums and art galleries and we also played sports together. My favourite trip was when we all went to the theatre to see a musical.
 Where were you thinking of going for your end-of-term trip? How many students are there in your class? Do you think your classmates would like to go to see a show?
 Let me know what you decide to do.
 Best wishes,
 Mary

Unit 3.11

Exercise 1a (p. 88)

- 1 an email
- 2 your English-speaking pen-friend
- 3 recommendation and reason, background information about the film, good features of the film, questions about the exchange student's visit.
- 4 present simple, present perfect, present perfect continuous.

Exercise 1b (p. 88)

Yes, the writer does include all the information asked for in the rubric.

Exercise 1c (p. 89)

The writer recommends the film as a brilliant action-packed adventure with a thrilling plot and excellent special effects. The actors give fantastic performances and the writer thinks that most young people would enjoy the film.

Exercise 2 (p. 89)

- 1 – c film – romantic comedy; western; adventure; musical; independent
- 2 – g beginning/ending – slow; predictable; happy; sad
- 3 – b characters – well-rounded; amusing; believable; central; main
- 4 – f success – enormous; amazing; incredible; instant
- 5 – d novel – crime; romantic; prize-winning; popular; classic
- 6 – a plot – complicated; thrilling; simple
- 7 – e theme(s) – central; general; similar; underlying; important

- 1 She didn't enjoy watching **horror films**.
- 2 The book has a totally **unexpected ending**.
- 3 The film featured a lot of very **likeable characters**.
- 4 The film proved to be a **box office success**, despite receiving bad reviews.
- 5 She particularly enjoyed reading **historical novels**.
- 6 Unfortunately, the film had a very **predictable plot**.
- 7 Most of his books had quite **unusual themes**.

Exercise 4 (p. 89)

- 1 A letter.
- 2 Your pen-friend. An informal style.
- 3 **Para 1:** opening remarks/background info about book
Para 2: review of book
Para 3: 3 questions about Matthew's decision
Para 4: closing comments

Hi, Matthew,
 Thanks for your letter. I've just finished reading a book that I think you would enjoy, Gwynedd, by David Jones. It's a thriller, set in thirteenth century Wales.
 The story is based on true events and is very exciting. The writing is excellent and the characters really come to life. The plot is quite complicated but the end is a real surprise. It's the best book I've read in ages.
 I was surprised to hear that you're taking a year out. What do your parents think about it? Are any of your friends taking a year out too? A lot of students here go travelling in their gap year. Is that what you're planning to do?
 Anyway, I hope you enjoy the book.
 Write soon,
 John

Unit 3.12

Exercise 1 (p. 90)

- Pic. 1 This is the city of Bath, which is in the southwest of England. The picture shows Pulteney Bridge, designed by Robert Adam. It is one of the best examples of Georgian architecture in Britain.
- Pic. 2 This is a famous cathedral in Vladimir, Russia. It is sometimes called the Dormition Cathedral. It is one of the famous 'White Monuments' and it is important because it is one of the oldest and biggest churches in Russia.
- Pic. 3 This picture shows the Taj Mahal, which is in India. This is a very famous white marble temple which is beautifully decorated. It is an important testament to the skill of the Mughals, who built it.
- Pic. 4 This is Yaroslavl, which is in Russia. Yaroslavl is famous for its old buildings, especially the churches. They are important because of the frescoes inside them.

1 – C 2 – D 3 – A 4 – B

Exercise 3 (p. 90)

- Vladimir lost its prominence as a result of foreign occupation.
- A monument built by a devoted husband can be found in the city of Agra.
- It is surprising that Bath has so many fine Georgian buildings because the city was bombed during World War II.
- You would go to Yaroslavl to see examples of the best wall paintings.
- Agra is noted for having a long tradition of learning and literature.
- Bath became a popular place to visit in the 18th century because of the hot springs and the many places of entertainment there.

Exercise 4 (p. 90)

symmetry: proportion
mausoleum: tomb
outskirts: suburbs
established: set up
prosperity: wealth
former: previous
renowned: famous
exteriors: outer surfaces
fashionable: stylish
extensive: widespread

Exercise 6 (p. 90)

I would like to visit the Taj Mahal. I have seen many photographs of this building and I think it looks amazing, so I would like to see it for myself.

Project (p. 90)

The Kazan Kremlin is situated in the Republic of Tatarstan. It is a group of historic buildings that date back to the period between the 16th and 19th centuries. They were built on an ancient site and some of the remains of the earlier structures, dating back to the 10th century, were integrated into the new buildings.

The Kazan Kremlin is considered important because the site and the monuments are an exceptional example of the combination of Tatar and Russian architectural influences. Originally a Muslim monument, it was conquered by Ivan the Terrible in 1552 and became Christian. It therefore represents both faiths as well as being a symbol of historical continuity. UNESCO declared the Kazan Kremlin a World Heritage site in the year 2000.

Unit 3.13

Exercise 1 (p. 92)

I think that this picture shows a fantasy land. The houses look very strange and there are waterfalls coming from the towers.

Exercise 2 (p. 92)

They are in a monastery, which is high up because the air is thin. They must be worrying about what is going to happen to them in this strange place.

Exercise 4 (p. 93)

monastery: a place where monks live
unaware: not realising sth
spacious: having a lot of room
accommodation: a place to stay
satisfactory: acceptable
attitude: a feeling about sth
suffering: experiencing pain
barbarian: uncivilised, wild
civilised: cultured
combine: join together
tradition: custom
rare: uncommon
native: from that place
subtle: not obvious

Exercise 5 (p. 93)

- When we went camping last week, we enjoyed the **thin air** of the mountains.
- Tony's **witty comments** always keep people entertained at parties.
- "Good morning" Paul replied to Sue's greeting with a **tight smile**.
- My bedroom has a **fine view** of the city.

- 5 She sat on the park bench enjoying the **pleasant feeling** of the cool breeze in her face.
- 6 While we stayed on the island, a **native servant** prepared the meals for us.

Exercise 6 (p. 93)

Conway feels relaxed and at ease. He is oblivious to his companions' reactions and the details of his arrival because he is so relaxed.

Exercise 7 (p. 93)

Dear Jim,
Hope you are well. I must tell you all about my latest adventure.

I was very lucky to survive a plane crash with three other passengers, Conway, Barnard and a Miss Brinklow. A Chinese man called Chang, led us to the most amazing Tibetan monastery, high up in the mountains.

The journey was very tiring and I found it very hard to breathe because of the thin air. As soon as we arrived, we were shown to our rooms. Mr Chang was very polite and invited us all to dinner that evening.

I was very worried about what might happen to us and decided to make plans for us to leave as soon as we could. The others didn't seem to be worried at all, in fact Conway was thoroughly enjoying himself. He had lived in China for nearly ten years so he was used to their culture.

Eventually, we did leave and I will write and tell you about my next adventure.

Yours sincerely,
Mallinson

Unit 3.14

Exercise 1 (p. 94)

In the big picture I can see a tent and picnic table in a forest. The people who are staying in the tent must be off exploring. In the second picture I can see a beautiful exotic island. If I had a choice, I think I'd go to the exotic island because it would be so relaxing and romantic.

Exercise 2 (p. 94)

Eco-tourism is a kind of tourism that places emphasis on not damaging the area that you are visiting. Also, it is a type of tourism that aims to help the locals who live in the area.

Exercise 5 (p. 94)

Instead of staying at a resort, Kate could stay in traditional accommodation where the money she spends would go to the locals. Perhaps she could do something other than participating in water sports or

visiting the water park. She should walk to places because the car pollutes the environment. In addition, it would be better if she bought local handicrafts as opposed to souvenirs from chain stores and went to restaurants owned by locals. Finally, she could also go to places of entertainment that are owned by locals where she would learn much more about the local culture.

Focus on RNE

Exercise 6 (p. 98)

- 1 I've chosen photo number one to talk about. I took the photo last August when I was away on holiday at a modern resort in Italy. As you can see, there are no people in the photo, except for one or two figures in the distant background. That is because it had just started to rain and everyone ran for cover! A few moments previously all the green and white sunbeds you can see were full of people sunbathing. A member of the hotel staff had come running out to fold up the umbrellas that had been open next to the sunbeds. He didn't want them to get wet. The annoying thing was, it was only a passing shower. Just after I took the photo the sun came out again. I took the photo to show that it can sometimes have bad weather in Italy even in the summer. I thought you would like to see it for yourself. I remember you were very jealous when you heard I was going to Italy. Maybe knowing that it can be rainy there too makes you feel less envious!
- 2 I've chosen photo number two to talk about. I took it on holiday in Austria last spring. Those are my two cousins you can see, Boris and Vlad. We went on a hiking holiday together and they didn't know I was taking their photograph! They've still got their backpacks on and are gazing out admiring the view over a lake. The scenery was magnificent and as you can see, the weather was quite warm. The mountain in the background had been covered in snow but at this time of year it was beginning to melt. We used to hike for several miles each day and stay at youth hostels in different mountain villages. We really did have a great time. I took the photo to remind me how truly scenic Austria is. Aren't the colours wonderful in this photo too? The blue of the sky and the white snow on the mountain are reflected in the lake. In the foreground, you can see the bright green of the new spring grass. I wanted to share this picture with you because I know how much you appreciate nature.
- 3 I've chosen photo number three to talk about. It was taken in Switzerland last winter. My family and

I had gone there for a skiing holiday. That's my dad on the left wearing a blue ski jacket and my mum on the right in her yellow ski trousers. My little sister Sofia is in the middle in her new ski outfit. She's terribly proud of herself. They are all smiling and waving at me with their ski sticks while I take the photo. We all wore helmets and goggles as it can be dangerous on the slopes even if you are an experienced skier and not beginners like we were! The sun had come out just then and it seemed the perfect moment to take a picture. I took the photo for two reasons. First, of course, I wanted to remember the fantastic holiday we had had. And second, I wanted to capture some of the awesome scenery of Switzerland. Just look at that fantastic tall white snow-covered peak rearing up in the background. I'm showing you the photos because you told me to take lots of pics to show you when I got back. Well, here's my favourite!

Exercise 7 (p. 98)

Dear Sarah,

Thank you for your letter. At our college there is a Career's Advisor, who helps us to decide which occupation to choose. I have made an appointment to see her next week. I am hoping that she can give me some advice about training to become an engineer. I would like to work at the aircraft factory that is in my town. My favourite subject at school was Science so I would teach that, but I think I would be a very bad teacher!

Why is your grandfather staying with you? Does he live a long way away? My grandparents live very near to me so I see them every day. How long is your grandfather going to stay with you?

Best wishes,

Lucy

MODULE 4

Unit 4.1

Exercise 1 (p. 100)

In the pictures I can see a volcanic eruption, a forest fire and a lightning strike.

Floods, forest fires, heatwaves and thunderstorms are quite common in my country.

Exercise 2 (p. 100)

- A: The title of the text is 'Into the eye of the Storm', so the text must be about a storm.
- B: I can see a man in the picture. He is looking at a storm, a tornado. His camera is pointed straight at it.
- A: He must be a cameraman or a meteorologist. He is really interested in the storm and wants to get a good picture of it.
- B: Maybe he works for a TV station. etc

Exercise 4 (p. 101)

- rips:** tears
destructive: damaging
demolish: knock down
grabs: snatches
capture: record
depicts: portrays
swiftly flowing: quickly moving
gave way: collapsed
dodged: avoided
fleeing: running away
literally: actually
sucked: drawn forcefully
committed to: decided on
devoted: dedicated
seek perfection: look for excellence
make up for imperfections: compensate for faults

SA: What would you see, feel and hear if you were faced with a tornado?

SB: I would see clouds gathering, and then a funnel of air. I would hear a rumble and howl in the distance. I would feel scared.

SA: Why is Warren different to most people?

SB: He doesn't run away from storms. He likes to photograph them.

SB: How old was Warren when he went on his first chase?

SA: He was twelve.

SB: Why weren't the other children allowed to hang around with Warren?

SA: Because their parents felt his activities were too dangerous. etc

Exercise 5 (p. 101)

- Warren's pictures of **extreme weather conditions** are quite famous.
- His photographs have been used as **promotional material** for albums.
- Warren nearly drowned in a **flash flood** when he was twelve.
- His first chase had a **profound effect** on his life.
- His near-death experience taught him to **live life to the fullest**.
- Catching scorpions was one of Warren's first **profitable pursuits**.
- Warren is always hoping to get the **perfect shot** of a tornado.
- Despite many dangerous situations, Warren has, time and time again, lived **to tell the tale**.
- Warren sold **deadly scorpions** to an old man.

Exercise 6 (p. 101)

A: What do you remember about Warren Faidley from the text?

- B: He has a dangerous job. He is a storm chaser.
 A: Yes, and he nearly died when he went on his first chase.
 B: He used to collect scorpions and then sell them.
 A: For Warren Faidley chasing tornadoes is the most important thing in his life.
 B: Would you ever do such a risky job?
 A: No, I don't think so. It is far too dangerous.
 B: Yes, I agree with you. No amount of money would be worth the risks involved.

Exercise 7 (p. 101)

Warren Faidley is a person who has always followed dangerous pursuits. He almost lost his life once when he fell into a raging river. This experience had a profound effect on his attitude towards life. He has made a successful career for himself by taking close-up photographs of tornadoes and, as a result, film-makers would like to make a film based on his life.

Unit 4.2

Exercise 8 (p. 103)

- A: Someone told me that Connecticut will experience a rare summer blizzard.
 B: That sounds quite serious.
 A: Did you know that the temperature in Manchester will reach 38°C next month?
 B: Really? That's a bit worrying.
 A: I read somewhere recently that dust storms from the Sahara are spreading across southern Europe.
 B: Oh, that's terrible!

Exercise 9 (p. 103)

In the first picture, I can see a mother and her two sons on a beach. They are wearing light summer clothes so I think the weather is warm and sunny. I am sure they feel happy and relaxed.

In the second picture, there are six people who look as though they are on a skiing holiday in the mountains somewhere. They are all wearing warm clothes such as ski suits, hats and gloves and you can see the snow so it must be cold. I think they probably feel excited because they are skiing.

Exercise 10 (p. 103)

Good evening. Here is the weather forecast for tomorrow, the 28th of August. The warm, sunny weather we have been enjoying for the last two weeks looks set to continue in the south of the country, but a few scattered showers can be expected later in the day in the north.

Temperatures will remain average for this time of year with highs of 28 degrees in some areas. And that is the end of the weather forecast. Good night.

Unit 4.3

Exercise 1 (p. 104)

I know that humpback whales are one of the largest species of whale. Whales have been hunted for many years and now there are far fewer than there used to be.

Exercise 3 (p. 104)

moths: insects like butterflies
expertise: skill
confirm: prove
haunting: unforgettable
unique: only one
plight: trouble
enormous: huge
foundation: base
moratorium: ban
blubber: whale fat

Exercise 5 (p. 105)

- Bats use sound to **locate their prey**.
- Justin Timberlake's new song was an **instant hit**.
- Some animal species are **under threat** from illegal hunting.
- A **chance meeting** with a famous fashion designer got him into the fashion industry.
- The doctor and his **fellow researcher** were going to a conference.
- Opinions have changed about **commercial whaling**.
- The beach was closed to swimmers after high levels of **man-made poisons** were found in seawater samples.
- The local residents came out **in full force** to help clean the beaches in the area.
- There is **increasing concern** about global warming.
- Tigers are truly **magnificent creatures**.

Exercise 6 (p. 105)

- SA: Where did Roger Payne and Frank Watlington meet?
 SB: They met in Bermuda.
 SA: What were the noises that Watlington had recorded?
 SB: They were humpback whale songs.
 SB: How did Roger help the whales?
 SA: He released a recording of the whales' songs to raise awareness of their plight.
 SB: Did it work?

SA: Yes, the recording was an instant hit and the 'Save the Whales' movement was founded. etc

Interview

- A: Roger, how did you discover that humpback whales actually sing to each other?
- B: Well, I was in Bermuda when I happened to meet Frank Watlington, who had recorded some strange noises on his underwater microphones.
- A: Did you realise what he had recorded?
- B: Not at first, but after I had studied the recordings carefully, I realised that the noises were actually the whales singing to each other.
- A: And I understand that you released a recording of these haunting songs.
- B: Yes, and it was very popular with the public. With the money that sales of the recording raised the 'Save the Whale' movement was begun.
- A: Which, I understand, helped to bring an end to commercial whaling?
- B: Thankfully, yes. However, the whales are now under threat from pollution in the oceans.
- A: Well, Roger, you'll have to come back to talk about that on another show. Thank you for now.

Project (p. 105)

Like many whales, the humpback whale belongs to the rorqual family. Rorquals have dorsal fins on their backs and pleats that run from the lower jaw to the belly. Every humpback whale's fins and tail are unique, just like fingerprints in humans. This means that information can be gathered about the species.

Adult females are longer than adult males. A female is usually between 13 and 15 metres long, whereas males are between 12 and 14. Both male and female weigh between 25 and 40 tons.

They feed on small fish such as krill, shrimps and so on. Each whale needs up to one and a half tons of food every single day.

A female humpback whale usually has a calf every 2-3 years. A whale calf weighs almost one ton (907 kg) when it is born! It drinks its mother's milk for the first year of its life. This milk is rich in fat.

Humpback whales can be found in all of the oceans in the world. They follow a regular migration route. In the summer they feed in cold waters and in the winter they prefer warmer waters for mating and calving.

The most interesting behaviour of the whale is its song. Male humpback whales sing long, 'complex' songs. A song can last between ten and twenty minutes and is typically repeated for hours at a time. Each group of whales has its own song that changes from year to year. Unfortunately, humpback whales can be an easy target. Many have been killed illegally over the past fifty years, despite having had worldwide protection status since

1966. Sadly, it is estimated that only 30-35% of the original humpback whale population still survive.

Unit 4.4

Exercise 4 (p. 107)

- 1 The Earth's weather is regulated by the rainforests.
- 2 Only 2 per cent of 250,000 known plant species have been investigated for their possible medical value.
- 3 Projects to ensure the survival of the ecosystem are constantly being developed by environmentalists.
- 4 Tougher environmental laws will need to be passed.
- 5 The Hawaiian monk seal was nearly driven to extinction by the oil exploration business.
- 6 The environment was being protected by Greenpeace long before it became fashionable.
- 7 The blue whale had been hunted almost to extinction.
- 8 According to some estimates, greenhouse gas emissions will have been reduced in five years.
- 9 The dodo had never been faced with a predator before its natural habitat was invaded by humans.
- 10 The elephant population is going to be destroyed by illegal hunters.

Exercise 5 (p. 107)

Hundreds of species around the world are protected by the World Wide Fund for Nature, but special attention is focused on endangered species. Special measures and extra protection are needed for these species if they are to survive. Over 2,000 projects are currently being funded by the WWF. Also, almost 4,000 people across the planet are employed by the WWF, but more support from the public is always needed. A living planet for future generations can only be ensured by the public.

Unit 4.5

Exercise 1 (p. 108)

Like most countries, my country faces nearly all these problems, apart from deforestation and the extinction of animals. I think some plants are faced with extinction, though.

Exercise 3 (p. 108)

- A deforestation
- B recycling
- C forest fires
- D litter
- E extinction of animals
- F extreme weather conditions due to global warming
- G man's effect on wildlife

Exercise 5 (p. 108)

headed for: moved towards

saplings: young trees

installed: put in place

concern: anxiety/worry

arson: starting a fire illegally

proclaim: say publicly

sparkling: shining brightly

massive: very large

participate: join in

as neat as a pin: clean and tidy

evidence: sign/proof

confirmed: definite

harsh: serious/strong

took a turn for the better: improved

Exercise 6 (p. 109)

- 1 Unfortunately, every summer large areas of **valuable woodland** are burnt down.
- 2 The fine they gave him was minimal. It was more or less **a slap on the wrist**.
- 3 The **government grant** helped to fund the clean-up.
- 4 She was very tidy and her home was always **as neat as a pin**.
- 5 Local people conducted **a series of searches** to find the missing boy.
- 6 Although he was sentenced to fifteen years in prison, he still **proclaimed his innocence**.
- 7 The **sonar signal** from the boat made a strange noise that confused the young whale.
- 8 She finally lost her patience with the bank and closed her account **once and for all**.
- 9 A devastating storm caused **millions of dollars' worth** of damage.
- 10 They only had water for two more days; it was a **desperate situation**.

Exercise 7 (p. 109)

Texts A, B, and C describe people helping the environment. I think that planting trees is the best idea because forests are being destroyed at a rapid rate and we should help to restore natural woodland. Furthermore, this project will have a long-term benefit to the environment as a whole, unlike picking up litter which will only temporarily clean up that area.

Exercise 8 (p. 109)

Well, last weekend about twenty students from my school went to plant trees in Brampton Forest. I'd never done anything like that before. Anyway, we had to dig holes and then plant young trees in them. It wasn't hard at all. I really enjoyed being out in the fresh air and doing something to help the environment.

Exercise 9 (p. 109)

Hi John,

Do you know what I did last Sunday? I went with a group of friends from school to plant trees in Brampton Forest. It was great! We spent all day planting young trees in the woodland area.

I think it will make such a big difference. The fire last year really affected the area, you should have seen it! Many of the trees were destroyed but we managed to plant over 2,000 new ones on Sunday.

It felt good to do something to help the environment, and all that digging was good exercise too!

If we do it again, you must come along.

Bye for now,

Ben

Unit 4.6**Exercise 1 (p. 110)**

Picture 2 shows fumes and steam coming from the chimneys of a factory.

Picture 3 shows a young man holding a bird that is covered in oil.

Exercise 2 (p. 110)

- Cars emit gases and as a result there is air pollution.
- Using catalytic cars would reduce this.
- Sprays can damage the ozone layer so they contribute to the greenhouse effect. Using ozone friendly products would help to reduce this.
- Hunters kill animals and consequently more animals face extinction. Governments should introduce laws against hunting to stop this.
- Illegal logging leads to deforestation. We need to start tree planting campaigns to reduce this.

Exercise 4 (p. 110)

- 1 WHO **stands for** the World Health Organisation.
- 2 People must **stand up for** their rights.
- 3 If you turn appliances off and unplug things when you don't need them, you will help **keep down** your expenses.
- 4 The dog was **let off** his leash at the dog park.
- 5 The woman was **giving out/away** chocolate bars for Halloween treats.

Exercise 7 (p. 111)

A: Malaysia is going to clone threatened turtles.

B: Could you say that again, please?

A: I said that Malaysia is going to start a programme to clone turtles that are under threat.

A: A glacial lake has vanished in southern Chile.

B: Did you say a lake has vanished?

A: Yes. It seems that the lake has completely disappeared.

- A: 900 monkeys have been seized from poachers.
 B: What did you say?
 A: I said 900 monkeys have been taken from poachers.
- A: Scientists are alarmed by the number of dead seabirds.
 B: Could you repeat that, please?
 A: What I said was that the number of dead seabirds has alarmed scientists.

Unit 4.8

Exercise 1 (p. 115)

(See *Audioscripts Exercise 6*)

Photo 2

I've chosen photo number two to talk about. This photo was taken last weekend when my cousin and I volunteered to help the local council clean up some woods near my house. I often go there walking my dog and it's a very popular spot with walkers and picnickers. Unfortunately, people do tend to drop litter there. That's my cousin Mike in the picture. He's picking up rubbish and putting it into a blue plastic bin bag. The amount of plastic bags and bottles we collected that day! It's a good thing they gave us gloves to wear. Otherwise, it would have been quite unhygienic. As you can see, it's a very pretty area of woodland and it's a great shame that people pollute it so much. I took the photo because I wanted to capture Mike in action! He looks as if he's really working hard, doesn't he? I thought you'd like to see the picture because I wanted you to understand how committed Mike and I are to looking after the environment.

Photo 3

I've chosen photo number three to talk about. It was taken last week when we had a recycling day at college. That's me in the middle, my friend Arlene on the left and my other friend Rosy on the right. I've got a plastic crate full of plastic bottles, Arlene's basket is full of glass bottles. Rosy was in charge of collecting old newspapers, magazines and other unwanted papers. We got a fellow-student to take our picture as we were on our way to the recycling bins. That's why it looks a bit posed and we are all smiling at the camera. I think it's great that our college encourages us to take the initiative and do something helpful for the environment like recycling. You know that you are not just helping to reduce the amount of rubbish in landfills. You are also helping to educate people by raising awareness of environmental issues. I got someone to take this photo of us as a keepsake of the day. I wanted to share it with you because I know you care a lot about the environment. Maybe you take part in events at your college.

Exercise 6 (p. 115)

The student is describing photo number 1. They took the photo to show people what they had done to help the environment. They decided to show the picture to their friend because they felt proud of the work they did.

Unit 4.9

Exercise 2a (p. 117)

- 1 the pros and cons of package holidays
- 2 your teacher
- 3 **advantages:** economical, everything is organised for you, travel in a group with people who share your interests
disadvantages: not very relaxing, little flexibility, heavy itinerary
- 4 formal or semi-formal

Exercise 2b (p. 117)

Model 1 is the best. It is written in a semi-formal style, a different paragraph is used for each point made, each paragraph begins with a topic sentence that is supported with examples and linkers. There is a balanced conclusion that briefly summarises the previous points.

Exercise 2c (p. 117)

Alternative topic sentences:

- To begin with, we should consider the cost.
- Travel arrangements are another important consideration.
- Lastly, there is the question of what choices are available.

Exercise 3 (p. 117)

list points: First of all, Next, Finally

conclude: To sum up

show results: Therefore, As a result

give reasons: This means that

give examples: For example

show contrast: However, On the other hand

introduce advantages/disadvantages: One drawback of, One advantage of, An important disadvantage of

First of all → In the first place

This means that → For this reason

One drawback of → A disadvantage of

Next → Secondly

One advantage of → One main benefit of

However → Nevertheless

Finally → Lastly

For example → For instance

Therefore → Consequently

An important disadvantage of → A serious drawback of
 As a result → The result of this is that
 To sum up → All in all
 On the other hand → Having said that

Unit 4.10

Exercise 1 (p. 118)

Para 1: Introduce the topic

Para 2: Give the 1st argument in favour of/against the statement with justifications/examples

Para 3: Give the 2nd argument in favour of/against the statement with justifications/examples

Para 4: Give the 3rd argument in favour of/against the statement with justifications/examples

Para 5: Give a well-balanced summary of the topic

Exercise 3 (p. 118)

Firstly, we need to think about convenience.

Second, choice is an important factor.

Finally, we come to the matter of payment.

Exercise 6b (p. 119)

Begin: More and more people these days are shopping online. It goes without saying that buying things in this way has both advantages and disadvantages. *Technique – make reference to a situation*

End: When all is said and done, the saying 'Buyer beware' is the best advice that can be given when talking about shopping online. *Technique – end with a quotation*

Exercise 7 (p. 119)

It seems that nowadays more and more people prefer watching films at home to going to the cinema. Will the time come when no one goes to the cinema anymore, or is staying at home just a passing trend?

Firstly, there is the quality of the home cinema experience. One disadvantage of watching a film at home is that the screen is smaller than in the cinema. This can detract from the overall enjoyment of the film. However, it must be said that viewers at home can enjoy all the home comforts. Additionally, they can control the picture and the volume to suit their own personal taste. The second point concerns flexibility. An advantage of home cinema is that you have a bigger choice of what and when you want to watch. On the other hand, this is not always convenient. For example, if other family members are around, it may not be possible to watch a film in peace and quiet.

Lastly, we should mention the cost. Watching films at home is more economical because you avoid cinema tickets. Having said that, the cinema experience is quite affordable these days. In fact, many cinemas have special offers. For instance, tickets are sometimes available at half price.

On balance, while watching films at home may be cheaper and more convenient, it does mean missing out on the wonderful experience offered at the cinema. As a famous director once said, "Cinema should make you forget you are sitting in a theatre."

Unit 4.11

Exercise 1a (p. 120)

SA: I know that the Valley of the Geysers is in Russia and that the Volga River is the longest river in Europe.

SB: I know that rice terraces are fantastic formations carved out of the land thousands of years ago.

Exercise 1b (p. 120)

In the Valley of the Geysers, landslides or explosions could happen.

The Volga River could become polluted if industries pour their waste products into the water.

The Rice Terraces could crumble away if they are not looked after properly.

Exercise 4 (p. 120)

Text A

- 1 A geyser is a hot spring which sends hot water or steam out of the ground.
- 2 In 2007, an enormous landslide happened which covered two-thirds of the valley.
- 3 The officials decided not to clear away the landslide as it had happened naturally, and they thought that they shouldn't interfere with nature.

Text B

- 1 Poisoned water and the destruction of the natural flow were the main problems that affected the Volga River during the 20th century.
- 2 Fish farms were introduced to increase the population of fish.
- 3 Action is being taken to limit the pollution deposited in the river, and impose regulations on how the waters are fished.

Text C

- 1 The terraces were built by the people of ancient tribes, using hand tools.
- 2 The terraces are not being farmed and so they are now grasslands, which are being eroded by natural forces.
- 3 The terraces have been placed on UNESCO's 'endangered sites' list. In addition, the younger generation is being taught about the cultural heritage of the terraces.

Exercise 5 (p. 121)

	Location	Problem	Solution
Valley of the Geysers	Eastern Siberia, Russia	Landslide	No action taken
The Volga River	Russia	Water pollution/ Reduced number of fish	New regulations against pollution/Fish farms set up
Rice Terraces	Philippines	Erosion and neglect	Protection set up/Education

Text A

There was a huge landslide in the Valley of the Geysers, in Eastern Siberia, but the authorities decided not to clear away the debris as it was a natural occurrence.

Text B

The Volga River in Russia had become polluted with industrial waste and the fish were unable to breed. Regulations have been imposed and fish that were bred in fish farms have been put into the river.

Text C

The Rice Terraces in the Philippines were in danger from human neglect and natural erosion. They have now been protected and the younger generations are being taught how important they are.

Project (p. 121)

In 1994 about 22 percent of the world's forests and 50 percent of its coniferous forests were in Russia. At this time, vast areas of Siberian forest remained untouched. These forests are very important to the ecology of the whole planet.

However, environmentalists fear that the rate of deforestation in Russia will increase dramatically, especially in remote regions. There is a great demand world-wide for timber and many foreign companies are interested in logging in these areas. Despite the practical difficulties that are involved, the companies know that they will make enormous amounts of money from the wood that they collect.

Russian environmentalists are working to protect the Siberian forests, which are known as the taiga. The taiga is the largest forest in the world, far larger than the Brazilian Amazon. In fact it covers over 2 million square miles.

If logging in the taiga continues, scientists warn that there will be a significant increase in global warming.

Unit 4.12**Exercise 1 (p. 122)**

Perhaps Herman Melville lived by the sea or he may have been a sailor. He may have chosen to write about a sea adventure because he wanted to write an exciting story.

Exercise 4 (p. 122)

- 1 The sailors had been searching for the whale.
- 2 Ahab was sure that he had seen the whale first.
- 4 The men followed the whale in small boats.

Exercise 5 (p. 122)

peered: looked closely

beneath: below

spout: gush of water

fate: destiny

rhythm: pattern of sounds

swiftness: speed

noiseless: without a sound

Exercise 6 (p. 122)

mast: tall pole in the middle of a ship

sails: large pieces of cloth that catch the wind

lookouts: people who watch for events at sea

instant: moment

glimmer: sparkle, shine

broad: large and wide

Exercise 7 (p. 123)

Dear Jack,

I must tell you what happened today on the ship.

The sailors lifted Captain Ahab up to the top of the main mast so that he could look for Moby Dick, the white whale that bit off his leg. Well, he finally spotted the enormous creature, before any of the other lookouts. Of course, all I could see were the jets of water that the whale was spouting.

The whale didn't seem to have noticed the ship and was swimming away into the wind. Captain Ahab was very excited and ordered the men to lower the boats into the water so that they could chase the whale. Unfortunately, I had to stay on board and keep the ship safe.

I could see everything from on board the ship, although I really wished that I was in one of the small boats, racing across the water after the whale. The sea was very calm and the boats looked like shells as they sped towards Moby Dick.

I have to get back to work now. I'll write and tell you what happened next as soon as I have time.

Best wishes,

Joseph

Unit 4.13

Exercise 1 (p. 124)

The picture shows a polar bear on some ice. The title, Global Warming, suggests that the article will be about how these animals are under threat because they will lose their habitat as the earth warms up and the ice melts.

Exercise 3 (p. 124)

precisely: exactly

uncertain: unclear

increased: gone up

repercussions: consequences

species: types

reduction: lessening

food intake: amount of food

decreased: became less

summer fast: period when food is absent

sustain: maintain

receding: shrinking

alarming rates: disturbing speeds

cataclysmic: disastrous

maternity dens: places where a wild animal gives birth

collapse: fall down

emission: discharge

conditions: states

Exercise 4 (p. 124)

Greenhouse gas emissions must be reduced.

We must stop burning fossil fuels.

We must stop destroying forests.

We must do more to recycle materials.

Project (p. 124)

The Loggerhead Sea Turtle can be found in nearly all the world's temperate and tropical oceans. During the winter months they migrate to tropical and subtropical shores.

Sadly, however, this species is in decline. Many are captured in fishing nets or die due to human interference. And many more are likely to be lost because of global warming. Increased storms and rising sea levels could damage or destroy nesting areas and nests. It is estimated that nearly one third of the beaches used by turtles in the Caribbean could be lost this century. Furthermore, warmer seas can even upset the ratio of males to females. Some turtle species could become entirely female in the future.

Focus on RNE

Exercise 6 (p. 128)

- 1 What is the best time of year to go?
- 2 What kinds of marine life are there?

3 Are there any educational talks?

4 How many people are in a group?

5 How early do I need to book?

Exercise 7 (p. 128)

In the first photo, we can see two people riding on a motorcycle in the pouring rain. The street is semi-flooded and it looks like there are high winds too. In the second photo, we see cars travelling on a motorway in very snowy conditions. The road is being cleared in front of them by three snow ploughs. The pictures are similar in that they both show difficult road conditions in bad weather. I imagine in both situations drivers – or riders – would need to exercise extreme caution in order to avoid having an accident. The pictures are different in that one shows heavy rain and the other shows snow. Another difference is that they are clearly from different parts of the world. In the photo with the two people on the motorcycle, it must be Asia – it could be Pakistan, in fact – while the snowy photo is probably somewhere in northern Europe or the US. Maybe it's a Scandinavian country. We can see a difference too in the amount of protection from the weather people have. On the motorcycle the pair are totally exposed to the rain, even though they're trying to cover their heads with a coat. In the second picture, people are warm and cosy in their cars and they have the comfort of knowing the snow ploughs are clearing the road so it must feel relatively safe. Of course, I would least prefer to be in the first situation. For one thing, I'd be soaked to the skin and for another thing, I think there would be more chance of having an accident.

Exercise 8 (p. 128)

In our modern world, the environment needs protecting like it never did before. It is the duty of all of us. But how are younger generations going to learn how to save our planet?

In my opinion, schools must teach children how to save the environment. Firstly, standardised lessons across the country would ensure that pupils learn the same things. As a result, they will be more likely as adults to work together on environmental issues. Secondly, teaching pupils how to become good citizens is already part of the national school curriculum. Therefore, lessons on saving the environment should be included, as this is a vital part of an individual's civic duty.

However, some people claim there is no need for separate lessons on the environment. They say that school timetables are already full and priority should be given to purely academic subjects. Furthermore, children can learn about the environment from their parents.

Nevertheless, it must be said that many parents do not

have sufficient knowledge to educate children in this matter. For example, they may not be up-to-date with the latest developments in good recycling practice. Consequently, they will not set the best example for their children.

To sum up, I believe that schools have an important role to play in educating children on how to save the environment by teaching them how to become responsible citizens. Parents can also play their part, but it should not be left solely up to them.

MODULE 5

Unit 5.1

Exercise 1 (p. 130)

- 1 *Ss' own answers*
- 2 Our education, our families and our motivation affect what we do later on in life.
- 3 It is important to consider personality and physical abilities when choosing a career because we should do something that we are suited for. In this way we will be happy and we will be better at what we do.
- 4 Job satisfaction comes from feeling we have contributed to the work and our contribution makes a difference.

Exercise 2 (p. 130)

I think someone would choose to be a fashion designer because they love clothes and accessories and they are creative.

- 1 Is it an easy career to follow?
- 2 What are the most important personal qualities you need?
- 3 How do you get started?

Exercise 5 (p. 131)

- A: **What was Tanya doing 'with quiet determination'?**
- B: She was sewing small beads onto a piece of silk. What did Tanya want to be?
- A: She wanted to be a fashion designer. Who gave Tanya careful instructions about sewing?
- B: Her grandmother did. Who did her brother think was a victim of peer pressure?
- A: He thought anyone who paid attention to fashions and trends was a victim of peer pressure. What was Dmitri's opinion about clothes?
- B: He thought they were just something you threw on in the morning before going out into the outside world. How many times had Tanya had the same conversation with her father?
- A: Countless times. etc.

Exercise 6 (p. 131)

I understand why Tanya's father disagrees with her career choice. He wants the best for her and to him the best is to go to university and study for a degree. This is what parents think is the best. Sometimes parents have to be reminded that some people have other talents and they want to follow a career in a different direction because that is what they believe will bring job satisfaction.

Exercise 7 (p. 131)

In the future I would like to have a career as a vet because I love animals. My uncle is a vet and I often spend time with him at work during my school holidays. I have learnt a lot from him. I know I will have to study hard and it will take years to qualify as a vet, but I am determined to do this. At first it will be difficult but every time I am able to help an animal it will be worth it.

Unit 5.2

Exercise 2 (p. 132)

- 1 The man was arrested when he tried to pay his hotel bill with **counterfeit money**.
- 2 He had to wear a full set of **false teeth** because he had lost his natural teeth at an early age.
- 3 There have been several films produced about **artificial intelligence**.
- 4 I wear **fake fur** because I'm against animal cruelty.
- 5 Many soldiers have **artificial limbs** to replace a missing arm or leg.
- 6 He was charged with providing **false documents** to the town council.
- 7 "You sang beautifully!" "Thank you," she said with **false modesty**.
- 8 Check all food labels to see what **artificial colouring** has been added.

Exercise 7a (p. 133)

The crimes we see in the pictures are burglary and vandalism. In my opinion, murder is the most serious crime in this list. Then I would say mugging because people are often physically injured and drug dealing because it affects people's health and well-being.

Exercise 7b (p. 133)

lock doors and windows/use a peephole/ask for identification/keep door locked if not sure/children should never say they are on their own/make sure locks, doors and windows are strong/get an alarm system/do not enter the house if it looks burgled
stay alert on the street/walk with friend/stay away from dark areas/call the police if you see anyone suspicious/
don't carry a lot of cash/don't carry purse/put

everything in an inside pocket/hand over cash if mugged/don't try to stop a crime/call the police

Exercise 8 (p. 133)

- 2 A: I'm afraid I have a complaint about my computer.
 B: What seems to be the problem?
 A: It keeps shutting itself down.
 B: Oh dear! I don't know what to say. Leave it here and we will have a look at it.
- 3 A: Could you help me please? The glass on the watch I bought is cracked.
 B: Oh, I'm so sorry. We'll fix that right away.
- 4 A: I'm sorry to say this, but I am very disappointed with the dress I bought.
 B: What is the problem?
 A: Well, it shrank when I washed it and now it is too small.
 B: Oh dear! I don't know what to say.

Unit 5.3

Exercise 1 (p. 134)

Ann appears to be a student. She is probably not married and does not have children. She dresses casually, but trendily. She may have a part-time job.

John is married and has at least one child. He looks quite smart and appears to be well-dressed. John is good with computers and seems to be easy-going.

Laura appears to be a hard-working, happy person. She dresses casually for work. Laura may be a student who works part-time.

Peter is a hard-working man. He lives in the countryside and probably has a large extended family. Peter obviously works with animals and must be patient and dedicated to do the kind of work he does.

Jim is a classy dresser. He probably lives in a fashionable district in the city centre and is not married. Jim works hard and spends a lot of his time reading reports. In his free time, he likes playing sports.

Jane is a busy working mum. She is married and has a young family. Jane probably lives in a nice modern flat. Jane is well-educated and has a well-paid job in an office.

Exercise 2 (p. 134)

I am a student at university. I would say I am quite easy-going, but I work hard and know what I want. I live in a flat with two roommates near our university campus. I like to think I am well-dressed most of the time. Of course, I have days when I am tired and just throw on anything, but I try to look my best on a small budget. Fortunately, my roommates and I are the same size and we have similar tastes, so we swap clothes a lot. When I

am not studying I keep busy with sports. I play tennis and volleyball and work out at the campus gym. I don't work because I don't have time. I feel sorry for the people that have to balance working and studying, it must be difficult to keep up with everything and still have some social life. Right now I love my life and there is nothing I would change about it.

Exercise 3 (p. 134)

I think nanotechnology might affect our lives in many ways. Because these things are so small, they can be used in ways that were never thought possible before. Scientists will be able to develop new technology for all kinds of things around the home, office and even for use in the medical field.

transportation: cars and planes safer and more efficient/ stronger due to lighter materials/less fuel needed/faster/ easier to operate

consumer products: cleaning materials safer and more efficient/self-cleaning glass and fabrics save time and money

environment: fewer chemicals/less need for fossil fuels/ drinkable water

food: hunger wiped out/genetically-engineered crops/ more wheat, fruit, vegetables and animal food sources/ better quality

medicine: improved diagnosis/ early detection and treatment/drugs directly injected into bloodstream/ faster, more positive results/cure or control of many diseases.

Exercise 5 (p. 135)

- 1 There are many **potential dangers** with nanotechnology.
- 2 Doctors can often remove **cancerous tissue** from patients.
- 3 What was once only read in **science fiction** is now a reality.
- 4 Scientists are hoping to improve methods of **fighting disease**.
- 5 Cars with improved **fuel efficiency are better for the environment**.
- 6 A **foreign body** is something in the body that shouldn't be there.
- 7 Some scientific theories suggest that this may reduce **global warming**.
- 8 The craftsmen use **traditional materials** such as wood and stone.
- 9 We are hoping to prevent an **environmental catastrophe**.
- 10 Scientists must use **extreme caution** with this new technology.
- 11 Skin is a **natural barrier** against infection in the body.
- 12 **Biological membranes** cover our cells and help protect them.

Exercise 6 (p. 135)

controversial: debatable
minute: tiny
seeking out: looking for
branch: area
repair: fix
applications: uses

concerns: worries
rapidly: quickly
mutation: change
benefit: help
proceed: go ahead

Exercise 7 (p. 135)

positive: medical research, new technology to fight illness and disease, improved fuel efficiency, may benefit the environment and reduce global warming

negative: may be dangerous, may cause DNA mutations, may be harmful to the environment

Exercise 8 (p. 135)

Nanotechnology will most definitely change people's lives. The question should be whether it will change our lives for the better. I think there needs to be more research before an actual decision is made on whether this technology is the scientific break-through it appears to be. If it can actually do all of the things scientists believe it can do, then I think it will be amazing. However, we must be cautious not to start using this technology before we know all of the risks and possible dangers.

Unit 5.4**Exercise 3 (p. 136)**

- 1 She was wearing **false** eyelashes.
- 2 **Practising** a skill helps you get better at doing it.
- 3 Interviewing the suspect was part of his **investigation**.
- 4 All **electric** appliances should be unplugged when they are not in use.
- 5 My dad works in a **factory** that makes games.
- 6 I **think** it is time to buy a new car.
- 7 He **completed** the circuit in record time.
- 8 They have taken **steps** to ensure the safety of the children.
- 9 He has **progressed** well in his studies.

Exercise 10 (p. 137)

For me, happiness means surrounding yourself with people that matter and help you enjoy life. I don't care what kind of work people do or where they live as long as they are good people and bring something positive to my life. I always try my best to support and show interest in my friends' lives and I look for people to do the same for me. These are the things that make me happy: enjoying life and spending my time with other people who feel the same way.

Unit 5.5**Exercise 1 (p. 138)**

Shopping: Shopping has become more than simply a necessary activity, it is now a social event. Shopping malls with their air-conditioned environment provide places where people can go to spend their free time. Online shopping is the latest modern trend.

Transport: Modern life involves faster transport links to places near and far. Cars, aeroplanes and high speed trains are now taken for granted.

Food: Fast food is a modern phenomenon. People have busy lives and often rely on ready-made take-away meals instead of cooking.

Communication: Modern communications are fast and the tools for communication are getting smaller and smaller and easier to take everywhere you go. Mobile phones, iPods and laptop computers are seen everywhere thanks to wireless connections.

Education: More and more people are learning online. People of all ages are taking up courses to learn new skills and also to learn about modern technology and how to use it efficiently in their jobs.

Entertainment: Many young people today also rely on their computers for entertainment. The cinema, theatre, concerts etc are forms of entertainment that are also improving with technological advances. This is another characteristic of modern life.

Exercise 2a (p. 138)

E-bay is fantastic. You can get some really good bargains on just about everything. You bid for what you want and that way you don't pay more than you can afford. Sometimes you don't get what you bid for if someone else can pay more but then you just wait for another time. Of course, sending text messages is very important nowadays. We can stay in touch with our friends all day.

Exercise 3 (p. 138)

- 1 Charity shops welcome people's **unwanted goods** which can be sold to raise money for their cause.
- 2 **Sleeping compartments** are available on some long distance flights.
- 3 Extreme **weather conditions** are causing many problems all over the world due to global warming.
- 4 **Text abbreviations** are difficult for new users to understand.
- 5 Supermarkets often have goods that encourage **impulse buying** on display near the checkout.
- 6 **Internet forums** are online message boards where users share information and ideas on a given subject.

- 7 Plastic **carrier bags** are dangerous for very young children to play with.
- 8 Most students at university are on a **tight budget** and have to be careful with their money.
- 9 A **complex code** lies behind all computer programmes.
- 10 The **departure lounges** in major airports are designed to accommodate waiting passengers' needs.

Exercise 5 (p. 139)

My friends and I use text messaging all the time. It's convenient and fun and you can do it anywhere, anytime. There's nothing I dislike about it. Some text abbreviations are:

BZ: Busy**CM:** call me**DMI:** Don't mention it**MOS:** Mum over shoulder**WAYN:** Where are you now?**CUZ:** because**CD9:** Code 9 (means parents are around)**EZ:** Easy**TTG:** time to go**ZZZ:** sleeping, bored, tired**Exercise 6 (p. 139)**

Teenagers text their friends all the time. Of course we get into trouble if we do it in class and teachers will take our mobile phones away if they catch us. On the way home it's a great way to pass the time on the bus. I usually text my friends then. People think we've been together all day, but although we have been in the same place we don't have time to chat really. School is for lessons, so there's loads to chat about after school.

Unit 5.6**Exercise 2 (p. 140)**

- 1 It fits really well.
- 2 don't get so upset / be patient
- 3 Don't say anything about it.
- 4 Be prepared to work.
- 5 She tells everyone what to do / she's the boss.
- 6 If I was in his position

Exercise 9 (p. 141)

Andrew: Marks & Spencer – department store; he likes it because he can get everything he needs in one place.

Claire: StyleMaven – second hand shop; she likes it because it is inexpensive and she can find some unique pieces.

Vicky: Dena's – boutique; she prefers it because she can get one-of-a-kind items and she likes the quality and fit of designer clothes.

Exercise 10a (p. 141)

My favourite place to shop is a place called Clothesmart. It is a clothes shop that friends of mine opened about 15 years ago. I love shopping at unique, independent shops that have one-of-a-kind pieces. I like to wear things that no one else has and create my own sense of style.

Exercise 10b (p. 141)

Clothes do change a person's appearance. People automatically categorise other people by how they are dressed. If you see a woman or man wearing a suit, you assume she/he is a businessperson or professional of some kind. Whereas, if someone is wearing jeans and a black shirt and leather jacket, you assume they are a student or ride a motorcycle. People wear different clothes in different situations. You wear things to work that you would not necessarily wear at the weekend or on holiday. Some people even change their look according to their mood or the weather. Often, people will wear black or other dark colours when they are feeling down. You can change your appearance simply by wearing a different colour.

Unit 5.8**Exercise 6 (p. 145)**

Similarities: The photos are similar because they both show the interiors of museums with people in big exhibition halls. It is probably fairly warm in both places, judging by what people are wearing. Both places offer educational opportunities to learn about the past.

Differences: The photos are different because of the exhibits – dinosaurs versus vintage cars and an old plane. The visitors in photo one seem more actively involved in what they are seeing, whereas the visitors in photo two are just casually passing through.

Young children would find the first museum more interesting because dinosaurs appeal more to a child's imagination. They are both scary and fun.

Unit 5.9**Exercise 1a (p. 146)**

Para 1: introduces topic (whether or not travel broadens the mind)

Para 2: first viewpoint: travelling to other countries gives us a broader understanding of the world

Para 3: opposing viewpoint: travelling abroad does not make for greater cultural understanding

Para 4: counter-argument: up to the individual to make the most of their travel experiences

Para 5: summarises topic and ends with a quotation

The writer's opinion is stated in the 2nd and 5th paragraphs.

Exercise 1b (p. 146)

Arguments	Justifications
<ul style="list-style-type: none"> • opportunity to learn about another country's culture • sample another cuisine • tourists avoid meeting local people • choose the right kind of holiday 	<ul style="list-style-type: none"> • going museums, cultural events, festivals gives unique insight • discover new tastes, learn new ways of cooking • prefer to mix with other tourists and eat the same food they would at home • volunteer for an eco-holiday to learn about the local culture

Exercise 2 (p. 147)

- 1 Tourism today has taken on international proportions. But just how beneficial is it?
- 2 Space exploration comes at a huge cost. Wouldn't the money be better spent on feeding a hungry world?
- 3 Is the world a better place today than it was in our grandparents' day? That is a much debated topic.

Exercise 3 (p. 147)

- 2 In my opinion, all students should study abroad. If they were to do this, they would improve their language skills.
- 3 To my mind, if people followed a vegetarian diet, they would be healthier.
- 4 In my view, if we all used public transport, pollution would be reduced.

Exercise 4 (p. 147)

- 1 It can be argued that better education would deter people from crime.
- 2 Nevertheless, people argue that a good education is necessary to get a well-paid job.
- 3 However, banning cars from city centres might not help reduce pollution levels.
- 4 In contrast, some people argue that computers make our lives easier.

Exercise 5b (p. 147)

- 1 rubric 2, agree
- 2 rubric 1, agree
- 3 rubric 1, disagree
- 4 rubric 2, disagree

Exercise 5c (p. 147)

- 1 Watching television is a popular pastime for many young people. Having said that, there is always the concern that they should spend less time watching it because of the violence it contains.

In my view, violence on TV should not stop young people watching it. In the first place, the young are able to distinguish between what is real and what is fantasy. For example, violent scenes are often staged purely for their dramatic effect and are in no way convincing representations of real life. Second, there is no need to watch violent programmes all the time. Viewing can be selective.

On the other hand, some claim that young children in particular are negatively influenced by TV violence. They see it as a normal part of life and might try to copy it. This could result in them getting seriously hurt.

In response to this, one can only say that parental supervision is important. Young children should not be allowed to watch whatever programmes they like. Instead, their parents can supervise what they watch and even limit their viewing time.

All in all, as far as I am concerned, watching TV in moderation need not influence young people negatively. In fact, it could even be beneficial. As English film director Alfred Hitchcock once remarked, "Seeing a murder on television can help work off one's antagonisms."

- 2 Traffic is a big problem in many towns and cities today. Some places have even gone as far as banning cars in the city centre altogether, leaving citizens to rely on public transport. Is this the ideal solution?

I think that there should not be a total ban on cars in urban areas. For one thing, public transport cannot serve the needs of everyone. More networks would have to be introduced and this would actually increase pollution levels. A further point is that there would still be other vehicles on the roads. Taxis, motorbikes, vans and lorries would all create traffic congestion and pollution. Banning cars alone would not make that much difference.

On the other hand, it can be said that people benefit by leaving their cars at home. Travelling across town by public transport means that people are less stressed, as they don't have to worry about parking their cars in cramped streets.

Nevertheless, this benefit would surely be offset by the inconvenience caused. If people had to use public transport, they would be subject to all the usual frustrations associated with it. For example, delays and even strikes could affect the quality of their commuter experience.

In conclusion, I believe that a ban on cars in urban areas is not the answer. There would still be pollution and a reduced level of convenience for commuters. In the words of the American author, E. B. White, "Everything in life is somewhere, and you get there in a car."

Unit 5.10

Exercise 1 (p. 148)

suggestions: pay road sweepers to work overtime, set up park-and-ride schemes, build a multi-storey car park

possible results/consequences: make a big difference during tourist season, cars could be left outside the town, alleviate the problem of parking during busy periods

Exercise 2b (p. 149)

- 2 – b It would be a good idea to avoid caffeine or watching TV before bed. By doing this, your mind will not be overstimulated.
- 3 – a The situation could be improved by taking some exercise during the day. The consequence will be that your body will be tired and ready for sleep.

Exercise 3 (p. 149)

- A It would help if you cycled and didn't walk. By doing this, you would become a more difficult target for attackers.
- B The situation could be improved if you searched for employment online or in the newspapers. In this way, you would find the latest job openings on the market.
A useful suggestion would be to register with an employment agency. The consequence of this would be to widen the scope of your search.
It would be a good idea to speak to friends and people you know. Then, you may find positions that are not publicly advertised.

Exercise 4 (p. 149)

- 1 This rubric is asking you to write an essay expressing your opinion about children having mobile phones. You should say if you agree or disagree with the statement and give reasons why / why not. You should explain both points of view.
- 2 This essay is about providing solutions to the problem of animals becoming extinct. You will need to make suggestions and give results and consequences.
- 3 This essay requires you to present the advantages and disadvantages of the Internet and say to what extent it has changed our lives for the better.

- 4 This rubric is asking you to write a letter to a newspaper suggesting solutions to the environmental problems in the town that are detailed in the extract.
- 5 In this essay you need to express your opinion about the effect of tourism on your country. You should explain the positive and negative effects and say whether you think it is mostly good or bad.

NOTE: Use the model plans provided on pages 118, 146 and 148 to structure your essays remembering to put question 4 into a letter format.

- 1 Nowadays, it is a common sight to see children and young teenagers using their mobile phones everywhere. This has raised the question of whether they should be allowed to possess a mobile phone.

I feel that youngsters do have a right to possess and use a mobile phone. In the first place, they are extremely useful in times of emergency. For example, in the event of an accident, an ambulance can be called instantly, saving valuable time. In addition, a parent could use a phone to check on a where a child is and what they are doing. This avoids parents having to worry about their children's whereabouts.

However, many people feel that children and teenagers use their mobile phones too much. They take them to school and use them both in the classroom and in the playground. It could even make them the target of muggers, particularly if they have an expensive phone.

Having said that, parents and teachers can surely have some control over their children's phones. At school, teachers can allow pupils only to use their phones during break times and parents do not need to buy their children expensive models.

To conclude, mobile phones are definitely useful in an emergency and can also provide peace of mind for parents. As far as I am concerned, children and teenagers should be allowed to have mobile phones provided they are used in moderation.

- 2 Every day we hear about more and more species that are under threat of extinction. Many people assume that there is nothing they can do about it, but in fact there are a number of things we can do. One possible solution is to put threatened species in zoos. If this were done, the animals would receive the special care needed to save them. They would be protected from hunters and the environmental dangers that are threatening them. Given the best environment possible, they could then be encouraged to reproduce to ensure the survival of the species.

Furthermore, new laws could be made governing hunting. The authorities should punish people if they hunt where and when they shouldn't. More rangers could be employed to ensure wildlife reserves are safe from hunters and the animals would be better protected.

Another suggestion is for increasing numbers of us to join an ecological group. In this way, our donations can go towards supporting animal reserves where animals in danger would be looked after.

All in all, there are a number of solutions to the problem of animals being protected from becoming extinct. We all need to play our part in this and create a global force by joining groups that promote the protection of animals that are in danger.

- 3 The Internet has changed our lives in many ways. Let us examine some of the good and bad aspects of these changes.

Firstly, the Internet is undoubtedly a communication tool. This has meant fast and efficient communication methods such as email, video conferencing and telephone connections via the Internet. A disadvantage of this, however, is that it may result in a loss of social skills. People who spend time communicating online may lose the gift of doing so face-to-face.

Secondly, the Internet is a huge source of information. Useful information for everyone's needs is at our fingertips. Families, students and businesses can all find helpful information online. Nevertheless, a case of information overload can be argued. Not only is there too much information on the Web, but it can be inaccurate or out-of-date.

Thirdly, the Internet raises the question of health. A big disadvantage for Internet users is the lack of exercise and fresh air, particularly if they spend many hours online. On the other hand, using the Internet has certain advantages for mental health. For instance, playing video games has been shown to enhance problem solving abilities.

In conclusion, using the Internet has both advantages and disadvantages. It helps us communicate and learn things and gives us mental exercise. Nevertheless, we should exercise care not to become anti-social and lazy. We should also remember the well-known saying: "Never believe everything you read on the Internet!"

- 4 Dear Sir/Madam,

I recently read an article in your newspaper about the environmental conditions in our town. I completely agree with the writer that something needs to be done.

Firstly, we need a campaign in schools to educate the younger members of our community about the problems of graffiti and litter. The clean-

up day mentioned in the article helped a lot last year and perhaps it could be done more often.

Furthermore, people should be encouraged to leave their cars behind by making the centre a car-free zone once a week and promoting the health benefits of walking. Perhaps a competition could be held to encourage residents and local businesses to create attractive flower and plant displays in pots and flower beds which would improve the appearance of our streets. This would make it a pleasure to walk in the town.

Regarding the pollution of the river, in my opinion this is a matter for councillors to address as a matter of urgency. They should introduce a bylaw that will stop the factories dumping their waste in the river. The penalty for doing so must be severe enough to be a deterrent.

I am convinced that if we all start taking pride in our environment, the problems detailed in your recent article will be a thing of the past.

Yours faithfully,
James Lambert

- 5 Nowadays, more and more people are travelling to different places as tourists. Indeed, tourism has become an international industry. Does this have a positive or a negative effect on tourist destinations and the local inhabitants?

I am of the opinion that tourism does more good than harm. In the first place, it improves local employment opportunities. For instance, more people will be employed in the hotel and catering industry in areas with a lot of tourists. Also, it can benefit local businesses. In particular, tourists like shopping for souvenirs to the benefit of gift shops. Supermarkets will also increase trade in areas with self-catering accommodation.

Some people argue that tourism is a bad thing. They point out that developing tourist complexes destroys the beauty of the natural environment. Furthermore, it puts a strain on natural resources such as water, and it can also create increased noise levels and traffic congestion.

The simple answer to these objections is to encourage eco-tourism. Instead of developing flashy tourist resorts, people can visit small eco-camps and even volunteer there as part of their holiday experience. This way, an area will be helped to maintain its original unspoiled state.

In conclusion, I feel there is no reason why tourism should not be compatible with the interests of the local inhabitants. The local economy and career prospects are improved and alternative kinds of holiday can make all the difference to preserving an area's natural beauty.

Unit 5.11

Exercise 1 (p. 150)

In my opinion, a hero needs bravery because he or she has to do things that other people wouldn't or couldn't do. They need the intelligence to be able to judge situations and other people. Kindness and generosity are important as well. A hero should care for other people and give his or her time, energy or money to those in need. Another characteristic that every hero should have is determination. They need the ability to carry on when others would have stopped or given in.

Exercise 2 (p. 150)

I think the person in the picture is a doctor. He is probably considered a hero because he has unselfishly devoted his life to helping other people.

The person in the second picture seems to be someone who is concerned about our planet. Perhaps he is a hero because he fights to protect the environment.

Exercise 5 (p. 150)

Text A

- 1 He works at the Moscow Research Institute of Child Surgery and Traumatology.
- 2 His love for children.
- 3 He thinks a doctor should be kind and caring and professional at all times.

Text B

- 1 He created the modern television wildlife programme.
- 2 As a child he used to collect fossils.
- 3 Many species may have become extinct and our grandchildren will not be able to see them.

Exercise 6 (p. 151)

truly: certainly
prestigious: impressive
catastrophes: tragedies
faculty: department
paediatric: relating to children
devotes: dedicates
bestowed: awarded
a close second: nearly the best

virtually: nearly
broadcasters: tv and radio presenters
naturalists: ecologists
intellectual: academic
impact: effect
inherited: took over
outlook: view
radical: drastic

Exercise 7 (p. 151)

- 1 In order to specialise as a paediatric surgeon he had **to continue his studies**.
- 2 He loves to share his passion for the **natural world**.

- 3 He wants to make sure his grandchildren won't have to rely on a **picture book** to know what animals look like.
- 4 Both these men are **world-famous** for the work they do.
- 5 **Every aspect** of Professor Roshal's work has to do with children.
- 6 Both Sir David Attenborough and Professor Leonid Roshal are **modern heroes**.
- 7 The interests they had as **small boys** continued into adulthood.
- 8 He is **best known** for his amazing documentaries which are often shown on television.
- 9 Brad Pitt's interview will be broadcast live on a **prime-time** entertainment programme
- 10 A doctor has to be kind and caring **at all times**.

Exercise 8 (p. 151)

Both Professor Roshal and Sir David Attenborough are professional men who have a passion for their work. They both work in the field of science but in different areas. Professor Roshal works in the area of medicine and Sir David Attenborough is a zoologist. They both showed interest in their chosen careers from an early age and through their work they have both gained prestigious titles.

Both men are concerned with children but in different ways. Professor Roshal specialised in paediatric surgery and has been called the 'Children's Doctor of the World'. Sir Richard Attenborough is very outspoken on environmental causes. Through his influential position as a broadcaster he hopes to ensure we preserve our natural world for our grandchildren and future generations.

Exercise 9 (p. 151)

Rachel Zimmerman was born in Ontario, Canada in 1972. She is a renowned scientist due to an invention she created when she was 12 years old.

Rachel invented the Blissymbol Printer which is a device that helps people who are unable to speak communicate with others. Many severely disabled people all over the world, such as those born with cerebral palsy, have benefited from her invention.

Rachel Zimmerman's invention began as a project for a school fair. She created computer software using Blissymbols. When someone uses the program they point to symbols using a special touch pad and the Blissymbol printer translates them into written language. The device was entered in the World Exhibition of Achievement of Young Inventors and won a silver medal. It also won the Television Youth Achievement Award.

When she went to college, Rachel decided to study physics and space studies and went on to work for the

Planetary Society in California to teach people about space exploration. She is passionate about the needs of people with disabilities and hopes to adapt many space innovations to help them.

See: <http://www.women-inventors.com>

Unit 5.12

Exercise 1 (p. 152)

I think it is set in the future because the buildings the man is looking at seem to be very advanced.

Exercise 4 (p. 152)

- 1 The bicycle was left in the rain, **exposed to the outside world**.
- 2 When Ben told Susan the news, she **stared at him in mild surprise**.
- 3 Danny **displayed a kind of pride** as he handed in his work.
- 4 The parachutist landed well after **dropping from the sky**.
- 5 Sam had to **admit to himself** that this time she was right.
- 6 Human life cannot be **separated from nature**.

Exercise 5 (p. 152)

squirmed: moved the body because of uncomfortable or nervous feeling

privacy: a situation in which your actions are not seen by others

affection: a positive feeling of fondness or love for someone or sth

phenomenon: an extraordinary event

rarely: not often

reservoirs: lakes designed for water storage

invention: the design and creation of sth that has never before existed

nuclear reactor: a power plant that creates electricity

gunpowder: explosive substance used in weapons

except: apart from

Exercise 6 (p. 152)

over the top: excessive

On account of: because of

Against his will: opposite to what he wanted to do

Read up on: find information about sth

Exercise 7a (p. 153)

I think the boss wants to tell him that people have been producing rogue robots and he wants Baley to investigate the crime.

Maybe he wants Baley to go outside and this is why he is showing him the view from the window.

He might be about to tell him that their world has been invaded by unknown creatures.

Exercise 8a (p. 153)

In the 'old days':

- people wore glasses if they couldn't see well
- it rained a lot more
- people went outside all the time
- people used steam engines
- gunpowder was used

Exercise 8b (p. 153)

Baley and Julius live in a world that is shut off from nature. None of the buildings have windows and use nuclear power as a source of energy. Robots play a large role in their world and are becoming more and more influential. People live on chemical supplements and food that is grown in huge greenhouses because there are no longer any outdoor farms. The animals have long ago become extinct and plants only grow in some places on the planet. These 'plant museum lands' are sometimes visited by people who are interested in history. They look at them from viewing capsules, but most people only see them on their viewing screens at home.

Unit 5.13

Exercise 1 (p. 154)

- Yes, I have seen this label before.
- You would find this label on a new appliance for your home, such as a refrigerator, cooker or washing machine.
- The label contains information on how much energy the appliance consumes, how much space there is inside and how much noise the appliance makes.
- Energy eaters are appliances that use more energy than is necessary. They use energy even when they don't need to, which is a waste.

Exercise 3 (p. 154)

I learnt that there are many simple ways to help save energy and make our homes more efficient, such as changing light bulbs and unplugging things that I am not using.

Project (p. 154)

There are many simple ways to save energy. The most obvious is to turn things off and unplug them when we are not using them. Every time we leave a room, we should turn out the lights. If you are going away for more than a day, you can unplug electrical appliances like the TV and cooker and lower the settings on the refrigerator. If we all contributed to saving energy, our world would be a much better place.

Focus on RNE**Exercise 1 (p. 156)****Paraphrases**

finding people who commit crimes: to catch a criminal

stopping crimes before they happen: the potential to make crime prevention easier

programming computers: development of computer software

getting a job in law enforcement: work in law enforcement

All of the incorrect options are referenced in some way in the text.

Exercise 6 (p. 158)

In photo one, we can see a young woman out in the street, it looks like the suburbs, and a mugger who is attempting to snatch her bag. In the second photo, a youth wearing a black hoodie is holding a can of spray paint. By the look of it, he has just been spraying graffiti on a wall. Both pictures show outdoor scenes where a crime is being committed. Both crimes are serious in their own way. In photo one, the crime is mugging, that is, robbing by violent means, and in photo two the offence is spraying graffiti, which disfigures public property. The main difference between the two is that the first crime is aimed at a fellow human being whereas the second is merely defacing an object. Both the criminals shown are males, but their reasons for doing the crimes are different. In the first case, the man probably needs money, while in the second situation the youth is probably just bored or frustrated. I think the first crime is more serious because not only is it stealing, but it could result in the victim getting injured. No doubt it is a very traumatic experience for the young woman emotionally as well. I don't believe graffiti is such a serious offence, although I admit it is unsightly and shows a lack of respect for other people's property.

Exercise 7 (p. 158)

Some people say that computers are bad for our health and that we shouldn't spend so much time sitting in front of them. Since computers have now become such an integral part of our lives, it would be worth examining this claim in more detail.

My view is that computers can actually have a positive effect on our health. To begin with, they provide an excellent form of mental exercise. It is known that they can improve problem-solving skills and even boost students' performances in school subjects like Maths. Furthermore, if someone plays video games, their eye and hand coordination skills are enhanced.

The counter-argument to this is that spending time in

front of a computer means we do not get sufficient exercise. This can cause a person to become unfit and even overweight, leading to possible health problems. What is more, their eyesight can suffer from hours watching the screen.

However, as well as taking regular breaks from computer sessions, users should take some form of regular physical exercise too. For example, they can join a gym and train two or three times a week. Buying a filter for the computer screen can also protect the eyes.

All in all, I do not believe computers pose a serious health hazard, provided we follow a few simple guidelines like making time to work out. On the contrary, computers can actually make us more mentally alert, which is surely a health benefit.

Further Writing Practice: Stories**Exercise 1 (p. 185)**

- 1 a story
- 2 students/readers of the school magazine
- 3 My brother and myself.
- 4 A frightening experience, maybe an accident.
- 5 'It was raining heavily yesterday' at the beginning.
- 6 between 120-180 words
- 7 I can begin by setting the scene.

Exercise 2a (p. 186)

- 1 Paragraph 1
- 2 The writer was trapped.
- 3 He experienced an earthquake and the building he was in collapsed.
- 4 He was rescued.
- 5 He was terrified, but in the end he felt relieved.

Exercise 2c (p. 186)

The man walked to work on a rainy day. He changed into his uniform in the security building. Just as he was beginning his patrol he heard a rumble and the building started to collapse. He fell down and when he realised he was trapped he started shouting. Then he heard voices. A man found him and rescued him.

Exercise 4 (p. 186)

- 1 We will easily finish the project on time.
- 2 The shelter literally started to collapse.
- 3 I heard him shout frantically for help.
- 4 The fireman climbed down carefully.
- 5 His leg was hurting terribly after the accident.

Exercise 5 (p. 186)**A Flight to Remember**

It was a beautiful morning and Harry and his pupil Jim were looking forward to the flying lesson as they climbed into the plane.

Shortly after taking off they saw smoke coming from the engine. Harry tried to call the control tower, but the radio was dead.

Jim started to panic, so Harry decided to make an emergency landing as soon as possible. He spotted a flat grassy field and quickly landed the plane with smoke still pouring from the engine.

A farmer was in the field as the plane came down. As soon as the plane came to a rest he rushed over and forced open the door so that Harry and Jim could escape from the wreckage.

Fortunately, Harry and Jim were not seriously hurt. The farmer was later given an award for his bravery.

Beginning and ending a story (p. 188)

How to set the scene

When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. *a huge python*), **hear** (e.g. *hissing*), **feel** (e.g. *soft jungle floor*) or **smell** (e.g. *the scent of trees*).

We use **direct speech** (e.g. *"Help!" she screamed*), a **variety of adjectives** (e.g. *horrified, stormy*), adverbs (e.g. *silently, strangely*) and **verbs** (e.g. *whispered, screamed*) to make a story more interesting.

Exercise 10 (p. 188)

- 1 using direct speech
 - 2 asking a rhetorical question/expressing someone's feelings
 - 3 directly addressing the reader/expressing someone's feelings
 - 4 creating atmosphere/expressing someone's feelings
- A describing your reactions, feelings or mood
 B describing other people's reactions, feelings or mood/creating a feeling of suspense or mystery
 C describing your reactions, feelings or mood
 D using direct speech/describing other people's reactions, feelings or mood/creating a feeling of suspense or mystery

Exercise 11 (p. 188)

A Day to Remember

Beginning: I was really happy when my friend Nigel invited me to his birthday party. The only problem was it was fancy dress and I didn't know what costume to wear.

Ending: I felt so silly. The others all laughed at me. It certainly was a party to remember, if not for the right reasons! (describing your feelings and other people reactions)

Exercise 12a (p. 189)

Height: of medium height, tall
Build: slim, muscular, overweight, plump, well-built
Face: freckled, wrinkled, ugly
Eyes: slanting, green, almond-shaped
Nose: upturned, long, crooked
Hair: dark, wavy, blond(e), curly
Clothes: elegant, attractive, fashionable, casual

Exercise 12b (p. 189)

I have a picture of Jennifer Aniston. She is of medium height. Jennifer has an oval face, blue eyes and medium-length blonde hair. She's always dressed very fashionably.

Exercise 13b (p. 189)

My friend Phil is a great guy. He's tall and well-built. He has short straight hair and brown eyes. He has a nice nose and lovely teeth. He's a lot of fun to be around because he's intelligent and very lively.

Exercise 14 (p. 189)

- Harry was very **reserved**. He always kept himself to himself.
- Kara is a **sensible** girl. She always does as her mother says.
- David is very **selfish**. He only ever thinks about himself.
- Georgina is very **helpful**. She always lends a hand if people need it.
- Angie is very **naïve**. She believes everything people tell her.
- Benny is very **unreliable**. You can never count on him in times of trouble.
- Flora is so **silly**. She can't take anything seriously for more than a minute.
- Nigel is very **honest**. He would never dream of telling lies.
- Dennis is very **unpredictable**. His moods change from one minute to the next.
- Dad is very **serious**. He never laughs or tells jokes.
- Kelly is very **curious**. She's always asking questions.
- Don is very **dishonest**. He hardly ever tells the truth about anything.
- Rona is so **pessimistic**. She always sees the bad side of things.
- Johnny is a very **sociable** person. He has so many friends.
- Christina is very **witty**. She always has everyone in stitches.
- Jack can be quite **amusing**. He has a good sense of humour.
- Fiona is so **dull**. She never says anything interesting.

Exercise 18 (p. 190)

- A
- 1 A story.
 - 2 The readers of the international magazine.
 - 3 You and your parents.
 - 4 A surprise holiday abroad with your family.
- B
- 1 A short story.
 - 2 The judges of the competition.
 - 3 You and your family.
 - 4 Getting a very special birthday present when you think everyone has forgotten your birthday.

A Huge Surprise

I had never been so surprised in my whole life. My mum and dad had told me that we were going to a special place for our half term break but they wouldn't tell me exactly where. They told me to pack a sun hat, so I knew it would be somewhere warm at least.

When we arrived at the airport, I found out we were on our way to Athens. I was so excited. I couldn't wait to see the famous Greek ruins. I had learnt about some of the Greek history and mythology in school and dreamed about visiting Greece. Now, I was on my way. When we arrived it was a beautiful sunny day. We took the metro into the centre of the city and checked into our hotel. Straight away we went to the ancient Acropolis. It was spectacular. The Parthenon is an enormous, old, marble structure that looks out over the city of Athens. I had never seen anything so amazing in my life.

A Special Birthday Present

It was very early when I awoke. Outside, I could hear the birds singing and the sun was just beginning to rise. As I got out of bed I realised happily that this was a very special day. It was my 12th birthday.

I ran quickly downstairs and into the kitchen where my mum was busily making breakfast. "Good morning," she said. She said nothing about it being my birthday. Had she forgotten? That was impossible, wasn't it? I sat down at the table as my two brothers came into the room. "Good morning," they said. They didn't mention my birthday. I was so disappointed, I felt like crying.

Then, I heard my dad coming in from the garage. He'd remember it was my birthday. He came in and gave me a kiss. That was it, just a kiss. As unbelievable as it was, he too had forgotten my special day.

Suddenly, I heard a sound like nails on a wooden floor. I looked up, and running into the kitchen was the sweetest little puppy in the world. He was black with white feet. He had a big red bow around his neck. My family hadn't forgotten my birthday after all. This gorgeous little dog was the best birthday present I had ever received.

MODULE I

Unit 1.3

Exercise 1b (p. 10)

I can see pictures of people cycling and playing basketball. My favourite sport is cycling. Sports help people in lots of ways. The greatest benefit of sports is that they help us keep in shape. Also, when we play team sports we learn how to work together to achieve a common goal. Sports teach us to deal with both success and failure and how to balance competitiveness with fun. Finally, sports bring people together and help us to relax.

Unit 1.6

Exercise 8 (p. 17)

The last film I watched was *The Devil Wears Prada*. It was a really funny film starring Meryl Streep as the boss at a fashion magazine and Ann Hathaway as her assistant. The film was directed by David Frankel and was very funny indeed. The main character Andy, is a shy college graduate who gets a job at a trendy fashion magazine called Runway. Despite her best efforts, she soon finds herself having trouble keeping up with her boss's outrageous demands. This is not a usual Hollywood blockbuster full of special effects, but it is a great film for people of all ages. You shouldn't miss it.

Unit 1.7

Exercise 1c (p. 18)

My brother plays basketball every day after school but I personally can't stand it. I just don't see the fun in bouncing a ball up and down and running backwards and forwards for hours on end. I believe that there are far more interesting games you can play!

Exercise 2 (p. 18)

Speaker A

I do see the attraction of bungee jumping and snowboarding and so on. I mean, it must be really exciting jumping off a bridge with a rope tied round your ankles or gliding down a snowy mountainside very fast on a piece of wood. It's just that I find it very scary and I don't think I'm brave enough to do it myself. I suppose that's the thrill of it, though.

Speaker B

I saw a programme on TV about hang-gliding and I was very impressed. I just couldn't believe how smoothly this guy glided through the air hundreds of metres above the ground without an engine and only the wind holding him up. I would love to have a go myself. As soon as I get the chance, I'm going to look into it.

Speaker C

I am an experienced canoeist and I go white-water rafting regularly. It's a very exhilarating activity but I think after you've been doing it for a while it can become a bit less exciting. The edge has gone from it for me and I think I might have to look somewhere else to get the same kind of thrill I got when I first started doing it.

Speaker D

I enjoy sports like golf, darts and swimming. I can see why other people prefer to jump out of an aeroplane or climb a mountain or whatever. Of course, it's the thrill and excitement and perhaps the sense of achievement they get from it. I do sport for leisure and pleasure and to unwind. The physical side to it is not as important to me.

Speaker E

I am a total thrill-seeker. If it's not exciting and a bit dangerous, I don't want to know about it. I love the action and adventure of base jumping, sky diving and so on. My latest thing is free running where you have to jump, climb or vault over obstacles such as buildings and walls. It's very physical and very exciting. Other sports just don't compare.

Speaker F

I competed in freestyle motocross competitions for a number of years. It's a sport where you are judged on your acrobatic skills while riding a motorbike. I had to stop competing eventually, but it wasn't because of pressure from my family, even though they did worry a lot about how dangerous it was. In the end, it was the time and expense that were the deciding factors. It was an exciting part of my youth but I've moved on to other things now.

Exercise 3b (p. 19)

We had a fantastic time. The kids absolutely loved it. There were jugglers and acrobats performing amazing tricks. The audience went wild after the trapeze artist had finished performing. There was so much applause that sometimes we couldn't hear what was going on! My youngest son was a little scared of the clowns, but he soon came out from hiding under his seat and joined in the fun.

Exercise 3d (p. 19)

I love the whole mystery that surrounds these shows. Once I saw a show where the man in his black cape appeared to cut his assistant in half. It was unbelievable! Then, another time one made a rabbit disappear and then reappear in a hat. It was amazing!

Exercise 4 (p. 19)

Int: With us in the studio today is David Mills, the well-known theatrical actor. David, what got you interested in acting?

David: There were quite a few activity clubs at secondary school; clubs for sport, art, photography and drama. I wasn't very athletic or arty, so I decided to join the drama club. I was also a bit shy and I thought it would help me to build up some self-confidence. We put on performances at the end of every term and it was during them that I discovered that I really loved acting.

Int: So what happened when you left school?

David: Well, I was very lucky ... I managed to get a place at a really good drama school. It was a three-year course and there was so much to learn. We did dance lessons, singing and acting lessons as well as learning about stage management and directing theatre. We all competed for parts in the plays we produced. Everyone wanted the starring role and no one wanted the smaller parts – but that just trained us for life in the real world of theatre!

Int: Was it easy to become a professional actor after you left drama school?

David: I wish! In fact, it took me some time. When I started out, I did lots of part-time jobs to give me some spare time to audition for parts. But that meant earning less money to pay for my rent and buy food. I was poor for the first year or two, but in the end I started getting small parts and I also managed to get an agent.

Int: So when did you first taste success?

David: I'd been touring around Britain with a small theatre company. One day, quite by chance, one of the directors from the Royal Shakespeare Company saw me in a performance. He liked the show and just happened to have a vacancy in his company for one season. That offer opened the doors of opportunity to lots of others and I've never been out of work since. Not all actors, even really talented ones, manage to be employed all the time, so I'm very fortunate.

Int: What kinds of roles do you like playing most?

David: That depends. You may get a brilliant role but then you find you can't get on at all with the other actors and that makes for a very disappointing experience. Having said that, I suppose that, like many character actors, the kinds of parts I really have fun doing are comedy roles or getting to play the villain. They are the kind of roles you can play around with a lot.

Int: And is there anything you don't like about your job?

David: Working hours are long and unsociable. You may spend months away from home on tour, which makes it difficult to have a stable family life. But I don't really mind that. What gets on my nerves is working

with actors who are badly behaved or moody. That's really unacceptable.

Int: Finally, David, what are your plans for the future?

David: I've been acting for nearly thirty years now and with all that experience, I'd like to branch out and try my hand at directing. I have a fantastic idea for a show and I've already cast the actors I want to play in it. All I need now is to get a producer interested in funding the project.

Unit 1.8**Exercise 3a (p. 20)****Student A**

A person's choice of free time activity tells us a lot about them. Strong, outgoing personalities may prefer doing competitive sports while quieter people will choose something more recreational.

Basketball and swimming, for example, both require a certain amount of physical stamina and determination if you want to do well at them. Fishing and gardening are far less demanding activities. They bring you close to nature and the outdoors. Patience is needed, however, as you don't see the results of your efforts instantly! Activities can also be divided into social and solitary types. Some people will enjoy hanging out with friends, whereas others are quite happy on their own reading a good book.

Whatever our choice, one thing's for sure. Having some kind of leisure activity is important because it helps us to recharge our batteries. That, in turn, makes us more efficient in performing our daily tasks!

Student B

A person's choice of free time activity tells us a lot about them. Strong, outgoing personalities may prefer doing competitive sports while quieter people will choose something more recreational.

Basketball and swimming, for example, both require a certain amount of physical stamina and determination if you want to do well at them. Fishing and gardening are far less demanding activities. They bring you close to nature and the outdoors. Patience is needed, however, as you don't see the results of your efforts instantly! Activities can also be divided into social and solitary types. Some people will enjoy hanging out with friends, whereas others are quite happy on their own reading a good book.

Whatever our choice, one thing's for sure. Having some kind of leisure activity is important because it helps us to recharge our batteries. That, in turn, makes us more efficient in performing our daily tasks!

Exercise 3b (p. 20)**Student B**

A person's choice of free time activity tells us a lot about them. Strong, outgoing personalities may prefer doing competitive sports while quieter people will choose something more recreational.

Basketball and swimming, for example, both require a certain amount of physical stamina and determination if you want to do well at them. Fishing and gardening are far less demanding activities. They bring you close to nature and the outdoors. Patience is needed, however, as you don't see the results of your efforts instantly! Activities can also be divided into social and solitary types. Some people will enjoy hanging out with friends, whereas others are quite happy on their own reading a good book.

Whatever our choice, one thing's for sure. Having some kind of leisure activity is important because it helps us to recharge our batteries. That, in turn, makes us more efficient in performing our daily tasks!

Exercise 4 (p. 20)

A Is the gym open on Sundays?

B Is the gym open on Sundays?

Exercise 6a (p. 21)**Student A**

- 1) What are the opening hours?
- 2) How many classes are there?
- 3) Is there a reduced yearly rate?
- 4) Do I need to bring any equipment with me?
- 5) Is parking available?

Student B

- 1) What are the opening hours?
- 2) How many classes are there?
- 3) Is there a reduced yearly rate?
- 4) Do I need to bring any equipment with me?
- 5) Is parking available?

Exercise 9 (p. 21)

In photo one I can see a man coming down a ski slope. In fact, he's probably a professional skier as I can see a number on his outfit. I think there are woods in the background and in the front of the picture there is a red pole marking out the course. In photo two, there is a girl who is windsurfing. She's standing on her sailboard and adjusting the sail. In the background there are mountains. The pictures are similar in that they both show exciting outdoor sports that require skill to do. In both sports you have to control your movements and keep your balance. Likewise, both windsurfing and skiing both carry a risk of injury even if you are experienced.

The main difference between the two pictures is that one shows a professional in a competition whereas the other shows someone who is probably just enjoying themselves on holiday. Another difference is that in photo one the man is trying to avoid obstacles like the pole, while in photo two the girl is concentrating on not capsizing. In my country skiing is the more popular activity. This is because we have a lot of snow and a lot of mountains, so people learn how to ski from an early age.

Unit 1.13**Exercise 5 (p. 30)**

Andy: You know Kate, with all the environmental problems in the world, we should do what we can to try and save energy.

Kate: What sort of things do you mean?

Andy: Well, there are lots of things we can do at home.

Kate: What? Like turning off the lights when you leave a room and spending less time in the shower?

Andy: Exactly. You can also make sure you close the curtains at night to save on heat and also wash the dishes by hand rather than using the dishwasher.

Kate: Oh yes, I hadn't thought of that. What about at school? Are there things we can do there as well?

Andy: Of course there are. Make sure you always turn off your computer after you've finished using it.

Kate: Yes, and you can also make sure windows are closed if the heating or air-conditioning is on.

Andy: That's right, otherwise you waste energy. You should also make sure that there is nothing blocking the air vents.

Kate: Ah yes, otherwise the heating won't work properly and it will get turned up, which would waste energy, too!

Andy: There are so many things we can do ...

MODULE 2**Unit 2.4****Exercise 10 (p. 43)**

Mark: Hi, Sophie. Hi, Bill. How are you two getting on with your revision for the exams?

Sophie: Oh, it's going OK, I suppose. But Mark, you look awful! What's the matter with you?

Mark: I don't know, really. I just don't seem to have any energy these days. It's really getting me down. What do you think I should do?

Sophie: If I were you, I'd get some of those high energy drinks! What do you think, Bill?

Bill: Mm, I'm not so sure. I think you'd better see your doctor, Mark.

Mark: That's easier said than done, Bill! It takes forever

to get an appointment and then you still have to wait ages when you get there.

Sophie: Perhaps you should change your doctor in that case. Anyway, you are not the only one with problems. Neither Bill nor I have been feeling too great recently.

Mark: Why? What's the problem?

Bill: Well ... I haven't been sleeping too well recently. It's all the stress of the exams, I suppose. What's the best way to get a good night's sleep? Any ideas?

Mark: One thing to do about it is to relax with a good book for an hour before you go to bed and forget about the exams!

Bill: That's not a bad idea, but I'm not sure that it would work.

Sophie: I think Mark's right, Bill. Maybe you could try having a cup of tea while you're reading. It worked for me when I was having trouble sleeping! Tea is good for you, you know!

Bill: Yes, I suppose so. It's worth a try, at least. Anyway, I think Sophie's problem is far more worrying.

Mark: Why? What's the matter, Sophie?

Sophie: Bill is exaggerating, Mark! It's nothing serious, I'm sure. I just get these dizzy spells from time to time ... as if I'm going to faint.

Bill: And you've been on that silly diet for over a month now! I think that's the cause of the problem.

Sophie: Yes, but I've got to lose some weight, Bill, so what should I do?

Bill: I suggest that you change your diet!

Mark: You'd better see a dietician. Some of these diets can be dangerous if you don't get proper nutrition. A good dietician will tell you how much weight you need to lose and the best way to go about it.

Sophie: Yes, I suppose so. So what about you, Mark? Perhaps you should see a dietician, too!

Mark: Oh, I don't know. I'll just be glad when these exams are over and we can get back to normal.

Bill: Well, it's up to you Mark. Gosh, look at the time! Come on, we'll be late for the lecture!

Unit 2.7

Exercise 1b (p. 48)

Steve: I see your favourite café is in trouble, Mary!

Mary: What do you mean?

Steve: The Bistro. It's been closed, apparently. It seems they had a visit from the food inspectors, and they didn't like what they found.

Mary: Why? Was it dirty or something?

Steve: Worse than that. The place was crawling with mice! The inspectors said it's the worst case they've ever seen.

Mary: I don't believe that. I've always found the Bistro to be spotlessly clean – and their sandwiches are fantastic!

Steve: Well, I don't suppose you've ever seen the

kitchen, have you? That's where the inspectors found the problem.

Mary: You mean they actually saw mice in the kitchen?

Steve: Not exactly, but they found plenty of evidence. You know, mouse droppings and so on.

Mary: Yuck! That's disgusting. So does that mean the café is closed for good?

Steve: Apparently not. The owners have been given one month to clean the place up and make sure no mice can get in again. They have to pay a big fine, as well – £15,000.

Mary: Well, whatever they do, I don't think I'll be going back there.

Steve: It's a shame, isn't it? It was one of the few places where you could get a cup of coffee without having to pay a fortune.

Mary: Exactly! A large coffee for only 70 pence is almost unheard of these days.

Exercise 3 (p. 48)

Speaker A

I learned to cook from my Gran. She was a brilliant cook and as a child I loved being in the kitchen with her. But she was very strict about hygiene. Her golden rule was that every time you handled a piece of food you had to wash your hands before touching anything else. At the time I didn't think it was necessary to be so careful, but I realise now that she was absolutely right.

Speaker B

As a hotel chef I have to keep an eye on all my kitchen staff, especially if they are new to the job. Sometimes they make unbelievable errors. Once, I asked a young lad to chop some chicken and then prepare the vegetables. I turned round and saw that he was slicing an onion on the same board we use for meat! He had no idea that you should always use a separate board for meat products.

Speaker C

Whenever I eat at a restaurant, and it doesn't matter if it's an expensive one or a moderately priced one, I always ask to see the kitchen. The dining area might look lovely and clean but that doesn't mean the kitchen is. Most restaurants don't mind in the least and are quite happy to let you have a quick look. If a restaurant refuses, though, I just leave and I don't go back, either.

Speaker D

I work in nutrition hygiene and it never fails to amaze me that the vast majority of people are under the impression that most cases of food poisoning result from food prepared in restaurants or other professional kitchens. But the truth is that most cases occur in people's own homes. This is because many people know very little about food safety. On the other hand,

professional cooks have had the proper training so they know all the dos and don'ts about preparing food safely.

Speaker E

I don't like eating out at all. I don't mean just at restaurants but at other people's houses too. I know where I am with my own food and I don't trust others to have the same standards as I do. When we go on holiday we always go self-catering, so that's not a problem. But if we get invited out for a meal anywhere my husband gets quite embarrassed about explaining why we can't go.

Speaker F

I've never really been one for cooking. It's too time-consuming and I'm always on the go. I've got my favourite places to eat in my home town and when I go away somewhere I check out the best places to eat online before I leave. The only time I had a really bad experience was in France, would you believe it! But it was a stomach virus, not the food. I couldn't eat for days.

Exercise 5 (p. 49)

Allison: Hi, Patrick! Where were you yesterday? You weren't in class! Is everything OK?

Patrick: Hi, Allison. I'm fine now, but yesterday I was really sick. I had an awful stomach ache, so I had to stay home.

Allison: Oh no! Did you go to the doctor?

Patrick: Yes, she said I probably had food poisoning and it would get better in a few hours. She was right. It was terrible but it didn't last too long.

Allison: That's good, at least! But what caused it? I had a similar experience once after eating some prawns. I felt so ill!

Patrick: Well, my parents and I ate at that new fast food restaurant across from the park. My parents didn't like it very much, to be honest. I had fried chicken. It was tasty, but I guess maybe it was a bit undercooked.

Allison: Did you have salad, too? Sometimes people get food poisoning from lettuce or spinach if it's not washed properly. I read about that on the news not too long ago.

Patrick: Oh, no, I didn't have salad. I never do, I don't like it at all. So, it wasn't that.

Allison: What did your parents eat? Were they both OK?

Patrick: Yes, they were both fine. Mum had a baked potato with cheese, and Dad had a burger, which he didn't like. He said it tasted a bit strange. Mum was going to get a salad, but she said they weren't very appetising. They looked as if they'd been there for days! Mum said the kitchen didn't look so clean, either. She caught sight of the chef wearing a dirty apron! She

wanted to leave, actually, and go somewhere else. Dad and I were teasing her, but I think we'll listen to her next time!

Allison: I was thinking of trying that restaurant myself, but now I won't bother. It's a pity because it looks so inviting from outside. I like the decor and it seems to have a fun atmosphere too.

Patrick: Yes, I liked the atmosphere, but Mum didn't. She said the music was too loud. Still, food poisoning is serious! It doesn't really matter about the atmosphere if the food makes you ill!

Allison: Yes, that's for sure!

Exercise 6b (p. 49)

Int: Although 70% of the Earth's surface is covered by water, only 1% of the world's fresh water is accessible to the seven billion people on the planet. In regions such as Africa the problem is extremely severe. Aid worker Alex Cameron is here to tell us about the importance of safe drinking water for everyone.

Alex: I think the problem of water shortages is one that even people in Britain can relate to. Many people have had to endure hose pipe bans during the summer and learn to be more efficient with water to keep their beloved gardens alive. But here we take it for granted that our water is completely safe to drink. This isn't the case for millions and millions of people in Africa.

Int: Can you tell us about some of the problems this causes?

Alex: First and foremost is, of course, the potential for disease. Lack of clean water results in deadly diseases such as cholera and typhoid, amongst many others ... and dirty water causes ordinary childhood diarrhoea, which is one of the main causes of death among African children. Poor African children are ten times more likely to die before they are five than a child from a developed country. Most of these deaths can be prevented simply by providing clean water and making sure that people know how to maintain good standards of hygiene.

Int: What other difficulties do water shortages lead to?

Alex: As water supplies become harder to find in times of drought the people in the countryside have to spend increasing amounts of time searching for it. They can spend up to 8 hours a day collecting just enough water for the bare essentials, leaving very little time to look after their farms and families. This often forces people to move to the cities and many traditional communities are losing their way of life.

Int: Are the conditions any better in the cities?

Alex: A little ... but not much. In urban areas about 50% of the water supply is wasted due to poor management. The water pipes in cities are very old and constantly leak, and people don't use the water they have efficiently. Also, as the populations in cities rise

there is more and more pressure on the water system. Hygiene and sanitation standards are very low and so more people become ill.

Int: It sounds like a very complicated problem.

Alex: It is. And it's not getting any better either. Although governments work hard towards providing safe and sustainable water supplies, the money needed to ensure this is just not available; companies don't want to invest in something that doesn't make a lot of profit ... so the number of people with no access to safe water is bound to rise.

Int: So, is the situation hopeless?

Alex: Not at all. Many aid and development agencies, are doing a great deal to tackle the problem. They work directly with the affected communities to develop sustainable water supplies. Not only do we help to provide working wells but we give people in the community training in efficient use of water resources.

Int: Is there anything that ordinary people can do to help?

Alex: Absolutely. First, you can help by making more people aware of the water problems Africa faces. The more people know about the devastation unsafe water causes, the more likely world governments will be to act. You could also do some fund raising in your community or even make a personal donation, however small ... every little bit helps to build more wells.

Unit 2.8

Exercise 2a (p. 50)

Student A

Everyone's heard of fast food. Most people eat it at least once in a while. But there is also its opposite – slow food. The idea behind slow food is that it should be wholesome and produced in a fair way. Care is taken at every step of the food's production from the farm to the table.

Slow Food is also the name of a global organisation. It aims to change the way we eat and the way we think about food. It began in the 1980s in Italy. Since then, it has spread all over the world.

The organisation is keen to protect local food traditions. It supports small farmers as well. Food is produced in environmentally friendly ways. The Slow Food motto is 'Good, clean and fair food for all'. Much of the organisation's work involves educating people by organising festivals and other events. Its logo is a red snail.

Student B

Everyone's heard of fast food. Most people eat it at least once in a while. But there is also its opposite – slow food. The idea behind slow food is that it should be wholesome and produced in a fair way. Care is taken at every step of

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Exercise 2b (p. 50)

Student B

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Exercise 4a (p. 50)

Student A

Where is the restaurant located?

When is lunch served?

Which days of the week is it open?

Are there any vegetarian options?

Is it open on bank holidays?

Do I need to make a reservation?

Student B

Where is the restaurant located?

When is lunch served?

Which days of the week is it open?

Are there any vegetarian options?

Do I need to make a reservation?

Exercise 7 (p. 51)

I've chosen photo number one to talk about. I took this photo last Friday after school when my friends and I went to get some fast food in the school canteen. We go there because it's cheap. You can see a lot of straws

on the counter but we weren't thirsty. We wanted something quick and tasty to eat after our lessons. You can see Michael and Jodie in the foreground. Jodie is in my class and Michael is her brother. Jodie's wearing a denim shirt over a white T-shirt. She loves wearing denim. Michael's got a checked shirt on over a black T-shirt. They are getting their orders from the counter – burgers and chips, I think. It was the start of the weekend and I think it's a very happy photo. I took the photo because I wanted to put it on social media to show where we were. I decided to show you this picture because it shows a happy, informal moment in my everyday life.

Unit 2.11

Exercise 3b (p. 57)

Woman: Hello, Mike. Congratulations on your new job. You're starting next month, aren't you?

Man: Thanks, Rachel. It's my first permanent job and I'm really excited. I'm a bit worried about moving away from home and setting up flat on my own, though. I'm really going to miss my mum's cooking and I don't know how I'll manage to have a full-time job and still eat properly. How do you do it?

Woman: Well, as you know, I've been working up in London for the past six months. It's not easy to cook healthy meals when you're out working all day. A lot of my friends end up ordering takeaways and junk food. But I've come up with a few ideas.

Man: Like?

Woman: Well, the most important thing for me is to plan menus ahead. I plan all my meals for the coming week. Then, I make a shopping list for all the food I'll need and do a weekly shop. That ensures that I eat healthy balanced meals during the week and not rubbish.

Man: Wow! That sounds very organised. But does that mean you have to cook every day when you get home?

Woman: Actually, no. The other trick I have is to cook for more than one meal. Say, twice a week, I'll cook several portions of something that I can put in the freezer. That means I have something ready to eat another day when I don't have enough time to cook.

Man: That's a great idea! You just have to defrost it in the microwave, right?

Woman: Yes, it really does save valuable time.

Man: That's all well and good for your evening meal. But how do you manage to have something healthy when you're actually at work?

Woman: When I go to work, I always bring in food from home. For example, it takes less than five minutes to prepare a nutritious sandwich for lunch. Another thing I do is to keep a supply of healthy snacks at work, like dried fruit and nuts.

Man: You've certainly given me some food for thought, Rachel! I'll have to try and get organised like you.

Woman: Great! Let me know how you get on!

Unit 2.13

Exercise 6a (p. 61)

Ogilvy ran into the town. On the way he met a man who drove a horse and cart. Ogilvy was so excited, and he tried to tell the man about the cylinder. But he looked so wild and crazy that the man just drove away. Then he saw the inn-keeper. He started to tell him the story of the strange object that had fallen from the sky. But the inn-keeper thought Ogilvy was a madman, and didn't listen to him at all. Ogilvy calmed down a little bit. Suddenly he saw Henderson, a London journalist. He was working in his garden. Ogilvy shouted out to him. He asked if he had seen the bright object in the sky the night before. Henderson said that he had. Ogilvy told him that the same object was now on the Horsell Common. Henderson was so surprised. He thought that it was a fallen meteorite, but Ogilvy told him that it was something much more than a meteorite. He said that the object was a hollow cylinder and there was something inside it. Henderson listened and Ogilvy told him everything he had seen. It took Henderson a while to understand what Ogilvy was saying. After he heard the story, Henderson dropped his spade and grabbed his jacket. The two men hurried back to the common. The cylinder was in the same place and they could see a circle of bright metal. There was a strange sizzling sound as if air was going into, or coming out of, the cylinder. The men listened carefully and tapped the metal cylinder with a stick. There was no response. 'Maybe the men inside were stunned, or dead' they thought. There was nothing they could do. They shouted to the men in the cylinder that they were going to get help. They promised to come back. Both men were covered in sand and looked very untidy as they ran through the streets. It was early in the morning and people were just getting up. Henderson went straight to the railway station to send a telegram to London about the cylinder.

By eight o'clock, lots of people had heard that there were aliens on the common. They gathered to see the cylinder.

Focus on RNE

Exercise 4 (p. 65)

Speaker A

I really believe that the only place to see a film is in the cinema. There's something special about the atmosphere that you can't get alone at home. Maybe it's the big screen, the music, the other people that are sat with you or maybe it's just the fact that you've decided

to go out for the night. All the advertisements on TV just drive me crazy. And to be honest, these films are meant to be seen on the big screen, aren't they?

Speaker B

With all the channels on TV, there's always something to watch. I really don't see why I should pay to see these films when there are so many on TV that I can watch in the comfort of my own home. I'm exhausted at the end of the day so I just want to sit down, switch on and watch something so that I can relax. I don't even mind the advertisements. I mean, the channels have to make money somehow, don't they?

Speaker C

I had a huge collection of DVDs – nearly one thousand in all – but when my DVD player broke, I decided to upgrade and go digital. Everyone knows DVDs and CDs are on their way out, after all. Now I've got all my favourite films downloaded onto my tablet and I can watch them anytime, anywhere. OK, I had to pay for them but now I can watch them again and again – so that works out cheaper than going to the cinema!

Speaker D

We don't have a TV anymore. My son was glued to the TV all the time and I got really annoyed about it. One day, he got back from school to find that I'd given the TV away. You should have seen his face! It wasn't easy at first, but we all got used to living without a TV. It makes going out to the cinema as a family all that more special. Watching a film is now a family treat.

Speaker E

I know this home cinema system cost a lot of money, but in the long run it'll save me money. I don't need to leave my flat to see films at all and to be honest I don't want to. It has turned my living room into a cinema with a fantastic picture and superb sound. It's got all the advantages of home with none of the disadvantages of the cinema. No-one will annoy you by talking too loud and there are no mobile phones ringing all the time.

Speaker F

I didn't want to fall into that couch potato trap – you know, sitting in front of the TV all night every night like my parents. My friends felt the same way – you eat too much and you don't get enough exercise. On the other hand, we wanted to get together and watch films. That's why I bought a laptop and now we can watch films wherever we are.

Exercise 5 (p. 65)

Bob: Hello, Sue! It seems ages since I last saw you. How are you keeping?

Sue: Oh! Hi, Bob. I'm OK, I suppose. Worried about the exams, of course. But then I imagine that's true for just about everybody. What about you?

Bob: I'm all right, I guess. To be honest, I'm a bit more worried about money than the exams.

Sue: What do you mean? What's the problem? You don't owe anybody money, do you?

Bob: Not really. Well, I owe my father a bit for the bike he helped me buy, but it's not much and I know he won't mind waiting. It's just that I don't want to have to ask my parents for money during the summer. I really would like to get a job if I can, but I don't know how to go about it.

Sue: Goodness! Is that all? Getting a summer job shouldn't be too difficult. I worked for a friend of my mother's last year, helping out in her shop.

Bob: Really? What sort of shop?

Sue: Oh, she has a shop selling clothes for girls ... you know, teenage fashions, that sort of thing. Actually, I'll probably work there again this summer. I quite enjoyed it last year.

Bob: Yes, well, I'm not sure that my parents have any friends who are shopkeepers. That's the problem when your parents are both teachers; their friends tend to be teachers, too.

Sue: What about the university notice boards? Have you checked them?

Bob: Yes, I have. There are no jobs advertised, just notices from people trying to find summer work.

Sue: Well, do you have any idea what you would like to do, at least?

Bob: I don't mind, really. I could work as a waiter or something like that. I like working with people.

Sue: There you go, then! Why don't you start going round the cafés and restaurants offering your services? I'm sure you'll find something if you put your mind to it.

MODULE 3

Unit 3.2

Exercise 7 (p. 71)

What a lovely picture! I can see some young girls and women wearing crisp white cotton dresses and brightly coloured headscarves. It appears as though they are dancing. It is a beautiful spring day and they seem very happy being out in the bright sunshine.

Unit 3.4

Exercise 10 (p. 75)

Mark: Well, hello, Sue! I hadn't realised you were back from your holidays. How was it?

Sue: Oh, Mark, it was lovely! What about you? You just got back too, didn't you?

Mark: Oh, my! Don't even talk about it! Almost everything that could go wrong, did. It was an absolute, total disaster.

Sue: Goodness! What happened?

Mark: Well, to begin with, the weather was awful. I mean, seriously, it rained the whole time.

Sue: What was your hotel like?

Mark: Noisy and dirty. And the restaurant!

Sue: The one in the hotel?

Mark: Yes. The food was really cheap ...

Sue: Well, that's a good thing, isn't it?

Mark: Yes, but they overcharged us. Twice!

Sue: Oh, my. Do I dare ask about the nightlife?

Mark: All the cafés were far too crowded for my liking. I guess I'm too old for that sort of thing.

Sue: Nonsense! Next time you'll have to come away with me.

Mark: Tell me about it.

Sue: Well, you know I went to Barbados?

Mark: Yes.

Sue: Well, we didn't go to the usual touristy places. Our hotel was off the beaten track.

Mark: Was it nice?

Sue: Very. It was nice and cosy. And very good value for money. Oh, and the scenery around it was incredible!

Mark: I'm jealous! I'm definitely coming away with you next year.

Unit 3.6

Exercise 3 (p. 78)

Peter

Another city break? I wouldn't bother. The whole idea of taking a holiday is getting away from it all. For me, nothing compares to a camping holiday. I wouldn't miss the opportunity of being close to nature for the world. Staying in a tent, sleeping under the stars, lying on exotic beaches and swimming in crystal clear waters are the perfect ingredients for an ideal holiday.

Ann

Culture exploration is a must when I travel abroad. I'm particularly interested in ancient architecture, so I prefer staying in historic cities. Last year, I went to Prague. Just walking along the busy streets in the Old Town and visiting gothic temples and art galleries was amazing. If you've never been there, it's well worth a visit!

John

Some of my friends absolutely love going travelling with a rucksack and staying at hostels, but backpacking is just not my cup of tea. I'm a fan of the urban lifestyle and I just can't do without my comforts. When on holiday, I always stay in a top class hotel. The perfect evening out

consists of a visit to a superb theatre and then dinner in a stylish restaurant. And before I leave my holiday destination, I make sure I've visited all the trendy shops in the area to buy gifts for family and friends!

Unit 3.7

Exercise 3 (p. 80)

Speaker 1

My favourite type of holiday is a beach holiday because I love relaxing by the sea and sunbathing. I also love swimming and water sports so it's ideal for me. To my mind, you can't beat a beach holiday for relaxation. I know I feel completely relaxed after I've spent two weeks in the sun and got myself a good suntan. Sun, sand and sea – that's all I need every time.

Speaker 2

I love backpacking holidays. It's great to have the freedom to travel from country to country as and when you like. For example, it's so easy to travel around Europe and go from one country to another and back again. If you ask me, it's the best way to travel as much as you want within a country easily and cheaply. I prefer to see as much of a place as I can and since backpacking is so flexible it allows me to do this. I tend to see more of a place because I walk a lot and I stay in hostels and bed and breakfast places which tend to be away from the main tourist areas and I also talk to the local people.

Speaker 3

I love to go on a city break because I like to see places of interest such as famous buildings and museums. As far as I'm concerned, there is nothing nicer than staying in a nice hotel in the centre and visiting all the museums and art galleries and so on. It's so educational. I love visiting ancient ruins, too. I'm not really bothered about the beach or the nightlife. I like to use the hotel facilities and learn about the culture and history of the place I am visiting.

Speaker 4

My favourite type of holiday is a camping holiday. In my view, it's the best because I love to be close to nature. I love to be outdoors and I like cycling and walking so I simply pack my tent and set off. The great thing about camping is that you can camp on the beach one night and then in the mountains the next. I love the freedom it gives me.

Exercise 5 (p. 80)

Speaker A

The reason I love to travel is that it broadens my knowledge of people, places and cultures. Every time I go abroad I try to learn as much as I can about the local

people, their language and their traditions and customs. I tend to stay away from the main tourist areas, and I try to use the local language as much as I can.

Speaker B

The biggest benefit of going abroad for me is the sunshine. It's a way to escape from the dreary British winter! Where I live, we're lucky if we see two weeks of sunshine a year. The rest of the time it's cloudy or rainy or both. I like to visit hot countries and just relax in the sunshine. I like to sunbathe and come home with a great tan.

Speaker C

I'm very interested in history, so the benefit of travelling for me is the chance to visit ancient ruins and actually go to the places where great events of the past took place. For instance, I've been to Egypt and visited the Great Pyramid to see for myself this great wonder of the ancient world. I've also been to Rome to see the Colosseum and to China to see the Great Wall.

Speaker D

I like to go places where I can do unique activities that I just wouldn't have the chance to do at home. I would like to go skiing in the Swiss Alps, scuba diving on the Great Barrier Reef, or swimming with the dolphins in Florida and so on. I haven't done all of these things yet, but I will. For me, travelling is all about doing something different.

Speaker E

When I go on holiday I love having someone else cook, clean and look after things while I relax and unwind. I travel first class and book myself into a luxury 5-star hotel and then I indulge myself. My food is prepared for me, my room is kept clean and tidy, someone brings me a drink when I want it and I pamper myself. I work hard all year, so I think I deserve it!

Speaker F

I suppose I'm lucky because my wife and I are both retired now, so we can go on holiday whenever we like. That's a good thing for us because we both love cruising and prices vary a lot depending on the time of year. The reason we like it so much is because you get everything – excellent accommodation and food, as well as fantastic entertainment.

Exercise 7 (p. 81)

Millhouse Farm is a family run campsite. It is in an idyllic rural setting just a short distance from many places of interest and local restaurants, pubs and shops. We offer visitors the opportunity to relax in the peace and quiet of the surrounding countryside and enjoy the scenery and attractions of this wonderful area. In addition to the

pleasure of the great outdoors, campers at Millhouse Farm also benefit from a fishing lake, planted woodland, fields, a playground and children's play area, facilities for netball, volleyball and football. Indoors, we provide table tennis, table football and a pool table. We also provide tourist information brochures regarding what there is to see and do in the area.

Our amenities are the best you can get. We provide hot showers free of charge in individual shower rooms as well as in a separate bathroom for the disabled. We have a dishwashing and vegetable preparation area as well as a laundry room with washing machines, dryers and ironing facilities. Our shop stocks an incredible range of food, drink, sweets, newspapers, magazines and toys.

Exercise 8 (p. 81)

Sarah: Are you going anywhere special for your holidays this year, Danny?

Danny: I'm going to stay in the countryside at a campsite.

Sarah: A campsite! I can't think of a more uncomfortable holiday!

Danny: Relax. It's not like that at all, Sarah. The place I'm going to is a great place with lots of restaurants, pubs and shops within walking distance. I'm going to have a great time, I can tell you. It's got a special play area for children, with slides, swings and an adventure playground.

Sarah: Aren't you a bit too old for all that? I thought you were into sports.

Danny: I am, but I'm going with my family so we need something for my little brother to do. You know how lively he can be. Someone needs to watch him all the time.

Sarah: You look after him a lot at home, don't you?

Danny: I help out when I can, but that's what a brother should do, right? Hopefully though, Mum and Dad will be looking after Alex while I get a chance to show off some moves on the basketball court. There's also a football pitch. It's sometimes difficult to get a full team together, but we didn't let that stop us last year.

Sarah: I went camping once and it rained every day. Of course, I'd left my umbrella and my raincoat at home. We got soaked to the skin and there wasn't anywhere for the things to dry. I was walking around in damp socks for ages.

Danny: They've thought of everything at this place. There's a laundry room with washers and dryers, and if you want to look your very best, there are also facilities to iron your clothes.

Sarah: Iron my clothes on holiday! You must be joking. When I go on holiday, I want sunbathing, good food, great friends and – above all – huge shops. I don't want to do any cleaning, ironing or cooking, that's for sure. I don't do it at home so I certainly don't want to do it on holiday.

Danny: Well this place might not have the shopping centre you're looking for, but it does have all the basics. There's a camp shop that sells a wide range of food if you want to do your own cooking. If you want something to read, it has all the latest newspapers and magazines and it even has a few toys to keep the kids happy. Look, Sarah, I know you like the city, but a holiday is not all about spending money. What about the fresh air?

Sarah: You could be right. Some fresh air would be a welcome break from all the pollution in the city.

Exercise 9 (p. 81)

Interviewer: Tonight, we have Jamie Fletcher, a travel writer, who is here to talk about his stay in an ice hotel. Jamie, what made you go there?

Jamie: The simple answer is that my editor sent me there, but it's also the nature of the job, I suppose. Nobody wants to read about how I spent two weeks on the beach – that'd be boring, which is why I don't do that kind of writing. What the readers want is the weird and the wonderful, and the ice hotel certainly fits that bill.

Interviewer: Can you tell us a little about how ice hotels started?

Jamie: It all started back in 1990, when a French artist held an exhibition in a sort of large igloo – a kind of shelter made of blocks of snow – in a place called Kiruna, way up in the north of Sweden, inside the Arctic Circle. Apparently, one night some of the visitors decided to sleep in the exhibition hall and it seems they enjoyed the experience. The first ice hotel opened soon after and it has been rebuilt ever since.

Interviewer: Did you say 'rebuilt'?

Jamie: Don't get worried – it doesn't mean it's poorly-constructed and in need of constant repair – the roof isn't going to fall on your head. In the spring, the ice melts as the weather gets warmer, and by the middle of summer there is nothing left of the old hotel and a new one has to be created out of new ice.

Interviewer: Having to rebuild a hotel every year sounds like a lot of hard work.

Jamie: It is, but it also has its benefits. The owners can easily change the number of rooms in the hotel. That's one reason why visitors are told to book well in advance – if the owners know how many guests they'll have, then they know how many rooms to build.

Interviewer: What about the furniture? Is that made of ice, too?

Jamie: Just about everything in the hotel is made of ice and in some hotels, even the plates and glasses are ice. Obviously, they won't serve you a hot meal on an ice plate, you'll be served cold food. You have to remember that the idea is not to spend a long time in these places – most people only stay for one or two

nights. If you want to stay longer, heated chalets are available. You can also get a hot meal in nearby restaurants.

Interviewer: I can't help thinking that this place is a little too cold for me.

Jamie: It's not as cold as you might think. Even when the temperature outside is minus thirty, the temperature inside rarely falls below minus three degrees. The air is very dry – despite all that ice – so it's not quite as bad as you would imagine. Of course, guests are told to bring warm clothes, but the hotels will provide them for people if necessary. And on the plus side, the beds are actually very warm, so a good night's sleep is no problem whatsoever.

Interviewer: It all sounds very interesting, but I'm not too sure that you've convinced me to go.

Jamie: It is expensive and it is a long journey for such a short break. Look, this is not the sort of place you would take the family to for a two-week summer break, but if you're looking for a holiday with a difference, I'm sure you'll find the ice hotel an unforgettable experience.

Unit 3.8

Exercise 2a (p. 82)

Student A

Choosing the right holiday for all the family can be difficult. The father wants to relax. The mother wants to go sightseeing. The brother likes anything to do with sport and the sister loves music. Their grandparents are also coming this year, and they need to be close to a doctor, just in case.

This is why many families choose to go to a resort. Places like this have something to suit all tastes. Dad can sit on the beach and read his paper, while Mum visits the local museum. The boy can try canoeing, diving or some other watersport, while the girl goes to the disco. Grandma and Grandpa have the best medical care at hand, and have no need to be anxious.

Of course, resort holidays are not always the most adventurous of holidays, and they may not be everyone's number one choice. But for a family of various tastes and needs, the resort can do the job where a camping holiday, for example, simply would not.

Student B

Choosing the right holiday for all the family can be difficult. The father wants to relax. The mother wants to go sightseeing. The brother likes anything to do with sport and the sister loves music. Their grandparents are also coming this year, and they need to be close to a doctor, just in case.

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Exercise 2b (p. 82)

Student A

Choosing the right holiday for all the family can be difficult. The father wants to relax. The mother wants to go sightseeing. The brother likes anything to do with sport and the sister loves music. Their grandparents are also coming this year, and they need to be close to a doctor, just in case.

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Exercise 4a (p. 82)

Student A

What the departure dates are?
 What hotel facilities is there?
 Do breakfast included?
 How many city tours there are?
 Are there some discounts?

Student B

What are the departure dates?
 What hotel facilities are there?
 Is breakfast included?
 How many city tours are there?
 Are there any discounts?

Exercise 5 (p. 83)

John: If somebody ever offered me a choice between a road trip and a cruise, I'd probably opt for the cruise. I mean, you can visit different places on both a road trip and a cruise but it seems to me you would see a broader selection of sights on a cruise. Also, you travel overland on a road trip whereas on a cruise you travel

by sea. I love the sea; it's just so calming. On the other hand, I'm not so keen on driving. Actually, both types of holidays are suitable for families, because they both offer lots of activities to keep kids amused. Also, a cruise is very luxurious and expensive while a road trip is not. And the biggest advantage of a cruise is that entertainment is provided on a cruise but you have to find your own on a road trip.

Exercise 6 (p. 83)

As far as I'm concerned, young people prefer different types of holidays to older people because they like to do different things. Young people like to do things such as listen to music and dance so they would prefer a resort with lively nightlife whereas older people would not. Apart from that, young people tend to be more active than older people so they prefer activity holidays.

Exercise 8b (p. 83)

In picture one, I can see an archaeological site. A group of tourists are walking around what looks to me like a temple, perhaps in Greece. In picture two, I can see a luxurious hotel with a swimming pool. There's a woman lying on one of the sunbeds sunbathing and it looks like she's enjoying a cool drink. Both of these pictures show people enjoying different types of holidays, of course. In both pictures, the weather is very good, with the sun shining, so it's probably summer. The first is a sightseeing holiday, where you go and visit museums, historical buildings and so on. People go on these holidays because they're interested in history and other cultures, and they want to find out more by actually visiting the place. The second is a holiday of relaxation at a modern resort. Here the staff of the hotel look after you and you don't have to work, cook, shop or anything else for a week or so. People who have very busy lives often choose holidays like this, because they like the feeling of luxury and having the chance to relax. Personally, I would choose the second kind of holiday, at the point where I am in my life, anyway. I'm studying at the moment and my life is very full; for example, I'm sitting important exams this summer. That's why when I go on holiday, I just want to chill out, give my brain a rest for a while. Besides, I think that a luxury hotel, with a waiter bringing me a cold juice by the pool, sounds like absolute heaven!

Focus on RNE

Exercise 4 (p. 97)

Int: Welcome to our weekly programme Holidays on a Budget. Today, our travel expert Myra Harris is talking about budget safari holidays in Africa. Myra, you've recently been on the Big Five Eco-safari in Kenya. What appealed to you about this safari in particular?

Myra: There are lots of marvellous safaris in East Africa. Countries like Uganda and Tanzania also give you the chance to see a wide range of game as you cross the vast rolling grasslands of the savannah. But the Big Five Eco-safari offers you all this while also being the best deal around at only three hundred and fifty pounds.

Int: And what does that include, exactly?

Myra: A two-day drive in the game park, park fees, food and accommodation. Oh, and of course the trip down to the park. The driver collects you from wherever you're staying and it's his job to make sure you get from door to door. The company has six safari vans in all; they're not brand new but they're well maintained. Don't expect anything too luxurious, though.

Int: Once, you get there, what's the accommodation like?

Myra: It's in tents, which is why it's called an eco-safari. The company wants to keep building to a minimum so that it doesn't destroy the animals' natural habitat. The campsite may not have the comforts of a big fancy hotel, but it offers everything you need. All tents contain proper beds on concrete bases and there's an en-suite toilet and shower in each tent, with hot running water.

Int: How about meals? Do you cook your own meals over a campfire?

Myra: Oh no, no. There's a proper canteen with a chef who prepares food in the kitchen. It's very simple stuff like sausages and beans; you won't get anything fancy. But they bring it out onto a buffet counter where you serve yourself, which is great because you can go back for seconds!

Int: Can you tell us a bit about the animals you can see on a game drive?

Myra: Well, many people go in the autumn in order to see the migration of the wildebeest. I wasn't bothered about that, though. You can see the animals in the Big Five all year round. That's what I wanted to do. Then you can say you've really been on safari! We saw lots of lions, water buffalo and elephants. And a leopard sprang out of the bushes roaring at us. We weren't frightened as we were in the van. But try as we might, the rhino disappointed us. There was a herd nearby but we couldn't find them.

Int: In order to book the trip, do you need to pay in advance?

Myra: Well, you can, but the company is quite happy for you to pay when you arrive in Kenya. You just go to their office in Nairobi and settle up on the spot. You can't arrange instalments, though, and they do prefer cash as it avoids extra charges for using credit cards.

Int: Finally, Myra, what would you say to someone who is thinking of going on this safari?

Myra: Many people say you get what you pay for. I guess there's something in that. It may not be the last

word in comfort and convenience. But it's not every day you get to see the Big Five! Don't go if you're used to living in the lap of luxury. Do go if you want the experience of a lifetime.

MODULE 4

Unit 4.7

Exercise 1 (p. 112)

Speaker A

I have always been influenced by others a bit too much. Growing up, my passion was drawing – and I was good. Everyone said I would be a successful artist. When it came to university, I wanted to study art, but my father had other ideas. “Art won't get you a career,” he said. “You should study accounting or the law.” So here I am today, a lawyer. It was the worst thing I could have done. I should have trusted my instincts.

Speaker B

In my final year of university, one of my friends left to start his own business. He asked me if I wanted to join him. I dropped out of my degree course without a second thought. But the business didn't work out. I thought about returning to my studies, but by then I was too in love with earning a monthly salary. So I never went back. If I had, I would be a lot better off than I am now.

Speaker C

I met Natasha on my travels around India. As soon as we started talking I felt a connection to her. When my holiday was over and it was time to return to England, I thought of asking her to come back with me. My idea was to open a little restaurant with her there. But I was too scared she would say no. I left without ever suggesting it. I wish I had. Now I'll never know what her answer would have been.

Speaker D

My best friend was never afraid of risk or failure. These are the sort of people who go on to great things in life. It was certainly true of my friend. Ten years ago, he had this crazy idea for a new restaurant chain. Right at the beginning, he asked me to come in with him. I turned him down. What a fool! I turned down the biggest chance of my life. My friend is now a multi-millionaire with an international chain of fast food restaurants.

Speaker E

I was brought up to save and not spend. I always watched every penny. My friends were very different. If they wanted something, they bought it. When I was eighteen, my two best friends invited me to join them for a year travelling around the world. All I could think

of was the cost so I said no. Five years later, we all have well-paid jobs and no money worries. The difference is that my friends have seen the world and are much richer for it.

Speaker F

I have a very successful, highly-paid career as a top executive with a major company. The trouble is, though, that I have to travel constantly. I do enjoy travelling the world for business, but it's left me with little time for family life. I would dearly have loved to have had more time with my children when they were younger. I feel that I never got to enjoy all the important stages of their lives as they were growing up.

Exercise 2 (p. 112)

Father: Good morning, Jamie. You're up very early this morning – unusual for you on a Saturday.

Jamie: Morning, Dad. Well, I'm up for a good reason.

Father: Oh, what's that then?

Jamie: My school is having a 'bottle drive'.

Father: Sorry? A what?

Jamie: A bottle drive. The students at my school are going to go around the neighbourhood and ask people if they want to donate any old bottles they have.

Father: Why? So they won't throw them away?

Jamie: Yes, that's one reason. Some people don't take time to recycle and they just throw their old bottles in the bin. That's not a good thing because glass takes such a long time to break down and the bottles lie there in the landfill sites.

Father: Well, that means that a bottle drive is a great way to help out the Earth. And we know how important that is.

Jamie: True. But there's another reason why we're going door-to-door asking for bottles.

Father: Oh?

Jamie: Yes. Some of the bottles are refundable and we're going to get the deposit back on them.

Father: Really? What are you going to do with the money?

Jamie: We're not sure yet. Some of the children thought it would be a good idea to use it to buy some saplings. You know, young trees, to plant in the school grounds.

Father: Yes, that sounds like a good idea.

Jamie: Some other students want to use the money to get some leaflets about recycling printed up. They thought that we could hand them out to local residents.

Father: Hmm, I think I'd go with that suggestion. It's a brilliant way to educate people about the importance of recycling. Maybe the leaflets would persuade them to get more involved in recycling.

Jamie: Actually, I think you've got something there. I'll let the others know what your opinion is.

Father: So, I hope you have a good day. Let's hope people are generous. Here's a little donation to get you started.

Jamie: Hey, thanks, Dad!

Exercise 3 (p. 113)

Int: Welcome to the show, Marius. As a travel writer, you get to explore the world and get paid for it. That's a dream job for many people. Is life as a travel writer everything it appears to be?

Marius: I'm extremely lucky to have the job I have. You might not get rich doing it, but it makes for a very rich life. So, yes, I think the perception the general public has of a travel writer's job is pretty accurate.

Int: What would you say is one of the biggest rewards of your job?

Marius: You meet other people, hear other languages, see other cultures. So you learn more about yourself and about life. You see, travelling constantly changes and challenges your ideas about people ... about life ... about yourself. You see what life is all about. And then there's all the wonderful memories that you take home with you.

Int: And what are some difficult aspects of the job?

Marius: There are many. But with regard to the writing process, one of the biggest challenges is to discipline yourself to write something every single day. It's so easy to put it off when you are travelling because life on the road is so full of fascinating scenes. But, before you know it, you've lost your story. You see, a place is like a dream. Unless you record it instantly, it will gradually fade from your mind. You must catch the sensations – the sound, the smell, the colours of a place – immediately.

Int: What would you say to people who are considering a career in travel writing?

Marius: Do it because you love writing. Do not do it for the money, the travel, or the adventure. Anyone who's in this job so that they can become rich or famous is going to be very disappointed. But anyone who is looking for personal development and challenge will be richly rewarded.

Int: What separates the successful writers from the unsuccessful?

Marius: As a travel writer, you should ask yourself what new angle you have to contribute. Millions of people, for example, visit the pyramids in Egypt every year and many of them write beautifully about it. But what is it about you that will allow you to say something fresh? Travel writing is very competitive, so it's essential to have a distinct style or a definite point of view.

Int: You said travel writers are not particularly well-paid. Do you have any hard feelings about that?

Marius: I can honestly say that I don't think of the financial side. The fact that we are poorly paid has never been a concern for me. Besides, one of the wonders of

travelling is that you don't have to be rich to live like a king. In many countries, you can afford luxuries and conditions that would be completely out of reach at home.

Int: You said that travel constantly challenges your ideas. Can you talk a little more about this?

Marius: When you travel you meet people who face terrible hardships like lack of clean water or poor housing. You realise that you will never have to face hardships like these. This is how travelling humbles you. Having said that, some of the happiest people I have met are extremely poor. How can you not learn from this?

Int: Thank you, Marius, it's been a pleasure.

Marius: Thank you.

Unit 4.8

Exercise 2a (p. 114)

Student A

Lake Baikal, the deepest lake in the world, is home to a very unusual resident. The Baikal seal, or nerpa, is the only species of seal that lives entirely in fresh water. It is thought to have lived in this lake in Siberia for two million years. No one is sure how it got there. One theory is that at some time Lake Baikal joined the sea and it came from there. Or it could have swum up streams and rivers to the lake.

The Baikal seal is different from other seals. Adults are around one and a third meters long, making them the world's smallest seal. Their bodies contain a larger than usual amount of blood, which makes them exceptional divers. They live longer than other seals, too, reaching an age of up to fifty.

This unique animal still continues to survive, in spite of being hunted. However, it needs all our care to ensure its future.

Student B

Lake Baikal, the deepest lake in the world, is home to a very unusual resident. The Baikal seal, or nerpa, is the only species of seal that lives entirely in fresh water. It is thought to have lived in this lake in Siberia for two million years. No one is sure how it got there. One theory is that at some time Lake Baikal joined the sea and it came from there. Or it could have swum up streams and rivers to the lake.

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Exercise 2b (p. 114)

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Exercise 4a (p. 114)

Student A

Where is the workshop?

Do you have to book a place?

What topics are covered?

What is the price of the handbook?

Student B

Where is the workshop?

Do you have to book a place?

How many classes are there?

What topics are covered?

What is the price of the handbook?

Exercise 6 (p. 115)

I've chosen photo number one to talk about. I took this photo when my class went to plant trees in a field near our school. The field was completely empty so we thought we would make a park. In the photo you can see three of my classmates. They're getting ready to dig a hole in the ground and plant some saplings. Hopefully, they will grow into beautiful big trees. They've got small shovels to dig the holes. As you can see, the ground was really dry. That's why we needed the watering can! It was hard work! Mandy is wearing gloves to protect her hands. I took the photo so that we could show everybody what we had done. I also wanted to remember the day because we had such a good time. I am showing you this picture because I feel proud of the work that we did.

Focus on RNE**Exercise 4 (p. 127)****Speaker A**

When the shops started opening on Sundays, I was the first customer. I suddenly realised, though, that my house was full of things that I'd bought and never used. So I decided to stop. I now think long and hard about anything I want to buy. I ask myself two questions. One: Do I really need the item? Two: Is there anything I can use instead of buying the item? I've saved loads of money that way.

Speaker B

I love shopping. It's my hobby! Whenever I have any free time, the first place I go to is the shopping mall. I can spend entire days there. It's like a day out. You can do some shopping, have a meal, do a little more shopping and finish with a film – and all under one roof. I spend too much money, though, and I do get anxious about that, especially when I get my credit card bill at the end of the month.

Speaker C

Whenever I go to the supermarket, I always make a list first and stick to it. I make sure I ignore all those little extras they have around the checkout. If I want larger items, I'll always wait for the sales. You can save a small fortune just by waiting a little and then getting the best bargains. And I don't have any credit cards. That's like borrowing money that you don't have. I much prefer to save up for something.

Speaker D

I can see the attraction of these big shopping malls, but there's something about the experience I don't like. The air seems dry and recycled and I often leave these places with a really bad headache. I much prefer to buy whatever I need from the small shops in my area. I find the people are friendlier and you can stop and have a chat. It may cost a little bit more, but I feel it's worth it.

Speaker E

I'm very busy during the week, so all my shopping has to be done on Saturday. I used to go into town, try and get everything on the list, only to find back home that I'd forgotten something. Shopping is so much easier on the Internet. I have time to find the things I want, get them at a better price, and have them delivered straight to my doorstep. I can even order food from the supermarket now. It's much more convenient.

Speaker F

A lot of my friends use it, but I would never buy anything online. Some people are worried about credit card fraud. It does happen, I suppose, but for me, the

problem is one of choice. I like window shopping. I love to take my time when shopping and perhaps buy something that I never expected to find. You can't do that with the Internet – you have to know exactly what you're looking for and it takes all the enjoyment out of the experience.

Exercise 5 (p. 127)

John: I've been helping out at the community centre most weekends. Every Sunday they provide a roast dinner for the homeless. Why don't you come along next Sunday?

Ruth: I'd love to come and help out, but on Sundays I've always got family commitments. Besides, I'm not a very good cook.

John: Neither am I, but the volunteers don't actually do any cooking. You know The Royal – the big hotel next to the train station – well they deliver all the food, ready to serve. It's very good of them. Apparently their head chef was homeless himself once and so he likes to do what he can for others in that situation now.

Ruth: That's very good of him, but who pays for the food? It must cost quite a lot, I've eaten in the restaurant there and it wasn't cheap.

John: Well, obviously the hotel is buying in bulk, so the prices are lower. And the restaurant staff help by contributing some of the tips they get during the week towards the cost. The hotel doesn't charge for delivering the meals, and they sometimes send some extras too, like fruit, cakes and biscuits – any food they have that may soon be out of date. It's much better than throwing it away.

Ruth: I really wish I could do something.

John: But you can! The community centre doesn't just give the homeless a hot meal, we also provide them with clothing. Now that winter's approaching, they're going to need plenty of warm clothes as well as hats and gloves. We rely totally on donations of second-hand clothing from the public. The local youth club regularly lend a hand by going around the town doing door-to-door collections.

Ruth: Maybe I could help out with that side of things. I'll put up a notice at work and organise a collection. And my mother and her friends all enjoy knitting so I'll ask them to make some hats and gloves. I'm not as good at knitting as they are but I think I could manage to knit some scarves. They'd be useful wouldn't they?

John: Of course. Every little helps. I know some people think that the homeless don't deserve charity, but anyone can find themselves in that situation and I can't imagine how awful it must be for them, especially in the winter.

Ruth: Absolutely! We don't realise how lucky we are sometimes, do we?

MODULE 5

Unit 5.2

Exercise 7b (p. 133)

We can all fight crime. The best thing we can do at home is to lock the doors and windows. We can also protect ourselves at home in other ways:

- Always try to see who's there *before* opening your door. Look through a peephole or a safe window. Ask any stranger to tell you his or her name and to show proof that he or she is from the identified company or group. Remember, it is okay to keep the door locked if you are uneasy.
- Children that are home alone should never tell anyone at the door that they are on their own. Tell the person at the door that your parent is on the telephone or too busy to answer the door and to come back another time.
- Make sure that locks, doors, and windows are strong and cannot be broken easily. A good alarm system can help. Many police departments will send an officer to your home to suggest changes that could improve your security.
- Do not enter your home if there are signs that it has been burgled. Go to a neighbour's house or use a mobile phone and call the police. Stay in a safe place until the police arrive.

On the street, stay alert at all times, even in your own neighbourhood and at your own door. Walk with a friend. Try to stay away from places where crimes happen, such as dark parking lots or alleys. You can also:

- Call the police if you see anything suspicious or someone doing graffiti. If there is a person hanging around your neighbourhood that makes you uncomfortable, call for help.
- Don't carry a lot of cash. Try not to carry a purse. Put your money, credit cards, or wallet in an inside pocket. If a robber stops you, hand over any cash you have.
- Don't try to stop someone if you witness him or her committing a crime. Call the police and provide them with any information you have.

Unit 5.3

Exercise 3 (p. 134)

Announcer: Welcome back to the show. We are talking with James Blunt, author of 'Nanotechnology – the next big thing?' Tell us James, how do you think this science can affect people's lifestyles?

James: I believe nanotechnology will affect our lives in every way possible, including transportation, housing, consumer products, the environment, security, food and medicine.

Announcer: Really? Can you explain a few of the more common effects people will notice in their daily lives?

James: In terms of transportation, people will see cars and planes become much safer and more efficient. Newer, lighter materials will be used in the manufacturing process that will make them stronger, yet lighter. These changes will mean less fuel will be used, while at the same time each will be faster and easier to operate.

Also, everyday consumer products such as cleaning materials will also be safer and more efficient. Self-cleaning glass and fabrics will save time and money, because people will no longer have to purchase and use chemically produced cleaning agents to clean their homes and clothing. Of course, all of these advancements would have great positive effects on the environment because we would be removing chemicals and the huge need for fossil fuels. Also, new technology would help us purify water to a state that it would be drinkable by all living things.

Announcer: Those sound like great changes, James. What can you tell us about life-saving developments like food production and medical progress?

James: I am glad you asked. As far as food production goes, there could be huge improvements. Hunger could literally be wiped out if we used this technology to safely produce genetically engineered crops of all kinds. We could safely produce much larger, better quality wheat crops, fruits, vegetables and animal food sources. The most exciting news, though, is in the field of medicine. We believe the greatest achievements would be seen in the areas of diagnosis and treatment. We could detect genetic disease long before any symptoms are seen or felt and treat the disease quickly and efficiently. Drugs could be directly injected into the bloodstream, which would cause a faster, more positive result. It is hoped that many devastating illnesses and diseases would be cured or at least controlled with these methods.

Announcer: That is very exciting news James. Thank you for sharing your insights into this topic and explaining some of the great technology that we can look forward to in the future.

Unit 5.6

Exercise 9 (p. 141)

Andrew: I don't really enjoy shopping, so when I have to buy myself clothes I like to go to one place and get everything I need. That is why Marks & Spencer's is my favourite department store. I can pick up everything I need and even have lunch! The prices are quite reasonable and the quality of the products is excellent. I would never shop anywhere else.

Claire: My favourite place to buy clothes is a second-

hand clothing shop in London. I have found some of the most unique jumpers and T-shirts at a place called StyleMaven. My friends think I am crazy to buy things that used to belong to someone else, but I think it is fun! I don't have a lot of money to spend on clothes, so this way I can have everything I need at a reasonable price.

Vicky: I enjoy dressing well and looking stylish. I love the quality and fit of designer clothes. There are a few select shops I buy my clothes from, but my favourite boutique is called Dena's. Every piece is unique and can be tailored to fit perfectly. The shop assistants know me and always provide me with excellent service and advice.

Unit 5.7

Exercise 1 (p. 142)

Speaker A

The thing is that I'd always known I would be following in Dad's footsteps and taking over the management of the shop. I knew I had to be able to read and write and do sums, but apart from that, I didn't see the point. For me, school was a place to hang out with your mates and have a bit of fun. My parents wanted me to try harder, though, and now I see that they were absolutely right.

Speaker B

Where I come from, most people didn't really value education. Everyone just wanted to finish school and then go and get a job to make some money. The other kids in my class would shout names at me like egg-head and brain-box, as if it was actually a terrible thing to be bright. But I didn't mind, because I wasn't about to end up working in the local factory. In fact, I was the only one at my school who went on to higher education.

Speaker C

In many ways I was very lucky. Not many people get the opportunity to attend a top quality school. I got a very good classical education and I can still read in Ancient Greek and Latin, which is a rare thing these days. Going to such a famous public school was a real headstart in my life. I wouldn't say that I didn't enjoy it, as there was a real sense of companionship between the boys and masters.

Speaker D

Looking back, all I can say is that I wish I could do it all again. They were such carefree times. I've heard some people say how strict their teachers were at school and that they had a really miserable time of it. For me, it was just the opposite. The teachers really cared about all the pupils and did their best to ensure that learning was an enjoyable process.

Speaker E

The school was pretty strict, I must say. There was no messing around in the classroom if you knew what was good for you. Everyone obeyed the rules because we had a lot of respect for the teachers. They didn't just want to get facts and figures inside our heads, they also wanted to turn us into well-mannered, responsible citizens. It was a good thing, as far as I'm concerned. It really helped you to know where you were and what you were supposed to do.

Speaker F

I was having a discussion with some friends the other day about education. My friend Jan said that because teachers had to go to school for so long they should get far higher salaries. I'm not sure about that, but I do feel that teachers should have more experience in child psychology and child development. I honestly think it would make their jobs far easier. And, of course, it would be much better for their pupils.

Exercise 2 (p. 142)

Katya: Well, James – you've been here in our wonderful city of St Petersburg for two days now. What do you think of it so far?

James: Of course I'm having a fantastic time, Katya. Visiting all the museums and palaces and monuments – it's been amazing. I loved the Chekov play we saw last night, too. But now I think I'd like to see something of modern St Petersburg.

Katya: OK! Let's start today with a visit to Nevsky Prospekt, then. It has some of the best shops in the city. I think you'll like Gostiny Dvor – it's one of the most fashionable shopping centres in all of Eastern Europe. The Passage is also well worth a visit for its wide range of luxury goods.

James: They sound really expensive!

Katya: Most of the shops are pretty upmarket, but if you want to get some presents to take home with you I'm sure we'll find something. Some of the shops are quite affordable. There are also lots of great cafés and restaurants in the area so we can have lunch after shopping.

James: I think I'll stick to window shopping and get my souvenirs another day at this little shop I saw. Lunch somewhere nice would be great, though. What about this evening? I'd love to see some live music from a local band.

Katya: This city is famous for its music scene. There are clubs for every type of music. There are lots of jazz, rock and rave clubs. I really love a club called Fish Fabrique – I go there all the time. All the best local bands perform there. It's in a very trendy arts centre that has galleries selling modern art, too. How does that sound?

James: Great! We can have a look round the galleries first. It will be really interesting to see what young artists in this city are doing. Then we can go relax and listen to some good music in the club. I don't think I could ask for a better evening's entertainment.

Katya: I'm glad you like the idea. So that's settled then. We've got a full day planned out for us and you can get to see something of modern life in the city.

James: Yes – I love the historic centre of the city, don't get me wrong, but it would be a shame not to see the other side of the city while I'm here. And I'll have even more stories for all my pals when I get home. They'll be so jealous.

Exercise 3 (p. 143)

Int: My guest today is a rising star of accessory fashion design, Patrick Ronan. Firstly, could you give us a picture of what accessory design is?

Patrick: An accessory is anything that is worn to enhance an outfit. Hats, bags, belts and scarves are all examples of accessories that add to the look of the clothes you wear. They put the finishing touches to your wardrobe. They are, if you like, the icing on the cake. I create a range of different accessories for the styles that are in each season.

Int: You've been working a lot with some of the biggest names in fashion lately, haven't you?

Patrick: I've been very lucky to have been working with three of the leading Paris fashion houses in the past couple of years, designing accessories for their boutiques. I also have my own shop in London, which sells my own line of luxury accessories, so I spend a lot of time in both places. Sometimes I wake up and I have to remember where I am. It's exciting, though, because it's like I lead a double life – half French, half English.

Int: So how did you get started in the business?

Patrick: I trained at the London College of Fashion. After I graduated, I started making hats and bags and selling them on a stall at Greenwich Market and they were very popular. But my big break came when Vogue magazine asked to use some of my stuff for a fashion shoot they were doing.

Int: What kind of materials do you use for your designs?

Patrick: I mainly use leather because it's so versatile. You can use it in so many different ways and it comes in a wide variety of forms, from very soft to extra stiff. I don't use fur or other types of animal skins, though, as I don't think it's ethically right to use parts of an animal if it's not something that you eat, too.

Int: Would you say that your creations are eco-friendly?

Patrick: I would indeed. I use only natural materials, like leather and wool. Also, there are no artificial chemicals used in the dyes that colour the materials I use. I think

it's very important to protect the environment and I think the fashion world, in general, is starting to realise this now as well. Many designers, like myself, are now making a lot of effort to ensure that our designs are not only beautiful to look at and own, but also that these goods cause no harm to the environment.

Int: What inspires you when you are working?

Patrick: All sorts of things, really. I spend a lot of time in museums and libraries, researching fashion accessories from the past. That helps me to get some basic ideas, and then I try to take the old and bring something new to it, make it modern. I also get a lot of ideas from nature, like the shape of a leaf or flower can end up being a new bag design, for instance. I think, as a designer, you have to be aware of everything going on around you.

Int: So what's next on your fashion horizons?

Patrick: A well-deserved holiday in the Caribbean is what I dream of. Ah well, maybe next year, if I'm lucky! I could really do with a rest after my six months' contract with Topshop. We produced lots of my designs for the mass market. I'm also very proud that I will be doing some work on a BBC programme for their costume department. They won't pay very much, but it really will be a lot of fun.

Unit 5.8

Exercise 2a (p. 144)

Student A

Smartphones are everywhere today. But now there is also the smartwatch. Some people think there is no point in owning one. They do everything a smartphone can do. The only difference is that a smartwatch is worn on the wrist.

However, this can make a big difference for some people. Athletes and fitness freaks, for instance, use smartwatches as fitness trackers. Being in contact with the skin, these gadgets can read body functions. They can tell you how far you've run and at what speed. They can also keep track of your heart rate, calorie intake and sleep patterns.

Business people, too, may find a smartwatch useful. They are more discreet at meetings. You can check messages and other information without the need to unlock your mobile phone. Wearing one also means you are less likely to miss a call. A slight vibration on your wrist is sufficient to let you know someone is trying to contact you.

Student B

Smartphones are everywhere today. But now there is also the smartwatch. Some people think there is no point in owning one. They do everything a smartphone can do. The only difference is that a smartwatch is worn on the wrist.

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Exercise 2b (p. 144)

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Exercise 4a (p. 144)

Student A

- What is the opening time?
- How long does the show last?
- How can I get there?
- Is there an admission charge?
- Are there any clothes for sale?

Student B

- What is the opening time?
- What time is the last show?
- How can I get there?
- Is there an admission charge?
- Are there any clothes for sale?

Exercise 6 (p. 145)

In the first photo, we can see some people in a natural history museum walking round viewing prehistoric exhibits. The second photo shows us another group of people in a science museum wandering along an aisle next to some glass display cases. The photos are similar in that they both show interiors of museums with visitors in big exhibition halls. Another thing they have in common is that it is probably fairly warm in there, judging by the clothes people are wearing. These are both educational opportunities to learn about the past. The main difference, of course, is the exhibits themselves. Photo number one shows the colossal skeleton of a dinosaur with its enormous ribcage and huge jaws. Photo number two, on the other hand, shows us a more technologically based exhibition – a vintage car, some other old models and an old warplane, I think it is, suspended from the ceiling. Also, there is some contrast in the visitors. In the first picture, they seem to be more actively engaged in what they are seeing. Someone in the foreground is taking a photo of the dinosaur and there is a small school group in red uniforms in the background who appear to be studying the skeleton. In the second picture, we get the impression that people are just passing through – maybe to see some interactive exhibits further on. I think that young children would find the museum in photo one more interesting. I say this because I believe dinosaurs appeal to kids' imaginations in a way that old cars and trains wouldn't. Dinosaurs, for kids, are both scary and fun!

Unit 5.12

Exercise 7b (p. 153)

In the next part of the story the boss tells Lije about the conflict between Earthlings and Spacers. Earthlings are people who live on earth. They stayed on earth when the Spacers left earth to live on other planets. There was a war between Earthlings and Spacers. The Spacers broke contact with Earth so that Earthlings could not travel to other planets. There was no contact between them for many years.

A thousand years later, some Spacers returned to Earth. Now they live in the same city as Lije and his boss. Earthlings dislike them because of the war. Spacers are separated from Earthlings and live in their own area called Spacetown. Spacers are rich and try to keep Earthlings away from Spacetown.

The boss tells Lije that a Spacer died three days ago. The Spacers think that an Earthling killed him. Lije is very surprised. He doesn't think that it could be an Earthling. The boss reminds him of the conflict. He tells Lije about the tension building between Earthlings and Spacers. He wants Lije to investigate and find out who killed the Spacer.

Lije wonders why the boss has chosen him when there are better detectives that could do it. The boss tells him it's because they are friends and he knows he can trust him. He says Lije can also gain a lot from solving the crime. The Spacers want one of their own policemen to work on solving the crime as well. Lije agrees to have a Spacer partner. His partner will live in his house with him and his family. Then, the boss tells him that his partner will be a robot that has been built by the Spacers. Lije really doesn't like robots. He thinks that they will replace Earthlings in the future. He doesn't want to work with a robot. He is worried about what his wife, Jessie, will say. Lije finally agrees because the boss will give him a promotion when he has solved the crime.

Focus on RNE

Exercise 5 (p. 158)

Int: Hello, everyone, welcome to this week's edition of *The Stars Go Green*, where we feature a famous person every week who is doing something to help the environment. This week's guest is fashion designer Brandon Wells. Brandon, welcome to the show.

Brandon: Thank you.

Int: Brandon, you've been living and working in London for eight years now and you travel everywhere by bicycle. Have you always ridden a bike in London?

Brandon: Goodness, no! When I first came here, I wouldn't have dreamed of cycling in the centre. It was far too dangerous, mainly because of the heavy traffic, but you also had to deal with the exhaust fumes. I can remember watching the cycle couriers weaving their way through the fumes. They looked like surgeons with their face masks on.

Int: So how did you get around the city in those days?

Brandon: By bus. I didn't drive a car then and I couldn't afford a taxi. Of course, if you're really in a hurry, you take the Underground. But I never used the Tube and still don't. I'm terrified of being stuck inside a tunnel! It happened to a friend of mine once. He said it was a terrifying experience!

Int: How long did your bus journeys to and from work take?

Brandon: About an hour. But then they introduced the Congestion Charge – you know – where you pay a charge to bring your car into the city centre – and my travel time was halved. It definitely succeeded in deterring motorists, even though you'd think car park fees would already have done that. Well, after a few months of going to work by bus, I noticed there were far more cyclists in the centre. Or maybe it just appeared that way because there were fewer cars around.

Int: So at what point did you change from bus to bicycle?

Brandon: I saw that cycling had definitely become a safer option. I started to count how many cyclists I spotted on each journey – then, when I reached three hundred I promised to buy myself a bike! It was a month or two before that happened. But by that time there was a network of cycle paths as well.

Int: How did it feel the first time you rode your new bike to work?

Brandon: I remember being nervous in case I got hit in the traffic. I wasn't sure how long the journey would take, so I allowed an hour. In the end, I was twenty minutes late that morning. The boss wasn't very happy, I can tell you. It wasn't the distance I misjudged – it was my lack of fitness!

Int: You're very fit now, though! How did you manage it?

Brandon: Well, I hadn't done any serious cycling for years. I'd had a bike as a teenager, but I only used it at weekends visiting friends in the neighbourhood. Now I was attempting to cycle ten miles a day! My muscles were so sore at the beginning that I decided to catch the bus one day and cycle the next. Gradually, I was able to give up the bus!

Int: What do you think is the biggest benefit of riding a bike?

Brandon: There's no doubt that it saves you time when you want to get somewhere in town quickly. But the really great thing is the improvement in my health. I really noticed it swimming last summer. I could swim for hours without getting tired. In fact, I'm in better shape now than I was ten years ago!

Workbook Key

Module 1 – Sports & Entertainment

Reading & Vocabulary (pp. 4-5)

- 1 a) 1 3 3 2 5 2 7 2
2 1 4 3 6 2
- 2 1 C 3 B 5 A 7 D 9 D
2 D 4 C 6 B 8 B 10 C
- 3 1 competitors 4 rival 7 referee
2 spectators 5 umpire 8 trainer
3 runner-up 6 commentator
- 4 1 score 4 physical 7 true
2 win 5 break 8 playing
3 happy 6 sports

Listening (p. 6)

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

Speaking (p. 7)

Task 2 (Suggested Answer)

- 1) What time do the meetings start?
- 2) Where are the meetings held?
- 3) Do I need to have any theatrical experience?
- 4) When is the next performance going to take place?
- 5) Are there any fees if I join the club?

Task 4 (Suggested Answer)

In the first picture we can see a crowd of people at a concert or disco. There are bright lights flashing and people are dancing. In the second photo we see a group of people on a roller-coaster ride, probably at an amusement park. They have their hands up in the air, and they look like they are excited and having fun. The pictures are similar in that they both show types of entertainment that people do in their free time. I think that in both pictures the people are young and they are having a good time hanging out with their friends. The pictures are different in that in one the event is at night and in the other it is taking place during the day. Another difference is that the concert or disco seems to be indoors and the roller-coaster ride is outside in an adventure park. In the photo of the people dancing there are blue and green strobe lights, and it is probably very loud. On the roller-coaster I image there is no music and the only sounds are those of people screaming in excitement. I would prefer to be in the first situation, because I am afraid of heights, and I have never

been on a roller-coaster ride. I love dancing, especially to rock music so I would enjoy going to a club or a concert. I really like spending time dancing the night away with my friends.

Reading & Vocabulary (pp. 8-9)

- 1 A 6 C 7 E 4 G 8
B 3 D 5 F 2
- 2 1 frequent 5 life 9 proud
2 scientist 6 traffic 10 spirit
3 save 7 public
4 foreign 8 securely
- 3 1 trip 4 flight 7 travel
2 journey 5 tour
3 voyage 6 cruise
- 4 1 pack 6 commute
2 passengers 7 cabin
3 traffic jam 8 return ticket
4 motorway 9 package deal
5 adventure 10 voyage
- 5 1 oversee 4 running/run
2 accelerate 5 had (had)
3 is making/made 6 caused

Reading & Vocabulary (pp. 10-11)

- 1 a) A 1 C 7 E 6
B 4 D 2 F 3
- 2 1 influenced 5 revolutionised
2 achieved 6 paving
3 dedicated 7 re-uniting
4 released 8 emulating
- 3 1 B 3 C 5 A 7 C 9 D
2 A 4 C 6 B 8 A 10 D
- 4 1 kind 5 safety 9 world
2 style 6 fashion 10 popular
3 industry 7 audience
4 success 8 band

(Suggested Answers)

- 1 The Rolling Stones are an amazing band; they are truly **one of a kind**.
- 2 Her **style of dress** is a bit unusual but I like it.
- 3 It is incredibly difficult to break into the **music industry**.
- 4 Their new album is sure to be a great **commercial success**.
- 5 One of our main **safety concerns** is people who don't wear seatbelts.

- 6 Have you noticed how **fashion trends** change every season?
- 7 The singer looked out at the **vast audience**, took a deep breath and began to sing.
- 8 Coldplay is the most popular **pop band** in the world.
- 9 I'm not really interested in the **world of fashion**.
- 10 I prefer classical music to **popular music**.

Grammar & Vocabulary (pp. 12-13)

- 1 1 3 3 1 5 2 7 3
2 2 4 3 6 2

- 2 1 no doubt you will be
2 swam well apart from
3 would rather stay in than
4 didn't deserve to be
5 had difficulty finding
6 is responsible for dealing
7 unlikely (that) there will be
8 were driven into town by

- 3 1 had rained/been raining 5 being chased
2 his 6 have come
3 Did you rest 7 'll give
4 didn't sleep

- 4 1 locations 4 competitive
2 beneficial 5 supportive
3 development 6 encouragement

Writing letters/emails (pp. 14-15)

- 1 A ending – informal email to a friend
B beginning – formal letter of application
C ending – formal letter
D beginning – formal letter giving information
E beginning – informal reply to a letter of invitation
F ending – informal letter or email to a friend

2 (Suggested Answers)

B Opening remarks: I am writing to express my disappointment with the service I recently experienced in your shop.

Closing remarks: I look forward to receiving your prompt reply concerning this matter.

C Opening remarks: Hi, I hope you and your family are all well. I've been thinking about my gap year arrangements and wondered if you can give me some advice.

Closing remarks: I hope you can help me. I'm waiting to hear from you.

D Opening remarks: I am writing to enquire about computer courses. I am interested in learning more about programming and I would be most grateful if you could forward details of courses to me.

Closing remarks: I look forward to hearing from you.

E Opening remarks: Thanks for the info on Rome, it'll be really useful.

Closing remarks: I'll let you know how the trip goes and send you a postcard.

3 A formal

- 1 to inform you
- 2 we will be holding
- 3 some important announcements
- 4 regarding the new
- 5 all members of staff
- 6 The venue will be
- 7 Please ensure
- 8 promptly
- 9 writing materials
- 10 will be providing

B Informal

- 1 to let you know
- 2 there will be
- 3 some important things
- 4 about the new
- 5 everybody
- 6 It's being held in
- 7 Make sure
- 8 on time
- 9 something to write with
- 10 will be giving out

4 The first example is written in an informal style which is inappropriate for a letter of application.

- 1 Dear Mrs Bryan
- 2 saw your advertisement
- 3 in Thursday's edition of 'Student Today'
- 4 I would like to apply for the position
- 5 I am in my final year at school
- 6 enjoy my studies very much

The second example is written in a formal style which is inappropriate for a letter to a friend.

- 7 I'd love to drop in and see you
- 8 hang out with
- 9 Let me know if you're around!
- 10 Can't wait to hear from you
- 11 Love

- 5 1 C Letter of complaint to an airline company – mild
 2 B Letter of complaint to the manager of a restaurant – strong
 3 A Letter of complaint to an online camera supplier – strong
- 6 a) 1 I am writing to complain about
 2 I was quite disappointed with
 3 Contrary to the information in your brochure
 4 Moreover
 5 She didn't offer an explanation
 6 I feel that I am entitled to
 7 I hope to hear from you

The tone of the letter is mild.

phrases that show tone: **quite** disappointed, **some** of the facilities, I **feel** I am entitled

- b) The writer is complaining about a holiday because:
 1 The swimming pool was being built
 2 The hotel wasn't luxurious
 3 The rooms were small
 4 The hotel didn't match the brochure description
 5 The representative was unhelpful and rude
 6 The rep was very late at the airport to meet them
 7 The rep didn't find out the information the writer requested
 8 The rep didn't apologise for being late or unhelpful

- 7 1 Despite 3 but
 2 Nevertheless 4 In spite of the fact

Vocabulary & Grammar Practice I (pp. 16-17)

- 1 1 C 5 B 9 B 13 C 17 A
 2 D 6 D 10 C 14 C 18 B
 3 A 7 C 11 A 15 B 19 D
 4 B 8 A 12 D 16 D 20 D
- 2 1 C 5 B 9 B 13 B 17 C
 2 A 6 B 10 A 14 C 18 A
 3 C 7 D 11 D 15 D 19 A
 4 C 8 D 12 B 16 A 20 C

Module 2 – Food & Health

Reading & Vocabulary (pp. 18-19)

- 1 a) 1 3 3 3 5 3 7 3
 2 1 4 4 6 2

- 2 1 A 3 A 5 C 7 B 9 D
 2 D 4 C 6 B 8 B 10 B
- 3 1 supplement 6 combat
 2 revealed 7 referred
 3 deteriorated 8 balanced
 4 abstained 9 coping
 5 underestimated 10 rectify

Listening (p. 20)

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

Speaking (p. 21)

Task 2 (Suggested Answers)

- 1) Where is the health food shop located?
- 2) What time does the shop open?
- 3) What special offers do you have?
- 4) How many prizes are there?
- 5) Do you sell organic products?

Task 3 (Suggested Answers)

1 I've chosen photo number one to talk about. I took the photo last June when I was at a summer camp in the mountains with my schoolmates. All the people you can see in the photograph are in my class at school. I took the photo on the first evening when we got to the camp. We had been hiking all day and were tired and hungry. We had just made a fire and were grilling sausages together. The sun was still shining though it was early evening, and there were lots of wildflowers among the trees around our camp. Just as I was taking the photograph my friend Maria dropped the sausage she was grilling into the fire. She is standing up trying to rescue it. Everyone is laughing and having a good time except George who looks a bit worried in case he loses his sausage too. I took the photo because I was having fun with my friends and I wanted a photo to remind me. We all laughed a lot when Maria lost the sausage. I'm showing you the photo because I know you are nervous about going camping next year, and I wanted you to see for yourself how much fun we had. Maria didn't save that sausage but luckily there were plenty more, so she didn't go hungry. In fact we had a really great holiday together.

2 I've chosen photo number two to talk about. I took it last Wednesday when I was at home with my sister Mara and my best friend Jane. We had all just come back from swimming at the local leisure centre. We were very hungry after our exercise. When we arrived home we remembered that our mum had gone out for the evening to see a film at the cinema. We had to cook for ourselves. Mara was a bit annoyed because she was really hungry. Here she is with the bowl of vegetables she is going to use to make pasta with vegetables. My sister wanted me to cook but I had done it the last time. In fact, the pasta that Mara made was really delicious. My friend Jane saw me taking the photo and she jumped in. She also helped Mara to cook. I took the picture because I wanted mum to see that Mara really can cook. Mara always says that she is not able to, so that someone else does it instead. I wanted you to see this so that you can see how much fun we have when we are at home.

3 I've chosen photo number three to talk about. I took it last Easter when I was in Paris on a cookery course. That is the master chef, Jean-Pierre, on the left. He was the teacher on the course and he was teaching us how to cook all sorts of interesting dishes. With him in the picture is my friend Sergei from Moscow. I met him on the course, and we have become good friends, because we both love cooking. We both also want to be chefs when we finish college. In this picture Jean-Pierre is showing Sergei how to arrange the food on the plate. How the food looks on the plate is very important when you are a chef. It was the last day of the course and we had a competition to find the best plate. I took the picture when we were doing our final preparation for the contest. I wanted to remember how everything looked because I will use some of these ideas in the future. I also wanted to have some memories of the new people I met on the course. It was such a great time in Paris. I am showing you the picture because you asked who my new friend Sergei was, so here he is.

Reading & Vocabulary (pp. 22-23)

- 1 a) A 4 C 5 E 6
B 7 D 1 F 2
- 2 1 course 5 snack 9 stall
2 ingredients 6 tip 10 dish
3 bill 7 flavour
4 spices 8 dessert
- 3 1 peel 5 grilled 9 stew
2 slicing 6 boiling 10 roasting
3 baked 7 chop
4 fried 8 simmer

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

Reading & Vocabulary (pp. 24-25)

- 1 a) A 3 C 1 E 4 G 5
B 6 D 8 F 2
- 2 1 meet 3 staff 5 supply
2 filled 4 renowned 6 prepackaged
- 3 1 delivering 5 clashed
2 rushed 6 owns
3 caters 7 served
4 developing 8 progressed
- 4 1 C 3 C 5 A 7 D 9 B
2 A 4 D 6 B 8 B 10 C

Grammar & Vocabulary (pp. 26-27)

- 1 1 3 3 1 5 1 7 4
2 2 4 2 6 1
- 2 1 seems to be a
2 if you don't
3 was made by
4 not allowed to drink
5 was unfamiliar with
6 has been a vegetarian for
7 don't like taking
8 ought to get
- 3 1 her 5 will be attending
2 have already had 6 arranged/were arranging
3 was heard 7 will you spend
4 was not
- 4 1 invisible 4 knowledge
2 correctly 5 successfully
3 instructions 6 recommendations

Writing letters/emails/expository essays (pp. 28-29)

- 1 1 informal 3 formal
2 (semi-) formal 4 informal
- 2 A 4 B 3 C 2 D 1
- 3 a) The letter is to Ms Smith from Alan Tyler.
The purpose of the letter is to apply for a job. It should be written in formal style.
- b) 1 a 3 a 5 b 7 b
2 b 4 b 6 a

- 4 1 a cause/effect essay
2 a compare/contrast essay
3 a 'how' essay
4 a definition essay

- 5 1 It answers rubric 2
2 b
3 a
4 c

- 6 They match rubric 1.
the 3 main points: poor eating habits, a sedentary lifestyle, busy daily schedules
rephrased as: following the correct diet, doing the right amount of exercise, planning how to fit these things into our hectic everyday lives

7 (Suggested Answer)

Beginning: The food we eat today is still mostly produced using conventional methods. Recent years, however, have seen a growing interest in organic farming. Organic and conventionally produced foods are quite different from each other in terms of the environment, our health and their taste.

Ending: In conclusion, there are three distinct differences between organic and non-organic produce. It can be said of organic food that it is better for the environment and for us. An added bonus is that it has a better flavour. That is why some people prefer to pay a little extra for it.

Vocabulary & Grammar Practice II (pp. 30-31)

- | | | | | | |
|---|-----|-----|------|------|------|
| 1 | 1 A | 5 B | 9 C | 13 C | 17 A |
| | 2 B | 6 D | 10 B | 14 C | 18 B |
| | 3 A | 7 C | 11 A | 15 D | 19 D |
| | 4 D | 8 A | 12 B | 16 C | 20 A |
| 2 | 1 C | 5 B | 9 A | 13 B | 17 B |
| | 2 D | 6 B | 10 B | 14 A | 18 B |
| | 3 B | 7 C | 11 C | 15 A | 19 A |
| | 4 B | 8 B | 12 B | 16 C | 20 D |

Module 3 – Travel Time

Reading & Vocabulary (pp. 32-33)

- 1 a) 1 3 3 2 5 3 7 2
2 3 4 3 6 4
- 2 1 distant 3 taken 5 habit
2 grew 4 sharp 6 granted
- 3 1 accounting 4 clustered 7 shook
2 stuck 5 lined 8 drifting
3 occurred 6 germinate

- 4 a) 1 border 2 frontier 3 boundary
b) 1 beach 3 coast 5 bank
2 seaside 4 shore
c) 1 quay 2 harbour 3 bay

Listening (p. 34)

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

Speaking (p. 35)

Task 2 (Suggested Answers)

- 1) What are the departure dates from Cusco?
- 2) What climbing equipment do I need to bring for the trip?
- 3) Does the guide speak English?
- 4) What expenses are included in the cost of the package?
- 5) What type of accommodation is available?

Task 4 (Suggested Answer)

In the first photo we can see a person scuba diving in a beautiful blue sea. There is a large yacht in the water and some steep mountains beside the sea. In the second photo we see the Eiffel Tower and Paris spread out around it, with buildings, roads, traffic and trees. There is a man taking a photograph, from somewhere high up because the traffic below is quite small. The pictures are similar in that they both show people doing things that people often do while on holidays. I think another similarity is that in both pictures the people are seeing new places and having new adventures. The pictures are different because one is located in a beautiful natural place, somewhere like the Mediterranean or the Bahamas while the other is in the centre of large city, full of people and traffic and noise. Another difference is that the diver is under the water, surrounded by fish and other sea creatures, whereas the photographer in the city is probably surrounded by other people and tourists. I would prefer to be on the diving holiday because it would be new for me. I have been to Paris already and I loved it. It really is a beautiful city, but I would like to do something different. I think that it must be really peaceful under the sea. I have always wanted to try scuba diving.

Reading & Vocabulary (pp. 36-37)

- 1 a) A 3 C 5 E 7
B 1 D 2 F 4

- 2 1 forecast 5 approached
 2 passed 6 drifted
 3 converted 7 combined
 4 was intruding 8 slid
- 3 1 shock 4 fit 7 side
 2 counts 5 hostile 8 make
 3 accurate 6 arguably
- 4 1 B 3 C 5 C 7 A
 2 D 4 A 6 D 8 B
- 5 1 fully 4 weather 7 air
 2 operating 5 carrying out 8 aircraft
 3 impressive 6 medical

(Suggested Answers)

- 1 At Rothera, the **fully active** research base, scientists do all kinds of research experiments.
- 2 The surgeon will come and speak to you when he gets out of the **operating theatre**.
- 3 You have to have very **impressive qualifications** to work at NASA.
- 4 The information we get from **weather satellites** is especially important to people who work outdoors.
- 5 My brother graduated last year and is now **carrying out research** at a lab in the United States.
- 6 New York hospitals have the best **medical facilities** in the world.
- 7 It is completely normal for the **air pressure** in the cabin to drop slightly.
- 8 We sat in the **aircraft cabin** and looked down at the clouds below us.

Reading & Vocabulary (pp. 38-39)

- 1 a) A 4 C 1 E 6 G 3
 B 5 D 2 F 8
- 2 1 origins 4 unique 7 cater
 2 legend 5 spectators 8 opportunity
 3 attract 6 dishes
- 3 1 regain 4 sampling 7 operates
 2 flocked 5 have outlawed 8 boasting
 3 cleanse 6 alerted
- 4 1 B 2 B 3 A 4 B 5 C
- 5 1 wide 4 bank 7 direct
 2 main 5 event 8 party
 3 alight 6 year

(Suggested Answers)

- 1 The shop on the high street sells a **wide range** of sports equipment.
- 2 Our **main objective** is to educate young people.
- 3 The barn was **set alight** when it was hit by lightning.
- 4 Did you know that Monday is a **bank holiday** in the United Kingdom?
- 5 The festival in Quebec is an **annual event**.
- 6 I have lots of things planned for **the coming year**.
- 7 Can you tell me if there are any **direct flights** to London, please?
- 8 We are going to a **costume party** on 31st October.

Grammar & Vocabulary (pp. 40-41)

- 1 1 1 3 3 5 4 7 4
 2 2 4 2 6 3
- 2 1 is time you learned
 2 matter which route you take
 3 have been learning French for
 4 the exception of Steve
 5 is estimated to take
 6 I were you, I would
 7 know if he had done
 8 is capable of typing
- 3 1 had just completed 5 best
 2 their 6 be seen
 3 chose 7 does not/doesn't
 4 to view appear
- 4 1 solution 4 accommodation
 2 activities 5 ensure
 3 endangered 6 spectacular

Writing letters/emails (pp. 42-43)

- 1 1 respond to an invitation
 2 narrate an experience
 3 describe something
- 2 a) A 2 informal, narrative techniques
 B 1 informal, descriptive techniques
 C 3 formal, descriptive techniques

b) (Suggested Answers)

A Hi Tim,
 Hope you're well. You remember I told you I was going to go on a day-trip to the theme park? Well, unfortunately it wasn't a good day for me. ...

Anyway, the lady very kindly let me use her phone and my friends came back for me. I tried to enjoy the rest of the day but in the end I was just happy to get home.

Hope to hear your news soon.

Best wishes,

Martin

B Dear Betsie,

It was lovely to receive your letter. I'm pleased to hear that you are going to go on a cycling weekend in the summer, I'm sure you'll love it.

Good luck with the presentation, I hope it goes well for you.

Write soon,

Love,

Jennifer

C Dear Sir/Madam,

My family have just returned from a holiday in England. We were staying in your hotel for a week, from 20th to 27th March in rooms 311 and 312.

I look forward to hearing from you.

- 3 1 Hi 7 it would be great to see you
 2 invite you to 8 let me know
 3 party 9 can come
 4 is 10 great
 5 is 11 Love
 6 start 12 Susan

- 4 a) A 4 B 3 C 2 D 1

- b) • **special effects** – fantastic
 • **acting** – brilliant, effortless
 • **film** – action-packed

5 a)

Plot	Beginning/Ending	Characters
gripping	moving	disappointing
original	disappointing	evil
well-developed	interesting	interesting
interesting	tragic	excellent
thrilling	confusing	believable
confusing	excellent	weak
excellent	weak	strong
weak	surprising	
strong	shocking	
imaginative	strong	
complicated	unexpected	
believable		

- b) 1 believable (book)
 2 gripping (book/film)
 3 shocking (film)
 4 confusing (book/film)
 5 tragic (book)
 6 evil (film)

- 6 1 positive 3 positive 5 negative
 2 negative 4 positive

7 (Suggested Answers)

Film

Who Framed Roger Rabbit (1988) is a classic film and one of my all-time favourites. The film combines animation, cartoon characters and live actors in a believable comedy/mystery thriller that is set in Los Angeles in 1947. The plot is interesting and imaginative and the characters are excellent.

Book

Deception Point by Dan Brown is an excellent thriller with a very believable story. A combination of action, interest, fun and suspense keep the reader guessing. Dan Brown is a great story teller and he involves characters to love and characters to hate. This is one of those books that keeps you up late because it is difficult to put down once you start reading it.

Vocabulary & Grammar Practice III (pp. 44-45)

- I 1 C 5 D 9 C 13 B 17 D
 2 C 6 C 10 C 14 D 18 B
 3 C 7 A 11 B 15 D 19 C
 4 A 8 C 12 B 16 C 20 B
- 2 1 B 5 C 9 A 13 A 17 C
 2 B 6 C 10 D 14 B 18 C
 3 C 7 D 11 B 15 D 19 A
 4 B 8 C 12 C 16 A 20 C

Module 4 – Environmental Issues

Reading & Vocabulary (pp. 46-47)

- I a) 1 2 3 4 5 4 7 3
 2 2 4 1 6 3
- 2 1 C 3 D 5 B 7 D
 2 C 4 A 6 D 8 A
- 3 1 settle for 3 struggling 5 stick
 2 concerned 4 longs for 6 joking
- 4 1 entered 3 changes 5 initial
 2 faced 4 simple 6 sources

Listening (p. 48)

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

Speaking (p. 49)**Task 2 (Suggested Answers)**

- 1) When does the exhibition take place?
- 2) Does it cost anything to go to the exhibition?
- 3) How many photographs will be on display?
- 4) What are the names of the photographers?
- 5) Does the competition have a particular theme?

Task 3 (Suggested Answers)

- 1 I have chosen photo number one to talk about. I took this picture last year when I was on a school trip in Germany. It is quite unusual because it is not on the main tourist trail. Our teacher wanted to show us some big industrial buildings as part of our tour. This is a picture of a coal-burning power station. There are a number of tall smoke stacks and some large cooling towers. The cooling towers are emitting a large amount of steam, which looks like smoke, into the atmosphere. Coal power stations are responsible for a lot of pollution and for carbon dioxide emissions. We didn't stop at this plant so I took the photo while we were passing by on the tour bus. I was lucky and got a really good shot. I thought you would like to see for yourself another side of Germany, and I have it with me because I have to do a project on the trip to Germany for our teacher. I am using the picture in my project. I think it is very interesting to see different aspects of a country when you go on holiday and not just the famous sites. I learned a lot about industry in Germany on that trip.
- 2 I have chosen photo number two to talk about. I took this photo in February this year, on a Monday morning. This photo shows a road which is flooded with water. On the sides of the road you can see the hedges and trees are under water too. Behind the hedge on the left of the picture you can see the water of the lake. There was a big storm over the weekend and the lake near where I live flooded out onto the road. There was so much water that it was not possible to drive on my normal route to school. We had to drive on a much smaller road in the other direction and go about 10 miles extra so that I could get to school. I took the photograph to

show my friends and also to show the teacher in case he asked me why I was late. I also wanted to keep it for myself, because I have never seen the water so high before. It is the first time it came so close to our house. My mum said we were lucky that the water didn't come as far as our door. I am showing it to you because the local newspaper was looking for pictures of the flood for their front page, and when I posted this online they asked if they could use it. I said yes, and so my picture is on the front page of the newspaper this week!

- 3 I have chosen photo number 3 to talk about. I took this photograph last week when I was in the countryside on a visit to my uncle. He works as a forestry manager in the mountains and he is responsible for managing the logging of trees. He is not in the picture. Here you can only see where the company has been cutting down trees. You can see the forest, where a lot of trees have already been cut down. Also the clouds were low over the trees, creating an interesting effect. In the distance you can see the local mountains. My uncle had taken me for a drive up on the mountains on the other side of the forest, and that is why we can see the whole forest and the other mountain in the distance. We were above the cloud line. I took the photo because I had never been higher than clouds before. The scenery there is really spectacular. I think my uncle has a very good job, and the trees here are planted sustainably. That means that new trees are planted all the time to replace the old one. I wanted to share this picture with you because I know you love nature too, and would interested to know that some forests are managed ecologically.

Reading & Vocabulary (pp. 50-51)

- 1 a) A 6 C 3 E 2
B 4 D 7 F 1
- 2 1 survival 4 remember 7 protection
2 living 5 effects 8 released
3 familiar 6 unlawful
- 3 1 D 3 B 5 B 7 A
2 A 4 A 6 C 8 A
- 4 1 live 4 caring 7 exploring
2 ensure 5 appreciate 8 intend
3 roam 6 grew
- 5 1 endangered 5 public 9 animal
2 dream 6 firsthand 10 natural
3 wild 7 inspiration
4 welfare 8 ranger

(Suggested Answers)

- 1 The giant panda is an **endangered species**.
- 2 My **dream job** is to be a famous writer.
- 3 Animals should live **in the wild** and not in zoos.
- 4 The RSPCA is concerned with **animal welfare**.
- 5 The campaign aims to **educate the public** about recycling.
- 6 Do you have any **firsthand experience** of caring for animals?
- 7 Martin Luther King Jr is **a real inspiration** to young people.
- 8 A **park ranger** ensures that people obey the rules and stay safe when visiting national parks.
- 9 The **animal kingdom** is a term for all animals, from birds to reptiles.
- 10 The beaver's **natural habitat** is slowly being destroyed.

Reading & Vocabulary (pp. 52-53)

- 1 a) A 5 C 8 E 6 G 1
B 7 D 3 F 2
- 2 1 vision 4 opportunity 7 hard
2 difference 5 impact 8 award
3 mention 6 improve
- 3 1 implemented 5 set up 9 foster
2 erected 6 carries out 10 ensure
3 reduce 7 benefit
4 protect 8 aim
- 4 1 B 3 A 5 B 7 D 9 A
2 C 4 A 6 D 8 A 10 D

Grammar & Vocabulary (pp. 54-55)

- 1 1 1 3 2 5 1 7 1
2 2 4 4 6 3
- 2 1 wishes she had gone
2 was written by
3 needs to be put out
4 not like Tony to be
5 is forbidden to
6 not succeeded in preventing
7 does this cat belong to
8 has a tendency to get
- 3 1 had just spent 5 myself
2 was not 6 have already had
3 would be delayed 7 would grab
4 am giving
- 4 1 approximately 4 tourists
2 unbelievable 5 scenery
3 catastrophic 6 homeless

Writing argumentative essays (pp. 56-57)

- 1 1 B
introduction: an objective statement & a rhetorical question
conclusion: a rhetorical question & a statement giving the reader something to consider
- 2 A
introduction: address reader directly & state a problem that needs a solution
conclusion: a statement giving the reader something to consider
- 3 C
introduction: a rhetorical question
conclusion: a quotation

	For	Against
2 Para 2	• exploring space would develop new technology to attract investors and provide jobs	• other technological developments more urgent, e.g. to provide clean water and cure diseases
Para 3	• space exploration could find new resources to meet energy demands	• the more resources we have, the more we pollute the Earth
Para 4	• inhabiting space could solve problems of overpopulation and homelessness	• not very practical – have to live in specially controlled environment

- 3 a) A 5
B 1
C 3
Sentence 2 is inappropriate because it is too generalised. (Each main body paragraph deals with a specific aspect of the topic and points for and against that aspect.)
Sentence 4 is inappropriate because, in a for-and-against essay, we should take a balanced approach. We would not normally express our opinion either way.
- b) 1 Therefore
2 On the downside, however
3 For example
4 Clearly
5 This means that

Vocabulary & Grammar Practice IV (pp. 58-59)

- 1 1 C 5 D 9 D 13 A 17 D
 2 C 6 B 10 A 14 D 18 A
 3 A 7 A 11 B 15 C 19 C
 4 D 8 C 12 C 16 B 20 D
 2 1 B 5 A 9 A 13 D 17 A
 2 C 6 D 10 A 14 C 18 C
 3 D 7 A 11 B 15 A 19 A
 4 D 8 D 12 B 16 B 20 B

Module 5 – Modern Living

Reading & Vocabulary (pp. 60-61)

- 1 a) 1 3 3 3 5 1 7 1
 2 4 4 2 6 2
- 2 1 B 3 C 5 D 7 C 9 C
 2 D 4 B 6 B 8 D 10 B
- 3 1 dominate 5 has portrayed
 2 attempting 6 are developing
 3 fulfil 7 displays
 4 associates 8 will affect
- 4 1 subject 4 effect 7 control
 2 lonely 5 made 8 strained
 3 reality 6 infancy
- 5 1 basic tasks 5 science fiction
 2 lively debate 6 rapid rate
 3 everyday lives 7 human relationships
 4 well received 8 social issues

(Suggested Answers)

- Robots can perform **basic tasks**.
- There was a **lively debate** on the subject that was shown on television.
- Cars are part of our **everyday lives**.
- His speech was **well received** by the audience who stood up to clap.
- I used to read a lot of **science fiction** books.
- The number of insects is increasing at a **rapid rate**.
- His books illustrate his understanding of **human relationships**.
- Obesity among teenagers is a **social issue** we must not ignore.

Listening (p. 62)

- 1 A 7 C 6 E 3
 B 1 D 2 F 4

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

Speaking (p. 63)

Task 2 (Suggested Answers)

- What are the opening and closing times?
- Are there any guided tours?
- What topics of research will be covered at the Open Day?
- What is the address of the Northern University Science Lab?
- How do I get there by public transport?

Task 4 (Suggested Answer)

In the first photo there is a young man playing computer games. He is sitting at a desk and there are lots of junk food snacks on the desk beside him. In the second photo we can see a girl on the train. She is talking on her mobile phone and looking out the window. The first thing that the pictures have in common is that they both show people using modern technology. Both pictures also show people doing activities during the day because we can see daylight and trees outside the window of the house and the train. One way that the pictures are different is that the man in the first picture is indoors, either at work or more likely, at home. The woman, on the other hand is outside, and is travelling on public transport. The second difference that I can see between the pictures is that the man is intent on playing the game and he is alone, whereas the woman is talking to someone on her mobile phone. So even though she seems to be travelling alone, she is communicating with other people. I use lots of technological devices. I have a laptop which I use for doing homework. I also have a games console, a mobile phone and a tablet. I mostly use my tablet because I can play games, watch films and use Facebook to chat with my friends. I also use my mobile phone a lot but the tablet is the best because I can do more things with it.

Reading & Vocabulary (pp. 64-65)

- 1 a) A 4 C 1 E 3
 B 7 D 2 F 6
- 2 1 ascertain 6 gauge
 2 were imposed 7 reflect
 3 try on 8 achieve
 4 book 9 familiarise
 5 strikes 10 assisted
- 3 1 C 3 A 5 B 7 D
 2 D 4 C 6 D 8 A

- 4 1 suit 3 receipt 5 waist
2 customers 4 image

- 5 1 shop floor 5 got involved
2 fashion stores 6 quiet location
3 time constraints 7 formal occasion
4 regular basis 8 initial consultation

(Suggested Answers)

- The manager is often seen on the **shop floor** talking to customers.
- Big **fashion stores** sell a wide range of designer clothing.
- It is sometimes impossible to finish the work due to **time constraints**.
- I like to go to the gym on a **regular basis** to keep fit.
- She **got involved** with a group of people who share the same interests.
- My parents like to spend the weekend in a **quiet location** and relax.
- As it was a **formal occasion** he wore a suit and tie.
- He recommended an **initial consultation** in order to assess my needs.

Reading & Vocabulary (pp. 66-67)

- 1 a) A 5 C 7 E 1 G 3
B 4 D 8 F 2

- 2 1 pursue 5 admit
2 retired 6 grew up
3 acknowledge 7 thrives on
4 move 8 was featured

- 3 1 budget 5 amenities
2 transport 6 accommodation
3 property 7 outskirts
4 option 8 community

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

- 5 1 brand new 5 terraced house
2 incredibly lucky 6 living space
3 city living 7 impersonal atmosphere
4 prime position 8 transport links

(Suggested Answers)

- My brother has just bought a **brand new** bike.
- We were **incredibly lucky** to survive the storm.
- City living** can be stressful at times.
- The house was in a **prime position** overlooking the bay.

- 5 I stayed in a **terraced house** in London with my host family.
6 The **living space** in a small studio has to be well organised.
7 The hotel was so big it had a very **impersonal atmosphere**.
8 We have very good **transport links** into the city centre from my area.

Grammar & Vocabulary (pp. 68-69)

- 1 1 3 3 1 5 4 7 2
2 4 4 3 6 3

- 2 1 no point in trying to 5 working on my own
2 rather cook 6 take into account
than eat 7 kept a record of
3 had better go 8 will not/
4 had been on time do not let him go

- 3 1 had arranged 5 was not
2 will make 6 having
3 herself 7 have learnt/are
4 did they give learning

- 4 1 automated 4 manufacturing
2 mechanically 5 specific
3 invention 6 ability

Writing argumentative essays (pp. 70-71)

- 1 a) 1 C 2 B 3 D 4 E 5 A

Arguments	Justifications
<ul style="list-style-type: none"> opens your mind to different viewpoints teaches you independence learn a foreign language get distracted by travelling important lessons learnt outside the classroom 	<ul style="list-style-type: none"> helps you deal with future situations no friends/family to help speak it every day students who stay at home study harder meeting new people makes us adaptable, open-minded and curious

- 2 Para. B: It is my view that going abroad for our studies makes for a much more all-round experience.

Para. D: On the other hand, some people are of the opinion that it is best to pursue our studies in our own country.

Para. D: However, I strongly believe that educational opportunities need not be confined to the classroom.

- 3 1 You can get from one place to another much quicker than any other form of transport. Flying is the best way to travel, especially if you have to cover long distances.
 2 The fashion industry changes trends every season so that people are constantly having to buy new things. They change colours or styles so often that people have to spend a small fortune to keep up. Is it really necessary for us to buy something new every season?

4 The writer expresses their opinion in the first main body paragraph and the conclusion of the essay: "To my mind, studying in a foreign country is an enriching experience." "But it seems to me that students do not only learn when they are in the classroom."

5 (Suggested Answers)

- 2 I completely agree that the violence young people see on TV screens every day negatively influences them.
 3 As far as I am concerned, fast food serves a purpose for people with busy lives.
 4 I believe that teenage magazines can cause young people to feel too much pressure to keep up with the latest fashions.
 5 The way I see it, taking a gap year can give young people a chance to develop new skills and qualities.
 6 I couldn't agree more that really violent sports such as boxing are very dangerous and should be banned.

6 **underlined phrases:** programs and apps that allow parents to decide what their children can view online; arrange for their children to have a pre-paid account of a fixed amount per week; children need to be educated in using mobile technology positively

circled phrases: By installing these; This way; If children are aware ... will use phones more responsibly

- 7 • **start** – objective statement
 • **end** – summary of main points

Suggested replacements

- Most of us use mobile phones. However, did you know that an increasing number of children use them to access inappropriate websites, or

even take inappropriate photos or videos? This is a problem we need to tackle. (address the reader directly)

- All in all, there are possible solutions to this problem, but it is necessary to act soon. If we do not act quickly a whole generation could be in trouble. (a statement giving the reader something to consider).

- 8 1 due to the fact 3 This would
 2 so that 4 in order to

- 9 a) 1 C 2 B 3 A 4 D

b) (Suggested Answers)

2 – B
 Talk any problems through with a good friend in order to find solutions more easily. Furthermore, you will feel less stress when your problems are shared.

3 – A
 Eat healthily and get plenty of exercise and sleep. In this way, you will be generally healthier and your body will be more able to deal with stress.

4 – D
 Write 'to do' lists and make a study plan so that you feel in control and organised, which reduces stress.

10 (Suggested Answer)

- 1 That way, we could reduce the amount of paper we use and help save a tree at the same time.
 2 This would result in a reduction in local crime because people would be fed and housed instead of stealing on the streets.

Vocabulary & Grammar Practice V (pp. 72-73)

- 1 1 C 5 D 9 D 13 A 17 B
 2 A 6 C 10 A 14 A 18 C
 3 B 7 D 11 A 15 D 19 C
 4 A 8 A 12 B 16 A 20 C
- 2 1 B 5 C 9 A 13 A 17 B
 2 A 6 C 10 A 14 A 18 C
 3 D 7 A 11 B 15 D 19 C
 4 C 8 B 12 B 16 D 20 A

Further Practice Section

Key Word Transformations (pp. 74-82)

- A**
- 1 would rather eat salads than
 - 2 unless they left
 - 3 doesn't cost anything to
 - 4 do you good to eat
 - 5 she known
 - 6 only cares about
 - 7 do not approve of
 - 8 more than six months since
 - 9 was set up by
 - 10 as well as working in
 - 11 in case it rains
 - 12 haven't changed since
 - 13 said I could borrow
 - 14 apologised for shouting
 - 15 wish I hadn't forgotten
 - 16 isn't worth washing
 - 17 was difficult to find
 - 18 makes no difference
 - 19 had better not go
 - 20 no intention of hurting
 - 21 could lend him
 - 22 at the age of
 - 23 as soon as I arrived
 - 24 been put off
 - 25 not used to staying out
 - 26 wouldn't have got lost
 - 27 never owned a better
 - 28 no comparison between
 - 29 is going to be pulled
 - 30 came up with
 - 31 gave him a hand with
 - 32 wish I had a bigger
 - 33 didn't/wouldn't let me
 - 34 he had told you the
 - 35 become a professional writer until
 - 36 is always on time
 - 37 get in touch with
 - 38 have had no success
 - 39 stay and tidy
 - 40 wouldn't have been able
 - 41 have the ability to run
 - 42 to discuss the matter with
 - 43 I am too tired
 - 44 a full description
 - 45 pays (any) attention to
 - 46 it is rare to find
 - 47 not like Emma to get
 - 48 must have been lying about
 - 49 so that the dog would
 - 50 to know how high
 - 51 must have been pleased
 - 52 is better than Bill
 - 53 called off because
 - 54 it is necessary to eat
 - 55 of reputation does this company
 - 56 mind closing the door
 - 57 didn't deserve to be
 - 58 gave me permission
 - 59 shouldn't have eaten
 - 60 advisable not to drink/not advisable to drink
 - 61 is said to have been
 - 62 nothing wrong with me staying
 - 63 have no intention of going
 - 64 had run out of
 - 65 not having listened
 - 66 the same as they/as much as they
 - 67 wasn't his fault
 - 68 be possible to finish
 - 69 suggested going
 - 70 so that she won't
 - 71 of going on foot
 - 72 prefer not to study
 - 73 will be on sale
 - 74 is said to have had
 - 75 was sorry that she had
 - 76 not expected to win
 - 77 is capable of winning
 - 78 wish I had learned to
 - 79 making no effort/not making any effort
 - 80 flooded as a result of
 - 81 looked up to
 - 82 turned up for
 - 83 instead of going
 - 84 enjoyed the concert apart from
 - 85 I were you I would
 - 86 wasn't Oliver who sent
 - 87 would have been able to
 - 88 in case you get
 - 89 what made her cry
 - 90 is only the second time
 - 91 is included in
 - 92 take advantage of
 - 93 if I had seen
 - 94 is expected to win
 - 95 has been six months since
 - 96 refused to allow/let his children
 - 97 taking care of
 - 98 has been a dramatic increase
 - 99 I look it up in
 - 100 very good at playing
 - 101 was too far away
 - 102 does this coat belong to
 - 103 is the length of these
 - 104 I would rather not eat
 - 105 haven't heard from
 - 106 apologised for breaking
 - 107 gave her another two days
 - 108 would have turned up on
 - 109 had been early
 - 110 have no doubt

- 111 rely on him
 112 such a lot of work
 113 carried on getting up
 114 were prevented from reaching
 115 even though the sky was
 116 is being built
 117 had difficulty understanding
 118 to cook unless Sue is
 119 anyone came to
 120 happen to have
 121 was too old to
 122 is forbidden to feed
 123 to have a job with
 124 completely agreed with each
 125 had no idea about
 126 lost his temper with
 127 I would not have seen
 128 was cancelled owing to
 129 was unaware of
 130 by before Jane said
 131 have made a better
 132 feel like going
 133 take care of himself
 134 no point in cleaning
 135 would you mind not parking
 136 wouldn't let us enter
 137 like to know
 138 was crowded with
 139 are considered to be
 140 don't need to change
 141 is unusual for us to
 142 as long as you bring
 143 given a caution
 144 reminded him not to be
 145 be a better option than
 146 was the only one who
 147 is said to be working
 148 no point in speaking
 149 is employed as a
 150 will never come round to
 151 got on well
 152 is time you learned
 153 last time I saw Edward
 154 are made to clean
 155 would be better if
 156 was cancelled because of
 157 gave us permission to use
 158 when/after you are eighteen can
 159 has been driving for
 160 would rather not meddle
 161 regretted not taking
 162 do these CDs belong to
 163 had difficulty persuading
 164 to get round to fixing
 165 Martin went on to become
 166 put up with his
 167 has difficulty talking
 168 made John do
 169 was nobody Lucy knew
 170 one of the tyres was
 171 tell the difference between
 172 has a tendency to blush
 173 us a detailed description of
 174 no doubt the boys will
 175 accused me of damaging
 176 in order to save
 177 was better than we
 178 suggested that we go/suggested going
 179 I am sorry that
 180 didn't succeed in persuading
 181 has been a month since
 182 only they hadn't cancelled
 183 would rather study engineering than
 184 make a good impression on
 185 was called off
 186 evacuated as a result of
 187 have no intention of doing
 188 does not feel like coming
 189 I were you, I would
 190 is out of order
 191 succeeded in passing
 192 in case the evening is
 193 too fast for us to
 194 doesn't matter which route
 195 to read rather than watch
 196 is the same size as
 197 objects to her smoking
 198 need not have cooked
 199 due to the fact
 200 as long as you promise
 201 it isn't worth staying
 202 is said to be
 203 gave us her word that
 204 takes pride in
 205 is unlikely there will
 206 is responsible for arranging
 207 are not permitted to eat
 208 house is similar to
 209 was prepared by
 210 cannot get used to working
 211 made her stay in
 212 so as not to upset
 213 can't have stolen
 214 mind if I closed
 215 even though we had not
 216 spite of being
 217 could lend him
 218 has been put off
 219 completely disagreed with each
 220 first time Joanne has (ever)
 221 had run out of
 222 play basketball as well as
 223 is being designed by
 224 would not let them talk

- 225 should not have bought
- 226 paid no attention to
- 227 was too boring for us
- 228 only I had contacted her
- 229 might be delayed so
- 230 get in touch with
- 231 had better leave
- 232 wasn't Alfred who broke
- 233 instead of going to
- 234 wonder if Jackie sent
- 235 the last time you attended
- 236 object if I use/to me/my using
- 237 the end of the presentation
- 238 make up her mind
- 239 enjoys walking
- 240 was such a hot
- 241 is to be announced
- 242 was forty when he got
- 243 with a view to passing
- 244 bought her flowers because
- 245 on the point of calling
- 246 was no furniture
- 247 to avoid getting
- 248 one who did not take
- 249 as a means of reducing
- 250 no matter where
- 251 prefer the red lamp to
- 252 is estimated to take
- 253 promised to return it
- 254 was invited to
- 255 help you unless you
- 256 has given up playing
- 257 him if I had
- 258 only after I got
- 259 is hardly any
- 260 once I finish/have finished

Multiple Choice (pp. 83-89)

B	1	C	39	D	77	A	115	D	153	C
	2	B	40	A	78	A	116	B	154	B
	3	C	41	C	79	A	117	C	155	B
	4	A	42	B	80	A	118	C	156	D
	5	B	43	D	81	D	119	B	157	C
	6	D	44	C	82	C	120	C	158	D
	7	B	45	C	83	D	121	C	159	B
	8	C	46	C	84	B	122	B	160	C
	9	D	47	A	85	D	123	C	161	D
	10	C	48	C	86	C	124	C	162	C
	11	D	49	C	87	A	125	D	163	D
	12	B	50	D	88	C	126	D	164	D
	13	A	51	D	89	A	127	D	165	C
	14	A	52	B	90	D	128	B	166	C
	15	B	53	A	91	B	129	B	167	D
	16	B	54	C	92	A	130	D	168	A
	17	B	55	B	93	A	131	D	169	C
	18	A	56	B	94	C	132	C	170	A
	19	D	57	A	95	C	133	C	171	D
	20	B	58	A	96	D	134	A	172	C
	21	A	59	D	97	B	135	A	173	A
	22	C	60	A	98	A	136	D	174	C
	23	C	61	D	99	C	137	C	175	C
	24	A	62	A	100	C	138	A	176	B
	25	D	63	B	101	D	139	A	177	B
	26	C	64	D	102	C	140	D	178	C
	27	C	65	A	103	A	141	A	179	C
	28	A	66	A	104	D	142	C	180	A
	29	D	67	C	105	C	143	C	181	B
	30	B	68	C	106	C	144	C	182	A
	31	B	69	B	107	D	145	D	183	B
	32	A	70	A	108	B	146	B	184	D
	33	D	71	C	109	C	147	D	185	B
	34	A	72	B	110	D	148	C	186	A
	35	B	73	D	111	B	149	A	187	A
	36	D	74	C	112	C	150	B	188	C
	37	C	75	D	113	C	151	D	189	D
	38	D	76	C	114	D	152	C		

Word Formation (pp. 90-95)

- | | | | |
|----------|----------------|-----------------|-------------|
| C | 1 persuasion | 6 attractive | |
| | 2 dedication | 7 organisations | |
| | 3 meditation | 8 competitive | |
| | 4 talkative | 9 exaggeration | |
| | 5 pollution | 10 supportive | |
| | | | |
| D | 1 perseverance | 5 resistance | |
| | 2 allowance | 6 residence | |
| | 3 insistence | 7 dominance | |
| | 4 disturbance | | |
| | | | |
| E | 1 anxiously | 5 salty/thirsty | 9 impressed |
| | 2 fiercely | 6 gently | 10 tired |
| | 3 slowly | 7 amazing | |
| | 4 icy | 8 healthy | |

F	1 luxurious	5 functional	9 foolish	81 unfair	136 subtitles
	2 careless	6 selfish	10 financial	82 injury/injuries	137 unchanged
	3 admirable	7 enthusiastic		83 disappointing	138 disapproves
	4 considerate	8 expensive		84 dangerous	139 unlucky
G	1 delightful	5 harmful	9 tasteless	85 broken	140 action
	2 painless	6 faithful	10 thoughtful	86 weight	141 possibility
	3 thankful	7 helpless		87 relaxation	142 ensure
	4 careful	8 powerful		88 particularly	143 Unfortunately
				89 unhealthy	144 contestant
H	1 uneven	6 irresponsible		90 replacement	145 tropical
	2 inconsiderate	7 incorrect		91 decisions	146 delightful
	3 dishonest	8 impossible		92 beginning	147 impressive
	4 misleading	9 untouched		93 conclusion	148 highly
	5 antibacterial	10 overspend		94 criticism	149 attractions
				95 admiration	150 annually
I	1 seventh	41 tendency		96 publicity	151 stormy
	2 popularity	42 unaware		97 contribution	152 unsuitable
	3 unlike	43 possession		98 curiosity	153 attendance
	4 appearance	44 successful		99 sight	154 burglar
	5 completely	45 selection		100 mistakenly	155 agreement
	6 inventor	46 speakers		101 stressful	156 limited
	7 improvement	47 easily		102 behaviour	157 advisable
	8 uncomfortable	48 knowledge		103 uncommon	158 dependent
	9 height	49 feelings		104 possessions	159 helpful
	10 production	50 effective		105 intention	160 encouragement
	11 cyclists	51 regardless		106 considerable	161 carefully
	12 exciting	52 famous		107 commercial	162 manageable
	13 impossible	53 librarian		108 bitterly	163 official
	14 basically	54 valuable		109 destructive	164 purely
	15 central	55 importance		110 scientific	165 difficulties
	16 residents	56 invention		111 suffering	166 risky
	17 specialises	57 relatively		112 comfortably	167 increasingly
	18 colourful	58 owner		113 tourists	168 unpleasant
	19 characteristics	59 explanations		114 additional	169 employees
	20 choice	60 signature		115 warmth	170 entertainment
	21 arrangement	61 attractive		116 irregular	171 awareness
	22 sale	62 fitness		117 coastal	172 identity
	23 lover	63 knowledgeable		118 disagreements	173 scientists
	24 childhood	64 fashionable		119 economic	174 reminder
	25 various	65 refreshments		120 growth	175 punctually
	26 importance	66 daily		121 employment	176 anxious
	27 growth	67 listeners		122 concentration	177 recommendation
	28 third	68 skilful		123 remarkable	178 environmental
	29 requirements	69 information		124 industrial	179 angrily
	30 strength	70 unusual		125 expansion	180 painters
	31 energetic	71 cheerful		126 usually	
	32 excitement	72 development		127 reservations	
	33 unexpected	73 historic		128 entertainment	
	34 strangers	74 ability		129 publishers	
	35 musical	75 instructions		130 reliable	
	36 currently	76 satisfaction		131 inconvenient	
	37 ambitious	77 beginners		132 disappointment	
	38 professional	78 peaceful		133 variety	
	39 performance	79 adventurous		134 specialities	
	40 enjoyable	80 scenery		135 wonderful	

Prepositions (pp. 96-98)

J	1	from	57	for	113	for
	2	for	58	of	114	at
	3	of	59	on	115	in
	4	to	60	to	116	for
	5	with, about	61	from	117	in
	6	for	62	to	118	to
	7	for	63	with	119	in
	8	of	64	on	120	with
	9	in	65	on/upon	121	on
	10	to	66	for	122	in
	11	on	67	for	123	to
	12	in	68	of	124	at
	13	about	69	after	125	on
	14	on	70	for	126	in
	15	of	71	on	127	at
	16	on	72	to	128	in
	17	for	73	for	129	of
	18	with	74	on	130	On
	19	on	75	from	131	on
	20	at	76	of	132	for
	21	of	77	as	133	in
	22	at	78	in	134	in
	23	between	79	at	135	on/by
	24	for	80	in	136	at
	25	of	81	of	137	in
	26	with	82	on	138	on
	27	on	83	in	139	out of
	28	for	84	out of	140	in
	29	with	85	at	141	under
	30	to	86	on	142	by
	31	with	87	in	143	for
	32	of	88	on	144	on
	33	to	89	by	145	On
	34	with	90	off	146	to
	35	from	91	under	147	on
	36	to, for	92	At	148	in
	37	to	93	for	149	in
	38	in	94	in	150	in
	39	to	95	by	151	at
	40	from	96	of	152	with
	41	by	97	with	153	about
	42	from	98	in	154	of
	43	for	99	to	155	by
	44	for	100	on	156	in
	45	to	101	in	157	from
	46	into	102	about	158	for
	47	from	103	by	159	to
	48	on	104	from	160	of
	49	of	105	by	161	on
	50	to	106	into	162	under
	51	in	107	to	163	with
	52	with	108	by	164	in
	53	on	109	to		
	54	to	110	on		
	55	for	111	in		
	56	of	112	in		

Phrasal Verbs (pp. 99-101)

K	1	out	52	up for	103	down
	2	off	53	into	104	up
	3	down	54	down	105	on
	4	back	55	across	106	out
	5	up (down)	56	up	107	over
	6	up	57	by	108	up
	7	out	58	into	109	down
	8	in	59	out	110	into
	9	out	60	off	111	up
	10	up to	61	out	112	out
	11	for/after	62	aside	113	up to
	12	over	63	on	114	up
	13	out	64	up	115	off
	14	on	65	back on	116	on
	15	down with	66	up	117	by/on
	16	on	67	out for	118	up
	17	round	68	behind	119	without
	18	down	69	away	120	up
	19	apart	70	out	121	out
	20	through	71	away with	122	on/along
	21	in	72	through	123	out
	22	ahead	73	on	124	up
	23	on	74	in	125	away
	24	on	75	out	126	up
	25	off	76	on	127	to
	26	up	77	back	128	together
	27	off	78	up with	129	out
	28	off	79	across	130	up
	29	for	80	up	131	in
	30	to	81	away	132	on
	31	back	82	off	133	off
	32	off	83	out	134	for
	33	out	84	off	135	down
	34	out	85	away	136	off
	35	to	86	off	137	out
	36	in on	87	for	138	round
	37	off	88	forward	139	up
	38	off	89	up	140	out
	39	off	90	up	141	around
	40	without	91	round	142	by
	41	on	92	back	143	up
	42	up	93	out	144	off
	43	through	94	down	145	out
	44	away	95	for	146	for
	45	through	96	into	147	over
	46	up	97	on	148	around
	47	down	98	up with	149	out
	48	off	99	out	150	about
	49	up	100	out		
	50	off	101	for		
	51	on	102	back		

MODULE I

Exercise 1 (p. 6)

Speaker A

I started playing electronic games when I was really young, maybe too young. Of course, then, we didn't have so many mobile devices. Now, I've got all sorts of gadgets I can take around with me, and I can't seem to stop. I play games on public transport and even at my desk at work. If I ever forget to take one with me, I get really anxious and can have a very rough day.

Speaker B

I reckon I play badminton about three or four times a week. We usually meet after work, for a couple of hours, but sometimes we spend the whole evening playing. I really enjoy it and I think it helps keep me focused and alert, but more importantly, it gets me out of the house. We don't take it seriously at all, and we talk and laugh a lot while we're playing. Yeah, it's more about spending time together really.

Speaker C

In a way, it's a bit of a mystery why I'm so fond of water sports. When I was younger, I spent a lot of time at the seaside with my parents. Then, when I moved to Oxford, I did other things like rugby and cricket. But after a few years, I felt something was missing from my life. I don't know; it's strange. Anyway, now I live on the coast again and I do several different kinds of water sports.

Speaker D

You know, it's not that difficult to explain. My parents loved it and they used to take me along to the theatre, so I've got happy memories. Now, I've got a fairly tough job with lots of responsibilities, and I spend long hours at the office. Still, I see a play at least once a week. It's the only moment when I can truly sit back, take it easy and enjoy myself. There are lots of small theatres in town, so there's always something good on.

Speaker E

It might sound strange, but watching movies is a very important part of my life. I go to the cinema two or three times a week and if I don't feel like going out, I rent something. I tend to avoid anything serious because I think there's enough of that in my day-to-day life. I'm a bit of a dreamer and I need some escapism. At the moment, I'm really into animated films.

Speaker F

I've always liked reading books, whether it be fiction, history or almost any other subject you care to mention. So I joined my local book club as I wanted the

opportunity to talk about the books I'd read with other people. It's interesting to discuss the ideas in the books, and very intellectually stimulating. I've learned a lot from going to the club and I enjoy expressing my views, too.

Exercise 2 (p. 6)

Int: There's no doubting the affection that the British hold in their hearts for the game of football and for its most talented players. One such player is my guest today, Ryan McClair, who will soon be leaving our shores to settle permanently in the United States. And I can't help but wonder, Ryan, if Americans will ever develop the same kind of attachment that we do to the sport they call soccer?

RM: Well, the popularity of football is increasing slowly but steadily in the US and that's basically what has made me so keen to go there. I want to help fire up that enthusiasm and help football become as established as other sports there. I think their passion for the game is just below the surface and just needs some encouragement.

Int: You've been criticised for your decision for a number of reasons. Some say that you're only after the huge amounts of cash you can make and others claim that it's because, in fact, your high-flying European career is over.

RM: It just goes to show that a lot of people in the media want to be as hurtful as they can to sell more papers. I mean really ... they must be joking. The truth of the matter is that, whether I stay or go, I can still make money, good money ... so that's not why I'm doing it. And as far as my career goes it's common knowledge that my team wants me to stay and ... don't forget ... I'll still be playing for my country.

Int: So you're making the move purely out of love for the game and to promote it in the States?

RM: I'm really excited about the opportunity I've been given to be involved in something that's considered new and fresh. In some ways attitudes in Europe towards football are a bit ... well ... tired, because it has all been seen and done before. And for me as a person, not just an athlete, a whole new world is about to open up. That's why I'm going.

Int: You mentioned before that you'll still be part of the England team. How are you going to cope with jetting between two continents?

RM: Just as I've always coped with travelling as an international player. All players have to travel frequently. You get used to it, and anyway, I'm an athlete ... we don't get as tired from jet lag as much as people who aren't fit do. And it's not as if it's going to be every other day, is it?

Int: You've had some problems with recurring injuries, though, lately. Do you think you're going to be fit enough for the start of the season with your new team?

RM: I certainly hope so! I can't wait to get on the pitch to play. But the doctors are keeping a close eye on my physical condition and whatever advice they give I will follow it. If I have to take things a bit slower at first then, that's the way it goes.

Int: We've talked a lot about the way you feel about the move but what about your family?

RM: I think my wife is more excited than I am! Players' families are used to moving around; it goes with the job, to be honest. As for my son, he just sees it as another holiday somewhere ... and as a parent I think it's great that I can offer him the opportunity to experience so many fantastic different places at such an early age.

Int: So it seems that the whole family is looking forward to the move, then! That's great! But what about your new teammates? Do you think they're just as pleased about you coming?

RM: I've met everybody on the team and they were all really warm and friendly. I've made it clear to everyone that I will be just another member of the team so I don't want any special star treatment. It's not a case of me and them. It just doesn't work like that at a professional level.

Int: Well, I think we've pretty much set the record straight here today, Ryan. Thanks for coming in to talk to us.

RM: Thanks for having me.

MODULE 2

Exercise 1 (p. 20)

Speaker A

My husband took me to an Asian restaurant for my birthday this year, as I'm wheat intolerant and their cuisine uses very little wheat. The evening was great. We ate so much! However, the next morning I woke up feeling quite ill. I had a terrible stomach ache. I went to the doctor and he told me, to my amazement, that soy sauce contains wheat. Well, that explained my surprising reaction, because I'd used it on my meal that night.

Speaker B

I'm allergic to dairy products. When friends cook for me they always have to phone to check if the ingredients are OK. People really go out of their way, but unfortunately I still manage to have mishaps. Once, I was visiting my aunt, and she had bought soya milk for my cup of tea. Soon, though, I started to feel nauseous and broke out in a rash. It turned out my aunt had accidentally put normal milk in my tea and soya milk in my cousin's!

Speaker C

I discovered that I was allergic to shellfish when I was

five. My mum loves to eat prawns, so I wanted to try some too. Shortly after, I could hardly breathe and was rushed to hospital. I've stayed well away from prawns, crab and lobster ever since. Until last week, that is, when I found to my horror that I'd eaten some in a salad, without realising it. We headed for the hospital immediately, but my reaction never happened. Apparently, I'd outgrown my allergy!

Speaker D

When my parents returned from a long weekend in Belgium they brought loads of amazing Belgian chocolates. They were delicious and I ate quite a few. My favourites were the ones covered in really dark chocolate. Unfortunately for me, I won't be able to eat chocolate anymore, and especially dark chocolate. I developed a shocking migraine headache that night, and my doctor told me that the chocolate was probably what caused it.

Speaker E

I have a peanut allergy and have to be really careful. Other nuts are fine, but any trace of peanuts and I have a frightening reaction. On one occasion, I was eating crisps from a bowl on the coffee table at my friend's place. She knew about my allergy, so I felt safe. But within seconds my throat started to swell. It was horrible, and quite scary for my friend. She found out later that her flatmate had filled the bowl with peanuts the day before.

Speaker F

I had a lovely meal out in a little village with some friends, and afterwards all three of them were terribly ill, but I was fine. I was the only one who had skipped dessert, an impressive chocolate cake with fresh cream. We think there was probably a problem with the cream; it must have gone off and upset their stomachs. Fortunately, by the next morning they were starting to feel better. I thought I was going to have to take everybody to hospital.

Exercise 2 (p. 20)

Alison: Hello, I'm looking for the diabetes group meeting. Am I in the right place?

Dr Michaels: Hi! Yes, this is the place, but the meeting doesn't begin for another fifteen minutes or so. But come in, have a seat. I'm Dr Michaels.

Alison: Good to meet you. I'm Alison. I read the article in last Sunday's paper about the group, so I thought I should check it out. I've had diabetes for about five years, and I'm managing well, but nobody I know has it, so I thought it might be nice to meet some other people with the same condition.

Dr Michaels: I think you've come to the right place. We've got about twenty-five regular members and we

meet up twice a month. Sometimes we do other activities too, like going on an excursion or going out for a meal, which is very popular.

Alison: That sounds great. I'm a great believer in getting on with your life and doing enjoyable things, even if you've got a health problem. It's very important to stay optimistic, I think. So ... what sort of things do you talk about when you meet up?

Dr Michaels: Well, obviously we try to discuss topics that are relevant to the lives of diabetics. For example, eating habits are vital in controlling diabetes, so we try to help people follow a healthy diet. We share recipes and give cooking advice. Sometimes we have a nutritionist from the local hospital, who takes members' favourite recipes and turns them into healthier versions for people with diabetes.

Alison: How clever! That means I can eat something I actually like and do something creative in the kitchen at the same time. I totally approve of that! So, are the meetings open to anyone? I mean, would it be alright if I brought a family member or a friend along?

Dr Michaels: Oh, definitely! Everyone's welcome. We believe that the more the general public knows about diabetes, the more help diabetes sufferers will get. Now, I think it's time to go in.

Exercise 3 (p. 21)

Interviewer: Mr Jacobs, thank you for coming to talk to us today about your wonderful new shop. What made you decide to open a store selling organic produce?

Mr Jacobs: Thank you for the compliment. Business aims aside, the main reason for starting this venture was to bring good quality food to people at affordable prices. At the moment, we only sell organic fruit and vegetables but as business grows, we hope to include organic meat, cheese and eggs.

Interviewer: Can you tell us in more detail why you wanted to sell organic fruit and veg?

Mr Jacobs: Firstly, I'm not a Londoner. I grew up on my parents' farm in Kent. All our meals were made using fresh produce from the fields. I think an awareness of good quality food was instilled into me from an early age. But it was only when I came to London that I saw how hard it is to get high quality, farm fresh produce. Most of the fruit and veg in city supermarkets is pre-packaged and has had to travel hundreds of miles to get to the shelves.

Interviewer: So you don't think there is good quality food on sale in London?

Mr Jacobs: Oh no, I'm not saying that. You can find virtually anything you want in London if you know where to go. But most of the speciality shops are very expensive, particularly those selling organic produce. I realised there was a gap in the market and that I could sell a high quality product that was not beyond the

pocket of most people. After all, good fresh food should not be only for people on high incomes.

Interviewer: Was your parents' farm organic?

Mr Jacobs: No, the demand for organic produce is a relatively new thing. Very few farms were organic when I was a child. It's only in the last couple of decades that people have begun to question the idea of using chemical fertilisers and pesticides. People are, quite rightly, concerned about the health issues here and this has led to organic farming practices.

Interviewer: Once you realised there was a need for affordable organic produce, what did you do next?

Mr Jacobs: I approached my parents to see what they thought of the idea. My mother has always approved of organic farming, in spite of the extra time and effort it requires to tend the crops. When I told her there was a rising demand for such goods in London, she was all for it. My father, however, was a little apprehensive at first but it didn't take long to persuade him of the benefits of getting involved in this growing sector of farming.

Interviewer: All the produce you sell comes from your parents' farm, then?

Mr Jacobs: Yes, and hopefully people will pick up on the family nature of this venture. It's a more personal approach than you find in the big supermarkets, which can feel rather cold and impersonal. Even if we expand, I want to keep it the way the small shops were in the past, when local people would meet up for a chat as they did their shopping.

Interviewer: And expansion is on the cards, isn't it?

Mr Jacobs: Yes. As I mentioned before, we hope to extend our range to include meat and dairy produce. Eventually, we also plan to open more branches in other parts of London. And, of course, we shall keep our prices as low as possible so people can afford to pay them!

MODULE 3

Exercise 1 (p. 34)

Speaker A

Our trip to Las Vegas wasn't exactly cheap for a family of four. We didn't mind, though, because we wanted it to be a really special trip for all of us. Some of our friends thought the kids wouldn't enjoy it as much as we would. But they were wrong. There was loads of great family entertainment on offer. There was so much to do and see that no one got bored for even a minute. I'm glad we could afford such a great family trip.

Speaker B

A group of us from university wanted to do something really adventurous. We opted for back-packing in Peru. What we didn't know, though, was that you have to spend some time getting used to being high up in the

mountains before you start hiking or doing anything strenuous. We ended up getting altitude sickness, which is awful, and we had to cut our holiday short. Next time I decide to be adventurous, I'll make sure I've looked into it properly first.

Speaker C

Simon and I have been going to the same place for over ten years now. The reason we love it is that it has top-quality facilities and service and it's a lovely peaceful spot to relax. They've managed to retain the character of the area and encourage tourism at the same time. No big ugly hotels or noisy discos. It's small, and it's friendly, and you can really get away from it all there. It's a shame more places don't offer the same kind of tourism.

Speaker D

My mate Pete persuaded me to go with him to a popular Mediterranean resort. He kept telling me what a fantastic time we'd have and how great the night life was etcetera etcetera. So I thought, why not? You see, I usually like going hillwalking, that kind of thing. But I was willing to try something new. As it turned out, I couldn't wait for it to be over. I was bored on the beach and hated the loud bars. Just not my cup of tea, I'm afraid.

Speaker E

I wasn't keen on the idea of going camping, but my girlfriend is a real outdoor type. The first couple of days I was just miserable, stuck in a damp tent in a muddy field and I kept kicking myself for ever having listened to her. Then I decided it was best to make the most of it and something clicked. I soon found cooking soup over an open fire after a day hiking in the countryside is just what she'd said it would be, marvellous. It was quite a revelation really.

Speaker F

I'd just had an operation and my husband decided that what I needed to get me back on my feet was a good holiday. So he booked a two-week cruise down the Nile. I have to say that he was absolutely right. I got plenty of time to relax on the deck, and we saw some of the most spectacular archaeological sites in the world. The only problem is now I want to go to on a Caribbean cruise this Christmas, which will cost quite a lot!

Exercise 2 (p. 34)

Jess: Now Hey, Michael!

Michael: Hello, Jess. How was your holiday? You went on a ten-day sailing course, right?

Jess: Yeah, it was amazing! I'd really recommend it.

Michael: Really? Did you learn to sail? I've always wanted to learn to sail, but I don't know anyone who's

got a boat, so I've never had the chance.

Jess: Yes, me too. That's why this course was so great. We actually lived on the sailing boat the whole time. It was such a unique experience.

Michael: Wow. Living on a boat for ten days; I'm not sure I'd like that. I think I might get tired of always having the other people around. I'd want my own space – for sleeping, at least. How many people were there on the boat?

Jess: There were two instructors, two assistants and five students. It was fine. We didn't have much time alone, but it was comfortable. The weather was great for the most part, though, and that helped. If it had been raining all the time and everyone was stuck in the cabin, it wouldn't have been much fun.

Michael: So, did you get to visit different ports, too, or was all your time spent sailing?

Jess: No, not at all! We spent the first two days on the boat, learning the ropes, you know. We went on our first trip on the third day, and that evening we stopped at a port, and had a nice meal on land! We all felt so proud of ourselves because we had sailed there!

Michael: Was it difficult?

Jess: Actually, there was a lot to learn at first. I felt a bit overwhelmed on the first day, but once we actually sailed, I saw that it wasn't so hard. I mean, we had a lot of help.

Michael: So, teamwork was important, I guess! Did everybody do their share? Or did some kids just want to mess around?

Jess: Actually, learning to sail was a kind of dream come true for most of us, so everybody took it seriously and worked hard. I'm thinking about going again next summer; why don't you come, too?

Michael: Hmm, interesting. I was thinking about going to music camp again next year, but it might be good to try something different.

Exercise 3 (p. 35)

Int: If you're wondering where to spend your holidays this summer but don't want to go to one of those huge faceless resorts, then why not try a holiday with a difference? John Rigby of Go Fairer travel agency is here to tell us about some of the alternatives on offer. Good morning, John.

JR: Good morning.

INT: From what I understand, John, your agency is aimed at people who want an 'eco' holiday, is that right?

JR: I wouldn't call it eco-tourism exactly, because we don't offer things like trips to Brazil to help protect the rainforest and so on. What we do is help people find a holiday that has as low an impact as possible on the environment. In other words, we don't organise package holidays to large resorts. We work with small independent travel companies.

INT: So, why is that good for the environment?

JR: For many reasons. Many beautiful places have lost their character because they have been overdeveloped. This has led to the destruction of the natural environment and has created the kind of tourism that means you never really experience the culture you are visiting. Most of the money you spend goes into the pockets of the big companies and not to the locals.

INT: Can you give us some examples of the kind of holiday someone could book with your agency?

JR: There are all sorts, but I'll start with some of our most popular ones. Beach holidays in sunny climates are usually firm favourites. But with us, we'll book you into a small, family-run, hotel. Also popular are walking holidays. They're great for people who like being close to the natural environment. And for those who want to get away from it all, there are yoga retreats or traditional spa holidays.

INT: What about cost? Are they pricey?

JR: Well, obviously we can't compete with the package deals on prices. But we think that these kinds of holiday are, in fact, too cheap ... and nature is paying the price. I would like to say though, that we do offer holidays to suit almost everyone's budget and we aim to keep our prices as low as possible. For instance, a week in a traditional Greek cottage is quite affordable and it's a sustainable form of tourism – far better than staying in some characterless hotel.

INT: But isn't it unlikely that these kinds of holiday will ever become really popular?

JR: On the contrary! For one thing, not only is awareness about green holidays growing, but also many people want a real experience from their holidays. They don't want to feel that going on holiday is like a factory process. You know, the feeling that you haven't left your country at all, the only difference is that it's sunnier. People are getting fed up with this and I think that's a good thing.

INT: Some ecologists say that we shouldn't even go abroad for our holidays as flying is damaging for the environment.

JR: They're absolutely right, of course! But I don't think we are going to see the end of foreign travel anytime soon, especially when you consider the wet, chilly summers we often have here in Britain. Nonetheless, we offer lots of holidays for those who want to see more of the British Isles.

INT: So where do you go on holiday?

JR: It's not often I actually get to go on holiday, I'm afraid, as I'm too busy organising them for others. I really want to help make tourism a force for nature and not against it and that takes up a lot of my time. When I get the chance, I usually go on mini-breaks to places like the Lake District, and last year I visited Ireland for a week. It was wonderful.

MODULE 4

Exercise I (p. 48)

Speaker A

Before I set off, I heard the forecast, so I knew there was a possibility of gale-force winds, but I chose to risk it. I thought the climb would only take a couple of hours at most. Anyway, it was so calm that morning. I thought they must have got it wrong. What a mistake! I was half way up the mountain when I had to turn back. There was nowhere to find shelter and it was a frightening experience.

Speaker B

I must have been about 10 at the time. My brother, sister and I were visiting our grandparents. They live not far from St Andrews, where there's a fantastic beach. Well, we went in the morning and the weather was unusually good, so we spent most of the day picnicking and building sandcastles. Everything was perfect until we got back to the house. We were all as red as tomatoes! It was my first lesson in avoiding sunburn. Now, of course, I'm more careful.

Speaker C

I wasn't sure I'd be able to make it to Jenny's birthday party, but I decided to try as she's a really good friend of mine. The problem is I had a long drive after work to get there. First, I got stuck in a traffic jam. Then, heavy snow started to fall and in no time at all, driving was becoming dangerous. I had to go very slowly and carefully. When I finally got to Jenny's house, most people were saying their goodbyes.

Speaker D

We'd been warned about the heavy rain so we piled sandbags all around the house. When we went to bed, we just hoped for the best. The children and even our dog Jasper were scared because of the howling wind. Finally, we slept. But when we woke up the next morning, we got a nasty surprise. The water had broken through the sandbags and flooded the house. Everything was soaking wet – the carpets, the furniture, even the curtains. Of course, they were all ruined.

Speaker E

I was driving my mother's car when suddenly it just stalled. It was absolutely freezing outside, but I decided to take a quick look under the bonnet to see if I could spot the problem. Unfortunately, I couldn't tell what was wrong. Luckily, I had my mobile phone with me. It took my dad nearly an hour to reach me because of the fog and ice on the roads. When he arrived, he gave me some hot tea from a flask and he managed to get the car going, too.

Speaker F

It was our last day on holiday and we decided to take the kids on a boat trip to hopefully see dolphins. When we set off, early in the morning, it looked like it was going to be a lovely day. Unfortunately, about an hour into the trip, the sky clouded over, the wind picked up and the sea became very choppy. The captain decided it would be best to turn back but that didn't stop us all from getting seasick. It was awful.

Exercise 2 (p. 48)

Ian: Hi, Amy! Fancy meeting you here! It's a great holiday resort, isn't it? Are you doing some souvenir shopping too?

Amy: Oh hello, Ian. Yes, I'm looking for a present to take back home to my mum. These earrings are beautiful, aren't they? And they're not too expensive, either.

Ian: But hang on a second. Just what are they made of? Let's have a look at the card – yes, they're one hundred percent hand carved ivory.

Amy: I really like them. They're nicer than the pair I saw in the other gift shop down the road. I think I'll get them. They'd really suit mum.

Ian: You're not serious, are you? You've got to be joking, right?

Amy: Why? What do you mean? Why would I be joking?

Ian: Amy, do you know where ivory comes from?

Amy: Um, it's a kind of stone, I think. Isn't it?

Ian: No, ivory comes from the tusks of elephants. It's illegal. People kill the elephants, cut off their tusks, and then sell them on the black market. Haven't you heard about this? I mean, it's been all over the news lately.

Amy: Well, yes, I've heard about the poachers who are killing elephants illegally and selling their tusks ... but I didn't know ivory comes from elephant tusks. How awful! Selling something illegal right here in the hotel gift shop! Goodness knows how many people have already bought them!

Ian: Yeah, it's pretty unbelievable. They're breaking the law, in fact, and trying to take in innocent shoppers like you. Some people would do anything for money.

Amy: You know what? Why don't we go and talk to the manager in his office? We could ask him why he's selling these things, and see what he has to say for himself.

Ian: Yes, I think that's a good idea. I'll come with you. We can't just ignore the situation. After all, if nobody ever asks questions or makes a complaint, these illegal activities will never stop.

Exercise 3 (p. 49)

Int: I'd like to welcome the environmentalist, Paula Hutton, to talk us today about the marine environment

around Britain's shores. First of all Paula, why do you think that British people should be concerned about it?

PH: Britain is surrounded by water and has 3,200 km of coastline. We need to be aware of the state of the marine environment because it has a direct effect on all of us. British people have always depended on the sea for many things; for food and other natural resources, for jobs, and as a natural defence barrier.

Int: So, is it all bad news?

PH: As you know, many scientists have expressed concern over the decline of the marine environment for quite a while. The chief worry, of course, is the problem of pollution. Thankfully, the health of the marine environment is a priority for the European Union and strategies are being developed to protect it. People have now come to realise that treating the sea like a huge dustbin not only harms wildlife but also puts human life at risk. The seas around Britain are home to over 8,000 different species of plant and animal life and we must ensure that their habitat is preserved.

Int: What kind of pollution threatens this balance?

PH: In the past, the dumping of chemicals and heavy metals into the sea was a serious problem. Now various regulations have reduced this practice. But problems still continue as a result of what was dumped in previous years. Even now, you can still find high concentrations of things like industrial chemicals and agricultural pesticides. It will take many more years before they drop to safe levels.

Int: What other things pollute our waters?

PH: Oil spills are a problem, too. They can happen because of careless transport or as a result of a devastating storm. Oil slicks cause pollution that takes a very long time to clean up. Now that there are a greater number of oil platforms in the North Sea, the danger of accidental spills has increased. Unfortunately, we will probably never manage to reduce the risks to zero.

Int: What can we hope to achieve?

PH: We can work together to reduce the harmful products in our marine environment. I don't just mean industrial pollution but also plastic and aluminium packaging. The effects of these kinds of waste can also be devastating. Sea birds swallow pieces of plastic which make them feel full and then they starve to death. Turtles and other sea animals eat plastic bags because they mistake them for food and then choke to death. We should all reduce our use of plastic packaging and participate in local recycling programmes.

Int: Is there anything else we can do?

PH: How about joining a beach clean-up campaign? There are many initiatives, such as the 'Adopt-a-Beach' programme. Thousands of volunteers work every year picking up and recording the amount and type of litter found on our beaches. In the last ten years, the amount of coastline litter has doubled, so we should take action

now, before it becomes too great to reverse.

Int: Presumably, it's in everyone's interest to deal with this problem.

PH: Yes, of course. Beach litter isn't just an eyesore, it's dangerous, too. But there is some good news. More and more UK beaches are being recommended for their clean seas. So, it may no longer be a health hazard to go swimming at your local beach. Before you go, check which beaches are safe at the online site the 'Good Beach Guide'.

MODULE 5

Exercise 1 (p. 62)

Speaker A

Sooner or later the whole neighbourhood would have been destroyed. Everyone knew who it was. They kept coming around, late at night, and hanging around causing trouble. Every morning there was new graffiti, but that was the first time I actually saw them with spray paint. I had really had enough, so I called in the police.

Speaker B

It was awful! He was dressed like any normal guy except that he had a mask on his face so I couldn't recognise him. I was terrified when I saw that he had a knife sticking out of his pocket. Obviously, when he saw me, he must have been scared I would phone the police. He jumped out the window and ran off down the street. Unfortunately, he did manage to take my most expensive jewellery from my drawer.

Speaker C

It all came as a complete surprise. I mean, it's a lovely neighbourhood and it's certainly not considered dangerous. I just went out to my corner shop to get some batteries and this guy jumped me in the alley by the shop. He must have been hiding behind the crates. He pointed a gun and shouted. I don't remember anything else but he took everything, my wallet, money and even the batteries! And of course there were no cameras there. I still can't believe it!

Speaker D

Well, it was very late and I was on my way home. I took the usual route, but I was a bit cautious because it was dark and there weren't any people around. I turned a corner and suddenly saw them standing there in front of me. I felt relieved when they only asked me politely for some money. I was glad to give them my loose change, I often give beggars my loose change. I was outraged the next morning when I realised they had taken my wallet, too.

Speaker E

I thought they looked suspicious, hanging around and all that, you understand, but I was quite busy at the time. Besides, I often get their type in here and they always pay up like everyone else. Anyway, I reckon they took about £200 worth of goods without me noticing. At least they didn't put a knife to my throat or anything. It could have been a lot worse.

Speaker F

Ever since I was a child I've hated being home alone late at night. Well, last Friday night Bob and the kids were out and I was watching TV. I could have sworn I heard someone trying to get in the back door. There have been a lot of burglaries in our neighbourhood, so I automatically thought it was a burglar and I phoned the police. You can't imagine how I felt when they showed up and discovered the neighbour's dog scratching at my backdoor. I said I was sorry but they were not happy that I'd wasted their time.

Exercise 2 (p. 62)

William: Hey, June. That's a cool bracelet. Is it new?

June: Oh hi, William. Yes, it is nice, isn't it? My parents gave it to me for my birthday. But it's not just a bracelet; it's actually a smart device.

William: Really? So, you can surf the Net and make phone calls with it?

June: No, it's not that kind of smart device! It is connected to the Internet, and it does send me messages on my smartphone. But it's got just one function.

William: Don't tell me! I know how weight-conscious you are! I bet it helps you lose weight by measuring how many calories you burn when you do different kinds of exercise.

June: That sounds like an excellent idea. But no actually, this bracelet measures how much sun I'm getting and then warns me when I need to put on sunscreen or move into the shade.

William: Do you really need a smart device to remind you to put on sunscreen?

June: Well, yeah, and in case I forget to reapply it. I've got very sensitive skin. I wear sunscreen every day, but I still get sunburned easily. My parents were worried about that because sunburn is so unhealthy. It ages your skin and can even cause cancer. Sunburn hurts, too. So they bought me this bracelet.

William: I don't wear sunscreen, but I think I've only been sunburned once, when we were on holiday. I fell asleep in the sun on the first day and I got rather red. It was fine in a couple of days, though.

June: You're lucky, then! I can get sunburned in half an hour if I forget my sunscreen. This device is great because it sends me a message when I need to put on

more sunscreen. It also takes all the different skin types and the power of the sun into account!

William: And is it right? I mean, does it do the calculations correctly?

June: Well, it's still new so I can't really say. So far, I haven't had sunburn. But the device has to be in the sun, or it won't work. For example, if it's hidden under clothes with long sleeves, then it won't measure your sun exposure correctly.

William: So it would probably be better to wear it on the top of a hat, or something.

June: Yes, that could work. The sensor comes off the band, see, so you can wear it anywhere you like. You just attach it with this special clip it's got.

Exercise 3 (p. 62)

Presenter: Good afternoon, and welcome to the programme *Our Changing World*. Today we have a very special guest, Mr Michael Jones, who has been selling books for over forty years. Michael, how did you get started in the bookselling business?

Michael: I've never done anything else, really. You see, I left school when I was sixteen and got a job as a sales assistant in a bookshop. I worked there for five years and I really enjoyed it. So, when the owner wanted to retire, I decided to take a risk and buy the business, it just seemed like the natural thing to do.

Presenter: And you must have seen some changes in the book business in that time.

Michael: Oh, yes. For a start, we used to have a card catalogue system for orders, but now all that's done by computers, for which I'm very grateful. It's much easier now. The Internet, too, is invaluable for placing orders and keeping up-to-date with the latest releases; we even have a web shop so our customers can buy books without leaving their homes. My son thought I'd never get the hang of the Internet, but I'm a bit of an expert now!

Presenter: Have you made any changes to the physical shop over the years?

Michael: Yes, about ten years ago I had a coffee bar built at the back of the shop with comfy leather chairs. It really increased business. In fact, sales almost doubled overnight. There's something about the smell of coffee that puts people in a good mood and if they're relaxed enough, they're more likely to linger over a book. We created a really great atmosphere.

Presenter: So one of the most successful changes you've made has little to do with technology. That's surprising.

Michael: Yes, but it could be that technology will put an end to my little bookshop. I'm talking about e-books. Nowadays, instead of buying a hard copy, you've got an electronic gadget which allows you to have thousands of files; that's a whole library's worth of books. At first, it

seems quite fantastic, doesn't it? So much choice! But to be honest, is all that choice necessary? I mean, some mornings it's hard enough to choose between my black shoes and my brown ones.

Presenter: I suppose you've got a point. But still, you have to admit, e-books are convenient.

Michael: Are they? You buy the reader, then pay a charge, download a book from a website and the pages appear on your little screen, and you can carry it with you. But all that's no different from a paperback, is it? And the e-book is heavier than a small paperback, and it needs a power source. New technology may seem exciting, but it will never completely replace the traditional paperback.

Presenter: Sales of CDs have fallen dramatically since people started downloading music from the Internet. Are you worried that a similar thing will happen with books?

Michael: Well, yes, of course. I really hope nothing like this happens to my shop. I've heard that e-books have become very popular in Japan, but I have no idea if they'll be successful here or not. In the end, it's up to the customers.

Presenter: Are you looking forward to retirement next year?

Michael: Yes and no. I'm definitely going to pursue my hobbies more – like playing golf. No time for it at the moment. But then my son has his own career so sadly I shall have to sell the bookshop. Let's see if anyone will want to buy it at that point.

