

Options

9

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Introduction

Options is an English course of seven levels based on the Common European Framework of Reference and designed for learners studying English at CEF levels A1 to B2. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

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

The course consists of:

- The Student's Book which contains a *starter* unit as well as eight modules. There is also an *All about Russia* section, a *Presentation Skills* section, a *Fun Time* section, a *Language Review* section, a *Self-Check* section, a *Word Formation* section and a *Practice Test* section at the end of the book.
- The Workbook which contains: a *Grammar* section with theory and exercises, a *Vocabulary* section with exercises to revise the vocabulary presented in each module and a *Skills* section with tasks to practise all four language skills.

COURSE COMPONENTS

Student's Book

The Student's Book is in full colour. Each module is based on a single theme and the topics covered are of general interest. All modules follow the same basic structure (see Elements of the Coursebook). Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Workbook

The Workbook is in full colour. It contains units corresponding to those in the Student's Book as well as Grammar Bank and Vocabulary Bank sections. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language and grammar presented in the Student's Book through a variety of exercises, incorporating all four skills. Translation and dictation exercises are also included.

Teacher's Book

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

- the objectives of each module clearly and concisely
- step-by-step lesson plans and suggestions on how to present the material
- extra activities for stronger & weaker classes
- games
- a full key to the exercises in the Student's Book & Workbook
- audioscripts of all listening material
- evaluation charts

Teacher's Resource Pack and Tests

The Teacher's Resource Pack contains exercises to consolidate what students have been taught in each module, as well as games, pairwork activities, portfolio activities, tests and a key to all exercises.

Class Audio CDs

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

IWB

The IWB software contains all the material from the Student's Book, Teacher's Book, and Workbook. The material, along with audio files and video helps to facilitate lessons in the classroom in an exciting and stimulating way for Ss. The software also contains grammar presentations of all the grammar structures found in the Student's book, to allow students further practice and the opportunity to expand their knowledge.

ieBook

The ieBook contains all the material from the Student's Book in a digital format. It provides students with an interactive learning experience, helping them to become autonomous learners.

ELEMENTS OF THE COURSEBOOK

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

Each module contains the sections described below.

Reading

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

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly.

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. The Workbook contains a detailed explanation of each grammar point.

Speaking

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

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module.

Everyday English

Functional dialogues set in everyday contexts familiarise students with natural language. The dialogues also present useful expressions so that students can practise everyday English.

Across Cultures section

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

CLIL section

This section enables students to link the theme of the module to a subject on the school curriculum, thus helping them to contextualise the language they have learnt by relating it to their own personal frame of reference. These sections contain lively and creative tasks which stimulate students and allow them to consolidate the language they have learnt throughout the module.

Writing

Students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed. Plans are also provided to guide students.

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

These progress from short sentences to paragraphs and finally to full texts, allowing students to gradually build up their writing skills.

Exam Practice section

In this section, students are introduced to various RNE exam tasks. Each task is accompanied with a preparation task and a study skills section which helps students develop strategies and enables them to become familiar with the RNE exam format.

Pronunciation

Pronunciation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly. (There is an extensive list of pronunciation rules at the end of the book, pg. P1.)

Study Skills

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

Extra Material:

At the end of the book, you will find:

All About Russia section

In this section, students are provided with cultural information and read about aspects of Russia that are thematically linked to the modules. Students are also provided with further practice on the RNE exams format.

Presentation Skills

This section provides practice in preparing and giving a variety of presentations. A step-by-step approach to building students' abilities and confidence helps students to become memorable public speakers. The section includes brainstorming, note-taking and Plan & Useful Language along with model presentations. It aims to help students become public speakers.

Practice Test

This Test provides further practice for the RNE exam. It contains all parts of the exam and can be used as a screening test before the actual exam.

Fun Time

This section reviews the modules in a fun way and includes a quiz that revises information presented in the eight modules, and acts as a sample for students to prepare a similar quiz on their own. It also has a song that is connected to the themes of the modules as well as a related task. Listening to lively, highly quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Language Review

This section provides students with practice exercises, using vocabulary presented in each module.

Self-Check

These sections reinforce students' understanding of the topics, vocabulary and structures that have been presented in each module. An answer key is provided for students to check their answers and a marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

Word Formation

This section provides further practice in forming derivatives from words.

Wordlists

A complete Word List containing the new vocabulary presented in each module, listed alphabetically with a phonetic transcription and a definition for each word.

Irregular Verbs

This provides students with a quick reference list for irregular verb forms in the English language.

SUGGESTED TEACHING TECHNIQUES

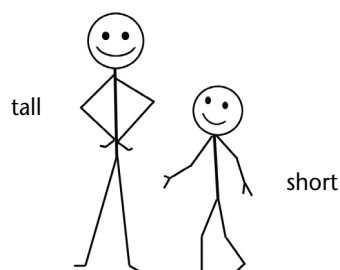
A – Presenting new vocabulary

Much of the new vocabulary in Options is presented through pictures and students are asked to match the pictures to listed words. Vocabulary is always 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 a place where we put our car, next to the house.*
- *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: *Madrid is a city, but Nerja 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:



- *Flashcards.* Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1.* In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

All writing tasks in *Options* have been carefully designed to guide students to produce a successful piece of writing and provide further practice for the RNE exam.

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

C – Assigning homework

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

When assigning writing tasks, prepare students as much 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.
- *Spelling.* Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud.* Assisted by the Student's CD, students practise at home in preparation for reading aloud in class and for the RNE exam.
- *Writing.* After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

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

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

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

E – Class organisation

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

F – Using the Student's Audio CD

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

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud. Recordings for the Listening tasks in the Workbook are also included for students to do their homework.

STUDENTS' LANGUAGE PORTFOLIOS

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

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

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

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

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

TYPES OF LEARNING STYLES

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

- *Visual Learners* need to see the teacher's body language and facial 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 CD player.
- *Tactile/Kinesthetic 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.

EVALUATION

Evaluation is an essential part in the learning process. It helps the learners recognise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is divided into three parts: Initial Evaluation at the beginning of the course, Formative Evaluation, which is done on a day-to-day basis, and Cumulative Evaluation, upon finishing a module.

Initial Evaluation

This evaluation centres mainly on the students' reports from the previous school year. The teacher can assess the students' level, work already covered, work which needs to be covered, strengths/weaknesses, etc.

Formative Evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's Formative Evaluation Chart.

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (e.g., dialogues, songs, pairwork, etc) and write the marks obtained with the help of the following code, using colours if you wish.

- c (competence – green): the student has a full understanding of the task and responds appropriately
- w (working on – yellow): the student has an understanding of the task but the response is not fully accurate
- n (non-competence – red): the student does not understand the task and is unable to respond appropriately

Cumulative Evaluation

Cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The instruments of evaluation are:

- **Student's Self-Assessment Forms:** After the students have completed the Self-Assessment Form section of each module, they fill out the photocopiable Self-Assessment Form, giving their subjective opinion of their own performance. This learning-to-learn technique enables the students to develop awareness of their progress. The Self-Assessment Forms should be kept in their Language Portfolio for future reference. The Self-Assessment Forms are printed at the back of the Teacher's Book.
- **Progress Report Cards:** After students complete each module and take the corresponding test, photocopy the respective Progress Report Card from the Teacher's Book and fill out a card for each student. The students should keep these cards in their Language Portfolio for future reference.

ABBREVIATIONS

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

T	teacher	sb	somebody
S(s)	student(s)	sth	something
HW	homework	n	noun
L1	students' mother tongue	v	verb
Ex.	exercise	adj	adjective
p(p).	page(s)	adv	adverb
e.g.,	for example	phr	phrase
i.e.,	that is	phr v	phrasal verb
etc	et cetera		

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

Module

1

Lifestyles

Topic	
In this module, Ss will explore the topics of jobs & qualities and appearance & character.	
Module page	5
Lesson objectives: Overview of the module. Vocabulary: Jobs (<i>stunt man, acrobat, air traffic controller, underwater photographer, crocodile trainer, bomb disposal expert, interior decorator, storm chaser</i>); Qualities (<i>creative, brave, daring, fit, patient, highly trained, careful, artistic, flexible, reliable, skilful</i>)	
1a	6-7
Lesson objectives: To read for specific information to practice lexico-grammatical structures, to talk about jobs, to listen for specific information, to write about jobs Vocabulary: Jobs (<i>security guard, make-up artist, travel agent, social worker, airline pilot, shop assistant, graphic designer, computer programmer, bus driver, personal trainer, TV presenter, heart surgeon</i>); Verbs (<i>stand still, swing, extend</i>); Nouns (<i>lookalike, dressing room, mime, swing, double</i>); Adjective (<i>tolerant</i>); Phrase (<i>earn a living</i>)	
1b	8-9
Lesson objectives: To compare the present continuous and the present simple, to learn singular/plural nouns; to learn the comparative and superlative, to learn <i>too – enough</i>	
1c	10-11
Lesson objectives: To read for specific information, to listen for specific information, to describe family and friends, to write a description of a missing person Vocabulary: Physical appearance and character (<i>plump, easy-going, honest, wrinkles, old, short, sensitive, reserved, of medium height, moustache, rude, shy, in her late twenties, outgoing, patient, beard, well-built, slim, spiky, wavy, long, curly, round, straight, oval, polite, fat, small, in his early thirties, skinny, thin, teenager, overweight, in his mid forties, middle-aged, freckles, tall</i>); Character adjectives (<i>cheerful, selfish, generous, popular, talkative, bossy, energetic, honest, impatient</i>); Verbs (<i>realise, stick out</i>); Nouns (<i>bionic bodies, smartphone, tablet, medicine, breakthrough, hearing loss, cochlear implant, retinal implant, limb, function, prosthetics, advancement</i>); Adjectives (<i>sophisticated, latest, damaged</i>)	

1d	12
Lesson objectives: Talking about clothes (complimenting) Vocabulary: Sentences (<i>You look great in that polo-neck. It matches the colour of your eyes. They fit you perfectly. Your dress really suits you.</i>); Clothes (<i>polo-neck jumper, tight-fitting jeans, short-sleeved T-shirt, sunglasses, flared skirt, loose-fitting top, tartan skirt, trainers, polka-dot dress, flat shoes</i>); Complimenting verbs (<i>go with, fit, suit, match</i>)	
Across Cultures	13
Lesson objectives: To read for specific information, to write about and give a presentation on your personal style. Vocabulary: Verbs (<i>belong to, identify, breathe, hang out, give up, succeed</i>); Nouns (<i>hooded top, wardrobe, label, brand name, fashion, waistline, miniskirt</i>); Adjectives (<i>baggy, modern, trendy, European, skinny, high heeled, fashionable</i>)	
CLIL TIME: PSHE	14
Lesson objectives: To do a quiz, to read for specific information to give a talk about self respect Vocabulary: Verbs (<i>affect, increase, admit, tease</i>); Nouns (<i>self-respect, belief, opinion, winner, loser</i>); Adjectives (<i>cheerful, confident</i>); Phrases (<i>put right</i>)	
Writing	15
Lesson objectives: To read and analyze a rubric, to learn how to use linkers, to write an email describing a person Vocabulary: Linkers (<i>and, with, but, also, however, though, as well, too, on the other hand</i>)	
Exam Practice 1	16
Lesson objectives: To enable Ss to develop their Reading skills, to identify and match headings of paragraphs in a text, to provide extra practice for the RNE exam.	

►► What's in this module?

Read the title of the module *Lifestyles* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check the Ss' understanding.

Answer Key

a man that looks like a celebrity (p. 6)
What do you think he looks like this? What do you think his job is?

a quiz (p. 14)
Where can you see quizzes like these? Do you like quizzes? What is the point of a quiz?

a paragraph plan (p. 15)
Do you think it important to have a paragraph plan? Why? Do you always use one to help you do writing tasks?

3 To compare jobs and qualities

- Read out the example and explain the task.
- Revise comparative forms of adjectives. Ss compare the jobs in the photographs using the adjectives in Ex. 2.
- Check Ss' answers around the class.

Suggested Answer Key

- An acrobat needs to be more flexible than an air traffic controller.*
 - An air traffic controller needs to be more reliable than an underwater photographer.*
 - An underwater photographer needs to be more creative than a crocodile trainer.*
 - A crocodile trainer needs to be fitter than a bomb disposal expert.*
 - A bomb disposal expert needs to be more careful than an interior decorator.*
 - An interior decorator needs to be more reliable than a storm chaser.*
 - A storm chaser needs to be more daring than an interior decorator.*
- As an extension, Ss mime various jobs. The class guesses the job.

Vocabulary

1 To present jobs

- Draw Ss' attention to the pictures (1-8) and ask various Ss to read out the job each one shows.
- Play the recording. Ss listen and repeat. Elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

2 To match job qualities to jobs

- Explain the task.
- Explain/Elicit the meaning of any unknown words and read out the example.
- Ss complete the task. Check Ss' answers.

Suggested Answer Key

... flexible and fit.

An air-traffic controller needs to be highly trained.

An underwater photographer needs to be fit.

A crocodile trainer needs to be daring and careful.

A bomb disposal expert needs to be highly trained and skilful.

An interior decorator needs to be creative.

A storm chaser needs to be daring.

1a

1 **Aim** To brainstorm for vocabulary

- Write the title 'entertainment' on the board and the examples 'actor' and 'singer'. Explain the task to Ss. Allow them one minute to complete the task.
- Ask Ss to share their answers with their partner and then with the rest of the class.

Suggested Answer Key

dancer, comedian, musician, clown, director, composer, magician, ballerina, circus performer etc

2 **Aim** To introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures.
- Elicit a variety of answers as to the questions in the rubric.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Suggested Answer Key

The pictures show people who have extreme looks in their jobs. There is someone dressed as a cartoon character, a woman who looks like a statue and a man who looks like a pirate. I think the cartoon character works at a theme park, the woman might be an actress and the man who looks like a pirate probably works in the film industry as an actor.

- Allow students some time to read the text in their books to check their answers.
- Ss match the pictures to the texts.
- Check Ss' answers around the class.

Suggested Answer Key

1 C 2 A 3 B

3 **Aim** To practise word formation

- Refer Ss to the **Study Skills** box and check for understanding. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct derivatives of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

1 actress (noun) 5 professional (adjective)
 2 living (adjective) 6 slowly (adverb)
 3 famous (adjective) 7 friendly (adjective)
 4 appearance (noun) 8 tolerant (adjective)

4 **Aim** To read for specific information

- Allow Ss some time to read the text again and answer the questions.
- Check Ss' answers.

Answer Key

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

5 **Aim** To consolidate new vocabulary

- Explain the task and allow Ss some time to complete it. Tell Ss to refer back to the text to find the phrases.
- Check Ss' answers around the class.

Answer Key

1 still 5 his way 9 lookalike
 2 statue 6 familiar 10 mask
 3 her skin 7 room 11 slowly
 4 paint 8 costume 12 his arms or legs

- Ask various Ss to present the three people to the rest of the class using the phrases.

Suggested Answer Key

- A Christina is an actress and she works as a **living statue**. She **covers her skin** with **body paint** and **stands still**. It can take about 90 minutes to become a living statue.
- B Simon is a **professional lookalike**. He **doubles for Johnny Depp** in "The Pirates of the Caribbean films".
- C Joe is the Disney character Pluto. When he arrives at work, he goes to the **dressing room** to change. He wears a **heavy mask** and a **furry costume**. He **walks slowly** and **doesn't swing his arms or legs**.

6 a) **Aim** To consolidate information in a text

Ask various Ss around the class to say three things they remember from the text.

Suggested Answer Key

- 1 Christina covers her skin with body paint.
- 2 Simon looks like a celebrity.
- 3 Joe works at Disney World in Florida.

b) **Aim** To personalise the topic

- Explain the task and give Ss three minutes to formulate their answers and write their sentences.
- Ss tell their partners, then ask various Ss to read their sentences.

Suggested Answer Key

I would like to be the Disney character Pluto and work at Disney World in Florida. I think it would be fun. I like children and I like seeing them smile. I think they would

like my furry costume! I wouldn't like to be a sideshow performer because I wouldn't like to change my appearance to such an extreme.

7 a) **Aim** To present compound nouns

- Draw Ss' attention to the **Study Skills** box and read through the examples.
- Explain the task and any unknown words.
- Allow Ss some time to complete the task.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat the compound nouns chorally or individually. Pay attention to the stressed syllables and help Ss with their intonation.

Answer Key

- | | |
|------------------|-----------------------|
| 1 security guard | 7 graphic designer |
| 2 make-up artist | 8 computer programmer |
| 3 travel agent | 9 bus driver |
| 4 social worker | 10 personal trainer |
| 5 airline pilot | 11 TV presenter |
| 6 shop assistant | 12 heart surgeon |

b) **Aim** To present work-related vocabulary

- Explain the task and go through the vocabulary with Ss. Explain that the vocabulary can relate to several different jobs.
- Allow Ss some time to do the exercise.
- Check Ss' answers around the class.

Suggested Answer Key

A make-up artist works indoors. She gets paid well.
 A travel agent works indoors from 9-5.
 A social worker works long hours under pressure.
 An airline pilot works shifts and gets paid well.
 A shop assistant works indoors and gets paid low wages.
 A graphic designer works indoors with a computer.
 A computer programmer works indoors with a computer.
 A bus driver works shifts.
 A personal trainer works part-time. He gets paid well.
 A TV presenter works indoors. He gets high wages.
 A heart surgeon works under pressure and gets paid well.

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

- Explain the task. Go through the table and make sure that Ss understand the vocabulary.
- Encourage Ss to suggest possible answers.
- Play the recording. Students listen and complete the table. Play the recording again if necessary.
- Check Ss' answers around the class.

Answer Key

Job	make-up artist
Workplace	works indoors, outdoors, in private homes, in TV studios or on location for TV projects and films
Hours/Routine	long hours sometimes but not always No routine
Skills	artistic, flexible, friendly
Wages	low at the beginning but you can get high wages if you have experience and a good reputation

b) **Aim** To talk about work-related routines

Explain the task. Ask various Ss around the class to present Petra's job and work routine using the language in Ex. 7a.

Suggested Answer Key

Petra works indoors and outdoors in private homes, TV studios or on location for films. She has no fixed routine. Sometimes she works only a few hours a day and other times she works very long hours. She has to be artistic, friendly and flexible. Her wages were low in the beginning, but now she earns a lot of money because of her experience and reputation.

9 **Aim** To write job descriptions

- This exercise can be completed in class or at home.
- Explain the task and direct Ss' attention to the vocabulary in 1a and on the module page.
- Allow Ss some time to complete the task.
- Ss share their job descriptions with the rest of the class.
- Alternatively, Ss read out their job descriptions without stating the job. The rest of the class guess the job.

Suggested Answer Key

Make-up artists put make-up on people. They are artistic and creative. **Their job can be** indoors and outdoors. **They need to be** creative and friendly. **They get** paid well.

Heart surgeons operate on sick people. They are highly trained. **They need to be** careful and skilful. **They get** paid high wages.

Personal assistants are patient. **Their job can be** full-time or part-time. **They need to be** reliable and flexible. **They get** low/high wages.

Security guards protect people and places. They need to be brave. **Their job can be** full-time or part-time. **They need to be** reliable and flexible. **They get** low/high wages.

1b

1 **Aim** To compare the present continuous and the present simple

- Ss close their books. Say then write on the board: *I watch TV in the evening. I am watching TV now.* Elicit the tense of each statement (*I watch* – present simple; *I am watching* – present continuous) and which sentence describes a habit or routine (*I watch*) and which one describes an action happening now/around the time of speaking (*I am watching*).
- Ss open their books. Read out the table. Elicit the L1 equivalents for the examples.

(Ss' own answers)

- Elicit examples from the text on p. 6 from various Ss around the class.

Suggested Answer Key

do, go, play, is, is not working, is standing, takes, has, call, shocks, arrives, wears, works, leaves, makes, walks, doesn't swing, doesn't get, extends, is smiling, (is) enjoying

2 **Aim** To practise the present simple and the present continuous

- Explain the task and allow Ss some time to complete it. Tell Ss to refer back to the theory box to help them justify their answers.
- Check Ss' answers around the class.

Answer Key

- 1 *work (present simple for habits/routines)*
- 2 *is doing (present continuous for action happening now/around the time of speaking)*
- 3 *Do you like (present simple usually used for verbs that describe a state)*
- 4 *is always borrowing (present continuous for frequently repeated actions with always)*
- 5 *arrives (present simple for timetables)*

3 **Aim** To practise using the present simple and the present continuous

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | |
|--------------------------------|-----------------------|
| 1 <i>am/'m</i> | 6 <i>am/'m making</i> |
| 2 <i>is always complaining</i> | 7 <i>doesn't like</i> |
| 3 <i>happens</i> | 8 <i>is/'s baking</i> |
| 4 <i>are/'re having</i> | 9 <i>needs</i> |
| 5 <i>is/'s tidying</i> | 10 <i>Do you want</i> |

Aim To present/practise singular/plural nouns

- Ss' books closed. Explain that plural nouns (e.g. *police, trousers*) are followed by plural verbs (e.g. *The police are looking for the thief.*) Plural nouns represent a group of people or an object which has two parts.
- Explain that some nouns may seem to be plural but are not and so take a singular verb (e.g. *maths, athletics*). Other nouns that refer to a group (e.g. *team, family*) can take a singular or a plural verb.
- Ss' books open. Read the theory aloud and elicit further examples as necessary.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- | | | | | |
|--------------|--------------|--------------|--------------|---------------|
| 1 <i>are</i> | 3 <i>is</i> | 5 <i>is</i> | 7 <i>is</i> | 9 <i>is</i> |
| 2 <i>is</i> | 4 <i>are</i> | 6 <i>are</i> | 8 <i>are</i> | 10 <i>are</i> |

5 **Aim** To present the comparative and the superlative

- Go through the table with Ss. Explain that when we want to compare two people/things/places etc we use comparative forms. Explain that when we want to say that something is different to the highest degree we use superlative forms.
- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-----------------|-----------------|-----------------------|
| 1 <i>longer</i> | 2 <i>fatter</i> | 3 <i>the happiest</i> |
|-----------------|-----------------|-----------------------|

- Elicit how we form the comparative and the superlative. Write Ss' answers on the board with examples.

Answer Key

With single-syllable adjectives and most two-syllable adjectives we form the comparative by adding –er and the superlative by adding –est. With adjectives with three or more syllables we form the comparative with more and the superlative with most. With some two-syllable adjectives (e.g. clever, narrow, gentle, friendly) we form the comparative and the superlative with either –er/–est or with more/most.

- Elicit examples from the text on p. 6.

Answer Key

the strangest, the most important

6 **Aim** To practise comparative forms

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class. As an extension ask Ss to compare two members of their family. (e.g. *My dad is older than my mum.*)

Answer Key

- 1 nicer 3 hotter 5 worse
2 more beautiful 4 cheaper 6 more popular

7 **Aim** To practise superlative forms

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- 1 the tallest, the biggest 3 the shortest
2 the longest 4 the healthiest

8 **Aim** To practise comparative – superlative forms

- Go through the adjectives and the table with Ss. Check Ss understand the vocabulary.
- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

Paul is older than Tracy. Sofia is much older than Tracy. Paul isn't as old as Sofia. Sofia is the oldest of all.

Tracy is taller than Sofia. Paul is much taller than Sofia. Tracy isn't as tall as Paul. Paul is the tallest of all.

Sofia is more active than Paul. Tracy is much more active than Paul. Sofia isn't as active as Tracy. Tracy is the most active of all.

Paul is more sociable than Tracy. Sofia is much more sociable than Tracy. Paul isn't as sociable as Sofia. Sofia is the most sociable of all.

- As an extension ask Ss to compare three people they know well. (e.g. My aunt is taller than my cousin. My uncle is the tallest of all.)

9 **Aim** To present too – enough

- Ss close their books. Say and write on the board: My bag is **too** heavy to lift. My bag is light **enough** to lift. Mime **too** heavy and light **enough**. Elicit that **too** has a negative meaning and **enough** has a positive meaning.
- Ss open their books. Read out the table. Elicit the L1 equivalents for the examples.

(Ss' own answers)

10 **Aim** To practise too – enough

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- 1 clever enough 3 old enough 5 too lazy
2 too small 4 too expensive

11 **Aim** To revise the present continuous, the present simple, the comparative and superlative, too – enough

- Explain the task and allow Ss three minutes to prepare their sentences. Ss tell their partners.
- Check Ss' answers around the class.

Suggested Answer Key

Water freezes at 0°C. I always watch TV in the evening. The film starts at 8pm.

Mum's cooking dinner at the moment. We're going on holiday next week. I'm staying with my friends at the moment.

My clothes are always clean. Gymnastics is difficult. Your trousers are nice. The government is/are banning smoking in public places.

Sam is taller than Billy. Billy is more friendly/friendlier than Sam. Tim is the cleverest/most clever of all.

It's too cold to play in the garden. It's warm enough to swim in the sea.

1c

1 **Aim** To introduce the content of the text

- Elicit answers to the questions in the rubric from various Ss around the class.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

Suggested Answer Key

I think the text is about how technology is improving medicine by giving doctors new tools to help sick and injured people. For example, people who have lost an arm or a leg in an accident can now get a bionic prosthetic to replace it allowing them to live normal lives.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Allow Ss some time to read the text and answer the questions.
- Invite Ss to read out their answers and refer to where they found them in the text.

Answer Key

- 1 Medicine is using technology to help people by giving them bionic body parts.
2 A cochlear implant can help people with hearing loss hear again.
3 Doctors can use retinal implants to help people see again.

- 4 The i-limb uses sophisticated electronics to carry out a range of functions.
- 5 You can control smart prosthetics through an app on your mobile phone.
- 6 A prosthetic limb "thinks" by adjusting to its environment.

3 To expand vocabulary

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

Answer Key

bring back: restore

progress: advancement

high-tech: sophisticated

an arm or leg: limb

important new discovery: breakthrough



To consolidate and expand the topic

- Ask Ss the questions in the rubric and encourage/stimulate a class discussion.
- Allow Ss three minutes to formulate their answers, then ask various Ss to read out their sentences to the class.

Suggested Answer Key

Technology helps people with disabilities in a number of ways. Bionic prosthetics can replace injured limbs and implants can help restore some senses. Also, technology can help make everyday tasks easier. For example, adapted cars can allow people who have lost the use of their legs to drive and smart technology can help with chores around the house with voice activated appliances.

4 a) To present vocabulary for physical appearance & character

- Direct Ss' attention to the **Study Skills** box.
- Explain the task and allow Ss some time to complete it using their dictionaries.
- Check Ss' answers on the board.

Answer Key

Face: round, oval, small, freckles

Hair: short, spiky, wavy, long, curly, straight

Special Features: wrinkles, moustache, beard, freckles

Height: short, of medium height, small, tall

Build: plump, well-built, slim, fat, skinny, thin, overweight

Age: old, in her late twenties, in his early thirties, teenager, in his mid forties, middle-aged

Character: easy-going, honest, sensitive, reserved, rude, shy, outgoing, patient, polite,

b) To consolidate vocabulary

- Ss close their books and try to recall the new vocabulary.

(Ss' own answers)

5 To present vocabulary for character

- Explain the task and allow Ss some time to complete it using their dictionaries if necessary.
- Check Ss' answers around the class.

Answer Key

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

- Ask Ss to use their answers to write complete sentences, as in the example.

Answer Key

He's bossy. He tells people what to do.

He's talkative. He talks a lot.

He's cheerful. He smiles a lot.

He's generous. He likes giving people things.

He's selfish. He only cares about himself.

He's popular. Lots of people like him.

He's energetic. He does a lot of things.

He's honest. He always tells the truth.

Game

Choose a leader. He/She chooses a person in the class. The students in teams can ask three Yes-No questions each using words from Exs 3 & 4 in order to find who the person is.

Leader: It's a boy.

Team AS1: Is he of medium height?

Leader: No.

Team BS1: Has he got short brown hair?

Leader: No. etc.

6 To practise using vocabulary for physical appearance & character and personalise the topic

- Explain the task and read out the example dialogue. Ask Ss to work in pairs.
- Monitor the activity around the class and encourage some pairs to ask and answer in front of the class.

Suggested Answer Key

A: What does your uncle look like?

B: He's short and plump with curly hair.

A: Has he got a beard?

B: No, he hasn't, but he's got a moustache.

A: What is he like?

B: Well, he's generous. He likes giving people things.

7 To listen for specific information

- Explain the task. Tell Ss to look carefully at all four pictures and guess what vocabulary they will hear (moustache, beard, glasses, etc).

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

Answer Key

B

8 To write a physical description

- Explain the task and allow Ss three minutes to complete it.
- Read out Ss' descriptions around the class.
- Alternatively, one S reads out a description and the other Ss guess who it is. (*S: This person is tall with ... /Ss: It's Emma. etc*)

Suggested Answer Key

Sarah is thirteen. She's quite tall and slim. She has short blonde hair and blue eyes. She's wearing jeans and a purple top.

Alan is fifteen. He's of medium height and quite plump. He has short brown hair and blue eyes. He's wearing trainers, black jeans and a t-shirt.

Activity for weaker classes

Write the following on the board. Ss complete the gaps.

..... is years old. is tall/short and
 has hair and eyes.
 's wearing

1d

1 To practise pronunciation

Explain the task. Play the recording. Ss listen and repeat.

Complimenting To practise using complimenting vocabulary

- Allow Ss time to complete the task.
- Check answers with the class.

Suggested Answer Key

1 matches 2 fit 3 go with 4 suit

2 To identify the context of a dialogue and listen for specific information

Explain the task. Play the recording. Ss listen and follow the text in their books and answer the questions in the rubric.

Answer Key

The dialogue is about clothes. Mary and Sally are complimenting each other on their clothes. Sally's aunt bought her the clothes. They were a birthday present.

3 To learn synonymous sentences

Explain the task and read out the sentences. Refer Ss back to the dialogue and then elicit the synonymous sentences from various Ss around the class.

Answer Key

- A *That polo-neck looks good on you. – You look great in that polo-neck.*
 B *They are the right size for you. – They fit you perfectly!*
 C *It really looks nice on you. – It really suits you.*
 D *Your aunt knows what clothes to buy. – Your aunt has got great taste in clothes.*

4 To consolidate situational language through translation

Explain the task. Elicit the L1 equivalents for the sentences in Ex. 1 from Ss around the class.

(Ss' own answers)

5 To act out a dialogue

- Explain the task. Play the recording. Ss take roles in pairs.
- Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.

6 a) To consolidate vocabulary

- Explain the task and write the headings on the board. Ss copy the headings into their notebooks.
- Allow Ss some time to think of vocabulary and make lists in their books. Ss then compare their lists with their partner.
- Read out Ss' lists around the class. Put all the vocabulary on the board. Ss add vocabulary to their own lists.

Suggested Answer Key

Clothes: dress, skirt, shirt, trousers, suit, socks, t-shirt, jacket, shorts, blouse, jeans

Accessories: tie, belt, bag, scarf, gloves, hat, cap

Shoes: boots, slippers, sandals, high-heeled shoes, flat shoes, trainers

b) To practise situational language through role-playing

- Explain the task. Remind Ss that they can use the dialogue in Ex. 2, the sentences in the box and the vocabulary on the page as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.

Student A

Student B

You look great in that It/They match(es) ...
(Comment on friend's clothes.)

It really Is it ...?
(Comment further and ask about it.)

... fit(s) you perfectly!
Your mum has got ...
(Comment on her taste in clothes.)

Really? Thanks!
(Express surprise and thank)

Thanks
(Express thanks.)

Yes, it is. It's
She also
(Reply & give details)

That's nice of you. You look ...
(Comment and return compliment)

- Monitor the activity around the class and ask some pairs to read out their dialogues in front of the class.

Suggested Answer Key

A: You look great in that tartan skirt. It matches your top.
B: Thanks.
A: It really suits you. Is it new?
B: Yes, it is. My mum got it for me. She also got me this new t-shirt.
A: It fits you perfectly. Your mum has got great taste in clothes.
B: That's nice of you. You look good, too. Those jeans really suit you.
A: Really? Thanks!

Across Cultures

1 Aim To introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures and elicit what the teenagers shown might like listening to, wearing, and doing (i.e. what sort of music, clothes and free-time activities they might like).

Suggested Answer Key

I think the boy in the first picture probably likes listening to rock music. He likes wearing T-shirts, shorts and trainers. In his free time he might like to go skateboarding, play computer games and hang out with other skaters.
I think the boy in the second picture likes listening to rock and pop music. He likes wearing fashionable clothes and jeans. In his free time, he might like to surf the internet and hang out with his friends.

- Play the recording. Ss listen, and follow the text in their books and find out.

2 Aim To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

Answer Key

- 1 F (Good trainers might be the most important part of their wardrobe, but they also like wearing baggy jeans or trousers and hooded tops.)
- 2 NS
- 3 T
- 4 T
- 5 NS

3 Aim To consolidate new vocabulary

- Explain the task and elicit answers from Ss around the class.
- Tell Ss to refer to their dictionaries to look up the meanings of any words/phrases they are unsure of.

Suggested Answer Key

Teenagers in Russia like to wear **European** clothes and accessories.
The most popular trousers they wear are **skinny** jeans.
The jeans that boys wear have low **waistlines**.
Girls wear **miniskirts** most of the time.
Teenage girls in Russia like to wear **high heeled** shoes.
They believe that even though **fashionable** clothes cost more, they are worth the money.

4 Aim To write a short text on teen tribes

Allow Ss some time to formulate their answers to the questions in the rubric and write their texts. Then ask various Ss around the class to read their paragraphs to the class.

Suggested Answer Key

Goths are boys and girls who often wear black and purple clothes. They often dye their hair black and wear dark make-up. They like listening to hard rock and heavy metal music and enjoy reading dark science-fiction and fantasy books. Many Goths are creative and enjoy painting or poetry. They believe that it's OK to be different.

CLIL TIME: PSHE

1 Aim To introduce the topic

- Draw Ss' attention to the dictionary definition.
- Explain the task and allow Ss some time to answer the question in the rubric.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I think it's important to have self-respect in relationships because no one will show you respect when you don't respect yourself. You need self-respect in your schoolwork because you want to do the best you can. Your self-respect affects your mood. A lack of self-respect will make you feel sad and it will affect other areas of your life.

2 **Aim** To do a quiz

- Explain the task. Ss read the quiz.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Allow Ss some time to complete the quiz. Ask Ss to compare their results with a partner.

(Ss' own answers)

3 **ICT** **Aim** To consolidate Ss' understanding of the topic

- Explain the task. Remind Ss that they are only writing notes, not full sentences.
- Allow Ss some time to make their notes.
- Encourage Ss to share their notes with the rest of the class.

Suggested Answer Key

what self-respect is: a feeling of confidence, pride in your own self-worth.

why it's important: can lead to better friendships, better marks at school.

ways to respect yourself: don't be afraid to say no, admit your mistakes, respect others, don't compare yourself with others.

- Tell Ss they may look up further information on the Internet using the key phrase in the search bar and tell them that they can also use the website suggested on the Express Publishing website.
- Allow time for Ss to collect the information and prepare their talks either in class or as HW.
- Remind Ss that a talk should start with a greeting (*Hello/ Good morning, etc*) and then state what the talk is about (*I would like to talk to you about...*). Ss should present their points as clearly as possible and end their talk by thanking the audience (*Thank you for listening.*).
- Ask various students to give their talk to the class

Suggested Answer Key

Good morning. I would like to talk to you about self-respect. Self-respect is the feeling of confidence we have when we feel we have value. It is also a feeling of pride in what we do. Self-respect affects every area of our life. When we don't respect ourselves, it is more difficult to respect others. Also, other people will respect you more when you respect yourself. There are many ways to develop self-respect. Think of yourself as a winner not a loser. Don't give up easily and don't do anything you

don't agree with just to be popular. Don't compare yourself with others and always respect other people's property, opinions and beliefs. We are all special so make the effort and respect yourself! Thank you for listening.

Activity for weaker classes

Read out the text in the **Suggested Answer Key** above. Ask Ss to make notes, then say three sentences about self-respect.

Writing1 **Aim** Understanding a rubric and planning the content of an email

- Read the rubric with Ss and allow them some time to find the key words and underline important information (i.e. *who is writing to whom, how long the letter should be, what information should be included*)
- Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

Answer Key

Key words: friend/ look like, describe/personality, he/she likes doing in free time

The email answers the questions: '**What does your best friend look like?**' Lindsay is quite pretty and a nice person. She is tall and slim and has got long straight black hair and beautiful brown eyes. '**How would you describe his/her personality?**' She is very kind, polite and tolerant. '**What does he/she like doing in his/her free time?**' In her free time, she plays in the school basketball team and goes scuba diving at weekends. She also goes jogging every afternoon.

2 **Aim** To read for specific information

- Explain the task and allow Ss some time to complete it. Remind Ss to look for justifications for the character adjectives.
- Check Ss' answers around the class.

Answer Key

popular, kind, polite, tolerant (never says a bad word about anyone), great sense of humour (makes me laugh a lot), a bit sensitive

3 **Aim** To practise using linkers

- Draw Ss' attention to the **Study Skills** box and explain how we join sentences using linkers. Remind Ss that *However* and *On the other hand* usually come at the beginning of a sentence and are followed by a comma.

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

Suggested Answer Key

- 2 *She's tall. She's very thin as well.*
- 3 *He's cheerful and outgoing, too.*
- 4 *She's clever. However, she can be bossy at times.*
- 5 *They are usually generous, but they can be selfish at times.*

4 **Aim** To practise describing a person

- Explain the task and allow Ss some time to complete it. Ss write their answers in their notebooks.
- Encourage Ss to share their descriptions around the class.

Suggested Answer Key

My best friend is Jane ...

- 1 *She's 16 years old.*
- 2 *She's small and slim with long blonde hair and blue eyes.*
- 3 *Jane is very friendly and has time for everyone. She is patient and helpful and will always help you if you have a problem with your homework. She is a very good listener and gives excellent advice.*
- 4 *All in all, I think Jane is an amazing person. We always have a great time together and tell each other everything. I hope we'll be friends forever!*

5 **Aim** To write an article describing a person

- Explain the task and draw Ss' attention to the prompts in the box. Go through the prompts orally.
- Direct Ss to follow the paragraph plan and use topic sentences.
- Allow Ss some time to complete the task.
- Ask various Ss to read their article to the class.
- Alternatively, set the task for homework.

Suggested Answer Key

Hello Mary,

My best friend is Sophie. We first met at a party when we were 12.

Sophie is pretty with a great personality. She is tall with long dark hair and blue eyes. She is very lively and loves talking. She calls me almost every night and sometimes we chat for hours! She is also very patient and always listens to me when I talk about my problems. Sophie likes writing. Last year, she won first prize in a short story competition. I was not surprised because she is imaginative and very good at writing stories. She plays the piano and the guitar as well.

All in all, I think Sophie is an interesting and exciting person. I'm very happy that she is my best friend!

See you,

Pat

Exam Practice 1

1 a) **Aim** To prepare for the task

- Refer Ss to the *Study Skills* box and check for understanding. Explain that a heading should summarise the main focus of the paragraph.
- Ss read the rubric and the underlined words in the text (para.A).
- Discuss with the class which sentence summarises it.

Answer Key

- 2 *This paragraph tells us about what Russian schools are like.*

b) **Aim** To practise identifying headings of paragraphs in a text

- Ss read the first paragraph again and choose the heading (1-8) that best matches the summary.
- Discuss with class what the headings are about and why they chose the specific one

Answer Key

A 5

2 **Aim** To identify headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

Answer Key

- 5 *(The school year in Russia starts in September and finishes in May. Students must arrive at school at 8.30 and leave at 3.30 in the afternoon. They eat their lunches at school)*
- 8 *(There are things which students can and can't do at schools in Russia)*
- 6 *(Schools take students to parks, museums, theatres, field trips and some visit other countries)*
- 3 *(Students spend a lot of their time in class, but they still take part in other school activities like sports, ice skating, skiing etc. when school finishes)*
- 4 *(Mathematics, Literature and Russian language are the most important classes/Art, Technology and Physical education to learn about the outside world)*
- 2 *(Most Russian schools have a school uniform and everyone wears the same thing)*
- 1 *(grades/ marks)*

Module **2**

Believe it or not!

Topic	
In this module Ss will explore the topics of accidents, natural phenomena and herbal remedies.	
Module page	17
Lesson objectives: Overview of the module. Vocabulary: Natural phenomena (<i>flood, earthquake, tsunami, avalanche, tornado, volcanic eruption, lightning, hurricane, drought</i>)	
2a	18-19
Lesson objectives: To read for specific information, to talk about injuries/accidents & first aid, to listen for specific information, to write about an accident Vocabulary: Injuries (<i>burn hand, sprain wrist, hit head, cut leg, pull a muscle, bruise eye, twist ankle, break leg</i>); First aid (<i>rest it, put some cream on it, put an ice pack on it, put a bandage on it, clean the wound, have an x-ray, wear a plaster cast, put a dressing on it</i>); Verbs (<i>survive, lose, knock unconscious, occur, dump, cool off, set on fire</i>); Nouns (<i>forest ranger, record, lightning strike, toe, eyebrow, lightning bolt, severe burn</i>); Adjectives (<i>remarkable, fortunate</i>)	
2b	20-21
Lesson objectives: To compare the past continuous and the past simple, to talk about past actions, to learn <i>used to – would – be used to – get used to</i>	
2c	22-23
Lesson objectives: To read for specific information, to summarise a text, to listen for specific information, to write an email Vocabulary: Verbs (<i>lie, suffer from, wash away, spot, airlift, keep alive, recover</i>); Nouns (<i>jungle canopy, search party, critical condition, severe exhaustion, path, cliff, lizard, poison, blood</i>); Adjectives (<i>experienced, confused</i>)	
2d	24
Lesson objectives: Asking/Talking about health Vocabulary: Aches & Pains/Illnesses ((<i>a stomach ache, toothache, a headache, a sore throat, a temperature, a cough, a cold/the flu</i>); Verbs (<i>can't stand, suppose</i>); Nouns (<i>painkiller, dentist</i>); Adjective (<i>dreadful</i>); Phrase (<i>Oh dear</i>); Sentences (<i>I feel terrible. Are you OK? You don't look well. What's wrong? I can't stand it any longer. Then, you should see a dentist.</i>)	
Across Cultures	25
Lesson objectives: To read for specific information, to write and give a presentation about herbal remedies, to pronounce homophones	
CLIL TIME: Literacy	26
Lesson objectives: To read for lexico-grammatical structure, to practice reading aloud, to learn about the elements of a story, to summarise a myth Vocabulary: Verbs (<i>give birth to, lock up, escape, melt, drown</i>); Nouns (<i>palace, inventor, thread, warning</i>); Adjectives (<i>powerful, furious</i>)	
Writing	27
Lesson objectives: To read for coherence and cohesion, to read for sequence of events, to listen for sequence of events and ideas, to write a story Vocabulary: Verbs (<i>set off, look forward to, get stuck, wrap, run out, survive</i>); Nouns (<i>shortcut, note, snowmobile, injury, patience, survival skills</i>); Adjective (<i>lonely</i>)	
Exam Practice 2	28
Lesson objectives: To enable Ss to develop their Reading skills and read for specific information, to provide extra practice for the RNE exam	

►► What's in this module?

Read the title of the module *Believe it or not!* and ask Ss to suggest what they think it means (*something unbelievable such as an amazing story or a strange event*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

an ancient Greek myth (p. 26)

Do you know this myth? Are there any similar myths in your country? Do you think myths are interesting? Why (not)?

a timetable (p. 20)

Where might you see a timetable like this? Do you write down things you have to do in a timetable?

a jungle story (p. 22)

Do you like to read/write stories? What sort of stories do you like the most?

Vocabulary

1 **Aim** To present vocabulary for natural phenomena

- Draw Ss' attention to the pictures (a-i) and ask various Ss to read out the natural phenomena 1-9.
- Elicit which phenomena match which pictures. Play the recording. Ss listen and check their answers.

Answer Key

1 c 3 f 5 d 7 a 9 g
2 b 4 i 6 h 8 e

2 **Aim** To personalise the topic

- Explain the task.
- Ask a S to read out the example. Then elicit answers from various Ss around the class.

Suggested Answer Key

- Earthquakes are not common in my country.*
- Tsunamis are not common in my country.*
- Avalanches are not common in my country.*
- Tornadoes are not common in my country.*
- Volcanic eruptions are quite common in my country.*
- Lightning is common in my country*
- Hurricanes are not common in my country.*
- Droughts are not common in my country.*

2a

1 **Aim** To introduce the topic and stimulate interest in the text

- Direct Ss' attention to the title and allow them a minute to read the introduction and the words/phrases. Elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Answer Key

The text is about lightning and a man who survived seven lightning strikes.

Background information

Virginia, USA is an American state on the Atlantic coast of the southern United States. The state capital is Richmond. Virginia is the 35th biggest state in the USA. Virginia was the 10th state in the USA. It became a state on 25th June, 1788.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Refer Ss to the **Study Skills** box and check for understanding. Explain that key words help us predict the content of the text.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.


Answer Key

- T
- F (*He has one remarkable record.*)
- T
- NS
- T
- T
- F (*The last lightning strike left him with severe burns to the chest and stomach.*)
- NS

- Allow Ss time to read the text again and then elicit alternative titles from various Ss around the class.

Suggested Answer Key

Always in the Wrong Place at the Wrong Time

3  **To consolidate new vocabulary**


- Explain the task and give Ss time to complete it.
- Check Ss' answers by asking various Ss to share their sentences with the class.

Answer Key

- | | | |
|-----------|-----------|-------------|
| 1 forest | 4 damaged | 7 lightning |
| 2 survive | 5 hurt | 8 severe |
| 3 knock | 6 set | |

Suggested Answer Key

*He survived seven lightning strikes.
Once lightning knocked him unconscious.
He suffered many injuries including a damaged shoulder.
He also hurt his ankle.
Lightning set his hair on fire twice.
The last lightning bolt hit him while he was fishing.
He went to hospital with severe burns to the chest.*

4  **To paraphrase a text**

Explain the task. Ask various Ss around the class to present the story in the text in their own words while using the phrases in Ex. 1.

Suggested Answer Key

Roy Sullivan was a forest ranger who holds a remarkable record. He survived seven lightning strikes. In the first strike he was working up a tree and he lost a nail from his big toe. In the second strike the lightning knocked him unconscious and burned his eyebrows off. The third strike damaged his shoulder. The fourth strike burned off his hair. Then the fifth strike set his hair on fire again. The sixth strike hurt his ankle. The last strike sent him to hospital with severe burns.



To discuss the author's opinion and compare it to your own

- Ss answer the questions in the rubric.
- Monitor the activity around the class and then ask some pairs to share their opinions with the class.

Suggested Answer Key

*The author thinks Roy is lucky because he survived seven lightning strikes.
I think Roy is very unlucky because lightning struck him seven times, but I think he was lucky to survive.*

5  **To brainstorm for relevant vocabulary**

Ss complete the task and check their answers with their partners. Check Ss' answers on the board.


Suggested Answer Key

arm, leg, head, nose, hand, finger, foot, toe, back, wrist, ankle, knee, elbow, neck, stomach, chest, shoulder, etc.

Extra Activity

Ask Ss to work in pairs. One points to a part of the body, the other says the word.

- e.g. A: (points to eyes)
B: eyes. (points to shoulder)
A: shoulder (points to ...)

6 a)  **To present and practise vocabulary related to injuries**

- Explain the task and read out the example.
- Ss complete the task. Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

- Kelly sprained her wrist.
- Mary hit her head.
- Steve cut his leg.
- James pulled a muscle.
- Alex bruised his eye.
- Martha twisted her ankle.
- John broke his leg.

b)  **To present vocabulary related to first aid**

Play the recording. Ss listen and repeat. Elicit the L1 equivalents from various Ss around the class.

(Ss' own answers)

c)  **To consolidate new vocabulary**

- Explain the rest of the task and read out the example.
- Ss complete the task. Ask various Ss to read out their sentences to check their answers.

Suggested Answer Key

- Kelly sprained her wrist, so she put an ice pack on it, put a bandage on it and rested it.
- Mary hit her head, so she put an ice pack on it.
- Steve cut his leg, so he cleaned the wound and put a dressing on it.
- James pulled a muscle, so he rested it.
- Alex bruised his eye, so he put an ice pack on it.
- Martha twisted her ankle, so she put an ice pack on it, put a bandage on it and rested it.
- John broke his leg, so he had an x-ray and wore a plaster cast.

7  **To listen for specific information**

- Explain the task and ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and complete the table. Check Ss' answers by asking various Ss to tell the class about the accidents using their notes.

Answer Key

	what happened	how it happened	what they did
Jenny	twisted ankle	was playing basketball	put ice pack on
Tony	burnt hand	was cooking dinner	put cream on
Sally	cut her leg	was rollerblading	cleaned the wound, put a dressing on

Suggested Answer Key

Tony burnt his hand while he was cooking dinner. He put some cream on it.

Sally cut her leg while she was rollerblading. She cleaned the wound and put a dressing on it.

8 To describe an accident

- Go through the list of actions. Ask Ss to match them to the people in Ex. 6a. Ask: *Who was playing basketball? Mary. Who was cooking? Jane.* Continue with the rest of the pictures.
- Ask two Ss to read out the example.
- Ss do the task in pairs. Monitor the activity around the class and then ask some pairs to talk about the accidents in front of the class.

Suggested Answer Key

A: Kelly sprained her wrist.

B: Really? How did it happen?

A: She was playing tennis.

B: What did she do?

A: She put an ice pack on it, put a bandage on it and rested it.

A: Mary hit her head.

B: Really? How did it happen?

A: She was playing basketball.

B: What did she do?

A: She put an ice pack on it.

A: Steve cut his leg.

B: Really? How did it happen?

A: He was rock climbing.

B: What did he do?

A: He cleaned the wound and put a dressing on it. Etc.

9 To write an email about an accident you had

- Explain the task and allow Ss some time to complete the task in class. Check Ss' answers by asking various Ss to read their emails aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Matt,

You won't believe what happened to me last week. I sprained my wrist while I was playing tennis. I put an ice pack on it, put a bandage on it and rested it. It's better now. What about you? How are things?

Write back,

Yiannis

2b

1 To compare the past continuous and the past simple tenses.

- Allow Ss two minutes to read through the theory box and then elicit the L1 equivalents for the examples from various Ss around the class.

(Ss' own answers)

- Refer Ss back to the text on p. 18 and give them time to list all the past forms.
- Check Ss' answers and elicit how each form is used.

Answer Key

Past simple for actions that started and finished in the past: was, survived, lost, occurred, left, took, burned, dumped, tried, happened, hurt, sent. **Past simple** for actions which happened one after the other in the past: knocked, burned, hit, set.

Past continuous for actions which were happening at a specific time in the past: was working, was moving.

Past continuous/Past simple for an action which was happening when another action interrupted it: happened, was driving, hit, was fishing.

2 To practise the past continuous

- Explain the task and read out the example.
- Allow Ss two minutes to complete the task. Ask various Ss to read out their answers to the class.

Answer Key

2 wasn't watching, was tidying her room

3 weren't sleeping, were having lunch

4 wasn't playing, was watching TV (with Sandra)


5 weren't having, were playing basketball (with Sandra)

3 To practise the past simple and the past continuous

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class. Ask Ss to justify their answers.

Suggested Answer Key

- 1 *was tidying, was having (actions happening at the same time in the past)*
- 2 *did he call (action that started and finished in the past)*
- 3 *was waiting, rang (action in progress interrupted by another action in the past)*
- 4 *were having (action happening at a specific time in the past)*
- 5 *finished, went out (actions that happened one after the other in the past)*
- 6 *was playing, started (action in progress interrupted by another action in the past)*
- 7 *were watching, was reading (actions happening at the same time in the past)*
- 8 *was making, went out (action in progress interrupted by another action in the past)*
- 9 *were driving, broke down (action in progress interrupted by another action in the past)*
- 10 *put on, grabbed, left (actions that happened one after the other in the past)*

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

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Suggested Answer Key


- | | |
|-----------------------|-------------------------|
| 1 <i>became</i> | 6 <i>were screaming</i> |
| 2 <i>talked</i> | 7 <i>were watching</i> |
| 3 <i>rescued</i> | 8 <i>carried</i> |
| 4 <i>was climbing</i> | 9 <i>was holding</i> |
| 5 <i>fell</i> | 10 <i>filmed</i> |

5  **To practise talking about past actions**

- Explain the task and read out the example exchange.
- Ss work in closed pairs and complete the task. Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Answer Key


- 3 *"Were you doing your homework at 5 o'clock yesterday afternoon?" "Yes, I was./No, I wasn't."*
- 4 *"Did you visit your grandparents last Sunday?" "Yes, I did./No, I didn't."*
- 5 *"Were you talking on the phone at lunchtime yesterday?" "Yes, I was./No, I wasn't."*
- 6 *"Did you watch TV yesterday afternoon?" "Yes, I did./No, I didn't."*
- 7 *"Did your friends play basketball yesterday?" "Yes, they did./No, they didn't."*
- 8 *"Were you sleeping at 3 o'clock yesterday afternoon?" "Yes, I was./No, I wasn't."*

6  **To practise the past simple and the past continuous**

- Ss use their own ideas to complete the sentences.
- Check Ss' answers around the class.


Suggested Answer Key

- 1 *it was raining.*
- 2 *I was having breakfast.*
- 3 *stayed at a hotel by the beach.*
- 4 *doing my homework ... my mum was cooking dinner.*
- 5 *was watching TV ... David called.*
- 6 *friends and I were camping in the mountains.*

7 a)  **To learn *used to – would – be used to – get used to***

- Read through the theory and explain when we use *used to – would – be used to*.
- Elicit the L1 equivalents for the example sentences from various Ss around the class.

(Ss' own answers)


b)  **To practise *used to – would – be used to***

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

Answer Key

- | | | |
|-------------------|----------------------|-----------------|
| 1 <i>are used</i> | 5 <i>get used to</i> | 8 <i>waking</i> |
| 2 <i>used to</i> | 6 <i>flew</i> | 9 <i>use</i> |
| 3 <i>came</i> | 7 <i>got used to</i> | 10 <i>use</i> |
| 4 <i>go</i> | | |

2c

1  **To introduce the topic and predict the content of a text**

- Direct Ss' attention to the pictures and allow them a minute to read the introduction.
- Play the recording. Elicit Ss' guesses as to what they think happened.

Suggested Answer Key

I think he had an accident in the jungle and a helicopter spotted him and saved him.

b)  **To listen for confirmation**

Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Background information

Laos is located in south-eastern Asia, northeast of Thailand and west of Vietnam. There are mostly mountains with some plains. The capital city of Laos is Vientiane.

Thailand lies in the heart of South-east Asia. Its capital city is Bangkok. It has got a tropical climate. Thai is the official language.

Bangkok is the capital city of Thailand. It is also Thailand's largest city. It is the world's 22nd largest city by population. People also call it 'Venice of the East' because of its canals.

2  **To read for specific information**

- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Allow Ss some time to read the text and answer the questions. Ss should provide evidence from the text.
- Ss compare their answers with their partners. Check Ss' answers.

Answer Key

- 1 B (para 2, l. 2) 3 C (para 3, l. 2)
 2 C (para 2, l. 2-3) 4 C (para 4, l. 2-3)

- Allow Ss some time to look through the text again and find all the past simple forms.
- Check Ss' answers on the board and elicit which are irregular. Ask Ss to say what the base forms of the irregular verbs are.

Answer Key

- | | |
|-------------------|-------------------|
| cost – I (cost) | cut – I (cut) |
| arrived – R | fell – I (fall) |
| found – I (find) | decided – R |
| lost – I (lose) | could – I (can) |
| decided – R | scratched – R |
| started – R | bit – I (bite) |
| washed – R | made – I (make) |
| began – I (begin) | spent – I (spend) |
| realised – R | airlifted – R |
| saw – I (see) | told – I (tell) |
| appeared – R | kept – I (keep) |
| ran – I (run) | |

3  **To listen for specific information**

- Go through the **Study Skills** box and explain that this tip will help Ss complete the task successfully.
- Play the recording twice if necessary. Ss listen and choose the correct answers.
- Check Ss' answers around the class.

Answer Key


- 1 C 2 B 3 C 4 A 5 B

4  **To consolidate vocabulary**

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

Answer Key



- | | |
|-----------|-------------------|
| 1 lost | 5 confused |
| 2 washed | 6 bit, poison |
| 3 lizards | 7 search, recover |
| 4 fell | 8 alive |

5  **To summarise a text using specific phrases**

Explain the task. Go through the list of words and check their meaning. Point out that Ss should use the verbs in the list in an appropriate form to prepare the summary. Allow Ss two to three minutes to complete the task. Check Ss' answers by asking some Ss to tell the class their summary.

Answer Key


Haydon Adcock was **hiking** through the **national park** in Laos, Thailand. As he was visiting a **waterfall**, **heavy rainfall** washed the paths away and he realised he **was lost**. Suddenly some **big lizards** ran towards him and he **started running** through the forest. Adcock **fell into a river** and injured himself. He decided to wait near the waterfall for someone to rescue him. Night after night **insects and animals scratched and bit** him. **Their poison** got into his blood, which meant that he was **not able to move**. Finally, a **search party** found him in **critical condition** and took him to **hospital**. It took him some time to **recover**.

6   **To put yourself in an imaginary situation**

- Explain the task and allow Ss some time to think about their answers, then write them down.
- Ask various Ss to read out their thoughts and feelings to the class.

Suggested Answer Key

I am angry with myself for getting lost in the jungle. It was silly of me to set off in only a T-shirt and shorts with just one bottle of water. I miss my family and friends a lot. I must survive. I want to see them again. I feel a lot of pain but I am trying not to think about that. I just hope someone will come and rescue me.

7  **To write an email**

- Allow Ss some time to complete the task and then check Ss' answers.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Hi,
 How are you? I read about an Australian man, named Hayden Adcock who stayed in the jungle for eleven days.*

He was in *Laos near Thailand* and he decided to *take a walk to a well-known waterfall*. While he was visiting a *second waterfall*, it started *raining*. The rain washed away the paths and he got lost. Some lizards ran towards him and scared him. Hayden fell into a river near the waterfall. He stayed there for *eleven days* until a search party found him and took him to a hospital in *Bangkok*. He is lucky to be alive. Amazing, isn't it?
Have to go now,
James

2d

1 Aim To improve intonation/pronunciation skills

Play the recording through once. Then play it again with pauses for Ss to listen and repeat individually or chorally.

b) Aim To predict the context of a dialogue

- Go through the pictures and the aches and pains and illnesses they show.
- Ask Ss to read the sentences again and elicit which ache Ss think the dialogue is about.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Answer Key

Jenny and John are talking about John's toothache.

2 Aim To read for specific information

Allow Ss time to read the dialogue again and answer the questions in the rubric.

Answer Key

Jenny advises John to take a painkiller and see a dentist. He is going to see a dentist.

3 Aim To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

- A You look awful – You don't look well.
- B I feel awful – I feel terrible.
- C What's the matter? – What's wrong?
- D I think you are right. – I suppose you're right.

4 Aim To consolidate situational language through translation

Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

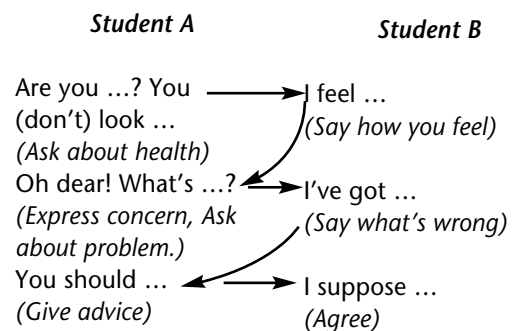
(Ss' own answers)

5 Aim To act out a dialogue

- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some groups to read out the dialogue in front of the class.

6 Aim To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: Are you OK, Ann? You look terrible.
- B: I feel terrible.
- A: Oh dear! What's wrong?
- B: I've got a dreadful headache.
- A: You should take a painkiller.
- B: I suppose you're right.

Game

What's wrong?

Play in teams. A S from Team A mimes an ache from the ones in the S's book in p. 28. The other team guesses what the ache is. Each correct answer gets one point. The team with the most points is the winner.

- Team A S1: (mimes a sore throat)
- Team B S1: You've got a sore throat.
- Team A S1: That's right. etc.

Across Cultures

1 Aim To introduce the topic of the text

- Refer Ss to the pictures and the title of the text.
- Elicit discussion about the aches and pains the herbs in the pictures may relieve.

- Play the recording. Ss listen and follow the text in their books to find out.
- Invite a few Ss to answer the question.

(Ss' own answers)

2 **Aim** To read for specific information

- Allow Ss some time to read the text and the statements.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

Answer Key

- 1 NS
- 2 F (You could add menthol to peppermint tea if you want to relax stomach muscles and ease the pain)
- 3 T
- 4 F (The Russian sage is not drunk as tea. You place the flowers in a bowl with boiling water, then lean over and breathe in the steam.)

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

- Direct again Ss attention to the pictures.
- Allow Ss' some time to formulate their answers according to the text.
- Elicit a variety of answers

Suggested Answer Key

*The plant feverfew is used to relieve headaches. You can chew the leaves or boil them to make tea.
The menthol in the peppermint relaxes stomach muscles and eases the pain. Thyme can be used to make tea. It's great for treating a cold and a nasty cough.
Green tea is a remedy that relieves headaches.
Dill soothes stomach pains.
Russian sage helps you if you're suffering from a cold.
You boil the water and breathe in the steam.*

4 **Aim** To research using the Internet and present other herbal remedies in Russia used to relieve pain

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about other herbal remedies that people use in Russia to relieve pain.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

A leaf of goose-grass is applied to injured skin to relieve pain and band-aids that have the extract of goose-grass can also help. Pine oil is often used as nasal drops when someone has a cold.

5 **Aim** To pronounce homophones

- Read out the **Study Skills** box.
- Explain the task and play the recording. Ss listen and identify the odd words out.
- Play the recording again with pauses for Ss to listen and repeat. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

- | | | |
|--------|-------|--------|
| • itch | • saw | • high |
| • hair | • eat | • soon |

CLIL TIME: Literacy

1 **Aim** To introduce the topic and predict the content of the text

- Read the title aloud and elicit who the people in the pictures are and what, if anything, Ss know about them.
- Allow Ss time to read through the text and find out the answer to the question in the rubric.

Suggested Answer Key

They are Daedalus and Icarus, a famous inventor and his son from Greek mythology.

2 **Aim** To practise word formation

- Ss read the text quickly to understand the general meaning.
- Allow Ss some time to read the text again and fill in the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Invite Ss to read out their answers in class and check.

Answer Key

- | | |
|------------------------|-----------------------|
| 1 powerful (adjective) | 4 later (adverb) |
| 2 famous (adjective) | 5 furious (adjective) |
| 3 angry (adjective) | 6 excited (adjective) |

3 **Aim** To identify the heroes and villains in a story

- Allow Ss some time to complete the task.
- Elicit answers with reasons from Ss around the class.

Answer Key

Daedalus is good because he helps the king protect the people from the Minotaur and he helps Ariadne save Theseus.

King Minos is bad because he makes the gods angry so his wife gave birth to the Minotaur. Then, he locks


Daedalus and Icarus in the labyrinth for helping his daughter run away with Theseus.

Theseus is good because he is a hero who comes to kill the monster.

Ariadne is good because she wants to help Theseus.

4  **To practise reading aloud**

Have Ss read parts of the text aloud. Explain that they should not read it too slowly or too fast. Make sure that their voice is clear, they put expression into their voices and try to read the text without pausing in the middle of sentences.

5  **To understand the elements of a story**

- Go through the **Study Skills** box & elicit the elements of a story in *Daedalus & Icarus*.
- Explain that some stories, especially myths, tend to have a moral (a lesson about how to behave) and elicit the moral of this story.

Answer Key

place – Knossos, Crete

time – ancient Greece

problem – Minotaur

solution – labyrinth

problem – how Theseus can escape from the labyrinth

solution – ball of thread

problem – Daedalus & Icarus locked in labyrinth

solution – made wings and flew away

good characters – Daedalus, Icarus, Ariadne, Theseus

bad characters – King Minos, Minotaur

Suggested Answer Key

I think the most important lesson of this myth is to listen to warnings because they are usually given for important reasons.

Background information

King Minos was the king of Crete, Greece in Greek mythology. He was the son of Zeus and Europa.

Knossos is an ancient palace in Crete. It was in the city of Knossos and it was the centre of the Minoan civilisation.

The Icarian Sea is an area of the south-east Aegean Sea near the islands of Icaria and Chios.

The Minotaur is a mythical creature from Crete with the body of a man and the head of a bull.

6  **To present a myth and its lesson**

- Ask Ss to work in groups and do some research on the Internet using the key phrase in the search bar or in encyclopaedias or other reference books for a myth. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Ss then write a summary of the myth.

- Ask various groups of Ss to present their myths to the class and discuss the lessons they teach us.
- Alternatively, assign the task as HW and Ss present their answers in the next lesson.


Suggested Answer Key

The Hare and the Tortoise

A hare one day made fun of the short legs and slow pace of a tortoise. The tortoise laughed and challenged him to a race saying that he would win. The hare believed this was simply impossible and he agreed to the race. On the day of the race the two started together. The tortoise never stopped for a moment, but went on with a slow and steady pace straight to the end of the course. The hare thought he had plenty of time and lay down by the side of the road and fell fast asleep. At last when he woke up, he ran as fast as he could, but he saw the tortoise was resting comfortably at the finishing line.

The lesson of the story is: Slow but steady wins the race or never underestimate anyone.


Writing

1  **To read for lexicogrammatical structure (open cloze)**

- Explain the task and allow Ss some time to read the text and complete the task.
- Play the recording for Ss to listen and check their answers.
- Direct Ss to the Word List to look up the meanings of the words in the **Check these words** box.

Answer Key

1 to 3 with 5 in 7 for 9 in
2 with 4 in 6 with 8 of 10 to

2  **To read for structure and order of events, give a summary of a story and think of a new ending**

- Explain the task. Allow Ss time to put the events in order and then ask various Ss around the class to give a summary of the story.
- Give Ss extra time to think of a new ending and check Ss' answers around the class.

Answer Key

A – He took a shortcut. 2

B – He wrapped himself in his sleeping bag. 5

C – The tyres got stuck in the snow. 3

D – He started writing goodbye notes. 7

E – He heard a snowmobile. 8

F – He was safe. 9

G – Daryl set off to Mount Adams 1

H – He ran out of food and water. 6

I – It started snowing. 4

Suggested Answer Key

Daryl set off to Mount Adams to spend the weekend skiing with his friends. He took a shortcut through a country road and the tyres got stuck in the snow. It started snowing heavily and he wrapped himself in his sleeping bag. After a few days he ran out of food and water. He was lonely and scared and he started writing goodbye notes to his family and friends. Then one morning he heard a snowmobile and he knew he was safe.

Suggested Answer Key

Then one morning he heard a helicopter. He stood on the roof of his jeep and waved, but they didn't see him. He felt desperate. Then, he saw the helicopter was turning around for one more look. He quickly grabbed his bright red sleeping bag from the car and started waving it over his head. Luckily, the helicopter saw him and rescued him. His quick thinking saved him in the end.

3 Aim To listen for ideas and for the sequence of events

- Play the recording. Ss listen and put the pictures in order.
- Tell Ss they should use the audioscript to get ideas for the story they will write in the next task.

Answer Key

A 2 B 3 C 1

4 Aim To write a story

- Allow Ss time to complete the task in class. Remind Ss to give their story a title. Ask various Ss to read their stories to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

It was a bright sunny day last winter and my friend Bob and I were having a wonderful time on holiday. We were skiing in the French Alps.

Suddenly we heard a terrible sound coming from behind us. We looked around and saw a huge avalanche of snow. It was heading down the mountain towards us. We skied as fast as we could but it hit us quite hard. I wasn't hurt, but Bob broke his leg. I tried to keep Bob warm and made sure he didn't move his leg.

We had no choice now but to wait for someone to rescue us. Then I heard a helicopter. I started waving to attract their attention and luckily they saw us and lifted us to safety. We were very happy and relieved.

Activity for weaker classes

Write the beginning and the conclusion of the model in the Suggested Answer Key in Ex. 4 on the board. Ask Ss to copy them into their notebooks, then write the main body paragraph. Point out they should present the events in the order they happened.

Exam Practice 2

1 Aim To prepare for the task

- Allow Ss some time to read the text quickly to capture the main idea.
- Refer Ss to the statements and the underlined words and phrases in each.
- Ss complete the task.
- Invite Ss to read out their answers and the parts of the text containing the information referred to.

Answer Key

- A T (Not sleeping enoughmeans you can't focus.)
 B F (Not sleeping enough is linked to serious illnesses like diabetes.)
 C NS (The text does not say that people don't sleep enough because they are too busy with their computers and televisions. In the text, people are advised to go to sleep at the same time every day and avoid watching TV and using computer screens right before going to bed.)

2 Aim To read for specific information

- Allow Ss some time to read the text and the statements. Remind Ss that the order of the questions is the same as the order in which the pieces of information are presented in the text.
- Ss read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- Optional- Ask Ss to correct the false statements.

Answer Key

- 1 T
 2 F (People who eat breakfast are less likely to be overweight.)
 3 NS
 4 NS
 5 F (If the first thing you do every morning is check your phone,, you're probably a smartphone addict.)
 6 T
 7 NS
 8 F (One way to stop smartphone addiction is to set rules.)

Experiences

Topic	
In this module Ss will explore the topics of sports, free-time activities & travel.	
Module page	29
Lesson objectives: Overview of module Vocabulary: Sports (<i>bungee jumping, hang-gliding, snowboarding, white-water rafting, rock climbing, snorkelling, skateboarding, motocross, skydiving, mountain biking, canoeing, white-water kayaking</i>); Adjectives (<i>thrilling, dangerous, exciting, tiring, expensive, challenging</i>)	
3a	30-31
Lesson objectives: To read for lexico-grammatical structures, to talk about sports & equipment, to make suggestions, to listen for specific information, to write a summary of a text Vocabulary: Sports (<i>squash, snowboarding, cricket, white-water kayaking, snorkelling</i>); Sports equipment (<i>goggles, flippers, gloves, racquet, bat, mask, snowboard, batting pads, paddle</i>); Verbs (<i>lose arm, rank, strike, rush, fit, enter a competition, win, overcome obstacles</i>); Nouns (<i>shark attack, terror, victim, blood, handle</i>); Phrases (<i>look bright, catch a wave, sharp pain, escape death</i>)	
3b	32-33
Lesson objectives: To learn the present perfect, to learn <i>just/yet/already/ since/for</i> , to learn <i>have been/have gone</i> and understand their uses, to compare the present perfect and the past simple; to talk about experiences, to learn the present perfect continuous	
3c	34-35
Lesson objectives: To read for specific information, to describe an event, to listen for specific information, to narrate a past experience, to write about a holiday experience Vocabulary: Verbs (<i>board a flight, declare, preserve, release, charge, break the law, import</i>); Nouns (<i>story, missed flight, lost luggage, customs officer, specimen, liquid, reptile, poison, scorpion, airline, contents, endangered species</i>)	

3d	36
Lesson objectives: Apologising/Accepting an apology; to pronounce /tʃ/, /dʒ/, /j/ Vocabulary: Sentences (<i>Fancy seeing you here. My flight has been delayed. Where are you off to? Have you been waiting long? I'd better go and check my flight, too! I think you've taken my bag. Oh, did I? You're right. I'm terribly sorry about that. Oh, don't worry about it. Have a good trip.</i>); Nouns (<i>delay, announcement, sticker, handle, trip</i>); Phrases (<i>fancy seeing you, terribly sorry</i>)	
Across Cultures	37
Lesson objectives: To read for specific information, to write about a strange annual event in your country Vocabulary: Verb (<i>pick up</i>); Nouns (<i>cockroach, argument, crowd, sledge, wrestling, participant</i>); Adjectives (<i>frozen</i>)	
CLIL TIME: PSHE	38
Lesson objectives: To read for specific information, to give a presentation on sports and diet Vocabulary: Verbs (<i>store, repair</i>); Nouns (<i>nutrient, carbohydrates, muscle, fuel, protein, sugary drink</i>); Adjective (<i>dehydrated</i>); Phrase (<i>in good shape</i>)	
Writing	39
Lesson objectives: To read and analyse a rubric, to read for coherence and cohesion, to learn <i>so/such</i> , to practice avoiding repetition, to write an email	
Exam Practice 3	40
Lesson objectives: To enable Ss to develop their Listening and Speaking skills by listening for specific information and by giving a two-minute talk about sports, thus providing extra practice for the RNE exam	

►► What's in this module?

Read the title of the module *Experiences* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

snakes (p. 34)

Do you like snakes? Why (not)? What snakes come from your country? Are any of them poisonous?

a shark (p. 30)

Have you ever seen a shark in real life? When? Where? Are you scared of sharks? Why (not)?

food & drinks (p. 38)

What are your favourite food and drinks? Do you eat healthily? Why (not)?

3 To talk about sports and use adjectives

- Read out the adjectives in the list and ask two Ss to read out the example exchange and then Ss discuss in pairs.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *I like snorkelling.*

B: *So do I. It's exciting./I don't. It's tiring.*

A: *I don't like canoeing.*

B: *Neither do I. It's very tiring./I do. It's challenging.*

A: *I like mountain biking.*

B: *So do I. It's challenging./I don't. It's expensive.*

A: *I don't like motocross.*

B: *Neither do I. It's very expensive./I do. It's thrilling.*

Vocabulary

1 To present sports

- Draw Ss' attention to the pictures (1-12) and ask various Ss to read out the sports (a-l).
- Elicit which sports match which pictures. Play the recording. Ss listen and check their answers. Play the recording again for Ss to repeat chorally or individually.

Answer Key

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

2 To categorise new vocabulary

Write the headings on the board and elicit answers from Ss around the class for which sports go under which headings. Ss copy the completed lists into their notebooks.

Answer Key

Water: *white-water rafting, canoeing, white-water kayaking, snorkelling,*

Air: *bungee jumping, hang-gliding, skydiving*

Land: *motocross, rock climbing, snowboarding, mountain biking, skateboarding,*

3a

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

Read the rubric aloud and elicit a variety of answers from Ss around the class.

(Ss' own answers)

b) **Aim** To predict the content of the text

- Direct Ss' attention to the photographs and give Ss a minute to read the **Check these words** box and look up the meanings of any unknown words in their dictionaries.
- Elicit Ss' guesses as to what the text is about.

Suggested Answer Key

I think Bethany was attacked by a shark and has continued surfing.

2 **Aim** To read for lexico-grammatical structure

- Refer Ss to the **Study Skills** box and check for understanding. Explain to Ss that they should identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text and fill in the gaps with the correct form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 *has been (verb) – Present Perfect affirmative*
- 2 *struck (verb) – Past simple affirmative*
- 3 *her (personal pronoun)*
- 4 *was waiting (verb) – Past continuous affirmative*
- 5 *most (comparative form of an adjective)*
- 6 *losing (gerund)*
- 7 *fifth (adjective-ordinal number)*
- 8 *later (adverb)*
- 9 *hasn't returned (verb) – Present Perfect negative*

3 **Aim** To read for specific information

- Allow Ss some time to read the text again and answer the questions.
- Check Ss' answers, then read out the **Did you know?** box.

Answer Key

- 1 *When, Bethany was 13, she went surfing with her friends at Tunnels Beach. A shark attacked her and bit off her left arm.*
- 2 *Bethany managed to surf again by finding a way to pull herself up onto her surfboard.*
- 3 *Bethany's father helped her by fitting a special handle on her surfboards.*

Background information

Bethany Hamilton was born on 8th February, 1990 in Hawaii. She started surfing as a young child and started winning competitions in her teens. She is now a national champion and chairwoman of the Beating the Odds Foundation (a children's charity) as well as an author.

Tunnels Beach, Hawaii is in the northern part of the island of Kauai. It is a popular place for swimming, snorkelling, scuba diving and surfing. It has clean white sand and the water is full of sealife.



To read for specific information

Allow Ss time to look at the text again and formulate their answers.

Suggested Answer Key

- 1 *I think that Bethany hasn't gone back to Tunnels Beach because there are a lot of bad memories for her there.*
- 2 *Bethany is a determined person because she is still surfing even though she only has one arm. Also, because she hasn't let a horrifying experience put her off doing something she loves.*
- 3 *Bethany's determination teaches us that we can overcome any obstacle if we try hard enough.*

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | | |
|------------|----------|------------|------------|
| 1 attacked | 3 catch | 5 promised | 7 won |
| 2 lost | 4 escape | 6 entered | 8 overcame |

5 **Aim** To describe an imaginary experience

- Explain the task. Tell Ss to think about where they were during the accident/why they were there, etc. (e.g. *Bethany's friend – surfing with her – a teenager who was on the beach with his/her family, etc.*)
- Ss prepare their answers. Ask various Ss around the class to describe their experience.

Suggested Answer Key

It was a beautiful day in 2003 and I was surfing at Tunnels Beach with my friends. I was in the water when, suddenly, I heard my friend Bethany shouting for help. I looked to see what the matter was and saw that she was covered in blood. The water was red all around her too. I couldn't believe what I was seeing. Her arm was missing. I was very shocked and scared but I got over to her as quickly as I could to help her. She was the victim of a shark attack. We carried her out of the water and called an ambulance to take her to hospital. The doctors said she was very lucky to be alive. (Bethany's friend)

6 a) **Aim** To present vocabulary for some sports and sports equipment

- Explain the task. Draw Ss' attention to the sports in the pictures and the equipment in the list then Ss match them.
- Play the recording. Ss listen and check their answers. Elicit the L1 equivalents.

Answer Key

1 racquet	4 gloves	7 paddle
2 snowboard	5 bat	8 mask
3 goggles	6 batting pads	9 flippers

(Ss' own answers)

b) **Aim** To complete a table

- Explain the task. Ss complete the task. Check Ss' answers.
- Draw Ss' attention to the verbs we use with each sport (*play, go*).

Answer Key

Sport	Equipment
snowboarding	snowboard, goggles, gloves
cricket	bat, batting pads
white-water kayaking	paddle
snorkelling	mask, flippers

To go snowboarding you need a snowboard, goggles and gloves.

To play cricket you need a bat and batting pads.

To go white-water kayaking you need a paddle.

To go snorkelling you need a mask and flippers.



Aim To talk about your favourite sport

Allow Ss time to complete the sentences, then elicit answers from Ss around the class.

Suggested Answer Key

My favourite sport is football. You need a football to do it. I like football a lot because it's fun.

7 **Aim** To practise making suggestions

- Explain the task and ask two Ss to model the example exchange.
- Ss work in pairs and make suggestions, as in the example.
- Monitor the activity around the class and then ask some pairs to make suggestions in front of the class.

Suggested Answer Key

A: Why don't we go snowboarding?

B: That's a great idea!

A: Get your snowboard, goggles and gloves and I'll see you back here in an hour.

A: Why don't we play cricket after school today?

B: That's a good idea!

A: Get your bat and batting pads and I'll meet you at the school gates after school. etc

8 **Aim** To listen for specific information

- Play the recording. Ss listen and answer the questions in the rubric.
- Check Ss' answers.

Answer Key

John: snowboarding – board, goggles, gloves
He likes it because he finds it challenging.

Sally: snorkelling – mask, flippers, (snorkel)
She likes it because she finds it exciting to swim with fish.

Peter: cricket, bat, batting pads

He likes it because he's good at it and he wants to play for the national team one day.

9 **Aim** To summarise a text

- Go through the **Study Skills** box and then allow Ss time to read the text in Ex. 2 again, make notes and prepare a summary.
- Check Ss' answers by asking various Ss to read their summaries aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

A girl called Bethany Hamilton lost her arm in a shark attack in 2003. The attack happened when Bethany was surfing at Tunnels Beach in Hawaii with her friends. Bethany did not see the shark that bit her. Bethany's friends rescued her and took her to the hospital. Bethany lost a lot of blood and doctors told her she was lucky to be alive. Only a few weeks after the attack, Bethany started surfing again. Her father fitted a special handle on her board. At first, it was very difficult, but she amazed everyone. Bethany managed to win a surfing competition after the attack. Bethany says nothing will stop her from doing what she loves the most.

Extra Activity for weaker classes

Write the beginning of each sentence in the summary on the board (see underlined parts). Ss complete the rest of the sentence.

3b

1 **Aim** To present the present perfect

- Ss close their books. Present the present perfect. Say: *I have worked hard today*. Write it on the board. Underline *I have worked* and explain that this verb is in the present perfect. Explain that we use the present simple of the verb *have* and the past participle of the main verb to form the affirmative. Explain that we use this tense to talk about actions which started in the past and continue to the present, experiences in the past and actions which happened at an unstated time in the past.
- Say then write on the board: *I haven't worked hard today*. Explain that this is the negative form of the present perfect. Give examples for all persons.
- Say then write on the board: *Have I worked hard today?* Explain that this is the interrogative form of the present perfect. Tell Ss that we answer in short form with *Yes/No, I/you/ we/they have/haven't, Yes/No, he/she/it has/ hasn't*.
- Ss open their books. Ask them to read the table and then elicit the L1 equivalents for the examples.

(Ss' own answers)

- Refer Ss to the text in 2a and elicit examples of the present perfect tense from various Ss around the class.

Suggested Answer Key

*Bethany Hamilton's surfer lifestyle hasn't changed ...
Bethany has promised ...
Bethany hasn't returned ...*

2 **Aim** To practise the present perfect

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

Answer Key

- | | | |
|----------------------|--------------|-------------|
| 1 have visited | 4 have taken | 7 have gone |
| 2 has flown | 5 has won | |
| 3 has learnt/learned | 6 have tried | |

3 a) **Aim** To practise the present perfect

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | | |
|---------------|-----------------|--------------|
| 2 hasn't gone | 4 haven't tried | 6 have slept |
| 3 have run | 5 hasn't run | |

b) **Aim** To practise the present perfect using personal examples

Elicit sentences from various Ss around the class about the actions in the table.

Suggested Answer Key

*I've gone bungee jumping./I've never gone bungee jumping.
I've run a marathon./I've never run a marathon.
I've tried Indian food./I've never tried Indian food.*

4 **Aim** To present time expressions used with the present perfect

Ask various Ss to read out the examples. Then elicit the L1 equivalents.

(Ss' own answers)

5 **Aim** To practise the present perfect with already and yet

- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- John hasn't collected his train ticket yet.
- John has already found his boots.
- John hasn't bought a new jacket yet.
- John has already checked the weather forecast.
- John hasn't booked a hotel room yet.

6 **Aim** To practise the present perfect with just

- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- He has just received some bad news.
- He has just won the competition.
- They have just run a marathon.
- We have just lost our passports.

7 **Aim** To present have been/have gone

- Read out the examples and the explanations.
- Ss complete the task. Check Ss' answers.

Answer Key

- | | | |
|-------------|-------------|------------|
| 1 has gone | 3 has gone | 5 has gone |
| 2 have been | 4 have been | |

8 **Aim** To compare the present perfect and the past simple

Read the theory aloud and elicit further example sentences from the text on p. 30 from Ss around the class.

Suggested Answer Key

Bethany **has been** a surfer since the age of five.
Bethany lost 60% of her blood but she **managed** to escape death.

9 **Aim** To talk about past experiences

- Explain the task and ask two Ss to act out the example exchange.
- Ss work in pairs and ask and answer, as in the example.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

- 2 A: *Have you ever won a competition?*
B: *Yes, I have.*
A: *When did you win it?*
B: *I won it two years ago.*
- 3 A: *Have you ever met a famous actor?*
B: *Yes, I have.*
A: *When did you meet him?*
B: *I met Brad Pitt last year.*
- 4 A: *Have you ever ridden a horse?*
B: *Yes, I have.*
A: *When did you ride one?*
B: *I rode one when I was 12 years old.*
- 5 A: *Have you ever broken your arm?*
B: *Yes, I have.*
A: *When did you break it?*
B: *I broke it last summer.*

10 **Aim** To present & practise the present perfect continuous

- Ss' books closed. Say then write on the board: *How long has Lyn been waiting? She has been waiting for an hour.*
- Explain/Elicit how the present perfect continuous is formed in the affirmative (*have/has + been + verb -ing*), negative (*haven't/hasn't + been + verb -ing*) and interrogative (*Have/Has + pronoun + been + verb -ing*).
- Explain/Elicit that we use the present perfect continuous tense for an action that started in the past and continues to the present to emphasise the duration of the action.
- Ss' books open. Read out the theory and elicit any, similar structures in Ss' L1.

(Ss' own answers)

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

Answer Key

- 2 *They have been watching TV all morning.*
3 *He has been fishing since 9 o'clock.*
4 *How long has Bob been exercising at a gym?*
5 *I have been learning English since I was ten.*
6 *We haven't been waiting for long.*

11 **Aim** To practise the present perfect continuous using personal examples

Read through the prompts and elicit sentences from various Ss around the class.

Suggested Answer Key

I have been riding a bicycle since I was five.
I have been living here since I was born.
I have been studying English since I was twelve.
I have been playing basketball for five years.
I have been playing football since I was five years old.

12 **Aim** To practise talking about the past with time expressions using personal examples

Explain the task and read out the example. Then elicit a variety of answers from Ss around the class.

Suggested Answer Key

*I have **just** been to Valencia.*
*I **didn't** go abroad **in 2008**.*
*I have **already** tidied my bedroom.*
*I went swimming in the sea **last summer**.*
*I woke up late **yesterday**.*
*I haven't seen my Aunt June **since** last May.*
*I was ill **two weeks ago**.*
*I haven't been learning French **for long**.*
*I have been reading magazines **all morning**.*

3c

1 **Aim** To introduce the topic

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

My uncle, Tom, went to Hawaii last year. He was swimming in the sea when suddenly he saw a large fin on the surface of the water. He thought it was a shark! He swam quickly out of the water and shouted to the lifeguard. Imagine his embarrassment when he realised it was just a piece of a broken surfboard!

b) **Aim** To predict the content of a text

- Direct Ss' attention to the pictures. Elicit Ss' guesses as to what the story might be about and what they think happened to the traveller.

Suggested Answer Key

I see snakes and a suitcase in the pictures.

I think the story might be about snakes. Perhaps a traveller hid snakes in their luggage on a flight.

- Play the recording. Ss listen and follow the text in their books and find out.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

1 C 2 B 3 C 4 B 5 A

Background information

South Korea is a developed country in East Asia. It shares a border with North Korea. The capital city is Seoul. It has a population of almost 50 million people.

Atlanta is the capital city of the state of Georgia in the USA. It has a population of just over 519,000 people. It is in the south-east of the country and is a centre of business and transportation.

3 **Aim** To consolidate new vocabulary (prepositional phrases)

Explain the task. Ss complete the task and check their answers in the text.

Answer Key

1 about 2 of 3 in 4 with

4 **Aim** To consolidate new vocabulary

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

Answer Key

1 missed 3 board 5 import
2 lost 4 break 6 take

Suggested Answer Key

- 2 A: Have you ever lost (your) luggage?
B: Yes. I have. (No, I haven't.)
- 3 A: Have you ever boarded a flight?
B: Yes, I have./No, I haven't.
- 4 A: Have you ever broken the law?
B: Yes, I have./No, I haven't.
- 5 A: Have you ever imported an endangered species?
B: Yes, I have./No, I haven't.
- 6 A: Have you ever taken risks?
B: Yes, I have./No, I haven't.

5 **Aim** To describe a past experience using role play

- Explain the task and allow Ss some time to think about their answers.

- Ask various Ss to describe the event to the class from the point of view of the customs officer.

Suggested Answer Key

It was a busy day at the airport. I was checking the luggage of passengers who had just landed from South Korea. A passenger looked suspicious, so I asked him to open his luggage. There were dead snakes, scorpions and birds in jars in his luggage. He was charged with two counts of breaking the law.

6 **Aim** To listen for specific information

- Refer Ss to the **Study Skills** box and check for understanding. Explain the task to the Ss.
- Play the recording twice. Ss' listen and choose the correct answers.
- *Optional-* Ss compare answers with a partner and listen again to check.
- Check Ss' answers around the class.

Answer Key

A 2 B 4 C 5 D 3 E 6

7 **Aim** To narrate a past experience

- Explain the task. Ss take roles and ask and answer in pairs.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

- A: Jenny, what's the matter?
B: Someone has just stolen my wallet!
A: Oh dear! I'm so sorry. How did it happen?
B: I put it down for a moment to look in my bag and the next thing I knew it was gone.
A: Let's call security. etc

8 **Aim** To write a short article about a holiday experience

- Allow Ss some time to complete the task and then check Ss' answers.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Last May, my family and I visited Paris. We spent two weeks in a hotel in the city centre and we had a wonderful time. We visited all the sights and museums including the Eiffel Tower, the Arc de Triomphe, the Musée d'Orsay and Notre Dame. I enjoyed visiting the Louvre the most. I felt very happy and excited.

3d

- 1 **Aim** To present situational language
- Ask some Ss to read the sentences aloud.
 - Play the recording. Ss listen and repeat chorally or individually.

- 2 **Aim** To listen for specific information
- Play the recording. Ss listen and follow the text in their books. Then, elicit answers to the questions in the rubric.

Answer Key

They are at the airport. Ryan's flight is delayed. Todd takes Ryan's bag by mistake.

- 3 **Aim** To learn synonymous phrases and consolidate through translation
- Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

*I'm surprised you're here. – Fancy seeing you here!
Are you sure? – Really?
Where are you going? – Where are you off to?
Never mind. – don't worry about it.
I apologise. – I'm terribly sorry.*

- Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

(Ss' own answers)

- 4 **Aim** To act out a dialogue
- Ask Ss to work in pairs and take roles and read out the dialogue.
 - Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.

- 5 **Aim** To pronounce /tʃ/, /dʒ/, /j/
- Play the recording for Ss to listen and tick the correct boxes.
 - Play the recording again with pauses for Ss to listen and repeat chorally or individually.
 - Pay special attention to Ss' pronunciation and intonation and correct as necessary.
 - Check Ss' answers then elicit other words with the same sounds from Ss around the class.

Answer Key

	/tʃ/	/dʒ/	/j/		/tʃ/	/dʒ/	/j/
chance	✓			jar		✓	
jet		✓		change	✓		
juice		✓		yes			✓
yet			✓	champion	✓		

Suggested Answer Key

check, job, yellow

Across Cultures

- 1 **Aim** To predict the topic of the text
- Direct Ss' attention to the pictures and elicit Ss' guesses as to what they show (*a cockroach race, a reindeer race*). Ask Ss what, if anything, they know about these activities.
 - Elicit a variety of questions for what Ss would like to know about them from Ss around the class and write three of them on the board.
 - Play the recording. Ss listen and follow the text in their books and check if they can answer their questions.

Suggested Answer Key

*Where do people race cockroaches? (Brisbane)
Where do people race reindeers? (Siberia)
Why? (for fun)*

- 2 **Aim** To read for specific information
- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
 - Ss read each statement and underline the key words. Remind Ss that the order of the questions is the same as the order in which the pieces of information are presented in the text.
 - Allow Ss some time to complete the task in their notebooks.
 - Invite Ss to read out their answers and refer to where they found them in the text.
 - *Optional-* Ask Ss to correct the false statements.

Answer Key

- 1 T
2 NS
3 F (*This year the first prize is a snowmobile*)
4 T

- 3 **Aim** To read for specific information
- Allow Ss some time to read the text and answer the questions.

- Go through the Check these words box and elicit the meaning of known words. Elicit/ Explain any unknown words. Alternatively, ask Ss to use their dictionaries to look up the meanings.
- Check Ss' answers.

Answer Key

- 1 *The first cockroach race was in 1982.*
- 2 *The race takes place in winter.*
- 3 *The winner of the reindeer racer won a snowmobile.*
- 4 *Local men and women take part in the reindeer racing.*

Background information

Brisbane is the capital city of the state of Queensland in Australia. It lies on the Brisbane River and was established in 1824. It has a population of 1.8 million people and is located on the north-east coast.

Siberia is an extensive geographical region in Russia that borders Kazakhstan and Mongolia. It has a population of about 40 million people.

4 **Aim** To write about a strange annual event in your country

- Ss work in groups and collect information from the Internet, encyclopaedias or other reference books and write a paragraph about a strange annual event in Russia.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

The White Nights Festival is an international arts festival which is celebrated during the season of the midnight sun in St. Petersburg, Russia. It consists of a series of concerts, ballet and opera performances. The performers are Russian and international musicians, singers, dancers and actors. The culmination of this festival is the Scarlet Sails celebration which is attended by more than one million people who are mostly students from Russian and international schools and colleges. This event which started in Russia is now celebrated all over the world.

Activity for weaker classes

Read out the text in the Suggested Answer key above, then tell Ss to write down three things that impressed them. Ss, then, read out their sentences to the class.

CLIL TIME: PSHE

1 **Aim** To introduce the topic

- Draw Ss' attention to the diagram and the key. Allow Ss two minutes to name as many food/drinks as they can for each section.
- Check Ss' answers and elicit which ones Ss eat/drink most often.

Suggested Answer Key

- 1 *bananas, tomatoes, oranges, celery, kiwi fruit, carrots, pineapple, melon, grapefruit, tomato juice, strawberries*
 - 2 *bread, potatoes, pasta*
 - 3 *milk, cheese*
 - 4 *chocolate cake, milkshake*
 - 5 *meat, fish, eggs, seafood*
- I often eat bananas, grapefruit, pasta and fish. I drink milk every day.*

2 **Aim** To read for specific information

- Read out the question in the rubric.
- Play the recording. Ss listen and follow the text in their books to find out the answer.

Answer Key

Bread, rice, pasta, potatoes, meat, fish, milk and water are good for people who do sport.

3 **Aim** To read for specific information

- Explain the task and allow Ss some time to read the text again and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then check Ss' answers. Draw Ss' attention to the **Did you know?** box also.
- Check Ss' answers.

Answer Key

- 1 *Foods such as bread, rice, pasta and potatoes contain a lot of carbohydrates.*
- 2 *The body stores carbohydrates in our muscles.*
- 3 *The body uses them as fuel.*
- 4 *Protein helps our muscles grow and repair themselves.*
- 5 *While exercising we should avoid drinking sugary drinks.*

4 **ICT Aim** To give a presentation on sports and diet

- Ask Ss to work in groups and look up information on the Internet using the key phrase in the search bar or in encyclopaedias or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them.

- Allow time for Ss to collect the information and prepare their presentations. Alternatively, assign the task as HW.
- Ask various groups of Ss to present their information to the class.

Suggested Answer Key

When you play a sport regularly it's important to drink plenty of water and eat enough carbohydrates to keep you going. Your diet should have lots of wholegrain cereals, fruit and vegetables and smaller amounts of milk, yoghurt and cheese, meat, fish, chicken, eggs and nuts. You should make sure you don't eat too little. If you don't eat enough food for your level of activity, then you won't be able to perform well. Also, if you want to keep your energy levels up, it's important to eat carbohydrates as soon as possible after exercising.

Game

Play in teams 'Fruit and Vegetable'. One team says fruit or vegetable. The other team says a word related to the theme. Each correct answer gets one point. Ss aren't allowed to repeat words said before. The team with the most points is the winner.

Team AS1: fruit

Team BS1: apple – vegetable

Team AS1: lettuce – fruit etc

Writing

1 **Aim** To skim a text for key information

Ask Ss to skim the text briefly and identify the author and recipient of the email as well as the author's location.

Answer Key

Laura is sending the email to Jane. Laura is in London.

2 **Aim** To understand the rubric

- Read the rubric with Ss and allow them some time to find the key words. Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

Suggested Answer Key

Key words: where you are, what have you done, what sights have you visited, what would you like to do next time

The email answers the questions: 'Where is she?' She is in London on a school trip with her friends. 'What have they done?' They have done lots of exciting things.

'What sights have they visited?' They have visited the Tower of London, the British Museum and the London Aquarium. 'What would she like to do next time she visits London?' Next time she visits London, she would like to watch the Phantom of the Opera at Her Majesty's Theatre.

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

- Explain the task and allow Ss some time to read the text and complete the task.
- Play the recording for Ss to listen and check their answers.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Elicit examples of so/such in the email.

Answer Key

1 d 2 f 3 c 4 e 5 b 6 a
such a big city, so wet

Background information

The **Tower of London** is an 11th century Royal Palace and fortress. It is located on the north bank of the River Thames in London, England. It is a popular tourist attraction.

The **British Museum** is a large museum of human history and culture in London, England which opened in 1759. It contains over 7 million items.

The **London Aquarium** is located on the south bank of the River Thames. It contains over 400 species of fish on three floors. It opened in 1994.

4 **Aim** To read about informal style in letters and emails

- Go through the Study Skills box and explain the task.
- Allow Ss time to read the text and complete the task.
- Check Ss answers.

Answer Key

got off the plane, when we get back, see you, Take care, so, but

5 **Aim** To write an email from abroad

- Explain the task and the situation. Allow Ss time to complete the task in class. Remind Ss to use informal language. Ask various Ss to read out their emails to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Jake,

Greetings from Monaco! I'm here with my parents on holiday. I've never been here before and I love it.

We've been to the beach every day. We've sunbathed and tried some water sports. The weather is wonderful. Unfortunately, I've got a bit sunburnt. We haven't visited the museums yet, but there's plenty of time for that.

We're here for one more week and then we'll be home. See you in a few days.

Love,
Karla

Exam Practice 3

1 Aim To prepare for the task

- Refer Ss to the **Study Skills** box and check for understanding. Explain the task to the Ss.
- Ss read the locations and the word groups. Elicit/explain any unknown vocabulary.
- Ss complete the task individually. Then compare their answers with a partner.
- Check answers with the class. Elicit answers for the extra word group.

Answer Key

1 c 2 f 3 e 4 d 5 a

Suggested Answer Key

b at a hotel

2 Aim To listen for specific information

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A 2 B 5 C 3 D 1

3 Aim To prepare for a two-minute talk

- Refer Ss to the **Study Skills** box and check for understanding. Explain the task to the Ss.
- Ss read the statements. Elicit/explain any unknown words.
- Allow Ss some time to match the statements with a (reasons people enjoy watching sports), b (reasons watching sports is more popular today) and c (your most exciting sporting moment).
- Invite Ss to read out their answers.
- Try to elicit different answers than the ones in the book and write them on the board.

Answer Key

a 2, 4, 5 b 1, 6 c 3

4 Aim To give a two-minute talk about sports

- Direct Ss to the prompts and check that they understand what they will talk about. Remind Ss that they must not talk for more than two minutes.
- Give Ss a minute and a half to prepare.
- Ss take turns giving their talks in front of the class.

Suggested Answer Key

People enjoy watching sports for lots of reasons. Watching sports is a good way to relax after a long or difficult day. It is very entertaining and good fun. It is a nice social activity that you can share with your friends and family. Finally, it brings a lot of happiness and pleasure when your favourite team or players win a game or competition.

There are also many reasons why watching sports is more popular today than it was in the past. People have got more free time these days than they used to in the past. Most people have got TVs in their homes these days, which makes access to games easier. Sports are advertised by the media much more nowadays than they used to be. Also, more and more people have access to the internet, which lets them watch videos of events online anywhere in the world.

The most exciting sporting moment I have ever seen was watching Andy Murray win Wimbledon. A British player hadn't won the competition since Fred Perry in 1936! Murray played an amazing game. I was so happy that he finally won!

Module 4

Safe and sound

Topic	
In this module Ss will explore the topics of crime & safety, charities and bullying.	
Module page	41
Lesson objectives: Overview of the module. Vocabulary: Breaking the law (<i>rob a bank, spray paint on a statue, steal a car, drive over the speed limit, break into a house, steal clothes from a shop, steal a wallet, start a forest fire</i>); Crimes (<i>robbery, car theft, shoplifting, speeding, vandalism, arson, burglary, picking pockets</i>)	
4a	42-43
Lesson objectives: To read for specific information, to talk about crime, to listen for specific information, to write an email describing an accident you witnessed Vocabulary: Crime verbs (<i>catch, arrest, put, steal, rob, take, attract [thieves], mug, kidnap, break [the law], find [guilty], accuse, sentence</i>); Crime nouns (<i>burglar, kidnapper, mugger, vandal, robber, thief</i>); Verbs (<i>get caught, realise, freeze, violate, commit a crime, capture, speed</i>); Phrasal verb (<i>break into</i>); Nouns (<i>mistake, advert, competition, handcuffs, badge, privacy, fine</i>); Adjective (<i>foolish</i>)	
4b	44-45
Lesson objectives: To learn the past perfect, to learn the past perfect continuous, to learn adjectives with <i>-ing/-ed</i> endings, to learn adverbs	
4c	46-47
Lesson objectives: To do a quiz, to listen for specific information, to talk about a safari trip, to complete an email about a safari trip Vocabulary: Verbs (<i>survive, separate from, rescue</i>) Nouns (<i>guide, stream, bush, shell, raft</i>); Adverb (<i>downstream</i>)	
4d	48
Lesson objectives: Giving an eye-witness statement Vocabulary: Sentences (<i>What's your name, please? Let's go straight to the accident. Can you tell me what you saw? What happened to the rider? What about the driver? I'm afraid not. Thank you for your time, sir. You're welcome.</i>); Verbs (<i>smash, drive off</i>); Nouns (<i>traffic lights, crash, rider, windscreen, number plate</i>)	
Across Cultures	49
Lesson objectives: To read for specific information, to talk about charities, to talk about emergency services Vocabulary: Phrase (<i>get involved</i>); Nouns (<i>volunteer, community, potential</i>); Adjectives (<i>needy, disabled, homeless, second-hand</i>)	
CLIL TIME: PSHE	50
Lesson objectives: To read for specific information, to give advice, to give a presentation on bullying, to pronounce /æ/, /ʌ/ Vocabulary: Verbs (<i>bully, punch, stamp</i>); Nouns (<i>stomach, boss, slave</i>); Adjective (<i>weak</i>)	
Writing	51
Lesson objectives: To read for coherence and cohesion, to listen for specific information and ideas, to write an email giving advice Vocabulary: Verbs (<i>ignore, make fun of, miss</i>); Nouns (<i>accent, school counsellor</i>)	
Exam Practice 4	52
Lesson objectives: To enable Ss to develop their Listening and Speaking skills by listening for specific information and by taking part in a telephone survey, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Safe and sound* and ask Ss to suggest what they think it means (*to be safe, not hurt*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a quiz (p. 46)

Do you like doing quizzes? Why (not)? How can a quiz help you learn English?

newspaper headlines (p. 43)

Do you read newspapers often? Why (not)? What can someone read in a newspaper? Which is your favourite section?

a poem (p. 50)

Do you like poetry? Why (not)? What sort of poems do you like/dislike the most? Name some poets from your country. Do you know any of their poems? What are they about? Do you write poems?

logos (p. 49)

Which logos do you see every day? Do you think logos are a good idea? Why (not?)

2 **Aim** To present crimes

- Draw Ss' attention to the crimes (a-h) and ask various Ss to read them out. Elicit which crimes match which pictures. Check Ss' answers.

Answer Key

<i>a 1</i>	<i>c 6</i>	<i>e 2</i>	<i>g 5</i>
<i>b 3</i>	<i>d 4</i>	<i>f 8</i>	<i>h 7</i>

Vocabulary

1 **Aim** To present vocabulary related to breaking the law

- Draw Ss' attention to the pictures (1-8) and play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents and then ask various Ss around the class to describe the pictures using the phrases underneath them.

(Ss' own answers)

Suggested Answer Key

In picture 2 a teenager is spray-painting on a statue.

In picture 3 a man is trying to steal a car.

In picture 4 a man is driving over the speed limit and has failed to stop at a stop sign.

In picture 5 a burglar/man is breaking into a house. He is climbing through the window.

In picture 6 a woman is stealing clothes from a shop.

In picture 7 a young man is stealing a man's wallet from his pocket.

In picture 8 a man is starting a forest fire.

4a

1  **To introduce the topic**

Ask for volunteers to tell the class any funny crime stories they know.

Suggested Answer Key

A man walked into a shop and told the shop clerk to give him the money. The clerk said that only the manager could open the safe. So the robber left his name and telephone number with the clerk so that the manager could call him once he opened the safe. The police arrested the robber soon after.

2  **To listen for specific information**

- Draw Ss' attention to the three story headings.
- Explain the task and play the recording.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 C 2 A 3 B

3  **To read for specific information**

- Allow Ss some time to read the texts and answer the questions.
- Go through the **Check these words** box and elicit the meaning of known words. Elicit/Explain any unknown words. Alternatively, ask Ss to use their dictionaries to look up the meanings.
- Check Ss' answers.

Answer Key

- 1 *Cleopatra was famous for keeping her good looks by bathing in milk.*
- 2 *Because she wanted to have good looks by bathing in milk, just like Cleopatra.*
- 3 *She felt disappointed when she discovered that the camel was male and so she couldn't get any milk from it.*
- 4 *The couple went to the shop to rob it.*
- 5 *The man who visited them was a police detective.*
- 6 *He found them because the woman put her address on a competition entry form she filled in while her husband was robbing the shop.*
- 7 *Some people feel that street cameras invade their privacy, but other people think that these cameras stop criminals and help the police.*
- 8 *The man in the car was speeding.*
- 9 *The police sent the man a photograph of a pair of handcuffs.*
- 10 *The first text is about a theft, the second text is about a robbery and the third text is about speeding.*

Background information

Cleopatra (69 BC-30 BC) was an Egyptian queen. Originally she shared power with her father Ptolemy XII and later with her brothers Ptolemy XIII and Ptolemy XIV. Eventually she became the sole ruler of Egypt. She married Julius Caesar and had a son, Caesarion. After Caesar was assassinated she married Mark Antony and had three more children. After their defeat at Actium she committed suicide. She was renowned for her beauty and people say that her beautiful skin came from bathing in milk.



To express an opinion on the texts

- Ss work in closed pairs and discuss the question in the rubric giving reasons.
- Monitor the activity around the class and then ask some pairs to share their opinions with the class.

Suggested Answer Key

I think that the story about the camel is the funniest because the woman really believed that she could look like Cleopatra if she bathed in milk. Also, it must be very difficult to steal a camel from a zoo and take it to your home.


I think that the story about the robbers is the funniest because if the woman hadn't filled out the competition entry form, the police wouldn't have found them that fast.

I think that the story about the speeding driver is the funniest because the man's joke was very good. Then the police made an even better joke when they sent him a photograph of a pair of handcuffs.

- Elicit a variety of appropriate titles for each text from Ss around the class.

Suggested Answer Key

A – Camel Confusion
B – A Prize Fool
C – Speeding is No Joke

4  **To present and practise vocabulary related to crime**

- Explain the task. Ask Ss to use their dictionaries to check the meaning of any unknown words in their dictionaries.
- Ss complete the task. Check Ss' answers.

Suggested Answer Key

- | | |
|----------------------|---------------------|
| 1 took | 6 broke, put |
| 2 accused | 7 mugged |
| 3 caught | 8 kidnapped |
| 4 arrested, stealing | 9 robbed |
| 5 attracts | 10 found, sentenced |

5 **Aim** To present vocabulary related to criminals

- Explain the task and explain/ elicit the meanings of the nouns in the list.
- Ss complete the task.
- Check Ss' answers around the class and elicit the L1 equivalents.

Answer Key

- 1 Burglar 3 Mugger 5 robber
2 vandal 4 kidnapper 6 thief

(Ss' own answers)

6 **Aim** To listen for specific information

- Explain the situation. Ask Ss to try to put the pictures in the order the events happened.
- Play the recording. Ss listen and check if their guesses were correct. Check Ss' answers. Ss then use the pictures to tell their partner what happened.

Answer Key

- 1 C 2 A 3 B 4 D

Suggested Answer Key

John was waiting for the bus to come. When the bus arrived, he and a few passengers got on it. Suddenly, a jeep hit the back of the bus. John bumped his head on the seat in front of him. Then, John got off the bus and helped the driver out of his jeep.

Extra Activity for weaker classes

Write these phrases on the board. Ask Ss to use them to tell John's story.

- waiting for the bus
- bus arrived
- got on it
- jeep hit back of bus
- John bumped head
- he got off the bus
- helped driver out of jeep

7 **Aim** To describe an accident

- Explain the task.
- Allow Ss time to complete the email.
- Check Ss' answers by asking some Ss to read out their completed emails to the class.

Suggested Answer Key

Dear Peter,
You won't believe what happened to me. I was **standing at the bus stop** when the bus **arrived**. A few passengers **got on the bus**. Suddenly, a **jeep hit the back of the bus**. Some passengers **fell out of their seats** and I **bumped my head on the seat in front of me**. Then, I **got off the bus**. I wanted to **help the driver of the jeep get out of his vehicle**. Luckily, **he wasn't hurt**. Someone **called an ambulance and the police**. **Everyone was alright. What a morning!**
John

4b

1 **Aim** To present the past perfect

- Ss close their books. Say then write on the board: *What had Kim done by 8 am this morning? She had made her bed, but she hadn't eaten breakfast.* Draw Ss' attention to the affirmative, negative and interrogative forms and explain how we form the past perfect (*had + past participle*). Explain that we use the past perfect for completed actions in the past that happened before (an)other past action(s).
- Ss open their books. Read out the theory and elicit any similar structures in Ss' L1.

(Ss' own answers)

- Refer Ss to the texts on p. 42 and elicit examples.

Answer Key

she had stolen

2 **Aim** To practise the past perfect

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

Answer Key

- 1 had tidied 4 had left
2 had disappeared 5 hadn't taken
3 had gone

3 **Aim** To present the past perfect continuous

Read out the theory box and explain the form and use of the past perfect continuous. Elicit the L1 equivalents for the examples and then elicit further examples if necessary.

(Ss' own answers)

4 **Aim** To practise the past perfect continuous

Explain the task and point out that Ss must add 'for' to each sentence to complete them correctly. Give Ss time to complete the task. Then check Ss' answers.

Answer Key

- 1 had been working on his computer for five hours
2 had been sleeping for an hour
3 had you been walking for
4 had been talking on the phone for an hour
5 had been waiting for 30 minutes

5 **Aim** To practise past tenses

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

Answer Key

- 1 had already cooked/was already cooking
- 2 had been studying
- 3 had disappeared
- 4 had been calling
- 5 was driving/had been driving
- 6 had switched

6 **Aim** To practise past tenses

Explain the task. Give Ss time to complete the task, then elicit answers from various Ss around the class and correct as necessary.

Suggested Answer Key

- 1 ... he had been working hard all day
- 2 ... the bus arrived
- 3 ... had dinner ... he asked her to eat out
- 4 ... it was dark
- 5 ... she had won a competition

7 **Aim** To present adjectives, the order of adjectives and *-ing/-ed* endings; to practise the order of adjectives

- Go through the theory box with Ss and elicit examples from various Ss around the class to demonstrate each point (e.g. hot weather, the weather is hot, an impressive, large, new, square, black, Japanese, LCD TV. The show was amazing. We were amazed when we saw the show.)
- Explain the task. Ss complete the task. Check Ss' answers.

Answer Key

- 2 wooden³ old² big¹–big: size, old: age, wooden: material
- 3 green² soft¹ woollen³–soft: opinion, green: colour, woollen: material
- 4 red² Italian³ small¹–small: size, red: colour, Italian: origin
- 5 round² gigantic¹ silver³–gigantic: size, round: shape, silver: colour
- 6 short¹ old³ fat²–short: size, fat: size, old: age

8 **Aim** To practise *-ing/-ed* endings in adjectives

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

Answer Key

- | | |
|---------------|----------------|
| 1 exciting | 4 amazing |
| 2 interesting | 5 entertaining |
| 3 thrilled | 6 surprising |

9 **Aim** To present adverbs

- Read out the table and explain the form and use of adverbs. (We use adverbs to describe an action, event or situation. We usually add *-ly* to the adjective to form an adverb.) Go through the types of

adverbs and elicit/explain how we use them in a sentence (they usually go after the main verb before the adjective).

- Elicit examples in the texts on p. 46 and then elicit further examples from Ss around the class.

Answer Key

often, quickly, later, nowadays, unfortunately, immediately

Suggested Answer Key

manner – fast, slowly, messily
 degree – extremely, rather
 place – here
 time – yesterday, today
 frequency – usually, sometimes

10 **Aim** To practise forming sentences with adverbs and identifying types of adverbs

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

Suggested Answer Key

- 1 My mum **seldom** uses the computer. (frequency)
- 2 He is coming **back** from Paris on Sunday. (place)
- 3 This cake is **very** tasty. (degree)
- 4 James talks **very slowly**. (manner)
- 5 Liam and Fiona are staying at their friend's house **tonight**. (time)

4c

1 **Aim** To introduce the topic and stimulate the senses

- Direct Ss' attention to the picture and play the recording.
- Elicit answers to the questions in the rubric from various Ss around the class and then go through the words in the list.
- Explain/Elicit the meanings of any unknown words/phrases and then Ss continue to talk in pairs and describe the imaginary scene to their partners.

Suggested Answer Key

I'm in the jungle. I can see tall trees all around and beautiful plants and flowers. It's quite noisy because there are a lot of animals around and I can hear a river rushing. I can hear birds singing and the leaves rustling on the trees. It's very hot and I'm sure I heard snakes hissing quite close to me.

2 **Aim** To predict the content of the text and read for general comprehension

- Read the title of the quiz aloud and elicit what it is about (safety in the jungle).
- Allow Ss some time to do the quiz and check their scores. Ask Ss to give reasons for their choices.

- Go through the **Check these words** box with Ss and elicit the meaning of any unknown words. Refer Ss to their dictionaries to check.
- Elicit how many Ss agree with their scores.

Answer Key

The quiz is about how to survive if you were lost in the jungle.

- 1 a (Following a river downstream may lead you to people.)
- 2 b (Snakes don't like to cross open ground.)
- 3 c (Brightly-coloured insects tend to be the most poisonous.)
- 4 b (Glass can be used as a lens to start a fire.)
- 5 b (Balsa is light and strong, and also easy to cut.)
- 6 a (Trees will give you shelter from the weather.)

Suggested Answer Key

YES. I am confident of surviving in the jungle because I'm not scared of animals and insects. I have been camping a few times with my friends and I really enjoyed it.

NO. I think that some of the questions are very difficult, especially the one about which insects are safe to eat. I'm sure that I can survive in the jungle until I get rescued or manage to find my way out.

3 a) **AIM** To consolidate new vocabulary

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

Answer Key

- | | | |
|----------|---------|---------|
| 1 lost | 3 climb | 5 build |
| 2 follow | 4 hide | 6 spend |

b) **AIM** To consolidate information in a text through role play

- Explain the task and the situation. Elicit phrases used to give advice. Write them on the board for Ss to use.

Give advice	(If you ...,) you should, make sure ...
--------------------	---

- Give Ss five minutes to complete the task in pairs and write their sentences.
- Ask some pairs to read their sentences to the class.
- Read out the **Did you know?** box.

Suggested Answer Key

If you hear a river or a stream, you should find it and follow it in the direction that it is flowing. If the river is wide enough to sail a raft, try to find some balsa wood to make one.

If you have to stay in the jungle overnight, you should find an area that is covered with thick trees.

You can either sleep in a tree or clear the ground where you are going to sleep to protect yourself from snakes.

You should try to light a campfire too, to keep any other wild animals away. If you haven't got any matches, try to start a fire by using a piece of glass.

If you have to eat insects to survive, make sure that you don't eat any brightly-coloured ones as these may be poisonous.

4 **AIM** To listen for specific information

- Ss read the questions and the answer choices.
- Elicit/explain any unknown vocabulary.
- Ask Ss to underline the key words in each. Elicit from Ss what the conversation might be about (Kate's recent jungle safari holiday). Remind Ss that the incorrect options will be mentioned in the conversation in some way.
- Play the recording twice. Ss listen and choose the correct answers.
- Optional- Ss compare answers with a partner and listen again to check.
- Check Ss' answers around the class.

Answer Key

- 1 2 2 1 3 2 4 3 5 1 6 2

5 **AIM** To act out an interview

- Explain the task. Ss take roles and prepare their questions.
- Ss act out the interview twice – once as Student A and once as Student B.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

- A: So, where did you go on safari?
 B: We went to India.
 A: How long did you go for?
 B: We were there for a week.
 A: And who did you go with?
 B: I went with my parents and my sister.
 A: How did you travel into the jungle?
 B: We went by jeep.
 A: Wow! So, what happened on the safari?
 B: We saw some elephants and some crocodiles, too. We also stayed overnight in a safari lodge.
 A: That must have been amazing. How did you feel?
 B: I was so excited; it was really magical.
 A: So, would you recommend your holiday to other people?
 B: Oh, definitely. It was the experience of a lifetime. I'll never forget it!

6 **AIM** To write an email to a friend

- Go through the email and explain/elicite the meaning of any unknown words.
- Allow Ss some time to complete the task and then check Ss' answers.

- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Peter,

I've just returned from a jungle safari in **India**. We were there for **two** weeks. I went with my **parents** and my **sister**. We travelled into the jungle by **jeep**. There was a lot to see in the jungle. I really enjoyed **looking at the elephants and the crocodiles**. The most exciting thing was when **we stayed overnight in a safari lodge**. I felt **really excited**.

Take care,

Bob

4d

1 **Aim** To present situational language

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

2 **Aim** To predict the context of a dialogue

- Direct Ss' attention to the sentences in Ex. 1.
- Elicit Ss' guesses as to what type of accident it may be about.
- Play the recording. Ss listen and follow the dialogue in their books and check if their guesses were correct.

Answer Key

It is about a road accident.

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

- A Can I have your name, please? – What's your name, please?
 B What exactly did you see? Can you tell me what you saw?
 C I'm sorry but I didn't. – I'm afraid not.
 D I appreciate your help, sir. – Thank you for your time, sir.

4 **Aim** To consolidate situational language through translation and to act out a dialogue

- Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

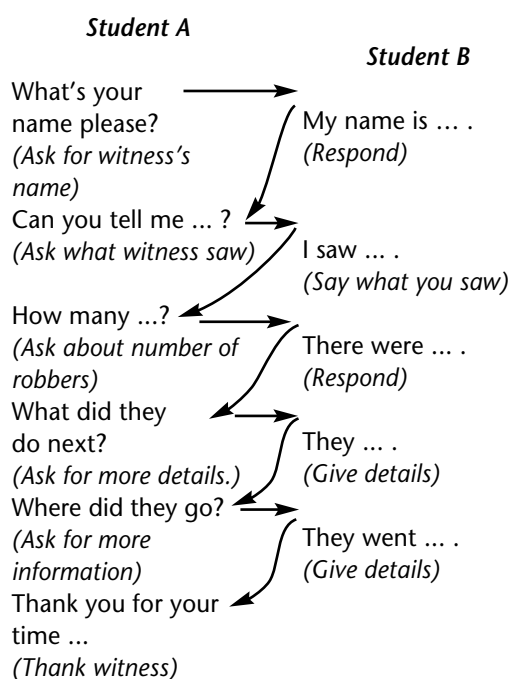
(Ss' own answers)

- Play the recording again.
- Ask Ss to work in pairs and take roles and read out the dialogue.

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

5 **Aim** To practise role-playing


- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well as any ideas of their own to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- B: What's your name, please?
 A: My name is Bob Smith.
 B: Can you tell me what you saw?
 A: I saw some men in motorbike helmets come into the bank and they told everyone to get on the floor. Then they told the cashiers to give them all the money they had.
 B: How many men were there?
 A: There were three men.
 B: What did they do next?
 A: They put the money into their bags and they left.
 B: Where did they go?
 A: They went out of the bank, but I didn't see any more.
 B: Thank you for your time, sir.

Across Cultures


1  **To introduce the topic and predict the content of the text**

- Direct Ss' attention to the dictionary entry and ask a S to read it aloud to the class.
- Draw Ss' attention to the charity logos and elicit guesses as to what sort of work they do.
- Play the recording. Ss listen and follow the text in their books to find out.

Suggested Answer Key

Barnardo's helps needy, disabled, poor or homeless children and their families in the UK.

Kitezh Community helps orphans grow and live a decent life.


2  **To read for specific information**



- Allow Ss some time to read the text and complete the task.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then check Ss' answers.

Answer Key

- 1 *A UK charity which helps needy, disabled, poor or homeless children.*
- 2 *He volunteers every second Saturday to work in the shop or collect second-hand items or donations.*
- 3 *He feels very good about giving his time to help other people, especially children.*
- 4 *She looks after the animals, builds houses or tends to the garden.*
- 5 *She hopes to become a teacher within Kitezh to help students enter university.*

Suggested Answer Key

- 6**  *We should all help charities like these because it's important to think about people who are disabled, ill or poor. Some people, especially children, cannot look after themselves, so we should help them.*

3   **To collect information about local charities and write a comment to post on a blog**

- Explain the task. Ss work in pairs and collect information from the Internet or other sources of reference and write their comment.
- Ask various Ss to read their comments to the class.

Suggested Answer Key

Diema's Dream is a foundation for both physically and mentally disabled children in Russia. It was founded in 1998 to provide financial, medical and educational support to the disabled children and their families.

4  **To present local emergency services**

- Read the **Did you know?** box aloud and then Ss talk in pairs about the emergency services in their country and address the questions in the rubric.
- Ask various Ss to tell the class about the local emergency services and say how they are similar/different to the UK ones.

Suggested Answer Key

In Russia, the emergency number for all agencies is 112. The national emergency telephone is 101 and you can call it 24 hours a day. The police is 102, the Fire Brigade is 101 and Medical Emergencies is 103.

The emergency number for the UK is also 112 which is the same as the emergency number in many other countries of the world.

In the UK, 999 is the phone number to call for police, fire and ambulance services. 101 deals with community safety issues, non-emergency crime, policing and anti-social behaviour.


CLIL TIME: PSHE

1  **To introduce the topic**

- Read the dictionary entry and the rubric aloud.
- Explain/Elicit the meaning of any unknown vocabulary and elicit what constitutes bullying.

Answer Key


They are all kinds of bullying.

2  **To read for general understanding**

- Allow Ss some time to read the poem and answer the question in the rubric.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then check Ss' answers.

Answer Key

Chloe thinks that bullies act as though they are better than other people. In her opinion, they're not and so you shouldn't listen to them. Chloe isn't scared of bullies, she stands up to them.

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

- Explain the task and ask Ss to read through the advice listed and then read the poem again and find which ones are mentioned.
- Check Ss' answers around the class.

Answer Key

*Ignore what the bullies say
Believe in yourself
Don't let the bullies win*

- b) **Aim** To practise giving advice with *should/shouldn't*
- Explain the task and read out the example.
 - Then elicit a variety of sentences from Ss around the class.

Suggested Answer Key

You should stand up for yourself.
You shouldn't do what they say.
You should tell a parent or a teacher.
You shouldn't give them any of your money or possessions.
You should ignore what they say.
You shouldn't let the bullies win.
You should believe in yourself.

- 4 **ICT Aim** To give a presentation on bullying

- Ask Ss to work in groups and look up information on the Internet, using the key word in the search bar, or in encyclopaedias/other reference books. Tell Ss that they can use the website on the Express Publishing website to help them. Remind Ss to answer the questions in the rubric.
- Ask various Ss to present their information on bullying to the class.
- Alternatively, assign the task as HW and Ss give their presentations in the next lesson.

Suggested Answer Key

Bullying is when a person or group with more power picks on someone. Bullies pick on people they think don't fit in, because of how they look, their race or religion, or because the bullies think their target is simply weak. Some bullies punch or hit people. Others call them names.
Both boys and girls can be bullies. Bullies like to have power over others, they have poor social skills and they don't care about other people.
They bully because they are insecure. Some bullies were hurt by other bullies in the past themselves.
Bullying can happen anywhere. Mostly, though it happens at school. The best thing to do is tell an adult. It can be a school counsellor, teacher, parent or a friend. They will give you the support you need. You can also ignore the bully and walk away. Just show confidence and not anger and the bully will lose interest.

- 5 **Aim** To pronounce /æ/, /ʌ/

- Ask Ss to copy the table in their notebooks.
- Explain the task and play the recording. Ss listen and tick the correct boxes.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary. Then elicit other words with the same sounds from various Ss around the class.

Answer Key

	us	as	mud	mad	cat	cut
/æ/		✓		✓	✓	
/ʌ/	✓		✓			✓

Suggested Answer Key

/æ/ – apple, add, angry
 /ʌ/ – up, under, upper

Writing

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

Explain the task and allow Ss some time to read the text and answer the question in the rubric.

Answer Key

Tara has moved to a new school and she is not happy. Her classmates make fun of her accent and she misses her old friends. She doesn't want to go to school any more.

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

- Explain the task and allow Ss time to complete it.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Check Ss' answers.

Answer Key

1 C 2 A 3 E 4 D 5 B

- b) **Aim** To identify the topic of each paragraph

Elicit the topic of each paragraph from various Ss around the class.

Answer Key

In the first paragraph, Susie tells Tara that she is sorry that she is unhappy and wants to give her some advice.
In the second paragraph, Susie advises Tara to ignore the people who make fun of her and also to talk to the school counsellor.
In the third paragraph, Susie tells Tara that she hopes she will make some friends soon and that all her old friends miss her.

- 3 **Aim** To listen for specific information and ideas

- Play the recording. Ss listen and answer the question in the rubric.
- Point out that Ss can use the listening task to get ideas for the following writing task.

Suggested Answer Key

Tom advises Alex to talk to his parents. He advises him to show them that he can be responsible, then they will be more relaxed.

4 **Aim** To write an email giving advice

- Explain the task and go through the paragraph plan. Read out the *Study Skills* box and tell Ss to proofread their work once it is completed.
- Allow Ss time to complete the task in class. Ask various Ss to read out their emails to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hello Alex,

I'm really sorry that your parents won't let you go to the concert this weekend. I want to help you.

The best thing you can do is to talk to your parents and try and show them you can be responsible. This way, they will feel more relaxed. You can also ask your parents to call my parents. That way, they can ask any questions that they want to.

I really hope this works. Write and let me know what happens.

See you,

Tom

Exam Practice 4

1 **Aim** To prepare for the task

- Ss read the statements and the underlined key words. Then they read sentences A-C. Elicit/explain any unknown vocabulary.
- Allow some time for Ss to complete the task.
- Ss compare their answers with a partner.
- Check answers with class. Elicit the words that helped them decide (i.e. that mean the same as the underlined words).

Suggested Answer Key

car theft= locked vehicle, drove off

burglary= broke into, stole laptop and valuables

arson= set fire

- Focus on why the speaker is talking (to describe sth, explain sth or to give some other kind of information).

Answer Key

1 C 2 A 3 B

2 **Aim** To listen for specific information

- Ss read the rubric and the statements. Remind students that they can use each statement once and that there is an extra statement.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional*- Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A 5 B 1 C 6 D 2 E 3

3 **Aim** To prepare for taking part in a telephone survey

- Ss read the questions 1-6. Ask Ss to tell you the word each question starts with (Who, What, How, Which etc.). Tell Ss that if the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).
- Allow some time for Ss to complete the task.
- Invite Ss to decide which answer goes with which question. Ask Ss to give a reason for their choice.
- Check all answers around the class.

Answer Key

1 C 2 A 3 B 4 D 5 E

4 **Aim** To take part in a telephone survey

- Read the rubric with the Ss and explain the task. Explain any unknown vocabulary.
- Tell Ss that they should listen for what word starts each question (i.e Who, What, How). If the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).
- Remind Ss that they should use full sentences (not single-word responses) and that they have 60 seconds to answer each question.
- *Role play*- Ss (in pairs) take turns and answer the questions.
- Invite a few groups to act the dialogue in front of the class.

Suggested Answer Key

Electronic assistance: How old are you?

Student: I'm 15 years old.

Electronic assistance: Why do you want to volunteer with WWF?

Student: Because I love animals and I would like to help to save them from extinction.

Electronic assistance: How much free time do you have to spare?

Student: I have some free time during the weekends.

Electronic assistance: What charity causes or issues matter to you most?

Student: I would like to volunteer to help save the seals because they are in danger of extinction.

Electronic assistance: What would you advise a person who wants to help endangered animals?

Student: I would advise them to join WWF and be willing to devote some time to this cause.

Electronic assistance: What would you most like to learn by volunteering?

Student: I would like to learn how to work together with other volunteers to accomplish our goals.

Electronic assistance: This is the end of the survey. Thank you very much for your cooperation.

Our blue planet

Topic	
In this module Ss will explore the topic of environmental issues.	
Module page	53
Lesson objectives: Overview of the module. Vocabulary: Environmental problems (<i>rubbish, air pollution, endangered species, energy waste, deforestation, water pollution</i>)	
5a	54-55
Lesson objectives: To read for specific information, to talk about environmental problems, to listen for specific information, to write about a monument in danger Vocabulary: Environmental problems (<i>wasting energy, animals facing extinction, deforestation, polluted beaches, air pollution in cities</i>); Solutions (<i>plant trees, clean up beaches, protect endangered species, use public transport, turn off power when not in use</i>); Verbs (<i>threaten, preserve, worship, survive</i>); Nouns (<i>rising seas, melting ice, global warming, cultural site, damage, power, vegetation, sandstone, conservationist, authorities</i>); Adjectives (<i>humid, giant, mystical</i>); Phrase (<i>[be] responsible for</i>)	
5b	56-57
Lesson objectives: To learn <i>will, going to</i> , the present continuous (<i>future meaning</i>) and the future continuous learn conditionals, to learn wishes	
5c	58-59
Lesson objectives: To read for specific information, to talk about the weather, to listen for specific information, to write a short diary entry Vocabulary: Weather verbs (<i>blow, drizzle, howl, freeze, pour, shine</i>); Weather nouns (<i>ice, hail, shower, drizzle, sleet, storm, gale, snowfall, sunshine, breeze, heatwave</i>); Verbs (<i>glide, scatter, break out, suck, release</i>); Nouns (<i>meteorologist, thunderstorm</i>); Phrases (<i>freak of nature, once in a blue moon, raining cats and dogs</i>); Adjectives (<i>glowing, electrical, rare</i>)	
5d	60
Lesson objectives: Making suggestions, to pronounce /s/, /z/ Vocabulary: Sentences (<i>Look at this! Why don't we join in? It sounds like fun. I'm afraid I can't. Never mind. How about meeting at 9:30? Great!</i>)	
Across Cultures	61
Lesson objectives: To read for specific information, to talk about endangered species, to write about an endangered animal. Vocabulary: Verbs (<i>threaten, face</i>); Nouns (<i>endangered, deforestation, species, mammal, fishing village, overhunting, extinction</i>); Adjectives (<i>unique, vivid, nocturnal</i>)	
CLIL TIME: Science	62
Lesson objectives: To match headings to paragraphs, to read for lexico-grammatical structure, to talk about the ozone layer, to give a presentation on global warming Vocabulary: Verb (<i>surround</i>); Nouns (<i>ozone layer, blanket, gas, ray, chemical</i>); Adjectives (<i>harmful, extinct</i>)	
Writing	63
Lesson objectives: To read for general comprehension, to listen for specific information and ideas to write an essay offering solutions to a problem Vocabulary: Verbs (<i>increase, poison, reduce</i>); Nouns (<i>smog, vehicle, fume</i>)	
Exam Practice 5	64
Lesson objectives: To enable Ss to develop their Reading skills, to read for lexico-grammatical structures, to provide extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Our blue planet* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a poster (p. 60)

Where might you see a poster like this? Do you do anything to help the environment? Why (not)?

endangered animals (p. 61)

What do you know about these animals? Why are they endangered? Are there any endangered animals in your country? What can people do to help them?

weird phenomena (p. 58)

What do you know about these phenomena? Have you experienced any of them?

Vocabulary

1 **Aim** To present environmental problems

Draw Ss' attention to the pictures (a-f) and play the recording. Ss listen and repeat chorally or individually. Elicit the L1 equivalents.

(Ss' own answers)

2 **Aim** To match solutions to problems

Ask six Ss to each read aloud one of the sentences 1-6 and then elicit which sentence matches which picture.

Answer Key

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

5a

1 **Aim** To introduce the topic and predict the content of the text

- Elicit any monuments Ss know of from their own country that are threatened by pollution.

(Ss' own answers)

- Direct Ss' attention to the pictures and elicit questions about the places from around the class. Write three on the board.
- Play the recording. Ss listen and follow the text in their books and check if they can answer the questions.

Suggested Answer Key

How old are these places? (Stonehenge: 5,000 years old, the Temples: early 12th century)

How many people visit them each year? (Stonehenge: 800,000, the Temples: 600,000)

Why are they in danger? (visitors & traffic pollution; the weather, vegetation and tourists)

2 **Aim** To read for specific information

- Read out the **Study Skills** box and tell Ss that this tip will help them complete the task successfully.
- Allow Ss some time to read the texts and answer the questions.
- Go through the **Check these words** box with Ss. Ask Ss to use their dictionaries to look up the meanings of any words they don't know.
- Check Ss' answers.

Answer Key

1 *Yes, they are, because 600,000 tourists come to see them every year.*

2 *Wet, humid weather, vegetation and tourists are damaging the temples.*

3 *Conservationists*

4 *5,000 years old*

5 *Some people say it was a place for sun worship. Nobody really knows.*

6 *Visitors have damaged it and traffic pollution threatens the stones.*

3 **Aim** To consolidate and expand on information in a text

Allow Ss time to read the text again and prepare their answers. Elicit answers to the questions from various Ss around the class.

Suggested Answer Key

1 *I didn't know how old the two places are and what is causing the damage to these places.*

2 *I would like to visit the temples of Angkor Wat. They look very interesting and there is a lot to see./I would like to visit Stonehenge. It looks very beautiful and mysterious.*



Aim To compare a local monument to those in the text

- Explain the task and give Ss three minutes to write down their answers.
- Ss then share their answers with their partners.
- Ask various Ss to share their answers with the class.


Suggested Answer Key

The Colosseum in Rome faces problems because of traffic pollution and thousands of visitors. In this way it is similar to Stonehenge.

Background information

Wiltshire is a county in the south west of England. It is famous as the location of the Stonehenge stone circle as well as a number of important country houses. The county town is Trowbridge.

Cambodia is a country in south east Asia. Its capital city is Phnom Penh. It borders Laos, Thailand and Vietnam.

4  **To present vocabulary for environmental problems and solutions**


- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers.

Answer Key

1 E 2 C 3 A 4 B 5 D

Suggested Answer Key

- Turning off the power on electrical items when they are not in use will help solve the problem of wasting energy.
- Protecting endangered species will help solve the problem of animals facing extinction.
- Cleaning up beaches will help solve the problem of polluted beaches.
- Using public transport will help solve the problem of air pollution in cities.

5  **To present and practise verbs related to environmental issues**

- Allow Ss two minutes to complete the task. Ss can look up the meanings of any verbs they are unsure of in their dictionaries.
- Check Ss' answers.

Suggested Answer Key


1 become	4 melt	7 survive
2 rise	5 be	8 preserve
3 dry	6 damage	

6  **To listen for specific information (gap-fill)**

- Explain the task. Go through the announcement with Ss and predict content of recording. Elicit what word is missing in each gap (*noun, number, etc.*).
- Play the recording. Ss listen and complete the gaps.
- Check Ss' answers.

Suggested Answer Key



1 (a) talk	3 Monday	5 3/Three
2 Albert	4 pollution	

7  **To give a speech about Stonehenge and the problems it faces**

- Explain the task and allow Ss two minutes to formulate their answers.
- Ask some Ss to tell the class about Stonehenge and its problems.

Suggested Answer Key

Stonehenge is a 5,000-year-old monument full of mystery and beauty. Unfortunately, visitors have damaged it over the years. Today it faces problems because of traffic pollution. Please help in our campaign to move busy roads away from the site to help it survive for another 5,000 years.


8   **To write a paragraph about a monument in danger**

- Ask Ss to work in groups and look up information on the Internet, using the key phrase in the search bar, or in encyclopaedias or other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them.
- Allow Ss some time to complete the task in class. Check Ss' answers by asking various Ss to read their paragraphs aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Colosseum is in Rome. Thousands of people visit it every year. Unfortunately, it is at risk because of damage from pollution, tourism and climate change. The Colosseum has survived earthquakes, and fire in the past but now salt crystals and erosion threaten it. Authorities are going to try to save the Colosseum.

5b

1  **To present will - be going to – the present continuous and the future continuous**

- Ss close their books. Present the future simple. Say: *I'm thirsty. I will drink some water. Next summer he will go on holiday.* Write them on the board. Underline *I will drink* and *he will go* and explain that these verbs are in the future simple. Explain that we use **will + the base form of the main verb** to form the affirmative. Explain that we use this tense to talk about on-the-spot decisions and predictions.

- Say then write on the board: *Will you go out tonight? No, it's raining. I will not/won't go out tonight.* Underline *Will you go* and *I will not/won't go*. Explain that these are the interrogative and negative forms of the future simple. Give examples in all persons and explain that we form the negative form with **will + not + the base form of the main verb** and the interrogative with **will + personal pronoun + the base form of the main verb**.
- Say and write on the board: *I am going to watch TV tonight.* Explain the form (**be going to + infinitive**) and explain that we use **be going to** to talk about future plans and intentions and in situations where there is evidence that something will happen (e.g. *Look at those dark clouds. It's going to rain later.*) Say then write on the board: *Are you going to study tonight? No. I'm not going to study tonight.* Give examples in all persons.
- Say then write on the board: *I am flying to Rome next week.* Explain that we can use the present continuous for an arranged future action.
- Say then write on the board: *This time next week, I'll be flying to Rome.* Explain that we form the future continuous with **will be + verb -ing** and that we use it for actions in progress at a stated future time. Give examples in all persons and in the negative and interrogative forms.
- Ss open their books. Ask them to read the table and then elicit the L1 equivalents for the examples.
(Ss' own answers)
- Refer Ss to the text on p. 54 and elicit examples.

Answer Key

*What are we going to do?
are going to try moving
Will mystical Stonehenge survive ... ?*

2 Aim To practise will and be going to

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

Answer Key

1 will	4 will	7 will
2 are going to	5 will	8 is going to
3 will	6 are going to	

3 Aim To practise the future continuous

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

Suggested Answer Key

1 will be studying	4 will be travelling
2 will be sunbathing	5 will be seeing
3 will be waiting	

4 Aim To present conditionals

- Ss close their books. Say: *If you mix red and yellow, you get orange.* Write it on the board. Underline *If you mix red and yellow* and explain that this is the **if-clause** (*hypothesis*) and that it begins with the word **if**. Then underline *you get orange*. Explain that this is the **main clause**.
- Point out that when the **if-clause** comes before the **main clause** we use a comma, but we don't use a comma if the **main clause** comes before the **if-clause**.
- Explain/Elicit that this example is a zero conditional and we use the zero conditional to talk about something which is a law of nature or always true. Explain that zero conditionals are always in the present simple tense. Elicit the rule: *if + present simple > present simple*.
- Say, then write on the board:
If the phone rings, I'll answer it.
{If-clause} {main clause}
Elicit the tenses of the clauses and explain that we use type 1 conditionals to talk about possible situations in the present or the future or to give advice.
- Elicit the rule: *if + present simple >> future simple (will) + infinitive*
- Say then write on the board:
If we all had burglar alarms, there would be less burglaries.
{If-clause} {main clause}
Elicit the tenses of the clauses and explain/ elicit that we use type 2 conditionals to talk about imaginary or unlikely situations in the present or the future or to give advice.
- Elicit the rule: *if + past simple > would + infinitive*. Point out that we can use **were** instead of **was** in all persons.
- Say then write on the board: *If you had called me, I would have come with you.* Elicit the tenses of the clauses (*past perfect and would have + past participle*) and explain that we use type 3 conditionals to talk about unreal situations in the past (*you didn't call me so I didn't come with you*).
- Ss open their books. Ask them to read the table and then elicit the L1 equivalents for the examples.

(Ss' own answers)

5 Aim To practise conditionals (types 0 & 1)

- Explain the task and give Ss time to complete it.
- Check Ss' answers then elicit the types of the conditionals in the sentences.

Answer Key

1 starts (type 0)	4 heat (type 0)
2 will be (type 1)	5 gets (type 0)
3 will lose (type 1)	

6 **Aim** To practise type 2 conditionals

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

Answer Key

- 1 were, would ask
- 2 would go, had
- 3 would call, weren't/wasn't
- 4 exercised, would feel
- 5 had, would adopt

7 **Aim** To practise type 3 conditionals

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 If we had played well/better, we wouldn't have lost the match.
- 3 If someone had told me, I wouldn't have missed the appointment.
- 4 If it had stopped snowing, we wouldn't have stayed in.
- 5 If she had studied, she wouldn't have failed the exam.

8 **Aim** To practise conditionals using personal examples

- Explain the task and give Ss time to complete it.
- Ask various Ss to read out their answers and elicit the types of conditionals used.

Suggested Answer Key

- 1 would fly around the world (type 2)
- 2 we'll go to the beach (type 1)
- 3 I would take it to the police (type 2)
- 4 I would have got a prize (type 3)
- 5 I will bake a cake (type 1)

9 **Aim** To distinguish between will/present simple with time words

- Read the theory aloud and give further examples if necessary.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- | | | |
|------------|-------------|--------------|
| 1 give | 3 see | 5 is |
| 2 finishes | 4 completes | 6 will we go |

10 **Aim** To present/practise wishes

- Read out the theory box and elicit further examples if necessary and elicit the L1 equivalents for the examples from Ss around the class.

(Ss' own answers)

- Explain the task and read out the example.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 I wish/If only it wasn't raining again.
- 3 I wish/If only it wasn't so cold.
- 4 I wish/If only I hadn't lost my purse.
- 5 I wish/If only I had followed your advice.
- 6 I wish/If only I hadn't eaten so much.

5c

1 **Aim** To introduce the topic

Brainstorm with Ss for natural phenomena (e.g. thunder and lightning, rainbows, hailstones, etc) and elicit which are common in Ss' country.

Suggested Answer Key

Rainbows, thunderstorms and lightning are common in my country.

2 **Aim** To listen for specific information

Play the recording. Ss listen and follow the text in their books to find out the answer to the question in the rubric.

Suggested Answer Key

ball lightning, moon turning blue, frogs falling from the sky

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

- Allow Ss some time to read the text and mark the sentences.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

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

b) **Aim** To think of alternative titles

Elicit a variety of new titles from various Ss around the class.

Suggested Answer Key

An Electrical Freak of Nature
Blue Moonlight
A Strange Storm



To consolidate information in a

text

Read the rubric aloud. Allow Ss three minutes to formulate their answers, then elicit sentences from various Ss around the class.

Suggested Answer Key

*It impressed me that people can't explain ball lightning.
The information about the blue moon impressed me.
I found it impressive that it rained frogs in England in 1939.*



To categorise new vocabulary

- Explain the task and write the headings on the board. Elicit which words go under which headings from various Ss around the class. Ss can look up any unknown words in their dictionaries. Ss copy the completed lists into their notebooks.
- Play the recording. Ss listen and check their answers.

Suggested Answer Key

RAIN	SNOW	SUN	WIND
shower	ice	sunshine	gale
drizzle	hail	heatwave	storm
sleet	snowfall		breeze



To practise new vocabulary

- Go through the **Study Skills** box with Ss.
- Allow Ss some time to complete the task using their dictionaries.
- Check Ss' answers around the class.

Answer Key

1 drizzling	3 pouring	5 shining
2 blew	4 howling	6 freeze



To talk about the weather

Ask various Ss around the class to talk about their favourite type of weather and give reasons.

Suggested Answer Key

*My favourite type of weather is when it's hot and sunny.
I like sunshine because I can play all kinds of outside sports or go to the beach and swim.*



To listen for specific information (multiple choice)

- Ss read the questions and the answer choices.
- Elicit/explain any unknown vocabulary.
- Ask Ss to underline the key words in each. Elicit from Ss what the conversation might be about. Remind Ss that the incorrect options will be mentioned in the conversation in some way.

- Play the recording twice. Ss listen and choose the correct answers.
- *Optional-* Ss compare answers with a partner and listen again to check.
- Check Ss' answers around the class.

Answer Key

1 3 2 2 3 1 4 2 5 2 6 3



To write a short diary entry

- Allow Ss some time to complete the task and then check Ss' answers.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

I was walking to the shops when suddenly it started to rain. I felt something hit me on the head and then on my back. I heard a few people scream. Everyone around me started to run. I looked down and saw frogs on the ground. I couldn't believe it! It was raining frogs. I was amazed!

Extra Activity for weaker classes

Write the text from the Suggested Answer in Ex. 8 on the board. Omit ten words. Ss complete task.



To present situational language

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



To listen for specific information

- Read the rubric aloud.
- Play the recording. Ss listen and follow the dialogue in their books. Elicit what the speakers decide to do.

Answer Key

They decide to help the school build a greenhouse.



To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

- A *Take a look at this. – Look at this!*
- B *Why don't we take part? – Why don't we join in?*
- C *That's OK with me. – Sure.*
- D *I have something to do. – I'm afraid I can't.*
- E *Is 9:30 OK with you? – How about meeting at 9:30?*

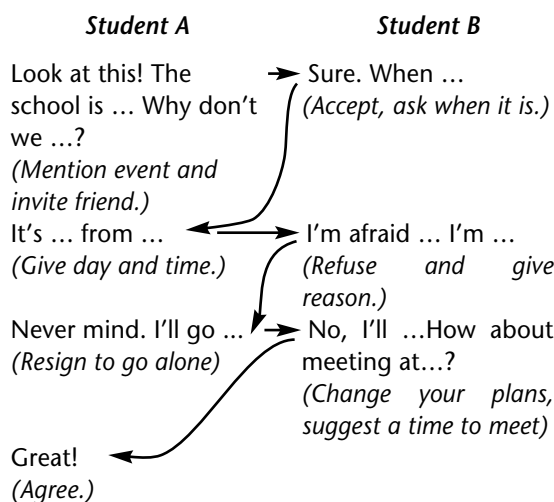
4 Aim To consolidate situational language through translation

Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

(Ss' own answers)

5 Aim To practise role-playing

- Explain the situation.
- Remind Ss that they can use the sentences in Ex. 1 and the dialogue in Ex. 2 as a model, as well as the information in the poster to complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: Look at this! The school is having a clean-up day at the River Lea. Why don't we join in?
 B: Sure. It sounds like fun. When is it?
 A: It's on Saturday 7th June from 11 am to 4 pm.
 B: I'm afraid I can't. I'm visiting my uncle.
 A: Never mind. I'll go by myself.
 B: No. I'll go to see my uncle on the 8th. How about meeting at 10:30?
 A: Great!

6 Aim To pronounce /s/, /z/

- Ask Ss to copy the table in their notebooks.
- Explain the task and play the recording. Ss listen and identify the sounds and tick the correct boxes.
- Play the recording again with pauses for Ss to listen and repeat chorally or individually. Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit other words with the same sounds from various Ss around the class.

Answer Key

	/s/	/z/		/s/	/z/		/s/	/z/
face	✓		police	✓		nice	✓	
phase		✓	please		✓	nose		✓

Suggested Answer Key

peace, days, plays, pace

Across Cultures

1 Aim To introduce the topic and predict the content of the text

- Direct Ss' attention to the pictures and elicit a variety of guesses for reasons why these animals may be endangered from Ss around the class. Write two on the board.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

deforestation, overfishing and overhunting

2 Aim To read for specific information

- Allow Ss some time to read the text and the statements. Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- Optional- Ask Ss to correct the false statements.
- Read aloud the **Famous quotation** and explain/elicit what it means.

Answer Key

- 1 F (The Baiji dolphin swims only in Yangtze River)
- 2 NS
- 3 T
- 4 F (There are about 600 living in captivity, and only around 500 surviving in the wild.)
- 5 NS

THINK! **Aim** To consolidate information in a text

- Read the rubric aloud and elicit answers from various Ss around the class.

Suggested Answer Key

I think it is interesting that the Baiji dolphin is one of the world's rarest mammals.

I think it is very interesting that Amur tigers are mostly nocturnal.

I think it is interesting that the bridled nail-tailed wallaby lives only in Taunton National Park, Queensland.

3 **ICT** **Aim** To collect information about an endangered animal and present it in the form of a comment posted to a blog

- Ask Ss to work in groups and look for information on the Internet, or in encyclopaedias/other reference books and write it under the headings in their notebooks. Tell Ss they may add a picture if they want to.
- Ss then use this information to write a short paragraph about the animal to post as a comment on Mary's blog.
- Ask various groups to present their animals to the rest of the class.

Suggested Answer Key

Name: Siberian Crane

Where it lives: Arctic tundra of western and eastern Russia

What it looks like: White large bird with black feathers

Why it is endangered: It is hunted and its habitat is being destroyed

The Siberian Crane is a white large bird with black feathers that can only be seen when it flies. It lives in the Arctic tundra of western and eastern Russia and during the winter, it migrates to China, Iran, India and Nepal. It is endangered because it is hunted and much of its habitat has been destroyed.

CLIL TIME: Science

1 **Aim** To introduce the topic and predict the content of the text

- Read the title aloud and elicit what if anything Ss know about the hole in the ozone layer. Elicit a variety of questions on the topic from various Ss around the class and write three of them on the board.
- Ss read through the text then elicit which of the questions on the board they can now answer.

Suggested Answer Key

What is ozone? Ozone is a gas.

Why is the ozone layer important? It filters out the harmful rays of the sun.

When did we find out about the hole in the ozone layer? In the 1980s.

2 **Aim** To identify headings of paragraphs in a text

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Then they read the text again and underline the key words in it too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Answer Key

A 3 B 2 C 1 D 4

3 **Aim** To read for lexico-grammatical structure (open cloze)

- Allow Ss some time to read the text carefully and choose the correct word for each gap.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and then check Ss' answers.

Answer Key

1 It 3 in 5 will 7 lot
2 In 4 to 6 and 8 but

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

- Play the recording. Ss listen and follow the text in their books.
- Ask various Ss around the class to talk about the hole in the ozone layer in front of the rest of the class.

Suggested Answer Key

The ozone layer is a layer of gas that protects us from the harmful rays of the sun. In the 1980s scientists found a hole in it. They found out that chemicals caused the hole. The hole means that more of the sun's harmful rays get through the atmosphere. People are in danger as the sun's rays will damage our skin and eyes and animals and plants will die. Scientists are trying to find ways to help the ozone layer fix itself.

5 **ICT** **Aim** To give a presentation on global warming

- Read out the **Study Skills** box.
- Ask Ss to work in groups and look up information on the Internet, using the key phrase in the search bar, or in encyclopaedias/other reference books.
- Tell Ss that they can use the website suggested on the Express Publishing website to help them.
- Allow time for Ss to collect the information and prepare their presentations.

- Alternatively, assign the task as HW. Ask various groups of Ss to give their presentations.

Suggested Answer Key

The atmosphere has different gases in different amounts that keep the heat from the Earth from escaping into space. These gases are called greenhouse gases. When there are too many greenhouse gases in the atmosphere this affects the whole planet. More heat gets trapped and the Earth gets warmer. This is called global warming. The weather all over Earth will change and summers will get hotter and winters will get colder. This is bad for every living thing on Earth.

Writing

1 **Aim** To introduce the topic, predict the content of the text and read for confirmation

- Elicit what the text is about (smog in the city).
- Allow Ss two minutes to read through the text and check their answers.

Answer Key

The text is about the problem of smog in the city and what we can do to solve it.

2 **Aim** To read and complete a table

- Explain the task and ask Ss to copy the table into their notebooks. Allow Ss two minutes to read the text again and complete the table.
- Go through the **Check these words** box with Ss. Refer Ss to their dictionaries to look up the meanings.
- Check Ss' answers.

Suggested Answer Key

Problem	Effects
number of vehicles/factories increasing, air in cities becoming more polluted	poisoned air makes people ill, smog levels increase
Solutions	Results
use buses and trains, stop cars from driving in the centre, move factories, put filters in chimneys	reduce air pollution, enjoy a healthier life

- Read out the *Did you Know?* box.

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

- Play the recording. Ss listen and answer the questions and collect ideas for the writing task to follow.
- Check Ss' answers around the class.

Suggested Answer Key

- We are running out of places to put our rubbish.
- It makes our lives unpleasant when there is rubbish on the streets, in the parks and in the rivers.
- We can start recycling programmes and organise clean-up days.

4 **Aim** To write an essay offering solutions to a problem

- Explain the task and go through the **Study Skills** box with Ss.
- Ask Ss to refer to the paragraph plan and allow Ss time to complete the task in class. Ask various Ss to read out their essays to the class.
- Alternatively, assign as HW and check Ss answers in the next lesson.

Suggested Answer Key

Towns and cities have a problem with rubbish. There are not enough places to put it. We must do something soon or there will be no clean places left in the cities or in the countryside.

The problem with rubbish is that there is so much of it and we don't try to make less of it. It can easily make our streets, parks and rivers dirty.

We can start recycling programmes in our neighbourhoods and organise clean-up days. In these ways we can reduce the amount of rubbish.

To conclude, we can all help reduce the amount of rubbish if we try. Then we can enjoy cleaner towns and cities.

Exam Practice 5

1 **Aim** To prepare for the task

Ss read each sentence and decide what is missing (a verb, an adjective etc.). Then they try to find what is the tense of the word missing. Remind Ss that they should look closely at the words before and after each gap as well as time words and linkers.

Answer Key

- 1-2 present perfect 3-3 adverb
2-3 possessive pronoun

2 **Aim** To practise completing the text with the correct grammatical forms

- Allow Ss time to read each sentence again and decide the best option that fits each gap according to Ex. 1.
- Ss should complete each sentence and check that it makes sense.
- Check Ss answers.

Answer Key

- 1-1 *has been* 3-2 *quickly*
 2-1 *their*

3  **To read for lexico-grammatical structure**

- Refer Ss to 'Preparing for the task'. Remind them that they should do the same for this exercise as well. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Check Ss answers.

Answer Key

- 1 *hasn't been- Present Perfect negative*
 2 *best- adjective/ superlative*
 3 *doesn't get- Present Simple negative*
 4 *will generate – Future Simple affirmative*
 5 *was used- Passive Past simple affirmative*
 6 *is pumped- Passive Present Simple affirmative*
 7 *have been producing- Present Perfect continuous affirmative*
 8 *is constantly moving- Present continuous affirmative*
 9 *cheaper- comparative*

4  **To practise word formation**

- Ss read the text quickly to understand the general meaning.
- Allow Ss some time to read the text again and fill in the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Invite Ss to read out their answers in class and check.

Answer Key

- | | |
|---------------------------|-------------------------------|
| 1 <i>threaten (verb)</i> | 4 <i>differently (adverb)</i> |
| 2 <i>pollution (noun)</i> | 5 <i>useful (adjective)</i> |
| 3 <i>mixtures (noun)</i> | 6 <i>responsible</i> |
| (adjective) | |

Module

6

Technology & Communication

Topic	
In this module Ss will explore the topics of computers and means of communication.	
Module page	65
Lesson objectives: Overview of the module. Vocabulary: Means of communication (<i>telephone, fax machine, pager, mobile phone, Internet, letter, satellite phone, send/receive: a fax, a message, an MMS, an SMS, an email, news; call friends, find information</i>)	
6a	66-67
Lesson objectives: To read for specific information, to talk about space, to write a dialogue, to listen for specific information, to decide what to put in a time capsule, to describe a first-contact scene Vocabulary: Space (<i>space exploration, time capsule, desert island, solar system</i>); Verbs (<i>launch, transmit, represent, greet</i>); Nouns (<i>human race, space exploration, spacecraft, mission, inhabitant, time capsule, whale, desert island, solar system, messenger</i>); Adjectives (<i>golden</i>) Note: <i>spacecraft</i> is always in the singular	
6b	68-69
Lesson objectives: To learn reported statements, <i>said - told</i> , reported questions, commands and requests	
6c	70-71
Lesson objectives: To read for lexico-grammatical structures, to analyse and talk about survey results, to give advice using <i>should/shouldn't</i> , to listen for specific information, to do a survey and make a graph, to present survey results Vocabulary: Computers (<i>webcam, speakers, screen, keyboard, CD/DVD drive, mouse, printer, scanner, print documents, listen to music, see people through the Internet, see files, type, move around the screen, read CDs/DVDs, make a copy of a photo</i>); Verbs (<i>transform, contact</i>); Phrasal Verb (<i>run out of</i>); Nouns (<i>heating system, doorknob, nanotechnology, bank account</i>)	
6d	72
Lesson objectives: Giving instructions, to pronounce /s/, /ʃ/ Vocabulary: Sentences (<i>Can you help me? First, insert the stick into the slot in the tower. Now go to your files in 'My Documents'. Got it! What's next? Click on 'Copy this file'. Then what? Is that all?</i>)	
Across Cultures	73
Lesson objectives: To read for specific information, to write about body language in your country Vocabulary: Body language: (<i>bow, hug, kiss on the cheek, shake hands, make the OK gesture</i>); Verbs (<i>slip, chat, cross, mess up</i>); Nouns (<i>compartment, insult, cheek</i>); Adjective (<i>fluent</i>)	
CLIL TIME: History	74
Lesson objectives: To read for lexico-grammatical structures, to practice reading aloud, to write about the positive/negative effects of the Industrial Revolution in the USA, give a presentation on the Industrial Revolution Vocabulary: Verbs (<i>spread, twist thread, make cloth, power, improve</i>); Nouns (<i>factory, coal, steam, coalmining industry, overcrowded housing, mine, working conditions, wages</i>); Adjectives (<i>industrial</i>); Phrases (<i>by hand, better standard of living</i>)	
Writing	75
Lesson objectives: To read for specific information, to listen for specific information and ideas, to write a for-and-against essay Vocabulary: Verbs (<i>chat, damage, distract, neglect</i>); Nouns (<i>tool, topic, screen</i>); Adjective (<i>harmful</i>); Adverb (<i>sensibly</i>)	
Exam Practice 6	76
Lesson objectives: To enable Ss to develop their Reading and Listening skills by listening for specific information and by reading for lexico-grammatical structures, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Technology & Communication* and ask Ss to suggest what they think it means. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

an extraterrestrial (p. 66)

What do you think an extraterrestrial might look like? In what ways might one be similar/different to a human?

a bar graph (p. 71)

What is a bar graph? Do you use them in school? What are they used for?

a blog (p. 73)

Do you write a blog? Do you often read people's blogs? Do you like them? Why (not)? What can a blog be about?

Vocabulary

1 **Aim** To present and practise vocabulary for means of communication

- Draw Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Go through the phrases in the list and read out the example sentence. Then elicit sentences using the phrases from various Ss around the class.

Suggested Answer Key

I've never used a fax machine to send a fax (to someone).

I've never used a pager to send a message (to someone).

I often use a mobile phone to call friends, send/receive an MMS and send/receive an SMS.

I often use the Internet to send/receive an email and find information.

I sometimes use a letter to send/receive news.

I've never used a satellite phone to call my friends.

6a

1 **Aim** To introduce the topic and stimulate interest in the text

Draw Ss' attention to the picture and elicit if Ss recognise the creature and what, if anything, they know about it.

Suggested Answer Key

The creature is E.T. from the science-fiction film 'E.T.' The Extra-Terrestrial by Steven Spielberg. It is a creature from another planet who comes to Earth and gets left behind by accident. He makes friends with a young boy who helps him get back home.

Yes, I think there is life on other planets.

b) **Aim** To predict the content of the text

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

Answer Key

The text is about space exploration and the Voyager missions.

Background information

NASA is the National Aeronautics and Space Administration. It was formed on 29th July, 1958 and it is a government agency in the USA.

NASA developed the technology that allowed man to fly to the moon. On 20th July, 1969, Neil Armstrong and Buzz Aldrin were the first of only twelve men in the world to walk on the moon. NASA has been part of many great scientific and technological accomplishments and inventions, including the space shuttle, weather and communication satellites and the International Space Station.

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

- Allow Ss some time to read the text and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box. Also, draw Ss' attention to the **Did you know?** box.
- Check Ss' answers.

Answer Key

1 B 2 B 3 A 4 B

Aim To act out a dialogue based on an imaginary situation

- Explain the task. Ask Ss to work in pairs and think of what an alien and a human might say to one another.
- Give Ss time to formulate their answers and write down their dialogues.
- Ask various Ss to read out their dialogue to the class.

Suggested Answer Key

A: Are you an alien?
 B: Yes, I am. I am from a planet across the galaxy.
 A: Are you going to hurt me?
 B: No, I come in peace.
 A: What do you want?
 B: I want to learn about life on Earth.
 A: OK. I'll tell you about life on Earth if you tell me about life on your planet.
 B: Yes. That's a good idea. etc.



Aim To consolidate and personalise the topic

Read the rubric aloud and elicit a variety of answers from Ss around the class.

Suggested Answer Key

I was impressed that we had the technology to launch two spacecraft into space to look for inhabitants of other planets over 30 years ago.
I was impressed that there are greetings in 55 languages on the golden record.
I was impressed that there are 115 photographs on the record.
I was impressed that Voyager 2 is leaving our solar system.

Aim To present vocabulary related to the theme

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

Answer Key

1 b 2 d 3 a 4 c
 1 desert island 3 solar system
 2 space exploration 4 time capsule

Aim To present verbs related to the theme

- Go through the list of verbs and the questions. Explain/Elicit any unknown words.
- Ss complete the task.
- Check Ss' answers.

Answer Key

1 launched 4 designed 7 represent
 2 explore 5 communicate
 3 transmit 6 land

Aim To listen for specific information

- Explain the task.
- Play the recording. Ss listen and choose the correct answers for the questions. Check Ss' answers around the class.

Answer Key

1 A 2 B 3 B 4 C 5 B

Aim To decide what to put in a time capsule and discuss your choices

- Explain the task. Ss work in small groups and decide which five things would best represent their country. Monitor the activity around the class and then ask each group to present their choices to the class giving reasons.
- Then one group discusses with another which items they agree/disagree on in each other's time capsules.
- Monitor this part of the task around the class and then ask groups to report back to the class.

Suggested Answer Key

1 a recording of our languages
 2 a sample of some national music
 3 some photographs of native people and animals
 4 a doll in national costume
 5 a cookbook with recipes for national dishes

A: **I think that** we should put in a recording of our language. **In my opinion** this is important so they can hear how we speak.
 B: **Yes, I agree** the language that we speak is important to our nationality. **I think that** we should put in a recording of our national music also because it shows what we like to listen to.
 A: **I agree with you** because our music is good. **I think that** we should put photographs of all our native people and animals to show what they look like.
 B: **I disagree with you because** there will be too many. **I think that** we should choose only the important ones. **In my opinion**, we should put in a doll in national costume to show what we wear.
 A: **I agree with you** because it will be interesting. **In my opinion** we should put in a book of recipes to show what we eat.
 B: **I agree with that** because our food is different to that of other countries.

7 **Aim** To describe an imaginary scene

- Explain the task. Write the headings on the board and elicit possible answers from Ss. Write them on the board: where you were (*at home, at school, in the fields, etc*), what you were doing (*walking, sleeping, etc*), what happened (*lights went out*), how you felt (*scared, terrified, puzzled*).
- Allow Ss three minutes to write a short description of the scene.
- Ask various Ss around the class to read their paragraphs aloud to the rest of the class.

Suggested Answer Key

My dad and I were camping in the mountains when we heard a very strange noise. We looked up and saw a giant spaceship hovering above. We couldn't believe our eyes. We were surprised and scared. Suddenly, it landed and the doors opened. Three very strange looking creatures came out. They looked a bit like humans but they were not. They had long arms and legs and small heads with big black eyes. They looked at us for a long time and then they got back in their spaceship and left. We were amazed.

Extra Activity for weaker classes

Write the text in the Suggested Answer Key in Ex. 7 on the board. Put the sentences in a muddled order. Ss do the task.

6b

1 **Aim** To present reported speech

- Direct Ss' attention to the theory box and read out the examples. Explain that with direct speech we use the exact words someone said and with reported speech we use different words but keep the meaning of what the person said.
- Explain that we use quotation marks with direct speech and not with reported speech.
- Explain that we use the introductory verbs say and tell with reported speech with or without that.

2 **Aim** To present all the tenses of reported speech

- Go through the theory and explain that when we report a statement the verb tenses change as well as the subject pronouns and possessive adjectives.

- Explain that certain words and time expressions change also. Point out though, that when the introductory verb is in the present, future or present perfect tense and when the sentence in direct speech expresses something which is always true (i.e. a fact of nature or a general truth) there are no changes in the verb tenses in reported speech.
- Elicit how the tenses change and ask Ss to give an example from the text on p. 66.

Answer Key

present simple changes to past simple, present continuous changes to past continuous, past simple changes to past perfect, present perfect changes to past perfect, a present modal changes to a past modal and will changes to would.

Carl Sagan ... said that it was like a message in a bottle ...

3 **Aim** To practise personal pronouns, possessive adjectives and time expressions in reported speech

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

Suggested Answer Key

- | | | | |
|---|--------------------------|---|--------------------|
| 1 | <i>he, that</i> | 4 | <i>they, after</i> |
| 2 | <i>she, the next day</i> | 5 | <i>she, then</i> |
| 3 | <i>is</i> | | |

4 **Aim** To practise verb tenses in reported speech

- Explain the task and read out the example.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- they could do it the next day*
- she speaks very slowly*
- he wasn't coming that day*
- he would tell me the following week*
- he had just left*
- his party was the next day*
- they hadn't played well*

5 **Aim** To practise using quotation marks

- Explain the task and direct Ss' attention to the example or write it on the board.
- Give Ss time to complete the task, then check Ss' answers on the board.

Answer Key

- Tony said, "I don't have any money."*
- Bob said, "It's raining now."*
- They said, "We are leaving tomorrow."*
- They said, "We don't play tennis."*

6 **Aim** To present *said* and *told*

- Explain that we use the verb *say* in reported speech with *to* only when it is followed by the person being spoken to. Also explain that we never use *to* after the verb *tell* in reported speech.
- Read out the table and elicit the L1 equivalents for the examples from Ss around the class.

(Ss' own answers)

7 **Aim** To practise *said* and *told*

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

Answer Key

1 *said* 2 *told* 3 *said* 4 *said* 5 *said*

8 **Aim** To practise changing direct speech to reported speech

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

Suggested Answer Key

... of buying a new computer that week. He said (that) his old one had broken down the week before and he couldn't repair it. Sue told him (that) he needed to install an antivirus program on his new one. Doug said (that) his brother would do it for him.

9 **Aim** To present reported questions, commands and requests

- Read out the examples for direct/reported questions. Elicit the introductory verb for questions (*ask*). Elicit whether the verb tenses change (*yes*). Explain that when the direct question begins with an auxiliary verb the reported question begins with *if/whether* and when the direct question begins with a question word the reported question begins with the same question word.
- Read out the examples for direct reported commands/requests. Elicit the introductory verbs used (*told/asked*) and explain that we use *told* in reported commands and *asked* in reported requests. Explain/Elicit the form for reported commands (*tell + sb + (not) + to-infinitive*) and for requests (*ask + so + to-infinitive*).

10 **Aim** To practise reported questions/commands/requests

- Explain the task and read out the example.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 He asked if/whether the kids had called.
- 3 He asked if/whether I could send that fax.
- 4 He told me not to answer the email.
- 5 He asked me to pick up the phone.
- 6 He asked where Peter was.

11 **Aim** To practise changing reported speech to direct speech

Explain the task. Give Ss time to complete it, then check Ss' answers. Point out Ss should write the conversation as a dialogue as in Ex. 8.

Answer Key

... to the park. Would you like to come with me?
George: (I can't.) I'm studying for my Maths exam.
Ann: I can help you if you want.
George: That's very nice of you.

12 **Aim** To practise reported speech

- Explain the task. Ask Ss to work in pairs and for each pair to work with another pair. Ss complete the task.
- Monitor the activity around the class and then ask some pairs to say sentences in direct and reported speech.

Answer Key

"I'm going out tonight."
Jane said (that) she was going out that night. etc.

6c

1 **Aim** To introduce new vocabulary

- Read out the list of actions and draw Ss' attention to the labelled pictures.
- Explain the task and read out the example.
- Ss complete the task.
- Check Ss' answers around the class.

Suggested Answer Key

We use speakers to listen to music.
We use a screen to see files.
We use a keyboard to type.
We use a CD/DVD drive to read CDs/DVDs.
We use a mouse to move around the screen.
We use a printer to print documents.
We use a scanner to make a copy of a photo.

2 **Aim** To predict the content of a text

Ask Ss to read the title and the first paragraph in the text and elicit Ss' guesses as to what the text is about.

Suggested Answer Key


The text is about a smart house that will use technology to make our lives easier in the future.

3  **To read for lexico-grammatical structure**

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 Does it recognise (verb in the present simple – interrogative)
- 2 will transform (verb in the future simple – affirmative)
- 3 is (verb in the present simple – affirmative)
- 4 doesn't go (verb in the present simple – negative)
- 5 will not run (verb phrase 'run out' in the future simple – affirmative)
- 6 walking (verb in the present continuous – affirmative)
- 7 them (direct object pronoun)
- 8 best (adjective- superlative)
- 9 our (possessive adjective)

4  **To read for specific information**



- Allow Ss some time to read the text and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 nanotechnology
- 2 The Internet will be used by fridges to make sure your food stays fresh and to order food direct from the supermarket.

Suggested Answer Key

- 3 Yes, I'd like to live in a home like this because technology would do a lot of things for me and I would have more time to have fun./No, I wouldn't like to live in such a home because I think too many things can go wrong and I like things kept simple.
- 4 Perhaps people will become very lazy if they have this technology in their homes. Another disadvantage is that if there is a problem with the electricity, the whole system will fail.

  **To consolidate and expand on information in a text**

- Give Ss time to formulate their answers to the question in the rubric and write them down.
- Ss share their answers with their partner, then ask some Ss to share their answers with the rest of the class.

Suggested Answer Key


I would like a smart house in the future to record my favourite programmes on TV. It could cook my dinner for me when I come home. Also, it would be good if it could clean the house and do the laundry.

5 a)  **To discuss survey results in a graph**

Draw Ss' attention to the graph and explain that it shows the number of minutes that teenagers spend each week on the computer and what they use it for.

Suggested Answer Key


The majority of teens in the survey use a computer for communicating with friends and general surfing. A lot of teens use the Net for playing games and downloading music. Some teens use it for their homework. A few use it for reading or learning information and to find out the news. Very few use it to design a web page.

b)  **To talk about computer usage**

- Ss work in pairs and ask and answer the questions 1-4.
- Monitor the activity around the class and ask Ss to report their answers back to the class.

Suggested Answer Key

- 1 I use my computer every day.
- 2 I use my computer for surfing the Net, downloading music, sending emails, playing computer games, burning CDs/DVDs and chatting online.
- 3 My favourite websites are: Facebook.com, Myspace.com, yahoo.com and iTunes.com. These are the sites I use to chat to my friends, surf the Net, email my friends and download music.
- 4 I visit them every day.

6  **To practise giving advice using should/shouldn't**

- Set the scene and explain the task. Read the example aloud and explain/ elicit the meanings of any unknown words in the prompts.
- Ss then use the prompts to give advice. Elicit a variety of answers from Ss around the class.

Suggested Answer Key

- You should use an antivirus program on your computer.
- You should have a password on your computer.
- You should make and keep a backup of all your files on your computer.
- You should use a nickname online.
- You shouldn't give out personal information online.
- You shouldn't meet strangers you chat to online.

7 **Aim** To listen for specific information

- Ss read the rubric and the statements. Elicit/explain any unknown vocabulary.
- Ask Ss to underline the key words in each. Elicit from Ss what the conversation might be about. Tell Ss that they should listen for words that mean the same as the words they underlined (the exact words will not be in the recording).
- Remind students that they can use each statement once and that there is an extra statement.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- Optional- Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

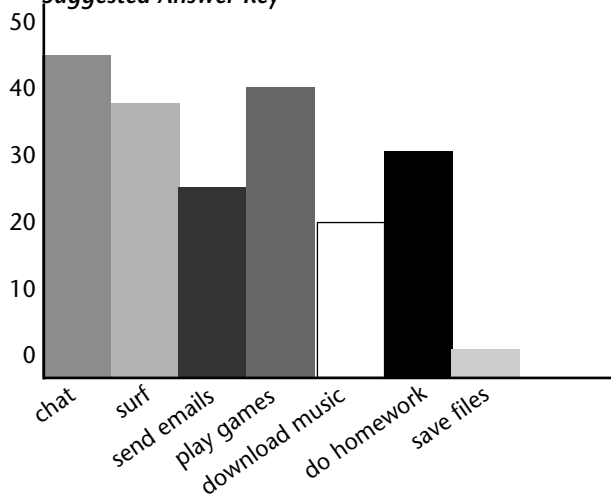
Answer Key

A 6 B 3 C 4 D 2 E 1

8 **Aim** To conduct a survey and make a graph of the results

- Explain the task and tell Ss to make a survey using the options in Ex. 4 question 3 as well as any other ideas of their own. Ask the rest of the Ss in the class to say which of these uses they use the Internet for.
- Tell Ss to add up the numbers for each use and make a graph similar to the one in Ex. 4.
- Ask various Ss to present the graph to the class.

Suggested Answer Key



The majority of teens in my class use a computer for chatting with friends, playing games and general surfing.
Quite a few use it to send emails and do their homework.
Some use it to download music.
A few use it to save files.

6d

1 **Aim** To present situational language

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

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

Play the recording. Ss listen and follow the dialogue in their books and order the pictures.

Answer Key

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

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

- A Are you OK? – Hey, what's wrong?
- B Of course. – Sure.
- C Done it! – Got it!
- D What do I do next? – What's next?
- E You're welcome. – No problem.

4 **Aim** To consolidate situational language through translation

Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

(Ss' own answers)

5 **Aim** To act out a dialogue

- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some groups to read out the dialogue in front of the class.

6 **Aim** To pronounce /s/, /ʃ/

- Ask Ss to copy the table in their notebooks.
- Play the recording. Ss listen and tick the correct boxes. Check Ss' answers.
- Play the recording again with pauses for Ss to listen and repeat. Pay special attention to Ss' pronunciation and intonation and correct as necessary.

Answer Key

	/s/	/ʃ/		/s/	/ʃ/
saw	✓		Sally	✓	
show		✓	shine		✓
shake		✓	share		✓
sale	✓		say	✓	

Across Cultures

1 Aim To present vocabulary related to the topic

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from various Ss around the class.

(Ss' own answers)

2 Aim To predict the content of the text

- Read the question in the rubric aloud and elicit Ss' guesses.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

Body language and gestures are not the same all over the world.

3 Aim To read for specific information

- Allow Ss some time to read the text and answer the questions then check Ss' answers.
- Ask Ss to use their dictionaries to look up the meanings of the words in the *Check these words* box.

Answer Key

1 NS 2 T 3 T 4 F 5 NS



Aim To consolidate information in a text

Explain the task and allow Ss some time to formulate their answers. Elicit a variety of answers from Ss around the class.

Suggested Answer Key

- 1 Showing the soles of your feet is an insult in many Asian countries.
- 2 It's rude to point in Russia.
- 3 Polish people kiss a person three times on the cheeks when they meet.

4 Aim To personalise the topic

- Ss talk in groups about gestures in their country.
- Elicit advice from Ss around the class and then allow them some time to write their sentences.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

For the Russian people the OK sign is considered rude.

CLIL TIME: History

1 Aim To identify what is missing and prepare for the task

- Ss read each sentence and try to identify the part of speech that is missing (i.e. a noun, a verb).
- Invite Ss to read out their answers and give reasons for their choice.

Answer Key

- 1 a noun
- 2 an adjective
- 3 a verb
- 4 an adverb

2 Aim To prepare for the word formation task

- Ss read the statements in Ex.1 and complete the gaps with the correct derivatives of the words.
- Invite Ss to read out their answers.

Answer Key

- 1 encourage
- 2 dangerous
- 3 protection
- 4 carefully

3 Aim To practise word formation

- Ss read the text quickly to understand the general meaning.
- Allow Ss some time to read the text again and complete the gaps with the correct derivatives of the words in the brackets. Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 faster (adjective- comparative)
- 2 invention (noun)
- 3 quickly (adverb)
- 4 population (noun)
- 5 overcrowded (adjective)
- 6 unhealthy (adjective)
- 7 better (adjective- comparative)
- 8 living (gerund)

Background information

James Hargreaves – Born in Lancashire, England in 1720, died on 22nd April, 1778, aged 58. He was a weaver, carpenter and inventor. He invented the Spinning Jenny in 1764 and on 12th June, 1770, he was granted a patent. Hargreaves was the first man to come up with the idea of a factory and he set up the first one in Cromford, Nottinghamshire.

James Watt – Born in Greenock, Scotland on 19th January, 1736, died on 25th August, 1819, aged 83, in Birmingham, England. His father was a shipwright and ship owner and his mother was well educated from a distinguished family. As well as the steam engine, Watt invented many things, including a new method of measuring distances by telescope and a device for copying letters.

4 To practise reading aloud

Have Ss read parts of the text aloud. Explain that they should not read it too slowly or too fast. Make sure that their voice is clear, they put expression into their voices and try to read the text without pausing in the middle of sentences.

To consolidate information in a text and express an opinion

- Write the words **positive/negative** on the board. Elicit Ss' answers and write them under the correct heading. Ss copy the completed table in their notebooks.
- Allow Ss three minutes to write their paragraphs. Ask Ss to read their paragraphs to their partner. Alternatively, ask various Ss around the class to read their paragraphs to the class.

Positive	Negative
<ul style="list-style-type: none"> • better transportation • more jobs • conditions slowly improved and led to a better standard of living 	<ul style="list-style-type: none"> • poor wages & living conditions • hard & unhealthy working conditions • crowded cities

Suggested Answer Key

I think one positive effect of the Industrial Revolution on society was better transportation because there were steamboats and trains. Another positive effect was the fact that there were more jobs because people could work in factories and coal mines. Also, conditions slowly improved and led to a better standard of living.

I think the negative effects were the poor wages, hard and unhealthy working conditions and the poor living conditions in the crowded cities.

5 To give a presentation on the Industrial Revolution

- Ask Ss to work in groups and look up information on the Internet using the key phrase in the search bar or in encyclopaedias/other reference books. Tell Ss that they can use the website suggested on the Express Publishing website to help them. Allow time for Ss to collect the information and prepare their presentations.
- Alternatively, assign the task as HW. Ask various groups of Ss to make their presentations in the next lesson.

Suggested Answer Key

The Industrial Revolution in the USA greatly transformed the economy and society.

Robert Fulton invented the first steam powered engine in America, in the 1780s and they used it for the paddle steamboats on the rivers. We still use many inventions from this period, such as the sewing machine invented by Elias Howe and vulcanised rubber invented by Charles Goodyear.

Writing

1 To read for specific information

- Explain the task and allow Ss some time to read the text and answer the questions, then check Ss' answers.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Answer Key

- 1 Advantages:
 - useful tool – find information on any topic, helps communication – you can chat or send emails.*
- 2 Disadvantages: *it can be harmful – damage eyes distracts you from real life – may avoid friends or neglect homework*
- 3 *Teens must use the Internet sensibly.*

2 To identify topic sentences

- Read the **Study Skills** box aloud and explain which sentences are topic sentences and which are supporting.
- Elicit the topic sentences in the article and ask various Ss around the class to suggest alternatives.

Answer Key

Para 2: The Internet is a useful tool.

Para 3: Another advantage is that the Internet helps communication.

Suggested Answer Key

Para 2: The Internet has many benefits.

Para 3: Moreover, the Internet helps people get in contact easily.

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

- Explain the task. Ss match the items.
- Play the recording. Ss listen and check their answers.
- Point out that Ss may use ideas from the listening task for the following writing task.

Answer Key

1 c 2 d 3 a 4 b

4 **Aim** To write a for-and-against article

- Explain the task and remind Ss to use their answers from Ex. 3 and the paragraph plan to help them.
- Allow Ss some time to complete the task and then ask various Ss around the class to read out their essays.

Suggested Answer Key

Should Teenagers have mobile phones?

Most teens have mobile phones and a lot of them are hooked on them. Is this good or bad?

Mobiles phones are **certainly very useful**. You can **keep in touch with friends and family very easily and quickly**. However, they can **distract teenagers from their homework because spending time sending messages instead of studying, can make them fall behind in their schoolwork**.

Moreover, **mobile phones have often saved lives since you can use them in an emergency**. On the other hand, **mobile phones can be dangerous. Using them too much can damage our health**.

Exam Practice 6

1 **Aim** To prepare for the task

- Refer Ss to the **Study Skills** box and check for understanding. Explain the task to the Ss.
- Ask Ss to read the dialogue. Elicit/explain any unknown vocabulary. Then ask Ss to read the answer choices and focus on the underlined words.
- Ss complete the task individually. Then compare their answers with a partner.
- Invite Ss to read out their answers and say the words/phrases that helped them decide. Ask Ss to give the reasons why the other options are wrong.

Answer Key

1-1 To find directions

Suggested Answer Key

- The words/phrases that help us decide are GPS, maps and directions.
- The other two options are wrong because Tony uses his phone to post on social media and take pictures, not Eric.

2 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding. Remind students that the incorrect options will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

1 2 2 1 3 3 4 3 5 3 6 1

3 **Aim** To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Check Ss answers.

Answer Key

- fifth (ordinal number)
- to visit (full infinitive)
- interested (adjective)
- have not already learned (verb in the present perfect negative)
- studying (gerund)
- your (possessive adjective)
- have found (verb in the present perfect affirmative)
- don't need (verb in the present simple negative)
- better (adjective- comparative)

Module

7

Entertainment

Topic	
In this module Ss will explore the topic of entertainment.	
Module page	77
Lesson objectives: Overview of the module. Vocabulary: TV programmes (<i>documentary, soap opera, drama show, the news & weather, quiz show, cartoon, fashion show, chat show, sports programme, comedy show, sitcom, play, film, children's programme, music programme, police drama, awards ceremony, nature programme</i>); Adjectives (<i>good, great, OK, silly, childish, interesting, awful, boring, educational, fantastic, terrible, not bad, amusing, funny</i>)	
7a	78-79
Lesson objectives: To read for specific information, to talk about films and technology, to listen for specific information, to talk about futuristic technology, to talk and write about your favourite film Vocabulary: Films (<i>sound effects, gripping plot, special effects, excellent cast, computer-animated, blockbuster</i>); Technology (<i>flying vehicles, drone, transportation system, receiver unit, prototype</i>); Verbs (<i>direct, employ, invent, scan, reconstruct</i>); Nouns (<i>drone, display, highlight, demonstration</i>); Adjectives (<i>excited, gripping, computer-animated</i>)	
7b	80-81
Lesson objectives: To learn the passive, to learn the causative, to learn reflexive/emphatic pronouns, to revise the definite and indefinite articles <i>a/an, the</i>	
7c	82-83
Lesson objectives: To read for lexico-grammatical structures, to listen for specific information, to describe an experience, to write an email to a pen-friend Vocabulary: Places of entertainment (<i>art gallery, cinema, concert hall, exhibition centre, museum, opera house, stadium, circus, theatre</i>); Types of music (<i>rock, pop, classical, jazz, reggae, punk, heavy metal, electronic</i>); Verbs (<i>found, produce, create, depend on, range from</i>); Nouns (<i>orchestra, high-quality sound, leek, pumpkin, bass drum, cucumber, repertoire, audience</i>); Adjectives (<i>environmentally-conscious, biodegradable</i>)	
7d	84
Lesson objectives: Choosing TV programmes Vocabulary: Sentences (<i>Do you fancy watching it? What else is on? Quiz shows are boring. What channel is it on? That sounds great. I just hate social dramas. Oh no, not that.</i>); Verbs (<i>fancy, be on</i>); Nouns (<i>channel, social drama</i>)	
Across Cultures	85
Lesson objectives: To read for lexico-grammatical structures, to identify musical origins, to give a presentation on a traditional musical instrument Vocabulary: Verbs (<i>made from, feature</i>); Nouns (<i>string, bow, ceremonies, brass, tube, mouthpiece, beggar</i>); Adjective (<i>oval, upright</i>)	
CLIL TIME: Science	86
Lesson objectives: To read for specific information, to practice reading aloud, to give a presentation on how we hear, to pronounce /e/, /æ/ Vocabulary: Verbs (<i>judge, separate, reflect, bend, focus</i>); Nouns (<i>cornea, sclera, lens, retina, nerve, vibration</i>); Adjectives (<i>outer, inner</i>); Phrases (<i>contain fluid, create vibration</i>)	
Writing	87
Lesson objectives: To read for specific information, to read for cohesion and coherence, to analyse a rubric, to write an email about your favourite TV series Vocabulary: Verbs (<i>appeal, can't wait</i>); Nouns (<i>cast, storyline</i>); Adjective (<i>up-to-date</i>)	
Exam Practice 7	88
Lesson objectives: To enable Ss to develop their Reading and Speaking skills by identifying and matching headings to paragraphs in a text and by giving a two-minute talk about films, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Entertainment* and ask Ss to suggest what they think the module will be about (*the module is about cinema, film and music*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a TV guide (p. 86)

What information does it contain? Where can we see it?

traditional musical instruments (p. 87)

Have you heard of these instruments? What is a traditional musical instrument from your country?

robots (p. 78)

What do you know about the robots in the pictures? Do you like science-fiction films? Do you think robots will ever be part of our lives? Why (not)? What sort of things do you think they will be able to do?

3 **Aim** To discuss TV programmes

- Go through the adjectives in the list and explain/ elicit the meanings of any unknown ones.
- Read out the example exchange with a S and then Ss discuss the TV programmes in pairs using the adjectives.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

A: *What do you think of soap operas?*

B: *I find them silly. I prefer dramas.*

A: *What do you like to watch?*

B: *I like quiz shows. I find them interesting.*

A: *What do you think of dramas?*

B: *I find them boring. I prefer the news.*

A: *What do you like to watch?*

B: *I like cartoons. I find them amusing.*

A: *What do you think of quiz shows?*

B: *I think they're terrible. I prefer sports programmes.*

A: *What do you like to watch?*

B: *I like sitcoms. I find them funny. etc*

Vocabulary

1 **Aim** To present types of TV programmes

Play the recording. Ss listen and repeat chorally or individually. Elicit which types of programmes Ss enjoy by asking various Ss around the class.

Suggested Answer Key

I enjoy watching documentaries.

2 **Aim** To consolidate new vocabulary

Draw Ss' attention to the pictures (1-6) and elicit what they show.

Answer Key

Picture 2 shows an awards ceremony.

Picture 3 shows a documentary or a nature programme.

Picture 4 shows a sports programme.

Picture 5 shows the news & weather.

Picture 6 shows a music programme.

7a

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

Elicit some films that have futuristic technology in them that Ss have seen recently from different Ss around the class and ask them to describe the technology and how it is used in the film.

Suggested Answer Key

In 'Avenger: Age of Ultron' when Hawkeye is injured in a fight against Hydra, the Avengers use the Regeneration Cradle, a vessel that can repair human tissue, to heal him. When they go against Ultron, an enemy that is created out of technology, he uses the cradle to try to create a human/technology hybrid to defeat the Avengers.

b) **Aim** To predict the content of the text

Direct Ss' attention to the pictures and elicit what they are and which films they have appeared in.

Answer Key

- 1 Drones have appeared in a lot of films including 'Mission Impossible', 'Captain America' and 'Interstellar'.
- 2 Transporters have appeared in 'Star Trek'.
- 3 Transformers are alien robots that can transform into vehicles and they have appeared in the film of the same name.

Background information

Mission Impossible was a television series that lasted for 7 years from 1966 to 1973 about an elite group of government spies. The show returned to screens in 1988 for a further 3 years. In 1996 it was turned into a film starring Tom Cruise.

Captain America is a fictional character from Marvel Comics. The character was first created in 1941. His alter ego, Steve Rogers, was given a special serum that turned him into a super soldier. The character has appeared in an animated TV series and a number of films including *The Avengers* series.

Interstellar is a science fiction film that was made in 2014. A team of scientists travel through a wormhole in search of a new planet for the human race after the Earth becomes uninhabitable. It was directed by Christopher Nolan and starred Matthew McConaughey, Anne Hathaway and Michael Caine.

Star Trek was a television series that ran from 1966 to 1969 that followed the adventures of the crew of the Starship Enterprise and its mission to explore space. The cast of the original series also featured in 4 films and the story was brought back to the big screen again in 2009 as a prequel to the original.

Transformers are a popular line of Japanese toys that are robots that transform into vehicles. In 1984, the characters were made into a cartoon series and then a live action film in 2007 which was directed by Michael Bay starring Shia LeBeouf and Megan Fox.

2 **Aim** To read for specific information

- Allow Ss some time to read the article and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 The reporter was looking forward to the Tech Expo because she is a big fan of Science Fiction films.
- 2 Jenny did not realise that drones had been used behind the scenes in the making of films.
- 3 The audience can use the drones to make their own film.
- 4 The receiver unit reconstructs the object using a 3D printer.
- 5 The transformer can walk as a robot and drive when it transforms into a car.

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

- Explain the task. Ss complete the table using information from the text and write their sentences.
- Monitor the activity around the class and then ask some Ss to read their sentences to the class.

Suggested Answer Key

Name	Film	Use/Function
Drone	Mission Impossible, Captain America & Interstellar	Used in films to get difficult shots
Transporter	Star Trek	Used to transport objects across Internet from sender unit to receiver unit
Transformer	Transformers	Remote controlled robot that turns into car

... that directors used to only dream about.
 A transporter has been seen in the Star Trek films. The exhibit showed a transporter that could transport an object across the Internet from a sender unit to a receiver unit.
 A transformer is a remote controlled robot that turns into a car like the ones in the film of the same name.

THINK! **Aim** To expand the topic

- Explain the task and read out the example. Ss complete the task.
- Monitor the activity around the class and then check Ss answers.

Suggested Answer Key

People would be able to get to their destinations, no matter how far away they are, in an instant. The transportation system would mean that we would no longer need to use transport which would reduce the amount of pollution. This would make the air cleaner and benefit both animals and human health.

4 **Aim** To present vocabulary related to the theme

- Go through the list of words with Ss and explain/ elicit any unknown words/phrases.
- Ss complete the task. Check Ss' answers.

Answer Key

- | | |
|----------------------------|------------------------|
| 1 <i>Special effects</i> | 4 <i>blockbuster</i> |
| 2 <i>gripping plot</i> | 5 <i>sound effects</i> |
| 3 <i>computer-animated</i> | |

Background information

Shrek is a computer-animated comedy film. It features the voices of Mike Myers, Eddie Murphy and Cameron Diaz. It was the first film to win an Academy Award for Best Animated Feature when the category was introduced in 2001.

5 **Aim** To present verbs related to the theme

- Allow Ss two minutes to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------|-------------------|
| 1 <i>directed</i> | 4 <i>composed</i> |
| 2 <i>star/starred</i> | 5 <i>released</i> |
| 3 <i>plays/played</i> | 6 <i>won</i> |

Background information

Batman Begins is a superhero film based on the character from the Batman comics. It is directed by Christopher Nolan and stars Christian Bale as Batman. **Christopher Nolan** is a filmmaker, writer and producer. He is best known for the films *Memento*, *Batman Begins* and *The Dark Knight*.

Heath Ledger was an actor. He starred in 19 films, including: *The Patriot*, *Monster's Ball*, *A Knight's Tale*, *Brokeback Mountain*, and *The Dark Knight*. He died on 22nd January, 2008.

Hans Zimmer is a composer and producer. He is best known for his film scores for *The Lion King*, *Crimson Tide* and *The Dark Knight*.

James Newton Howard is a film score composer, orchestrator and music producer. He has written the music for many films including, *The Dark Knight*, *Duplicity*, *I am Legend* and *Batman Begins*.

Warner Bros. was founded in 1918 by four brothers who emigrated from Poland. It is one of the world's largest film and television production companies. They produced the *Harry Potter* films and *The Dark Knight*.

Oscar is the popular name given to the Academy Award. The awards are presented annually by the Academy of Motion Picture Arts and Sciences to recognise excellence in the film industry.

6 **Aim** To practise recommending films

- Explain the task and ask two Ss to read the example exchange aloud.
- Ss complete the task in pairs.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: Have you seen 'Slumdog Millionaire'?

B: Yes, I saw it last Saturday.

A: Did you like it?

B: Yes, it was great. It's a must-see!

A: Have you seen 'Australia'?

B: Yes, I saw it last week.

A: Did you like it?

B: Not really. It was too long. etc

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

- Explain the task and play the recording. Ss listen and answer the questions in the rubric.
- Check Ss' answers around the class.

Answer Key

Jane likes comedies. They make her relax and laugh. She doesn't like fantasies because she thinks they aren't realistic.

Steve likes science-fiction films because he likes the special effects. He doesn't like dramas because he thinks they're too slow.

Susan likes computer-animated films because she thinks they are funny and clever. She doesn't like science-fiction films or westerns because she thinks they're boring.

b) **Aim** To talk about your favourite film

- Ss talk in pairs about their favourite films answering the questions in the rubric.
- Ask some pairs to report back to the class on their partner's favourite film.

Suggested Answer Key

My favourite film is 'The Dark Knight'. It is a brilliant action adventure film. It was directed by Christopher Nolan. It stars Christian Bale as Batman, Heath Ledger as the Joker and Aaron Eckhart as Harvey Dent. Batman has to fight a very dangerous criminal called the Joker. It is a very exciting film with great action scenes, brilliant special effects and great acting.

8 **Aim** To write an email about your favourite film

- Allow Ss some time to complete the email. Tell Ss they can use their answers to Ex. 7 to help them.
- Check Ss' answers and ask some Ss to read out their emails to the class.

Suggested Answer Key

Dear John,

My favourite film is 'The Dark Knight'. It is a **brilliant action adventure** film. It was directed by **Christopher Nolan**. It stars **Christian Bale as Batman, Heath Ledger as the Joker and Aaron Eckhart as Harvey Dent**. The film is about **Batman who has to fight a very dangerous criminal called the Joker**. This film is a **very exciting film** and it has **great action scenes, brilliant special effects and fantastic acting**. Don't miss it!

Rico

7b

1 Aim To present the passive voice

- Ss' books closed. Write on the board: *Lots of tourists visit the Acropolis. (Active)*
Elicit which is the *subject (lots of tourists), verb (visit) and object (the Acropolis)*. Show Ss how the sentence structure changes if we start the sentence with the object of the active sentence as the subject. *The Acropolis is visited by lots of tourists.*
- Explain that to form the passive verb form we need the verb **to be** and the past participle of the verb. Elicit that the subject of the active sentence becomes the agent (*the person doing the action*) and is introduced with **by**. Explain that the passive sentence gives emphasis to the action rather than the person who did it.
- Explain that when we change an active sentence to a passive one, the **object** of the active sentence becomes the **subject** of the passive sentence and the **subject** of the active sentence becomes the **agent** of the passive sentence. We introduce the agent with **by + person or with + object/instrument**.
- Ss open their books. Ask them to read the theory and then elicit the L1 equivalents for the examples.

(Ss' own answers)

- Elicit further examples from the text in 7a.

Answer Key

've been seen, had been employed, was invented by, is being sent, is (first) broken up and scanned by, is (then) sent, is reconstructed, was designed and built by, can be controlled

2 Aim To practise the passive

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | |
|------------------------|----------------------|
| 1 hasn't been released | 3 is being presented |
| 2 will be performed | 4 was published |

3 Aim To practise the passive

Explain the task and read out the example. Ss complete the task.

Answer Key

*'Hamlet' was written by William Shakespeare.
'Aida' was composed by Giuseppe Verdi.
'The Pietà' was sculptured by Michaelangelo.
'Blue Suede Shoes' was sung by Elvis Presley.
'The Mona Lisa' was painted by Leonardo da Vinci
The telephone was invented by Alexander Graham Bell.*

Background information

Giuseppe Verdi was one of the most influential composers of the 19th century. His works include *Othello, Ave Maria, Aida* and *Falstaff*.

Alexander Graham Bell was a Scottish scientist and inventor who invented the first practical telephone.

Michelangelo (Buonarroti) was a Renaissance painter, sculptor, architect and poet. His most famous sculpture, *David* was completed in 1504.

Elvis Presley was a world famous singer. People called him 'The King'. He released 137 singles and 76 albums.

Christopher Columbus was a navigator, coloniser and explorer. His voyages across the Atlantic Ocean, financed by Queen Isabella of Spain, led to the discovery of the Americas.

Leonardo da Vinci was an Italian painter, inventor, sculptor and architect. He painted the *Mona Lisa*.

4 Aim To practise the passive voice

- Explain the task and read out the example.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- 'The Lord of the Rings' was filmed in New Zealand.*
- The film may be released next month.*
- 'Twilight' was directed by Catherine Hardwicke.*
- The film has been nominated for ten Academy Awards.*
- The sequel will be filmed in Chicago.*

Background information

William Shakespeare was an English poet and playwright from the 16th century and is considered the greatest writer in the English language. *Macbeth* is a tragic play set in Scotland.

New Zealand is a country to the south-east of Australia. It has two main islands called the North Island and the South Island with beautiful landscapes. *The Lord of the Rings* and *The Lion, the Witch and the Wardrobe* were filmed there.

Catherine Hardwicke is a production designer and film director. Her works include *Thirteen*, *The Nativity Story* and the vampire film *Twilight*.

Twilight is a romantic-fantasy film about vampires based on the novel by Stephenie Meyer. The film stars Kristen Stewart and Robert Pattinson.

Chicago is the largest city in the state of Illinois in the USA. It is located on the south-west shore of Lake Michigan and is nicknamed 'The Windy City'.

5 **AIM** To practise the passive

- Explain the task and read out the example.
- Ss complete the task and then check Ss' answers.

Suggested Answer Key

- 2 Who wrote the novel that it is based on? (passive)
- 3 Who are the leading actors?
- 4 When was the film released? (passive)
- 5 Which award was the film nominated for? (passive)
- 6 Who was the film's music composed by? (passive)
- 7 Which company was the film released by? (passive)
- 8 How many people has the film been watched by? (passive)

Background information

Ron Howard is an actor and a director. He starred in the sitcom *Happy Days* and has directed a number of films including *Apollo 13*, *Ransom*, *A Beautiful Mind* and *In the Heart of the Sea*.

Nathaniel Philbrick is an American author. His novels include *Valiant Ambition*, *Sea of Glory* and *In the Heart of the Sea* for which he won the National Book Award for nonfiction in 2000.

Chris Hemsworth is an Australian actor. He has starred in *Thor*, *The Avengers*, *Rush* and *In the Heart of the Sea*.

Benjamin Walker is an American actor. His films include *The Choice*, *Muhammad Ali's Greatest Fight* and *In the Heart of the Sea*.

Cillian Murphy is an Irish actor. He has starred in *Inception*, *The Dark Knight Rises*, *28 Days Later ...* and *In the Heart of the Sea*.

Ben Whishaw is an English actor. His films include *Spectre*, *The Danish Girl*, *Cloud Atlas* and *In the Heart of the Sea*.

Tom Holland is an English actor. His films include *Captain America: Civil War*, *How I Live Now* and *In the Heart of the Sea*.

Roque Baños is a Spanish composer who has composed the scores for a number of films including *Regression*, *The Machinist*, *Cell 211* and *In the Heart of the Sea*.

Warner Bros. Pictures is an American Company that produces films, television and home entertainment. It was founded in 1923 and its films include *2001: A Space Odyssey*, *300*, *About Schmidt* and *In the Heart of the Sea*. Their headquarters are located in Los Angeles, California, USA.

6 **AIM** To practise asking and answering using the passive

- Explain the task and read out the example exchange with a S.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and then ask some pairs to ask and answer in front of the class.

Suggested Answer Key

- A: Who were blue jeans invented by?
 B: They were invented by Levi Strauss.
 A: Who was 'Wuthering Heights' written by?
 B: It was written by Emily Brontë.
 A: Who was 'The Magic Flute' composed by?
 B: It was composed by Mozart.
 A: Who was 'Guernica' painted by?
 B: It was painted by Pablo Picasso.

- Ss then write complete sentences.

Answer Key

- 1 Penicillin was discovered by Alexander Fleming.
- 2 Blue jeans were invented by Levi Strauss.
- 3 'Wuthering Heights' was written by Emily Brontë.
- 4 'The Magic Flute' was composed by Mozart.
- 5 'Guernica' was painted by Pablo Picasso.

Background information

Wuthering Heights is the only novel written by Emily Brontë. It is considered an English literature classic.

The Magic Flute is an opera in two acts composed by Wolfgang Amadeus Mozart in 1791.


Wolfgang Amadeus Mozart was a composer of classical music and composed over six hundred symphonies, concertos, sonatas and operas. His most famous are *The Magic Flute* and *The Marriage of Figaro*.

Pablo Picasso was a painter and sculptor. He co-founded the Cubist movement. His paintings include *Les Femmes d'Alger (O. J. R. M.)* (1907) and *Guernica* (1937).

Levi Strauss was a German immigrant who founded Levi Strauss & Company in 1853 in the USA to manufacture blue jeans.

Emily Brontë was an English novelist and poet. Her only novel was *Wuthering Heights*.

Sir Alexander Fleming was a biologist and pharmacologist who discovered penicillin in 1928 and won the Nobel Prize.

7  **To present/practise the use of *by* and *with* in the passive voice**

- Ss books closed. Write on the board:
This cake was made *with* flour, eggs, butter and sugar.
This cake was made *by* a baker.
- Explain to Ss that we use *by* + *agent* to say who carried out an action and *with* + *material/instrument/ingredient* to say what the person used.
- Elicit some examples around the room.
- Ss books open. Read through the theory box with Ss.
- Explain the task.
- Ss complete the task. Check Ss answers.


Answer Key

- | | |
|-----------------|---------------|
| 1 a <i>by</i> | b <i>with</i> |
| 2 a <i>with</i> | b <i>by</i> |
| 3 a <i>by</i> | b <i>with</i> |
| 4 a <i>with</i> | b <i>by</i> |
| 5 a <i>with</i> | b <i>by</i> |

Background information

Mona Lisa is an oil painting that was painted by Leonardo da Vinci in the early 16th century. It hangs in the Louvre in Paris, France and is arguably the most famous painting in the world.

Leonardo da Vinci was an Italian sculptor, painter, engineer, architect and inventor who was born in 1519. His works include *The Last Supper*, *Lady with an Ermine*, *Madonna of the Carnation* and *Mona Lisa*.

8  **To present/practise questions in the passive**

- Read the theory box aloud.
- Explain the task. Ss should write questions that are answered by the words in bold.
- Ss complete the task and then check Ss' answers.

Answer Key

- 1 *When was the first colour film made?*
- 2 *Who was the process invented by?*
- 3 *What was patented in 1899?*
- 4 *How long had the film not been seen?*
- 5 *Where was the film discovered?*
- 6 *Who has the film recently been restored by?/Where has the film recently been restored?*

Background information

Edward Raymond Turner was a British inventor who developed the first motion picture system for producing natural colours on film. He died a year after shooting his first film of his children playing in the back garden.

The National Media Museum is located in Bradford, England. It is devoted to film, photography and TV and is home to over 3.5 million items of historical significance. It is also home to Britain's first and Yorkshire's only IMAX cinema.

9  **To practise the passive**

- Explain the task.
- Ss complete the task and then check Ss' answers.

Answer Key

- | | |
|----------------------------|---------------------------|
| 1 <i>is being released</i> | 4 <i>am always amazed</i> |
| 2 <i>has been shot</i> | 5 <i>had been planned</i> |
| 3 <i>will be screened</i> | 6 <i>was completed</i> |

10  **To present/practise the causative**

- Explain that the causative is when someone has something done for them by another person instead of doing it themselves. We use **have** as a causative verb.
- Direct Ss' attention to the examples and elicit how we form the causative (*subject + have + object + past participle*). Ask which sentence shows someone is doing something for themselves (*Ann is painting the fence.*) and which shows someone has got someone else to do something for them (*Helen is having the fence painted.*)
- Explain that in some tenses we can use the base form of the verb (*e.g. She had Tom pick her up.*)
- Give Ss time to complete the sentences, then check Ss' answers. Ask Ss to pay attention to the tenses.

Answer Key

- 1 *is having her flat decorated.*
- 2 *has his car serviced once a year*
- 3 *will have Lucy buy him tickets for the play*
- 4 *is going to have her hair cut*
- 5 *had his watch repaired*
- 6 *He had the hedges trimmed.*
- 7 *She had her new computer set up.*
- 8 *She had her nails done.*

11  **To practise *make/have/get* in the causative**

- Direct Ss' attention to the table. Explain that we can also use *make/have* + object (person) + bare infinitive to show that someone causes someone else to do something and *get* + object (person) + to infinitive to show that someone persuades someone else to do something.

- Read the table aloud and explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- 1 Emily got the engineer to do the repairs over the weekend.
- 2 Cameron made Julie take the book back to the library.
- 3 Robert made the shop replace the faulty item.
- 4 Katrina had the taxi driver wait for her while she posted her letter.
- 5 Raymond got Stacey to let him borrow her car for the trip.
- 6 Donald is having a catering company cater his dinner party./Donald is having his dinner party catered by a catering company.
- 7 Stuart made Peter clean up the mess he had created.
- 8 Kelly got me to go to the concert with her last weekend.

12 Aim To introduce the use of the causative to say something bad has happened

- Direct Ss' attention to the theory box and read it aloud.
- Explain the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- 1 Jamie had his wallet stolen at the market on Saturday.
- 2 They had their trip cancelled due to bad weather.
- 3 My uncle had just had his car broken into when I spoke to him.
- 4 Jason has had his house robbed twice this year.

13 Aim To present/practise reflexive/emphatic pronouns

- Direct Ss' attention to the table and explain that we use reflexive pronouns to refer to ourselves and/or to emphasise that we did an action without help from anyone else.
- Read out the example and the NOTE.
- Explain the task. Ss complete the task. Check Ss' answers.

Answer Key

- | | | |
|--------------|-------------|--------------|
| 1 himself | 3 herself | 5 yourself |
| 2 yourselves | 4 ourselves | 6 themselves |

14 Aim To revise the definite/indefinite articles, a/an, the

- Explain/Elicit that **a** goes before nouns beginning with a consonant sound (e.g. a book) and **an** goes before countable nouns beginning with a vowel sound (e.g. an apple).
- Explain/Elicit that we use **the** to talk about sth specific, for unique nouns (e.g. the moon), for the

names of rivers, seas/oceans, mountain ranges, etc. Elicit/Explain that we do not use **the** to talk about sth in general, for proper nouns (e.g. Jane), sports (e.g. tennis), meals (e.g. dinner), with the words school, church, bed, prison, home, etc.

- Draw Ss' attention to the examples in the box and for each one elicit the reason for the use of a/an or the from the list given.

Answer Key

We use **a/an** to say what someone is.
 We don't use an article with proper names.
 We use **the** to refer to sth mentioned before.
 We use **the** before nouns that are unique.
 We don't use an article before the names of countries except for **the UK, the USA and the Netherlands**.
 We use **the** with mountain ranges.
 We don't use an article with cities or continents.
 We use **the** with nationalities, rivers and musical instruments.
 We don't use an article with meals or sports.
 We use **the** with the names of families.

15 Aim To practise a/an or the

Give Ss time to complete the sentences with the correct article, then check Ss' answers.

Answer Key

- | | | |
|-------------|-------------|----------|
| 1 The, -, - | 4 -, the, - | 7 -, the |
| 2 The, - | 5 The, - | 8 The, - |
| 3 The, -, - | 6 a, a | |

7c

1 Aim To revise vocabulary

Read out the list of places and elicit what people can do in each one from various Ss around the class.

Suggested Answer Key

We can watch a film at the **cinema**.
 We can watch/listen to a concert/music performance in a **concert hall**.
 We can see an exhibition like a science fair in an **exhibition centre**.
 We can see artefacts/works of art from the past in a **museum**.
 We can see a play/a concert/a performance in an **opera house**.
 We can watch a sporting event like a football match in a **stadium**.
 We can see performers/animals doing tricks at a **circus**.
 We can watch a play or other theatrical performance at a **theatre**.

2 To identify a music genre

- Read out the music genres in the list and explain/ elicit what each one is.
- Play the recording. Ss listen and identify the type of music.

Answer Key

classical

Background information

Classical – classical music is usually performed with string instruments by an orchestra.

Jazz comes from the early 20th century in the Southern United States from a mixture of African and European music traditions.

Reggae first developed in Jamaica in the late 1960s. Reggae songs deal with social and political issues.

Punk – Punk rock developed in the mid 1970s in the UK, USA, and Australia. It is hard-edged music with short songs that have political lyrics.

Heavy Metal is a genre of rock music that developed in the late 1960s and early 1970s, mostly in England and the USA. It has long guitar solos and is always played loudly.

Electronic – Electronic music uses electronic musical instruments and technology in its production.

3 To predict the content of a text

- Read the *Study Skills* box aloud. Then direct Ss' attention to the title and the picture. Ask Ss to read the first and last sentences from each of the paragraphs in the text and then elicit Ss' guesses as to what the text is about.

Answer Key

The text is about a group of musicians whose musical instruments are made from vegetables.

Background information

Vienna is the capital and largest city of Austria. It is a cultural centre and is famous for its architecture and music.

4 To read for lexis-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 didn't listen (verb in the past simple negative)
- 2 was founded (verb in the passive past simple affirmative)
- 3 freshest (adjective- superlative)
- 4 do not make (verb in the present simple negative)
- 5 using (gerund)
- 6 depends (verb in the present simple affirmative)
- 7 is constantly working (verb in the present continuous affirmative)
- 8 are turned (verb in the passive present simple affirmative)
- 9 your (possessive adjective)

5 To read for specific information

- Allow Ss some time to read the text and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 Vienna
- 2 They use vegetables to make music.
- 3 from local markets
- 4 by using a cucumber for the body, a carrot for the mouthpiece and a pepper for the trumpet's bell
- 5 the quality of the vegetables and the temperature on stage
- 6 Their music ranges from classical to electronic.
- 7 The vegetables are made into a delicious soup for the audience.

Suggested Answer Key

- 8 All the musical instruments are made out of vegetables. The instruments are made only an hour before each show. The sound of the instruments depends on what they are made from and the temperature on stage. The orchestra is constantly developing their instruments. The instruments are biodegradable. The audience eat the instruments at the end of each performance.



To consolidate and personalise information in a text

Allow Ss some time to formulate answers to the questions in the rubric and then elicit answers from various Ss around the class.

Suggested Answer Key

I would like to attend a Vienna Vegetable Orchestra concert because I think it would be fun. I would like to hear what the music sounded like from the vegetable instruments./I would not like to attend a Vienna Vegetable Orchestra concert because I think it would sound strange.

6 **Aim** To listen for specific information

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A 1 B 4 C 2 D 5

7 **Aim** To make notes about an experience and describe it

- Explain the task and ask Ss to copy the table into their notebooks and allow them some time to make notes to complete it. Point out that the experience could be an evening at the cinema, theatre, opera or ballet or a trip to a museum of art gallery or a concert etc.
- Ask various Ss to describe their evenings to the class.

Suggested Answer Key

Topic: An evening out	
When/Where you went	Last Saturday night, a concert, stadium
Who you went with	two best friends Sophia and Anna
What exactly happened (what you did, what it was like, how you felt, etc)	danced and sang along to our favourite songs, felt really excited and happy, fantastic

8 **Aim** To write an email

- Allow Ss some time to complete the task and then check Ss' answers.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hi Sue,
 Last Saturday night, I went to a pop music concert. I went with my two best friends Sophia and Anna. We danced and sang along to all our favourite songs. I felt really excited and happy! It was fantastic. I had a really great time.
 Have to go now. Talk to you later.
 Sofia

7d

1 **Aim** To present situational language

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

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

- Play the recording. Ss listen and follow the dialogue in their books and answer the question in the rubric.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Answer Key

They choose to watch a wildlife programme about sharks.

3 **Aim** To learn synonymous phrases

Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.

Answer Key

- A Do you feel like watching it? – Do you fancy watching it?
- B I'm not really in the mood. – Not really.
- C That's OK with me. – That sounds great.
- D When does it start? – What time is it on?
- E I can't stand social dramas. – I just hate social dramas.

4 **Aim** To act out a dialogue and to consolidate situational language through translation

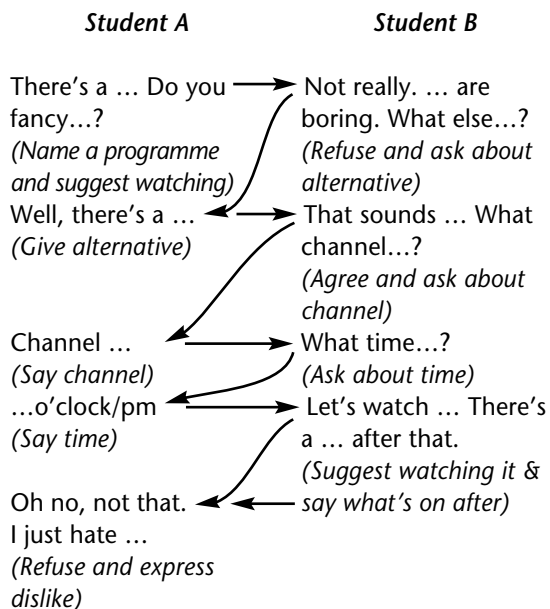
- Explain the task and read out the **Study Skills** box and give an example (e.g. say 'Not really. Quiz shows are boring.' in a dull monotone voice and point out that in this way you can convey boredom and disinterest.) Ask Ss to work in pairs, take roles and read out the dialogue. Monitor the activity around the class and ask some groups to read out the dialogue in front of the class. Pay special attention to Ss' intonation.
- Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

(Ss' own answers)

5 **Aim** To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model as well the sentences in Ex. 1 to help them complete the task.
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit

appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: *There's a quiz show on TV. Do you fancy watching it?*
 B: *Not really. Quiz shows are boring. What else is on?*
 A: *Well, there's a wildlife programme on about elephants.*
 B: *That sounds great. What channel is it on?*
 A: *Channel 1.*
 B: *What time is it on?*
 A: *6:30.*
 B: *Let's watch that. There's a soap opera on after that.*
 A: *Oh no, not that. I just hate soap operas.*

Across Cultures

1 **Aim** To introduce the topic and present ethnic music

- Play the recording. Ss listen and number the ethnic music extracts in the order they hear them.
- Check Ss' answers.

Answer Key

a 6	d 4	g 5
b 3	e 8	h 2
c 7	f 1	i 9

2 a) **Aim** To brainstorm for vocabulary related to the topic

- Explain the task and write the headings on the board. Explain/Elicit what the headings mean.
- Brainstorm with the class for as many musical instruments as you can think of and write them on the board under the headings. Ss copy the lists into their notebooks.

Suggested Answer Key

wind: trumpet, trombone, recorder, oboe, clarinet, bassoon

string: violin, cello, viola, double bass, guitar

percussion: piano, drums, cymbals, tambourine, bells, triangle

b) **Aim** To predict the content of the text

- Direct Ss' attention to the pictures and elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording. Ss listen and follow the texts in their books and find out.

Answer Key

The tin whistle is a wind instrument and the Gudok is a string instrument. The tin whistle is from Ireland and the Gudok is from Russia. They are still played nowadays.

Background information

Russia is a country in North Asia with a population of 142,500,482 people. It is bordered by Norway and Finland in the northwest; Estonia, Latvia, Belarus, Ukraine, Poland and Lithuania in the west; Georgia and Azerbaijan in the southwest; and Kazakhstan, Mongolia, China and North Korea along the southern border. The capital city is Moscow.

Titanic is a film directed, written and co-produced by James Cameron. It is about the sinking of the passenger liner *RMS Titanic* during her maiden voyage, in 1912. Over 1,500 people died.

3 **Aim** To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 *could (verb- past simple affirmative)*
- 2 *first (ordinal number)*
- 3 *was held (verb in the passive voice-past simple affirmative)*
- 4 *did not survive (verb in the past simple negative)*
- 5 *disappeared (verb in the past simple affirmative)*
- 6 *is made (passive present simple affirmative)*
- 7 *have played (verb in the present perfect affirmative)*
- 8 *most (adjective comparative)*
- 9 *features (verb in the present simple affirmative)*

4 **Aim** To practise changing sentences from passive to active

Explain the task and read the example aloud and elicit answers from Ss around the class.

Answer Key

It is believed that ... (passive). People believe that ... (active)
the Indian sitar was invented ... (passive), they invented the Indian sitar ... (active)
it was often played ... (passive), they often played it ... (active)
...the sitar was used by western jazz bands. (passive)
western jazz bands used the sitar ... (active)
... the electric sitar is played by many different musicians ... (passive), many different musicians play the electric sitar ... (active)
... it is made (passive), ... people make it (active)
It is also called ... (passive), They also call it ... (active)
... it is played by many musicians (passive), many musicians play it ... (active)

5 a) **Aim** To consolidate information in a text

- Explain the task. Ss work in pairs.
- Elicit a variety of answers from various pairs around the class and then choose two Ss to describe the two instruments.

Suggested Answer Key

- 1 The tin whistle is a wind instrument from Ireland.
- 2 The sitar is a string instrument from India.
- 3 The theme tune from the film 'Titanic' had a tin whistle in it.
- 4 George Harrison from the Beatles played a sitar.

A tin whistle is a wind instrument that looks like a small flute. It is made from brass with a plastic mouthpiece./A sitar is a string instrument that has got an oval body and a long neck with metal strings.

b) **Aim** To personalise the topic

Ss talk in pairs about which musical instrument they would like to play and why.

Suggested Answer Key

- A: *I would like to play the piano because I like how it sounds and I think it would be a good skill to have.*
 B: *I'd like to play the guitar and then one day I can be in a rock band.*

6 **ICT** **Aim** To give a presentation about a musical instrument from your country

- Ask Ss to work in pairs and look up information on the Internet or in encyclopaedias or other reference books about a musical instrument from your country.

- Choose various Ss to present their instrument(s) to the class.
- Alternatively, assign the task as HW and Ss present their instruments in the next lesson. If possible, Ss can play a music extract with the instrument they present.

Suggested Answer Key

Name	Balalaika
Type	traditional Russian string instrument
Description	triangular body with a small round hole in it, usually has 3 strings, comes in many different sizes
How/play	with the fingers, like a guitar
Other facts	developed in the 18th century, often played in folk songs & country dances or used in large balalaika orchestras

Suggested Answer Key

The balalaika

The balalaika is a traditional Russian string instrument. It has got a triangular body with a small round hole in it. It usually has 3 strings and it comes in many different sizes. It is played with the fingers, like a guitar. It was developed in the 18th century. It is often played in folk songs and at country dances. Sometimes it is used in large balalaika orchestras.

CLIL TIME: Science

1 **Aim** To introduce the topic and predict the content of the text

- Elicit what if anything Ss know about how we see.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

We see with our eyes. We see the light reflected from objects. Light comes into our eyes through the cornea. The fluid bends the light and sends it to the lens. The lens focuses the light onto the retina. The nerves in the retina create vibrations that send messages to the brain. Our brain then tells us what we see.

2 **Aim** To read for specific information

- Allow Ss some time to read the text carefully and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box and check Ss' answers. Then ask Ss to read the **Did you know?** box, too.
- Check Ss' answers and ask how difficult Ss thought the text was. Read out the **Study Skills** box and tell Ss that this type of self-assessment

can help them to identify their weak areas so they can improve their language skills.

Answer Key

- 1 three
- 2 the outer part of the eye
- 3 in the inner part of the eye
- 4 When light hits the eye, the fluid in the cornea bends the light and sends it to the lens. Then the lens focuses the light onto the retina.
- 5 To see objects near us, the lens becomes smaller. To see objects further away, the lens becomes longer.
- 6 The retina contains nerves which help us see dark and light. They create vibrations that send messages to the brain. The brain then tells us what we see.

3 Aim To practise reading aloud

Have Ss read parts of the text aloud. Explain that they should not read it too slowly or too fast. Make sure that their voice is clear, they put expression into their voices and try to read the text without pausing in the middle of sentences.

4 Aim To consolidate information in a text

Ask various Ss around the class to say how our eyes work while referring to the diagram.

Suggested Answer Key

Light comes into our eyes through the cornea. The fluid bends the light and sends it to the lens. The lens focuses the light onto the retina. The nerves in the retina then create vibrations that send messages to the brain. Our brain then tells us what we see.

5 Aim To pronounce /e/, /æ/

- Ask Ss to copy the tables into their notebooks. Play the recording. Ss listen and tick the correct boxes. Check Ss' answers.
- Play the recording again with pauses for Ss to listen and repeat. Pay special attention to Ss' pronunciation and intonation and correct as necessary.
- Elicit more words with the same sounds.

Answer Key

	/e/	/æ/		/e/	/æ/		/e/	/æ/
bad		✓	met	✓		cat		✓
bed	✓		mad		✓	pet	✓	

Suggested Answer Key

hat, mat, pat, set, vet, debt

6 ICT Aim To give a presentation on how we hear

- Asks Ss to work in groups and look up information using the key phrase in the search bar on the

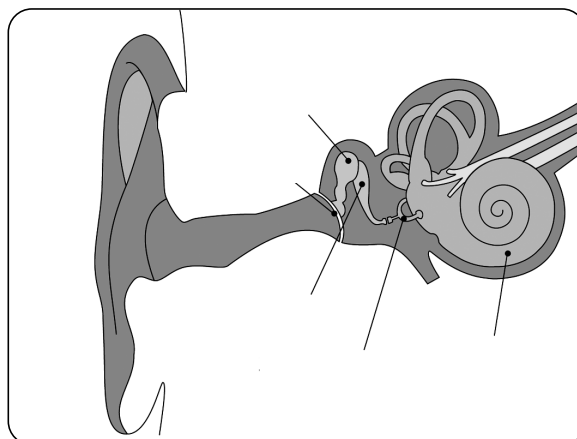
Internet or in encyclopaedias or other reference books.

- Tell Ss that they can visit the website suggested on the Express Publishing website to help them.
- Ask various groups of Ss to present their information on how we hear. Alternatively, assign the task as HW and Ss make their presentations in the next lesson.

Suggested Answer Key

Our ears collect sounds, process them and send sound signals to the brain.

The ear is made of three different sections: the outer ear, the middle ear and the inner ear. The outer ear is called the auricle and it's the part of the ear that people see. Its main job is to collect sounds. Then the sound waves travel through the ear canal until they hit the eardrum which separates the outer ear from the middle ear. When the sound waves reach the eardrum, the eardrum vibrates and moves some tiny bones called the ossicles which are attached to the eardrum. These bones help sound move down into the inner ear. When the sound vibrations reach the cochlea, a small curled tube filled with liquid in the inner ear, nerve signals are created that the brain can understand as sound.



Writing

1 a) Aim To read for gist

Read the phrases aloud and elicit how the writer feels.

Answer Key

The writer likes the series very much.

b) Aim To read for cohesion and coherence

- Explain the task and allow Ss some time to read the email and complete the gaps.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 A a really great series
- 2 E never miss an episode
- 3 D are always up-to-date
- 4 C appeals to everyone
- 5 B can't wait

2 Aim To analyse a rubric

- Refer Ss to the **Study skills** box and check for understanding.
- Read the rubric with Ss and allow them some time look at the underlined words and phrases.
- Discuss with Ss about the important information in the rubric (i.e. who is writing to who, how long the email should be, what information should be included, how many words should they write)
- Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

Answer Key

All questions are answered in the text.

- a) **What is your favourite TV series?** My favourite TV series is 'One Tree Hill'.
- b) **What is it that you enjoy the most about this TV series?** The fact that the main characters have to deal with the same problems as real people which makes it even more interesting to watch.
- c) **Which parts of the series would you change if you had the chance?** There is nothing I would change in the storyline. One thing I might change would be the length of each episode.

3 Aim To prepare for a writing task

- Allow Ss some time to answer the questions and write the answers in their notebooks.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 Grey's Anatomy
- 2 a hospital drama
- 3 every Wednesday at 7 pm
- 4 a group of young doctors and medical students
- 5 The storylines are interesting, the acting is very good and it can be sad one moment and funny the next.
- 6 Yes, it's the best hospital drama ever.

4 Aim To write an email about your favourite TV series

- Allow Ss time to complete the task in class. Ask various Ss to read out their emails to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Hello Sally,
My favourite TV series is 'Sherlock'. It's a fascinating mystery series about a detective named Sherlock Holmes played by Benedict Cumberbatch. Sherlock tries to solve various mysteries in modern day London and is assisted by Dr. John Watson who is played by Martin Freeman. The storylines are interesting and the acting is very good. This show is funny and dramatic at the same time! I love this series and look forward to watching it every week. There is nothing I would change in the storyline if I had the chance. The only thing I might change is to make the episodes longer. Do they show it in your country? Well, I have to go now.

See you,
Patricia

Exam Practice 7

1 Aim To identify headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

Answer Key

- A 6 (Various media to entertain people such as video games, television and magazines.)
- B 8 (Latest happenings in politics, entertainment, health etc.)
- C 1 (Independent media is important in any democracy. / Media plays a role in the making of national politics.)
- D 2 (Internet, TV, radio and books affect the way students learn. / The help of media power...offer students information...)
- E 7 (The use of media to spread important messages to the public.)
- F 3 (Media ... use announcements that contain information about what he product is and what it does and why people should buy it. / ... the power of media to sell their products and increase sales.)
- G 4 (Media has got great power to control public opinion.)

2 Aim To give a two-minute talk about films

- Direct Ss to the prompts and check that they understand what they will talk about. Remind Ss that they must not talk for more than two minutes.
- Give Ss a minute and a half to prepare. Remind them that they should aim for four sentences on each point.
- Ss take turns giving their talks in front of the class.

Suggested Answer Key

People like watching films for many different reasons. Watching a film is a great way to relax and have fun. It's very exciting and the amazing special effects let you enjoy new and amazing worlds. It is a social activity that you can share with your friends and family. Lastly, another great thing about films is that they are a great way to enjoy a book or a traditional story, in an easy and interesting way.

There are lots of reasons why watching films is more popular today than it was in the past. New technology allows directors nowadays to film more and more amazing scenes and subjects, such as monsters, spaceships or fantasy worlds. The number of large cinemas has increased and multi-screen cinemas can now show lots of films at the same time. DVDs are very easy to get and are cheap, which means that new films can be watched at home easily. Also, the internet and mobile devices now allow people to watch films at any time wherever they are. Home or away!

The best film that I have ever seen was the Empire Strikes Back. I think that it's the best Star Wars film ever. It has fantastic characters and a very exciting story. The special effects are even better than the first Star Wars film, and still look amazing today. The ending was also very exciting, and left me wanting even more!

Places & lifestyles

Topic	
In this module Ss will explore the topics of places and lifestyles.	
Module page	91
Lesson objectives: Overview of the module. Vocabulary: City life – country life (<i>field, woods, cinema, museum, skyscraper, factory, car park, shops, river, block of flats, motorway, harbour, park, mountain, path, farm, shopping mall, square, department store</i>)	
8a	92-93
Lesson objectives: To read for specific information, to learn and talk about compass points, to listen for specific information, to write about the place you live Vocabulary: Geography (<i>airport, public, coast, population, nightlife, industrial, located, famous, cosmopolitan, destination, beach, seaside, attractions, peaceful, clean</i>); Compass points (<i>north, north-east, east, south-east, south, south-west, west, north-west</i>); Verbs (<i>flood, store, burn down</i>); Nouns (<i>basic conditions, structure, civilisation, well, oven, engineer, runway, spacecraft</i>); Adjectives (<i>intelligent, alien</i>)	
8b	94-95
Lesson objectives: To learn relatives (<i>who/which/where/whose</i>), to revise modals (<i>must, have to/don't have to, should, may, might, can/could/be able to/may, must/can't</i>), to learn past modals, to make deductions (<i>must/can't</i>)	
8c	96-97
Lesson objectives: To read for specific information, to listen for specific information, to talk about where you live, to write about your house & neighbourhood Vocabulary: Home (<i>garden, swimming pool, fireplace, parking space, garage, utility room, balcony</i>); Adjectives (<i>cosy, cramped, crowded, lovely, comfortable, ugly, expensive, modern, traditional, quiet, old, busy, quiet</i>); Amenities (<i>bus stop, school, shops, park, the metro</i>); Verbs (<i>carve, chat</i>); Nouns (<i>tree top, thatched roof, nightfall, fairy chimney, nature, cone, cave, courtyard, fairytale</i>); Adjectives (<i>upside-down, cosy</i>)	
8d	98
Lesson objectives: Talking about holidays, to pronounce /ʌ/, /ɔ:/, /əʊ/	

Vocabulary: Sentences (*How was your holiday? So tell me everything! Where did you stay? It must be a lovely place! That's nice. That's too bad.*)

Across Cultures 99

Lesson objectives: To read for lexico-grammatical structures, to prepare a questionnaire, to post a comment to a blog

Vocabulary: Nouns (*amusement park, water park, mate, local rink, fishing boat*); Adjective (*peaceful*); Phrasal verb (*hang out*)

8e 100-101

Lesson objectives: To read the *-ing* form, to-infinitive/infinitive without *to*, to learn *some-any-every-no* & compounds, to learn *had better/would rather*, to learn clauses of concession

CLIL TIME: History 102

Lesson objectives: To read for specific information, to give a presentation on the Great Wall of China

Vocabulary: Verbs (*carry out, stretch across*); Nouns (*structure, brick, emperor, invader*); Adjectives (*amazing, remaining*)

Writing 103

Lesson objectives: To read for gist, to read for cohesion, coherence and lexico-grammatical structure, to write an article about the place where you live

Vocabulary: City/Countryside (*crowded, noisy streets, excellent public transport system, traffic noise, polluted, fast pace of life, everything close at hand, good chance of getting a job, unfriendly people, cheap shops, lots of restaurants and clubs, relaxed pace of life, safe, peaceful life, helpful neighbours, clean air, beautiful views, never feel bored, feel isolated, hustle and bustle*) Verbs (*rent out, splash*); Nouns (*lighthouse, guesthouse, fireworks display, wave*); Adjectives (*peaceful, isolated*); Phrases (*office job, heavy traffic, for sale, electrical storm*)

Exam Practice 8 104

Lesson objectives: To enable Ss to develop their Reading and Speaking skills by identifying and matching headings to paragraphs in a text and by taking part in a telephone survey, thus providing extra practice for the RNE exam.

▶▶ What's in this module?

Read the title of the module *Places & Lifestyles* and ask Ss to suggest what they think it means (*where and how people live*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
- Ask questions to check Ss' understanding.

Answer Key

a mind map (p. 97)

Do you use mind maps to help you remember new vocabulary? Do you think they are useful? Why (not)?

a blog entry (p. 99)

Where might you see this? Do you read/write blogs?

a questionnaire (p. 99)

Have you ever filled in a questionnaire? When? What was it for?

3 To personalise the topic

Ask various Ss around the class to use the words given to describe the places where they live.

Suggested Answer Key

I live in a city. There are skyscrapers, car parks and shops, but there aren't any fields, woods or farms.

I live in a town. There are shops, squares, parks and blocks of flats, but there aren't any factories or skyscrapers.

I live in the country. There are fields, woods and a river, but there aren't any shopping malls or skyscrapers.

Vocabulary

1 To present vocabulary related to city life/country life

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents.

(Ss' own answers)

2 To practise new vocabulary

Draw Ss' attention to the pictures (A-F) and elicit what they show.

Answer Key

A factory	C harbour	E path
B skyscraper	D field	F shopping mall

8a

1 **Aim** To introduce the topic and stimulate interest in the text

- Direct Ss' attention to the pictures, the title of the text and the words/phrases in the list. Give Ss one minute to read the first paragraph in the text.
- Elicit/Explain the meaning of any unknown vocabulary and then elicit a variety of answers to what they tell us about the place.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

The text is about Arkaim, an ancient town in Russia. There was an ancient civilisation there that was very advanced and intelligent.

2 **Aim** To read for specific information

- Allow Ss some time to read the text again and mark the statements.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers and elicit the corrections for the false statements.

Answer Key

- 1 F The people of Arkaim were very advanced.
- 2 F Arkaim was built inside two circles.
- 3 NS
- 4 T
- 5 F No one knows why the circles were there.
- 6 NS
- 7 F They used a material that didn't burn easily to build their homes. The people themselves burnt the town down when they left.
- 8 F Archaeologists have solved some of the mysteries of Arkaim but there are many questions they would like to know the answers to.

Background information

Chelyabinsk is a city in Russia. It is located to the east of the Ural Mountains, on the Miass River. It grew rapidly during the 1930s and it is one of the major industrial centres of Russia today.

3 **Aim** To consolidate comprehension of a text

Explain the task. Give Ss time to make sentences. Check Ss' answers.

Suggested Answer Key

Scientists discovered it as they **were planning to flood the area**.

As **they were flying over the area**, they could see a structure.

They **noticed huge circles** with a structure in the middle. Archaeologists believe that the **people** (of this ancient civilisation) **were very intelligent**.

They **had canals to bring water to the fields**.

The people of Arkaim **studied the stars**.

Some people believe the huge circles were used as **runways for alien spacecraft**.

No one knows why they **burnt the town down**.

The people **left** after living there for 200 years.



Aim To expand on a given topic

- Explain the task and allow Ss three minutes to prepare their answers.
- Ss share their answer with their partners. Ask some pairs to report back to the class.

Suggested Answer Key

I think it would be quite nice to live there and have access to very modern technologies. It would be a privileged lifestyle for those times.

4 **Aim** To present new vocabulary related to geography

- Go through the list of words with Ss and elicit/explain their meanings. Ss complete the task.
- Check Ss' answers by asking various Ss to read the completed texts aloud.

Answer Key

- | | | | |
|---|--------------|---------------|----------------|
| A | 1 coast | 3 public | |
| | 2 population | 4 airport | |
| B | 1 Located | 3 famous | 5 cosmopolitan |
| | 2 industrial | 4 nightlife | |
| C | 1 seaside | 3 attractions | 5 peaceful |
| | 2 beach | 4 destination | 6 clean |

5 **Aim** To listen for specific information

- Play the recording. Ss listen and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 In a peaceful village.
- 2 On the coast in the south of England.
- 3 It's beautiful but a bit boring. There's no nightlife.

6 **Aim** To present and practise compass points

- Explain the task and elicit the L1 equivalents. If there is a map in the classroom, use it to explain the compass points.

(Ss' own answers)

- Ss make sentences. Ask various Ss around the class to read out their sentences.

Suggested Answer Key

Milan is in the north of Italy.

Ancona is in the east of Italy.

Brindisi is in the south-east of Italy.

Calabria is in the south of Italy.

Naples is in the south-west of Italy.

Rome is in the west of Italy.

Genoa is in the north-west of Italy.

7 **Aim** To talk about the place you live

Explain the task. Ss complete the task. Check Ss' answers around the class.

Suggested Answer Key

1 I live in Milan.

2 It is in the north of Italy.

3 It has a lot of attractions and shops you can visit.

4 It is clean, safe and very crowded.

5 The nightlife is exciting with a lot of restaurants and nightclubs.

6 It is a great place to live and to visit.

8 **Aim** To complete a paragraph about the place you live

- Explain the task and tell Ss they can use their answers from Ex. 7 to help them complete the task.
- Allow Ss some time to complete the paragraph and then check Ss' answers by asking various Ss to read their paragraphs to the class.

Suggested Answer Key

I live in **Milan**. It's a **lively city**. It's located in **the north of Italy**. There are **lots of attractions and shops** you can visit, but there aren't many parks. It is a **clean and safe place to live**.

8b

1 **Aim** To present relatives

- Ss close their books. Say then write on the board: *I like students **who** do their homework. Italy is the country **where** I live. The car **which/that** I drive is red.* Underline: **who, where, which/that**. Explain that these are relative pronouns and we use them to identify the noun in the main clause. Explain/Elicit that we use **who** to refer to people, **where** to refer to places and **which/that** to refer to objects or animals.
- Ss open their books and read the theory.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

- Elicit examples from the text on p. 92.

Answer Key

scientists who

2 **Aim** To practise relatives

- Explain the task.
- Give Ss time to complete the task, then check Ss' answers. Elicit which clauses are defining/non-defining.

Answer Key

1 which/that (defining)

2 Our neighbour, whose car is a Mini Cooper, is very helpful. (non-defining)

3 where (defining)

4 where (defining)

5 My dad, who is a teacher, can't speak French. (non-defining)

6 which/that (defining)

3 **Aim** To practise relatives

- Explain the task and read out the example.
- Allow Ss some time to complete the task and then check Ss' answers.

Answer Key

2 John, whose parents are Italian, is my best friend.

3 Swansea is a beautiful city which is by the sea./ Swansea, which is a beautiful city, is by the sea.

4 Jane, whose mother is our Maths teacher, is from Italy.

5 He is the man who bought our car.

6 These are the CDs which David lent to me.

7 Hampton Park is a lovely park where people like to have picnics.

8 Madrid is a city where you can enjoy the nightlife.

Sentences 3, 5, 6, 7 and 8 contain a defining relative clause.

4 **Aim** To revise modals

- Go through the theory table and read out the examples. Explain the uses and elicit further examples from Ss around the class.
- Explain the task and draw Ss' attention to the signs.
- Ss complete the sentences.
- Check Ss' answers around the class.

Answer Key

1 may

3 mustn't

5 don't have to

2 have to

4 can

6 should

5 **Aim** To learn past modals

- Explain that the past tense of *have to* is *had to* and that *must/might* do not change and *should* uses the present perfect to express the past.
- Read out the task and the examples and elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

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

Answer Key

- | | |
|----------------------|------------------|
| 1 should have stayed | 4 might |
| 2 had to | 5 didn't have to |
| 3 might come | 6 must |

6 **Aim** To make deductions

- Explain the task and allow Ss some time to complete it.
- Check Ss' answers around the class.

Answer Key

- | | | | |
|--------|---------|---------|--------|
| 1 must | 3 must | 5 must | 7 must |
| 2 must | 4 can't | 6 can't | |

7 **Aim** To practise modals

- Explain the task and read out the example.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 We have to/must wear a uniform at work.
- 3 It might/may rain later.
- 4 Can/Could/May I use your phone?
- 5 Dan must be on holiday.
- 6 You mustn't enter this area.
- 7 You don't have to stay.
- 8 My watch must be slow.

Game

Choose a leader. He/She says various nouns. Ss, in teams make sentences using the noun and an appropriate relative pronoun. Each correct sentence gets one point. The team with the most points is the winner.

Suggested list: museum, stuntman, harbour, my mum, park, woods, actor, archaeologists, pilot, a memo

Team AS1: A museum is a place where we can see ancient statues.

8c

1 **Aim** To introduce the topic and predict the content of a text

- Direct Ss' attention to the pictures elicit a variety of answers to the question in the rubric from Ss around the class and write them on the board.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

In the first picture, I can see a house built into a rock. I think it would be nice living there. It would be cool in the summer and warm in the winter. In the second picture, I can see a house in a tree. I think it would be interesting living up there. You would be able to see everything around you.

2 **Aim** To read for specific information

- Allow Ss some time to read the text and answer the questions.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.
- Check Ss' answers.

Answer Key

- 1 They are made of wood and have a thatched roof.
- 2 They climb up a very long piece of wood.
- 3 To protect the Korowai from floods and wild animals.
- 4 They chat and tell stories.
- 5 They are in Göreme, Turkey.
- 6 They look like upside-down ice cream cones.
- 7 It is a strange landscape. Some people say it's like the surface of the moon.
- 8 Because they are cool in the hot summers and warm in the cold winters.

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

Allow Ss some time to prepare their answers to the questions in the rubric and then elicit answers from various Ss around the class.

Suggested Answer Key

I would like to stay in the fairy chimneys because I would like to see what it is like living inside houses made millions of years ago by nature./I would like to stay in the tree houses because I would like to see what it is like to live in a house 50 metres above the ground. These houses are very different to mine because my house is not made of rock or high in the air. I live in a flat on the first floor in a street with other blocks of flats. I don't have to worry about wild animals or the weather.

4 **Aim** To brainstorm for vocabulary

- Go through the *Study Skills* box and explain that this tip will help Ss complete the task successfully.
- Explain the task and write the headings on the board.
- Allow Ss some time to think of words to go under the headings and write the mind map in their notebooks.
- Ask various Ss to describe their homes to the class.

Suggested Answer Key

material: brick, wood, concrete, mud

type: house, cottage, villa, palace

special features: balcony, garden, swimming pool, garage

adjectives: comfortable, peaceful, spacious

appliances: cooker, washing machine, dishwasher, microwave

furniture: chair, table, armchair, bed, wardrobe

rooms: bathroom, kitchen, dining room, living room

I live in a flat on the third floor. There are six rooms. There is a kitchen, a living room, a dining room, two bedrooms and a bathroom. There is a fireplace in the living room that makes it very cosy. There is also a big balcony.

5 **Aim** To listen for specific information

- Ss read the rubric and the locations. Remind students that they can use each location once and that there is an extra location.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A 1 B 3 C 5 D 2

6 **Aim** To talk about where you live

- Go through the questions with Ss, one at a time and explain the meaning of any unknown words. Ss discuss the questions in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the rest of the class.

Suggested Answer Key

- 1 *I live in a house.*
- 2 *I like the location. It is in a very nice area. I also like my bedroom. It is big and comfortable.*
- 3 *I have got a garden, a fireplace, a garage and a utility room.*
- 4 *My house is cosy, lovely, comfortable, traditional and quiet.*
- 5 *My house is near my school, the shops and a park. It is on a quiet street.*

7 **Aim** To analyse the rubric and write a paragraph about your house

- Read the rubric with Ss and allow them some time to find the key words.
- Elicit the questions from the rubric and write them on the board.
- Invite Ss to describe their houses or exchange ideas with a partner.
- Allow Ss some time to complete the task.
- Invite a few Ss to read out their paragraphs.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Key words: *home look like, you like the most about home, what you would change*

Suggested Answer Key

I live in a house on a quiet street. The house has a garden, a fireplace, a garage and a utility room. What I like the most about it is the swimming pool. If I could change something, I would have it be closer to my school.

8d

1 **Aim** To present situational language

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

2 **Aim** To predict the context of a dialogue and listen and read for specific information

- Direct Ss' attention to the sentences in Ex. 1 again.
- Elicit Ss' guesses as to what the dialogue may be about.
- Play the recording. Ss listen and follow the dialogue in their books and check if their guesses were correct and answer the questions in the rubric.

Answer Key

The dialogue is about two friends talking about a holiday one of them had.

3 **Aim** To learn synonymous phrases and consolidate situational language through translation

- Elicit the L1 equivalents for the sentences in Ex. 1 from various Ss around the class.

(Ss' own answers)

- Refer Ss back to the dialogue and elicit the synonymous phrases from various Ss around the class.

Answer Key

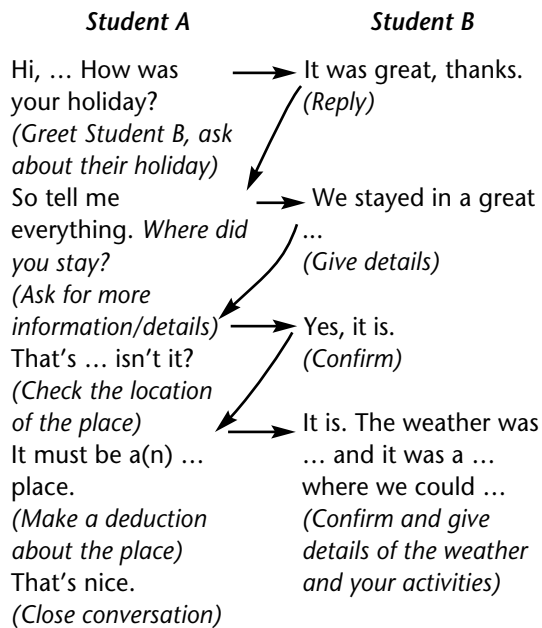
- A I'd like to hear all about it. – So tell me everything.
- B I bet it is really nice there. – It must be a lovely place.
- C We enjoyed ourselves so much that we would like to holiday there again. – We had such a wonderful time that we want to go again next year.
- D That's unfortunate for you. – That's too bad.

4 Aim To act out a dialogue

- Ask Ss to work in pairs and take roles and read out the dialogue.
- Monitor the activity around the class and ask some pairs to read out the dialogue in front of the class.

5 Aim To practise role-playing

- Explain the situation.
- Remind Ss that they can use the dialogue in Ex. 2 as a model to help them complete the task. Elicit a number of holiday destinations, places to stay and activities. Write them on the board as prompts (e.g. Greece, Spain, Italy, Turkey, sunbathe, enjoy nature, etc).
- Ss complete the task in pairs. To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



Suggested Answer Key

- A: Hi, Maria. How was your holiday? You went to Turkey, didn't you?
- B: No, we didn't. We went to Greece and it was great, thanks.
- A: So tell me everything! Where did you stay?
- B: We stayed on a great little island called Santorini.
- A: That's in the Aegean, isn't it?
- B: Yes, it is.

A: It must be a lovely place!

B: It is. The weather was fantastic and it was a very scenic place where we could really enjoy the beauty of nature.

A: That's nice.

6 Aim To pronounce /ʌ/, /ɔ:/, /əʊ/

Explain the task and play the recording. Ss listen and identify the odd words out.

Answer Key

- 1 though 2 thorough 3 laugh

Aim To present/practise question tags

- Read out the theory. Explain that when the verb is in the present/past simple (except the verb *to be*) we use *do/did* in the question tag. Ask Ss to find examples in the dialogue. (... *didn't you?*, ... *isn't it?*)
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 1 *isn't it* 4 *didn't they* 7 *are they*
- 2 *does she* 5 *will he* 8 *aren't you*
- 3 *has she* 6 *did you*

Across Cultures

1 Aim To introduce the topic

- Read the rubric aloud and elicit a variety of answers to the question from Ss around the class. Ask various Ss how they spend their free time.

Suggested Answer Key

Teenagers in my country play a lot of sports, they go to the beach and they go dancing. I think different people in different parts of the world spend their free time doing a variety of activities.

- Play the recording. Ss listen and follow the text in their books to find out.

Background information

Canada is a country in northern North America. It is the world's second largest country. It has a population of about 34 million. The capital is Ottawa. **West Edmonton Mall** is located in Edmonton, Alberta, Canada and is the largest shopping mall in North America. It has cinemas, a fun park, shops, a water park, a zoo and a nightclub. **Ponza** is the largest of the Italian Pontine Islands. It is located 33 km south of Cape Circeo in the Tyrrhenian Sea.

2 **Aim** To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Ask Ss to use their dictionaries to look up the meanings of the words in the *Check these words* box.
- Explain to Ss that they should first identify what is missing (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 *don't mind* (verb in the present simple negative)
- 2 *going* (gerund)
- 3 *our* (possessive adjective)
- 4 *is surrounded* (verb in the passive present simple affirmative)
- 5 *have been going* (verb in the present perfect continuous affirmative)
- 6 *am learning* (verb in the present continuous affirmative)
- 7 *better* (adjective- comparative affirmative)



Aim To personalise the topic

Give Ss five minutes to formulate their answers and then share them with their partners.

Suggested Answer Key

I prefer Vera's free time activities. I love ice-skating and roller skating because it's great exercise and a wonderful way of spending time with my friends. I love horses and have always wanted to learn how to ride a horse. Fishing is one of my favourite free time activities because it is very relaxing and peaceful. I like going shopping because I love buying new clothes.

I prefer George's free time activities. I love going to malls because there are so many things you can do. I can go to the cinema and watch adventure films which I adore. I can go to the indoor amusement park and swim in the indoor water park. I would love to learn how to play ice hockey because I love sports played on ice. I'm sure it would be a lot of fun.

3 **Aim** To prepare a questionnaire on free-time activities

- Explain the task. Ss work in pairs or small groups and prepare a questionnaire. Ss may use the one given and/or expand on it. Ss collect information from the other Ss to complete the questionnaire and make notes on their findings.
- Ask various Ss to report their findings to the class using the phrases given.

Suggested Answer Key

Most of my classmates go to the cinema or to a café with friends every week. Some of my classmates watch

TV, watch DVDs, read books and listen to music in their free time. A few of my classmates play or watch a sport every week. Very few of my classmates go camping in their free time.

4 **Aim** To talk about your free-time activities and post a comment to a blog

- Ask various Ss to answer the questions in the rubric and then allow Ss some time to write their answers down in the form of a comment post to a blog.
- Check Ss' answers.

Suggested Answer Key

Life in Milan is busy and active. I spend my free time at the cinema or in cafés with my friends. I also watch TV, watch DVDs and listen to music. I often play basketball in the park with my friends. I'm never bored because there is so much to do when you live in the city.



1 **Aim** To present the -ing and infinitive forms

- Ss close their books. Present the **-ing form**. Explain that the **-ing form** is the verb form that ends in **-ing**. Say then write on the board: **Swimming is fun**. Explain that we can use the **-ing form** as a noun. Say then write on the board: *I like **running***. Explain that we use the **-ing form** with the verbs **like, love, hate, dislike, enjoy, prefer**.
- Present the infinitive forms. Explain that the infinitive is the base form of all verbs. Explain that we can use it with or without the preposition **to**. Say then write on the board: *I want to **play** football. I can **play** football*. Explain that we use **to-infinitive** after the verbs **would like, would love, want** and that we use the **infinitive without to** with modal verbs (i.e. can, must, should etc).
- Ss open their books and read the theory. Elicit the L1 equivalents for the examples.

(Ss' own answers)

Answer Key

I'd rather go, like going, go shopping, don't mind being, love riding, to visit, enjoy hanging out, going snorkelling and bodysurfing, don't mind helping, can't think

2 **Aim** To practise the -ing and infinitive forms

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

Answer Key

- | | |
|-------------------------------|--------------------------------------|
| 1 <i>going</i> (after 'like') | 4 <i>to go</i> (after 'would love') |
| 2 <i>help</i> (modal) | 5 <i>living</i> (after 'don't mind') |
| 3 <i>be</i> (modal) | 6 <i>try</i> (modal) |

3 **Aim** To practise the *-ing* form, *to-infinitive* and *infinitive without to*

Explain the task. Give Ss some time to complete it. Then, check Ss' answers.

Answer Key

- | | | |
|------------|-----------|------------|
| 1 to tell | 5 Sailing | 9 stop |
| 2 going | 6 try | 10 to help |
| 3 swimming | 7 going | 11 getting |
| 4 sailing | 8 go | |

4 **Aim** To practise the *-ing* and *infinitive* forms using **personal examples**

- Ss complete the task in writing and then tell their partners.
- Check Ss' answers.

Suggested Answer Key

- shopping
- doing the washing-up
- helping around the house
- to visit Mexico
- playing chess
- to study harder
- go out tonight
- to go to the cinema than the theatre
- eating an ice-cream
- to be rich

Extra Activity for weaker classes

Ask Ss to spend three minutes revising the grammar structures in 8e, then in pairs make sentences using them.

5 **Aim** To present/revise *some-any-every-no* & their compounds

- Read the theory aloud and explain the uses of *some/any/every/no* & their compounds.
- As an extension, elicit the L1 equivalents for the examples and/or elicit further examples from Ss around the class.

(Ss' own answers)

6 **Aim** To practise *some-any-every-no* & their compounds

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

Answer Key

- | | |
|--------------|-------------|
| 1 somewhere | 5 no one |
| 2 nothing | 6 something |
| 3 everywhere | 7 anything |
| 4 anyone | 8 Everyone |

7 **Aim** To present/practise *had better/would rather*

- Read the theory aloud and explain that we use *had better + bare infinitive* to give advice or to warn someone. It is stronger than *should* but not as strong as *must*.
- Explain that we use *would rather + bare infinitive* to express preference.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- | | | |
|----------|----------|----------|
| 1 better | 4 better | 7 better |
| 2 rather | 5 rather | 8 rather |
| 3 better | 6 rather | |

8 **Aim** To present/practise **clauses of concession**

- Read the theory aloud and explain that we use **clauses of concession** to express a contrast.
- Give Ss time to complete the task, then check Ss' answers.

Suggested Answer Key

- | | |
|-------------------------|-----------------------------|
| 1 Despite | 4 despite the fact that |
| 2 despite the fact that | 5 In spite of the fact that |
| 3 in spite of | 6 Although |

CLIL TIME: History

1 **Aim** To introduce the topic of the text

- Direct Ss' attention to the picture and the title of the text. Elicit what Ss know about the Great Wall of China. Ask the questions in the rubric and elicit Ss' guesses.
- Play the recording. Ss listen and follow the text in their books to check if their guesses were correct.

Suggested Answer Key

The Great Wall of China is an ancient structure that stretches across Northern China. It was built over 2,000 years ago. In 221 BC the first emperor of China, Qin Shi Huang, united the kingdoms of the country and their separate walls to form one big one to protect the country from invaders from the north.

2 **Aim** To read for specific information

- Ask Ss to read the questions and explain to them that they should underline the key words.
- Allow Ss some time to read the text and complete the task.
- Check answers around the room and elicit corrections for the false statements.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Answer Key

- 1 F (it goes across the country from east to west)
- 2 T
- 3 NS
- 4 F (he united the kingdoms and knocked down the walls that separated them)
- 5 T
- 6 NS
- 7 T
- 8 T

3 a) To consolidate information in a text

- Read the rubric aloud.
- Elicit answers from various Ss around the class.

Suggested Answer Key

The wall is made from earth, brick and stone. Originally, the wall was not one but many walls built by the different kingdoms that China was divided into. It was made a UNESCO World Heritage sit in 1987.

b) To personalise the topic

- Read the rubric and elicit answers from Ss around the class.

Suggested Answer Key

What impressed me most about the Great Wall of China is its length. It is 8,850 kilometres long stretching from the east to the west of the country.

4 To give a presentation about an ancient landmark

- Ask Ss to work in groups and pick an ancient landmark. Ss look up information on the Internet or in encyclopaedias or other reference books. Monitor Ss progress.
- Ss present their landmark to the class.
- Alternatively, assign the task as HW and Ss make their presentations in the next lesson.

Suggested Answer Key

The Parthenon

The Parthenon is a well-known ancient landmark and probably the most famous symbol of Athens, Greece. It is a temple that sits on top of the Acropolis in the centre of the city overlooking the surrounding area. It was built between 447 and 432 BC by the architects Iktinos and Kallikrates to honour the Goddess Athina and 22,000 tons of pentelic marble from nearby Mt. Pentelicus was used in its construction.

Its function was to house the giant gold and ivory statue of the goddess that was made by the sculptor Pheidias which stood over 12 metres high. The whole structure used to be decorated with sculptures and carvings, some of which survive today and, when it was built, it was brightly painted.

Over the years, the Parthenon has been badly damaged but it remains an impressive structure which dominates the Athenian skyline.

Game

Memory Game

Read the text silently. One team closes their books, the other says 5 sentences about the Great Wall of China. Ss need to say if the sentence is **T** (true) or **F** (false). Each correct guess wins 1 point. Swap roles and continue the game. The team with the most points is the winner.

Team AS1: The Great Wall of China is more than 2000 years old.

Team BS1: True.

Team AS1: It was built to separate the kingdoms etc.

Writing

1 To read for gist

- Explain the task and allow Ss some time to read the text and say what each paragraph is about.
- Ask Ss to use their dictionaries to look up the meanings of the words in the **Check these words** box.

Answer Key

The first paragraph is about where they live and why. The second paragraph is about what it is like there. The third paragraph is about how they feel about living there.

2 To present and classify new vocabulary

- Explain the task. Write the headings **Positive/Negative** on the board and then elicit which words/phrases go under which headings from Ss around the class.
- Ask various Ss around the class to use some of them to describe their town/village.

Answer Key

Positive: excellent public transport system, fast pace of life, everything close at hand, good chance of getting a job, cheap shops, lots of restaurants and clubs, relaxed pace of life, safe, peaceful life, helpful neighbours, clean air, beautiful views, never feel bored, hustle and bustle
Negative: crowded, noisy streets, traffic noise, polluted, fast pace of life, unfriendly people, feel isolated, hustle and bustle

Suggested Answer Key

My town has got an excellent public transport system and everything is close at hand. There are lots of restaurants and clubs and I never feel bored.

3 **Aim** To complete an article

Ss do the task. Check Ss' answers around the class.

Suggested Answer Key

- 1 excellent public transport system
- 2 good chance of getting a job
- 3 everything close at hand
- 4 hustle and bustle/fast pace of life
- 5 polluted
- 6 traffic noise

4 **Aim** To write an article about the place where you live

- Allow Ss time to complete the task in class. Remind Ss to give their article a title. Ask various Ss to read out their articles to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Life in my city

I live in Milan. It is a beautiful big city with an excellent public transport system. It's easy to get around but it is a bit crowded and there is a lot of traffic noise. There is a lot to see and do with a variety of shops, clubs, cinemas, restaurants and lots more and I like living here. I like the fast pace of life and having everything close at hand.

Extra Activity for weaker classes

Write the following on the board. Ask Ss to fill in the gaps with phrases from Ex. 2.

I live in It's a city/village with There are but there aren't any I like but I don't like

Exam Practice 8

1 **Aim** To identify headings of paragraphs in a text

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Then they read the text again and underline the key words in it too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

Answer Key

- A 6 (Supermarkets use lots of tricks and tools to encourage shoppers to spend their money. / ... not aware ...)
- B 8 (Shopping can be difficult but there is a product out here that can make it much easier. / ... websites designed to take the hard work out of shopping.)
- C 2 (Retail therapy/ window shopping)
- D 4 (Can give you fashion advice and know all about their products.)
- E 7 (... to your door with very little effort from you.)
- F 3 (Check their stores in secret / These mystery shoppers ... investigate customer's shopping experiences and provide feedback to the shops.)
- G 5 (To make city centres more interesting to shoppers by giving them a make over.)

2 **Aim** To take part in a telephone survey

- Read the rubric with the Ss and explain the task. Explain any unknown vocabulary.
- Tell Ss that they should listen for what word starts each question (i.e Who, What, How). If the question does not start with a question word, then the answer should start with 'yes' or 'no', unless it's an 'either/or' question (i.e. Do you prefer judo or karate?).
- Remind Ss that they should use full sentences (not single-word responses) and that they have 60 seconds to answer each question.
- Role play- Ss (in pairs) take turns and answer the questions.
- Invite a few groups to act the dialogue in front of the class.

Suggested Answer Key

Electronic assistance: How old are you?

Student: I'm 15 years old.

Electronic assistance: What is your home like?

Student: My home is big and beautiful.

Electronic assistance: Do you prefer the city or the countryside?

Student: I prefer the city because there is a variety of things to do and places to see.

Electronic assistance: What leisure activities are available where you live?

Student: There is a sports centre near my home and I like to go there to play basketball.

Electronic assistance: What sorts of public transport can be found there?

Student: There is a metro station and a bus stop too.

Electronic assistance: Finally, what important changes have been made where you live?

Student: A new playground has been built in the park near my home.

Electronic assistance: This is the end of the survey. Thank you very much for your cooperation.

1 Kuznetsk Alatau Reserve

1 To introduce the topic and predict the content of the text

- Elicit what Ss know about the Kuznetsk Alatau Reserve. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

Suggested Answer Key

The Kuznetsk Alatau Reserve is a beautiful place to visit and spend your holiday in South Siberia. It is in the mountains of South Siberia, Russia. You can enjoy many activities there. You can go hiking through the mountains, fishing in the rivers, and skiing in one of the permanent snowfields. You can enjoy the Russian baths after an adventurous day.

2 To identify headings of paragraphs in a text

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words. There is one extra heading.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

Answer Key

- A 4 (beautiful scenery/ amazing wildlife and exciting activities/ friendly)
- B 2 (A wide range of different animals.)
- C 7 (Most people think ..., but the temperature ... / The freezing weather hat people associate with the area only happens in winter.)
- D 5 (Luckily, the swamps high up ... it reaches the rivers.)
- E 1 (The reserve has everything you could wish for (hiking/ fishing/ skiing). /... there is so much to choose from.)
- F 8 (Easy access. / The best transportation ... is to walk through it.)
- G 3 (Be careful. / It is a beautiful place to journey ... but one small mistake can be disastrous.)

3 To consolidate information in a text

- Read the rubric aloud and elicit answers from various Ss around the class.

Suggested Answer Key

The Kuznetsk Alatau Reserve is very important for the environment. A wide range of animals live in this eco-system from bears and elks to foxes and squirrels. The main threat to the wildlife in the reserve is caused by the air pollution caused by the factories, but the swamps high up in the mountains act as a natural filter of the rain water before it reaches the rivers.

Project

To write about another nature reserve in Russia

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about another nature reserve in Russia.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

Name: Central Forest Nature Reserve

Location: North-West of Russia

What is special about it: It was created to protect the Conifer Forest in the upper course of the Western Dvina River. Since 1985, it is classified as UNESCO Biosphere reserve. It is covered by forest and animals that include the brown bear, red fox, moose, deer and the Eurasian beaver. There are 195 species of birds, 6 species of amphibians and reptile species too.

2 The healing Powers of Nature

1 To introduce the topic

- Brainstorm with Ss what they know about natural remedies.
- Ask the questions in the rubric and elicit Ss' answers.

Suggested Answer Key



A typical remedy for a cold is drinking hot tea with some honey or lemon before going to bed. Eating a bowl of hot chicken soup can help too. Inhaling steam from boiling water can also help you breathe more easily.

2 To read for specific information

- Allow Ss some time to read the text and the statements. Elicit/explain any unknown vocabulary.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional-* Ask Ss to correct the false statements.

Answer Key

- 1 NS
 2 NS
 3 T
 4 T
 5 T
 6 F (Treating things like the common cold, scientists have yet to find a cure)
 7 T
 8 F

3   **To consolidate and expand on information in a text**

- Read the rubric aloud.
- Allow a few minutes for Ss to read the text and find three herbs used as natural remedies.
- Invite Ss to share their answers with the rest of the class.

Suggested Answer Key

Someone with a cold might drink tea with lemon, honey or raspberry jam. Mustard bandages are applied on their backs and legs. A leaf of goose grass can be applied to treat cuts and scrapes.

Project


 **To write about remedies in other countries**

- Ss' work in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about remedies and their uses in other countries.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key


Herbs have been used as a traditional medicine in Britain for over a thousand years. The British Library even has a book on herbal remedies from 800 CE! In Britain people used mixtures of asparagus to help tooth ache, basil was used to help with pain from wasp and insect bites, and bay leaves were mixed with honey to help bad coughs. Herbal remedies are still very popular today, and you can find lots of traditional products in pharmacies in the UK.

3 A Taste of Russia

1  **To introduce the topic and stimulate interest in the text**

- Draw Ss attention to the pictures.
- Elicit if Ss recognise these traditional Russian foods and what, if anything, they know about them.



(Ss' own answers)

2  **To identify headings of paragraphs in a text**

- Ss read the text and match headings to paragraphs. Remind students to focus on the main idea of the paragraph, and find key words. There is one extra heading.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.
- Check Ss answers.

Answer Key

- A 8 (Customs that you must follow when you go to someone's house for dinner.)
 B 5 (Dinner in Russia is usually shared with relatives. It is sometimes ... parents and children come together.)
 C 6 (Delicious traditional sweets.)
 D 3 (A number of delicious dishes.)
 E 1 (Almost everyone starts the day with ...)
 F 2 (People often eat at cafes or restaurants which offer lunch... . Employers will order food directly to the building.)
 G 7 (All over the world. / These dishes first spread from Russia ... have become very popular over the years.) / ... choices are beginning to spread.)


3   **To consolidate information in a text and personalise the topic**

- Read the rubric aloud.
- Allow a few minutes for Ss to read the text and find three dishes mentioned in the text.
- Invite Ss to share their answers with the rest of the class.

Suggested Answer Key

Three dishes are mentioned in the text: Borscht, blinis and kasha. I have never tried them but I would like to.

Project

 **To write about traditional Russian food**

- Ss' work individually or in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about their favourite traditional Russian dish.
- Ask various Ss or groups to read their paragraphs to the class.

Suggested Answer Key

My favourite traditional Russian dish is Beef Stroganoff. It is a Russian dish of sautéed pieces of beef served in a sauce with sour cream called Smetana.

4 Homes in Russia

1 To present different types of houses found in Russia and stimulate interest in the text

- Draw Ss attention to the pictures.
- Ss read the names of the three types of houses found in Russia and match them with the pictures. Allow Ss some time to complete the task.
- Invite Ss to share their answers with the rest of the class.

Answer Key

Datcha – third picture

Khrushchovka – second picture

Vysotki – first picture

2 To read for specific information

- Allow Ss some time to read the text and the statements. Elicit/explain any unknown vocabulary.
- Explain to Ss that they should read each statement and underline the key words.
- Allow Ss some time to complete the task in their notebooks.
- Invite Ss to read out their answers and refer to where they found them in the text.
- *Optional* – Ask Ss to correct the false statements.

Answer Key

1 T

2 F (Old town houses and mansions are rare in Russia and can be very expensive.)

3 NS

4 NS

5 F (Kommunalkas are shared apartments that are usually cheaper than other options but many families share a single apartment.)

6 F (VIP club houses.....also include fitness centres (gyms, swimming pools and sports fitness), not the Elite developments.)

7 NS

8 T

3 To consolidate information in a text and personalise the topic

- Read the rubric aloud.
- Allow a few minutes for Ss to formulate their answers.
- Invite Ss to share their answers with the rest of the class.

Suggested Answer Key

a) *In the centre of Russian cities, you can still find old buildings and mansions from the 1800s and 1900s.*

'Khrushchovka' are large blocks of flats and are one of the most common homes found in Russia.

'Kommunalkas' are shared apartments.

b) *I would like to live in a 'Vysotki' because it looks like a castle.*

Project

To write about a typical type of house found in the UK and compare it with a type of house found in Russia

- Ss' work individually or in groups and collect information from the internet, encyclopedias or other reference books and write a paragraph about a typical type of house found in the UK. Then, they compare it with a type of house found in Russia.
- Ask various Ss or groups to read their paragraphs to the class.

Suggested Answer Key

A typical home in England is a detached or semi-detached house made of stone or brick. Most Russians live in large blocks of flats.

Fun Time 1

1 To consolidate vocabulary from the module

- Give Ss some time to complete the crossword. Remind Ss that all the answers are in the module and encourage them to look back over the previous units for help.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Down	Across
1 surgeon	4 stunt man
2 increase	5 wages
3 creative	6 rewarding
4 shifts	

Game: Ss play the game as described in the Ss' Book. Each correct answer gets a point. The team with the most points at the end of the game wins.

2 To consolidate vocabulary from the module

- Explain the task and allow Ss some time to complete it. Remind Ss that all the answers are in the module and encourage them to look back over the previous units. Remind Ss to correct the false sentences.
- Elicit answers from various Ss around the class.

Answer Key

- 1 T
- 2 F (A living statue covers her skin with body paint.)
- 3 F (Retinal implants can restore some sight loss.)
- 4 T
- 5 F (Skaters like rock music.)
- 6 T
- 7 F (The Pygmies are the shortest people in the world.)

3 To consolidate understanding of the module and write a quiz

- Explain the task. Draw Ss' attention to Exercise 2 as a model.
- Allow Ss some time to look through the module for information and then complete the task in pairs.
- Ss swap their quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Disney characters must say "Have a nice day!" to all the visitors at Disney World. (F)
- 2 Simon Newton is a living statue, (F)
- 3 The tallest man in the world is over 2 metres. (T)

4 The Paudaung tribe in Thailand are the healthiest people in the world. (F)

5 Skaters listen to rock music like Blink 182. (T)

6 'Para Para' is a popular computer game in Japan. (F)

4 To predict the content of a song and listen for confirmation

- Explain the task. Go through the words/phrases and explain any unknown vocabulary.
- Elicit what the song is about from various Ss around the class.
- Play the recording to confirm Ss' answers.

Suggested Answer Key

I think the song is going to be about leaders of countries and how they help their people. Perhaps the song is also about how we can be great leaders in our daily lives.

5 To write a few sentences about the topic

- Explain the task. Encourage class discussion about the topic.
- Allow Ss some time to complete the task.
- Ss read out their sentences to the class.

Suggested Answer Key

I think great leaders need to listen to their people and make decisions based on what is best for the people. On the other hand, leaders sometimes have to make decisions that people don't like. When they do this, they must be strong and daring.

Game

Write these words on the board. Ss, in teams make phrases, then use them in sentences of their own. Each correct sentence gets one point. The team with the most points is the winner.

A

- security
- graphic
- social
- to stand
- to earn
- look
- bionic
- self
- wavy
- hooded
- hair

B

- designer
- still
- familiar
- guard
- a living
- limbs
- hair
- extensions
- worker
- esteem
- top

Fun Time 2

1 To complete two crossword puzzles

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

Answer Key

natural phenomena

- 1 tsunami
- 2 tornado
- 3 earthquake
- 4 hurricane

illnesses

- 1 temperature
- 2 cold
- 3 sore throat
- 4 headache
- 5 cough

2 To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

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

3 To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. *Avalanches involve snow.*) (T)
- Ss swap their quizzes with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 Roy Sullivan was struck by lightning six times. (F)
- 2 You should have an x-ray for a broken leg. (T)
- 3 Hayden Adcock was lost in the jungle for two weeks. (F)
- 4 An earthquake is a natural phenomenon. (T)
- 5 The Minotaur was in a labyrinth which was under the palace. (T)
- 6 We usually put some cream on a burn. (T)
- 7 Icarus drowned in a lake. (F)
- 8 King Minos was Queen Pasiphae's husband. (T)

Game: Ss play the game as described in the Ss' Book.

4 To identify the author's attitude

- Elicit/Explain the meanings of **optimistic/pessimistic** and then play the recording. Elicit an answer to the question in the rubric from Ss around the class. Ask Ss to support their answer with reasons.

Answer Key

The singer is optimistic because he/she emphasises positive actions to negative circumstances e.g. 'even in the bad times you will never see me frown'.

5 To personalise the topic

Explain the task and allow Ss some time to complete the sentences about themselves and then check Ss' answers around the class.

Suggested Answer Key

- 1 Problems don't scare me.
- 2 In the bad times I do my best not to give up.
- 3 I'm glad that I have my family and friends to love me and help me.

Fun Time 3

1 To consolidate vocabulary from the module

Give Ss five minutes to complete the task. Then, check Ss' answers on the board.

Answer Key

- sailing, surfing, white-water rafting, snorkelling
- surfing, snowboarding
- motocross, mountain biking
- bungee jumping, hang-gliding, skydiving, rock climbing
- cricket, squash

2 To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 T | 2 F | 3 T | 4 F | 5 F | 6 T |
|-----|-----|-----|-----|-----|-----|

Game: Ss play the game as described in the Ss' Book.

3 **THINK!** **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (*e.g. Snorkelling is a water sport.*) (T)
- Ss swap their quizzes with another pair, do it, and then report back to the class.

Suggested Answer Key

- 1 Hang-gliding is done in the air. (T)
- 2 Bethany Hamilton lost a leg in a shark attack. (F)
- 3 You need flippers and a mask to go snorkelling. (T)
- 4 Carbohydrates are an excellent source of energy. (T)
- 5 People from all around the world take part in the Reindeer Herder's Day. (F)
- 6 You need goggles for snowboarding. (T)

4 **Song** **Aim** To listen and read for specific information

- Read out the question in the rubric and then play the recording.
- Ss listen and follow the song in their books and find out the answer.

Answer Key

According to the singer, the world is a wonderful place because there are so many wonderful places to see.

5 **THINK!** **Aim** To express a personal opinion

Allow Ss some time to formulate an answer and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

Our world is wonderful because it is full of beauty.

Fun Time 4

1 **Aim** To consolidate vocabulary from the module

Play the game in teams, as in the example. Each correct sentence gets a point. The team with the most points wins.

Suggested Answer Key

Team B S1: Someone burgled the house when the owners were on holiday.

Team A S2: A man escaped from prison yesterday. etc

2 **Aim** To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

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

3 **THINK!** **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (*e.g. Charities rely on volunteers.*) (T)
- Ss swap their quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 A shoplifter is someone who steals wallets. (F)
- 2 An arsonist breaks into people's homes. (F)
- 3 Spraying paint on walls is vandalism. (T)
- 4 You get a fine in the UK for speeding. (T)
- 5 Balsa is the best wood to make a raft with. (T)
- 6 Brightly-coloured insects are likely to be poisonous. (T)
- 7 Kitezh is a community for stray animals. (F)
- 8 Barnado's is a charity that helps disabled adults. (F)

Game: Ss play the game as described in the Ss' Book.

4 **Song** **Aim** To predict the content of the song/ to listen for gist

- Ask Ss to read the title of the song and then elicit Ss' guesses as to what the song is about.
- Play the recording and Ss listen and follow the song in their books to find out.

Suggested Answer Key

The song is about helping others. It says that sometimes we all need other people. If we all cared for people with problems and looked after each other, the world would be a better place.

5 **THINK!** **Aim** To expand the topic

- Read the rubric aloud and allow Ss some time to formulate their answers and write their sentences.
- Ask various Ss around the class to read their sentences.

Suggested Answer Key

A good friend should protect you.
 A good friend should help you when you are in trouble.
 A good friend should be understanding.

Game

Chain story

In teams continue the story.

Last week two men entered the bank on Apple Street

Team AS1: They were wearing masks on their faces.
 etc

Fun Time 5

1 **Aim** To consolidate collocations from the module

- Read out the *Study Skills* box. Explain the task and play as a game.
- Divide the class into teams and give Ss time to match the words, make collocations and write their sentences. Each correct collocation/sentence gets a point. The team with the most points or the team that finishes first wins.

Suggested Answer Key

We should all try to protect **endangered species**.
 I once saw a **volcanic eruption** on TV. It was amazing.
 The Baiji dolphin may **face extinction** very soon.
Global warming is a danger to all of us.
Humid weather can damage monuments.
 Turning off lights when we don't need them reduces **energy waste**.
 Traffic fumes cause **air pollution**.
 We should all help preserve our **cultural sites**.

2 **Aim** To test knowledge learnt in this module/to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

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

3 **THINK!** **Aim** To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. *Deforestation is when people cut down trees.*) (T)
- Ss swap their quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Angkor Wat is a temple. (T)
- 2 Stonehenge dates from the 12th century. (F)
- 3 Ball lightning is electrical. (T)
- 4 It rained frogs in 1939 in England. (T)
- 5 Dust causes a blue moon. (T)
- 6 Smog is water pollution. (F)
- 7 Amur tigers come from Australia. (F)
- 8 Ozone is the only gas in the atmosphere. (F)

Game: Ss play the game as directed in the Ss' Book. Each correct conditional sentence gets a point. The team with the most points at the end of the game wins.

4 **Song** **Aim** To predict the content of the song/to listen for gist

- Ask Ss to read out the list of words/phrases and then elicit Ss' guesses as to what the song is about.
- Play the recording and Ss listen and follow the song in their books to find out.

Answer Key

The song is about what we can do to protect the environment.

5 **THINK!** **Aim** To expand and consolidate the topic of the song

Explain the task and allow Ss three minutes to write their sentences and then ask various Ss' around the class to read out their answers.

Suggested Answer Key

We can clean up rivers, lakes and seas. We can pick up litter. We can plant trees. We can recycle our rubbish. We can stop polluting the water, land and air.

Game

Compound nouns & collocations: Work in two teams. Teams in turn say a word. The other team adds a word that goes with it, then make a sentence using the compound noun/collocation. Each correct sentence gets one point. The team with the most points wins. Ss can spend two minutes revising the vocabulary in this unit before they start the game.

Team A1: *plant*

Team B1: *trees – We need to plant trees to help reduce air pollution.*

Fun Time 6

1 To consolidate vocabulary learnt in the module

Give Ss time to complete the puzzle, then check Ss' answers and elicit the highlighted words.

Answer Key

- | | | |
|---------------|-------------|-------------|
| 1 fax machine | 5 letters | 9 mouse |
| 2 keyboard | 6 speakers | 10 screen |
| 3 webcam | 7 pager | 11 Internet |
| 4 printer | 8 telephone | |

Highlighted words: *mobile phone*

2 To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

- 1 F (*Russia sent a dog into space.*)
- 2 T
- 3 F (*Technology will transform houses to run themselves.*)
- 4 F (*You can see people on the Internet with a webcam.*)
- 5 T
- 6 F (*Body language is different all over the world.*)
- 7 T
- 8 F (*James Hargreaves invented the spinning jenny.*)

3 To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (*e.g. Fire fighters wear similar clothes to astronauts.*) (T)
- Ss swap their quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 *The first spacecraft on the moon was Apollo 11.* (T)
- 2 *A satellite can receive at least 5,000 phone calls.* (T)
- 3 *You can use a pager to send an MMS.* (F)
- 4 *Smart fridges will order food from the supermarket.* (T)
- 5 *Nanotechnology will clean your windows in the future.* (T)
- 6 *Too much time on a mobile phone can damage your eyes.* (F)
- 7 *The steam engine was invented by an American.* (F)
- 8 *You should always cross your legs when you sit in Thailand.* (F)

Game: Ss play the game as described in the Ss' Book. Each correct reported sentence gets a point. The team with the most points at the end of the game wins.

4 To read for lexico-grammatical structure, and rhyme

- Draw Ss' attention to the words/phrases in the list and allow Ss some time to read the song and guess which gaps they fill. Remind Ss to check which words rhyme with the word at the end of another line.
- Play the recording and Ss listen and follow the song in their books to check their answers.

Answer Key


- | | | | |
|---------|----------|--------|---------|
| 1 phone | 3 online | 5 know | 7 diary |
| 2 text | 4 away | 6 too | 8 play |

5 To read for specific information

- Ask Ss to read the song again and elicit an answer to the question in the rubric.

Answer Key

The singer's mobile phone makes her not feel alone. She can use it for the Internet, to call friends, play music, take a photo or check her diary.

-  Ask how many Ss feel the same as the singer. Ss write a short paragraph and read it to their partner.

Suggested Answer Key

Yes, I feel the same. I like to use my mobile phone for lots of different things and knowing I can call someone whenever I want makes me feel secure when I am out.

Game

Play in teams. Say a word related to technology. Make sure the word is from Module 6. The other team makes a sentence using it. Each correct sentence gets one point. The team with the most points wins.

Team AS1: keyboard

Team BS1: We use the keyboard to type documents – printer

Team AS2: We use a printer to print a document. etc

Fun Time 7

1 Aim To complete a crossword

- Allow Ss some time to complete the crossword.
- Check Ss' answers and elicit the hidden word.

Answer Key

- | | |
|--------------|------------|
| 1 orchestra | 4 audience |
| 2 stadium | 5 sound |
| 3 percussion | 6 stage |

hidden word: string

2 Aim To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

- 1 T
- 2 T
- 3 T
- 4 F (It is in the inner part)
- 5 T
- 6 F (It is a string instrument)
- 7 F (It consists of three parts)
- 8 T

3 THINK! Aim To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. James Cameron stars in 'Terminator 2'.) (F)
- Ss swap their quizzes with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 Drones have appeared in 'Mission Impossible'. (T)
- 2 'The Dark Knight' is a film about Batman. (T)
- 3 'The Magic Flute' was composed by Giuseppe Verdi. (F)
- 4 Pablo Picasso painted 'The Mona Lisa'. (F)
- 5 The Vegetable Orchestra is from Venice. (F)
- 6 The Vegetable Orchestra plays electronic music. (T)
- 7 The tin whistle is made of tin. (F)
- 8 The gudok has an oval wooden case. (T)

Game: Ss play the game as described in the Ss' Book.

4 Song Aim To predict the content of the song and listen for specific information

- Draw Ss' attention to the words/phrases and read the question in the rubric aloud and elicit Ss' guesses.
- Play the recording for Ss to listen and follow the song in their books to find out.

Answer Key

They describe objects or actions that can all be used to make music.

Game

Ss in teams form phrases using words from columns A & B, then make sentences using them. Each correct sentence gets 1 point. The team with the most points is the winner.

A			B		
computer-	awards	soap	band	fiction	film
science	highly	gripping	plot	opera	animated
special	social	jazz	effects		ceremony
			recommended		drama

Team AS1: He plays the saxophone in a **jazz band**.
 "The Bold and the Beautiful" is an American **soap opera**.
 Let's watch the **awards ceremony** and see who the winner will be.

Fun Time 8

1 To consolidate vocabulary learnt in the module

Give Ss time to copy and complete the crossword. Then check Ss' answers.

Answer Key

Across	Down
1 cave	1 cosmopolitan
3 chimney	2 rink
4 courtyard	3 craftsman
6 attractions	5 coast

2 To test knowledge learnt in this module/ to do a quiz

- Explain the task. Allow Ss some time to read the sentences and decide whether each one is true or false.
- Alternatively, you may allow Ss to review the module and find the relevant information to complete the quiz correctly. Check Ss' answers.

Answer Key

1 F (It is in Russia.)	5 T
2 T	6 F (It is in Russia.)
3 F (It is in Turkey.)	7 T
4 T	

3 To consolidate vocabulary learnt in the module/to write a quiz

- Explain the task and allow Ss time to look through the module and think of quiz items in pairs.
- Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. Arkaim is as old as ancient Babylon.) (T)
- Ss swap their quiz with another pair and do it and then report back to the class.

Suggested Answer Key

- 1 There are houses called 'fairy chimneys' in Turkey. (T)
- 2 The Korowai people built their houses to be safe from floods. (T)
- 3 West Edmonton Mall is in Russia. (F)
- 4 Ice hockey is the national sport of Canada. (T)
- 5 The Great Wall of China is made from wood. (F)
- 6 Qin Shi Huang was the last emperor of China. (F)
- 7 Arkaim is in Russia. (T)

Game: Ss play the game as described in the Ss' Book.

4 Song To predict the content of the song and listen for specific information

- Draw Ss' attention to the title and the first two lines of the song. Read the question in the rubric aloud and elicit Ss' guesses.
- Play the recording and Ss listen and follow the song in their books to find out.

Suggested Answer Key

They like to spend time with their friends but they don't like to feel unsafe when they are out at night, the polluted air and the urban crime rate. They would like to spend more time in the countryside.

5 To personalise the topic

Read out the sentence stub and elicit various answers from Ss around the class to complete it.

Suggested Answer Key

... it is busy, active and fun but it can be difficult at times.

Game

Go through the module and write down ten words/phrases from the module. Say the words/phrases to your partner. Each correct sentence your partner makes gets 1 point. Swap roles and repeat.

harbour Barcelona has got a big harbour with lots of ships.

skyscrapers Skyscrapers are very tall buildings with lots of floors.

Self-Check 1

- 1 1 *daring* 5 *confident* 9 *trendy*
 2 *polite* 6 *reserved* 10 *still*
 3 *fits* 7 *bossy*
 4 *overweight* 8 *matches*

- 2 1 *flat* 5 *middle* 9 *travel*
 2 *shop* 6 *paid* 10 *tight*
 3 *spiky* 7 *professional*
 4 *heart* 8 *fashion*

- 3 1 *the shortest* 4 *friendlier than*
 2 *thinner than* 5 *better*
 3 *the most energetic*

- 4 1 *like* 5 *am painting* 9 *hates*
 2 *is training* 6 *meets* 10 *arrives*
 3 *are you leaving* 7 *has*
 4 *is appearing* 8 *are working*

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

Self-Check 2

- 1 1 *sprained* 5 *muscle* 9 *avalanche*
 2 *wound* 6 *condition* 10 *dressing*
 3 *plaster cast* 7 *recover*
 4 *X-ray* 8 *suffered*

- 2 1 *first* 5 *bruise* 9 *knock*
 2 *volcanic* 6 *cost* 10 *ranger*
 3 *search* 7 *lightning*
 4 *stay* 8 *set*

- 3 1 *is used to* 3 *use* 5 *to go*
 2 *walked* 4 *would*

- 4 1 *went* 4 *was frying*
 2 *were sleeping* 5 *broke*
 3 *were driving*

- 5 1 *Are you OK?* 4 *You should see a doctor.*
 2 *I feel terrible.* 5 *I suppose you're right.*
 3 *What's wrong?*

Self-Check 3

- 1 1 *skydiving* 5 *paddle* 9 *canoeing*
 2 *scuba diving* 6 *cricket* 10 *goggles*
 3 *mask* 7 *gloves*
 4 *kayaking* 8 *flippers*

- 2 1 *sharp* 5 *rock* 9 *tales*
 2 *look* 6 *major* 10 *lose*
 3 *catch* 7 *white-water*
 4 *overcome* 8 *board*

- 3 1 *since* 3 *yet* 5 *ever*
 2 *ago* 4 *already*

- 4 1 *Have you ever been* 6 *moved*
 2 *left* 7 *went*
 3 *has just finished* 8 *has been painting*
 4 *hasn't come* 9 *has already booked*
 5 *have been working* 10 *broke*

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

Self-Check 4

- 1 1 *rob* 5 *sentenced* 9 *speeding*
 2 *Arson* 6 *kidnappers* 10 *took*
 3 *commit* 7 *broke into*
 4 *stealing* 8 *Vandals*

- 2 1 *hissing* 5 *criminals* 9 *theft*
 2 *speed* 6 *singing* 10 *fine*
 3 *badge* 7 *street*
 4 *rustling* 8 *guide*

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

- 4 1 *nice black cotton* 4 *beautiful white French*
 2 *big round wooden* 5 *small round silver*
 3 *tall young thin*

- 5 1 *tired* 3 *exhausted* 5 *slowly*
 2 *terrible* 4 *interested*

- 6 1 *had left* 4 *had you been living*
 2 *had been playing* 5 *had finished*
 3 *had won*

Self-Check 5

- 1 1 *Exhaust* 5 *endangered* 9 *pouring*
 2 *habitats* 6 *symbol* 10 *howling*
 3 *poisons* 7 *extinct*
 4 *transport* 8 *damaging*

- 2 1 *melting* 5 *cultural* 9 *weird*
 2 *environmental* 6 *busy* 10 *volcanic*
 3 *historic* 7 *waste*
 4 *global* 8 *face*

- 3 1 *'ll close* 6 *is going to buy*
 2 *will be sunbathing* 7 *is going to fall down*
 3 *is going to crash* 8 *'ll come*
 4 *'ll help* 9 *will be revising*
 5 *is leaving* 10 *'ll pass*

- 4 1 *saw* 5 *could* 9 *had called*
 2 *get* 6 *will have* 10 *would have*
 3 *had stopped* 7 *don't leave* *met*
 4 *were* 8 *would join*

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

Self-Check 6

- 1 1 missions 5 touch 9 nickname
 2 communicate 6 send 10 design
 3 move 7 access
 4 launched 8 download

- 2 1 space 5 web 9 program
 2 human 6 text 10 memory
 3 heating 7 account
 4 radio 8 compilations

- 3 1 He asked if/whether John was coming.
 2 She said (that) she didn't know his name.
 3 She asked Ann if/whether she could help her.
 4 He said (that) she had left an hour before.
 5 He asked where the kids were.
 6 He told me not to touch that.
 7 He told us to go with them.
 8 She asked if/whether he had called.
 9 He asked me to leave him alone.
 10 She said (that) they hadn't left yet.

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

Self-Check 7

- 1 1 educational 5 released 9 offer
 2 highlights 6 transportation 10 cast
 3 flying 7 gripping
 4 composed 8 blockbuster

- 2 1 soap 5 remotely 9 drama
 2 chat 6 fiction 10 opera
 3 musical 7 concert
 4 computer 8 gallery

- 3 1 was 3 has 5 will
 2 are 4 were

- 4 1 'Hamlet' was written by William Shakespeare.
 2 America was discovered by Christopher Columbus.
 3 The theme song will be sung by Christina Aguilera.
 4 'Spiderman' wasn't directed by George Lucas.
 5 The robot is programmed to protect a young boy.

- 5 1 They award Oscars every year.
 2 Peter Jackson will direct the film.
 3 They have hired film extras for battle scenes.
 4 An opera singer sings the theme tune.
 5 Munch painted 'The Scream' in 1893.

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

Self-Check 8

- 1 1 nightlife 5 skyscrapers 9 industrial
 2 located 6 cramped 10 thatched
 3 destination 7 block
 4 landmarks 8 basic

- 2 1 department 5 attractions 9 spacecraft
 2 park 6 transport 10 tree
 3 cosmopolitan 7 civilisation
 4 sandy 8 shopping

- 3 1 who 3 where 5 which
 2 which 4 whose

- 4 1 isn't it 5 should 9 can't
 2 go 6 left 10 has he
 3 to come 7 won't it
 4 must 8 working

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

Word Formation Teacher's Guide



To practise word formation

- Ss read each sentence and try to understand the general meaning.
- Allow Ss some time to identify what is missing (a noun, a verb, an adjective etc.).
- Refer Ss to the theory on pg. WF1 and explain the use of prefixes, suffixes etc. Remind Ss to check if the gap must be filled by an adjective in its opposite form or a noun in its plural form.
- Give Ss some time to complete the task.
- Elicit ideas and encourage Ss to justify their choices.

Answer Key

- 1 *overeat*
- 2 *transatlantic*
- 3 *unconscious*
- 4 *disagree*
- 5 *illegal*
- 6 *impolite*
- 7 *irregular*
- 8 *disappear*
- 9 *non-smoking*
- 10 *incomplete*
- 11 *deactivate*
- 12 *assistant*
- 13 *designer*
- 14 *actress*
- 15 *trainee*
- 16 *musician*
- 17 *student*
- 18 *typist*
- 19 *burglar*
- 20 *librarian*
- 21 *information*
- 22 *pressure*
- 23 *arrival*
- 24 *insurance*
- 25 *decision*
- 26 *argument*
- 27 *infection*
- 28 *discovery*
- 29 *difference*
- 30 *patience*
- 31 *importance*
- 32 *privacy*
- 33 *punctuality*
- 34 *darkness*
- 35 *dangerous*
- 36 *painful*
- 37 *expensive*
- 38 *tasty*
- 39 *environmental*
- 40 *priceless*

- 41 *believable*
- 42 *brilliant*
- 43 *reliable*
- 44 *responsible*
- 45 *obedient*
- 46 *strengthen*
- 47 *realize*
- 48 *frighten*
- 49 *liar*
- 50 *traditional*
- 51 *colourful*
- 52 *funny*
- 53 *nervous*
- 54 *fearless*
- 55 *existence*
- 56 *education*
- 57 *performance*
- 58 *leader*
- 59 *employment*
- 60 *non-stop*
- 61 *guitarist*
- 62 *silence*
- 63 *enjoyable*
- 64 *familiarize*
- 65 *fluency*
- 66 *similarity*
- 67 *breakable*
- 68 *seriousness*
- 69 *interviewer*
- 70 *singer*
- 71 *electrician*
- 72 *unhappy*
- 73 *irrational*
- 74 *excellent*
- 75 *immature*
- 76 *incorrect*
- 77 *survival*
- 78 *invention*
- 79 *recovery*
- 80 *threaten*

Practice Test

Listening Task 1

- | | | | | | | |
|---|---|---|---------------|---|---|---------------------|
| 1 | 1 | 3 | In a hotel | 3 | 5 | At a bus station |
| | 2 | 2 | At an airport | 4 | 1 | In a travel agent's |

Listening Task 2

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

Listening Task 3

- | | | | | | | |
|---|---|---|---|---|---|---|
| 3 | 1 | 2 | 3 | 1 | 5 | 2 |
| | 2 | 1 | 4 | 3 | 6 | 3 |

Reading Task 1

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

Reading Task 2

- | | | | | | | | | |
|---|---|----|---|----|---|---|---|---|
| 1 | 1 | T | 3 | NS | 5 | T | 7 | T |
| | 2 | NS | 4 | NS | 6 | F | 8 | F |

Grammar & Vocabulary Task 1

- 3 1 was walking
- 2 had crossed
- 3 took
- 4 was being pulled out
- 5 was ruined
- 6 his
- 7 later
- 8 asking
- 9 first

Grammar & Vocabulary Task 2

- | | | | | |
|---|---|-------------|---|-------------|
| 2 | 1 | famous | 4 | competitors |
| | 2 | unusual | 5 | extremely |
| | 3 | preparation | 6 | remarkable |

Writing

1 Suggested Answer

Dear Ben,

I am so glad that you enjoyed Careers Day at your school. Choosing a career is definitely one of the most important decisions you will ever have to make in your life.

I like most of the subjects I am taking at school but my favourite are English and Music. I think I would enjoy being a teacher because of my love for children. I could teach English and Music in a school. Of course, it would be an indoor job but I would be able to take the students outdoors once in a while too if the weather is pleasant enough. Another career that I would like is to be a musician. I would love to play the piano at piano bars and restaurants, entertaining people and making them happy.

Looking forward to receiving your next letter.

With love,

Patty

Speaking Task 2

2 Suggested Answer

Electronic assistance: How old are you?

Student: I'm 15 years old.

Electronic assistance: How many musical instruments can you play?

Student: I can play the piano.

Electronic assistance: What kinds of music do you, or your family, regularly listen to?

Student: My parents listen to classical music but my brother and I listen to rock and pop music.

Electronic assistance: What musical facilities are available in the place where you live?

Student: There is a Music Conservatory near my home for students who want to learn how to play a musical instrument.

Electronic assistance: Why do you think people enjoy listening to music?

Student: People enjoy listening to music because it makes them feel many emotions. Music can make people feel calm, happy, sad, excited and hopeful. In my opinion, life without music would be quite boring indeed.

Electronic assistance: What would you advise a person who wants to learn to play a new instrument?

Student: In order to learn how to play a musical instrument, you should love whatever instrument you have chosen. Also, when you practice, it should not be out of obligation but because you feel passionate about it. That is the only way someone can ever learn how to perform beautiful music.

Electronic assistance: That is the end of the survey. Thank you very much for your cooperation.

Speaking Task 3

3 Suggested Answer

Why people enjoy extreme sports? People enjoy extreme sports because they experience an adrenaline rush or high due to increased levels dopamine, endorphins and serotonin.

Why extreme sports are more popular today than they were in the past? Extreme sports are more popular today than in the past because more and more young people are looking for ways to get a 'thrill' or 'high'. Also, people in the western world have more free time and look for different ways to be entertained.

What is the most extreme activity you have ever done? The most extreme activity I have ever done is Bungee jumping/Paintball/Rock climbing/Parkour Snowboarding/Windsurfing/Skydiving/Scuba diving/Paragliding.

Module 1

➤ Exercise 8a (p. 7)

A: Welcome to 'Career Choices'. Today in the studio we have make-up artist Petra Daly with us and she's going to tell us all about her job. Welcome Petra.

B: Thank you. It's great to be here.

A: So, Petra, would you like to tell all our listeners about what your job involves?

B: Certainly. Well, I do people's make-up for different occasions and projects such as professional photographs, fashion shows, TV, films, weddings or advertising campaigns.

A: What kind of skills does a make-up artist need to have?

B: You need to be artistic and have a sense of what colours go well with each other and also which colours will cancel out one another so you can help hide dark circles under the eyes, spots and so on. You also have to be flexible and able to adapt to changing schedules. You need to be friendly and sociable and able to work with all types of people, too. It's not a good job for a shy person.

A: What kind of daily routine is there for a makeup artist?

B: Well, most make-up artists are self-employed and work on a freelance basis and there isn't really a daily routine because some days are 4 hour jobs and other days I can work 16 hours straight. Photo shoots can be at least 8-9 hours with four makeup and hairstyle changes. A wedding can take from 2 to 6 hours depending on how many people there are to do. It can be very tiring but it is very rewarding.

A: Where is make-up usually done? What is your work environment like?

B: Well, I can work indoors and out for photo shoots. I visit private homes for weddings and I work in TV studios or on location for TV projects and films. I never sit down when I'm working.

A: Do you earn a lot of money?

B: If you have experience and a good reputation in the industry, you can earn a lot of money. When you are starting out you won't earn a lot of money, but the more experience you have the more money you can earn.

A: Well, that was very interesting. We'll be right back after these messages when Petra will answer caller's questions.

➤ Exercise 7 (p. 11)

And in other news ... police are looking for a missing person. Ben Wilson went missing last Tuesday in the centre of Manchester. Ben is in his mid twenties. He's of medium height with short brown hair and brown eyes. Ben often wears glasses and has a beard and moustache. Please call the police immediately if you see Ben. Moving on to sports news ...

Module 2

➤ Exercise 7 (p. 19)

Sally: Hi Tony. Hi Jenny. How are you?

Jenny: Hi, Sally. Actually, my ankle hurts because I twisted it yesterday while I was playing basketball.

Sally: Oh dear. I'm sorry. Have you done anything to make it better?

Jenny: Well, I put some ice on it and that helped a lot. Tony hurt himself yesterday too, didn't you Tony?

Tony: Yes, I did.

Sally: Really? What happened to you?

Tony: Oh, nothing serious. I just burnt my hand while I was cooking dinner. I put some cream on it and it's a lot better now.

Sally: Well, it seems we've all had accidents lately.

Jenny: Oh no. Don't tell me you hurt yourself yesterday too?

Sally: Yes. I was rollerblading in the park when I fell and cut my leg. I cleaned the wound and put a dressing on it.

Jenny: Oh well, at least none of us was badly hurt.

➤ Exercise 3 (p. 23)

Derek: Hi, Jessica. What's new?

Jessica: I was just listening to the news about a man they found in the jungle. He was lost for 11 days without food. It's amazing how he survived.

Derek: Well they say that people can survive 3 hours in the cold, 3 days without water and 3 weeks without food.

Jessica: Doesn't that depend on how healthy you are to start with?

Derek: Yes. The more fit someone is, the better their chances to survive.

Jessica: I guess that's why he survived. This man was very fit, but it took so long to find him. No one knew he was gone until days later.

Derek: That's why you should always inform someone about where you are going and the route you will take. This way, help will get to you sooner.

Jessica: You know although he was an experienced hiker, he didn't seem well prepared. He left wearing light clothes and carrying only a bottle of water.

Derek: They say hikers should always carry food, water, protective clothing and something to light a fire with. They should also have a whistle to attract attention.

Jessica: Well this guy only had the water but he chose to wait near a waterfall until they found him.

Derek: That's probably what saved him. One of the rules about getting lost is to stay in one spot until people come for you. Most people move around.

Jessica: Well when they found him he was weak and unable to move.

Derek: At least he's alive.

➤ Exercise 3 (p. 27)

Emma: Dan! How are you? I hear you had an accident on your skiing holiday in the French Alps last month!

Dan: Can you believe it! I'm OK, but poor Bob's not so good.

Emma: What happened?

Dan: Well, it was a bright sunny day and we were having a great time whizzing down the slopes. We were both in a great mood, as you can imagine.

Emma: Yeah, go on. Then what?

Dan: All of a sudden, there was a terrible rumbling sound coming from behind us! It was really scary, I can tell you!

Emma: What was it?

Dan: An avalanche, of all things! There was a huge mountain of snow rolling down the mountain. It was heading right for us!

Emma: What did you do?

Dan: We skied as fast as we could to get out of the way, but the force of the snow hit us quite hard! It knocked us both right off our feet!

Emma: But you were OK?

Dan: Yes, I was fine, but Bob broke his leg.

Emma: Did you get help?

Dan: Well, I tried to keep Bob calm. I made sure he was warm and that he didn't move his leg. Then, we waited for someone to come and rescue us.

Emma: I bet you were really worried.

Dan: I was! I didn't want to spend the night on the mountain!

Emma: Of course not! Did someone arrive to help?

Dan: After a couple of hours, I heard a helicopter so I started waving to get their attention. Luckily, they saw us and lifted us off the mountain safely.

Emma: Thank goodness for that!

Dan: You bet! We were so relieved. What an experience!

Module 3

➤ Exercise 8 (p. 31)

John: I live near the mountains and there's lots of snow in the winter. Every weekend I take my board, my goggles and a pair of warm gloves and head for the nearest slope. Some people think it's a dangerous sport but I find it challenging to get to the bottom without losing your balance! It's more difficult than skiing but it's perfectly safe if you've had lessons with a trained instructor.

Sally: I remember the first time I tried it. I was really scared I wouldn't be able to breathe under the water. My friend Bill showed me how to put on the mask so that my eyes and nose were covered properly. Then I had to learn how to breathe through the snorkel. Once I got the idea it was fantastic! I saw some amazing fish down there. It's so exciting to swim around with them. When you wear your flippers you can swim really fast too.

Peter: I have always loved this sport. My dad started to take me to matches from the time I was young. My mates and I play at the weekend in our local park. All we need is a

big open area and a bat. I wear batting pads also, to protect myself from being injured. I am pretty good at it and I want to play for the national team someday.

➤ Exercise 6 (p. 35)

Speaker A

Last summer, my family and I went on holiday to Glasgow. We stayed in a tiny hotel and all four of us came down with the stomach flu. I've never been that ill on holiday. It lasted for three days. We couldn't eat or drink for the rest of the holiday. It ruined our trip.

Speaker B

It was Thanksgiving and my brother's friend was driving me home from college, since I didn't have a car. It was a two-hour drive and we were in a snow storm. While we were driving down the motorway, his car suddenly stopped working! No mechanic was open on Thanksgiving so we waited for an hour in the cold for a taxi. Of course, I missed the family dinner.

Speaker C

My holiday started in the worst way possible. I called a taxi to take me to the airport. There were many cars and traffic was heavy, but it was moving. Since we were only a few miles away from the airport I thought it would clear up at some point. It finally did two hours later. I didn't make it to the airport on time and I had to book another plane ticket for the next day.

Speaker D

During my summer holiday last year my family took me to a water park. It was a really hot day and I spent hours swimming and going down slides. I forgot to put on sunscreen and when I got back to the hotel my back started turning red. I was in so much pain that I couldn't wear a shirt for days afterward.

Speaker E

I went on holiday last month to Spain. When I arrived at the airport I went to claim my bag but it wasn't there. So I reported it to the airline. I assumed that they would send it to me on the next flight and I would pick it up later that day. Turns out the airline found my bag three days later when I was getting ready to go home.

➤ Exercise 2 (p. 40)

Dialogue A

F: Come on in – the water is lovely and warm!

M: No thanks. I'm happy just sitting on the sand and reading my book.

F: What's the matter? Don't you know how to swim?

M: Actually, no. I never had lessons as a child because there wasn't a sports centre in our town.

F: Well, I can teach you now. The water is so calm – there are hardly any waves today! It's a great time to learn!

Dialogue B

F: Good morning! How can I help you?
M: Hi! I'm going on a beach holiday in the Maldives and I need to get some equipment for snorkelling.
F: That sounds awesome! Do you need a mask?
M: No, I've got one. But I do need flippers. How much are they?
F: Well, we've got several different kinds. This brand is the best, in my opinion. They're £32.50.
M: Great! I also need a snorkel.
F: OK. Let me show you what we've got.

Dialogue C

M: Good afternoon. What can I do for you?
F: I'd like to book a place on the swimming course, please.
M: Sure. Do you want to join the Monday evening class or the Saturday morning one?
F: Umm ... Saturday morning, please.
M: OK. It's £45 for the whole 10 week course.
F: Thanks. Do I need any special equipment?
M: Just your swimming costume, a towel and some goggles. You can buy everything you need in the sports shop around the corner.

Dialogue D

F: Hello, sir. Have you just got one piece of luggage with you today?
M: No. I've got this suitcase, but I've also got my surfboard here, too.
F: I'm afraid that's too big. You can't board the flight with it.
M: Oh, but I'm going to Hawaii and I'm really looking forward to surfing at the beach.
F: Well, you can still take it with you, but you have to take it to the desk over there, opposite the coffee shop. The man there can put it in a different part of the plane and you can get it back when you land in Hawaii.
M: OK! Thanks!

Module 4

➤ **Exercise 6 (p. 43)**

Policeman: OK, sir. Can you tell me what happened? Were you on the bus?
John: Yes. I had just gotten on the bus at the previous stop. I got on with a group of people and we had all sat down.
Policeman: Is that when it happened?
John: Well, not exactly. We were almost at the next stop and the bus began to slow down in order to pull over. Suddenly, I heard a terrible noise and I realised something had hit us.
Policeman: Tell me how you got that bump on your head.
John: When the jeep hit us, the bus driver hit the breaks to stop the bus and I crashed into the seat in front of me. I hit my head on the top of the seat.
Policeman: Did anyone help you?

John: No, in fact I got off the bus and went to see if the driver of the jeep was OK. I have taken a first aid course, so I wanted to help.
Policeman: Was he injured?
John: No, fortunately he was wearing a seatbelt. Someone called for an ambulance, just to be safe, but everyone was OK.
Policeman: You're right, that was fortunate. That's all for now, thank you for your time sir.
John: No problem, I am glad I could help.

➤ **Exercise 4 (p. 46)**

Mark: Hi Kate. Did you go on holiday?
Kate: Hi Mark. Yes, I went on a safari trip to Kenya. How about you?
Mark: Well, my family and I were supposed to go on a cruise to Spain but my dad couldn't get time off work so we stayed in the UK and visited my grandparents instead. How was your holiday?
Kate: It was fantastic, thanks. Well worth the ten-hour flight to get there.
Mark: Wow! The longest flight I've ever had was seven or eight hours. I was very uncomfortable and I couldn't sleep. I remember feeling so tired. What did you do for so many hours?
Kate: Well, I was talking to my mum and dad before I left and they told me to take some good books with me to read on the plane. But, I actually slept for most of the trip.
Mark: You're lucky. It must have gone by quickly then.
Kate: Yes, it did. Thank goodness, because as soon as I got there my group started a trip into the jungle.
Mark: That sounds exciting. How long were you in the jungle?
Kate: Well, it was suppose to be for two days, but we all decided to stay one more day, so that made it three. We had enough supplies and we had gone all that way ... so we thought, why not?
Mark: So you must have had to carry a lot of stuff with you. Did you go by plane?
Kate: Oh, no! There wouldn't have been anywhere for a plane to land, it was very thick jungle. A helicopter went ahead of us and dropped off our supplies and equipment. We went in a jeep.
Mark: Were you worried about wild animals?
Kate: It was a little bit scary at night, but during the day it was fine. In fact, the most exciting thing for me was when we saw some snakes in a tree. They were very rare and we were very fortunate to see them in their natural habitat.
Mark: Well it sounds like you had an amazing experience. Next time I see you, I would like to see your photos.
Kate: Yes, of course. I would be happy to show them to you
 ...

➤ **Exercise 3 (p. 51)**

Tom: Are you coming out tonight? We're going to see a new band playing.
Alex: I want to come but my parents said no. They say it's too late. I'm really fed up – what can I do?

Tom: My parents were like that too but we agreed on a few ground rules and now they're OK.

Alex: What do you mean by ground rules?

Tom: Well, first I have to tell them exactly where I'm going, and who I'm going with.

Alex: That's OK.

Tom: Also, if I say I will be back at a certain time, I must be back at that time.

Alex: Fair enough, but what happens if the bus is late or something?

Tom: Well, I must always have my mobile phone with me. That way I can phone if I'm going to be later than I said or if I have a problem.

Alex: Right.

Tom: The thing is, you have to show them you are responsible. Then they will probably relax a bit.

Alex: I hope so!

Tom: Look, I think your parents only want to be sure you are safe.

Alex: Yes, you're probably right. Thanks for your advice. I'm going to tell them what you said and maybe they can talk to your parents, too.

Tom: Sure, my parents will be pleased to know we are going together. Ring me later and let me know what happens.

Alex: OK Tom, let's hope they say I can come. I'll speak to you later. Bye ...

➤ Exercise 2 (p. 52)

Speaker A

I was walking out of the bank yesterday morning when I turned and saw a few teenagers in the distance. They were laughing and holding cans of paint. All of a sudden they began spraying paint on the bank's walls. As soon as they saw me they ran off.

Speaker B

I went to the bank the other day to pay some bills. I was standing in the queue when suddenly a man came in and took a gun out of his coat pocket. He walked up to the teller and put some money in a bag. He tried to leave with the money but the police arrested him before he could escape. It was a scary experience.

Speaker C

I was standing on the street corner when all of a sudden I saw a car flying past me. The driver was going so fast he nearly hit me. He was driving at 60mph in a 30mph zone. Suddenly the light turned red and he slammed on the brakes. Then a police officer pulled him over and gave him a ticket.

Speaker D

I was walking through town after work when I noticed an untidy man standing in front of a shop window. He was staring at people as they went about their business.

A smartly dressed man passed through the crowds talking on the phone. He was unaware of the untidy man who bumped into him on purpose and grabbed what looked like a wallet from his jacket and walked away.

Speaker E

I work as a sales assistant in a huge fashion outlet. Last week I was walking around the ladies' wear department when I saw a well-dressed woman slipping a pair of gloves into her coat pocket. I immediately called the security guard who caught her before she could walk out of the door.

Module 5

➤ Exercise 6 (p. 55)

The University Environmental Society is proud to announce a talk on Stonehenge and the protection of historic places. The talk takes place in Albert Hall on Monday at 5pm. The speaker will be Geoffrey Wright, the president of the Stonehenge Environmental Organisation. He will be speaking about the effects of pollution on Stonehenge. There is a small entrance fee of three pounds that will go towards helping Stonehenge in its fight against pollution.

➤ Exercise 7 (p. 59)

1 What will the weather be like tomorrow?

Woman: Have you seen the weather forecast for tomorrow?

Man: Yes, it's going to be very cold – minus ten – and it is going to be a bit snowy.

Woman: I prefer the cold to wet or windy weather, though.

Man: Yes, me too.

2 What has the weather been like?

Boy: I'm going to arrive tomorrow! Can we go to the beach?

Girl: Yes! That would be lovely.

Boy: How is the weather? Is it rainy?

Girl: No, the weather has been lovely all week!

3 Why was the weather dangerous?

Boy: Hello Sarah! Did you hear what happened to Darren yesterday?

Girl: Yes! Is he okay?

Boy: He's fine – the tornado blew his car down the road, but he wasn't in it.

Girl: That's good. The weather lately is so dangerous and the rain just won't let up!

4 Why was Katie late?

Boy: Katie! Hi! Why are you so late? It's nearly 3 o'clock!

Girl: Hi Mark! The weather was terrible, so I got a lift from my mum.

Boy: Oh, yes, I saw that it was wet outside earlier, but it's sunnier now.

Girl: We can't play tennis, though. There are more clouds coming.

5 What's it like in Florida?

Girl: My mum is driving us to the airport now – it's still dark here.

Boy: Okay, I'll tell my dad – he's cooking. It's nearly lunchtime here.

Girl: That's weird. What's it like there? Is it snowing yet?

Boy: No, this is Florida! It's not even cold!

6 What is Sue going to do?

Girl: Okay, I'm ready! I've got my sports clothes and my sunglasses!

Boy: Where are you going Sue? It's freezing outside!

Girl: Good! I'm going to the mountains with my dad!

Boy: Oh. Sports are fun, but I hate the cold.

➤ **Exercise 3 (p. 63)**

Woman: The amount of rubbish we create in our daily lives is becoming a big problem. We have so much rubbish that we are running out of places to put it. There is rubbish on the streets of our towns and cities, in our parks and in our rivers. This makes all of our lives more unpleasant. We must start recycling programmes in our neighbourhoods. We can organise clean-up days to clean up our parks and streets. We must all get involved to reduce the rubbish we make.

Module 6

➤ **Exercise 5 (p. 67)**

Woman: Good afternoon, Intech Science Centre and Planetarium.

Harry: Oh hello, my name is Harry Wright. I am a teacher at Roedean School. I would like some information about the activities going on at the planetarium at the moment.

Woman: There are a number of live shows like 'Neighbourhood Earth' and 'Alien Worlds'. The first is about Earth and the stars. In 'Alien Worlds', you visit the other planets.

Harry: That sounds good. How long do the shows last?

Woman: They are about 25 minutes long and there is a 15 to 20 minute break between each show.

Harry: OK, and can you tell me the opening and closing times of the planetarium, please?

Woman: Of course. We are open every day from 6 am to 4 pm. However, we close for one hour at 10 am for cleaning.

Harry: What about the price of the tickets? Are there any group discounts?

Woman: Tickets are £6.95 for adults and £4.65 for children. If there are more than 10 children, then tickets are only £3.50 for each child.

Harry: Great. One last question – what's the best way to get to the planetarium from Winchester city centre?

Woman: Well, there is a bus that leaves from the train station every ten minutes. Taxis are also available, of course, but the bus would be cheaper for you.

Harry: OK, thank you very much.

➤ **Exercise 6 (p. 71)**

Speaker A

I mostly use my computer for fun. Others enjoy going shopping. Well, not me. I spend countless hours watching entertaining videos. I love listening to my favourite bands and I've got a long list of songs on my computer that I transferred from the Internet. I listen to them every day.

Speaker B

I use my computer for my studies. The Internet is full of information that answers all my questions and supplies me with all the materials needed for learning. All the research I need for my school projects is just a simple click away. It's like playing a fun game.

Speaker C

I really like going online in my free time. When I get home from work, I turn on my computer right away. I check my emails first and then I scan the local news headlines and read up on the latest international news too.

Speaker D

I generally use my computer to order products or services online. It saves me money and time instead of going to buy what I am looking for. For example I ordered a portable CD player the other day so as to listen to my favourite music and saved about 50£.

Speaker E

I like using my computer in my free time. My favourite hobby is solving crossword puzzles online. It's not only interesting but very useful. When you try to solve the puzzle you find out and learn a lot of facts about famous people, geographical locations, countries and so on. You also train your brain.

➤ **Exercise 3 (p. 75)**

Host: For those who've just tuned in, our topic today is teens and mobile phones. Now we're going to take some calls from our listeners and see what they think about the subject. Hello – who's on line 1?

Kim: Hi, my name's Kim and I just want to say that I think mobile phones are great. Ever since my teenage son Martin got one, I can reach him anytime of the day and know that he's OK. Apart from that, he was very shy before. Now, he's always sending text messages and chatting with friends.

Host: OK. How does the caller on line 2 feel?

Paul: Hi, I'm Paul and I completely disagree. I think mobile phones just distract young people. My daughter Meg gets so many messages, she hardly does any homework. As a result, she is falling behind in her schoolwork. Also, I think it's too expensive – the bills keep going up. It would be a lot cheaper if she went over to her friend's house to chat.

Host: What do you have to say to that Kim?

Kim: I disagree. I'm willing to pay the price so that my child can reach me in an emergency. A lot of lives are saved during disasters because someone has a mobile phone. I also love the pictures and videos my son sends me when he's on a school trip. It's like I'm there with him.

Host: What do you think Paul?

Paul: I think teens should stop using all these gadgets and hang out with their friends again, like they did in the past. Also, don't forget how unhealthy it can be to use a mobile phone too much. The radiation can seriously damage our kids' health.

Host: Well, you two have certainly made some good points. Tune in tomorrow ...

➤ Exercise 2 (p. 76)

Denny: Hey James, what are you doing?

James: Hi Denny. I'm reading the news on my tablet.

Denny: How often do you go online?

James: At least once a day. How about you?

Denny: Not often. About once or twice a week. I like surfing the Net or playing computer games.

James: Yeah me too. I also like chatting online with my friends in the evenings.

Denny: Not me. I prefer to phone them or send text messages.

James: Well, the other day I used a software called Viber and chatted with friends around the world.

Denny: Oh, I've heard of it. You chat by typing text messages right?

James: Not only text but voice chat too. I spoke to my friends in France and Italy yesterday. But the best part about Viber is that you can follow public celebrity chats. It's really cool.

Denny: I'd like to try that. I've got a friend in Portugal that I haven't spoken to in a while.

James: Well, just download the software on your desktop. All you need is a camera, a microphone and speakers. It's like using a telephone, but a whole lot cheaper.

Denny: I think I'll do that but I need to get a camera first.

James: You can also chat on social networking sites like Skype and My Space.

Denny: Yes, I know but I only have Facebook.

James: I have that too. I'll send you a friend request then.

Denny: Sure. Thanks.

Module 7

➤ Exercise 7a (p. 79)

- Jane:** I love most kinds of films, really, but I especially enjoy comedies. I just find it really relaxing to sit down and watch a film that makes me laugh when I've had a busy day. I don't really like fantasy films. I prefer films with more realistic storylines.
- Steve:** I love going to the cinema – especially to see a really good science fiction film. I just love all the action and brilliant special effects. I've watched all the Star Wars films over and over again! I don't really like dramas, though. They're too slow and there usually aren't any special effects.
- Susan:** My favourite kinds of films are computer animated films. I know they're mostly for children, but I really enjoy them. I find them really funny and clever. The only films I don't really enjoy are science fiction films and westerns. I find them really boring.

➤ Exercise 6 (p. 85)

Dialogue A

A: So how do you like the performance so far?

B: Oh, I think the music is great. The singer sings the words with such emotion.

A: I know and the costumes are very original too.

B: I can't believe we got front row seats right next to the stage.

A: We were lucky.

B: Well, I'm sure the second act will be even better. I can't wait.

A: Shall we head back to our seats?

B: Certainly, I don't want to miss a second.

Dialogue B

A: Wow! The music was really loud. I don't think I will be able to hear properly for a week!

B: What a show! I took so many pictures of the band on stage.

A: Well, they really lived up to the hype. People will be talking about this night for years.

B: Yeah and we were there right at the front, singing along to every song.

Dialogue C

A: So, how was the premier?

B: It was great. The music and special effects were amazing.

A: What about the acting?

B: It had an all star cast with a thrilling storyline. The suspense kept me on the edge of my seat!

A: Sounds good. I can't wait to see it.

Dialogue D

A: This has to be the best version I've seen. The movement on stage was amazing.

B: I know! The stage floor looked like a lake and the performers were dancing on top of it, dipping their toes and moving gracefully.

A: They looked like little angels and their costumes were beautiful.

B: I'm so glad we got tickets and finally saw the show.

Module 8

➤ Exercise 5 (p. 93)

Debbie: I have lived in a peaceful village on the coast in the south of England my whole life. The countryside around the village is beautiful. There are lovely green valleys and fields that you can walk around. The bad thing about the village is that it's quite boring. There's no nightlife for young people.

➤ Exercise 5 (p. 97)

Dialogue A

A: Good afternoon! This is Hastings House – how can I help you?

B: Hello, are there any rooms available?

A: Yes, we have one room on the second floor – is that okay?

B: Oh, yes, that's great! Can I ask, is it a historical building?

A: Yes, Hastings House was built in 1798, there's a lot of history here.

Dialogue B

A: Excuse me, do you know where I can find the battle exhibition?

B: Yes, it's on the north side of the building, down that hallway.

A: Thanks a lot! Are you a visitor too? This is all very interesting.

B: No, I work here – I was born in Hastings. Have you visited the battle site yet?

A: No, I'm going tomorrow, though. I'm a big fan of English history!

Dialogue C

A: Welcome to Hastings Primary. Can I help you?

B: Yes! Is this the reception? We're a bit lost.

A: Well you've found the right place! Are you here to talk to someone?

B: Yes – my son and I are here to talk to Mr. Barstow about the new term.

A: Ah, yes. I'll go and get him now. Please wait here.

Dialogue D

A: Good morning! Are you here for the Hastings history tour?

B: Yes! I'm not too late, am I?

A: No, but you should hurry and buy a ticket quickly!

B: Okay! Do you know where I can get a lifejacket?

A: Don't worry about that – they have them on the boat.

Practice Test

➤ **Exercise 1**

Dialogue A

A: Good afternoon. Are you here to check in?

B: Yes. My name's Joseph Potter. I booked this trip to Sofia with a travel agent called Sunshine Tours.

A: Ah, yes. You're in room 7B.

B: Do you need to see my passport?

A: No, just sign here please.

B: Thanks. And can you recommend somewhere to eat?

A: There are many places in town, but our own restaurant serves a good variety of meat, fish and vegetarian dishes. Would you like me to book you a table for this evening?

B: Yes, please. That would be great.

Dialogue B

Man: Excuse me. Can you tell me how to change my meal to the vegetarian option on my flight to Sofia? My travel agent said I could do it here.

Woman: Who are you flying with, sir?

Man: Air Bulgaria.

Woman: Then you have to go to check-in desks L to Q. The staff there can help you.

Dialogue C

A: So you're thinking of staying in Sofia for a week?

B: Yes, I've heard it's a beautiful city.

A: It is, but I suggest spending a few days in Plovdiv, too. It's only a two-hour drive from Sofia and there's so much to see and do there.

B: It sounds great, but I don't like driving abroad.

A: No worries. Buses run every hour from the Central Bus Station, or you can buy our two-day Plovdiv tour package for only €199 per person.

Dialogue D

A: Good morning. How can I help you?

B: I'd like a ticket to Sofia, please.

A: For today?

B: Yes, please. As soon as possible.

A: Well, the X53 leaves at 11:30.

B: That's perfect. How much is the ticket?

A: €21.00 for a single or €30.00 return.

B: Just a single, please. I'll be flying back.

➤ **Exercise 2**

Speaker A

I usually enjoy action films, but not this one. It was a waste of time. My friends all loved it because it was action-packed and the special effects were brilliant, but the story didn't make sense at all. I know we don't watch action films for their complicated plots, but in my opinion there should always be some sort of a story.

Speaker B

People think watching films for a living is fun. It can be, but they forget that I don't get to choose what I see. For example, I'm not a fan of science-fiction, but I often have to watch films about robots and aliens. I also have to write about them in a fair and honest way and then give a recommendation. It's not as simple as getting paid to watch TV!

Speaker C

It starts in a big city in the future, 500 years from now. Robots rule the Earth and it's the humans' job to do the housework. The humans are not happy, but it takes a special person to bring them together to fight the robots. It's not just about the dangers of technology, but about how strong people can be if we work together.

Speaker D

I booked tickets to see the film online, but something went wrong. When we got to the cinema, there were already people sitting in our seats! We were annoyed at first, but the staff were very nice and they let us go to another screening of the film in 3D. It was amazing and we all enjoyed it.

Speaker E

Ever since I was a child, I've loved films and TV shows about space. Star Wars, Babylon 5, Star Trek – I've seen them all. For years, in my spare time, I've been writing plots for my own TV series set in space. I hope that one day I can get a job as a writer and see some of my work on the big screen.

➤ Exercise 3

Dylan: Hello, Anna. How are you?

Anna: I'm fine, Dylan. How are you? Emma said you burnt your hand in Chemistry. Is that why you're wearing a bandage?

Dylan: No, my hand's fine. She's thinking of James. This is because I sprained my wrist yesterday.

Anna: Ouch! I sprained my ankle once when I was rollerblading. It was really painful. What were you doing?

Dylan: I was at the Ski Centre having my first snowboarding lesson.

Anna: I didn't know you were learning that!

Dylan: Yes, my family and I are going to the Alps on a skiing holiday this winter. I wanted to have a few lessons first.

Anna: Well, at least it's your left hand. You can still write.

Dylan: I know, but I was supposed to go white-water rafting for my brother's birthday in three days. The doctor says I need to rest it for a week!

Anna: Oh, dear. It's a shame you can't go, but don't worry. Your wrist will be better for my birthday in a couple of weeks. I'm going white-water kayaking, and that's almost the same thing.

Dylan: I've never tried that.

Anna: Me neither. I usually go canoeing and I wanted to do something a bit different. Do you want to come?

Dylan: Thanks, I'd love to.

Anna: What are you doing now? I'm meeting my friends in the park. You can join us if you like.

Dylan: Thanks, but I have to go into town. I've got a problem with my computer. At first I thought it was the screen, but now I'm sure it's the keyboard. It's old and I probably need a new one.

Anna: Really? I have to get a DVD drive for mine. Can you tell me how much they cost?

Dylan: Sure. What do you use it for? Do you just listen to CDs, or do you burn them, too?

Anna: No. I only watch DVDs. My brother and I don't like the same things as my parents. They're always using the TV to watch soap operas, so we go upstairs and watch a film by ourselves.

Dylan: Cool. I can lend you some good ones. I've got lots of films on DVD.

Anna: Thanks!

Dylan: I'll call you later to tell you the price.

Anna: OK. Speak to you then.

Dylan: Bye!

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
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4		
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24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form	Module 1
Go through Module 1 and find examples of the following. Use the code to evaluate yourself.	
<ul style="list-style-type: none"> • talk about jobs & qualities 	
<ul style="list-style-type: none"> • talk about physical appearance & character 	
<ul style="list-style-type: none"> • describe people 	
<ul style="list-style-type: none"> • talk about clothes 	
<ul style="list-style-type: none"> • compliment somebody 	
<ul style="list-style-type: none"> • talk about self respect 	
Go through the corrected writing tasks. Use the code to evaluate yourself.	
<ul style="list-style-type: none"> • write four job descriptions 	
<ul style="list-style-type: none"> • write a description of a missing person 	
<ul style="list-style-type: none"> • write a short text about a teen tribe 	
<ul style="list-style-type: none"> • write an email describing a person 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> talk about natural phenomena 	
<ul style="list-style-type: none"> talk about accidents, injuries & first aid 	
<ul style="list-style-type: none"> describe an accident 	
<ul style="list-style-type: none"> ask & talk about health 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> write an email about an accident I had 	
<ul style="list-style-type: none"> write an email about a jungle survival story 	
<ul style="list-style-type: none"> write a summary of a myth 	
<ul style="list-style-type: none"> write a story 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• talk about extreme sports	
• make suggestions	
• talk about experiences	
• apologise & accept an apology	
• talk about sports & diet	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a summary of a text	
• write a short article about a holiday experience of mine	
• write about a strange annual event in my country	
• write an email from abroad	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about crime & criminals	
• narrate an accident	
• talk about a safari trip	
• give an eye-witness statement	
• talk about bullying	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an email about an accident I witnessed	
• write an email about a jungle safari trip	
• write a short text about a charity in my country	
• write an email giving advice	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about environmental problems	
• give a speech on Stonehenge	
• talk about my favourite weather	
• make suggestions – accepting & refusing	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about a monument in danger	
• write a short diary entry about a weird phenomenon	
• write about an endangered animal	
• write an essay offering solutions to a problem	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about means of communication	
• talk about what to put in a time capsule	
• talk about teenage computer usage	
• give instructions	
• talk about body language & gestures	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a short paragraph describing a first contact scene	
• write a survey and present the results	
• write about gestures tourists should avoid using in my country	
• write a for-and-against essay	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 7

Go through Module 7 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • talk about TV programmes 	
<ul style="list-style-type: none"> • express opinions 	
<ul style="list-style-type: none"> • talk about technology in films 	
<ul style="list-style-type: none"> • describe an experience 	
<ul style="list-style-type: none"> • choose a TV programme 	
<ul style="list-style-type: none"> • talk about how we hear 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • write an email about my favourite film 	
<ul style="list-style-type: none"> • write an email describing an experience 	
<ul style="list-style-type: none"> • write a short text about a traditional musical instrument 	
<ul style="list-style-type: none"> • write an email about my favourite TV series 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 8

Go through Module 8 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> describe where I live 	
<ul style="list-style-type: none"> talk about places & compass points 	
<ul style="list-style-type: none"> talk about my house & neighbourhood 	
<ul style="list-style-type: none"> talk about holidays 	
<ul style="list-style-type: none"> talk about free-time activities 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> write about the place where I live 	
<ul style="list-style-type: none"> write about my house & neighbourhood 	
<ul style="list-style-type: none"> write a questionnaire and report my findings 	
<ul style="list-style-type: none"> write about an ancient landmark 	
<ul style="list-style-type: none"> write an article about the place where I live 	

Progress Report Cards

Progress Report Card			
..... (name) can:	Module 1		
	very well	OK	not very well
talk about jobs & qualities			
talk about physical appearance & character			
describe people			
talk about clothes			
compliment somebody			
talk about self-respect			
write four job descriptions			
write a description of a missing person			
write a short text about a teen tribe			
write an email describing a person			

Progress Report Card			
..... (name) can:	Module 2		
	very well	OK	not very well
talk about natural phenomena			
talk about accidents, injuries & first aid			
describe an accident			
ask & talk about health			
write an email about an accident you had			
write an email about a jungle survival story			
write a summary of a myth			
write a story			

Progress Report Card

..... (name) can:

Module 3

	very well	OK	not very well
talk about extreme sports			
make suggestions			
talk about experiences			
apologise & accept an apology			
talk about sports & diet			
write a summary of a text			
write a short article about a holiday experience			
write about a strange annual event in your country			
write an email from abroad			

Progress Report Card

..... (name) can:

Module 4

	very well	OK	not very well
talk about crime & animals			
narrate an accident			
talk about a safari trip			
give an eye-witness statement			
talk about bullying			
write an email about an accident you witnessed			
write an email about a jungle safari trip			
write a short text about a charity in your country			
write an email giving advice			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
talk about environmental problems			
give speech on Stonehenge			
talk about your favourite weather			
make suggestions			
write about a monument in danger			
write a diary entry about a weird phenomenon			
write about an endangered animal			
write an essay offering solutions to a problem			

Progress Report Card

..... (name) can:

Module 6

	very well	OK	not very well
talk about means of communication			
talk about what to put in a time capsule			
talk about teenage computer usage			
give instructions			
talk about body language and gestures			
write a short paragraph describing a first contact scene			
write a survey and present the results			
write about gestures tourists should avoid using in your country			
write a for-and-against essay			

Progress Report Card

..... (name) can:

Module 7

	very well	OK	not very well
talk about TV programmes			
express opinions			
talk about technology in films			
describe an experience			
choose a TV programme			
talk about how we hear			
write an email about your favourite film			
write an email describing an experience			
write a short text about a traditional musical instrument			
write an email about your favourite TV series			

Progress Report Card

..... (name) can:

Module 8

	very well	OK	not very well
describe where you live			
talk about places & compass points			
talk about your house & neighbourhood			
talk about holidays			
talk about free-time activities			
write about the place where you live			
write about your house & neighbourhood			
write a questionnaire and report your findings			
write about an ancient landmark			
write an article about the place where you live			

1a

- 1 a) 1 fit 3 patient 5 artistic 7 flexible
2 daring 4 skilful 6 brave 8 reliable

b) (Suggested answers)

- 1 brave 3 artistic 5 reliable
2 patient 4 fit, daring

- 2 1 ordinary 3 dressing 5 still
2 furry 4 heavy

- 3 a) 1 g crocodile trainer
2 f storm chaser
3 e underwater photographer
4 b stunt man
5 a air traffic controller
6 c bomb disposal expert
7 d interior decorator

- b) 1 underwater photographer
2 air traffic controller
3 interior decorator
4 crocodile trainer
5 stunt man
6 storm chaser
7 bomb disposal expert

- 4 1 pressure 3 extends 5 double 7 swing
2 costumes 4 earn 6 busy 8 make

- 5 1 well 2 long 3 part 4 shifts 5 high

- 6 a) 1 e 3 a 5 h 7 c
2 g 4 f 6 d 8 b

- b) 1 airline pilot 4 make-up artist
2 shop assistant 5 computer programmer
3 travel agent

- 7 2 A bus driver drives people.
3 An airline pilot flies planes.
4 A shop assistant sells things.
5 A travel agent organises holidays.
6 A graphic designer draws pictures.
7 A social worker helps people with problems.

8 (Suggested answer)

An airline pilot flies planes from one place to another. He is highly trained and needs to be very skilful. He also needs to be reliable and brave. An airline pilot is well paid.

1b

- 1 1 is shopping 3 is wearing 5 am working
2 are doing 4 is thinking

- 2 2 Bruno isn't playing football. He is reading.
3 They aren't watching a film. They are playing basketball.
4 Orla isn't cooking dinner. She is shopping.
5 They aren't cycling in the park. They are running.

- 3 1 have got 7 am also working
2 am helping 8 are relaxing
3 get up 9 are enjoying
4 opens 10 is doing
5 finish 11 is cooking
6 go

- 4 1 wants 3 works 5 knows 7 is moving
2 start 4 believe 6 leaves 8 are going

5 (Suggested answer)

I usually go shopping.
I usually watch a DVD.
I usually eat with my family.
This weekend, I am playing basketball.
I am going to the cinema.
I am eating at a restaurant.

- 6 2 Frank is taller than Rupert.
3 Amy's dress is nicer than Nora's.
4 This bicycle is more expensive than my bicycle.
5 Noel is shorter than Ned.
6 Maura is happier than Harriet.

- 7 1 the best
2 cleverer/more clever than
3 the most intelligent
4 the worst
5 more beautiful than
6 better than

- 8 1 too 3 enough 5 enough
2 enough 4 too 6 too

- 9 1 are 3 are 5 isn't 7 are 9 is
2 is 4 is 6 is 8 are 10 Are

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

11 (Suggested answer)

My dad is older than my uncle, but my uncle is taller.
My sister is shorter than my brother, but my brother is happier.
My mum is more beautiful than my aunt, but my aunt is more patient.
I am younger than my brother.

1c

- 1 1 Ruth 2 Brian 3 Jane 4 Ryan 5 Kate

- 2 1 b 2 c 3 d 4 a
- 3 1 patient 4 reserved 7 outgoing
2 easy-going 5 sensitive 8 rude
3 honest 6 careful
- 4 1 patient 3 oval 5 skinny
2 easy-going 4 height
- 5 1 c 2 e 3 d 4 a 5 b
1 restore sight 4 medical breakthrough
2 hearing loss 5 sophisticated electronics
3 bionic limb
- 6 1 NS 3 T 5 F 7 T
2 F 4 NS 6 F

7 (Suggested answer)

Jack goes to school, whereas Jamal works in a diamond mine.
Jack's dad drives him to school, but Jamal walks to work.
Jack's parents give him money, whereas Jamal gives his family money.
Jack wants to be a lawyer when he grows up, but Jamal wants to be a teacher or a doctor.

- 8 1 h 2 a 3 c 4 g 5 b
- 9 1 heart surgeon 4 5/five 7 her job
2 hospital 5 feels 8 loves
3 wakes up 6 dress

1d – CLIL TIME

- 1 1 polka-dot 3 tartan 5 flat
2 tight-fitting 4 flared
- 2 (Suggested answer)
Emma is wearing jeans and flat shoes. She is also wearing a pink top and a white jacket.
Jane is wearing red shoes with a red skirt and jacket.
- 3 a) 1 i 3 c 5 d 7 e 9 h
2 a 4 b 6 j 8 f 10 g
- b) 1 surf the Internet 4 free time activities
2 baggy jeans 5 positive attitude
3 brand names
- 4 1 You look great in that skirt
2 It fits you perfectly
3 it really suits you
4 She has great taste in clothes

5 (Suggested answer)

A: Hi Jack! Those jeans look good. Are they new?
B: Yes, I bought them yesterday with these shoes.

- A: They fit you perfectly.
B: Thanks! You look good, too.
A: Really? Do you like my polo-neck jumper?
B: Yes, it really suits you.
A: Thanks! It's a gift from my mum.
B: She has great taste in clothes, then.

Writing

- 1 A 2 B 4 C 1 D 3

Eric answered David's questions in the first 3 paragraphs.

- 2 1 Mark is a very active person. – Mark has got lots of interests.
2 Mark looks really good and has a great personality. – Mark looks really cool and is quite popular.
3 In conclusion, I think Mark is fantastic. – All in all, I think that Mark is a great guy.
4 Mark is one of the people I like best. – One of my favourite people is Mark.
- 3 1 George has got short brown hair and blue eyes.
2 Nora does water sports because she loves the outdoors.
3 Oliver is very friendly, but he can be a bit insensitive.
4 Mary is very slim with long black hair.
5 Linda speaks Italian and she also speaks French.

4 (Suggested answer)

Dear David,
John is one of the best people I know. He's my older brother. We have a really good time when we hang out together and he always helps me when I have a problem.
John is good-looking and has a great personality. He is thirteen years old and is tall for his age. He has short brown hair and brown eyes. He likes to dress in casual clothes and always wears trainers, jeans and T-shirts. John is very friendly and has a lot of friends, but he can be a little insensitive at times.
John has a lot of interests. He can play basketball very well and is on the school team. I often go to see him play. He can also play football and hockey.
All in all, I believe that John is a great person. I'm glad he is my brother and love him very much.

Take care,
Michael

2a

- 1 1 hurricane 4 eruption 7 flood
2 earthquake 5 tornado 8 lightning
3 drought 6 avalanche 9 tsunami
- 2 1 lightning 3 avalanche 5 earthquake
2 flood 4 drought 6 tsunami

- 3 2 e 3 c 4 b 5 f 6 d
 2 ranger station 5 forest ranger
 3 lightning bolt 6 mountain road
 4 world record

- 4 1 eyebrow 5 shoulder 9 leg
 2 finger 6 chest 10 ankle
 3 toe 7 stomach
 4 head 8 wrist

- 5 1 cut 4 bruised 7 twisted
 2 hit 5 broke 8 pulled
 3 burnt/burned 6 sprained

- 6 1 bandage 3 dressing 5 cast
 2 pack 4 X-ray 6 cream

- 7 1 cool off 4 knocked
 2 survived 5 lost
 3 burnt/burned off 6 occurred

8 (Suggested answer)

Jenny was cycling in the park yesterday when she fell off her bike and twisted her ankle. She also cut her leg on her bicycle. Someone in the park called an ambulance and they took her to hospital. A nurse cleaned the wound on her leg and put a dressing on it. She had an X-ray to see if her ankle was broken, but it wasn't. The doctor told her to go home and rest it.

2b

- 1 2 At 8:15, he was going to school.
 3 At 9:25, he was having a Maths lesson.
 4 At 12:10, he was eating lunch with his friends.
 5 At 14:20, he was studying for a History test.
 6 At 16:45, he was playing tennis.
- 2 2 Were Alan and Mark playing football?
 No, they weren't. They were doing their homework.
 3 Was Rita tidying her room?
 No, she wasn't. She was walking her dog.
 4 Was Jack playing in the park?
 No, he wasn't. He was doing the shopping.
 5 Were Tammy and Frank cooking dinner?
 No, they weren't. They were sleeping.

3 (Suggested answers)

- 1 At 3 o'clock yesterday afternoon, I was doing my homework.
 2 At 10 o'clock this morning, I was having an English lesson.
 3 Three hours ago, I was having my breakfast.
 4 Last Saturday, I was staying at my friend's house.
 5 At 8 o'clock last night, I was watching TV.
 6 Last summer, I was attending a summer school.
 7 At half past seven yesterday morning, I was getting ready for school.
 8 This time last week, I was studying for an exam.

- 4 1 were watching, happened
 2 hit
 3 used, cut
 4 screamed, struck
 5 burnt, was cooking
 6 was skiing, occurred
 7 was frying, burnt

- 5 1 was 6 saw 11 crashed
 2 smashed 7 was running 12 was
 3 was 8 tried 13 went
 4 told 9 lost 14 disappeared
 5 was driving 10 spun

- 6 1 didn't use to 3 used to
 2 getting used to 4 working

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

8 (Suggested answers)

- While I was watching TV yesterday afternoon, my cousin phoned me.
- When my grandmother had her birthday last week, we gave her a party.
- As I was walking to school yesterday, I saw a nasty road accident.
- I feel sad since my best friend moved away.
- Last week was my birthday.
- We were playing football yesterday afternoon.

2c

- 1 1 F 2 T 3 T
- 2 1 A 2 B 3 C 4 B
- 3 1 sunny 3 attention 5 everything
 2 experienced 4 heavily 6 critical
- 4 1 furious 4 pain 7 survival skills
 2 ran out 5 got stuck
 3 survive 6 drowned
- 5 1 d 2 c 3 a 4 e 5 b 6 f
- 6 1 lying 3 spot 5 rescue
 2 suffer 4 alive 6 lost
- 7 1 1 2 3 3 1 4 3 5 2
- 8 1 forest 4 pain 7 broken
 2 lightning 5 condition 8 survive
 3 lost 6 plaster

2d – CLIL TIME

- 1 1 a toothache 4 a temperature
 2 a cough 5 a sore throat
 3 a headache 6 a stomach ache

- 2 1 toothache 3 sore throat 5 cough
2 headache 4 temperature
- 3 1 melts 3 locked up 5 tie
2 escaped 4 birth 6 fell
- 4 2 I feel terrible 5 I can't stand it any longer
3 What's wrong 6 I suppose you're right
4 Why don't you

5 (Suggested answer)

A: Hi, Jane. Are you OK? You don't look well.
B: Oh, I feel terrible, Sue.
A: Oh dear! What's wrong?
B: I've got a terrible toothache.
A: Really! Why don't you take a painkiller?
B: I took one a couple of hours ago.
A: And it still hurts?
B: Yes, and I can't do my homework. I can't stand it any longer.
A: Maybe you should see your dentist.
A: I suppose you're right.
B: Go on then. I can help you with your homework when you get back.
A: Thanks. You're a great friend!

Writing

- 1 1 d 2 e 3 b 4 a 5 c
2 1 A 2 C 3 C 4 B 5 A
- 3 **Time:** one morning last summer
Place: the harbour
Weather: beautiful morning – warm gentle breeze
Characters: my parents and me

4 (Suggested answer)

It was last winter during the school holidays that my parents, my brother and I decided to go on a skiing trip in the mountains. It was snowing gently when we set off by car. There was snow everywhere. It was like a winter wonderland!

- 5 1 b 3 h 5 f 7 g
2 d 4 a 6 c 8 e

6 (Suggested answer)

It was last winter during the school holidays that my parents, my brother and I decided to go on a skiing trip in the mountains. It was snowing gently when we set off by car. There was snow everywhere. It was like a winter wonderland!
We couldn't wait to get to our chalet in the mountains. When we arrived, it wasn't snowing any more. We put on our ski gear and went skiing down the slopes. We were going really fast when suddenly my brother hit a tree. I was horrified to find him lying unconscious in the snow. I had to think quickly. I used my mobile

phone to call for help. Fortunately, the phone was working and I was able to speak to someone. A helicopter came about an hour later and took us to hospital. I waited patiently while the doctors examined my brother. I felt sick with worry. Later, when they told me he had a broken leg and arm, I was ready to jump for joy! He was still alive and he left hospital after a few days. I was so relieved that he was OK.

3a

- 1 **Across** 5 snorkelling 6 snowboarding
Down 1 hang-gliding 4 motocross
2 canoeing 5 skateboarding
3 skydiving
- 2 a) 1 d 2 f 3 e 4 c 5 a 6 b
b) 1 sharp pain 4 enter a competition
2 overcome obstacles 5 shark attack
3 catch a wave
- 3 1 bright 3 realise 5 let 7 later
2 turned 4 lost 6 place 8 winning
- 4 1 fitted 4 promised 7 catch
2 rushed 5 pull 8 carried
3 ranked 6 struck
- 5 1 gloves 4 board 7 bat
2 paddle 5 goggles
3 flippers 6 batting pads
A 3 B 5 C 7 D 1 E 4

6 (Suggested answer)

Bethany Hamilton is a very good surfer who ranked 8th in the world when she was 13. She was in Hawaii surfing with her friends and waiting to catch a wave when she was struck by terror. A shark attacked her. Her friends rushed to pull her out of the sea and carried her onto the beach. She lost her arm but she still surfs on a board fitted with a handle. Bethany promised never to give up surfing.

3b

- 1 1 seen 8 rung 15 taken
2 done 9 left 16 given
3 drunk 10 fed 17 read
4 brought 11 arrived 18 heard
5 sung 12 swum 19 found
6 made 13 fallen 20 come
7 caught 14 flown
- 2 1 has just come 7 has won
2 have not been 8 hasn't called
3 has been shopping 9 Have you found
4 has lived 10 Has Peter booked
5 has written 11 Have you been waiting
6 Has he bought 12 has John been working

- 3 1 has gone to 4 has gone to
2 has been to 5 has gone
3 have gone to 6 have ... been

- 4 1 yet 4 ever 7 since 10 for
2 just 5 for 8 since 11 never
3 already 6 just 9 yet 12 ever

- 5 1 has come 4 decided 7 saw
2 walked 5 moved 8 has heard
3 left 6 hasn't made

- 6 1 went 6 is moving
2 put 7 got
3 woke 8 started
4 are you doing 9 were listening
5 have been 10 have ever had

- 7 1 so 2 such 3 such 4 so

- 8 1 B 3 A 5 B 7 B
2 B 4 C 6 B 8 C

9 (Suggested answers)

Two days ago I went shopping with my sister.
I watched a really good film on television *last night*.
I haven't finished that book *yet*.
We haven't seen Peter since *last summer*.
Neil has been in London for *two years*.
We have missed the bus, it has *just gone*.
Yesterday, I ate pizza for dinner.
I have lived in Paris for 13 years.
I have *already* read that book.

3c

- 1 1 have heard 4 played 7 will continue
2 the newest 5 explains 8 more
3 to raise 6 our

- 2 1 In 2003
2 Three
3 To raise money for charity
4 Ireland
5 Because Extreme Cello is a physical sport.
6 Something even more extreme.

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

- 1 board a flight
2 import endangered species
3 released the name
4 lose ... passport
5 check the luggage
6 break the law

- 4 1 missed 5 import 9 jams
2 delays 6 charged 10 preserve
3 declare 7 lost 11 released
4 officer 8 checked

- 5 1 about 3 about 5 at
2 with 4 in

- 6 1 2 2 1 3 1 4 2 5 3

- 7 1 passenger 4 broke the law
2 declare anything 5 import endangered species
3 a scorpion 6 charged

3d – CLIL TIME

- 1 1 looks 3 entered 5 balanced
2 played 4 source

- 2 1 keep 4 high 7 starchy 10 balanced
2 dairy 5 simple 8 in good
3 sugary 6 show off 9 cross

- 1 balanced diet 4 high in fat
2 cross the finishing line 5 dairy products
3 keep fit

- 3 1 B: Don't worry about it
2 A: Where are you off to
3 B: Oh, did I

- 4 1 Have you been waiting long 3 That's OK
2 I'm really sorry 4 I'd better go

5 (Suggested answer)

A: Hi Karen, sorry I'm late. Have you been waiting long?

B: Hi Sue. No, not long. So, are you ready to go surfing?

A: Actually, I can't go surfing today.

B: Oh no! Why not?

A: I didn't finish my essay, so I have to stay home and work on it. I'm really sorry.

B: That's ok.

A: I'm free on Saturday. Why don't we go surfing then?

B: Sure.

A: Great. I better go. See you then.

Writing

- 1 1 It is from Jane to Rupert.
2 It is an informal letter. It uses everyday vocabulary, e.g. Hi, loads of, and short forms.

- 2 1 B 2 C 3 A 4 B

- 3 Greetings from Ireland!
We've been to
Take care

- 4 1 O 2 C 3 C 4 C

5 (Suggested answer)

Hi Emma,

Hello from Scotland! I'm having a great time here. We're staying in a hotel by a lake.

Scotland is a beautiful country. The weather has been a bit cold but it hasn't rained at all since we got here. We have been going for long walks in the countryside and yesterday we found an old castle. I haven't been swimming in the lake yet but I have been canoeing every day. It's fantastic fun! I have eaten some delicious food and I have bought a lot of souvenirs for all my friends.

The Scottish people are very friendly and it has been a great holiday.

See you soon,
Daniel

4a

- | | | | |
|---|---------------|-----------------|------------|
| 1 | 1 robbery | 3 arson | 5 burglary |
| | 2 shoplifting | 4 vandalism | |
| 2 | 1 criminal | 4 disappearance | 7 guilty |
| | 2 illegal | 5 strengthen | |
| | 3 seriousness | 6 quickly | |
| 3 | 1 stole | 3 started | 5 commit |
| | 2 broke | 4 violate | 6 won |
| 4 | robber | mugger | |
| | kidnapper | thief | |
| | burglar | vandal | |
| 5 | 1 burglar | 3 mugger | 5 robber |
| | 2 vandal | 4 kidnapper | 6 thief |
| 6 | 1 d | 3 f | 5 g |
| | 2 e | 4 c | 6 a |

7 (Suggested answer)

- The boy had to do six weeks community service for vandalising the statue.
- The firefighters had to work all day and night to put the forest fire out.
- The vandal spray painted the walls of the school.
- You need a driving licence to drive a car.
- Old age pensioners often need help with everyday chores.
- The man did a six month jail term for burglary.
- We had to fill in an entry form to enter the competition.

- 8** 1 of 2 to 3 in 4 of 5 for 6 in
- 9** 1 vandalism 3 burglary 5 arson
2 thief 4 robber 6 mug

10 (Suggested answer)

One night, a man came home and found a burglar in his apartment. The burglar ran away and tried to escape across the roof. Unfortunately for him, it was very dark on the roof and he didn't see the chimney. He ran into it and fell down. When the police came, they found the man stuck in the chimney and crying for help.

4b

- 1** 1 had run out of 5 had finished
2 had visited 6 had already started
3 Had ... ridden 7 had tidied
4 had caught 8 had already done
- 2** 1 ... had been watching the building for an hour
2 ... he had been studying it since 2001
3 ... had been working since 5 am
4 ... had been living here since 2007
5 ... had been ringing for five minutes
6 ... had been feeling unwell for two weeks
7 ... had been playing the piano since she was a child
- 3** 1 valuable 19th century oil
2 15-inch brand new white
3 long black silk
4 large antique diamond
5 expensive Swedish digital
- 4** 1 bored 5 amazing
2 interesting 6 shocking
3 surprised 7 disappointing
4 excited

5 (Suggested answer)

- I think extreme sports like bungee jumping are really exciting.
- I never eat spinach because it tastes disgusting!
- I get tired if I spend too many hours on my PC.
- People who drop litter make me very annoyed.
- I feel worried about the lack of safety on the streets.

- 6** 1 fast M 6 always F
2 tomorrow T 7 indoors P
3 quickly M 8 very D
4 yesterday T 9 immediately T
5 quite D 10 locally P

- 7** 1 well 3 late 5 hard
2 angrily 4 incredibly 6 peacefully

- 8** 1 A 3 A 5 C 7 A
2 C 4 C 6 A 8 C

9 (Suggested answer)

The old man walked slowly down the street.
I am quite fond of doing crossword puzzles.
A big computer store is opening in town next week.
I never buy video games – I always borrow my friend's!
The bathroom is upstairs, the second door on the right.

4c

- 1 rescue, campfire, survival, jungle, guide, stream
- | | | |
|----------|------------|------------|
| 1 guide | 3 campfire | 5 survival |
| 2 stream | 4 jungle | 6 rescue |
- 2 1 separate 3 rustle 5 survived
2 hiss 4 built
- 3 1 art 3 club 5 every day
2 books 4 playground
- 4 a) A 3 B 1
- b) 1 T 2 T 3 F 4 T 5 NS 6 F
- 5 1 burglar 3 police 5 six months
2 stole 4 arrested

4d – CLIL TIME

- 1 1 positive 4 second-hand 7 look
2 volunteers 5 sponsored 8 achieve
3 needy 6 get
- 2 1 c 2 d 3 a 4 e 5 b
- | | |
|-------------------------|---------------------|
| 1 after school club | 4 enter university |
| 2 anti-social behaviour | 5 second-hand items |
| 3 charity shops | |
- 3 1 stamped 3 stand up 5 act
2 hit 4 make
- 4 1 Can you tell me what you saw
2 What happened then
3 I'm afraid not
4 You're welcome

5 (Suggested answer)

A: What's your name, please?
B: Jim Evans.
A: OK, Mr Evans. You were walking home when you saw the man spray painting. Can you tell me what you saw?
B: Yes. There was a man spray painting a wall.
A: What happened then?
B: He saw me and he ran away.
A: Did you see where he went?
B: I'm afraid not.
A: OK, thanks for you time.
B: You're welcome.

Writing

- 1 A 5 B 1 C 3 D 2 E 4
- 2 It would be a good idea to – I think the best idea would be to ...
You should – The right thing would be to ...
Have you thought about improving – Why don't you do ...

- 3 Laurie has put on six kilos/weight.
- 4 1 c 2 d 3 b 4 a

5 (Suggested answer)

Hello Laurie,
I was sorry to hear you feel this way, but don't worry because I think I can help you. It would be a good idea to join a gym. This will help you lose the weight and keep fit. It also might give you the chance to make new friends.
Moreover, it's a good idea to change your eating habits. You should eat more fruit and vegetables so that you stay healthy and don't feel hungry during the day. In this way, you won't put on any more weight.
I put on some weight last year and my friends gave me the same advice. I did what they said and it really helped.
I hope this advice helps you. Just remember that six kilos are not that much and I'm sure you can lose it.
Take care,
Annie

5a

- 1 1 C 2 E 3 D 4 B 5 A
- 2 1 threaten 5 to save
2 are going to clean up 6 will survive
3 worshipped 7 to preserve
4 to protect 8 face
- 3 1 in 2 for 3 at 4 of 5 in 6 in
- 4 1 Rising 3 public 5 polluted
2 Melting 4 cultural 6 responsible
- 5 a) 1 g 3 c 5 a 7 f
2 d 4 h 6 e 8 b
- b) 1 national symbol 4 public transport
2 holiday destinations 5 Traffic pollution
3 busy roads 6 endangered species
- 6 1 power 4 hard 7 historic
2 damages 5 face
3 site 6 extinct

7 (Suggested answer)

- We all have the power to change things.
- If we don't do something now a lot of important species of plants and animals will be lost.
- Many rare animals face extinction because of pollution.
- etc...

5b

- 1** 1 Jessica is going to go on holiday.
 2 Tim and Ken are going to play football.
 3 Lindsay is going to get on a bus.
 4 Julian is going to buy a new bicycle.
- 2** 1 will come 5 is going to rain
 2 is going to have 6 will do
 3 am going to cut 7 will live
 4 are going to watch
- 3** 1 is getting 5 won't be sleeping
 2 is meeting 6 Are you going
 3 will be lying 7 will be taking
 4 will not have 8 will ever live
- 4** 1 would buy – Type 2
 2 get – Type 0/will get – Type 1
 3 had joined – Type 3
 4 will watch – Type 1
 5 will die – Type 1
 6 had known – Type 3
 7 don't water – Type 0
 8 would stop – Type 2
- 5 (Suggested answers)**
 2 ... would swim every day.
 3 get 30.
 4 will stay in and watch some DVDs.
 5 wouldn't have got such a good mark.
- 6** 1 turns 2 put 3 will Jessica 4 get
- 7** 2 If only our holiday wasn't/weren't over tomorrow.
 I wish our holiday wasn't/weren't over tomorrow.
 3 If only I had adopted the baby seal.
 I wish I had adopted the baby seal.
 4 If only our neighbours recycled their rubbish!
 I wish our neighbours recycled their rubbish!
 5 If only I had bought the red jacket.
 I wish I had bought the red jacket.
 6 If only we hadn't spent all our money.
 I wish we hadn't spent all our money

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

5c

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

- 2** Date: Saturday 23rd
 Time: 8am
 Meeting place: town hall
 What they will give you: rubbish bags and water
 What to bring: sunscreen and hat
 Means of transport: bus

- 3** 1 's pouring 3 drizzling 5 was
 2 froze 4 is blowing howling
- 4** 1 rain 3 contact 5 freaks
 2 eruptions 4 forest 6 lines
- 5** 1 c 2 e 3 a 4 f 5 d 6 b
- 6** A 4 B 1 C 2 D 6 E 3
- 7** 1 species 3 pollution 5 extinct
 2 threatens 4 survive

5d – CLIL TIME

- 1 a)** 1 d 2 f 3 e 4 a 5 c 6 b
- b)** 1 harmful chemicals 4 native people
 2 air pollution 5 fishing villages
 3 ozone layer 6 Aerosol sprays
- 2** 1 surround 4 stop 7 rises
 2 to reach 5 allow 8 to fix
 3 discovered 6 is growing
- 3** 1 to 2 in 3 to 4 in 5 off
- 4** 1 That sounds great 3 I'm afraid I can't
 2 Why don't we 4 How about

5 (Suggested answer)

- A: Hi John. Did you hear that the school is holding a charity basketball tournament to help save the Pink Dolphin?
 B: Really? That sounds great. When is it?
 A: Saturday morning at 9 o'clock for 24 hrs. Why don't we go together?
 B: I'm afraid I can't. I have to work at the shop.
 A: Oh, that's too bad. Wait! I have an idea. Why don't we ask my sister to work instead? She hates basketball.
 B: Brilliant idea! Let's call her.

Writing

- 1** 1 C 2 A 3 D 4 B
- 2** to conclude = in conclusion
 first = to begin with
 fortunately = luckily
- 3** 2nd paragraph – B 3rd paragraph - C

4	Problems	Effects	Solutions
	Students throw sweet wrappers in playground	Litter everywhere	Put signs up telling students to use bins
	There are not enough bins	Students have nowhere to put their litter	Put more bins in and around school
	There is no-one to pick up litter	The litter builds up	Four students volunteer to pick up litter everyday

5 (Suggested answer)

The litter in the school playground is becoming a real problem. More and more students are throwing sweet wrappers on the ground because there are not enough bins. Unfortunately, there is no-one to pick up the litter.

This means that the playground is full of rubbish and it is becoming too dirty. The litter is building up and there is nowhere to put it.

There are some simple solutions to this problem. We could put signs up telling students to use the bins and put more bins in and around the school. We should also ask students to volunteer to pick up the litter everyday.

In conclusion, we can all help keep our playground clean for everyone to enjoy.

6a

- 1 a) A mobile phone E pager
 B Internet F fax machine
 C satellite G letter
 D telephone

b) (Suggested answers)

- I call my friends on the telephone.
- I find information on the Internet.
- I send or receive messages on my mobile phone.
- I receive news on my mobile phone or sometimes on the telephone.

2 (Suggested answers)

- I send text messages everyday.
- The last time I wrote a letter was last month. I wrote to my pen friend to invite her to come and stay with me.
- I mostly use the telephone, as we get free local phone calls. I also use my mobile phone to send text messages.
- I use the Internet two or three times a week at home. I like chatting with my friends online and I also use it to help me do my homework.

- 3 a) 1 exploration 4 mission 7 satellites
 2 capsule 5 station 8 greeting
 3 system 6 scientist

- b) 1 launch 3 land
 2 receives 4 explore

- 4 1 transmit 4 carried
 2 greet 5 communicate
 3 will represent

5 (Suggested answers)

- Our **solar system** is not the only one that exists.
- Weather forecasts are now more accurate with the help of **satellites**.
- A huge amount of money is spent on space **exploration**.
- Scientists** are investigating the possibility of life on other planets.

- 6 1 greet ... rocket 3 human
 2 desert 4 messenger ... inhabitants

- 7 1 scientist 5 spacecraft
 2 stars 6 astronaut
 3 extraterrestrial 7 moon
 4 Earth 8 planet

8 (Suggested answer)

At the moment I'm in the spacecraft writing my diary entry for today. The pen I use has got a string attached to it so it won't float away! Outside, you can see the Earth far away in the distance. It looks very strange and very beautiful just now. I feel very lucky to have the chance to be here.

6b

- 1 1 he / this 4 I / her
 2 isn't 5 they / then
 3 she / the day before 6 he / his / the next day

- 2 2 He said (that) he hadn't checked his emails yet.
 3 She said (that) she had never been to France.
 4 They said (that) they couldn't stay out late that night.
 5 He said (that) he had gone out for dinner the night before.
 6 She said (that) she would call Sam later.
 7 Dan said (that) his sister liked Japanese food.
 8 He says (that) they don't look well.

- 3 1 said 2 told 3 said 4 told 5 said
 4 1 told 2 said 3 told 4 said to

5 (Suggested answer)

Nathan said he was watching the documentary about space travel on TV that night. He said (that) it was on at 8 o'clock.

Charlotte said (that) she wanted to, but that she couldn't. She said (that) she was going to her grandparents; house for dinner that evening.

Nathan said (that) he would record it for her. He said (that) he would give her the DVD at school the next day.

- 6 2 She ordered me not to speak to her.
 3 He asked me whether/if I could post a letter for him.
 4 She ordered me to tidy my room.
 5 He asked me to help him with his homework.

- 7 1 am going to buy 6 Don't buy
 2 gave me 7 don't need
 3 last week 8 Will
 4 do you want to buy 9 I will
 5 can find

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

9 (Suggested answer)

Paul said he would meet his friend **the week after**.
 "Are you going to the football match **tomorrow**?"
 Ken said.
 She told me she had been working **the day before**.
 He said he had been listening to his MP3 player **then**.
 "I am reading a book **now**," he said.
 She told me she wouldn't go to work **that day**.

6c

- 1 1 Have you ever imagined 6 cheaper
 2 has been working 7 need
 3 first 8 thinking
 4 did not build 9 to fly
 5 formed
- 2 1 T 3 NS 5 NS 7 F
 2 F 4 NS 6 T 8 NS

- 3 1 it can fly
 2 ... they didn't have the right materials and technology
 3 ... a sports pilot's licence ... twenty hours' training
 4 ... park it in your garage
 5 ... it isn't difficult to use ... anyone who can drive a car can use its controls

4 (Suggested answers)

- 1 I think it's expensive because the materials and technology that it uses are still quite new, which makes production costs high.
 2 I would love to have one of these flying cars. It would be very exciting to fly over the city and see everything from above. Also, it would be the perfect solution to traffic jams.
 3 I think it is very possible that most people will have flying cars one day. As technology develops, they will become more affordable.

- 5 1 email 6 delete/download
 2 document 7 password
 3 burn 8 webcam
 4 online 9 speakers
 5 Internet 10 nickname

- 6 1 read 3 save 5 chat 7 prepare
 2 print 4 surf 6 design

7 (Suggested answers)

- 1 I use my computer for sending emails, playing games and doing my homework.
 2 I use Google and Yahoo.
 3 My favourite website is teenvogue.com because it has all the latest fashions.
 4 The best way to protect your computer from viruses is to install anti-virus software.

- 8 A 5 B 4 C 3 D 6 E 2

- 9 1 30 hours 5 help
 2 majority 6 homework
 3 communicate with 7 the news
 4 play games

6d – CLIL TIME

- 1 1 b 3 d 5 c 7 f
 2 h 4 a 6 e 8 g
- 1 industrial revolution
 2 working conditions
 3 steam engine ... power machines
 4 coalmining industry
 5 standard of living
 6 by hand
 7 overcrowded housing

- 2 1 changed 3 bow 5 hugged
 2 crossed 4 insult

- 3 1 a 2 a 3 b 4 b 5 a

- 4 1 what's wrong? 3 What do I do next?
 2 Done it! 4 You're welcome.

5 (Suggested answer)

- A: I don't know how to copy these photos to my memory stick. Can you help me?
 B: Of course. First you insert your memory stick into the slot in the tower.
 A: All right.
 B: Now click on the photo folder you want to save.
 A: Got it! What's next?
 B: Click on 'Copy this folder' and a window will open.
 A: Then what?
 B: Click on 'Removable disk' and then click 'paste'.
 A: Is that all?
 B: Yes.

Writing

1	advantages	examples/details
	Games are a safe way to spend your time.	You are at home with your friends.
	disadvantages	examples/details
	Computer games can be dangerous. They distract you from other things.	They could change your personality or encourage you to commit crimes. You may fall behind with your homework.

- 2 1 Firstly, Moreover
2 for example, for instance
3 On the other hand, However
4 All in all
- 3 *Jane's opinion:* All in all, there are both good and bad things about playing computer games.
The topic sentences in the main body paragraphs:
Computer games can be good for teenagers.
On the other hand, some people say that games can be dangerous.

- 4 a) A 2 B 4 C 1 D 5 E 3
The topic sentence is: It could be both good and bad for all teens to have their own laptop at school.

- b) (Suggested answer)
Making laptops available for all teens at school can have both advantages and disadvantages.

- 5 1 d 2 c 3 a 4 b

- 6 (Suggested answer)
Should Teens Use Chat Rooms?
A lot of teenagers love chatting online. But is this good or bad?
Chat rooms can offer a number of advantages. Firstly, teenagers can make good friends there, as it is easy to find people online who share their interests. On the other hand, chat rooms can be dangerous. Sometimes people pretend to be teenagers but they are not, and they might try to harm them.
Moreover, there are endless opportunities to meet interesting people. For example, teenagers can talk to teachers and experts from around the world. However, chatting online often takes up too much time. This means that it is easy for teenagers to fall behind with their school work as they tend to spend too much time online.
All in all, there are both good and bad things about online chat rooms. Teens should always be careful about how they use them.

7a

- 1 1 B 2 C 3 C 4 B 5 C 6 A
- 2 1 boring 3 educational 5 silly
2 fantastic 4 awful
- 3 1 police drama 5 music programme
2 nature programme 6 fashion show
3 film 7 play
4 drama show 8 sports programme
- 4 1 soap opera 4 quiz 7 chat
2 sitcom 5 fashion show
3 news 6 documentaries

- 5 (Suggested answer)
1 I like nature programmes because I can learn about animals.
2 I don't like soap operas because the acting is usually awful.
3 I like sports programmes because I play a lot of sports myself.
4 I don't like watching the news because it's boring.

- 6 1 e 2 a 3 d 4 c 5 b
1 science-fiction 4 computer-animated
2 sound effects 5 awards ceremony
3 action-packed
- 7 1 won 4 will be directed 7 has
2 composed 5 were designed starred
3 are released 6 has played

- 8 (Suggested answer)
Avatar is my favourite film. It was *directed* by James Cameron and stars Sam Worthington and Sigourney Weaver. Worthington *plays the role of* Jake Scully, a soldier who travels to a moon called Pandora. James Horner wrote the *music* for the film.

7b

- 1 1 was filmed 5 have been made
2 is played 6 will be produced
3 can be seen 7 is being watched
4 were shot 8 were being served
- 2 2 The Acropolis can be seen from our hotel.
3 The first digital cameras were produced by the Japanese.
4 A free DVD is given with this magazine.
5 A sequel to *Avatar* will be released by James Cameron.
6 *Alice in Wonderland* has been printed in over 100 languages.

- 3 a)** 2 Who has been asked to play again?
The Angels have been asked to play again.
- 3 Who are invited to the party?
Students' friends and parents are invited to the party.
- 4 Where can tickets be bought?
Tickets can be bought from the school secretary.
- 5 Where will profits be given?
Profits will be given to a local charity.
- b)** An end-of-year party will be held on Saturday, 30th June at Nutwell School. The party will take place in the School Hall. The Angels have been asked to play at the party. Students' friends and parents are invited to the party. Tickets can be bought from the school secretary. Profits will be given to a local charity.
- 4** 1 is being filmed 5 had been encouraged
2 is presented 6 is now working
3 compete 7 can be found
4 have been discovered 8 will be shown
- 5** 1 this story was written by 5 must be finished
2 am not allowed 6 had been decorated
3 will probably be replayed 7 is being released
4 was already being rehearsed 8 has been seen
- 6** 2 I have my car serviced at Tyre & Wyre Garage.
3 I have my hair cut at Joe's Barber Shop.
4 I have my lunch delivered by Smith's Deli.
5 I have my pictures developed at Rodal's Photos.
6 I have my dog examined at the Veterinary Clinic.
7 I have my laptop repaired at Mp Computer Store.
- 7** 1 Kyle is going to have his hair cut
2 Mr Smith always has a gardener do his garden
3 Anne will have her photograph taken
4 Tony has just had his chest examined
5 Joseph will have his house cleaned
6 Richard has been having his office painted
7 Peter had his car fixed
- 8** 1 have just had a new TV delivered
2 am having a new entertainment system installed
3 had the sound system connected
4 will have the projector set up
5 Have you had the new room built
6 had already had the cellar converted
- 9** 1 got his sister 3 will have 5 have had
2 is having 4 made his brother
- 10** 1 themselves 3 myself
2 yourself 4 ourselves
- 11** 1 switches itself off 5 went by himself
2 make it yourself 6 wash them yourselves
3 teach herself 7 hurt myself
4 enjoyed themselves 8 did it ourselves
- 12** 1 an 4 The 7 the 10 – 13 – 16 a
2 the 5 – 8 – 11 a 14 The
3 – 6 the 9 – 12 a 15 –
- 13** 1 a, –, a 3 the, – 5 the, –, –
2 the, – 4 a, the
- 14** 1 B 3 C 5 A 7 B
2 B 4 A 6 C 8 B
- 15** I installed the family computer all by **myself**.
Yesterday, my father made a cake by **himself**.
My sister enjoyed **herself** at an amusement park last weekend.
My sister and I behaved **ourselves** when we were younger.
My parents bought **themselves** a TV for their anniversary.
- 7c**
- 1** 1 productions 3 impressive 5 Fortunately
2 entertaining 4 winner 6 national
- 2** 1 Visitors from all over the world.
2 Opera, ballet, theatre, live musical productions and even special programmes for children.
3 They can just walk around or they can take a guided tour.
4 It was designed by Jorn Utzon.
5 Because he won the contest to design a concert hall for Sydney.
6 Because its unique design caused many difficulties.
- 3 (Suggested answer)**
I would love to visit the Sydney Opera House because it is such an amazing building. I wouldn't want to go during the day because I think it would be too crowded. I wouldn't like to be there with all those people walking around. I would like to go there at night and maybe see a live musical performance.
- 4** **Across** 2 museum 6 exhibition
 4 theatre 7 cinema
- Down** 1 concert 5 circus
 3 stadium
- 5** 1 ranges from 3 depends on 5 audience
2 create 4 high-quality
- 6** 1 3 2 1 3 1 4 3 5 2

- 7 1 music concert 3 heavy metal 5 fantastic
2 classical 4 the drums 6 dinner

7d – CLIL TIME

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

- b) 1 string instrument 4 wooden case
2 ancient times 5 replaced by
3 flat board 6 traditional music

- 2 a) cornea, sclera, lens, retina, nerve, pupil, iris

- b) 1 nerve 3 retina 5 pupil 7 lens
2 iris 4 sclera 6 cornea

- 3 1 Do you fancy watching it with me?
2 Oh no, not that.
3 Well, *Bicentennial Man* is on later.
4 What time is it on?

4 (Suggested answer)

A: *Titanic* is on Channel 4 tonight. Do you fancy watching it?

B: No thanks! I've seen it three times already. What else is on?

A: Well, there's a talent show on Channel 2.

B: Oh no. I just hate talent shows. Is there any sport on tonight?

A: There's a football match on Channel 3.

B: Let's watch that. What time is it on?

A: 10:00.

Writing

- 1 **Who are you writing to?** "I am writing to Mark."
What are you writing? "I am writing about an interesting film I have seen recently."
What must you include? "I must include general details about the film, what the film was about and what I think about the film."
How many words will you write? "I should write 100-120 words."

- 2 1 action-packed 3 top-class 5 slow
2 exciting 4 brilliant 6 gripping

- 3 1 fantastic 2 poor 3 surprising 4 interesting

- 4 I loved this film because I found it exciting and gripping. You must go and see it!

- 5 2 - 3 - 4 +

- 6 1 special effects 3 plot
2 directed by 4 cast, acting

- 7 1 Peter, my English pen-friend.
2 An email.
3 The last film I saw; what it was about; what I thought of it.
4 60-80 words.

8 (Suggested answer)

Hi Mark,
I hope you are well. I saw a really great film recently called *Up*. It is an animated film directed by Pete Doctor.

The film is about an old man who ties thousands of balloons to his house so he can fly it to South America. He has lots of exciting adventures with Russell, a young boy, who gets trapped on the house when it flies away. During their travels they meet a rare bird named Kevin, a talking dog named Dug and fight an evil explorer.

Up has a great story and interesting characters. I really liked the character of Dug because it is really funny. I found it exciting and brilliant!

I loved this film. Don't miss it! Let me know what you think.

Bye for now,
Colin

8a

- | | | | |
|-------------|---------------|--------------|------------|
| 1 | Across | 4 square | 8 mountain |
| | | 5 motorway | 9 field |
| | | 6 factory | 10 harbour |
| Down | 1 river | 4 skyscraper | |
| | 2 beach | 7 woods | |
| | 3 path | | |

- | | | | |
|---|-----------|-------------|--------------|
| 2 | 1 ancient | 4 structure | 7 coast |
| | 2 flooded | 5 notice | 8 population |
| | 3 located | 6 runway | |

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

- 1 peaceful life
2 public transport
3 ideal destination, clean sea
4 industrial city

4 (Suggested answers)

- 1 Buckingham Palace is one of the most popular **tourist attractions** in London.
2 London has many **famous landmarks**, including the Tower of London and the London Eye.
3 There are many forms of **public transport** in London.
4 London is **an ideal destination** for families.

- | | | | |
|---|----------------|--------------|----------|
| 5 | 1 basic | 3 down | 5 lively |
| | 2 civilisation | 4 conditions | |

- 6 1 north 4 south-east 7 west
2 north-east 5 south 8 north-west
3 east 6 south-west

- 7 2 west 4 north-east 6 south
3 south-west 5 north 7 north

8 (Suggested answers)

- The capital city of England is London. It's located in the south-east.
- I live in Liverpool. It is in the north-west.
- Birmingham is England's second biggest city. It is north-west of London.
- The highest mountains in England are in the south-west and the north-east of the country.

9 (Suggested answer)

I live in Liverpool, which is in the north-west of England. It offers good housing and working conditions. Another thing that locals and tourists enjoy about Liverpool is its lively nightlife. The city also has an excellent public transport system which takes you everywhere quickly. Living in Liverpool is great!

8b

- 1 1 f 3 e 5 b 7 d
2 g 4 h 6 a 8 c

- 2 1 D 3 ND 5 D 7 D 9 D
2 D 4 ND 6 D 8 ND

- Tutankhamen, who was an Egyptian Pharaoh, died at a young age.
- The Lost Symbol*, which was written by Dan Brown, is an exciting book.
- My cousin, who lives in the countryside, is very lucky.

3 (Suggested answers)

- that I do at the weekend
- where lots of people live and work
- who spends lots of time with me
- which sells travel books
- who like the same things I do

- 4 1 might 3 mustn't 5 don't
2 have to 4 should have to

- 5 1 could 3 may 5 might
2 was able to 4 Can

6 (Suggested answers)

- They must be lost. They can't know where they're going, etc.
- She must be working. She must be self-employed. She can't be at the office. She must enjoy the outdoors, etc.

- They might have been busy.
- He must have got lost.
- I should have brought an umbrella.
- She can't have stolen the money.

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

9 (Suggested answers)

- You should take a painkiller.
- You can use some of mine.
- She must live quite far away.
- He might be out at the moment.

8c

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

- The Middle Ages lasted for 1100 years.
- Life was difficult for people during that time because they worked hard for many hours and had to give away half of what they produced.
- The homes were dirty and had very little furniture. There was also a fire burning.
- People didn't travel far because they were afraid of strangers.
- When they weren't working, people sometimes gathered together and enjoyed themselves.
- People had 105 days off.

- 3 1 cosy 4 fireplace 7 caves
2 roof 5 night-time 8 fridge
3 ugly 6 chimney 9 upsidown

Missing word: courtyard

- 4 1 sofa 3 thatched 5 cramped
2 bedroom 4 stone 6 mall

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

- 6 1 south-west 5 nightlife
2 380,000 6 River
3 harbour 7 parks
4 shopping malls 8 countryside

8d – Across Cultures

- 1 **places:** amusement park, cinema, countryside, rink, water park
sports: ice hockey, roller skating, ice skating
other activities: playing board games, dancing, fishing, shopping, boating

- 2 1 cold 4 indoor 7 warm
2 long 5 national 8 beautiful
3 huge 6 peaceful

- 3 1 free 3 mates 5 hang out
2 mind 4 Life 6 fresh

- 4 1 What can I do for you?
2 Is it far from here?
3 Oh, and do you know where there's a bank?
4 That's perfect.

5 (Suggested answer)

Pat: Hello! Could you help me please?
Tom: Of course! What can I do for you?
Pat: I'm looking for the post office.
Tom: Turn right here and go straight on.
Pat: Is it far from here?
Tom: No. It's about a kilometre away.
Pat: Great. Oh, and do you know where there's a cinema?
Tom: There's one across the street from the post office.
Pat: That's perfect. Thank you very much.

8e

- 1 1 being 4 to write 7 waiting
2 to take 5 come 8 to tidy
3 to pay 6 to visit
- 2 1 somewhere 4 nothing 7 no one
2 everything 5 anywhere 8 someone
3 something 6 anyone
- 3 1 had better (warning)
2 would rather (specific preference)
3 had better (obligation)
4 had better (warning)
- 4 1 Despite 3 Despite
2 In spite of 4 Although
- 5 1 aren't you 6 aren't I
2 is she 7 isn't she
3 doesn't he 8 did he
4 don't they 9 has she
5 won't we 10 didn't they

CLIL TIME

- 1 1 divide 4 construction 7 invader
2 emperor 5 tourist 8 unite
3 separate 6 remaining
- 2 1 unknown 3 last 5 least
2 smell 4 modern 6 unimpressive
- 5 1 knocked down 4 is carrying out
2 snakes through 5 stretches across
3 is made from
- 4 1 out 3 add 5 keep
2 join 4 into 6 wide

Writing

1 **Where do you live now Jenny?** "I've just moved to a great new house in the countryside."

Have you made any renovations since you moved in? "We've added thick, new carpets inside, We've also painted some of the rooms with much brighter colours, and planted some flowers in the front garden."

Do you enjoy living where you are? Why? "So far I don't mind living in village. It's very peaceful here and my brother and I enjoy going on long bike rides around the countryside."

- 2 1 helpful, isolated 3 fast
2 safe 4 cramped

3 (Suggested answers)

- 1 I live in a flat in the city.
2 We laid wooden floor and painted all the rooms.
3 My favourite room is the living room because it's cosy and it has a fireplace.
4 My neighbourhood has lots of shops and is close to all means of public transport.
5 I like it because everyone is friendly. I don't like it when it gets very noisy during the day.

5 (Suggested answer)

Hi Mary,
Thanks for your email. It was great to hear from you. I really liked reading about your home and neighbourhood. Let me tell you about my home.
I live in a nice big flat in the city. It has three big bedrooms, a kitchen and a bathroom. There's also a living room, which is my favourite part of the house. It has a big fireplace, which makes it warm and cosy in winter. Since we moved in, we have laid wooden floors and painted all the rooms so it is nice and bright.
My neighbourhood is great! It has many shops and a beautiful park nearby. It's also close to the metro and many bus stations, so it's very easy for us to go anywhere we want. It gets a bit noisy during the day when the shops are open, though. And that can be very annoying!
Anyway, that's all about my home. You should visit me and see what it's like for yourself!
Take care,
Jenny

Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. You can follow these steps:

Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: for instance, who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

Step 3

Tell the students to read the texts assigned or brainstorm for ideas and make notes in their notebooks.

Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, main body and conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations etc.

Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow.

Step 7

Encourage students to use presentation software (such as PowerPoint® or Keynote®) if they wish to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

Step 8

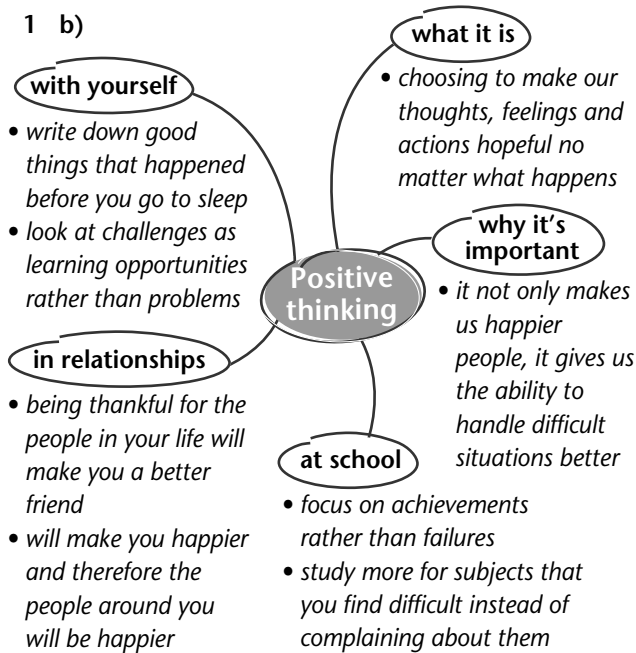
Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation.

Students are now ready to deliver their presentation.

NOTE: You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

Presentation Skills 1 – A Healthy Mind

1 b)

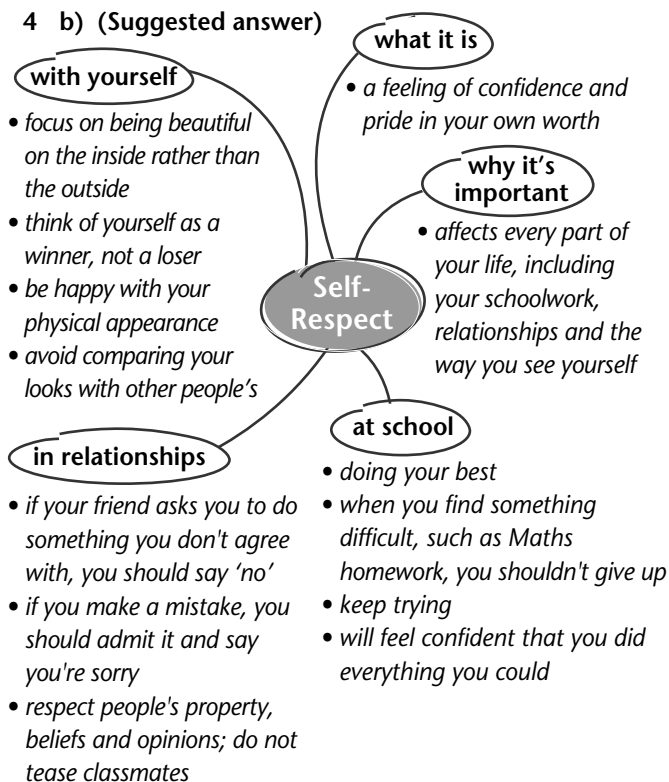


2 **Opening technique:** using visuals & addressing the audience

Closing technique: using a quotation

3 **Feedback technique:** open discussion

4 b) (Suggested answer)



5 a) **Introduction:** B

Conclusion: A

b) A 2

B 1

6 **Feedback technique:** polling questions

7 Ss should look for pictures of themselves, their friends or other young people who show confidence/self-respect.

8 (Suggested answer)

Hello, everyone! I'm Jason Smith. Listen to this:

*When you feel less than perfect,
and your confidence slows,
just remember you're special,
from your head to your toes!*

What is self-respect? It's a feeling of confidence and pride in your own worth and it's important because it affects every part of your life, including your schoolwork, relationships and the way you see yourself.

At school, you should show self-respect by doing your best. In addition, when you find something difficult, such as Maths homework, you shouldn't give up. Instead, keep trying. As a result, you will feel confident that you did everything you could.

Self-respect is also important in relationships. When a friend asks you to do something you don't agree with, you should say 'no'. However, when you make a mistake, you need to admit it and say you're sorry. You must also respect people's property, beliefs and opinions and not tease your classmates.

You can show yourself respect by believing that it is more important to be beautiful on the inside than the outside and seeing yourself as a winner, not a loser. You should be happy with your physical appearance and avoid comparing your looks with other people's, too.

To conclude, self-respect is important because it improves your behaviour and your character. And don't forget – you are special!

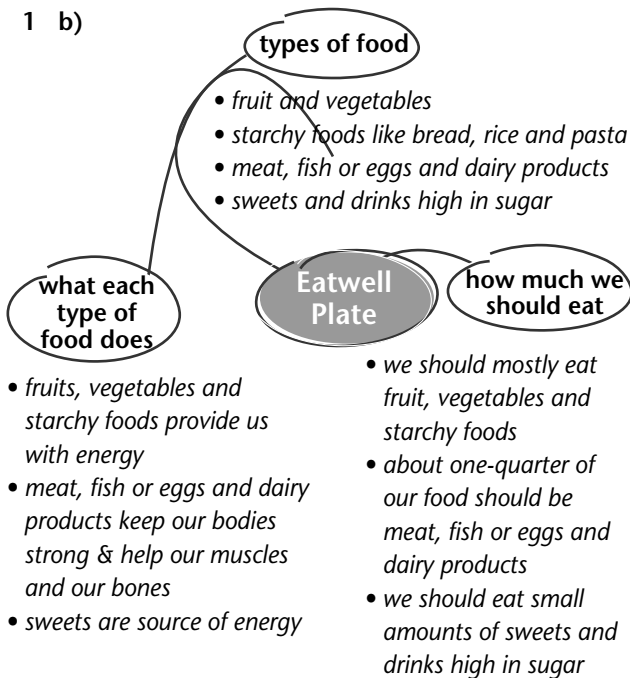
Now let's have a pop quiz in teams! The team with the most correct answers wins. Team A: How can you show your self-respect at school? ... By doing your best, correct! Team B: What should you do if you make a mistake in a friendship? ... Say sorry, that's right! Team A: In addition to people's property and beliefs, what else should you respect? ... People's opinions, excellent! Team B: How can you show self-respect in your relationship with yourself? ... Think of yourself as a winner, great! Good work, everyone! It's a draw!

Any questions? ...

Thank you all very much.

Presentation Skills 2 – Healthy Eating

1 b)

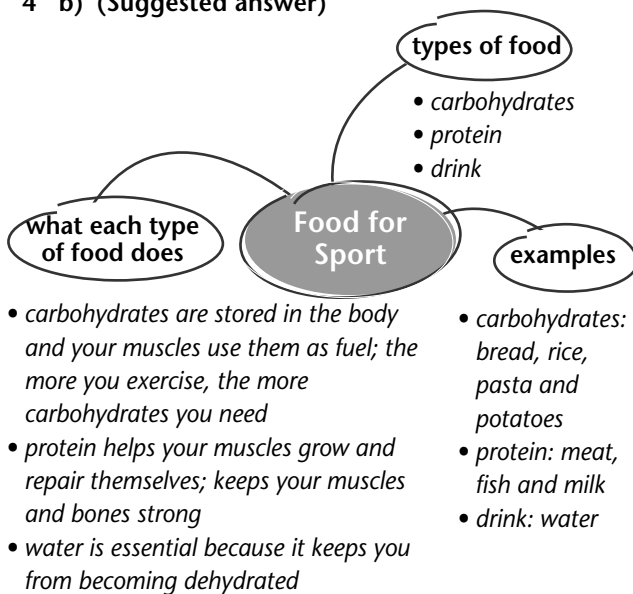


2 **Opening technique:** using visuals

Closing technique: using a quotation

3 **Feedback technique:** polling questions

4 b) **(Suggested answer)**



5 a) **Introduction:** A

Conclusion: B

b) A 1

B 2

6 a) **Feedback technique:** making lists

b) **Alternative feedback technique:** pop quiz style questions in teams

It's time for a quiz. The team with the most points wins! Team A: What type of foods are starchy? ... Bread, rice and pasta, that's right! Team B: What do starchy foods and fruit and vegetables provide our bodies with? ... Energy, great! Team A: How much of our daily diet should include meat, fish or eggs and dairy products? ... One quarter, that's correct! Team B, last question: What should we only eat or drink in small amounts? ... Sweets and drinks that are high in sugar, good job! It's a draw!

7 Ss should look for pictures of the eatwell plate.

8 **(Suggested answer)**

Good afternoon, everyone. My name is Claire Evans. An athlete's diet should be made up of about 65% carbohydrates and about 20% protein. It is important to know what foods are best for sport, and that is what we'll talk about today.

There are several types of food that are important for sport including carbohydrates and protein. Carbohydrates include bread, rice, pasta and potatoes. Protein is found in foods like meat, fish and milk. The most helpful food for sport isn't a food at all, but a drink; it's water.

Each type of food works in a different way in order to help your body when you exercise. Carbohydrates are stored in the body and your muscles use them as fuel. That is why the more you exercise, the more carbohydrates you need. Protein helps your muscles grow and repair themselves. In addition, it keeps your muscles and bones strong. Finally, water is essential because it keeps you from becoming dehydrated.

All in all, a balanced diet with carbohydrates, protein and lots of water will keep you healthy and strong. If you need a reminder, listen to this:

Carbohydrates are your muscles' fuel;
for bones, protein is a useful tool;
and water is what keeps you cool!

Now, let's summarise the most important things to remember about the different types of food for sport. The initial letters will help you list examples. Under 'Carbohydrates', we'll write:

B-read/**R**-ice/**P**-asta/**P**-otatoes!

Correct! Now under 'Protein', what shall we write?

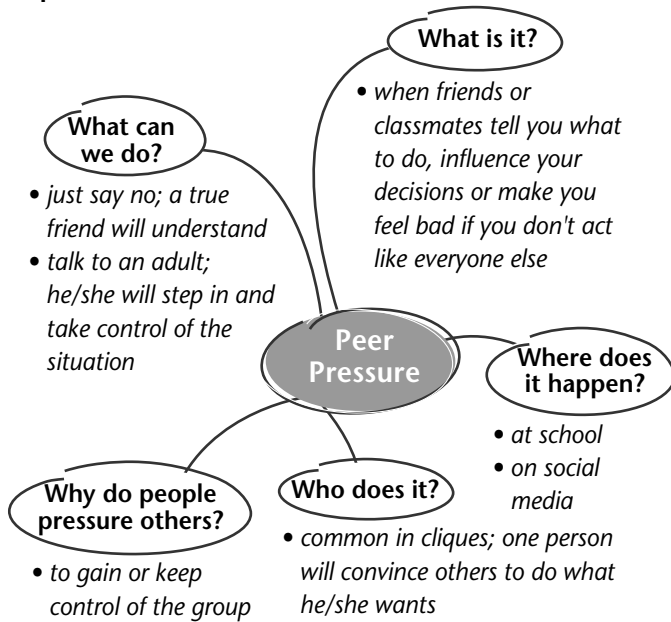
M-eat/**F**-ish/**M**-ilk! That's right!

Any questions? ...

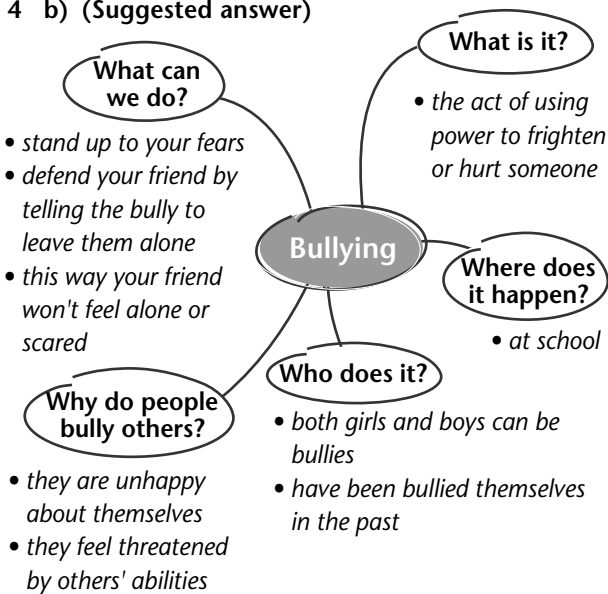
Thank you all very much.

Presentation Skills 3 – Teen Problems

1



- 2 **Opening technique:** making a statement
Closing technique: using a quotation
- 3 **Feedback technique:** pop quiz style questions in teams
- 4 b) **(Suggested answer)**



5 a) **Introduction:** A **Conclusion:** B

b) A 2 B 1

6 a) **Feedback technique:** a T/F game

b) **Alternative feedback technique:** polling questions
Now, how many of you would stand up to a bully if they were making fun of one of your friends? ... Great, all of you!

7 Ss should look for pictures of situations in which teens are bullying someone.

8 **(Suggested answer)**

Good afternoon, everyone. I'm Erin Meester. Have a look at this photo. What do you see? ... Right, these students are making fun of their classmate. This is a form of bullying.

Bullying is the act of using power to frighten or hurt someone. For most young people, bullying happens at school. For instance, when a new student joins a class, they are often bullied because they don't know any of their classmates yet.

So what makes someone a bully? Well, both girls and boys can be bullies. They have often been bullied themselves in the past. But why do they now bully others? Usually, it's because they are unhappy about themselves and feel threatened by others' abilities.

There are ways you can help stop bullying. If you or your friends are being bullied, stand up to the bullies! For example, you can defend your friend by telling the bully to leave them alone. This way, they won't feel alone or scared because there is someone helping them.

To sum up, bullying is a problem for many young people at school, but you can help stop it by standing up for your friends and standing up for yourself. Now that you have learned more about bullying, help end it for good!

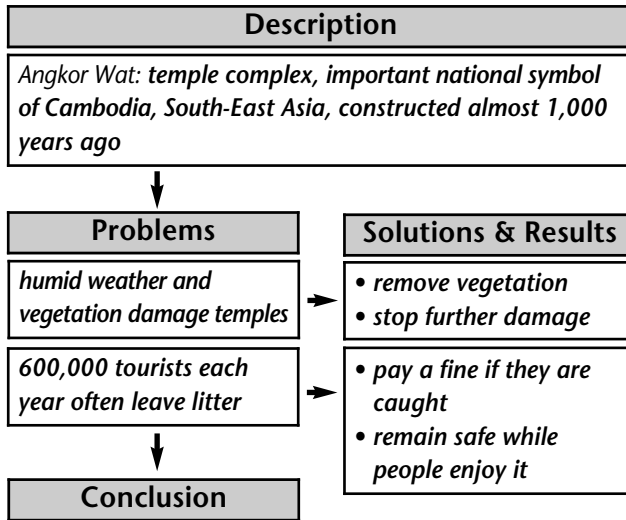
Now, get into groups and talk about the solution I suggested. Is it the best way to stop bullying? ... Why? ...

Are there any questions? ...

Thank you for your time.

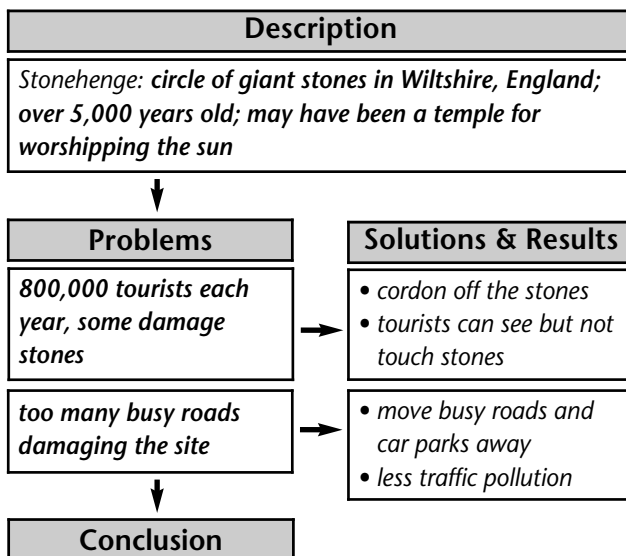
Presentation Skills 4 – Monuments in Danger

1



- 2 **Opening technique:** using visuals, asking a rhetorical question
Closing technique: stimulating emotions

3 b) (Suggested answer)



4 a) Introduction: A Conclusion: B

b) A 2 B 1

5 (Suggested answer)

- The German playwright Frank Wedekind once said, "Monuments are for the living, not the dead."

6 Ss should look for pictures of Stonehenge.

7 (Suggested answer)

Hello. My name is Alistair Munroe. I'll never forget the first time I visited Stonehenge. I was so excited to see this amazing ancient site! Sadly, Stonehenge is not what it once was because it faces some serious problems.

Stonehenge is a circle of giant stones located in Wiltshire, England. It was built 5,000 years ago! Some people believe it was a temple for worshipping the sun, but no one knows for certain.

Right now, Stonehenge is in serious trouble. Let's begin with the problem of tourism. Stonehenge is visited by almost 800,000 tourists each year, and some of these visitors damage the stones. However, the problem could be solved if authorities cordoned off the stones. As a result, tourists would be able to look at but not touch this ancient structure.

Another problem is the traffic that tourism brings. There is too much traffic near Stonehenge, and this is damaging the site. A solution to this problem is for authorities to build new roads and car parks further away from Stonehenge. This way, the site will be less affected by traffic pollution.

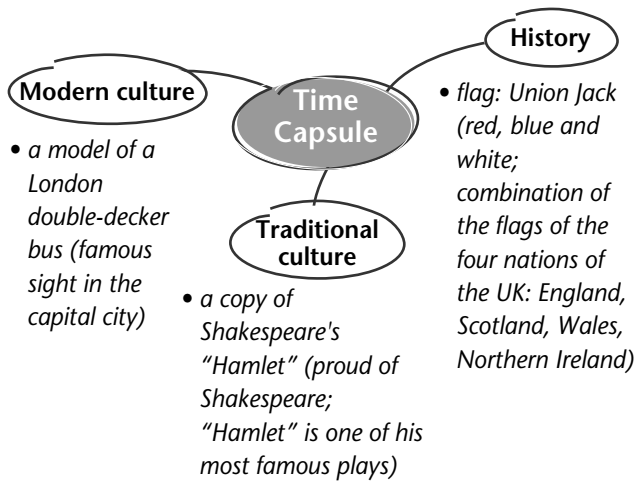
To sum up, Stonehenge is facing problems because of the large number of tourists as well as the high level of traffic, but we can help by cordoning off the stones and moving car parks and roads away from the site. What if, someday, we lose this amazing example of history and culture?

Any questions? ...

Thanks for watching.

Presentation Skills 5 – A Time Capsule

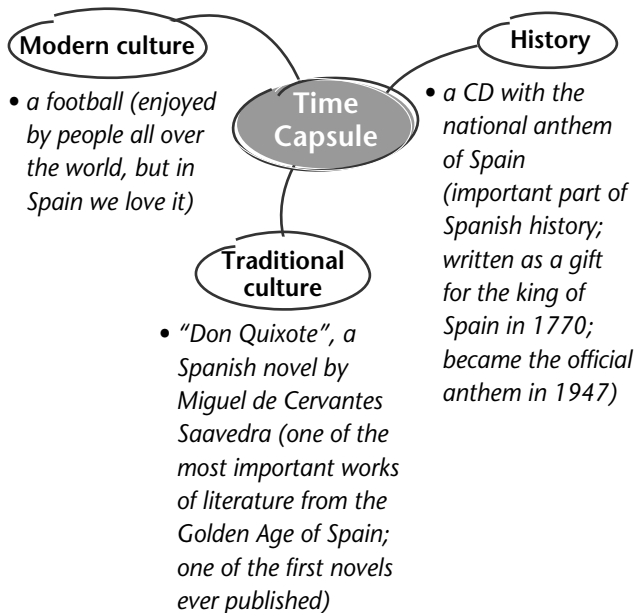
1



2 a) **Opening technique:** a rhetorical question
Closing technique: addressing the audience

b) **Feedback technique:** focus groups

3 (Suggested answer)



4 a) A 2

B 1

b) A 2

B 1

5 Ss should look for props or pictures of items that represent the history and culture of their country.

6 (Suggested answer)

Good afternoon. My name's Luis Martinez. In 1977, NASA sent a message about Earth into space. There hasn't been an answer yet, but we continue to hope for a sign of intelligent life out there. In fact, NASA has asked our school to contribute items that represent our country for a time capsule they will send into space. These are the items I've selected.

The first item I've put in the time capsule is an important part of our country's history: a CD with the national anthem of Spain on it: "The Royal March". Let's listen to it, shall we? ... This song has been a part of Spanish history for hundreds of years. According to historians, it was written as a gift for the king of Spain in 1770, but it didn't become the official anthem of Spain until 1947.

The next item I've chosen represents Spain's traditional culture. It is *Don Quixote*, a Spanish novel by Miguel de Cervantes Saavedra. This book is a valuable part of Spanish culture because it is one of the most important works of literature from the Golden Age of Spain. In fact, it was one of the first novels ever published!

The modern culture of Spain is also very important. The symbol I've chosen is something I'm sure you're all familiar with: a football! Football is enjoyed by people all over the world, but in Spain we absolutely love it!

To conclude, I believe that a CD with the national anthem of Spain, a copy of *Don Quixote* and a football represent the history, the traditional culture and the modern culture of Spain, and therefore they will be excellent additions to NASA's time capsule. In 2008, scientists discovered three planets similar to Earth, so maybe our time capsule will reach a planet with intelligent life! Let's get ready!

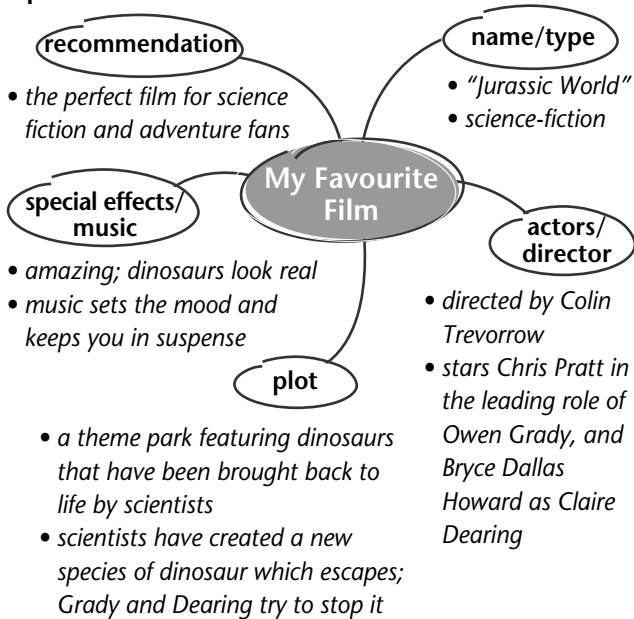
How many of you agree that these items represent Spain? ... How many of you would suggest different items? ...

I am happy to answer any questions at this point. ...

Thanks very much.

Presentation Skills 6 – My Favourite Film

1



2 a) **Opening technique:** using music, addressing the audience

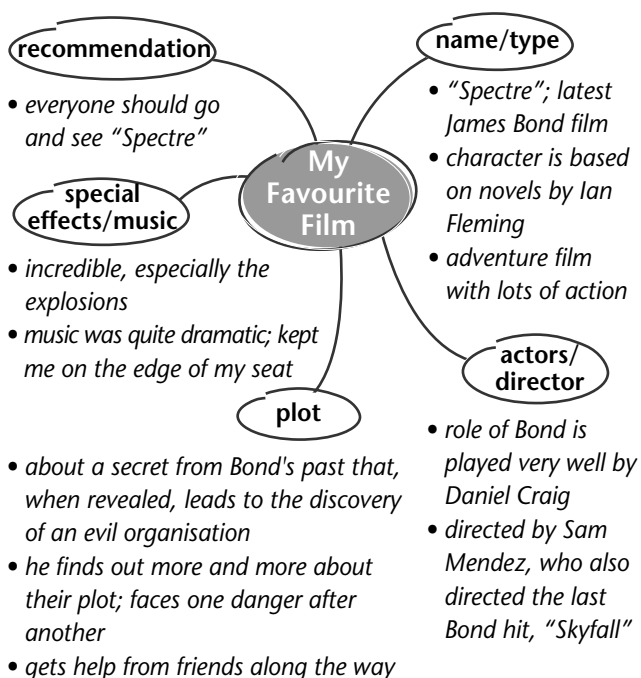
Closing technique: addressing the audience

b) **Feedback technique:** a Y/N game

3 a) **(Suggested answer)**

Spectre, latest James Bond film – adventure film – Bond is played by Daniel Craig – director: Sam Mendez – plot is about a secret from James Bond's past – incredible special effects – dramatic music ...

b) **(Suggested answer)**



4 a) **Introduction:** A

Conclusion: B

b) A 1

B 2

5 Ss should look for pictures or video or sound clips of their favourite films.

6 **(Suggested answer)**

Hello! My name's Penny Mills. American film director Francis Ford Coppola once said, "The very earliest people who made films were magicians." That's exactly how I feel about cinema. It's a kind of magic! My favourite film is called *Spectre* and it's the latest James Bond film. The character is based on novels written by Ian Fleming. Over time Bond has become the most famous spy in the world! *Spectre* is an adventure film with lots of action. The role of Bond is played very well by Daniel Craig, and the film was directed by Sam Mendez, who also directed the last Bond hit, *Skyfall*.

The story of *Spectre* is about a secret from Bond's past that, when revealed, leads to the discovery of an evil organisation. As he finds out more and more about their plot, Bond faces one danger after another. Of course, he has lots of help from his friends along the way!

The film's special effects were incredible, especially the explosions! I thought the music was quite dramatic as well. It kept me on the edge of my seat!

To conclude, *Spectre* is my favourite film because of the excellent acting and directing, the thrilling plot, the great special effects and brilliant music. In my opinion, everyone should watch it! So if you haven't watched it yet, it's a must!

Now I want to hear from you. What's your favourite film? ... Why? ...

Any questions? ...

Thank you for listening.

Language Review 1

1a

- | | |
|-------------------|------------------|
| 1 sales assistant | make-up artist |
| airline pilot | personal trainer |
| heart surgeon | |

- | | | | |
|------------------|--------------------|-----|-----|
| 2 1 b | 3 a | 5 d | 7 f |
| 2 c | 4 e | 6 g | |
| 1 earns a living | 4 welcome visitors | | |
| 2 dressing room | 5 make his way | | |
| 3 look familiar | | | |

1c

- | | | |
|--------------|---------|------------|
| 3 1 wrinkles | 3 late | 5 skinny |
| 2 selfish | 4 spiky | 6 generous |

CLIL TIME

- | | | |
|------------|------------|--------|
| 4 1 do | 4 physical | 7 make |
| 2 increase | 5 looks | |
| 3 make | 6 make | |

Prepositions

- | | | |
|----------|--------|------------|
| 5 1 with | 3 for | 5 from, to |
| 2 in | 4 with | |

Collocations

- | | | |
|--------|---------|---------|
| 6 1 do | 6 do | 11 do |
| 2 do | 7 make | 12 make |
| 3 make | 8 make | 13 do |
| 4 make | 9 do | 14 make |
| 5 make | 10 make | 15 do |

Phrasal verbs

- | | | |
|-------------|--------------|--------------|
| 7 1 give up | 2 give, back | 3 giving off |
|-------------|--------------|--------------|

Language Review 2

2a

- | | | | | | |
|--------------------|-------------------|-----|-----|-----|-----|
| 1 1 f | 2 d | 3 a | 4 e | 5 b | 6 c |
| 1 lightning strike | 3 dumped a bucket | | | | |
| 2 hurt his ankle | of water | | | | |

CLIL TIME

- | | |
|--------------------|------------|
| 2 1 inventor | 4 birth |
| 2 escaped, furious | 5 melted |
| 3 drowned | 6 powerful |

Writing

- | | |
|----------------------|--------------|
| 3 1 wrapped | 5 lonely |
| 2 looking forward to | 6 ran out of |
| 3 got stuck | 7 survive |
| 4 set off | 8 scared |

Prepositions

- | | | |
|--------|--------|--------|
| 4 1 on | 3 in | 5 from |
| 2 of | 4 from | |

Collocations

- | | | |
|----------|--------|---------|
| 5 1 have | 5 do | 9 have |
| 2 do | 6 have | 10 do |
| 3 have | 7 have | 11 do |
| 4 have | 8 do | 12 have |

Phrasal verbs

- | | | |
|--------------|--------------|--------------|
| 6 1 ran away | 2 ran out of | 3 ran across |
|--------------|--------------|--------------|

Language Review 3

3a

- | | | | | | |
|-------------------------|-----|-----|-----|--------------|-----|
| 1 1 c | 2 e | 3 a | 4 f | 5 d | 6 b |
| 1 shark attack | | | | 3 sharp pain | |
| 2 entered a competition | | | | | |

- | | | |
|-------------|------------|----------|
| 2 1 managed | 3 catching | 5 rushed |
| 2 escape | 4 won | 6 lost |

Across Cultures

- | | | |
|-----------------|------------------|----------|
| 3 1 Cockroaches | 4 weird | 7 skills |
| 2 competitors | 5 dozen | 8 local |
| 3 crowd | 6 finishing line | |

CLIL TIME

- | | | |
|------------|--------------|---------|
| 4 1 stores | 3 muscles | 5 dairy |
| 2 fuel | 4 dehydrated | |

Prepositions

- | | | | |
|--------|------|--------|------|
| 5 1 to | 2 To | 3 with | 4 in |
|--------|------|--------|------|

Collocations

- | | | |
|----------|--------|---------|
| 6 1 play | 5 do | 9 do |
| 2 do | 6 go | 10 play |
| 3 go | 7 play | 11 go |
| 4 play | 8 go | 12 do |

Phrasal verbs

- | | | |
|--------------|-----------|----------------|
| 7 1 got over | 2 got off | 3 get on, with |
|--------------|-----------|----------------|

Language Review 4

4a

- | | | | |
|---------------------------|-----|----------------------|-----|
| 1 1 h | 3 f | 5 a | 7 d |
| 2 c | 4 e | 6 b | 8 g |
| 1 pay a fine | | 3 broke into a house | |
| 2 filled in an entry form | | | |

- | | | |
|--------------|-----------|------------|
| 2 1 captured | 3 foolish | 5 realised |
| 2 speeding | 4 Freeze | 6 notice |

Across Cultures

- 3 1 VOLUNTEER 4 DISABLED
 2 HOMELESS 5 CHARITY
 3 ACHIEVE

Hidden word: NEEDY

CLIL TIME

- 4 1 act 3 join 5 force
 2 punch, stamp 4 ignore

Prepositions

- 5 1 in, from 2 of 3 for

Collocations

- 6 1 pay 5 break 9 break
 2 break 6 break 10 pay
 3 pay 7 pay 11 break
 4 break 8 pay

Phrasal verbs

- 7 1 break up 2 broke down 3 broke into

Language Review 5

5a

- 1 1 threaten 3 face 5 preserve
 2 worship 4 damage 6 survive
 2 1 energy 4 melting 7 busy
 2 endangered 5 humid 8 car
 3 air 6 national 9 global

Across Cultures

- 3 1 fur 3 overfishing 5 illegal
 2 mammals 4 unique

CLIL TIME

- 4 1 surrounds 3 allows 5 extinct
 2 reaching 4 discovered

Prepositions

- 5 1 in 2 for 3 with 4 to 5 to

Collocations

- 6 1 save 4 keep 7 keep 10 keep
 2 keep 5 save 8 save
 3 save 6 save 9 keep

Phrasal verbs

- 7 1 Come along 2 came across 3 came into

Language Review 6

6a

- 1 1 c 2 d 3 f 4 e 5 a 6 b
 1 carry a message, 2 solar system
 time capsule 3 human race

Across Cultures

- 2 1 fluent 3 crossed 5 insult
 2 shook 4 compartments

CLIL TIME

- 3 1 spread 3 invented, twist 5 wages
 2 conditions 4 housing 6 powered

Prepositions

- 4 1 on 3 at 5 on 7 in
 2 about 4 to 6 on

Collocations

- 5 1 take 4 catch 7 take 10 catch
 2 catch 5 take 8 take 11 catch
 3 take 6 catch 9 take 12 catch

Phrasal verbs

- 6 1 made up 2 making up 3 make out

Language Review 7

7a

- 1 1 g 3 d 5 c 7 b
 2 e 4 f 6 a
 1 remotely operated
 2 computer animated
 3 sound effects
 4 behind the scenes

7c

- | | |
|---|---|
| <p>2 Across
 6 PERFORMANCE
 7 SENSES
 8 QUALITY
 9 FLUTE
 10 STADIUM</p> | <p>Down
 1 AUDIENCE
 2 CIRCUS
 3 TEMPERATURE
 4 ORCHESTRA
 5 INSTRUMENT
 9 FOUND</p> |
|---|---|

Across Cultures

- 3 1 bands 3 folk 5 wind
 2 theme 4 times

Prepositions

- 4 1 to 2 on 3 to

Collocations

- 5 1 be 2 go 3 go 4 go 5 be 6 go

Phrasal verbs

- 6 1 is on 2 was off 3 was over

Language Review 8

8a

- | | | | |
|----------|---------------|---|-------------|
| 1 | Across | | Down |
| 4 | SQUARE | 1 | FARM |
| 5 | MOTORWAY | 2 | PATH |
| 6 | FACTORY | 3 | SKYSCRAPER |
| 7 | HARBOUR | | |
| 8 | FIELD | | |

Picture: WOODS

8c

- | | | | |
|----------|------------|--------|-----------|
| 2 | 1 carve | 4 cosy | 7 utility |
| | 2 admire | 5 Wild | 8 busy |
| | 3 thatched | 6 make | 9 cramped |

CLIL TIME

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

Prepositions

- | | | | |
|---|--------|---------|------|
| 4 | 1 from | 3 to | 5 at |
| | 2 of | 4 about | 6 at |

Collocations

- | | | | | |
|---|--------|--------|--------|---------|
| 5 | 1 tell | 4 say | 7 tell | 10 tell |
| | 2 say | 5 say | 8 tell | 11 tell |
| | 3 tell | 6 tell | 9 say | 12 say |

Phrasal verbs

- | | | | |
|---|------------|--------------|---------------|
| 6 | 1 look, up | 2 look after | 3 looking for |
|---|------------|--------------|---------------|

Module 1

➤ Exercise 8 (p. 9)

Steve: Hi Mary.

Mary: Hi Steve. How are you?

Steve: Fine. So, what job are you interested in, Mary? Social worker?

Mary: Actually, I want to be a fashion designer ... I'd love to make my own clothes some day.

Steve: Nice! And where are all the others?

Mary: Oh, here and there. Margaret is talking to the doctors over there. She wants to be a heart surgeon.

Steve: I'm not surprised. She's always wanted to take care of people ...

Mary: I know. Shelly is the same ... She is thinking about becoming a teacher ...

Steve: Right...and the boys?

Mary: Well, Jason wanted to become a lawyer until he spoke to the pilots over there ... now he wants to be a pilot.

Steve: That's cool!

Mary: ... yeah ... and well you know Carl. He is always playing around like he's on TV so he wants to be an actor.

Steve: Good choice! He is good at that ...

➤ Exercise 9 – Dictation (p. 9)

Alea is a heart surgeon. She works in a hospital in the town centre. Every morning, she wakes up at 7:30 am and takes the underground to work. She usually starts work at 9 am and finishes at 5 pm. This morning, the sun is shining and Alea feels good. She is wearing her favourite dress because she has an interview with a medical magazine to talk about her job. On days like today, Alea really loves her job.

Module 2

➤ Exercise 7 (p. 17)

Tim: Hi Nick. How are you? I heard you sprained your wrist last week. What happened?

Nick: Hi Tim. No, actually I hurt my leg. At first I thought it was broken but I only twisted my ankle!

Tim: Oh. I see. Did it happen during your football game?

Nick: No, I was on my way home from playing tennis and I tripped over something on the pavement. There wasn't anything to grab hold of, so I stumbled and fell into the street.

Tim: Were you alone?

Nick: Yes, but fortunately a friend of mine was walking by, so he helped me. He called an ambulance as I couldn't walk home on it.

Tim: So you went to the hospital then?

Nick: Yes, and they were very helpful. The doctor offered to give me an injection for the pain, but I didn't need it, the pain wasn't that bad. The nurse brought me an ice pack instead and it helped right away. Luckily I didn't need a plaster cast.

Tim: How long will it take before you can do sports again?

Nick: They told me I should be very careful for the next two weeks and that in about a month I can start playing again. Unfortunately, I will miss the end of the year football match.

Tim: That's too bad, they'll miss you. OK, well take care and I'll talk to you again soon.

Nick: Thanks Tim. Bye.

➤ Exercise 8 – Dictation (p. 17)

Matthew was driving along a forest road when suddenly it started to rain heavily and lightning struck his car. Matthew lost control of the car. It slid off the road and hit a tree. Matthew felt a severe pain all over his body. He thought that he was in a critical condition and was very afraid. Then he woke up in hospital in a plaster cast. He escaped with a broken leg. The doctors say he was fortunate to survive such a serious crash.

Module 3

➤ Exercise 6 (p. 25)

Stewart: Hi, Fiona. Are you going to that new extreme sports camp?

Fiona: No, actually I have decided to go to an outdoor activity camp. They have a programme that teaches canoeing and I want to try it.

Stewart: Oh, that sounds interesting. I have never been canoeing. Do you need any special equipment for that?

Fiona: The camp provides everything – life jackets, paddles, helmets and so on. They told us if we want, we can bring a pair of goggles, but we don't have to.

Stewart: So, you really like sports. It seems you are always doing something.

Fiona: Yes, I suppose that's true. I have tried a few different things. I play football at the weekend and on Wednesdays I go skateboarding at the skate park.

Stewart: Have you ever tried anything really dangerous? I would like to try an extreme sport one day.

Fiona: Not me. I enjoy a lot of sports, but I don't want to try anything where I could get seriously injured.

Stewart: Yeah, I understand. Last year I was in Australia with my family and my mum thought I was taking a chance when I went snorkelling.

Fiona: Snorkelling isn't dangerous.

Stewart: Tell my mum that! She was scared when my brother went fishing too. Actually, I think she believes any activity near water is dangerous. She was worried the whole time my dad was swimming in a race.

Fiona: Well you better not tell her I am going canoeing then.

Stewart: You're right. I will tell her you are going to go camping, but that there will not be any water around at all.

Fiona: Do you want to come with me?

Stewart: I would, but I have a cricket match.

Fiona: OK then. Maybe another time ...

➤ **Exercise 7 – Dictation (p. 25)**

A passenger boarded a flight from Singapore to London. When he arrived he didn't declare anything but customs officers found a scorpion in his luggage. They said that he broke the law because he lied to them and he tried to import endangered species. They arrested him and charged him.

Module 4

➤ **Exercise 3 (p. 32)**

Woman's Voice: You have reached the Callingwood Children's Centre. We are a non-profit children's charity that helps children with physical and learning disabilities. The centre gives a variety of lessons such as art and reading. We accept donations of money and books for our growing library. We also need volunteers to help in the kids clubs that are held in the evenings and on Saturdays. There is a large outdoor playground, open every afternoon. The centre operates every day from 9 am-8 pm and is closed on Sundays. If you like, please leave a message at the tone and we will return your call as soon as possible.

➤ **Exercise 5 – Dictation (p. 33)**

Last weekend a burglar broke into my house when I was away. He stole my laptop and some money. I called the police and a few days later they phoned me to tell me they arrested someone in the neighbourhood. The court sentenced him to six months in prison and I got my laptop back but not my money.

Module 5

➤ **Exercise 6 (p. 41)**

Speaker A

I love going skiing every year but sometimes the weather can turn very quickly. It's essential to wear warm clothes. It can get very cold up in the mountains. And it's a good idea to stay in populated areas. If you do want to go off on your own, you should take food and water and a radio with you and always tell someone where you are going in case the worst happens.

Speaker B

I had a great time growing up in the UK but I hated the weather. All that rain and grey skies were very depressing. That's why I decided to move to the South of France. I live in a lovely little house by the sea, and the best thing about it is that it's always very sunny here! I love the sunshine and being out and about when it's hot. I miss my friends back home but I don't miss the dark clouds, that's for sure!

Speaker C

Winter is my favourite time of year. I love when everything is white. But it can be dangerous sometimes. I remember

one time I went out for a walk and got caught out by some awful weather. The conditions changed in a matter of minutes and I suddenly found myself in the middle of a snow storm. It was quite scary but luckily I always prepare for that kind of thing, just in case.

Speaker D

There's another drought at the moment. Two years ago, we couldn't wash our cars or water our gardens. Some of my friends have farms and it's really bad news for them. If it doesn't rain soon, they won't have enough water for their crops. A lot of people complain about the rain in this country, but I think they'd feel differently if they experienced a drought like this.

Speaker E

My friends and I go camping every year. We prefer being out enjoying nature than going somewhere in the city. But we had to cancel our plans this year because of the flooding. Tom was especially disappointed because he had bought new equipment for the trip. Hopefully the conditions will be better next year and he will get to use his new tent and climbing gear.

➤ **Exercise 7 – Dictation (p. 41)**

The Great Barrier Reef in Australia is the world's largest reef. It is over 2,300 km long and is home to over 1500 species of fish. Unfortunately, global warming now threatens its existence because coral reefs are very sensitive to temperature change and pollution. Experts say that up to 95% of the reef may not survive if temperatures continue to rise. It's time to do something or the reef will disappear and many of its fish will become extinct.

Module 6

➤ **Exercise 8 (p. 49)**

Speaker A

I prefer the latest piece of technology so I was really excited when my parents gave me this for Christmas. It has a good internet connection, and a proper keyboard, like a computer. I could use it to answer my emails if I wanted to, but I mostly use it to chat with my friends after school, and at the weekend.

Speaker B

Since my best friend's family moved to Spain, this is the only way I can regularly see her face-to-face. It's not the same as spending time together, but it's better than just sending emails to each other. My grandma likes this too, even though she doesn't normally like using computers, as she lives a few hours away, and likes to see me. This has quickly become my favourite means of communication.

Speaker C

Some people call it 'snail mail', since it's slower than more modern types of communication, but I think it still has its uses. Even though it is only a page of text, which can be typed out like an email, it is much more personal, and looks good when you're trying to make a good impression on new people. There are several ways of starting and

ending your message, depending on who you're talking to.

Speaker D

This is probably the means of communication most often used in the workplace. When my mother is at work, she can talk to her whole team at once, without wasting any time using a telephone. I was taught to use it properly at school, but I just use it for communicating with my American penfriend, as it's quicker than waiting for a letter to travel the world, and doesn't cost anything, unlike a phone call.

Speaker E

Though it isn't as good as a telephone call, it's a quick, cheap way to keep in contact with my friends and family. This large screen is very helpful when I'm typing, although it's obviously easier using a computer instead. Sometimes, though, it's almost like speaking in another language – my parents are always complaining that they find it confusing when I contact them like this.

➤ **Exercise 9 – Dictation (p. 49)**

Teenagers in the UK spend about thirty hours a week online. The majority of them use the Internet to communicate with friends and play games. Many also use it to help them with their homework and a few use it to read the news.

Module 7

➤ **Exercise 6 (p. 59)**

- Jane:** Hey, are you going to the school music concert on Thursday?
- Doug:** Yes, I want to, but I haven't got a ticket yet. Have you?
- Jane:** Yes, I bought my ticket on Monday. Don't worry, you can buy a ticket in the gym until Wednesday.
- Doug:** Oh, OK. Are the tickets £7 again like last year?
- Jane:** Actually, they're £8 this year.
- Doug:** Oh, that's still less than £10. That's not bad. The concert will take place in the theatre, won't it?
- Jane:** Actually, the theatre's too small. The gym's a bit small, too, so it will be held in the auditorium.
- Doug:** Right. I think there will be some really good bands!
- Jane:** Yes. I can't wait to see The 2020s. That's my friends' band. They made their first album in 2001.
- Doug:** Cool! Hey, do you want to meet outside before the concert? That way, we can sit together.
- Jane:** Sure. I've got basketball practice until 6:30 and the concert starts at seven o'clock, so how about meeting at 6:45?
- Doug:** Perfect! See you there.
- Jane:** OK, bye.

➤ **Exercise 7 – Dictation (p. 59)**

Hi Hayley!
I went to a great music concert last night with my friends! There were lots of bands and they played all kinds of different music – rock, jazz, pop and classical. My favourite

though was a heavy metal band called 'Zig Zag'. They were so loud, especially the drums, but they were absolutely fantastic! Afterwards, we all went out for dinner. It was an amazing evening.

Write back soon
Love,
Christine

Module 8

➤ **Exercise 5 (p. 67)**

- Amy:** Hi Sam. Did you finish your project?
- Sam:** Oh, hello Amy. Yes, you're my last person. I have to find out everyone's favourite place in town.
- Amy:** Oh, that must have been interesting. What did you find out?
- Sam:** Well, Gary likes to go out to the cinema. He likes going to the one next to the department store on Main Street because it is big and has a good choice of films.
- Amy:** What about Tracy?
- Sam:** She surprised me. Her favourite place is home.
- Amy:** Really? Why?
- Sam:** She lives on the top floor of that new skyscraper and she says the view is amazing. She can see the entire city.
- Amy:** That would be interesting. I would love to see that. Who else did you talk to?
- Sam:** Well, James spends his time in the square across from the school. He goes skateboarding there all the time. So, that brings me back to you. Where do you like to hang out?
- Amy:** I spend all of my free time shopping at the mall. What about you?
- Sam:** I go to the park by the lake. It is my favourite place to go jogging and play football.
- Amy:** Of course! I should have known that ...

➤ **Exercise 6 – Dictation (p. 67)**

Bristol is a cosmopolitan city in the south-west of England. It is Britain's tenth largest city with a population of 380,000. Bristol used to be an important port city with a famous harbour. Now it's a fantastic mixture of the old and new! You will love the city's great shopping malls, art galleries and museums, as well as its lively nightlife. You can also take a boat cruise along the River Avon. Last but not least, Bristol has about 450 parks and green spaces and it's just a short distance from the countryside if you want to escape the hustle and bustle of the city.

Further Exam Practice

➤ **Exercise 1 (p. 152)**

Dialogue A

- A:** Why are we here? You've got lots of lovely outfits at home.
- B:** I want to get something new for the party. I know I have things at home but I've worn them all before.
- A:** OK. But remember, we still have to get Joshua a present.

- B:** I know but I can't think what to get him.
A: Oh that's easy. We'll just get him the new CD of his favourite band. He loves music.
B: Great idea!

Dialogue B

- A:** Is everything ready for the party tonight?
B: Yes, I'm just finishing the decorations.
A: Have you brought the music?
B: Yes, and I got all the food at the supermarket yesterday. I just have to go upstairs and change into my outfit.
A: Great! I hope Barry will be surprised when he opens the door.
B: I'm sure he will.

Dialogue C

- A:** OK, what else do we need?
B: We've got the soft drinks, the cake and some popcorn. I'd like to get some more snacks.
A: OK, well crisps and nuts are in the next aisle.
B: Great. I think David will enjoy the party. He just wanted to go to the cinema for his birthday, but we can do that any night.
A: I agree. And we can always put on a DVD if anyone wants to watch a film.
B: Good idea.

Dialogue D

- A:** What about this one?
B: No. Roger doesn't like heavy metal. He prefers listening to jazz.
A: OK. Let's get him this jazz CD. Hey, why don't we go to the cinema once we're finished shopping? There's a new comedy I'd like to see.
B: Sure, but first I have to get a top to go with my blue trousers to wear to the party.
A: No problem. We'll go to that new clothes shop on the second floor.

➤ Exercise 2 (p. 152)**Speaker A**

As the population of the planet grows, the need for more housing also grows. After all, people need a place to live. This means that more land has to be cleared and construction companies need more building materials. All this new construction is having a damaging effect on our natural resources, especially our forests. And it's happening all over the world.

Speaker B

Our disappearing forests is a major environmental problem and it has also led to habitat loss. Just as we need to have somewhere to live, so do animals. Unfortunately, when we cut down the trees, we cut down their homes. Many animals are now on the endangered list because of people's actions. If we don't do something about it soon, some species will be lost forever.

Speaker C

I had a great time. It's so rewarding knowing that you are making a difference. I found a charity that specialises in saving our forests and I saw on their website that they had a tree planting day at the weekend. We went to an area that had been cleared a couple of years ago. It was horrible seeing the bare landscape but we soon changed that. Hopefully in a few years, all the animals will come back.

Speaker D

I was amazed by the number of organisations I found that are working to save our forests. And not just the rainforests but right here on our doorstep. I had no idea how many areas in this country had been affected by deforestation or how it was damaging nature. And they do such amazing work. They hold tree planting days, raise money and help companies to be sustainable.

Speaker E

Our company wants to make a difference. Instead of being a cause of the problem we wanted to be the solution. We work with local charities to make sure our work has as little an impact on nature as possible. The experience has been a rewarding one. I'm especially proud of our one-tree-out-one-tree-in policy where we replace every tree we cut down.

➤ Exercise 3 (p. 152)

Kevin: Hi, Josie. How are you?

Josie: Oh hi, Kevin. I'm fine thanks. Are you busy tonight?

Kevin: I was going to play computer games with my brother but he's got a project he has to finish for school. Why?

Josie: A few of us are going to the cinema. Would you like to come?

Kevin: Sure. What are you going to see?

Josie: Well, Mark wanted to see that new action film but Kate doesn't like action. So it was a choice between the horror film and the comedy. Everyone agreed on the comedy.

Kevin: Great! I've been wanting to see that. What time should I meet you?

Josie: The screening starts at 7:30. Kate is coming to my house at 7 and we're meeting Mark outside the cinema at 7:15.

Kevin: OK. I'll see you at the cinema.

Josie: Oh, and we're going for a pizza afterwards. You can join us for that too if you like.

Kevin: I don't think I'll be able to. I have to get up early tomorrow because we're visiting my grandparents for the weekend so I'll have to go home after the film.

Josie: No problem. I hope you have a good time at your grandparents.

Kevin: I think we will. They live in a lovely big house in the country. It's so nice getting out of the city.

Josie: I thought your grandparents lived by the sea.

Kevin: They did but they moved last year. What are your plans for the weekend?

Josie: Nothing special. Kate and I are going shopping on

Saturday morning and then I'm going to the gym. On Sunday, my family are planning a barbecue but the forecast isn't good so we'll have to wait and see.

Kevin: I hope it stays nice for you. Well, I have to go. I'll see you tonight.

Josie: Bye.

➤ **Exercise 4 (p. 152)**

Dialogue A

A: Hahah! That squirrel really likes these nuts! This is fun. I'm glad you talked me into coming here.

B: Yes, it's so much nicer eating a picnic here in the sunshine and fresh air than sitting in a café.

A: I wish I could take a picture of that squirrel but I left my camera at the hotel.

B: Here, use my phone.

A: Great. I love photographing wildlife. I think it's much better seeing the animals running around free instead of caged up at the zoo.

B: Me too. But the zoo in our city is quite good because the animals have a lot of room.

A: I suppose so. Oh, look! The squirrel has a friend at the top of the tree.

Dialogue B

A: What do you think of the exhibits here?

B: They're great! I wish I could paint like that. I especially liked the pictures of the animals. They were so life like.

A: They were.

B: This is more interesting than I thought it would be. I normally don't enjoy places like this.

A: Me neither. Let's get a coffee in the café before we leave.

B: OK. And let's go to the souvenir shop. I'd like to get some postcards of some of the pictures. It's a shame they don't let us use cameras in here. There were so many great shots I could have got.

Dialogue C

A: This building is really old, isn't it?

B: I think so. Did you see those old maps and pictures in the lobby? I think they were of the area and the building when it was first built.

A: Well, we better put our bags in our room before we head out to the art gallery and don't forget your camera.

B: Where is everyone else?

A: They're waiting for us at the café downstairs.

Dialogue D

A: This was a lovely day out. I always enjoy coming here.

B: I've never been before but I will definitely come again. I especially enjoyed the penguin enclosure. I got some fantastic snaps of them swimming around.

A: Yes, it was a great photo opportunity. But I'm hungry. We should get something to eat.

B: I have some sandwiches in my bag.

A: Great. We can go to the park next to the art gallery on our way home and eat them there.

B: Alright. Let's go.

➤ **Exercise 5 (p. 153)**

Dialogue A

A: This new history book is really interesting. I'm glad I decided to get it from the school library.

B: I don't have history anymore. I chose to study geography instead.

A: That's a shame. My history class has got a lot of trips to museums this year. Next week we're going to the war museum.

B: That should be interesting. Oh! There's the bell. We better get to class.

Dialogue B

A: Hi Karen. What are you doing in here?

B: I'm getting a book to help me with my history project. What about you?

A: I'm doing my project right now. There were no computers available at school so I came here. There's so much information online that I haven't needed to look at any of the books yet.

B: Really?

A: Yes. I can even go on a virtual tour of a museum on the computer. It's great!

Dialogue C

A: This place is really interesting. I'm glad we bought this guide book when we came in.

B: Me too. It's got a lot of extra information about all the exhibits.

A: Oh look! That must be a group of kids on a school trip.

B: They're lucky. I didn't get to visit places like this when I was at school.

A: I'd like to visit the gift shop before we leave. What time's our train?

B: It doesn't leave for another two hours so we've got time. I'd like to go to their bookshop as well.

Dialogue D

A: What book are you reading?

B: It's a detective novel. I bought it at the shop in the station.

A: I don't like detective stories. I prefer historical novels.

B: They're good too. What time do we arrive?

A: In 30 minutes. Then it's just a 5 minute walk to the museum.

➤ **Exercise 6 (p. 153)**

Speaker A

Extreme sports are not for everyone. It takes a certain kind of person to be able to deal with the risks. Even with all the right equipment, these sports can be very dangerous. I'm not saying you have to be fearless. I actually believe you have to have a certain level of fear to be able to respect the sport. On the other hand, too much fear and you will never be able to do it.

Speaker B

I think the most important part of any sport is safety. Extreme sports can be very dangerous so it is vital you make sure you get all the right kit before you start. It can be expensive buying all the safety gear but it's better to be safe than sorry I always say. You don't want to risk injuring yourself because you didn't prepare properly.

Speaker C

Extreme sports are exciting and a great way to spend your free time and get fit, but they can be a costly hobby. You have to pay for all the safety equipment and for instruction which can quickly add up. That's why you have to be sure that you really want to do it. There's no point in going a couple of times and then giving up.

Speaker D

I never thought I would try an extreme sport but some of my friends got together and paid for me to have a lesson. The instructor was very helpful and told me about all the rules I had to follow to keep me safe. I thought I would be scared but instead I was only excited. It was a thrilling experience and I can't wait to go again.

Speaker E

When you're working with people new to the sport, it's your job to make them feel safe and relaxed. It can be scary trying something for the first time so it is up to me to calm them down. Then, they are more able to concentrate on what I'm telling them. Not everyone is suited to the sport but I like to make them comfortable enough to try. After all, that's what I'm paid for.

➤ **Exercise 7 (p. 153)**

Claire: Hi, my name's Claire. Are you new here?

Brian: Hi, Claire. I'm Brian. Yes, my family just moved here so it's my first day.

Claire: How do you like it so far?

Brian: It's OK but it's a bit different to where I used to live. It's very noisy and there are so many people.

Claire: That's the city for you. Although, I like that it is busy I just don't like all the cars. Where were you living before?

Brian: We had been staying with my aunt and uncle for the last month while we were looking for a flat in the city but before that, we had a big house in the country.

Claire: The country must be much quieter than the city.

Brian: Yes. I think you would like it, there are a lot less cars. I mean people still use cars to get to work and do their shopping and a lot of people come from the city to get away for a couple of days after a hard week, but it's nothing like here.

Claire: Why did you move?

Brian: My sister has always wanted to live in the city. She loves visiting our relatives here but we had to move because my dad just started working for a new company in the city centre.

Claire: Well, you've come to a great school. The teachers are all really nice and we have first class facilities.

Our sports hall is the best in the city. We also have some great after school clubs.

Brian: I was hoping the school would have a photography club. I really enjoyed that at my old school.

Claire: It does. It also has a lot of sports clubs if you like that sort of thing and a book club which I'm in.

Brian: I'll have to check those out.

Claire: Well, there's the bell. I'll show you to your first class if you like.

Brian: That would be great, thanks.

➤ **Exercise 8 (p. 153)****Speaker A**

I didn't understand all the excitement about smartphones when they first came out. I thought they were just a fancy mobile phone so I resisted getting one for a long time. It was only when my old mobile died that I had to buy one. Now, however, I think they are great! They are really useful. I couldn't live without it. But I suppose it's not that surprising, I felt the same way when I first got my mobile.

Speaker B

They are great tools. You can use them for everything. You can surf the Net, check your emails, update your calendar, take pictures, find directions and, of course, make phone calls and send text messages all in one small package. It really is amazing what technology can do these days. I never leave home without mine. I don't know how people managed their everyday lives in the past.

Speaker C

I left my smartphone at home once and I felt lost without it. I think that's the problem today. People spend too much time on their gadgets and rely on them too much to help in their everyday lives. Back in my grandparent's day, things were much simpler. Now, communication seems to be all electronic and there's a danger that we will lose the ability to talk face-to-face.

Speaker D

I'm not surprised that so many people have smartphones these days. You can do so much with them that they are difficult to live without. What I do find surprising is that the same people also buy other technology like tablets and laptops that do exactly the same things as their smartphone. They might even own two smartphones which just seems like a waste of money to me.

Speaker E

Smartphones are great gadgets but there are risks involved using them. A lot of people don't pay enough attention when they are on their smartphones, particularly when they are reading or sending text messages. A number of accidents have occurred where people have walked into stationary objects or, even worse, been in traffic accidents because they weren't paying attention.

Grammar Bank 1

- 1 1 A: My 3 A: your 5 A: He
 B: you B: mine B: him
- 2 A: you 4 A: our
 B: we B: You
- 2 2 Can he play tennis?, he can
 3 Can he reach the biscuits?, he can't
 4 Can they dive?, they can
- 3 2 Tom has got a car. He hasn't got a laptop or an MP3 player.
 3 Alex and Amy have got a laptop and a car. They haven't got an MP3 player.
 4 Max and Katie have got a laptop. They haven't got an MP3 player or a car.
- 4 1 finishes, doesn't get back 6 don't get up
 2 do you want 7 lies, watches
 3 doesn't go, goes 8 Does Lucy
 4 Do your parents read, do have, does
 5 drives
- 5 1 Max usually goes out on Saturday night.
 2 Fran is often on the phone to her friends.
 3 Harry never eats out at restaurants.
 4 I always have a large breakfast.
- 6 1 B: What 5 A: Why
 2 A: When 6 A: What
 3 A: Where 7 A: Which
 4 A: How often 8 A: How
- 7 1 on 3 at 5 on 7 at
 2 in 4 at 6 in 8 at
- 8 1 in 5 Above 9 next to
 2 on 6 on 10 next to
 3 opposite 7 in front of
 4 between 8 in
- 9 1 any 5 a few 9 How many
 2 an,a 6 A lot 10 a little
 3 some 7 much
 4 How much 8 lots of
- 10 1 A: Is Tom swimming
 B: isn't, is/'s lying
 2 A: is/'s cooking
 3 A: isn't working
 B: are/'re fixing
 4 A: Are Mum and Dad going
 B: are, are/'re meeting
- 11 1 Sam is painting his living room at the weekend.
 2 She is looking for a new job at the moment.
 3 They are closing the schools because of the snow.
 4 Rebecca is going to the hairdresser's tomorrow.
 5 My brother is washing the dishes now.
 6 We are not using the computer at the moment.
- 12 2 A: Is John getting a haircut at 1pm?
 B: No, he's having lunch with Bill at 1pm.
 3 A: Is John having an Italian lesson at 4 pm?
 B: No, he's having a French lesson at 4 pm.
 4 A: Is John meeting Bill at the cinema at 7 pm?
 B: No, he's meeting Sally at the cinema at 7 pm.
- 13 1 A: Do you want
 B: am/'m studying
 2 A: is/'s visiting, is/'s walking
 3 A: go
 B: are/'re flying
 4 A: does the bus arrive
 B: gets
 5 A: Is Fran tidying
 B: is/'s lying, (is) watching
- 14 1 am/'m writing 7 hang out
 2 am/'m doing 8 am/'m having
 3 stay 9 are/'re eating
 4 surf 10 are/'re going
 5 watches 11 is/'s calling
 6 meet
- 15 1 more 5 better
 2 braver 6 shortest
 3 the biggest 7 more reserved
 4 skilful 8 thinner
- 16 1 than 3 as 5 very 7 most
 2 most 4 most 6 than 8 much
- 17 1 fitter 5 happier
 2 more expensive 6 more daring
 3 The fastest 7 worse
 4 the longest 8 the biggest
- 18 2 Martin is the most highly trained of the three men.
 Steve is not as highly trained as Martin.
 Jeff is the least highly trained of the three.
 3 Jeff is the most well-paid of the three men.
 Martin is not as well-paid as Jeff.
 Steve is the least well-paid of the three.
- 19 1 C 2 B 3 A 4 A 5 B 6 B
- 20 1 as expensive as 4 more patient
 2 kindest person 5 curlier
 3 taller than 6 more outgoing

- 21 1 suits 6 have
 2 is 7 do not/don't fit
 3 do 8 is
 4 looks 9 cost
 5 is
- 22 2 Molly can run fast enough to win the race.
 3 The TV is too expensive for you to buy.
 4 Tom is strong enough to move the bookcase.
 5 The exercise is too difficult for me to do.
 6 David is too tired to go out tonight.
- 23 2 too young 5 cheap enough
 3 tall enough 6 loud(ly) enough
 4 light enough
- 24 1 also 4 as well
 2 too 5 On the other hand
 3 and 6 However
- 25 1 James wants to buy new jeans and a T-shirt.
 James wants to buy new jeans and he also wants a T-shirt.
 James wants to buy new jeans as well as a T-shirt.
 James wants to buy new jeans and a T-shirt too.
 2 Sophie is very outgoing, but she can be rude at times.
 Sophie is very outgoing, however she can be rude at times.
 Sophie is very outgoing, on the other hand she can be rude at times.
 3 Graphic designers do very creative work, but they are not always paid well, though.
 Graphic designers do very creative work, however they are not always paid well, though.
 Graphic designers do very creative work, on the other hand, they are not always paid well though.
 4 Adam has a moustache and a beard.
 Adam has a moustache and also a beard.
 Adam has a moustache as well as a beard.
 Adam has a moustache and a beard too.

Grammar Bank 2

- 1 1 A: was Sally doing
 B: was working
 2 A: was raining
 B: was walking
 3 A: were you going
 B: was going
 4 A: were they arguing
 B: wasn't listening
 5 A: Were you shopping
 B: was sleeping
 6 A: Was your aunt staying
 B: was

- 2 1 had 10 wasn't sleeping
 2 was camping 11 were waiting
 3 was returning 12 were looking
 4 jumped 13 were looking
 5 fell 14 spent
 6 told 15 pulled
 7 took 16 had
 8 knew 17 didn't have
 9 climbed
- 3 1 hit, destroyed 4 was writing, went out
 2 broke, was playing 5 twisted, was running
 3 saw, started
- 4 2 She used to play computer games.
 3 She didn't use to send text messages.
 4 She used to read a lot of books.
 5 She didn't use to use a mobile phone.
- 5 1 used to live 4 didn't use to
 2 didn't use to 5 didn't use to
 3 used to
- 6 1 is used 5 isn't used to
 2 used to 6 used to
 3 left 7 sprained
 4 got used to

Grammar Bank 3

- 1 1 The police have arrested the thieves.
 2 Have you ever eaten Chinese food?
 3 Dan has sent five emails this morning.
 4 I have always liked playing basketball.
 5 How long have you known George?
- 2 1 A: yet 4 A: yet
 B: just B: already
 2 A: for 5 A: for
 B: since B: just
 3 A: yet
 B: already
- 3 1 has been 3 has gone
 2 have gone to 4 have been to
- 4 1 spoke, have not/haven't seen
 2 has lived, was
 3 have you been, have not/haven't seen
 4 lost, has not/hasn't found
 5 have been
- 5 1 has already bought
 2 has been playing
 3 has been looking
 4 has been exercising
 5 Have you been waiting

- 6 1 such 2 such 3 so 4 so

Grammar Bank 4

- 1 1 had escaped 4 had never given
2 broke 5 had been
3 realised
- 2 1 had spent
2 had just found out ... had stolen
3 had been trying
4 had been walking
- 3 1 a pair of new brown winter boots
2 a huge rectangular silver screen
3 a brilliant American science-fiction film
4 an expensive small new fax machine
- 4 1 surprised 3 boring 5 excited
2 surprising 4 bored 6 exciting
- 5 1 well 2 loudly 3 slowly 4 happily
- 6 1 I'm very happy with my new printer.
2 Sam is playing outside.
3 John often plays computer games.
4 Jo is going to London next week.

Grammar Bank 5

- 1 1 will find 5 is not going to
2 will clean 6 Will you see
3 are going to take 7 'm going to have
4 is going to start
- 2 1 Are we going 4 am meeting
2 am helping 5 are visiting
3 are having 6 aren't doing
- 3 1 C 3 A 5 C 7 A 9 A 11 A
2 A 4 C 6 A 8 A 10 A
- 4 2 If you eat a lot of junk food, you put on weight.
3 If you mix red and white, you get pink.
4 If you heat metal, it expands.
5 If you go out in the rain, you get wet.
- 5 2 If we play well, we will win the match.
3 If she works late tonight, she will miss the party.
4 If we travel to Brazil, we will go on a jungle safari.
- 6 2 If he didn't make fun of people, he would have friends.
3 If they had enough money, they could go on holiday.
4 If she worked many hours, she wouldn't have time to study.

- 7 2 If it hadn't rained all day, we would have gone out.
3 If their car hadn't broken down, they would have visited Stonehenge.
4 If he had had a map, he wouldn't have got lost.

- 8 1 would be 4 would have visited
2 will join 5 won't burn
3 will become 6 used

- 9 1 finish 4 get
2 arrive 5 will you leave
3 finishes

- 10 I wish/If only I had been polite to my neighbour.
I wish/If only it wasn't/weren't so cold today.
I wish/If only my parents had let me get a cat.
I wish/If only I wasn't/weren't afraid of lightning.
I wish/If only I hadn't lost my sister's sunglasses.

Grammar Bank 6

- 1 1 said 3 told 5 said
2 said 4 told 6 told
- 2 1 She told me that Carl was downloading some music.
2 John told Tina that he would fix her computer the next day.
3 She said that Mark didn't believe there is life in outer space.
4 She told me that she liked my new laptop.
5 They said that they went to the cinema the week before.
6 He told us that we might not be able to use this printer.
7 David said that Mary hadn't left for Rome yet.
8 He told Harry that he couldn't save the file on his computer.
9 Nick said to Tom that he should get a new mouse for his computer.
- 3 1 Sarah asked Sam if she/he liked the film E.T.
2 She asked them what they did in their free time.
3 He asked me if I had downloaded any films lately.
4 Pat asked her friends how they would get to school the next day.
5 She asked him where she could buy a good screen for her PC.
- 4 1 John told Evelyn to turn her PC off.
2 She told them not to be late the next day.
3 Mum told me to do my homework.
4 Helen asked Pete to take the rubbish out.

5 (Suggested answer)

Helen: I'm going shopping, would you like to come with me?

Simon: No, thank you. I have a science test tomorrow so I am studying.

Helen: I will help you study, if you want?

Simon: Thanks. That's very nice of you.

Grammar Bank 7

- 1 1 -, the 4 -, -
 2 A, an 5 The, the, -
 3 -, a, the 6 -, the, -, a
- 2 2 No. The new series will not be filmed in Los Angeles. It will be filmed in New York.
 3 No. The film hasn't been nominated for an award for its music. It has been nominated for an award for its special effects.
 4 No. The music for the film *Mamma Mia* wasn't written by U2. It was written by ABBA.
 5 No. The artist's work isn't displayed in a museum. It is displayed in an art gallery.
- 3 1 with 3 by 5 by
 2 by 4 with 6 with
- 4 1 was attended by 4 had been chosen
 2 been directed by 5 is being shown
 3 won't be shot
- 5 (Suggested answer)
 2 I have *had* the opera tickets brought to my office by Susan.
 3 The artist *will have* his paintings exhibited at the art gallery.
 4 Mary is *going to have* her house decorated by a professional.
 5 Mrs Smith has her house cleaned twice a week.
- 6 1 have my car serviced 4 he will have it taken
 2 had it delivered 5 haven't had it
 3 had it done painted
- 7 2 Chris will make Kate replace the DVD she lost.
 3 The Porters may have their house redecorated.
 4 Dina had John burn some songs onto a CD for her.
 5 Joanna always has her neighbours feed her cat when she is away.
 6 George got Jane to go to the concert with him.
- 8 1 E, yourself 4 D, myself
 2 C, themselves 5 F, ourselves
 3 A, herself 6 B, himself
- 9 1 himself 5 ourselves
 2 — 6 yourself/yourself
 3 herself 7 myself
 4 —

Grammar Bank 8

- 1 1 A 3 B 5 A 7 C 9 C
 2 A 4 C 6 B 8 B 10 A
- 2 1 who 3 where 5 whose
 2 who 4 who 6 that
- 3 1 Florence is a beautiful city where people can see historic buildings.
 2 This is my friend, Dan, who is studying at university.
 3 This is my new bicycle which I bought last week.
 4 These are my old shoes that I'm going to throw away.
 5 My grandparents live in a small cottage whose roof is made of straw.
 6 Torquay is a seaside resort where lots of people like to spend their holidays.
 7 Mr and Mrs Stokes are my neighbours whose daughter is my friend.
- 4 1 whose ND
 2 which D
 3 whose D
 4 My aunt Sue, who lives in Panama, is an archaeologist. ND
 5 whose D
 6 That elephant, which is two years old, was born in the wild. ND
 7 New York, which is in the USA, is called 'the city which never sleeps'. ND
 8 Manchester, which was the world's first industrial city, is a city with many attractions. ND
 9 who D
 10 John, who I went on holiday with, works in the same office as me. ND
- 5 1 isn't he 5 didn't she 9 did he
 2 haven't they 6 aren't you 10 don't they
 3 don't you 7 does she
 4 won't they 8 will he
- 6 1 must 3 must, can't
 2 can't, must 4 must, can't
- 7 1 must 3 mustn't 5 don't
 2 don't have to 4 have to have to
- 8 (Suggested answer)
 1 You have to be a good swimmer to go bodysurfing.
 2 You mustn't drop litter in the street.
 3 You don't have to be old to enjoy gardening.
 4 You mustn't walk alone in cities.
 5 You must be quiet in the countryside.
- 9 1 b 2 d 3 a 4 c

- 10** 1 should 3 shouldn't 5 might
 2 must 4 can
- 11** 1 mustn't 6 could 11 might
 2 might 7 able to 12 can't have
 3 shouldn't 8 could 13 can
 4 can 9 have to 14 might
 5 must 10 don't have to
- 12** 1 go 5 to go 9 travelling
 2 park 6 helping 10 to help
 3 working 7 windsurfing
 4 pass 8 to talk
- 13 (Suggested answer)**
 1 I like to meet new people.
 2 I don't mind living in a big city.
 3 I would love to play football.
 4 I might be late for school.
 5 I want to watch soap operas.
 6 I hate going to museums.
- 14** 1 had better 6 would rather
 2 would rather 7 had better
 3 had better 8 had better
 4 had better 9 had better
 5 would rather 10 would rather
- 15** 1 nothing 4 something 7 Some
 2 anywhere 5 nowhere
 3 anything 6 Everyone
- 16** 1 Although she left her home late, she got to the airport on time.
 2 In spite of being very tired, Kate offered to show them around the city.
 3 Despite the fact that he isn't interested in history, he went to the museum with them.
 4 Although it is warm and cosy, her room is quite small.
 5 Despite having its own garden, the house is very small.

Vocabulary Bank 1

Jobs & Occupations

- | | | | |
|----|-----------------------|----|------------------|
| 1 | 1 computer programmer | 11 | travel agent |
| | 2 make-up artist | 12 | delivery boy |
| | 3 interior decorator | 13 | personal trainer |
| | 4 dry cleaner | 14 | pilot fighter |
| | 5 heart surgeon | 15 | bus driver |
| | 6 truck driver | 16 | bank clerk |
| | 7 photographer | 17 | accountant |
| | 8 security guard | 18 | TV presenter |
| | 9 lifeguard | 19 | tour guide |
| 10 | shop assistant | 20 | graphic designer |

Clothes & patterns

- | | | | |
|---|---------------------|---|---------------------|
| 1 | 1 polka-dot dress | 5 | loose-fitting top |
| | 2 tartan skirt | 6 | tight-fitting jeans |
| | 3 short-sleeved top | 7 | polo-neck jumper |
| | 4 flared skirt | 8 | flat shoes |
| 2 | 1 flat | 4 | polo-neck |
| | 2 short sleeved | 5 | Tartan |
| | 3 flared skirt | 6 | tight-fitting |
| 3 | 1 polo-neck | 4 | short-sleeved |
| | 2 polka-dot | 5 | loose-fitting |
| | 3 tartan | 6 | tight-fitting |

4 (Suggested answer)

- I usually wear a flared skirt with a loose-fitting top at school.
- My favourite clothing item is my polka-dot dress.

Vocabulary Bank 2

Natural phenomena

- | | | | | | |
|---|-----------|---|-----------------|---|------------|
| 1 | 1 drought | 4 | flood | 7 | avalanche |
| | 2 tsunami | 5 | lightening | 8 | hurricane |
| | 3 tornado | 6 | volanic euption | 9 | earthquake |

2 Across

- drought
- avalanche

Down

- tornado
- tsunami

3

- | | | | |
|---|------------|---|-------------------|
| 1 | earthquake | 4 | tornado |
| 2 | tsunami | 5 | drought |
| 3 | flood | 6 | volcanic eruption |

4 (Suggested answer)

- earthquakes, they are dangerous.
- go on my roof.
- go under a big wooden table.

Injuries & accidents/first aid

1 (Suggested answers)

- He cut his leg while he was climbing.
- She burnt her hand on the saucepan.

- He bruised his eye when he walked into the door.
- She fell and twisted her ankle while skateboarding.
- He fell off his horse and broke his leg.
- She sprained her wrist while playing tennis.
- He pulled a muscle while lifting weights.
- She hit her head during a basketball game.

- | | | | | | |
|---|----------|---|--------|---|--------|
| 2 | 1 muscle | 4 | hair | 7 | muscle |
| | 2 head | 5 | nose | | |
| | 3 tooth | 6 | tongue | | |

- | | | | |
|---|---------------------|---|--------------------|
| 3 | 1 broke his leg | 5 | sprained her wrist |
| | 2 burnt her hand | 6 | hit her head |
| | 3 twisted her ankle | 7 | cut his leg |
| | 4 bruised his eye | 8 | pulled a muscle |

Aches & pains

- | | | | |
|---|---------------|----|------------------|
| 1 | 1 sore throat | 7 | stomach ache |
| | 2 cough | 8 | backache |
| | 3 temperature | 9 | feel sick |
| | 4 toothache | 10 | a pain in my leg |
| | 5 cold/flu | 11 | rash |
| | 6 headache | | |

- | | | | |
|---|-------------|---|----------------|
| 2 | 1 backache | 4 | rash |
| | 2 feel sick | 5 | a cold/the flu |
| | 3 cough | 6 | toothache |

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

- b) 1 take an aspirin
2 drink some cough syrup
3 have a rest
4 put some cream on it

4 (Suggested answers)

- take an aspirin.
- I go to the dentist.
- I smell sour milk.

Vocabulary Bank 3

Sports

- | | | | |
|---|-----------------------|----|----------------------|
| 1 | a) 1 bungee jumping | 7 | hang-gliding |
| | 2 snowboarding | 8 | motocross |
| | 3 white-water rafting | 9 | skydiving |
| | 4 rock climbing | 10 | mountain biking |
| | 5 snorkelling | 11 | canoeing |
| | 6 skateboarding | 12 | white-water kayaking |

b)

Water	Air	Land
white-water rafting, snorkelling, canoeing, white-water kayaking	bungee jumping, hang-gliding, skydiving	snowboarding, rock climbing, skateboarding, motocross, mountain biking

Equipment

- | | | | | |
|---|---|--------------|----|-----------|
| 1 | 1 | raquet | 6 | snowboard |
| | 2 | gloves | 7 | paddle |
| | 3 | bat | 8 | mask |
| | 4 | flippers | 9 | goggles |
| | 5 | batting pads | 10 | helmet |

2	play	golf, badminton, tennis, cricket, football, hockey
	go	bungee jumping, white-water rafting, skydiving, canoeing, hang-gliding, rock climbing, snowboarding, mountain biking

- | | | | | |
|---|---|---------------------|---|-----------------|
| 3 | 2 | white-water rafting | 5 | skydiving |
| | 3 | rock climbing | 6 | mountain biking |
| | 4 | snowboarding | 7 | bungee jumping |

Holiday problems

- | | | | | | | |
|---|---|-----------------|---|----------------|---|--------|
| 1 | 1 | steal a wallet | 5 | get sunburnt | | |
| | 2 | miss a flight | 6 | car break down | | |
| | 3 | get a flat tyre | 7 | lose luggage | | |
| | 4 | get a puncture | 8 | lose passport | | |
| 2 | 2 | steal a wallet | 5 | lose luggage | | |
| | 3 | miss a flight | 6 | a flat tyre | | |
| | 4 | get sunburnt | | | | |
| 3 | 1 | missed | 3 | got | 5 | lost |
| | 2 | lost | 4 | stole | 6 | breaks |

4 (Suggested answers)

- 1 The airline lost my luggage and I had nothing to wear.
- 2 Yes, I have been sunburnt. I put cream on it.

Food for sport

- | | | | | |
|---|----|--------------------|----|----------------|
| 1 | A | Starchy Foods | E | Meat & Poultry |
| | B | Fruit & Vegetables | F | Dairy Products |
| | C | Seafood | G | Fats & Sweets |
| | D | Fish | | |
| | 1 | bread | 16 | mussels |
| | 2 | pasta | 17 | lobster |
| | 3 | rice | 18 | crab |
| | 4 | cereal | 19 | beef |
| | 5 | carrots | 20 | turkey |
| | 6 | corn | 21 | chicken |
| | 7 | tomatoes | 22 | lamb |
| | 8 | cucumber | 23 | trout |
| | 9 | oranges | 24 | sardines |
| | 10 | strawberries | 25 | salmon |
| | 11 | bananas | 26 | cheese |
| | 12 | apples | 27 | milk |
| | 13 | squid | 28 | cake |
| | 14 | shrimps | 29 | icecream |
| | 15 | octopus | | |

Vocabulary Bank 4

Verbs related to breaking the law

- | | | | | |
|---|---|------------------------|----|-------------|
| 1 | 1 | hijack | 8 | shoplift |
| | 2 | burgle a house | 9 | break into |
| | 3 | rob a bank | 10 | set fire |
| | 4 | put somebody in prison | 11 | spray paint |
| | 5 | arrest | 12 | mug |
| | 6 | drive fast | 13 | bribe |
| | 7 | murder | 14 | kidnap |

2 Across

- 1 hijacking
- 6 speeding

Down

- 2 kidnapping
- 3 bribery
- 4 mugging
- 5 arson

3 2

- 2 murder, murderer
- 3 burglary, burglar
- 4 shoplifter, shoplifting
- 5 hijack, hijacking
- 6 vandalise, vandal
- 7 pickpocket, pickpocketing
- 8 spy, spy
- 9 kidnap, kidnapping
- 10 mugger, mugging

4 1

- | | | |
|-------------|--------------|--------------|
| 1 vandalism | 3 burglaries | 5 kidnappers |
| 2 robbery | 4 shoplifter | 6 hijacking |

Breaking the law

- | | | | | |
|---|---|-----------------------------------|----|------------|
| 1 | 1 | speeding | 7 | robbery |
| | 2 | arson | 8 | car theft |
| | 3 | burglary | 9 | kidnapping |
| | 4 | shoplifting | 10 | mugging |
| | 5 | vandalism | 11 | hijacking |
| | 6 | picking pockets/
pickpocketing | 12 | bribery |
| | | | 13 | murder |

2 1

- | | | |
|-------------|-----------------|----------------|
| 1 car theft | 5 speeding | 9 arson |
| 2 vandalism | 6 mugging | 10 shoplifting |
| 3 robbery | 7 bribery | |
| 4 murder | 8 pickpocketing | |

Vocabulary Bank 5

Environmental problems

- | | | | | |
|---|---|--------------------|---|-------------------------|
| 1 | 1 | air pollution | 5 | deforestation |
| | 2 | endangered species | 6 | water pollution |
| | 3 | energy waste | 7 | global warming |
| | 4 | acid rain | 8 | rubbish/household waste |

2 1 e 2 d 3 a 4 b 5 c

- | | |
|------------------|----------------------|
| 1 acid rain | 4 endangered species |
| 2 air pollution | 5 energy waste |
| 3 global warming | |

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

b) (Suggested answer)

- 2 We should protect endangered species that are facing extinction.
- 3 Planting trees will help solve the problem of deforestation.
- 4 To prevent energy waste we should turn off the power when not using appliances.
- 5 We should clean up the pollution on our beaches.
- 6 To reduce rubbish we should recycle more.

Weather

- 1 1 sunshine 10 hurricane
 2 snowfall 11 gale
 3 heatwave 12 drizzle
 4 breeze 13 tropical storm
 5 lightning 14 thunderstorm
 6 ice 15 shower
 7 tornado 16 storm
 8 sleet 17 thunder
 9 hail
- 2 1 d 3 e 5 b
 2 a 4 f 6 c

3	snow	rain	wind	sun
	snowfall	drizzle	gale	sunshine
	sleet	sleet	breeze	heatwave
	hail	showers	storm	
	ice	storm	tornado	

- 4 1 thunderstorms 5 lightning 9 weather
 2 ice 6 storm 10 hail
 3 snowfall 7 heatwave
 4 breeze 8 tornado
- 5 1 earthquake 4 tornado 7 wet
 2 snowfall 5 thunder
 3 hurricane 6 flood
- 6 (Suggested answer)
- 2 It seldom rains in my country.
 - 3 In summer, we always have heatwaves.
 - 4 There is very little sunshine in the springtime.
 - 5 We never have hailstorms in late winter.
 - 6 The hot weather in summer is not enjoyable.
 - 7 In autumn, the weather slowly becomes cooler.
 - 8 There is often a nice summer breeze in late August.

Vocabulary Bank 6

Means of communication

- 1 1 Internet 6 satellite
 2 pager 7 fax machine
 3 mobile phone 8 MMS
 4 telephone 9 SMS
 5 letter 10 email
- 2 1 f 3 g 5 h 7 c
 2 d 4 a 6 e 8 b
- 3 1 pager 3 Internet 5
 Satellites
 2 SMS 4 telephone

4 (Suggested answer)

- 1 My favourite means of communication is email. It is fast and easy.
- 2 I use the Internet ever day.

Technology & computers

- 1 1 laptop 6 mouse
 2 webcam 7 printer
 3 screen 8 CD/DVD drive
 4 speakers 9 scanner
 5 keyboard
- 2 1 B 3 A 5 C 7 B
 2 C 4 C 6 A
- 3 1 CD/DVD drive 4 mouse
 2 laptop 5 printer
 3 scanner 6 keyboard

4 (Suggested answer)

- 1 I think webcams are useful to see people that are far away.
- 2 A laptop is easier to transport.
- 3 No, I've never used a scanner.

Body language

- 1 1 cross legs 6 shake hands
 2 bow 7 look somebody
 3 make the OK gesture in the eyes
 4 kiss on the cheeks
 5 hug
- 2 **Across** **Down**
 2 cheeks 1 gesture
 4 bow 2 cross
 5 eyes 3 shake
- 3 1 cross your legs
 2 look somebody in the eyes
 3 kissing on the cheek
 4 makes the OK gesture

4 (Suggested answer)

- 1 F 2 T 3 T 4 F 5 F

Vocabulary Bank 7

TV Programmes

- 1 1 fashion show 8 drama
 2 sports programme 9 police drama
 3 awards ceremony 10 cartoon
 4 the news 11 children's
 5 music programme programme
 6 wildlife documentary 12 sitcom
 7 comedy show 13 play

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

- b) 1 comedy shows
 2 awards ceremony
 3 music programme

3 (Suggested answer)

- 1 My favourite TV programme is a sitcom.
 2 I watch it once a week.
 3 I don't like soap operas.
 4 At the weekend, I watch sports programmes.

Films

- 1 1 comedy 8 historical
 2 silent film 9 documentary
 3 animated cartoon 10 detective
 4 western 11 fantasy
 5 horror 12 adventure
 6 science fiction 13 action
 7 musical 14 romance

- 2 1 comedy 4 musical 7 fantasy
 2 science fiction 5 horror
 3 romance 6 silent

- 3 1 action 4 westerns
 2 documentary 5 animated cartoons
 3 horror

4 (Suggested answer)

- 1 My favourite type of film is a documentary.
 2 Yes, I watched a comedy film.

Vocabulary related to films

- 1 a) 1 star 3 release 5 direct
 2 play 4 compose

- b) 1 computer animated 4 blockbuster
 2 excellent cast 5 special effects
 3 sound effects 6 gripping plot

- 2 1 stars 4 composed
 2 directed 5 released
 3 plays

- 3 a) 1 b 2 a 3 d 4 c

- b) 1 computer animated 3 excellent cast
 2 gripping plot 4 sound effects

4 (Suggested answer)

- 1 Yes, I think they are very creative and exciting.
 2 My favourite actor is Robert Pattinson and my favourite actress is Emma Watson.

Musical instruments

- 1 1 flute 9 synthesiser
 2 piano 10 accordion
 3 acoustic guitar 11 harmonica
 4 violin 12 electric guitar
 5 drum 13 saxophone
 6 cello 14 tin whistle
 7 sitar 15 bass guitar
 8 harp

	String	Percussion	Keyboard	Wind
2	acoustic guitar, violin, sitar, cello, harp, electric guitar, bass guitar	drum	piano, synthesiser, accordion	flute, harmonica, saxophone, tin whistle

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

4 (Suggested answer)

- 1 Jazz is my favourite type of music.
 2 I want to learn to play the guitar.

Vocabulary Bank 8

Places to visit

- 1 1 stadium 7 circus
 2 beach 8 opera house
 3 museum 9 castle
 4 art gallery 10 cinema
 5 theatre 11 concert hall
 6 square 12 temple

- 2 1 museum 5 art gallery
 2 square 6 circus
 3 concert hall 7 stadium
 4 cinema

3 (Suggested answer)

- 1 My favourite place to visit is the theatre.
- 2 There is a cinema to watch films.
- 3 When I hang out with my friends, we usually go to the beach.

City life & country life

- | | |
|-------------------|---------------------|
| 1 1 coast | 12 department store |
| 2 car park | 13 river |
| 3 factory | 14 shops |
| 4 skyscraper | 15 park |
| 5 shopping centre | 16 block of flats |
| 6 path | 17 square |
| 7 field | 18 farm |
| 8 harbour | 19 airport |
| 9 woods | 20 metro |
| 10 cinema | 21 mountain |
| 11 motorway | 22 museum |

The horizon – reading maps

- | | |
|-------------------|-------------------|
| 1 1 north (N) | 5 east (E) |
| 2 north-west (NW) | 6 south-west (SW) |
| 3 north-east (NE) | 7 south-east (SE) |
| 4 west (W) | 8 south (S) |
-
- | | |
|-------------------|--------------|
| 2 2 south-west | 6 east |
| 3 west/south-west | 7 north-east |
| 4 south-east | 8 south-west |
| 5 north-west | |
-
- | | | | | |
|-------|-----|-----|-----|-----|
| 3 1 F | 2 T | 3 T | 4 F | 5 F |
|-------|-----|-----|-----|-----|
-
- | | |
|------------|------------------|
| 4 1 Guarda | 4 Castelo Branco |
| 2 Lagos | 5 Setubal |
| 3 Porto | 6 Monchique |

5 (Suggested answer)

- | | |
|----------------------|-----------------------|
| 1 London, south-east | 3 York, north-east |
| 2 Birmingham, west | 4 Bristol, south-west |

House & home

- | | |
|-------------------|--------------|
| 1 1 ceiling | 15 fridge |
| 2 wall | 16 painting |
| 3 wardrobe | 17 curtains |
| 4 bookcase | 18 sofa |
| 5 poster | 19 cushion |
| 6 pillows | 20 stairs |
| 7 bed | 21 carpet |
| 8 bedside cabinet | 22 armchair |
| 9 desk | 23 chair |
| 10 door | 24 table |
| 11 mirror | 25 cooker |
| 12 bath | 26 cupboards |
| 13 washbasin | 27 sink |
| 14 toilet | |

2

Rooms	Furniture	Appliances
bathroom	bedside cabinet	cooker
utility room	sofa	fridge
kitchen	desk	
bedroom	bookcase	
hall	armchair	
living room		
Material	Special Features	Adjectives
wood	parking space	traditional
stone	garden	cramped
metal	stairs	ugly
marble	garage	comfortable
brick	swimming pool	cosy
	balcony	lovely

- | | |
|-------------|-------------------|
| 3 1 bed | 4 bedside cabinet |
| 2 armchairs | 5 desk |
| 3 table | 6 wardrobe |

4 (Suggested answer)

... there is a large bookcase against the back wall. In front of the bookcase there is a table with chairs around it where we eat our dinner. The room is very cosy because there is a fireplace behind the sofa. The sofa is very comfortable and there are two armchairs next to the sofa.

- | | |
|-----------------|-------------|
| 5 Across | Down |
| 3 curtains | 1 fridge |
| 4 garage | 2 wardrobe |
| 5 bed | 3 carpet |

6 (Suggested answer)

In my bedroom there is a bed. Next to the bed there is a bedside cabinet with a lamp on it. Under the window there is a desk and a chair. My computer is on the desk. I also have a wardrobe in my bedroom. I love my room!

Listening

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

Speaking

1 (Suggested answer)

Electronic Assistant: How old are you?

Student: I'm 15 years old.

Electronic Assistant: How many times a week is your rubbish collected?

Student: In my neighbourhood, rubbish is collected once a week.

Electronic Assistant: How much of your rubbish do you recycle?

Student: My family and I recycle about half of our rubbish.

Electronic Assistant: What types of waste can be recycled in your area?

Student: In my area we can recycle glass bottles and jars, magazines and newspapers, tins and cans.

Electronic Assistant: Why do you think it's important to recycle?

Student: I think it is important to recycle in order to reduce waste and pollution which protects the environment.

Electronic Assistant: What do you think could be done to improve recycling in your area?

Student: We could make leaflets to inform people on how to recycle and what products can be recycled. Also, if there is no recycling bin in our area, we should ask for one from the local community.

Electronic Assistant: This is the end of the survey. Thank you very much for your cooperation.

2 (Suggested answer)

Recycling is important because it helps to protect the environment and the planet's natural resources. It reduces the amount of waste that is put in landfill sites which in turn reduces pollution. Also, by reusing different materials like plastic and metal, we use less raw materials and create less waste.

Recycling has changed in my area. When I was younger, there were not many places you could go to recycle your rubbish. Now, every house has different coloured bins for the different items that they can recycle. Education about the benefits of recycling has also improved recently so people know more about the different types of things they can recycle and why it's so important.

In the future, **I think there are still improvements to be made to the current system.** I think it would be a good idea to have a central recycling centre where we could recycle larger items that cannot go in normal household waste. I also think that companies should be encouraged to use less packaging, or packaging that can be recycled.

3 (Suggested answer)

Electronic Assistant: How old are you?

Student: I'm 15 years old.

Electronic Assistant: How many hours a night do you normally sleep?

Student: I normally sleep for 8 hours each night.

Electronic Assistant: What do you do to help yourself sleep?

Student: I sometimes have a drink of warm milk before bedtime to help me sleep.

Electronic Assistant: What things can stop you sleeping well?

Student: If I use my smartphone or tablet to talk with my friends or play games at night, then sometimes I don't sleep well.

Electronic Assistant: Why do you think it's important to get enough sleep?

Student: It's important to get enough sleep so that I can concentrate and do well at school the next day.

Electronic Assistant: What would you advise a person who can't sleep?

Student: If you can't sleep, you should avoid using electronic equipment before bedtime. Also, it's a good idea to have a bedtime routine. You should go to bed at the same time every evening and get up at the same time in the morning every day. Even at weekends.

Electronic Assistant: This is the end of the survey. Thank you very much for your cooperation.

Reading

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

Grammar and Vocabulary

- 1**
- | | |
|-------------------|-------------------|
| 1 his | 6 were blessed |
| 2 didn't complain | 7 warmer |
| 3 cleared | 8 will |
| 4 to build | 9 had experienced |
| 5 were doing | |
- 2**
- | | |
|--------------|--------------|
| 1 excitement | 4 talented |
| 2 actor | 5 successful |
| 3 highly | 6 attention |
- 3**
- | | |
|-------------------|-----------------|
| 1 was | 6 had exhausted |
| 2 had been living | 7 his |
| 3 were sitting | 8 hadn't eaten |
| 4 first | 9 the greatest |
| 5 to catch | |
- 4**
- | | |
|----------------|---------------|
| 1 currently | 4 impossible |
| 2 percentage | 5 dangerous |
| 3 construction | 6 thoughtless |