

Starlight

11

Teacher's *Notes*

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Introduction to the Teacher

Starlight 11 is a modular secondary level course for learners studying English at B2 level.

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

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

Starlight 11 aims at the balanced development of all four language skills, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability classes.

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

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

Course Components

Student's Book

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

Teacher's Book & Teacher's Notes

The Teacher's version of the coursebook reproduces the Student's version, overprinted with a Key to the exercises. Longer answers which cannot fit on the overprinted page are contained in the Answer Section of these Teacher's Notes (pp. 19-71).

The Teacher's Notes also contains a full Key to the exercises in the Workbook (pp. 94-114), as well as audioscripts of all listening material in the Student's book (pp. 72-93) and the Workbook (pp. 115-124).

The notes entitled **Teaching Starlight 11** provide outlines of the format of each section in a module, plus detailed,

step-by-step suggestions on how to teach each exercise in Module 1. (Naturally, teachers may choose to omit, extend or adapt any of the material in the Student's Book at their discretion, to suit the particular needs of their class.)

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

Workbook

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

As mentioned above, the Key to all exercises in the Workbook are contained in this Teacher's Book.

Test Booklet

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

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

Part B of each test is Reading and Writing; this includes an exam-style reading task based on a text of approximately 500 to 600 words, and an exam-style writing task.

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

Interactive WhiteBoard

The *Starlight 11* Interactive WhiteBoard software utilises the highly successful IWB program architecture developed by Express Publishing.

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

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

Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the recorded texts of all reading passages in the units and in the Across Cultures, Literature and Green Issues/ Curricular Cut sections, as well as the recorded material for all dialogues, in addition to the material used in the listening tasks.

Elements of the coursebook

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

Holistic language learning

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

Heuristic skills

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

Active learner input

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

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

Reading

Each module contains three units whose primary focus is Reading.

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

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

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

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

Vocabulary & Grammar

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

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

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

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

Listening

Each module includes a double-page Listening unit.

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

In preparation for exam-specific practice, students complete manageable tasks which activate passive vocabulary and systematically develop sub-skills such as listening for gist or specific information.

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

Speaking

Each module includes a double-page Speaking unit.

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

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

Writing

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

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

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

The rubric for a particular writing task is accompanied by a model text, and both the rubric and text are thoroughly analysed. Students then practise the language and structural devices to be used. All activities lead the students to the final task, which follows a clear plan and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing, including letters and emails (both formal and informal), as well as a variety of argumentative essays.

In addition, each unit contains a number of short writing tasks.

Everyday English

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

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

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

Study Skills

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

Further Reading

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

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

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

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

Additional Material

Progress Check sections

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

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

Focus on RNE sections

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

Appendices to the Student's Book

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

Teaching Starlight 11

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

Introducing the module

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

Ask students to look at photograph 1 and then find which unit it appears in (*Unit 2, p. 8*). Ask two or three students around the class to describe the picture and identify what the unit appears to be about. Help them with vocabulary if necessary. Repeat this procedure for photographs 2-5, trying to ensure that as many students as possible are given the chance to contribute.

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

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

Unit 1.1 (Reading)

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

- *Lead-in*
Students are asked to complete a number of pre-reading tasks which get them thinking and talking about the topic, activate passive vocabulary and exploit students' existing knowledge. These tasks may involve describing and discussing photographs, expressing a personal opinion, predicting the content of the reading passage, listening to the text to confirm predictions, and so on.

- *Main reading task*
Students then complete a reading task reflecting one of the task types in the Russian National Exam. Each Reading unit in a module practises a different task type. Study Skills tips outline reading skills, strategies and techniques appropriate to the tasks. After students have completed the task, their answers are checked and the task is analysed and discussed.
- *Exploiting the text*
Students are asked to complete one or two tasks involving vocabulary items which have been presented in context in the passage. These tasks include explaining the meaning of certain words, matching words to their definitions and completing collocations. Students then practise using the vocabulary items by making sentences with them.
- *Personalisation, extension & skills integration*
To conclude the unit, students complete a selection of open-ended tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing).
In addition to asking students to explain the main points of the text in their own words, these tasks move beyond the parameters of the reading passage itself, and involve students expressing a personal, imaginative response.

Procedure

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

Exercise 1

Ask students to make suggestions about who they think the man in the pictures is. Ask different students around the class to answer each of the questions.

Exercise 2

Ask students to read the title of the text and answer the question. Elicit or explain the meaning of the title. Ask different students around the class how they think the character is related to the text. Then ask all students to read the text quickly to check if their guesses were correct.

Exercise 3

Now that students have some idea of what the text is about, present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the statement stems and choices. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary these contain; in later modules this degree of help may be reduced.) You may also decide to complete the first item with the class as an example, or at least to give them close guidance. Ask students to identify which part of the text contains the answer (paragraph 1), read it carefully and then check each choice. Elicit whether each choice is correct or incorrect, and why. (The correct answer is 1: *my interest*

was sparked by a favourite professor ... He mentioned 'Pinocchio Syndrome' to me; answer 2 is incorrect: *if you think someone is not being entirely honest*; answer 3 is incorrect: *this little example of non-verbal communication inspired me*; answer 4 is incorrect: *He mentioned...*). Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. Check students' answers, and discuss each of the answers in the way described above for the first item.

Exercise 4

Ask students to match the words to their definitions; you may prefer them to do the exercise in pairs or small groups. Advise them to begin with the words and phrases they understand or feel confident of deducing from the context, and then to use a process of elimination to find the remaining answers. Check their answers. In their pairs or groups, students should then explain the underlined words/phrases from the text. This can be done from the context or by using an English to English dictionary.

Exercise 5

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

Exercise 6

Read out the rubric and suggest that students make a note of the sections of the text that indicate how the writer feels about his job. Play the recording. Then ask students to discuss their answers in pairs or groups. Confirm the answers with the class.

Students then discuss in pairs why they would or would not choose to do this kind of job. Ask different students around the class to give their answers.

Exercise 7

Project

Present the task and elicit suggestions as to what gestures are used to express each emotion listed and any other emotions. Elicit suggestions of where information can be found (e.g. the Internet).

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

Unit 1.2 (Vocabulary & Grammar)

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

Vocabulary

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

Grammar

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

Exam-based practice

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

Extension & skills integration

Students practise the relevant vocabulary and grammar items in the context of at least one skills-related task (Listening, Speaking, Writing) and/or a segment entitled Everyday English, which focuses on colloquial expressions related to a particular function.

Procedure

Ask students to turn to p. 8.

Exercise 1

Read out the phrase 'wrinkled forehead' and make the expression yourself to illustrate meaning. Elicit the difference between 'red face' and 'blushing' (it depends on how the person is feeling). Ask different students to read out the phrases and to do or mime the action.

Ask students to discuss how each person is feeling in closed pairs. Check the answers with the class.

Exercise 2

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

Exercise 3

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

Exercise 4

Ask students to look up the words in their dictionaries, and then to close their dictionaries and demonstrate the meaning of each word to their partner in closed pairs. Check students' answers.

Exercise 5

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

Exercise 6

Ask students to read the grammar presentation on p.163 and invite students to ask for clarification of anything they are unsure about.

Read the rubric for ex. 6 (p. 9) and ask students to complete the task. Check the answers with the class.

You may like to extend the exercise by encouraging discussion about the ideas expressed in the sentences in pairs, groups or the whole class.

Exercise 7

Ask students to complete the task individually. Move around the class helping with vocabulary as necessary. Finally, ask students to compare their sentences in closed pairs, correcting each other's sentences if necessary. Check students answers.

Exercise 8

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

Unit 1.3 (Reading)

Procedure

Ask students to turn to p. 10 and look at the pictures and the title of the text. Elicit or explain the meaning of any unfamiliar vocabulary in the title.

Exercise 1

Ask students to look at the pictures again and think how they are related. Ask students to ask and answer the questions in closed pairs.

Exercise 2

Ask the students to ask and answer the questions in closed pairs or groups. Play the recording for students to listen. Check the answers with the class.

Exercise 3

Read out the quote. Ask students to discuss the meaning in closed pairs. Then put closed pairs into small groups to exchange their ideas. Move around the class monitoring the discussions and correcting or assisting students.

Exercise 4

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Ask students to read the text through once for **gist** (*the general meaning*). You may decide to complete the first item with the class as an example. Ask students to complete the rest of the task, and remind them not to worry about the meaning of a word or phrase unless it is directly related to the answer. When the students have finished the task, ask them to compare answers in pairs, giving reasons for their choices. Check that all students now have the correct answers, and that they

understand the reason(s) why each is correct.

Exercise 5

Elicit the meaning of the words in bold. Ask students to use the words in sentences of their own. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 6

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

Exercise 7

Read out the rubric. Play the recording for students to listen to as they read the text again. Ask students to mark where in the text the writer gives reasons for the popularity of such events. Then ask students to discuss their answers in closed pairs. Finally ask students to present their findings to the class.

Exercise 8

Read out the sentence and ask students to spend three minutes writing a few sentences on the topic. After three minutes ask the students to stop writing. Ask each student to read out their sentences to the class. Make notes of any errors and when the student has finished speaking these can be presented to the student for self-correction. Ask the class to help with the corrections if necessary.

Finally ask the students to translate the first three paragraphs of the text into Russian. (You may decide to assign this as written homework to be handed in or checked at the start of the next lesson.)

Exercise 9

Read out the rubric and invite suggestions from students around the class about how to begin and end an email and the types of sentences to include. When you feel sure that students can cope with the task, assign it as written homework to be handed in or checked at the start of the next lesson.

Unit 1.4 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 12.

Exercise 1

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

Exercise 2

Ask students to complete the task. Remind them to consider if the verb is regular or irregular and use the correct form of the verb for the context i.e. to use the correct tense, the infinitive, a participle, etc. Check the answers with the class.

□ Exercise 3

Ask students to complete as much of the task as they can, in pairs or small groups. Check students' answers around the class, and then elicit or explain the meaning of any unfamiliar vocabulary.

Optional extension: Ask students to explain how the incorrect words in each sentence may be used correctly, and to form correct sentences using these words. Students can use their dictionaries if necessary.

Finally ask the students to translate the sentences into Russian (this could be done as a homework task if you prefer).

□ Exercise 4

Ask students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class. Then ask the students to make sentences using the incorrect words.

□ Exercise 5

Ask the students to complete the sentences, and then to check their answers in pairs. Confirm the correct answers with the class.

□ Exercise 6

Ask students to match the places of entertainment to the activities. Elicit the answer to number 1 as an example then ask the students to complete the rest. Check the answers with the class.

Then ask students to make sentences using their own ideas. Read out the example and then move around the class helping with any vocabulary and checking their answers.

□ Exercise 7

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

□ Exercise 8

Ask an open pair to present the joke by reading the dialogue. Ask closed pairs to discuss why they think Sally cried. Check answers with the class.

□ Exercise 9

Present the rubric and check that all students understand what the exam-oriented task requires. Ask students around the class to read the Study Skills tip aloud. Elicit or explain the meaning of the terms used. Complete the first item with the class as an example. Ask students to complete the rest of the task. Check the answers with the class.

As an optional extension exercise, elicit word families based on the given word. e.g. *universe (n)*, *universal (adj)*, *universally (adv)*

Unit 1.5 (Reading)

Procedure

Ask students to turn to p. 14 and look at the pictures. Elicit that they each show a different kind of entertainer.

□ Exercise 1

Ask students to read the title on p. 14 and in groups to ask and answer the questions. Move around the class and monitor the activity.

□ Exercise 2

Ask students to ask and answer the questions in closed pairs. Ask different students around the class for their ideas.

□ Exercise 3

Read out the rubric and check that students understand the meaning of the words *mime*, *ballet* and *concert*.

Play the recording for students to listen and match the speakers to the performance. Check answers with the class.

□ Exercise 4

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

□ Exercise 5

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

□ Exercise 6

Ask students to read the definitions and then complete the exercise by scanning the text to find the relevant words or phrase.

As an optional extension to the exercise or as homework activity, ask students to write sentences of their own using the words.

□ Exercise 7

Read out the rubric. Play the recording for students to listen to as they read the extracts again. Ask the class to do the task in closed pairs. Move around the class to monitor the pair-work activity, correcting and/or providing help with vocabulary where necessary.

Ask students to translate extracts 3 and 5 into Russian (you may decide to assign this as written homework to be checked at the beginning of the next lesson).

□ Exercise 8

Read out the rubric and then give students three minutes to write. Then ask the students to read their piece of writing to their partner. Ask students to check their partners' writing to see if they can spot any mistakes. Check students' answers.

Unit 1.6 (Vocabulary & Grammar)

Procedure

Ask students to turn to p. 16.

Exercise 1

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

Exercise 2

a) Present the task and elicit the answer to the first item as an example. Ask students to complete the task and remind them to add three more pairs to the list. Check answers with the class and ask students to read out their pairs of opposites.

b) Read out the rubric and ask students to complete the task. Check answers with the class.

Exercise 3

Read out the rubric and ask an open pair of students to provide an example. Ask students to continue the task in closed pairs. Move around the class to monitor the pair-work.

Exercise 4

Ask students in closed pairs to complete the task. Move around the class and monitor the activity. Check answers with the class. Finally ask students to read the questions (1-3) and decide with their partner which idiom would be appropriate in each situation. Check answers with the class.

Exercise 5

Ask students to complete the task and then to check their answers in Appendix II. Check the answers with the class. Elicit corrected sentences from students who don't agree with the sentences.

Exercise 6

Ask students to complete the task and then to check their answers in Appendix I.

Check the answers with the class. Then ask students to make sentences using the other particle. Check students' answers around the class.

Exercise 7

Ask students to check the grammar presentation on pp. 164-165 about clauses of result, purpose and reason and invite students to ask for clarification of anything they are unsure about. Then ask students to complete exercise 7 (p.17).

Exercise 8

a) Ask students to read the dialogue. Elicit how speaker B feels (e.g. disappointed, depressed, distressed).

b) Present the task and help open pairs of students to act out the first few exchanges. Ask students to complete all five exchanges in closed pairs. Go round the class monitoring the pair-work and helping with pronunciation or corrections.

Exercise 9

Present the task and check that all students understand what the exam-oriented task requires. Students can

look again at the Study Skills tip on p. 13 if necessary. Ask students to complete the task individually. Check the answers with the class.

As an optional extension exercise, elicit word families based on the given word e.g. *attract (v)*, *attractive (adj)*, *attractively (adv)*, *attraction (n)*, *unattractive (adj)*.

Exercise 10

Ask students to complete the task. Explain to students that this task requires their personal input and they should make sentences that are true for them.

Ask students, in closed pairs, to consider how the sentences in (b) differ from those in (a). Go around the class and check answers.

Unit 1.7 (Listening Skills)

The Listening Skills units in each module contain a 'mock exam' of the RNE Listening paper, presenting the three tasks in order. Study skills tips and preparing tasks are included, each of which outline various skills, strategies and techniques appropriate to one of the tasks.

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

Procedure

Ask students to turn to p. 18.

Exercise 1

Ask one or two students to read aloud the Study Skills tip: Multiple matching.

Read the rubric and explain that this exercise is a shortened version of the exam-oriented task in Ex. 2 and is designed to prepare them to do the actual task. Ask the students to read the statements, paying attention to the underlined words. Have them match the pairs of sentences and check their answers around the class. Students should justify their answers by referring to the words in sentences A-C that helped them decide.

Exercise 2

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

Exercise 3

Ask one or two students to read aloud the Study Skills tip: True/False/Not stated. Read the rubric and ask the students to read the statements and find the key words. Explain that this exercise is a shortened version of the exam-oriented task in exercise 4 and is designed to prepare them to do the actual task. Check answers

around the class and ask students to justify their answers with reference to the dialogue.

Exercise 4

Read the rubric and ask the students to read the statements and find the key words. Play the recording for students to listen and choose their answers. Give students time to read through the statements again and consider their answers. Play the recording again for students to listen and confirm why the other two options aren't correct. Check answers around the class and help students to explain why each option is correct or incorrect.

Exercise 5

Ask one or two students to read aloud the Study Skills tip: Multiple choice. Read the rubric and ask the students to read the statements and find the key words. Explain that this exercise is a shortened version of the exam-oriented task in exercise 6 and is designed to prepare them to do the actual task. Check answers around the class and ask students to justify their answers with reference to the script.

Exercise 6

Read the rubric and ask students to read the statement stems and choices, and to find the key words. (Since this is the first module, elicit or explain the meaning of any unfamiliar vocabulary; in later modules this degree of help may be reduced.) Play the recording once for students to listen and choose as many answers as they can. Allow them a minute or two to look carefully at the items they feel unsure about. Play the recording again for them to listen and decide on their final answers. Check answers around the class and help students to explain why each option is correct or incorrect.

Unit 1.8 (Speaking Skills)

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

Procedure

Ask all students to turn to p. 20.

Exercise 1

Ask one or two students to read aloud the Study Skills tip: Reading aloud.

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

Exercise 2

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

Exercise 3

a) Tell the students that they are going to listen to two model answers to Ex. 2 – a good model and a bad model. Play the recording and elicit who gave the better reading. Students may tell you why one was better than the other. Tell them they can confirm this in the following exercise.

b) Play the recording of the weaker student again. Ss then copy the table into their notebooks and tick each of the boxes as 'good' or 'poor'. To make the task easier, you can explain that the student only performed poorly in one of the five criteria. Check students' answers and encourage them to justify their answers from what they heard in the recording.

Exercise 4

Ask one or two students to read aloud the Study Skills tip: Asking questions. Read the rubric and explain that this exercise is a shortened version of the exam-oriented task in Ex. 5 and is designed to prepare them to do the actual task. Give students time to do the task. Check their answers around the class and encourage students to explain why the other option is incorrect.

Exercise 5

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

Exercise 6

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

b) Read out the rubric and have a student read out the table. Elicit in which one item the student in the recording was weak. Ask students to justify their answers with reference to the recording. Play the recording again if necessary.

Exercise 7

Ask one or two students to read aloud the Study Skills tip: Describing a picture. Read the rubric and explain that this exercise is a shortened version of the exam-oriented task in Ex. 8. Encourage them to use their imagination to complete the sentences (pretending they took the picture and have complete knowledge of what

is going on, as mentioned in the Study Skills tip). Check students' answers around the class, correcting any mistakes to grammar and pronunciation.

Exercise 8

Read out the rubric for Ex. 8 and the instructions for the task. Point out that only one photo is to be chosen and all the bullet points are to be included in presenting it. Then go through the Useful language box, explaining any language the students may find unclear. Allow students 1.5 minutes to prepare what they are going to say. Then have different pairs of Ss present their photo to each other. Go around the class and monitor students' performances, providing help and feedback when necessary. Then, choose a strong student to perform the task in front of the class. Time the activity.

Exercise 9

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

Unit 1.9 (Writing)

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

The units present a variety of writing techniques, including stylistic and structural devices, which are both analysed and practised.

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

Procedure

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

Ask students to turn to p. 22.

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

• **Style in informal and formal letters/emails**

Exercise 1

Read the rubric and ask students to complete the task. Check the answers with the class and elicit reasons for the answers.

• **Beginnings and endings of letters/emails**

Exercise 2

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

Exercise 3

Present the task and elicit or explain the meaning of any

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

Unit 1.10

• **Rubric Analysis**

Procedure

Ask students to turn to p. 22 and briefly revise the information on different styles in letters/emails.

Ask students to turn to p. 24 and present the information box for Rubric analysis.

Exercise 1

Read the task instructions and ask the students to complete the task and compare their answers in closed pairs. Check the answers with the class.

Exercise 2

Read the rubric and ask students in closed pairs to complete the task. Check the answers with the class.

• **Informal letters/emails**

Exercise 3

Ask students to look at p. 25. Get different students to read the information in the boxes aloud.

Read the rubric for ex. 3 and elicit the answer for question 1 to provide an example. Ask students to complete the rest of the task. Check the answers with the class.

Exercise 4

Read the task instructions and ask the class to look at rubric A. Elicit points that the main paragraphs will include. Ask students to look at rubric B and note down their ideas and then compare in closed groups. Check students' answers.

Exercise 5

Read the task instructions and ask the students to complete the task in closed pairs. Go round the class and monitor the pair work.

Exercise 6

This task can be assigned for homework to be handed in at the start of the next lesson.

Unit 1.11

• **Letters/Emails inviting/accepting – refusing invitations**

Procedure

Ask students to turn to p. 26 and ask different students to read the information boxes aloud.

Exercise 1

Ask students to complete the task. Check the answers with the class.

Exercise 2

a) Ask students to read the letter and decide what type of letter it is. Check the answer with the class.

b) Ask students to complete the task and compare their answers in closed pairs. Check students' answers.

Exercise 3

Ask students to complete the task and compare their answers in closed pairs. Check students' answers.

• **Letters/Emails asking for/giving advice**

Procedure

Ask students to look at p. 27. Present the Information boxes on Letters/Emails asking for/giving advice and the Useful language.

Exercise 4

Read the task instructions and ask students to complete the task. Check the answers with the class.

Exercise 5

Ask students to read the model and identify which rubric in Ex. 4 it answers. Check the answer with the class.

Exercise 6

a) Ask students to read the model again and replace the words in bold with phrases from the Useful language box, then to compare their answers in groups. Go round the class and monitor the activity. Check students' answers.

b) Ask the students to copy and complete the table by making a list of Ricky's advice on the left and the expected result for that advice on the right of the table. Check the answer with the class.

Exercise 7

Ask students to write a letter of advice for rubric A (Ex. 4). This can be set as a timed exercise in class (20 minutes – as for an exam task 1) or to be done as homework and handed in at the start of the next lesson.

Unit 1.12 (Across Cultures)

Each *Across Cultures* unit follows this outline:

• *Lead-in*

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

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

• *Main task*

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

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

• *Exploiting the texts*

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

• *Personalisation, extension & skills integration*

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

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

Procedure

Ask students to keep their books closed. Write the words 'accent' and 'dialect' on the board and elicit the difference between the two.

Then ask students to open their books at p. 28.

Exercise 1

Ask the students to complete the dictionary definitions. Confirm the answer with the class.

Exercise 2

Read the rubric and ask the students to read the sentences. Play the recording for students to listen and choose their answers. Check answers with the class and then play the recording again, pausing as necessary to confirm the answers.

Exercise 3

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

Exercise 4

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

Exercise 5

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

Optional extension exercise: ask students to make other derivatives from the word e.g. *flexible (adj)*, *flexibility (n)*, *inflexible (adj)*.

Exercise 6

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

Exercise 7

Ask different students around the class to read the task instructions and questions aloud. Play the recording for students to listen as they read the texts again.

Then ask the students to discuss the questions in closed pairs. Move around the class monitoring the activity.

When you feel the students have discussed all the questions, ask each pair to present one of their ideas briefly to the class.

Exercise 8

Read the rubric and ask students to complete the task. Check the answers with the class.

Exercise 9

Ask students to write down as many reasons for the importance of language learning as they can think of. Allow students 5 minutes for this task and then ask them to explain their reasons to a partner in closed pairs. You may wish to elicit reasons from different students around the class, writing their reasons on the board.

Project

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

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

Unit 1.13 (Literature)

Each *Literature* unit follows this outline:

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

Procedure

Ask students to turn to p. 30 and look at the title of the book and the author's name. Elicit whether students have heard of the book and/or author, and if so, what they know.

Exercise 1

Read out the rubric and ask students to complete the task in closed pairs. Check the answer with the class

Exercise 2

Ask different students to read the rubric aloud.

Ask students to read lines 1-22 of the text and discuss the questions in small groups. Move around the class

monitoring their discussions.

Then ask the students to read the rest of the text and check if their ideas are mentioned.

Finally ask the students to translate lines 1-22 into Russian and compare their translations with the other students in their group. You may wish to set the translation for homework to be handed in at the start of the next lesson.

Exercise 3

Ask students to look again at the Study Skills tip on p. 7 before beginning the task. Ask students to read the text again and complete the task, following the procedure recommended in the Study Skills box. Check all students' answers.

Exercise 4

Ask the students to read the statements and then read through the text again to determine if the statements are true or false. Check the answers with the class.

Exercise 5

Read out the rubric and ask students to scan the text and find the verbs listed. Each time students find a verb they should look to see if it has been used with one of the adverbs or prepositions listed. Ask students to write the phrase from the text in their notebooks.

Exercise 6

Ask students to write the animal names in their notebooks and then close their course-books. Read the rubric and play the recording for students to listen.

Ask students to open their books and check their answers in the text.

Exercise 7

Ask students to take turns to tell the story briefly in closed pairs. Go round the class to monitor the pair-work and assist with corrections or suggestions.

Discourage students from reading out sections of the text. You may wish to suggest to stronger students that they try to tell the story with their book closed.

Exercise 8

Read out the rubric. Ask students to ask and answer the questions in closed pairs. Move around the class monitoring the activity.

When you feel sure that students can cope with the task ask students to write their letter. This can be done as a timed exercise in class (20-25 minutes) or assigned for homework to be handed in at the start of the next lesson.

Unit 1.14 (Curricular Cut)

*Modules 1, 2, 4 & 5 feature a unit called **Curricular Cut**. Each of these units contains a text related to a particular part of the school curriculum. Module 3 features a unit called **Green Issues** which contains a text related to an environmental issue. All of these units follow approximately the same outline.*

- **Lead-in**
Students are asked to complete one or two pre-reading tasks, which may involve discussing what students know about the topic, predicting the content of the text, and so on.
- **Main task**
Students then complete a Grammar and Vocabulary task reflecting one of the task types in the Russian National Exam. After students have completed the task, their answers are checked and the task is analysed and discussed.
- **Exploiting the texts**
In most of the units, students complete a task involving vocabulary items from the passage, matching words to their definitions or synonyms.
- **Personalisation, extension & skills integration**
Students complete one or two tasks which provide practice in at least two of the three other skills (Listening, Speaking and Writing), and involve students expressing a personal response. These units usually conclude with a project which requires students to conduct research on the Internet and prepare a written article or a class presentation.

Procedure

Ask students to turn to p. 32 and look at the title of the text. Elicit or explain what it means.

Exercise 1

Ask students to look at the pictures. Elicit answers to the question in the rubric.

Exercise 2

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

Ask students to justify the correct choice in each case. Confirm that all students now have the correct answers.

Exercise 3

Read the rubric and play the recording. Ask students to complete the task in closed pairs. Go around the class and monitor the pair-work activity.

Finally, ask different students to tell the rest of the class one thing they found interesting and why.

Project

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

Progress Check

Each module ends with a short test designed to help students monitor their own progress, as well as to reinforce students' understanding of the topics, vocabulary and

structures which have been presented in the module. The students' achievements in meeting the objectives of the module are clearly stated at the end of each section.

Procedure

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

In either case, ask students to look at the test before completing it and ensure that they understand what they are expected to do in each task.

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

Focus on RNE

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

In each module, this consists of: one Reading task and three tasks headed Grammar & Vocabulary which practise each task type found in RNE Grammar and Vocabulary. Modules 2, 3, 4 and 5 have also got one task each from Speaking and Writing. A variety of Listening tasks for each Focus on RNE section appear on pp. 179-180 of the Student's Book. Note: Reading tasks and Grammar & Vocabulary tasks that are met for the first time in the Focus on RNE sections are preceded by a Study Skills tip and a 'Preparing for the task' exercise.

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

Procedure

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

In either case, students should be encouraged to adhere to 'test conditions': that is, they should aim to complete each task within a time limit you have set for it, and they should attempt each task without referring to a dictionary or asking for help from a parent, friend or

classmate. Remind students that exam strategies and techniques are, like all learning, best acquired by regular practice.

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

Each task should then be discussed in some detail with the class. If several students had difficulty with certain items, the particular language point should be revised by referring to the relevant part of the coursebook. Finally, you should elicit or explain the meaning of any unfamiliar vocabulary in each of the tasks.

General Teaching Techniques

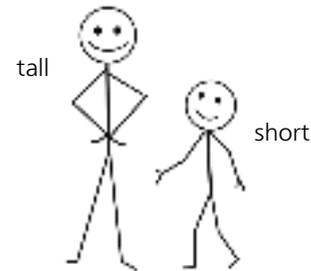
A – Presenting new vocabulary

Much of the new vocabulary in *Starlight 11* is presented through pictures, and students are asked to match the pictures to listed words. Vocabulary is presented in context and emphasis is placed on collocations and word association, since memorising new words is easier when they are presented in lexical sets.

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

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

- **Sketching.**
Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



- **Use of 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 *Starlight 11* have been carefully designed to guide students closely in producing a successful piece of writing.

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

C – Synergy

- At the end of each lesson, ask students to review and consolidate what they have learnt in the lesson. Allow students two to three minutes to look at the relevant pages and their notes, then have them close their books. Ask them to think of ten words and (if appropriate) the grammar structures from the unit. Students then find a partner and discuss what they have learnt in the lesson.

- If necessary, practise the task with a student to help them understand how to deal with it.
- Go round the class and check students' performance. Help where necessary.

D – Assigning homework

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

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

Commonly assigned homework tasks include:

- *Vocabulary.* Students memorise the meaning of words and phrases.
- *Writing/Project.* After thorough preparation in class, students are asked to produce a complete piece of writing.

E – Correcting students' work

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

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

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

F – Class organisation

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

Stages in pairwork:

- Organise students into pairs
- Set the task and time limit
- Rehearse the task in open pairs
- Ask students to do the task in closed pairs
- Go around the class and help students
- Pairs report back to the class.
- *Groupwork.*
Groups of three or more students work together on a task or activity. Class projects or roleplay are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Brainstorming.*
Students work in pairs, groups or as a whole class, suggesting the items (words, facts etc according to the particular task) which first come to mind, in any order and as quickly as possible. The items are then selected, ordered etc as the task requires.
- *Rolling questions.*
A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

Types of Learning Styles

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

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

MODULE 1

Unit 1.1

Exercise 1 (p. 6)

The man in the picture is a famous Italian actor called Roberto Benigni.

He is playing the character of Pinocchio from a popular children's story. Pinocchio was a puppet made of wood that magically came to life. Every time he told a lie his nose would grow longer.

Exercise 2 (p. 6)

The title suggests that people communicate through body language. When Pinocchio's nose grew everyone knew he was telling a lie. So Pinocchio's body language, told the truth. I think the text will be about how our body language shows people what we are really thinking or feeling.

Exercise 4 (p. 7)

rushes – moves quickly

scratch – rub fingernails against the skin

convince – make someone believe sth is true

reliable – likely to be correct

basics – simplest ideas

interpret – understand the meaning

convincing – believable

involuntary sign – unconscious physical response

concentrating on – focusing on

key – the deciding factor

assume – suppose

claiming: saying sth is true

itchy: having an uncomfortable feeling on the skin which makes you want to scratch

defensive: protective

posture: a particular position in which sb stands or sits

speak volumes: convey a lot of information

movements: changes of position

breaking a business deal: causing a business deal to fail

downside: a disadvantage

put their guard up: become reserved

attempt: an effort

Exercise 5 (p. 7)

- 1 **Non-verbal** communication helps you decide if somebody is lying.
- 2 **Body language experts** understand all the signs somebody uses while talking.
- 3 It took him a lot of hard work to **build his reputation** as a good doctor.
- 4 We all possess **powers of persuasion**.
- 5 Learning about posture and body language really helped me to **improve my confidence**.
- 6 Looking at his **crossed arms**, I knew he was furious.

- 7 Certain **facial expressions** reveal that you aren't listening to what I'm saying.
- 8 If someone comes too close to me I feel its an invasion of my **personal space**.
- 9 You shouldn't worry about **minor matters**.
- 10 I'm sure he won't **break his business deal**.

Exercise 6 (p. 7)

The writer is generally very happy with his job. He says that he has, 'dedicated his life to studying,' body language. It gives him, 'a great deal of satisfaction,' and he believes he is, 'providing a public service'. However, there is a, 'downside,' and it, 'makes (his) life difficult at times.' All in all, though, the problems are, 'a small price to pay for a job he enjoy(s) so much.'

I wouldn't choose to do this kind of job because I would like to believe that most people tell the truth.

Unit 1.2

Exercise 1 (p. 8)

Ben has his hands on his hips and he is tapping his foot. His face is red and his eyes are narrowed. His forehead is wrinkled and he has clenched teeth. **Ben is angry.**

Ryan has his head down. He has a downturned mouth and his eyes are cast down. His arms are folded.

Ryan is sad.

Phoebe's eyelids are lowered and she is blushing. She is giggling. Her feet are turned inwards and she is clasping her hands. **Phoebe is embarrassed.**

Beth's eyes are wide open and her eyebrows are raised. Her mouth is open and she has her hands raised.

Beth is shocked.

Exercise 4 (p. 8)

- | | |
|----------|--------|
| 1 glance | 2 wink |
|----------|--------|

Exercise 7 (p. 9)

- 1 I think the best actor in the world is Al Pacino.
- 2 The funniest person I know is my brother, Harry.
- 3 The most tiring job is being a builder.
- 4 The most expensive restaurant in my town is called La Scala.
- 5 The coldest place in my country is Oymyakon in Siberia.
- 6 The most difficult language in the world is Chinese.
- 7 The windiest place in my country is Kandalaksha.

Unit 1.3

Exercise 1 (p. 10)

The main picture is of a group of musicians playing at an open-air concert. The smaller picture is of people sitting in a field watching something. The two pictures are

related because the people in the field are probably the audience at the concert.

People enjoy events like this because they feel they are coming together to share something. Festivals like these usually take place in the summer and people like to get out and enjoy the good weather.

Exercise 2 (p. 10)

I like dance music because I like to escape from my problems and when I'm dancing, the only thing I'm thinking about is the music and how it makes me feel.

Exercise 3 (p. 10)

- A: It probably means that music says everything you want to say in the shortest time possible. You don't need to go into long explanations and I would agree with that.
- B: Yes, but it mentions emotions, so I think it means that music says things we can't put into words and expresses things better than words. I would definitely agree with the quotation.

Exercise 5 (p. 10)

pours: flows quickly

horizons: limits of what someone knows or is interested in

unique: one of a kind, not repeated

talented: with lots of natural ability

motivation: reason for doing sth

brotherhood: friendship between men

sisterhood: friendship and support between women

improve: get/make better

swap: exchange

multitude: large number of people or things

unmistakably: obviously

barriers: obstacles which prevent understanding

drifts away: leaves slowly

If it **pours** with rain again like it did yesterday we will get soaking wet.

Embracing other cultures helps to broaden our **horizons**.

Our fingerprints are **unique** to us.

My sister is very **talented** at playing the violin.

Wanting to help sick people was the **motivation** behind my decision to become a doctor.

There is a strong feeling of **brotherhood** amongst the football team.

Women fighting for their rights have a sense of **sisterhood**.

I need to **improve** my grades if I don't want to disappoint my parents.

We **swapped** phone numbers with the people we met on holiday.

I don't want to **dampen** her spirits by telling her the concert has been cancelled.

There were a **multitude** of problems the government needed to solve.

His reaction to her comments was **unmistakably** hostile.

There can be many **barriers** to learning a language.

As they pulled up the anchor, the boat slowly **drifted away**.

Exercise 6 (p. 10)

- 1 Radiohead were the **main attraction** at the festival.
- 2 You can buy **hand-crafted goods** at the market.
- 3 We can **broaden our horizons** by listening to music from different cultures.
- 4 Musicians at the festival **swap stories** about life on the road.
- 5 People in wellies is a **common sight** at a music festival.
- 6 Music can break down **language barriers**.
- 7 After the concert, we were all in **high spirits**.
- 8 If you **get the chance** to go to a WOMAD festival, you should go.

Exercise 7 (p. 11)

The reasons that the writer gives for the popularity of events like the WOMAD festival are:

- that music is a universal language and brings people together
- activities designed for children
- workshops
- multi-media exhibits
- stalls selling all kinds of hand-crafted goods

Exercise 8 (p. 11)

I do not think music alone can create peace in the world, but I do believe that it has the power to bring people together despite their differences. Music can be seen as an international language, which many people from different countries in the world understand. There is so much fighting in the world over differences in the way we look, speak and behave. But people from different cultural backgrounds can share the enjoyment of a particular style of music or band. In the last few years we have seen many occasions when music has helped to bring people together on issues such as the environment and world hunger. Artists have supported peace demonstrations or even organised whole events to promote peace and anti-war messages.

Exercise 9 (p. 11)

Hi Craig!

How are you? I'm having a great summer. I must tell you about an interesting festival I went to last week. It's called the WOMAD festival which means The World of Music, Arts and Dance.

I went with my classmates, Ben and Charlotte. Ben drove us in his car but we all pitched in for petrol.

When we got there, it was already packed with people. It was interesting to hear bands from all over the world play their music. There were loads of stalls there selling hand-crafted goods and I bought a colourful scarf. I wear it all the time now.

The weather wasn't so great though. We had to cover our trainers with plastic bags to protect them from all the mud. We looked silly, but so did everyone else, so it didn't matter. Everyone still seemed to be having a good time. We're planning to go again next year. Maybe you could join us.

Anyway, must go. Keep in touch.

Sue

Unit 1.4

Exercise 4 (p. 12)

- 1 She left the room angrily, **muttering** under her breath.
- 2 Stan **whispered** something in Jane's ear, but she could hardly hear him.
- 3 She **screamed** in terror when she saw the huge spider.
- 4 If you get into trouble, **yell** at the top of your voice.
- 5 He **breathed** with difficulty because of his heavy cold.

Exercise 6 (p. 13)

At a leisure centre you can play table tennis.

At an amusement arcade you can meet your friends.

At a cinema you can eat popcorn.

At a funfair you can visit the Haunted House.

At a circus you can laugh at the clowns.

At a rock concert you can dance to live music.

At a youth club you can hang out with people your own age.

Exercise 7 (p. 13)

A: Would you like to go to the circus this weekend?

B: Well, I'm not sure.

A: Where would you rather go, then?

B: I have two tickets for the Radiohead concert on Saturday night. Do you fancy going?

A: Not really. I'd rather go to the circus than see that band. I don't really like their music.

Exercise 8 (p. 13)

Sally cried because she didn't get to watch a film.

Unit 1.5

Exercise 1 (p. 14)

The clown in the top picture, holding a bag, is Oleg Popov. My parents remember him from when they were young. Clowns don't speak, they mime. 'Mime' is one of the words in the title.

The young man in the middle of the page is Dima Bilan. He is one of my favourite singers – the title includes the word 'music'.

Exercise 2 (p. 14)

Words are not the only way to communicate. People who do not speak the same language communicate with each other using body language. To express feelings we often use facial expressions, changing the mouth to form a smile when we are pleased or a down turned mouth when we are not pleased. We shake our heads to indicate 'no' and nod our heads to indicate 'yes'. Sometimes people mime actions such as moving the arms as if running without actually moving the legs.

Exercise 5 (p. 14)

- 1 Micheal Jackson was a **living legend** throughout his career.
- 2 JK Rowling has **received** many **awards** for her books.
- 3 The sculpture of a giant spider has been called a **modern masterpiece**.
- 4 The gymnasts demonstrated **remarkable skill** in the competition.
- 5 Madonna's **international career** involves a lot of travelling.
- 6 Many young singers would like to **follow in her footsteps**.
- 7 Blending different styles of dance resulted in an **innovative performance**.
- 8 Over the years he **built a reputation** for being one of the best in his field.
- 9 The beautiful music stirred **powerful emotions** in the audience.
- 10 Some of the greatest **works of art** are in Vatican City.

Exercise 6 (p. 14)

hilarious – extremely funny

revolutionised – completely changed the way sth is done

controversy – dispute involving strong disagreement

guaranteed – ensured

graceful – with smooth, elegant movements

prestigious – respected and admired

genre – type of music, film, painting etc

compassion – feeling of sympathy for others

Exercise 7 (p. 15)

I went to see a production by the Chelyabinsk Contemporary Dance Theatre last night. It was fascinating and one of the most innovative performances I have ever seen. It was choreographed by Olga Pona. Basically it is a form of modern dance but she blends elements of folkdance and modern movement together very cleverly. Sometimes there is music and even speech and at other times there is simply silence and movement. I thoroughly recommend going, it is a unique experience.

Exercise 8 (p. 15)

It must be quite scary to perform in front of an audience. If I had to do this I would prepare extremely carefully so that I felt confident. I would practice again and again to make sure that I knew exactly what to do. After the performance I think I would feel very relieved and if the audience seemed to enjoy my performance, I would feel very pleased and proud.

Unit 1.6**Exercise 2a (p. 16)**

cheerful – miserable

broad-minded – narrow-minded

patient – impatient

Exercise 2b (p. 16)

Dennis is doing very well this term. He is **1) polite** to his teachers and he is very **2) sociable** with the other children. In fact, he is very **3) calm** in his behaviour towards everybody. He is very **4) hard-working** in class and this makes him very **5) popular**.

Exercise 3 (p. 16)

I think you are very generous because you share everything with your friends.

I think you are optimistic as you always look on the bright side of life.

I think you are also an intelligent girl as you always do well in tests and have a very good memory.

Exercise 4 (p. 16)

- be on cloud nine:** be extremely happy (*positive*)
 - be in high spirits:** be extremely happy/enjoying themselves (*positive*)
 - keep her chin up:** be optimistic/remain cheerful (*positive*)
 - jumped out of his skin:** was very surprised/shocked (*negative*)
- I'm on cloud nine!
 - We're all in high spirits and having lots of fun.
 - What was that? I nearly jumped out of my skin!

Exercise 6 (p. 16)

- The thieves **ran off** down the street with the police chasing them.
- We put our cousins on the train and **saw them off** on their journey home.
- I am **standing in for** the boss today as she is ill.
- I can **put you up** for the weekend.
- I really need to **take up** a sport this year.
- He **cut up** the newspaper and stuck the article in an album.

Exercise 7 (p. 17)

- They invited **such** a lot of people that there was nowhere to sit.
- She has been practising every day **so that** she does well in the contest.
- You should drive slowly **in case** the road is slippery.
- He asked his friend for a lift **since** he was late for work.
- He didn't comment on her new hairstyle **so as not to** upset her.
- They have closed the road **due to** a heavy snowfall.
- He declined the invitation **on the grounds that** he was working that weekend.

Exercise 8a (p. 17)

He/She is upset after a long day and failing an exam.

Exercise 8b (p. 17)

A: Is everything OK?

B: Actually, I've lost my handbag.

A: Oh no!

A: What's wrong with you?

B: My computer broke down and I've been in a bad mood all day.

A: I see. That's too bad.

A: Are you alright?

B: No. The thing is I've had a tooth taken out and I don't feel so good.

A: Oh, dear.

A: Are you upset?

B: Yes, I am. I wanted to attend a rock concert but there were no tickets left.

A: That's a shame.

Exercise 10a (p. 17)

- My friend is not as sociable as me.*
- My parents are kind and generous.*
- My teachers are very helpful.*

Exercise 10b (p. 17)

- I love my friend because she always helps me no matter what the problem.*
- I appreciate my parents for all the sacrifices they make for me.*
- I value my teachers as they teach me new skills.*

These sentences differ from those in Ex.10a because these sentences provide a reason for the statement at the beginning. In Ex.10a the sentences are purely describing the person's character, in these sentences they tell us about what the person does.

Unit 1.7**Exercise 1 (p. 18)**

look around/plan on finding
 gob/position
 go back/returning

Exercise 5 (p. 19)

routine/doing this job for a number of years – got a system in place that doesn't vary

Unit 1.8**Exercise 4 (p. 20)**

- 1 Question A is irrelevant.
- 2 Question B misinterprets the prompt.
- 3 Question A uses incorrect grammar.

Exercise 7 (p. 21)

- 1 The photo shows a picture of my sister.
- 2 We were at the airport.
- 3 We were going on holiday.
- 4 She is wearing jeans and a shirt with a sweater round her shoulders because it was spring and the weather was mild.
- 5 She is pulling her suitcase.
- 6 She was feeling excited that day because we were going on a trip.

Exercise 8 (p. 21)

- 1 I've chosen photo number one. In the photo, you can see my parents. I took it last summer when we were visiting Scotland. Here you can see them leaning out of a train window and waving at me while I take the picture. In the background, you can see the Scottish countryside. My parents were going on a trip to visit the most northerly part of Scotland, but I didn't go with them. I stayed behind in Edinburgh because I didn't want to miss the famous summer festival that was on them. I went with my elder brother. My parents came back to join us after two nights away. My mum especially was feeling pretty excited as you can see from her big smile. She'd always wanted to visit the north coast of Scotland. They weren't very heavily dressed but I think the cold in the north took them by surprise. They should have taken coats, Mum said! I took the photo because I wanted a natural non-posed picture of my parents. I wanted to show you the photo so that you can get an idea of what Scottish trains are like. They're really quite similar to the ones here back home, I think!
- 2 I've chosen photo number two. So, let me tell you about my trip to Berlin with my cousin Anna. That's her you can see in the photo. We went on

holiday there last autumn. In this photo, we were on a river cruise and you can see Berlin Cathedral in the background. My cousin loves history and old buildings. That's why she's holding a guidebook – so she can read all about the history of Berlin. It was quite cool that day and a little bit cloudy but it didn't rain. That was lucky for our cruise. Anna is wearing her raincoat and it kept her warm. In the photo, you can see she's laughing. That's because I told her a joke just before I took the shot. She's usually very shy about having her picture taken and I wanted to make her smile! We both felt very happy that day because we had that wonderful free holiday feeling. I took the photo to capture the moment. I thought you'd like to see it because I know you're interested in travel to different cities.

- 3 See *Audioscript for Exercise 9*

Exercise 9 (p. 21)

The students covers all five points from the task.

Unit 1.9**Exercise 1 (p. 23)**

- 1 answering a complaint (*complex sentence structure*)
- 2 giving information (*impersonal style*)
- 3 invitation (*pronoun omitted*)
- 4 giving information (*full forms*)
- 5 refusing an invitation/expressing regrets (*short forms*)
- 6 invitation (*personal style*)
- 7 accepting an invitation (*impersonal style*)
- 8 accepting an invitation/invitation (*personal style*)
- 9 job application (*advanced vocabulary*)
- 10 invitation (*personal style*)
- 11 invitation (*colloquial expressions*)
- 12 expressing thanks (*full forms*)
- 13 expressing congratulations (*short form*)
- 14 giving news (*colloquial expression*)
- 15 giving information (*impersonal style*)
- 16 offer (*complex sentence structure*)
- 17 expressing congratulations (*advanced vocabulary*)
- 18 asking for news (*colloquial expression*)
- 19 invitation (*advanced vocabulary*)
- 20 expressing regrets (*serious style*)

Exercise 2 (p. 23)

- 1 D informal
techniques: omission of subject pronoun before *wanted*, contractions in *couldn't/I'm*, *come up* (phrasal verb), *out of the blue* (idiomatic expression), *take care*, *keep in touch*, informal expression to sign off
- 2 A formal
techniques: no contractions in *I am writing/I am very interested/I have included*, *in response to*,

consider, I look forward to, in the near future, formal language and formal expression to sign off

- 3 B informal
techniques: omission of subject pronoun before *Hope*, contraction in *I'm writing*, informal expression to sign off
- 4 C formal
techniques: no contractions in *I am writing/ you will investigate/ I have described*, use of passive voice in *that have been made*, formal language and formal expression to sign off in *no longer the case, I trust, take action, I look forward to, in the near future*

Exercise 3 (p. 23)

- 1 Dear Christine,
How are you? Hope you are feeling more relaxed now that your exams are over. I was wondering if you I'd like to come and stay at my house next weekend, if you don't have anything else planned.

.....
Anyway, I have to sign off now. Don't forget to let me know if you can make it next weekend. I'd really love to see you.

Lots of love,
Roberta

- 2 Hi Bobby,
I've just heard the great news that you passed your exams! Well done! I know you were really worried that you weren't going to make it, so I'd like to send you my warmest congratulations.

.....
Congratulations once again on passing your exams. Drop me a line and let me know what you did to celebrate.

Regards,
Jonathan

- 3 Dear Mr and Mrs Morris,
I hope this letter finds you well. Now that I am back home again, I'd just like to thank you both for making my visit such a pleasant one. I really enjoyed my fortnight staying with you.

.....
Thank you again for your hospitality and for making me feel so at home.

Best wishes,
Martha

Unit 1.10

Exercise 1 (p. 24)

- A **imaginary situation:** someone is going to a music festival

imaginary reader: English-speaking pen friend, Terry

style: informal

type of writing task: email

specific topics: a friend who's special to you, their character and appearance, things you don't like about them, a music festival,

- B **imaginary situation:** someone called Natasha is visiting London and wants to do English lessons

imaginary reader: old English teacher, Mrs Terry

style: semi-formal

type of writing task: letter

specific topics: Natasha's personality, what she's like as a student, how good her English is, Mrs Terry's new job

Exercise 2 (p. 24)

Model A is an email. Model B is a letter. Model A is informal. Model B is semi-formal. Model A: rubric A. Model B: rubric B

Exercise 3 (p. 25)

- 1 an apology for a delay in writing
- 2 the reason why you must end the letter/email
- 3 wishes/greetings to the person's family
- 4 showing gratitude
- 5 wishes
- 6 question/wish about a person's health
- 7 a request to the person to reply soon
- 8 the reasons why you are writing

Exercise 4 (p. 25)

A The main body paragraphs will include : what clothes to pack for the weather at this time of year, what you want Michelle to bring you from the UK, how Michelle will find your house when she arrives, what her last week of school is like

B The main body paragraphs will include : how you are feeling about your visit to London, what you have learned about London so far, what you want to do there, three things you want to ask about your visit

Exercise 5 (p. 25)

It answers rubric A.

Paragraph 1 contains the writer's opening remarks.

Paragraph 2 describes the weather, what to pack, what Michelle could bring from the UK and how Michelle will get to the writer's house.

Paragraph 3 asks questions about Michelle's last week in school.

Paragraph 4 contains the writer's closing remarks.

Exercise 6 (p. 25)

Dear Suzanna,

It was great to hear from you. Thank you for replying so quickly.

I can't wait for my visit either! I'm so excited. I'm also a little nervous about speaking English for the first time outside my country! I hope people will understand me! I've bought a guidebook on the main London sights. The information on the Tower of London was really interesting. I definitely want to visit it and Madame Tussauds waxworks museum, too.

What's the weather like in London at the moment? Should I bring some warm clothes with me? Also, do you advise me to bring some cash, or can I use bank cards most of the time?

That's all for now. See you very soon!

All the best,

Masha

Unit 1.11**Exercise 1 (p. 26)**

- A informal letter of invitation
- B informal letter refusing an invitation
- C informal letter accepting an invitation

Exercise 2b (p. 26)

gives details about the party: **Paragraph B**

asks for information: **Paragraph C**

makes the invitation: **Paragraph A**

expresses hope that Kim will come: **Paragraph D**

Exercise 3 (p. 26)

The writer answers all the questions from the letter in Ex. 2a. She asks Sue how many people are coming in all, if Sue invited Tony, and what games she is thinking of playing.

Exercise 4 (p. 27)

- A** The main body paragraphs will include advice (suggested study tips, what to do when feeling stressed, what foods to eat for the brain to function well) and expected results; questions about Paula's holiday.
- B** The main body paragraphs will include advice (what cartoons and children's books are available in Russian, and whether or not the person should visit Russia to practice the language) and expected results; questions about joining the gym.

Exercise 6a (p. 27)

- 1 If I were you, I'd
- 2 That way
- 3 You should

4 How about going

5 it's best not to

6 let me know what happens

Exercise 7 (p. 27)

Dear Steve,

Thanks for the letter. Well done on starting Russian! I'm sorry you're finding it hard going.

Why don't you try reading the *Wolfhound* fantasy series by Maria Semenova? She's an easy read and that way, you won't get too discouraged! Another idea is to watch *Well, Just you Wait!* It's very similar to *Tom and Jerry* and a lot of the situations will be familiar. This will mean it's easier to understand what the characters are saying. You should definitely come to Russia and stay with me. Then, you can practise your Russian and I can correct you!

The gym sounds like a great idea! Is it near where you live? How often do you go? Do you take special classes there?

Anyway, I hope your Russian gets better. Let me know what happens.

Regards,

Vitaly

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

standardised – made to conform

preservation – protection/maintenance

isolated – difficult to reach

evolved – developed gradually

adopted – taken up

adapt – change/modify

user-friendly – easy to use or understand

Exercise 6 (p. 28)

lingua franca – a common language used by speakers of other languages

absorbed – taken in

process – a series of actions that achieve a particular result

conquered – defeated by force

took root in – became established

variations – slightly different forms

Exercise 7 (p. 29)

- I think regional dialects are important to a language because things should not always be identical, it's boring. Nothing in nature is exactly the same. Different regions of a country have different landscapes and features and this adds to the richness of our culture. So it should be with language. Therefore I believe that regional dialects should simply be accepted. They should be neither encouraged nor discouraged.

- I think regional dialects should be discouraged because it would be better to standardise the language in order that everyone understands each other. When people misunderstand each other it can eventually lead to conflict. Differences make people feel apart from others and this can become an unhealthy influence on the unity of a society.

Exercise 8 (p. 29)

ketchup: now used in English to mean tomato sauce.

hoi polloi: is used to refer to ordinary people, which is what it actually means in Greek. Sometimes, though, it is mistakenly used in English to refer to the rich. It is generally used in a rather rude tone or a humorous way.

apparatchik: means a person who works for the government and always obeys rules and is used negatively in English.

Exercise 9 (p. 29)

It is important to learn languages in the modern world because we need to be able to communicate with people from different parts of the world. Knowing another language, or languages, can help in career prospects and can also be useful when travelling. Learning another language can give insight into other cultures, too. When you learn a language you don't only learn how people speak but also about their attitudes to life and their customs. I think everyone should learn at least one foreign language and the earlier they begin to learn it the better.

Project (p. 29)

To begin with, the language spoken in England was a variety of regional dialects. Eventually, one of them came to be recognised all over the country. This old English language was then further influenced by invaders over the years.

Originally the Russian language started out as a closely related group of dialects too. Gradually a common language was used for literary and commercial purposes and the Church played a large role in creating one official language.

The languages continue to change with time, some new words are added and other words disappear from use. Some words change because they are adaptations of words used previously. Other words are adopted from other languages and new terminology is introduced due to technological advances.

On the other hand, some words are used less and less, until eventually they disappear from our vocabulary. If we take a dictionary from 100 years ago and compare it to a dictionary published last year we will notice many such differences. Language is a living entity that reflects our changing world.

Unit 1.13

Exercise 1 (p. 30)

Doctor Dolittle has a strong love of animals and from the picture it seems that the animals love him.

Exercise 2 (p. 30)

If Dr Dolittle can learn how animals communicate he can use this to talk to the animals and to understand what they are trying to tell him.

In the rest of the text I think it will say how he learns animal language.

Exercise 5 (p. 31)

put down ... Polynesia gave him bird words to put down in the book ... (line 26)

gave up ... he gave up being a people's doctor ... (line 30)

came round ... an Italian organ-grinder came round with a monkey ... (line 62)

took away ... he took away the monkey from the Italian ... (line 65)

look after ... he would look after the monkey from then on. (line 69)

Exercise 8 (p. 31)

Dear Trixie,

As you know, long haired cats like us can often have problems with fur balls. Recently, I had this problem so I went to see the new doctor. His name is Dr Dolittle and he is amazing. First of all he can understand what you tell him, which is marvellous. I am fed up with doctors assuming they know what my problem is without listening to what I tell them. This doctor listened to me carefully and understood my problem. He gave me some medicine and also advised me to eat plenty of grass which would help get rid of the fur balls. While I was there I saw lots of other sick animals. There was a chicken with a terrible cough and a squirrel who couldn't sleep. Dr Dolittle helped them too.

It is so good to have such a great doctor in our area. If you ever have a problem, you should definitely go to see him.

I hope you are well.

Regards,

Princess

Unit 1.14

Exercise 1 (p. 32)

- **on the attack:** snake – its head is raised, its fangs are exposed and it's shooting out poison
- **trying to scare something away:** blowfish – its body is puffed up and covered in spikes

- **affectionate/playing:** elephants – their tusks and trunks are interlinked and one seems to be putting its trunk into the other’s mouth
- **affectionate:** horses – they are touching the tips of each other’s noses as if they are kissing

Project (p. 32)

Chimpanzees communicate in a number of different ways. To start with they greet each other by touching hands. They warn each other of danger by screaming and making loud noises. When they move their lips a lot, they are scared. They show affection by hugging and grooming each other.

MODULE 2

Unit 2.1

Exercise 1 (p. 38)

There are some people in a Land Rover. It looks like they are on safari and that they have just seen an animal. The other photograph on page 38 shows some giraffes. The picture on the opposite page is of an African tribesman. I think that people go on holiday to Africa because you can see strange and exciting animals there. Tourism gives local people jobs and money. Tourism can help the animals because locals set up conservation schemes for the benefit of tourists.

Exercise 3 (p. 39)

Before **dawn breaks**, the birds are already singing. London has a diverse population but, generally, people **live in harmony** together. At resorts where beaches are cleaned up, **tourism flourishes**. The African plains **support** all kinds **of life**, from the smallest insect to the largest mammal. All you need to **grow food** yourself is a little patience. The **conservation area** has been a real success: the number of birds has doubled over the past two years. The **water supply** is not reliable so we often have to drink bottled water. The Masai **make use of** their local knowledge to act as guides for tourists.

Exercise 4 (p. 39)

- 1 **roads:** routes
- 2 **housing:** dwellings
- 3 **change:** transition
- 4 **thrive:** flourish
- 5 **means:** resources
- 6 **facilities:** amenities
- 7 **feed:** graze
- 8 **restricted:** confined
- 9 **made illegal:** outlawed

- 10 **wander:** roam
- 11 **rules:** reigns
- 12 **everlasting:** permanent

gathering place: a location where people or animals come together

nomadic lifestyle: not having a permanent home; moving from place to place

natural habitat: the normal place for sth to live

migratory paths: the routes animals take when moving between their seasonal habitats

multiple-use area: a place that has many uses

shaved heads: with hair cut off completely

bustling community: a busy place where people live and work

Exercise 5 (p. 39)

The Masai way of life has changed very much in recent years. Once they roamed wherever they wanted but now they are restricted to a small area.

Lately, the Masai population has risen dramatically and this has put a strain on resources. As people move to the villages, the demand for farmland, water and electricity grows. But conservationists do not want the Masai to have a permanent settlement as they worry that it would interfere with the migratory paths of wild animals.

The authorities want to move the Masai out of the region where they have settled in order to protect the natural habitat of the animals, but the Masai refuse to go. Their lives are becoming more modern and they want to stay in permanent dwellings in their traditional lands.

Exercise 6 (p. 39)

The Masai are no longer free to follow their old nomadic lifestyle. They are confined to a small area and are not allowed to grow very much food or to build homes. The conservation authorities have said that if the Masai would like to have a permanent settlement, they must first move from the Ngorongoro. If I were a Masai, I would choose to move. Hospitals, schools, electricity and running water are vital for any community.

Unit 2.2

Exercise 5 (p. 41)

- 1 A renewable source of **clean energy** would solve most environmental problems.
- 2 I could see the fish swimming in the **crystal clear water**.
- 3 The sun shone in the **clear sky** as we set out for a picnic.

- 4 He hoped to make a **clean start** by moving to a new town.
- 5 It was a **clear case** of false arrest as he had a perfect alibi.
- 6 A good sentence should have a **clear meaning**.
- 7 Tina's **clear voice** was heard over the noise of the busy office.
- 8 I always need **clear instructions** so that I don't make any mistakes.

Exercise 6 (p. 41)

- | | |
|---------------|-----------|
| 1 came across | 4 hung up |
| 2 puts ... up | 5 put off |
| 3 put across | |

Exercise 7b (p. 41)

Animals can do some amazing things and circus shows can be very exciting but I think that forcing animals to perform is just wrong and clearly unacceptable. They can become stressed and even depressed, and this makes them dangerous to work with. It's a real shame that they cannot enjoy a free life in the wild.

Exercise 10 (p. 41)

At the moment I am feeling quite sleepy.

At 6 o'clock yesterday afternoon, I went for a jog.

I have **already** had three cups of coffee today.

I **never** get enough rest over the weekend.

Last summer I spent five weeks travelling around Crete.

At present, I am living in a very small flat.

I haven't managed to finish my homework **yet**.

It has been sunny every day **since** I came here.

I **always** like to take two credit cards on holiday, just in case one gets lost or stolen.

I try to do some kind of exercise **every day**.

Exercise 11 (p. 41)

Dear Henry,

I have been in Patagonia now for two weeks. It is even more beautiful than I thought it would be. I have seen whales and penguins and ships headed for Antarctica! Last week I went to the Torres del Paine national park where I spent five days camping and walking through the mountains. At night it was so cold that I couldn't sleep and there were icicles on the inside of my tent in the morning. But it was worth it. The scenery was spectacular and I even saw a condor.

I'm now in a town called Bariloche, a little further north. It's a ski resort but there are also many other attractions. I am staying with a local family and this afternoon they are taking me out to see the lakes that the region is famous for.

Next week I'm heading to Brazil, which will be completely different. I'll send you another letter once I'm there.

Best wishes,

Olga

Unit 2.3

Exercise 1 (p. 42)

A volcanic eruption is when a volcano throws molten rock called lava, ash and steam out of its top. It is caused by a build-up of pressure deep below the Earth. An active volcano has recent activity and signs of earthquake activity, whereas a dormant volcano has shown no activity for quite some time. Mount Etna in Sicily is an active volcano and erupts constantly. Mount Vesuvius is dormant because it has not erupted for some time.

Exercise 2 (p. 42)

I think Vesuvius was a volcano that erupted thousands of years ago in Italy. It was special because the ash from the eruption covered all the people in the towns and villages nearby. Their bodies were preserved, like the one in the picture. I think the article will talk about what things were found by the archaeologists.

Exercise 4b (p. 42)

- 1 The word 'who' at the beginning of the missing phrase relates the words 'an older man' and 'her uncle'.
- 2 The words 'ash filled the air' and 'difficult to breathe'.
- 3 The action expressed at the beginning of the sentence 'the woman covered her face' is explained using 'in order to ...'.
- 4 The words 'body' and 'lying on a bed ...'.
- 5 The words 'project' and 'aimed at investigating'.
- 6 The words 'proof' and 'there will ... be ... eruptions'.

When matching the parts of sentences, it is the whole meaning of the completed sentence which determines the choice. This can be checked by seeing that other options do not make sense.

Exercise 5 (p. 43)

devastated – destroyed completely

livelihood – way of earning money

roar – loud frightening noise

pelted down – fell with great force

escape – get away

instinctively – without conscious thought

shielded – protected

concrete – specific and definite

scour – thoroughly search

millennia – thousands of years

Exercise 6 (p. 43)

- 1 Scientists are always on a **quest for information**.
- 2 There was a **thunderous roar** as the volcano erupted.
- 3 As soon as I came out of the water I had to **gasp for air** because I had run out of oxygen under water.
- 4 Pompeii was covered by **ever-thickening ash** when Vesuvius erupted.
- 5 When you **drill holes** in the wall, be careful not to hit a pipe.
- 6 The athlete made a **desperate attempt** to win the race but he only came second.
- 7 They found the **perfectly preserved body** of a mammoth in the ice.
- 8 The bodies could **provide evidence for** when and how they died.
- 9 Archaeologists are working at the **excavation sites** to find all the dinosaur bones.
- 10 They **set up a project** to help the endangered animals in the area.
- 11 You can get a **pumice stone** to rub the hard skin on your feet to make it smoother.
- 12 The escaped prisoners hid in the small **grove of trees**.

Exercise 8 (p. 43)

It has been a horrific day. The morning was clear and bright as usual. But around lunch time, the animals started to act strangely. It was clear that they were worried about something. Then, all of a sudden, the ground started to shake. At first I thought it was an earthquake, but moments later there was a deafening explosion and I looked round to see the top of the mountain had disappeared. I was terrified and didn't know what to do. An enormous black cloud began to fill the sky. Soon it had blocked out the sun. Then pieces of rock started to fall down from above. I covered my head and ran inside. The debris kept falling for what seemed like hours. When the dust eventually cleared and I went back outside, the village had completely disappeared. I had many friends there and at that moment I knew that I would never see them again.

Unit 2.4**Exercise 4 (p. 44)**

- A: Listen to this. Firefighters saved twenty people from certain death in a blaze.
 B: That's amazing. They deserve a medal.
 A: You won't believe it. Some ferries have capsized in a flood.
 B: Oh, dear! That's tragic.
 A: Have you heard? Seven people have died in an avalanche in British Columbia.
 B: Oh, how awful!

A: Listen to this. Thousands of people have been killed in a famine in Ethiopia.

B: Oh, no. Don't tell me.

A: You won't believe it. Hundreds of homes have been destroyed by a hurricane.

B: Oh, dear. That's terrible.

Exercise 8 (p. 45)

- 1 **second conditional:** refers to a current state that is known to be false
- 2 **mixed second:** refers to a condition which is impossible because of a past event
- 3 **subject + would rather + subject + past tense:** refers to present using a past tense
- 4 **mixed second:** refers to a condition which is impossible because of a past event
- 5 **zero conditional:** refers to sth certain. Both clauses in the present tense
- 6 **second conditional:** refers to a current state or event that is known to be false or improbable
- 7 **third conditional:** refers to a condition which is impossible because of a past event

past subjunctive/second conditional: refers to a current state or event that is known to be false or improbable

Exercise 11 (p. 45)

Rosa – earthquake

Liam – hurricane

May – avalanche

Exercise 12 (p. 45)

The Indian Ocean tsunami that struck a few years ago was devastating. More than 200,000 people died and millions lost their homes. The disaster took place on December 26th, which is a holiday in my country, so I remember sitting around watching the events on television with all my family.

Unit 2.5**Exercise 1 (p. 46)**

In picture 1 there is a climber using pickaxes to grip into the ice as he is climbing.

In picture 2 I can see a type of sled with four people in it. They look as if they are racing the sled on ice.

In picture 3 there are many husky dogs in front of a sled. There is snow on the ground and some trees in the background. Two people are on the sled and a third person is pushing.

Picture 4 shows a mountain trail. There are some horses on a dusty track lined with trees. One horse is carrying something on its back and two people are riding the other horses.

Picture 5 shows a man bungee jumping.

In picture 1 it looks very dangerous to be hanging by a rope off the side of a steep, frozen mountain cliff. It must be an incredible challenge mentally and physically. In picture 2 the concentration of the team members must be very intense. They are wearing helmets so it must be a risky sport.

I would like to be in the sled in picture 3 and be pulled along by a team of husky dogs. I think it would be fun.

It must be very exhilarating to ride a horse in the mountains as in picture 4. It looks bright and sunny and the air must be clean with no car fumes.

I think bungee jumping must be very scary but those who do it say it is a thrilling experience. I wonder what the man in picture 5 is thinking!

Exercise 2a (p. 46)

- A Bungee Jumping – picture 5
- B no picture
- C Mountaineering – picture 1
- D Dog-sled race – picture 3
- E no picture
- F Bobsledding – picture 2
- G Mountain trekking – picture 4

I think mountaineering is the most challenging because you have to rely on your own skill and your body's strength to survive.

Exercise 3 (p. 46)

basin – crater

faint-hearted – fearful

recall – remember

panoramic – extensive

unfolds – opens up

bleak – barren/gloomy

symbolise – represent

suspense – tension

henchmen – supporters

hinder – obstruct

humiliation – embarrassment

obsession – passion

persistence – perseverance

assess – evaluate

terrain – landscape

- At the top of the volcano is a **basin** where the lava escapes from.
- Margaret is so brave she could never be described as **fainthearted**.
- Granddad likes to **recall** how he spent his youth.
- From the top of the London Eye you get a **panoramic** view of the city.
- As the story **unfolds** the plot gets more complicated.
- The mountain top was **bleak** and inhospitable.

- A white dove **symbolises** peace.
- Agatha Christie detective stories keep readers in **suspense** as to who did the crime.
- The gangster was surrounded by his **henchmen** who protected him.
- The injury will **hinder** the athlete's chances of winning.
- The **humiliation** of having to admit what he had done showed on his face.
- Peter has an unhealthy **obsession** with his weight.
- Gavin never gives up, he is known for his **persistence**.
- My teacher **assesses** our progress every week with a test.
- His new walking boots were ideal for the rocky **terrain**.

Exercise 4 (p. 46)

- 1 I am not sure he has the **will power** to complete the trek.
- 2 Realising he was not going to win the game, he completed the course at a slow **walking pace**.
- 3 All the **team members** were determined to help their captain win the competition.
- 4 I don't think Peter has the **in-depth knowledge** needed to be a member of our team for University Challenge.
- 5 At the end of the school year, all the students run in the annual **cross-country race** through the forest.
- 6 We were happy with the food at the camp, but we were not happy with the **sleeping arrangements**.
- 7 The film **in question** is based on a true story.
- 8 The **mountain range** forms a natural border between the two countries.
- 9 You must have all the right safety equipment if you want to go **rock climbing**.
- 10 The village was destroyed by the **molten lava** flowing down the side of the volcano.

Exercise 5 (p. 46)

I think that the University Challenge quiz programme is interesting because when you watch the programme you can test your own knowledge and also learn new things.

Exercise 6 (p. 46)

I would like to undertake a mountain trek for charity. It would be a great experience for me and at the same time I would be helping others. I am not sure if I am fit enough and so it would be a good idea for me to take part in a training weekend before I went. That way I would be prepared and I would learn what is required. I enjoy walking so this is the ideal challenge for me.

Unit 2.6

Exercise 1 (p. 48)

extreme sports → *rafting, rock climbing*

team sports → *hockey, volleyball*

water sports → *diving, swimming*

ball sports → *tennis, netball*

spectator sports → *cricket, basketball*

contact sports → *judo, boxing*

winter sports → *snowboarding, ice skating*

Exercise 6 (p. 48)

- 1 It is important to **take aim** at the target properly before firing.
- 2 He had been working hard all morning and it was time to **take a break**.
- 3 The competition **took place** in France.
- 4 I don't **make the rules**, I just work here.

Exercise 11 (p. 49)

- A: I know you love water sports, so I think you'd be great as a white-water rafter.
- B: Well I like swimming and water-polo, but white-water rafting? No, that's not for me. I don't think I could cope. It's dangerous, isn't it? I don't want to risk my life!
- A: It's not as dangerous as you think. There are a lot of safety precautions and you're always with other experienced rafters.
- B: I hadn't thought of that.
- A: I just imagine you on the river speeding down the rapids.
- B: You've got a point. I have been looking for something a bit different, something that would get me out of the city.
- A: You see! You'd love all the excitement of being in the water and battling the elements. You get to test your limits and it'll give you an unforgettable experience at the same time. Why don't you give it a go? The white-water rafting group I belong to is looking for some new members and you're more than welcome to come along on Saturday.
- B: You might be right, actually. Ok, I'll come. Let's live a little!

Exercise 12 (p. 49)

Extreme sports are thrilling, but I'm too scared to try most of them. For example, I love snowboarding and scuba-diving, but I would never try sky-diving or free diving. I don't mind risking a broken leg, but if there's a chance I'll lose my life then I don't want to do it.

Unit 2.8

Exercise 7 (p. 53)

Comparisons: both people seriously involved in their jobs; both enjoying what they're doing; both jobs highly professional and require training; both jobs carry responsibility

Contrasts: working indoors ≠ working out on the street; working on their own ≠ interacting with other people; being quiet and having no interruptions ≠ being in a public place with an audience

The speaker thinks the most challenging job is that of the journalist because she works all hours in difficult or dangerous conditions; she also has to keep informed about world events and know how to use the social media.

Unit 2.9

Exercise 4 (p. 55)

Dear Ms Webb,

Thank you for your email regarding the Young Writers Competition. It was a great surprise to learn I'd won first prize! I'm writing in the hope that you may be able to answer a few of my questions.

As I remember, first prize was a weekend trip to York. Could you please confirm that this is the case? If so, I was wondering if you could provide me with a little more information about the city, as this will be my first visit. Also, could you advise me on where I will be staying and what I should bring with me?

You can contact me by telephone (0779 004 321). I am usually available from 7pm on week days and any time at weekends.

Thanks very much again. I look forward to hearing from you.

Best wishes,

Sally Jones

Paragraph 1 – opening remarks, outlines the subject of/reasons for the email

Paragraph 2 – requests further information/details

Paragraph 3 – gives contact details

Paragraph 4 – closing remarks

Exercise 5b (p. 55)

Dear Mrs Grigson,

I hope you are keeping well. Thank you so much for your wonderful hospitality while I was in England. I had a very pleasant stay.

Thank you for locating my notebook. It's an account of the places I visited during my stay, so I'd like to have it back. However, it really isn't that urgent. Perhaps you could just arrange to send it on to my home address by ordinary post. I would be most grateful and, of course, I shall be glad to pay the postage.

How nice you're going on holiday. I'm sure it's a well-deserved break! Where are you going? Is it somewhere at home or are you travelling abroad? Will Mr Grigson be going with you? I do hope you have a lovely time. With many thanks and best regards,
Oleg Karpov

Unit 2.10

Exercise 3 (p. 57)

My letter is going to be about applying for a place on a summer language course.

Exercise 4 (p. 57)

I really fancy doing this kind of work → I would be very interested in applying for the job
But that's not all. I also got → In addition to this, I obtained
This means that I won't have any problem teaching → I am therefore qualified to teach
come in very handy when it comes to teaching kids → prove very useful with regard to teaching children
hope you get in touch soon → look forward to hearing from you in the near future

Exercise 5 (p. 57)

- A**
- 1 the Admissions Office at Sheffield University
 - 2 no
 - 3 to apply for a place on the IT course
 - 4 Dear Sir/Madam,
Yours faithfully,

- B**
- 1 John Wheatcroft (bookshop owner/manager)
 - 2 no
 - 3 to apply for the job of assistant in a book shop
 - 4 Dear Mr Wheatcroft,
Yours sincerely,

A Dear Sir/Madam,
I would like to apply for admission to the course in Information Technology which is offered at Sheffield University.
I am 18 years of age and am currently completing my A levels which I expect to achieve grade As in. I am a native speaker of English and have a basic working knowledge of computers.
My reason for applying for your course is that I would like to improve my existing IT skills. I feel that I need to upgrade my knowledge of IT in order to be able to work in this field.
I enclose further details of my education and qualifications to date, as well as a letter of reference from my headmaster. I hope that you will consider me for entry into the IT course and I would appreciate a reply at your earliest convenience.
Yours faithfully,
Simon Hodges

B Dear Mr Wheatcroft,
I am writing with regard to your advertisement for a summer assistant, which appeared in yesterday's Cambridge Evening News. I am very interested in applying for this position.
I am 18 years old and have been attending Newport Secondary School, where I recently completed my A levels. I obtained A grades in English, French and History, and consider myself to have adequate computer skills.
I am currently seeking summer employment and would definitely be available for work during the months of July and August. Despite having no previous sales experience, I am a well-organised person and for the past year have been working for my local library on a Saturday-only basis.
I enclose my CV and would be glad to attend an interview at any time convenient to you. I would appreciate a reply at your earliest convenience.
Yours sincerely,
Miranda Simms

Unit 2.11

Exercise 3 (p. 58)

- strong dissatisfaction – surprise about
- outdated and inadequate to the task – not working very well
- was hopelessly inappropriate – we did not really like
- totally unreliable and incompetent – rather disorganised and inefficient
- Otherwise, we will be forced to take further action – I trust I will not have to take this matter further

The tone of the letter changes from strong to mild.

Exercise 4 (p. 59)

- 1 apologise
- 2 displeased
- 3 come
- 4 sustained
- 5 be aware
- 6 was unable to
- 7 you will find
- 8 Regarding
- 9 inform me
- 10 venue
- 11 will I be required
- 12 inconvenience

Exercise 6 (p. 59)

Dear Mrs Roberts,
I am writing to apologise for the delay in repaying my personal loan. Unfortunately, it was impossible for me to make the last repayment on time as I was recently made redundant. I have been actively seeking employment for

the past three months but so far without success. A full repayment will not be possible until I obtain employment. In the meantime, paying the amount I currently owe in instalments could be a helpful option.

Since your bank branch is closed next week, could we arrange to discuss this matter on the telephone? Alternatively, can I visit another branch to make arrangements? Failing that, could you kindly inform me when the local branch will reopen?

Please accept my sincere apologies once again for any inconvenience caused.

Yours sincerely,

Svetlana Marcovic

Unit 2.12

Exercise 4 (p. 61)

Dear Sir/Madam,

As a member of our local youth centre, I am writing to nominate Charles Adams for the Teenage Personality of the Year Award.

In the five years I have known Charles he has proved to be a kind and hard-working person. He actively cares for the elderly and the environment. For instance, he recently organised a neighbourhood clean-up and recycling day in which nearly 100 teenagers participated. He also volunteers at the local old people's home, where he assists on special outings.

Charles is very interested in local affairs. He takes an active interest in environmental issues at school and was responsible for introducing and organising the School Recycling Scheme.

All in all, I feel that Charles Adams is a sterling example to the teenagers of our community and deserves to win the award.

Yours faithfully,

Jim Harris

Exercise 5 (p. 61)

- A type of task:** a letter giving news
style: semi-formal
- B type of task:** a letter giving information
style: formal
- C type of task:** an email giving advice
style: informal
- D type of task:** an email making arrangements
style: informal

- A** Dear Mr Jackson,
Thank you for your letter. I'm so glad you're enjoying Rome.
I'm keeping quite busy during the summer holidays. In fact, I'm working as a volunteer at an animal rescue centre. I felt like doing something useful with my time! The weather is bright and sunny, so when I'm not working at the centre, I go swimming. I've

made some new friends amongst the volunteers at the centre and we often go to the beach together.

Your coach tour sounds interesting. What places are you going to see? Are you going up north or down south? Do you know if you'll have the opportunity to stop off and look around?

I really look forward to seeing your photos. In the meantime, enjoy the remainder of your trip.

Best wishes,

Boris Ivanov

B Dear Mr Selby,

Thank you so much for your letter. We would be greatly honoured to have you speak at our school. Our pupils would definitely benefit from a talk on the environment. In particular, they would like to learn more about recycling and endangered species. These are the most popular topics they have chosen to do their projects on for World Environment Day this June. We have a fully equipped auditorium with an overhead projector, a screen and a whiteboard.

How would you travel to our school? If you are coming by car, would you like me to send you a map? Alternatively, if you are taking the train, could we arrange to meet you at the station?

Perhaps you could contact me again with a suggested date so we can finalise the arrangements.

Yours faithfully,

Elvira Sorokina

C Hi Rebecca,

Great to hear from you! Sorry to hear you are having problems.

You say you want to give up college and study drama full-time but your parents disagree. Why not suggest a trial year of drama studies to them? If you do this, you won't be closing any doors. I don't think you should drop out of college permanently. If you do, you may live to regret it. If I were you, I'd sit down with your mum and dad and discuss the option of a year out of college rather than quitting it permanently. This way, you can always return to college if things don't work out.

How's Baxter getting on? What kind of dog is he? Can you send me a photo of him?

Anyway, I hope my advice helps. Talk to you soon.

Love,

Sofia

D Dear Harry,

Thanks for your email. I'm very excited about my visit to London, too!

My train arrives at the station of 4:30. It's really kind of you to come and pick me up. Don't worry about how you will be able to spot me. I've got jet black hair which I wear in a punk style. I'll also be wearing a yellow anorak and a red backpack. I'll be glad to let

you show me around London anyway you please.
 Shopping and sightseeing are both fine with me.
 About the seaside town, how long will it take us to
 get there? Is there any chance of going for a swim?
 Should I bring my swimming trunks with me?
 It all sounds fantastic and thank you for spending
 time with me.
 See you very soon,
 Vasily

Unit 2.13

Exercise 1 (p. 62)

Parks are natural treasures because they are places
 where nature is protected and people can relax.
 People want to visit parks to see the animals or enjoy
 the natural surroundings.
 People can see animals in the wild at a wild life park.
 They can walk and enjoy spectacular views. In some
 parks there are ancient ruins or archaeological remains
 which are very interesting.

Exercise 4 (p. 62)

boundaries – borders between countries
renowned – famous
policies – attitude and actions
hustle and bustle – noisy, busy activity
disuse – no longer used
intensive – using increased effort
undulating – with gentle slopes and hills
picturesque – pretty, attractive
excavations – digs
specimens – individual examples
topography – physical features of an area
boasts – possessing a desirable feature

Exercise 5 (p. 62)

I learned that scientists from around the world meet
 regularly at Kruger National Park to share ideas about
 improving conservation.
 I learned that the name of Losiny Ostrov National Park
 means Elk island in English.
 I learned that there were at least 39 species of dinosaur.
 The park that appeals to me the most is Kruger
 National Park because there I can see wild animals such
 as elephants, zebra and tigers.

Exercise 6 (p. 63)

It is important to have National Parks in order to
 protect nature and wildlife. If we do not set aside areas
 where animals can live and breed naturally they may
 become extinct. So much of our world has been
 developed and cultivated that I think it is really
 important to have areas where nature is allowed to

have a free hand and where scientists can study animals
 and plants in their natural environment.

Project (p. 63)

Prielbrusye National Park was established in 1986
 to preserve the natural outstanding beauty of an area in
 Russia that covers 1,002 square km and includes Mount
 Elbrus and the Caucasian Mountain range, glaciers and
 hot sulphur springs. Wildlife includes bears, wolves,
 chamois and birds such as the golden eagle and the
 bearded vulture. One zone in the area is reserved
 exclusively for scientific research and conservation and
 visitors are not allowed in this zone. A second zone is
 where both scientists and tourists are welcome and the
 third zone is designed for recreational use. Many
 visitors enjoy skiing and hiking on Mount Elbrus and
 there are many hotels and tourist facilities. Local
 herdsmen can also graze their herds in the third zone.
 Altogether there are 32 national parks in Russia where
 conservation combines successfully with recreation.

Unit 2.14

Exercise 1 (p. 64)

From the picture it looks like J G Ballard writes books
 about disasters.

Exercise 2 (p. 64)

From the first paragraph I think the text is about a huge
 fire that has swept the area and destroyed it. The
 people will be struggling to survive and they will be
 depressed and desperate.

Exercise 4 (p. 65)

withered – dry and dying
procedure – way to do sth
ample – easily sufficient.
eccentric – unusual person
figure – reckon, think.
agricultural – farming
devastated – destroyed, ruined
abandoned – left

Exercise 6a (p. 65)

The drought is natural. In the final paragraph it refers to
 the worldwide drought as a result of a series of regular
 droughts all over the globe.
 I think it hasn't rained for so long because of global
 warming.

Exercise 7 (p. 65)

Dear Alex,
 I am writing to you sitting on the patio looking out onto
 a desert. What was once my beautiful garden has

disappeared. Everything has dried up and died and all I can see now is the dusty earth. The silence is eerie, no sound of birds, animals or even people. This morning a car came by and the sound of the car and another human being were sweet to my ears. A man wanted a little water so that his family would survive their journey to the coast. He left and the silence was even more intense.

Life here has become impossible. Everyone is leaving, hoping to find water. Of course there is a lot of sea water on the coast but the people cannot drink it. I cannot believe what has happened and I keep thinking that I must be asleep and this is a nightmare. Sadly, I realise this is only wishful thinking. I feel helpless and I often think about how things used to be. I remember fields of grain and grazing cattle, roses in the garden and the sounds of people going about their daily tasks. I realise things will never be the same again here. The next time an evacuation plane comes, we will take it and make a new life somewhere else. Now this area has become a desert and we cannot stay.

How is the situation where you are? Do you still have water to drink and food to eat? Can you still watch the rain clouds appearing in the sky and dropping refreshing drops of water onto the ground below? I hope so.

I will let you know where we end up. In the meantime I hope this letter reaches you and that you and your family are in good health.

Best wishes,
Ransom

Unit 2.15

Exercise 1 (p. 66)

The Earth is made up of four layers. The outer-most layer is called the crust. The crust is made of many smaller pieces called plates. Pressure from the mantle (the layer beneath the crust) causes the plates to move. As they rub past each other, they sometimes become stuck. When the pressure has become too great, an earthquake occurs.

Exercise 5 (p. 66)

- 1 The earth is made up of four layers. The outer layer can be up to 45 kilometres thick!
- 2 Earthquakes release pressure and help the plates to get moving again.
- 3 Plates move very slowly, at only 1-10 cm a year.

Project (p. 66)

A plate is a massive, irregularly shaped slab of solid rock. Plates can vary greatly, from a few hundred to thousands of kilometres across. The Pacific and Antarctic Plates are among the largest. Tectonic plates probably developed very early in the Earth's 4.6-billion-year history, and they

have been drifting about on the surface ever since. Plate thickness varies greatly, ranging from less than 15 km to about 200 km or more.

Most of the boundaries between individual plates cannot be seen, because they are hidden beneath the oceans. Yet oceanic plate boundaries can be mapped accurately from outer space by measurements from GEOSAT satellites. Earthquake and volcanic activity is concentrated near these boundaries.

Focus on RNE

Exercise 7 (p. 70)

Dear Susan,

It was great to hear from you.

It's certainly important to get some regular exercise. My friends and I keep fit by playing football. Big matches are held in the stadium of a local sports centre. It's got good facilities for indoor sports like basketball too. Here in Russia football is very popular with young people but so are leisure activities like cycling, skiing and skating – what you might expect in our cold winters!

Let me wish you a happy birthday for next Saturday. I'm sorry I can't join you! Are you celebrating at home or are you going out somewhere? Are many people coming? Are you going to have a cake with candles, or a pie like we do in Russia?

Have a great day. Write soon and tell me all about it.

Cheers,
Iosif

MODULE 3

Unit 3.1

Exercise 2 (p. 72)

The animal in the picture is a giant tortoise. I imagine he was called 'Lonesome George' because he lived by himself.

Exercise 4a (p. 73)

- 1 George was the rarest **living creature** in the world.
- 2 He failed to **take the hint** and mate with a female.
- 3 It came as a **pleasant surprise** when George was discovered in 1971.
- 4 He was the **star attraction** at the research centre.
- 5 George was not able to find a **suitable match**.
- 6 The **research team** set out to test Professor Powell's theory on giant tortoises.
- 7 George's **closest relatives** were on the next island.
- 8 Professor Powell **analysed DNA** from seven Pinta tortoises.
- 9 The professor needed to take **blood samples** before he could analyse the DNA.
- 10 The most valuable **museum specimens** are usually protected behind glass.

Exercise 4b (p. 73)**profoundly:** very much, deep**officially:** formally**roaming:** wandering**mating:** reproducing**enclosure:** area surrounded by some kind of fence**deceased:** dead**ancestry:** parents, grandparents, etc.**pure-bred:** both parents from the same subspecies**breakthrough:** success following a long period of failure**random:** not following a logical pattern**attempt:** try**bleak:** bad, not likely to get better**status:** position, rank**Project (p. 73)**

An ecosystem is all the plants and animals of an area interacting with each other and the natural environment. Everything in an ecosystem depends on something else and the loss of one thing could destroy the entire ecosystem.

It is very important to protect ecosystems because if one collapses or ceases to function it could have catastrophic effects on the neighbouring ecosystem which could eventually affect the whole planet and threaten all of the life on the planet.

Unit 3.2**Exercise 2 (p. 74)**

- 1 **living:** adjectives beginning with a- usually go in the predicative position (i.e. after the noun), so 'alive' was not a valid option here.
- 2 **share:** if sth is in common, it is shared not split. 'Split' suggests that each person takes a piece for himself. 'Share' implies that each person has access to the whole.
- 3 **related:** means coming from the same family; associated just states that there is some kind of connection.
- 4 **passed:** means 'transferred' and this is the correct word to describe this process.
- 5 **successive:** both 'successive' and 'consecutive' mean following in a sequence with interruption. 'Consecutive' is used more often with dates, events and numbers e.g. consecutive days. 'Successive' contains a suggestion of replacement e.g. successive governments.
- 6 **survival:** 'survival' is continuing to live in the face of challenges; 'existence' merely requires that something is present: it does not have to be alive. Rocks, x-rays and dead animals all exist.
- 7 **inherited:** An 'inherited' trait is a characteristic which you share with a parent or grandparent and you were born with. Objects which are not taken are 'left'.

8 **natural:** If sth is selected naturally, it is done without any interference by man. 'Physical' is the opposite of mental and makes no sense in this context.

- 1 The castaway was **alive** and well on the island when the rescue team found him.
- 2 The ninety minute test is **split** into two halves of forty-five minutes each.
- 3 Summer is always **associated** with long school holidays.
- 4 He **offered** me a lift home.
- 5 Arsenal started the season with ten **consecutive** victories.
- 6 The **existence** of water on Mars suggests that the planet may once have supported life.
- 7 When I got to the airport, I realised I had **left** my passport at home.
- 8 After birth, there is no longer a **physical** bond between mother and child.

Exercise 3 (p. 74)

They are talking about the problem of stray dogs and cats. They decided to approach the local animal shelter and the RSPCA and volunteer to help.

Exercise 4 (p. 74)

- A: For a start we could get someone from the local newspaper to come down and write a story about the problem. I think that many people don't realise what's happening to the river.
- B: That's a good idea. Why don't we print a few posters as well. Posters are a great way to get the message across.
- A: We could hand out fliers, too.
- B: Do you think that would work? Usually people throw fliers in the bin without having read them.
- A: Perhaps you're right. Do you think we should hold a demonstration outside the factory instead? That's bound to get us some publicity.
- B: Brilliant! Now you're talking! We'll have that river cleaned up in no time at all.

Exercise 7 (p. 75)

- 2 ... you have a reservation can you eat at this restaurant.
- 3 ... once did she speak all evening.
- 4 ... it get any warmer, we'll turn on the air-conditioning.
- 5 ... did he know that we had planned a surprise party for him!
- 6 ... you come to the party, you would have enjoyed it.
- 7 ... no circumstances will Kim forgive him.
- 8 ... sooner had she left than the phone rang.

Unit 3.3

Exercise 1 (p. 76)

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune make up the eight planets of the solar system. Mercury is closest to the sun and Neptune is furthest away. Pluto was once known as the furthest planet but it has recently been reclassified as a dwarf planet. Stars are massive balls of ionised gas. A planet is an object large enough to have become round through the force of its own gravity.

Exercise 3 (p. 76)

The quotation is about humans having to leave Earth one day and the title of the text has a similar meaning. 'To boldly go where no one has gone before' is a reference to the TV series Star Trek and the professor suggests that we will have to head out into space to find a new home.

Exercise 5 (p. 76)

captivated – attracted

ultimate – last

wiped out – destroyed

larder – large cupboard/room to keep food

orbiting – circling

proposed – suggested

sustain – maintain

waste away – become extremely weak

burden – strain

wring – hold together and twist

Exercise 6 (p. 77)

- **Homo sapiens** as a species has only been around for a short time compared to other species such as sharks.
- Some people believe that we will have to **colonise space** once we exhaust the Earth's resources.
- The Earth's resources are things we **take for granted**.
- Seeing how factories empty their waste into our rivers makes me want to **wring my hands in despair**.
- The **ultimate move** for any footballer is to play for Real Madrid.
- The planet is rapidly running out of gas and coal supplies but, fortunately, there are a number of **alternative solutions**.
- He saw his role on the TV show as a **stepping stone** to a film career.
- With rising sea levels caused by global warming, anyone whose home is at sea level **is living on borrowed time**.
- We take **instant communications** for granted now we have mobile phones and the Internet.

- The forest fires have turned parts of the countryside into a **barren wasteland**.
- As global temperatures rise, there is an **increasing risk** that the Arctic will melt completely.

Exercise 8 (p. 77)

- 1 According to the text, people should start thinking seriously about creating space colonies because life on Earth could be wiped out by a disaster such as global warming or a genetically engineered virus. Also, we are quickly using up the Earth's resources. Oil, coal and gas will run out soon.
- 2 Firstly, space colonisation would be very expensive. With so much poverty in the world, the money might be better spent improving people's lives here on Earth. Secondly, the technology required to enable us to leave the planet does not yet exist. Until now, we have only managed to put a handful of people into space. Finally, the distances involved are too great. It would take 100,000 years to reach the nearest planet.
- 3 The author means that mankind has overcome many difficulties throughout its history and is still thriving.

Exercise 9 (p. 77)

Space colonisation is moving to and living on other planets. Many people are excited by the idea of colonising space. They imagine the wonders that are waiting to be discovered. Others feel that we should consider moving to other planets because, one day, we will run out of resources on Earth.

Whilst I agree that the Earth's resources are being used up rapidly, I do not believe that money should be spent on space colonisation. Instead, we must invest in renewable energy so that we no longer use up the Earth's resources. Furthermore, helping the world's poor is far more urgent than building a base on the moon.

Unit 3.4

Exercise 4 (p. 78)

- 2 Was it you who took the dog for a walk?
- 3 A holiday is what you need.
- 4 It was Grace who won the competition.
- 5 It is Kate who deserves the highest mark.
- 6 Why is it that you always drive so fast?
- 7 It was him/he who paid her rent for her.
- 8 Is it Derek you are upset with?/Is it Derek with whom you are upset?

Exercise 5 (p. 79)

- A: One of the main advantages of living in a city is that there is convenient public transport so you can get around easily.

- B: You've got a point, but I find cities have high pollution levels and the pace of life there is so fast and stressful.
- A: That's true, but living in the countryside can make you feel quite isolated. There are poor entertainment facilities and poor transport links.
- B: I suppose you're right, but I think communities are more close-knit in the countryside. People are friendlier.
- A: One important thing about living in a city is that you are always close to hospitals and schools, etc.
- B: I'm not sure I agree with that. You may be closer to amenities in a city, but it can take you hours to reach them if there is heavy traffic. Roads in the countryside are always clear.
- A: That's true. In the end, I suppose it just comes down to what kind of lifestyle you prefer: relaxed or busy.

Exercise 8 (p. 79)

Mike is against space exploration. He says that the money spent could be better used to tackle problems such as poverty, poor housing and inadequate healthcare. Sally, on the other hand, is in favour of space exploration. She argues that money spent on such projects finds its way into the economy through people's salaries. She also says that the cost of the space programme is tiny when compared to other areas of government spending such as social programmes.

Exercise 9 (p. 79)

Space exploration is an exciting subject. We know so much about the Earth, but almost nothing about the universe. It is possible that there are habitable planets or even alien life-forms out there and it is natural for us to want to discover them.

However, space travel is expensive and not strictly necessary. There are many other things that the money could be spent on, such as hospitals and schools. Perhaps we need to concentrate on making life better here on Earth, before we travel to other planets.

Unit 3.5

Exercise 1 (p. 80)

I think genetically modified foods are produced to provide people with more and cheaper food.

- A: One of the advantages of GM foods is that the crops can be protected from disease in this way. If more crops survive, the price can be kept down.
- B: I have also heard that another reason for growing GM food is because the producers want to be able to successfully grow crops that have a high nutritional value. An example of this is rice, which is the staple diet of many people all over the world who live in poverty.

- A: These are advantages of GM foods but there are also disadvantages. It is a very controversial subject. Many people do not want to have natural products interfered with by scientists. They say the effects are unknown.
- B: Yes, it's certainly a very unnatural process and when man interferes with the ways of nature, it can have unforeseen consequences because the balance of nature is very delicate.

Exercise 2 (p. 80)

The texts that mention GM foods are texts A, B and D. Text C is about the Amur tiger. Text E is about the relationship between the Caspian tiger and the Siberian tiger. Text F is about potatoes. Text G is about honey.

Exercise 4 (p. 80)

conference – a large meeting
distribution – delivery
hive – a structure housing bees
interference – disruption
ensure – make sure of
lobby – a protest group
cultivating – growing
migrating – moving/travelling
isolated – cut off
vulnerable – sensitive
impoverished – extremely poor
antiseptic – preventing infection

Exercise 5 (p. 80)

- Following the drought, there was widespread **crop failure**.
- Scientific knowledge** has led to the possibility of disease free crops.
- New viruses may be the cause of **mysterious diseases**.
- There are many natural remedies that can be used along with **conventional medicine**.
- Over the years new technology has influenced **farming methods**.
- A **fully grown** tiger is a powerful animal.

Exercise 7 (p. 81)

In my opinion, GM foods are unnecessary. I think farmers should promote natural food. Furthermore, I do not like the idea of eating genetically modified food. I don't think we know enough about the long term effects of eating this food. My father grows his own vegetables and fruit in the garden and the taste of natural, organically grown fruit and vegetables is so much better than anything else. The more scientists interfere with the ways of nature, the worse the overall picture is.

Project (p. 81)

Siberian tigers live mainly in eastern Russia although there are some in China and North Korea.

No two tigers have the same markings. Their coats help to camouflage them when they are hunting. They wait patiently and move slowly closer to their prey until close enough to spring and attack. If it is very hungry the tiger can eat as much as 27 kg of meat in one night.

Unit 3.6**Exercise 5 (p. 82)**

countable: cake, sugar, chocolate, cola, chips, yoghurt

- I'll need two cakes for the twins' birthday.
- How many sugars do you want in your tea?
- Sally ate the last two chocolates in the box.
- I'll have two cheeseburgers, chips and two colas, please.
- I've already eaten three yoghurts this week.

uncountable: bread, milk, cake, sugar, chocolate, cola, jam, yoghurt

- We'll need some bread for the sandwiches.
- There isn't much milk in the carton.
- Would you like some cake?
- Tom doesn't like too much sugar in his coffee.
- She bought some chocolate at the supermarket.
- How much cola do we have in the fridge?
- Bob spilt some jam on the tablecloth.
- This recipe requires cucumber, garlic and some yoghurt.

both: cake, sugar, chocolate, cola, yoghurt

Exercise 8 (p. 83)

The dialogue takes place in a restaurant. They chose to eat there because it's one speaker's favourite restaurant. The first friend has soup and pasta, the second a green salad and pizza. They both decide to drink Coke.

Exercise 9 (p. 83)

- A: Have you decided yet?
 B: Yes, I'll have steak and chips. And you?
 A: I think I'll have the fish soup.
 B: That sounds like a good choice. What about something to drink?
 A: I'd like a mineral water. Would you like to share a bottle?
 B: No, thanks. I'd prefer a cola.

Unit 3.8**Exercise 5 (p. 87)**

- I've chosen photo number one. This picture was taken last May when I went to the zoo. I was with

my older brother and sister. They were in the background, in fact, when I took this picture but you can't see them, as I wanted to get a close-up of the tigers. Aren't they adorable? The baby is leaning over the mother's body and cuddling into her. You can see it was a lovely day and the two animals were enjoying themselves in the sunshine. They both look very relaxed. It had just been feeding off its mother and then the mother started washing it – just like my cats at home! I took the photo, partly because I adore cats of all kinds, but also I wanted to get a close-up to enter a photography competition. I actually won second prize. I wanted to show the brown, black and white stripes and markings on the tigers' fur. The judges praised the bright colours I had captured, but also the clear lines of the whiskers and the tips of the ears. I wanted you to see this photo so that you can give me an opinion on my skills as a photographer. I wouldn't mind becoming a professional at some point!

2 See *audioscript for Exercise 6*

- 3 I've chosen photo number three. So, about this picture ... I took it on a visit to a zoo when I visited Africa last year. I went with my brother Alex. Here you can see we are in an open area of the zoo. In the foreground, the zookeeper is feeding an elephant with a bunch of bananas. The elephant is reaching up to get them with its trunk raised up in the air. It was a warm summer day and that's why the keeper is wearing a short-sleeved blue shirt and a straw sun hat. He was very knowledgeable about elephants and told us a great deal about their dietary and breeding habits. The photo reminds me of my marvellous trip to Africa and all the wonderful animals I saw there. I had seen elephants before at the circus when I was a child, but I took this photo to have a record of the elephant in its country of origin! I was dying to show it to you so that you could see how good the zoo was and how caring the keepers are there. They are doing a wonderful job in looking after animals that could otherwise be threatened with extinction.

Exercise 6 (p. 87)

The student is talking about photo number two. They cover all the five points in the task.

Exercise 8 (p. 87)

The student thinks the school trip to the aquarium would be more interesting. These students would see live creatures as if they were under the sea with them. They would learn and be entertained at the same time. They'd get to see sharks, tropical fish and other sea life

that they'd otherwise have to go to the Caribbean to see. A trip to an observatory, on the other, might be a little dry as students would probably have to listen to a lecture.

Unit 3.9

Exercise 3 (p. 89)

- 1 **Education** – the entire quote.
- 2 **Friendship** – the quotation gives a description of what friendship ought to be.
- 3 **Media** – the word 'advertising' in the quotation relates to the topic of media.
- 4 **Literature** – the quotation mentions words, writing and books.
- 5 **Feelings** – the quotation mentions the senses of seeing and touching and the importance of feeling with the heart.

Unit 3.10

Exercise 2 (p. 90)

list points: To start with, Secondly

conclude: To conclude

introduce examples: For example, such as

add points: Furthermore, Moreover

make contrasting points: On the other hand

To start with – To begin with

To conclude – To sum up

For example – For instance

such as – like

Furthermore – In addition

Moreover – Besides

On the other hand – However

Exercise 4 (p. 91)

The writer of Model A has started his essay with a quotation and a rhetorical question. He has ended by summarising the essay.

Introduction: Many people feel that giving money to the homeless in the streets is not worthwhile. Some believe that it does little to help the long-term problem of homelessness. What would you do if you passed a person begging for money? Would you put your hands in your pocket to spare some change or just walk by?
(*objective statement, address the reader directly*)

Conclusion: Giving money to homeless charities, it seems, is a more reliable way of dealing with the problem of homelessness. So next time someone asks you for money on the street, think carefully about where your money will go.

(*give the reader something to consider*)

Unit 3.11

Exercise 1 (p. 92)

- 1 the advantages and disadvantages of having a gap year between leaving school and starting university
- 2 **advantages:** opportunity to travel, earn money, get work/life experience, learn new skills, take a break from studying, build confidence, broaden mind
disadvantages: get distracted from studying, delay in starting a career, fall behind peers
- 3 formal or semi-formal

Exercise 4 (p. 92)

para. 2 – topic sentence: To start with, gap years represent a break from study.

alternative: First of all, taking a gap year means you get a break from your studies.

para. 3 – topic sentence: Secondly, gap years are spent in the real world.

alternative: In addition to this, gap years give you the chance to explore the real world.

para. 4 – topic sentence: Finally, gap years are often spent working.

alternative: Lastly, it is usual to take up some kind of employment during a gap year.

Exercise 5 (p. 92)

- **introduce/list points**
To start with → To begin with
Secondly → In the second place
Finally → Lastly
- **introduce an example**
For example → For instance
especially → particularly
- **introduce results/reasons**
As a result → This means that
After all → This is because
Since → As
- **show contrast**
However → Nevertheless
On the other hand → Even so
Yet → Still
- **conclude**
Overall → All things considered

Exercise 8 (p. 93)

First of all, there is the question of cost. Many people are in favour of having their own small car because they are quite economical. Specifically, they use much less petrol than larger ones. On the other hand, any car

costs a lot to run. For example, there is the cost of petrol and the cost of maintaining it.

The second issue to consider is freedom. The main advantage of having a car is that you can go where you want, when you want. This means that you do not have to wait for buses in the rain anymore. Nevertheless, with freedom comes responsibility. For this reason, a driver must be careful of their passengers, other road users and pedestrians.

Finally, the question of safety must be discussed. An additional advantage of car ownership is that driving straight home is obviously safer than walking. After all, at night the streets can be dangerous. Having said that, driving itself is a dangerous activity. Since car crashes happen all the time, drivers run the risk of serious injury.

Exercise 9 (p. 93)

Along with pens, pencils and erasers, many schoolchildren are now heading into the classroom with laptops. In fact, there is a real possibility that in the future classroom textbooks will be replaced with computers and laptops.

First of all, there is the question of mobility. Using a laptop gives students the freedom of bringing only one thing to class. Thus, the necessity of carrying a huge bag full of heavy books is avoided. Nevertheless, the laptop may get lost or stolen in transit. That could result in a loss of valuable work.

Secondly, we have to consider the cost. Computers as a study aid can work out far cheaper than books. This is because students can follow courses online and have no need to buy new books every year. On the other hand, computers can be costly to maintain. In some cases, it may even be necessary to buy a new computer.

Lastly, ease of access to information should be mentioned. Computers allow immediate access to a huge range of data. For instance, an online search saves time when looking for a specific piece of information as students don't have to leaf through books. However, not all information on the Internet is accurate. Therefore, it is often necessary to check many sites.

Overall, there are points both for and against replacing books with computers in schools. Technology undeniably has an important place in the classroom but the question is: will it cover all your learning needs?

Unit 3.12

Exercise 1 (p. 94)

I think the articles are about plants and seeds. A seed bank is a place where seeds are stored when they have been collected from different plants. I think the articles will explain how and why this is done. I think seed banks are important because if disease or disaster ever eradicates a species of plant, the seeds can be used to grow it again. The seeds in the seed bank will ensure the survival of the plants on earth.

Exercise 3 (p. 95)

- A**
- ecosystems** – plants and animals and the relationships between them and the place they exist in
 - drought** – long period without rain
 - exploitation** – misuse
 - habitats** – natural homes
 - insure against** – protect against sth unpleasant
 - germinating** – starting the growing process
 - reintroduce** – restore sth that existed before
- B**
- parasite** – an organism living on another plant or animal
 - geneticist** – a scientist in the field of genetics
 - repository** – a place of storage
 - scouring** – searching thoroughly
 - inhospitable terrains** – harsh or hostile environments
 - feat** – accomplishment
 - higher-yielding** – producing a larger amount
 - starvation** – a state of extreme hunger

Exercise 5 (p. 95)

If many of the world's plant species were to become extinct, the world would be in serious danger. Biodiversity is necessary; it is a complex system of interdependence in which all living things play a part and it is our own life support system. When plant species disappear, it can affect insects, including bees and butterflies, that may depend on them and they may also become extinct. Some plants have beneficial medicinal properties and we may be losing valuable sources of medicines. At the very least, the appearance of our countryside would be affected.

Project (p. 95)

There are many plants that are only found in Russia. In particular, the area around Lake Baikal is rich in plant life that cannot be found elsewhere. One of these species is *Pinguicula Variegata*. This species of plant has sticky leaves that allow it to catch and eat insects.

Some plants are believed to have medicinal properties and are used as alternatives to conventional medicine. St John's Wort is used for a variety of health problems including upset stomachs and colds. Nettles are used to stop bleeding and also for the treatment of hair loss.

Flowers are very important for Russians. There are many occasions celebrated with a bouquet and one of the most popular is 8th March, Women's Day. Every year on this day, men will give flowers and gifts to the women they know.

Conservation of plant life is taken very seriously in Russia. Zapovedniks, protected areas of land, have existed for over one hundred years. They were set up to conserve the ecology of a particular region and there are over 100 in existence today.

Unit 3.13

Exercise 1 (p. 96)

The men have travelled to the jungle. They might be looking for the 'lost world' of the title. If I could travel anywhere, to any period of history, I would travel to ancient Rome to see the Colosseum and the gladiators that fought there. I find this period of history very interesting.

Exercise 4 (p. 96)

hideous – disgustingly ugly

in an instant – suddenly, immediately

we could not afford to linger – it wasn't safe to stay there

make for – go in the direction of, attempt to reach

mean mischief – intend to cause harm / damage

struck – hit, attacked

Exercise 5 (p. 96)

entranced: unable to stop doing sth or watching someone/sth because it is so amazing/beautiful

stagnant: not flowing and bad smelling

bent on: determined to

brutes: especially large animals

prod: to push with a pointed object

staggered: moved with lack of balance

He was **entranced** by her stunning voice.

The water in the pond was **stagnant** and no fish could survive there.

She's **bent on** getting a promotion as soon as possible.

At the running of the bulls, the **brutes** injured several young men.

I gave the potatoes a **prod** with a fork to see if they were ready.

Emma **staggered** and almost fell over.

Exercise 6b (p. 96)

At first, the men find the pterodactyl nest. Lord John is the first to see it and he signals to everyone to stop.

They all look at it, but Challenger brings the pterodactyls' attention to them by putting his head over the rock.

Seeing Challenger, the pterodactyls take off, fly around and surround the men.

Lord John warns the men that the pterodactyls intend to harm them and he advises them to go towards the woods.

As soon as the men begin to move, the pterodactyls attack them. Summerlee is hurt and then Challenger falls over.

Then Lord John hits one of the pterodactyls with his stick, injuring it. This makes the other pterodactyls fly higher and gives the men the opportunity to run to the woods.

When the men reached the woods the pterodactyls tried again to attack them but fortunately, once they were in between the trees, the men were protected because the pterodactyls didn't have enough room

there to move their wings. The men made their way home through the trees.

Exercise 7b (p. 97)

The pterodactyls are enormous, tall, grey creatures. Their appearance is withered and quite hideous. They have huge, leathery wings, long necks and fierce beaks.

Exercise 8 (p. 97)

Dear James,

I can't tell you how glad I am to be home after my experience in the jungle.

As you know, I was part of Professor Challenger's expedition. We had been travelling for some days when we came across a pit full of what looked like pterodactyls. The smell was awful. We were watching them from behind some rocks when Challenger stuck his head out. The brutes saw him and flew off. Or at least, I thought they were flying off. They started attacking us and making a frightening scream at the same time. We ran towards the woods with the monsters following. Some of us were hurt, but not seriously.

At the time, I was terrified, but now I'm safe at home, I realise what an incredible adventure it all was.

Kind regards,

Edward

Unit 3.14

Exercise 1 (p. 98)

- 1 Are deserts always hot? (*not answered in text*)
- 2 Does it ever rain in a desert? (*Yes, although rainfall levels are dropping.*)
- 3 Why do deserts form? (*Trees are cut down, soil erodes away and sand dunes spread.*)

Exercise 3 (p. 98)

fragile – easily damaged

under threat – in danger

struggle – work/try hard under difficult circumstances

reserves – supplies

expanding – getting bigger

alarming – shocking

erode – wear away

slowly but surely – gradually

entire – whole

uninhabitable – not fit for living in

flee – escape

irreversible – final

Exercise 4 (p. 98)

- Deserts are important because thousands of useful animal and plant species live there.
- They are being affected by climate change because they are getting hotter and drier.

- Deserts are getting bigger because there are more people living on the edges of deserts. Land becomes unusable and trees are cut down so that the soil erodes.
- In the future, more parts of the world could turn into deserts.
- We can use less energy to help stop global warming and plant trees to stop erosion in desert areas.

Project (p. 98)

There are several things we can do to slow down global warming and they all involve one thing – using less energy!

Most of our energy still comes from the burning of fossil fuels which are the major cause of global warming. So, until we find practical alternatives, we all have a responsibility to use as little energy as possible. Here are three things we can all do – it just takes a little thought.

- 1 Replace your light bulbs with the new low energy type and switch off lights when they are not needed. Ordinary light bulbs are very inefficient as most of the energy they use is converted into heat. Low energy bulbs last longer, too!
- 2 Got air conditioning? Then close the windows! Air conditioning consumes a lot of energy, but if you must use it, make sure all that energy does not go out the window! Insulating your home will also save energy and reduce your fuel bills as well.
- 3 Recycling as much as you can and not buying things that have a lot of packaging will also save energy. A lot of energy goes into making the packaging for the things we buy in supermarkets, and when we get home we just throw the packaging away! It is far better to buy fruit and vegetables which do not come on a little tray wrapped in plastic. Saving energy and avoiding waste is good for the planet and it is good for your pocket as well!

Focus on RNE

Exercise 5 (p. 102)

- 1 How much does it cost to sponsor an animal?
- 2 What kinds of animals can I sponsor?
- 3 Are visits to the animals allowed?
- 4 How long does (the) sponsorship last?
- 5 What does a sponsor get?

Exercise 6 (p. 102)

It is often argued that robots will never replace teachers in the classroom. The human presence is not only more effective in communicating knowledge – it also establishes a deeper connection with students. But is this really the case?

In my opinion, robots have two main strengths as classroom teachers. In the first place, they are more

cost effective. They never get sick and therefore schools would never need to bring in a replacement teacher, thereby enhancing lesson continuity. Secondly, robots do not make mistakes. Provided they are correctly programmed, there is no margin for human error. As a result, the overall quality of lessons is improved.

On the other hand, some people claim that robots do not have the capacity to interact emotionally with children in the classroom. In particular, they point out that it is only a human teacher who can inspire students to give of their best and aspire to success in a chosen career path.

However, social robots are now being developed that have facial expressions and can recognise and respond to human emotions. Moreover, some models that can smile and scold have already been introduced to classrooms, where they have produced a very reciprocal reaction from children.

To conclude, I feel that an increased use of robot teachers in the classroom is the way forward. They are cheaper, more accurate and capable of engaging students' interest. As educator John Dewey once said, "If we teach today as we taught yesterday, we rob our children of tomorrow."

MODULE 4

Unit 4.1

Exercise 1 (p. 104)

- A: Hello! You're new, aren't you? What's your name?
 B: George. And you?
 A: I'm Jenny. Pleased to meet you George. Where are you from?
 B: I'm from Manchester but I moved here to London two weeks ago.
 A: Where do you live?
 B: In Duke Street.
 A: That's a nice area! Have you got any brothers and sisters?
 B: Yes one brother.
 A: How old is he?
 B: Fourteen.
 A: How do you get to school?
 B: I walk. It only takes fifteen minutes.
 A: Which class are you in next?
 B: I have chemistry.
 A: Me too. Let's go together.

Exercise 2 (p. 104)

The first phrases are about the weather and then about a promising introduction, a shock and making new friends. So, I think it might be describing a day when something is happening for the first time. From the next phrases I gather that it is taking place at school, where

groups of teenagers are enjoying themselves. The mood changes with the mention of a group of boys. I think the writer felt shy and unwelcome. I assume the text is about the first day in a new school when it is hard to feel accepted.

Exercise 4 (p. 105)

- 1 It was cold dull day with **leaden skies** and a chill wind.
- 2 I was sure my **sparkling personality** would allow me to make friends easily.
- 3 If you look at life through **rose-tinted glasses**, things always seem better than they really are.
- 4 All the popular kids at school are wearing the **latest trainers**.
- 5 They all seemed comfortable there and had an **air of belonging**.
- 6 He **swallowed his pride** and approached the boys for help.
- 7 He was anticipating a **bright new future** at the school and couldn't wait to make new friends.
- 8 He **was made to feel welcome** in their home.
- 9 He **took a deep breath** and tried to compose himself, so he wouldn't feel so angry.
- 10 He was so frustrated he ran to his room and **slammed the door shut**.

Exercise 5 (p. 105)

dismal: depressing and gloomy
bounded: moving quickly with large strides or leaps
cosy: comfortable/friendly
dragged by: (time) passed slowly without interest
sneer: a facial expression with a look of derision
dumbfounded: astonished, stunned
trudged: walked slowly and heavily (due to tiredness or unhappiness)
grim: extremely unpleasant
enraged: made very angry
beaming: having a huge smile on one's face
sinking: losing hope
utter: complete, absolute
flung: threw sth with force
stomped: walked with heavy, angry steps

alternative heading: Fitting in

Exercise 6 (p. 105)

- 1 The first period of time after coming back to England was not especially hopeful.
- 2 would immediately become fond of my great character
- 3 to feel like you belong
- 4 only to realise no-one cares

Exercise 7 (p. 105)

There was a new boy at school today and I felt so sorry for him. I noticed him before we entered the class. He had a look of uncertainty but didn't seem particularly uncomfortable. At first, I thought he would fit in just fine in our class. He approached a group of boys from class though, and then his day must have become a nightmare. I'm not sure what they said to him but he was clearly upset. He didn't say anything during the rest of the class and stormed out at the end. I felt a little guilty, so I chased after him and gave him some advice about how to fit in. I am just glad I wasn't in his shoes!

Exercise 8 (p. 105)

Dear Diary,
 Today was my first day back at school in England. It was such an awful day and some of the other kids were unbelievably mean. I haven't done anything to harm them. I tried to approach some kids and they just insulted me because of what I was wearing. I can't bear thinking about what tomorrow will be like if things don't change. I am so angry! Sometimes, life doesn't seem fair at all. I really hope I can start making new friends and settle in.

Unit 4.2

Exercise 1 (p. 106)

hot	sunny, heatwave, drought
cold	frost, snow, ice, hail
windy	gust, gale, storm, cyclone, hurricane
misty	fog, smog
wet	drizzle, rain, snow, hail, downpour, monsoon, flood

In Moscow, the summers are warm and sunny. Sometimes it can be very hot but it can also rain quite a bit, too. We have long very cold winters. It snows from November to March and the ground is covered in snow and ice all winter.

Exercise 3 (p. 106)

- The dialogue takes place in a work place/office.
- They are talking about the bad experiences one of them had while on holiday such as being too close to noisy clubs, terrible food, and a partner/friend being ill.
- The person who went on holiday feels exhausted and the other person feels sympathy for her.

Exercise 4 (p. 106)

- A: What a dreadful weekend we had! It was the first trip we've taken this summer and it didn't stop raining.
- B: That's a shame. The weather had been so nice up till then.
- A: I know. I was really looking forward to getting away for a while. To make matters worse, the hotel we stayed was flooded and our bags were soaked. We had left them on the bed but the cleaners put them on the floor which became covered in water.
- B: I'm so sorry. Did you manage to find other clothes?
- A: Actually, we asked the manager if he could dry our clothes in the hotel laundry. They could at least have done this for us considering it was the cleaners who put the bags on the floor. But they wouldn't allow it – they said that the laundry was only for hotel use.
- B: Oh, dear. Well, I wouldn't go back there if I were you. It's such a pity about your weekend.

Exercise 5 (p. 106)

- soaked to the skin:** clothes being so wet that even your body gets wet; drenched
- in all weathers:** regularly, whether the weather is good or bad
- under the weather:** feeling ill
(best describes the picture)
- a storm in a teacup:** making a lot of fuss about something not very important
- for a rainy day:** for a time in the future when you may need some money

Exercise 7 (p. 107)

- I always **check the exam answers** before I hand in my paper.
- Make sure you **control your dog** on the street.
- Always **check the information** you're given to make sure it's correct.
- We should all try to **control our tempers**.
- Good behaviour means **controlling your actions**, especially in public.

Exercise 10 (p. 107)

- B It must be quite warm. He may be an explorer.
- C They must be on holiday. It can't be winter

Unit 4.3**Exercise 2 (p. 108)**

- A: I think people travel to experience the local customs and cultures of other countries.
- B: I agree. Many people travel for this reason but I also believe that people travel to look for work. It can be interesting to work in another country as well.
- A: Yes you're right. Perhaps it can be a combination of the reasons but if I were to travel it would be to visit

family. I have many cousins in Canada who I haven't seen for years.

- B: That's a very good reason to go somewhere. I think I would travel to see the magnificent pyramids in Egypt or other famous landmarks.

A: Yeah. Me, too.

Exercise 3 (p. 108)

How did Frans Lanting start as a photographer? He taught himself.

Where has Frans Lanting travelled to in the world? Amazon, Andes, Peru, Zaire etc.

What kind of photographs does he like to take?

Close-ups of wildlife.

Exercise 5 (p. 109)

- I love taking pictures of animals and want to become a **wildlife photographer**.
- This rare plant can only be found **deep in the forests** of Madagascar.
- When the storm began we took shelter under the **tree canopy**.
- They cleared a space on the **jungle floor** to set up camp for the night.
- His work has **stimulated awareness** of the campaign to save the rainforests.
- The jungle is home to **diverse wildlife** and many varieties of plant species.
- There is an **annual gathering** of wildlife photographers in September.
- With his experience, he is the ideal person to **take on the project**.
- It is **intensely humid** in the tropical forest.
- His work **has played a significant role** in wildlife conservation.
- Dad took some great **holiday snapshots** on our trip to Rome.
- The minister's **personal involvement** in the campaign helped make it a success.

Exercise 6 (p. 109)

substantially: significantly

gathering: the coming together of a group of people or animals

haul: to move sth heavy using a lot of effort

erecting: building, constructing

focus: to adjust a camera lens to see clearly through it

stung: to have a sharp part of an insect pierce your skin

portray: to represent sth in a certain way

prompted: encouraged

attitude: the way you feel about sth

envisaged: imagined

tremendous: great, immense

pursuit: search

bound for: on the way to

alternative title: The World's Greatest Wildlife Photographer

Exercise 7 (p. 109)

- Frans is enthusiastic about his work. He seems glad to have made a career as a wildlife photographer and is proud to be raising awareness of wildlife conservation.
- He has to cover great distances, carrying heavy equipment, while enduring extreme weather conditions and nasty insects. He can't even be sure that his transportation is going to be safe. At the end of the day, he seems to think that the benefits of his work outweigh any disadvantages.

Exercise 8 (p. 109)

- Frans is brave. He travels to dangerous locations and photographs dangerous animals.
- Frans is proud. His work has helped to raise awareness about wildlife conservation.
- Frans is confident. He is sure he can capture the public's imagination as well as capturing great pictures of wildlife and landscapes.
- Frans is adventurous. He travels all over the world chasing the perfect photograph, even in dangerous circumstances.

Exercise 9 (p. 109)

My name is Frans Lanting. I am a wildlife photographer who loves to travel the world and see the most fascinating things that nature has to offer. I am extremely lucky to be doing a job that I love so much. As well as taking pictures of spectacular landscapes and endangered animals, I am actively involved in promoting conservation of natural habitats and animal species. After all, if this beauty of nature wasn't there I wouldn't have a job and I wouldn't have the passion that I have for photography. I would encourage all of you to take a look around you at times and appreciate that we are surrounded by wildlife everywhere. When you do this, you begin to appreciate why we must do everything we can to preserve the planet as it is.

Exercise 10 (p. 109)

A wildlife photographer should be determined because they may have to go to great lengths to get a shot. They should also be patient because they may have to wait for hours for the ideal shot. They should also be adventurous because they probably have to travel to many exotic locations.

Unit 4.4

Exercise 3 (p. 110)

They decide to go to a Greek island.

They decided to go there because it will have everything they want: beaches, culture and nightlife. They wanted an option where they could be near the beach and do some sightseeing, too.

Exercise 4 (p. 110)

- A: Let's go on a trip to Paris, shall we?
 B: I'd love to, but I've been to Paris twice already.
 A: How about Berlin? You've never been there before, have you?
 B: It does sound interesting, but I don't know anything about Berlin.
 A: Don't you think it is nice to go to a place you can learn new things about?
 B: We could go there, I suppose. I do want to go somewhere new.
 A: Well, I fancy going there and I think you would enjoy it.
 B: Alright. Let's go there then.

Exercise 8 (p. 111)

- 1 –
- 2 –
- 3 the (talking about sth specific – Bangkok is mentioned before)
- 4 –
- 5 The (talking about sth specific – defining the river)
- 6 –
- 7 the (used with the names of rivers)
- 8 the (used with words such as state, kingdom, republic, etc)
- 9 The (used with names of museums, organisations, hotels, etc)
- 10 –
- 11 –
- 12 The (used with names of museums, organisations, hotels, etc)
- 13 the (used with adjectives/adverbs in the superlative form)
- 14 the (used with words such as state, kingdom, republic, etc)
- 15 the (talking about sth specific – the sea around Venice)
- 16 the (used with words only, first, last)
- 17 The (used with names of museums, organisations, hotels, etc)
- 18 –
- 19 the (talking about sth specific – a particular film)
- 20 The (talking about sth specific – the statue from a particular place)
- 21 –

- 22 The (talking about sth specific – the hats worn by particular guards)
 23 the (talking about sth specific – the particular guards mentioned)
 24 –

Unit 4.5

Exercise 4 (p. 112)

tactic – a way to achieve a result

devious – secretive and dishonest

campaigns – series of activities designed to achieve sth

auction – public sale where buyers compete with each other

bid – offer of money for something on sale

remedy – cure

warehouses – large buildings used for storage

bankrupt – legally declared as unable to pay debts

haggling – bargaining over the price of goods

convenient – easy and useful

Exercise 5 (p. 112)

- 1 **Advertising agencies** specialise in helping businesses promote their goods and services.
- 2 I always shop at places where I know they have **top quality** goods.
- 3 I prefer to buy **organic food**, even though it's more expensive.
- 4 The large **chain stores** have branches in every city in the country.
- 5 The problem with **credit cards** is that it is too easy to overspend.
- 6 **Shopping therapy** helps people temporarily forget their problems but can also add to them in the long term.
- 7 Write a letter to the **head office** if you have any complaints about the service.
- 8 I love the **hustle and bustle** of market day in the town.
- 9 My parents are very careful how they spend their **hard-earned cash**.
- 10 My grandmother is always buying **handy gadgets** for the kitchen.

Exercise 6 (p. 113)

The problem with credit cards is that it is so easy to pay for things. It's only later that we think about having to pay it back. If I were you I would give my credit cards to my parents until I had paid them off. Alternatively you could just cut up your credit cards, that way you can't possibly use them. If you make a shopping list before you go to the shops and pay for everything in cash it will be easier to only buy the things you really need.

Exercise 7 (p. 113)

Advertising provides a useful service for businesses and producers because it brings their goods and services to the attention of the public. However, sometimes there are too many advertisements on television and then I lose interest in watching TV altogether. Advertisements in magazines sometimes take up half the publication. Considering the price of magazines, I object to paying so much just to read or look at glossy advertisements. On the other hand, when there are advertisements about new films, DVDs and CDs that have been released, these are things that interest me so the advertisements are useful.

Unit 4.6

Exercise 5 (p. 114)

- 2 A: I didn't recognise you.
 B: I had my hair cut today. What do you think?
 A: You look fantastic.
 B: You really think so?
 A: Yes, it really suits you.
 B: Thanks for saying so.
- 3 A: Are they new?
 B: Yes, do they look nice?
 A: They look really great on you.
 B: Thanks. I'm glad you like them.
 A: I almost didn't recognise you though.
 B: I hope that's a good thing.
- 4 A: Wow! They look really great!
 B: Thanks. I bought them today.
 A: They're really nice. Were they expensive?
 B: No. They were half price.
 A: You made a great choice. They look really comfortable.
 B: Thanks. They are.

Exercise 6 (p. 115)

Dialogue 1 takes place at a garage. (picture D)

Dialogue 2 takes place at an optician's. (picture B)

Pictures A

Sally: These biscuits are on special offer this week. Two for the price of one.

Anna: Great. That'll save a bit on the bill.

Sally: That'll be £23.47 please.

Anna: Can I pay by credit card?

Sally: No problem. Let me just run it through the machine. Don't forget your receipt.

Picture C

Martha: I'd like one kilo of onions and two of potatoes, please.

Frank: There you go. One kilo of onions and two of potatoes. It's just over two kilos, is that OK?

Martha: Fine.

Frank: Anything else?

Martha: Those oranges look good. I think I'll take a kilo of those as well.

Frank: Good choice. They're the sweetest I've had all year, even if I do say so myself.

Unit 4.8

Exercise 5 (p. 119)

- 1 See *Audioscript for Exercise 6*
- 2 I've chosen photo number two. This picture was taken last October when I went to stay with my best friend Irene for a week. She lives in a small seaside town. She had invited me up there to do some beach walking with her. That's Irene in the picture with her back to the camera. She's wearing a mustard yellow jacket and a hat and her jeans are rolled up so she can walk along the water's edge. Irene loves the sea at all times of year. You can see in the photo the weather's quite autumnal with dark clouds. In fact, it started raining soon after I took the photo. It was quite breezy that day, too, and that's why the sea has got quite a few white waves. I think it's a very atmospheric picture with the moody weather and the footprints in the sand in the foreground. I took it because I wanted to remember the weekend at Irene's and also because it reminds me of where I hope to live someday. At the moment I live in a city but I'd really like to be nearer to the sea. I wanted to share this picture with you to show you how much I like sea scenes – and not only in good weather – and to show you how jealous I am of Irene, living where she does!
- 3 I've chosen photo number three. So, about this picture ... it was taken in London last summer. I went there with my family for two weeks. We did lots of sightseeing, of course. Here you can see the double-decker tour bus we took to go sightseeing round the city centre. I took the photo just before we boarded the bus. It's a different colour from the traditional red London buses, of course, because it's a tour bus, and it's open on the top deck. You can see some happy tourists in the front seats on the upper deck! We went upstairs too, to get a better view. In the background, you can see Big Ben and the Houses of Parliament. Notice how good the weather was – clear blue skies and sunshine. We were very lucky that day, because the next day it was raining! I took the photo to remember my fantastic trip to London. I don't know when I'll get the chance to go there again. I really wanted you to see it to prove to you that it isn't always raining in England! You can actually see blue skies there sometimes, so I hope you like this picture!

Exercise 6 (p. 119)

The student is talking about photo number one. They cover all the five points in the task.

Exercise 8 (p. 119)

The student thinks gaming would be more interesting because they're not a huge fan of football. They play computer games with their friends at someone's house, so it's quite a sociable activity.

Unit 4.9

Exercise 1 (p. 120)

- 1 an opinion essay
- 2 being taught at home online instead of going to school
- 3 200-250 words

Exercise 2 (p. 120)

express opinion: As far as I am concerned, it seems to me that

introduce arguments/list points: On the other hand, However, First of all, Secondly, Also

conclude: All in all

Exercise 4 (p. 120)

- 2 I strongly believe that we should all recycle more. By doing this, we would help protect the environment.
- 3 In my opinion, people should watch less TV. In doing this, they would have more time to exercise.
- 4 To my mind, governments must stop illegal downloading from the Internet. In doing this, it will protect the music industry.
- 5 My opinion is that people should give more money to their local charities. In doing this, many social problems could be solved.

Exercise 5 (p. 121)

- 1 The main idea is why violent video games shouldn't be banned. This is stated in the opening sentence.
- 2 Firstly, most of the people who play them know the difference between the games and real life. Moreover there are usually age recommendations on games.
- 3 Firstly, Therefore; Moreover; For this reason (For a start: Consequently; Also; This is why)

Exercise 6 (p. 121)

- 1 For example, celebrities are recognised and followed everywhere they go. In addition, they must deal with people asking for pictures and autographs.
- 2 As a result, students will receive a well-rounded education.
- 3 For example, it can be noisy and polluted. Also, there is a lot of traffic and parking is often difficult.

Exercise 7 (p. 121)

- 1 Some people argue that improvements in public transport will not encourage people to leave their cars at home.
- 2 On the other hand, some say there are benefits to replacing people with robots.
- 3 Alternatively, some people argue that organic food is not worth buying.
- 4 It can be argued that introducing fines will not deter people from illegally downloading music from the Internet.

Exercise 8b (p. 121)

Many teenagers work part-time and go to school at the same time. They do this for a variety of reasons. But how beneficial is balancing a full-time school schedule with work commitments?

I believe that teenagers can gain much from doing a part-time job. Firstly, a job teaches them how to become responsible citizens. This is especially true when an employer is relying on them to perform their duties. Secondly, working teens learn how to handle money responsibly. If they have worked hard to earn their money, they will be careful how they spend it.

However, some people are against the idea of teens working. They claim that this could have a negative effect on their studies. For example, it could take up time that a student should be spending on homework. Furthermore, a teen's job may negatively affect their social life. Working would mean having little or no time for after-school activities or socialising.

Having said that, doing a job can help teenagers to prepare for their future career. This is because they are taught valuable skills such as how to be punctual, how to handle money and how to deal with customers.

To conclude, apart from certain negative aspects to working while still at school, it seems to me that it is mainly a positive experience. Teenagers' first taste of employment means they learn life and job skills which will be useful both for their present and their future lives. Isn't that an opportunity every teenager should have?

Unit 4.10**Exercise 1 (p. 122)**

- 1 how our town can be made a better place to live
- 2 formal because it's an essay
- 3 introduce a neighbourhood watch scheme, have more recycling . schemes, introduce cycling lanes
- 4 200-250 words

Exercise 2 (p. 122)

technique used to start: rhetorical question

technique used to end: quotation

alternative beginning: Our town has become a more dangerous and unpleasant place to live in due to the steady rise in its population over recent years. This has brought an increase in problems such as crime, traffic accidents and litter. If we don't do something about it, things will only get worse.

alternative ending: All in all, there are a number of solutions that we can start to implement to reduce the problems of crime, traffic and litter. We need to act and we need to act now. After all, if we do not, who will?

Exercise 4 (p. 122)

To begin with, we should find ways to guard our money and documents while travelling. One possible solution would be to wear a money belt under our clothes. This would help to deter any would-be muggers. Another way to safeguard our belongings is to fix a lock onto all bags and suitcases. By doing this, you may stop thieves from getting into your luggage. Finally, it would also be a good idea to keep photocopies of our passport and other documents in a separate place. In this way, we can replace our crucial documents quickly in case of theft.

Exercise 5 (p. 123)

- 1 Keep your passwords secret and change them regularly in order to prevent criminals from accessing your email accounts etc. and stealing your personal information.
- 2 It is important to install anti-virus software and keep it up to date. By doing this, you will prevent nasty computer viruses infecting and harming your computer.
- 3 You should also stick to well known, popular websites as much as possible. The result will be that you will avoid sites that may be more likely to harm your computer by infecting it with viruses, for example.

Exercise 6 (p. 123)

- 1 A for-and-against essay about the advantages and disadvantages of the Internet. Formal style.

Paragraph plan:

Introduction: introduce the topic

Para 2: for & against of 1st point + justifications/ examples/reasons

Para 3: for & against of 2nd point + justifications/ examples/reasons

Para 4: for & against of 3rd point + justifications/ examples/reasons

Conclusion: summary of topic/your opinion if wished

Topic sentences for main body paragraphs:

- 1) First is the matter of speed and convenience.

- 2) Secondly, the Internet undeniably provides a means of communication.
- 3) Lastly, there is the question of entertainment.

Introduction: It is difficult for us to imagine a time when there was no such thing as personal computers, website or the Internet. Most homes nowadays have at least one PC where family members can access the Net. As with most things, however, the Internet has both good and bad points.

Conclusion: In conclusion, there is much to be said both for and against the Internet. Perhaps the key lies in not overusing it. As the old saying goes, "All things in moderation."

- 2 An opinion essay about whether teenagers should help with household chores. Formal style.

Paragraph plan:

Introduction: introduce the topic

Para 2: your opinion & 2-3 arguments + justifications

Para 3: opposing viewpoint & 1-2 arguments + justifications

Para 4: argument against opposing viewpoint

Conclusion: summary of topic/restate your opinion

Topic sentences for main body paragraphs:

- 1) My opinion is that chores should be equally shared by all the family, including teenage members.
- 2) However, there are those who say that teenagers should be excused from doing chores.
- 3) Despite this, some kind of compromise is still possible.

Introduction: In today's financially difficult times, it is often necessary for both parents in a household to go out to work. That raises an important question: who is going to do the household chores?

Conclusion: To sum up, I firmly believe it is good for teenagers to do their part in keeping the home running smoothly. Apart from the experience they gain, they will have a greater sense of equality if they are fully involved in household affairs.

- 3 An essay providing solutions to the problem of how to make our neighbourhood a more pleasant place to live. Formal style.

Paragraph plan:

Introduction: state problem and cause(s)

Para 2: 1st solution & results/consequences

Para 3: 2nd solution & results/consequences

Para 4: 3rd solution & results/consequences

Conclusion: summary of topic

Topic sentences for main body paragraphs:

- 1) Firstly, my neighbourhood suffers from unsightly graffiti on walls and public buildings.

- 2) Another problem that affects my neighbourhood is litter.
- 3) A third problem in my neighbourhood is the lack of green space.

Introduction: Most of you can probably think of some way you would like to see your neighbourhood improved. My neighbourhood is no exception. Over the past ten years it has become much more built up. That has created certain problems which need addressing so that it becomes a more pleasant area to live in.

Conclusion: In conclusion, there are three key points to improving our neighbourhood. By dealing with the issues of graffiti, litter and the absence of green space, our neighbourhood will be a much nicer area for its residents to enjoy.

Exercise 7 (p. 123)

- 1 It is difficult for us to imagine a time when there was no such thing as personal computers, website or the Internet. Most homes nowadays have at least one PC where family members can access the Net. As with most things, however, the Internet has both good and bad points.

First is the matter of speed and convenience. A big advantage of the Internet is that you can shop online, read newspapers and research information very quickly and easily. However, the Internet is sometimes very slow or cannot be accessed at all at certain times. This wastes a great deal of time and can be extremely frustrating.

Secondly, the Internet undeniably provides a means of communication. Sending and receiving emails, instant chatting, and participating in forums are all features of the Internet. Therefore, contact can be established all around the globe. Nevertheless, this kind of communication can also be a threat to personal security. For example, cyber criminals can download personal information on others for their own use.

Lastly, there is the question of entertainment. The Internet allows us to entertain ourselves at home. For instance, certain sites provide access to live TV programmes and films. On the other hand, this kind of viewing can become addictive. As a result, people can waste time and even damage their health.

In conclusion, there is much to be said both for and against the Internet. Perhaps the key lies in not overusing it. As the old saying goes, "All things in moderation."

- 2 In today's financially difficult times, it is often necessary for both parents in a household to go out to work. That raises an important question: who is going to do the household chores?

My opinion is that chores should be equally shared by all the family, including teenage members. In the first place, teenagers are members of the family group, and therefore they have the responsibility to do their share of the housework. Secondly, taking on this responsibility will be useful to them later on. For example, one day they may have a home of their own and will have gained valuable experience in running it. However, there are those who say that teenagers should be excused from doing chores. They argue that children are busy doing schoolwork. In particular, a teenager's homework can often take up the whole of their evening. Also, they need free time to relax and socialise. For this reason, they should not be expected to do chores as well.

Despite this, some kind of compromise is still possible. Teenagers could at least be asked to keep their own rooms clean and tidy. Alternatively, total exemption from doing chores could only be applicable during busy exam periods when students have extra revision.

To sum up, I firmly believe it is good for teenagers to do their part in keeping the home running smoothly. Apart from the experience they gain, they will have a greater sense of equality if they are fully involved in household affairs.

- 3 Most of you can probably think of some way you would like to see your neighbourhood improved. My neighbourhood is no exception. Over the past ten years it has become much more built up. That has created certain problems which need addressing so that it becomes a more pleasant area to live in.

Firstly, my neighbourhood suffers from unsightly graffiti on walls and public buildings. A useful suggestion would be to create a graffiti park. By doing this, we would provide young people with an authorised place to do this activity and public buildings would not be defaced.

Another problem that affects my neighbourhood is litter. If the town council placed more bins around the neighbourhood, people would be far less likely to throw their rubbish on the ground. Consequently, the area would look far cleaner.

A third problem in my neighbourhood is the lack of green space. This could be solved by turning an old industrial site into a park. The effect of this would be that people would have somewhere pleasant to relax and the environment would be healthier.

In conclusion, there are three key points to improving our neighbourhood. By dealing with the issues of graffiti, litter and the absence of green space, our neighbourhood will be a much nicer area for its residents to enjoy.

Unit 4.11

Exercise 1 (p. 124)

There is a picture of a Moscow department store, where tourists might find anything from designer clothes to souvenirs.

There is what looks like a street market where there are a lot of stalls and tourists might find antiques and handcrafted goods.

In one picture, there is a busy street with people sitting at tables eating and drinking. This looks like a good place for tourists to stop and have a bite to eat.

In the last picture it shows a busy high street with London buses and taxis. All of the big names in high street fashion should be there. I think tourists will find souvenirs of London here as well as clothes, shoes, books and CDs etc.

Exercise 4 (p. 124)

A must – something essential

gorgeous – very attractive

browse – look through casually

buzz – excitement

bric-a-brac – small objects of little value

exclusive – chic and expensive

clientele – customers

queue – a line of people

connected – joined

check out – have a look at

Exercise 5 (p. 124)

- There are many **market stalls** with colourful displays of fruit and vegetables.
- The **street artists** painted a beautiful mural on the wall of the building.
- We often see friends shopping in the town's **high street** at the weekend.
- You can find excellent bargains in the **flea market**, which is great when you are shopping **on a tight budget**.
- My brother went on a **shopping spree** when he got paid.
- The best thing about shopping in a big department store is that all the top **brand names** and **designer labels** can be found under one roof.
- Many people visit Oxford Street in London and simply go **window shopping**.
- Some big supermarket chains have expanded their range of products to become a **one-stop shop**.
- The Ritz is one of London's **high-class hotels**.
- We enjoyed a night out in one of Moscow's **trendy clubs** in Tverskaya.

Exercise 6 (p. 124)

I had an interesting morning in Brick Lane. It was busy, but I love the hustle and bustle of Brick Lane on Sundays. You can hear people chatting and laughing and street vendors inviting people to look and buy. As you walk past the café's there's the smell of fresh coffee and fruit juice and the sound of jazz music.

I saw some amazing pavement drawings done by the street artists, full of colour and vibrancy and I bought a fantastic jacket from one of the fashion students. He had one of the market stalls there and he told me what inspired the design. I like buying these individual items direct from the designer, it's so much more personal than having the same thing as everyone else.

Project (p. 125)

Novosiberisk is the largest city in Siberia and the third largest city in Russia after Moscow and St Petersburg, so it has plenty to offer when it comes to shopping. Some of the best shops can be found in Vokzalnaya Magistral, where there are plenty of shops to suit every size of pocket. Vokzalnaya Magistral also has a large supermarket close to the train station that is open 24 hours a day, which is very convenient for anyone who needs food supplies late in the evening. Another place for visitors to enjoy shopping is at the Royal Park Shopping Mall in Krasny Prospekt. Apart from all the wonderful shops, there are some lovely cafes where tired shoppers can take a break and watch the world go by. But perhaps some of the best shopping can be found at the street markets in Novosiberisk. There are lots of street markets where you can find everything from traditional souvenirs to household goods and clothing. And it goes without saying that you can always find really good bargains if you are prepared to haggle over the prices.

Unit 4.12

Exercise 1 (p. 126)

I would imagine that life on the raft in the picture is very comfortable as they have houses to live in. It might be scary sometimes because I can see that there are huge crocodiles in the water. Personally, I would love to go on a trip like this because it would be a very exciting adventure.

Exercise 2 (p. 126)

I think Torres is going to say something important to Joam Garral that will affect everyone on the raft. He might tell him that Manoel is not a good person.

Exercise 4 (p. 127)

presentiment – strange feeling about the future

menace – threat

at the outset – from the beginning

shivering – shaking from fear or cold

sought – looked for

proposal – a suggested plan

I had a **presentiment** that the day would go badly.

Using a mobile phone while driving is a **menace** to the safety of other road users.

At the outset of the investigation they realised how difficult it would be to find out the truth.

She flapped her arms to stop herself **shivering** from the cold.

Although they had **sought** work for months, they didn't find any.

The committee rejected his **proposal** for improvements to the town centre.

Exercise 5 (p. 127)

- 1 The diamond robbery took place in Tijuco. (line 57)
- 2 The family will leave Torres at Manaos. (line 19)
- 3 The prison is at Villa Rica. (line 44)
- 4 Joam Dacosta worked as a clerk in the governor general's office. (line 35)
- 5 The chief of police is in Manaos. (line 54)

Exercise 7 (p. 127)

Diamond Robber / Murderer Escapes from Jail

Last year's diamond robbery at Tijuco was masterminded by Joam Dacosta, a clerk in the governor general's office. The soldiers guarding the diamonds at Tijuco's largest diamond cutting plant were murdered with the assistance of this convicted criminal. In February this year Dacosta was tried and sentenced to execution. He was in prison at Villa Rica. However, just hours before he should have been executed, he managed to escape. His whereabouts are unknown and police warn that this man is dangerous and should not be approached. Information leading to the capture of Dacosta will be rewarded.

Unit 4.13

Exercise 3 (p. 128)

- 2 Clouds are vital for life to exist on earth because they produce rain.
They are terrifying because of the destruction they create through thunderstorms and flooding.
- 3 New technology may allow us to harness the power from clouds. It may even be possible to control rain levels, for instance, to make it rain more or less.
I think it is a good idea. It may be possible to create rain in drought-affected areas or help to provide clean sources of energy. It should only continue to be researched, however, providing that there are no negative effects on the environment.

Exercise 4 (p. 128)**vital** – very important**beating down** – shining brightly and hotly**loaded** – very full**fragile** – weak**disastrous** – terrible**load** – contents**capabilities** – things sth can do**gigantic** – huge**base** – lowest part**builds up** – increase gradually**dazzling** – very bright**combine** – join together**under debate** – being discussed**investing in** – giving money to**Exercise 5 (p. 128)**

I learned how clouds are formed when droplets of water form in cooler air. In warmer air these droplets become vapour which rises into the cooler air. Eventually, when enough of these droplets get together, they fall back to the ground as rain. Clouds are also a very powerful force. When they become large enough they can unleash so much rain that it will cause floods or massive thunderstorms. I also learned that scientists are learning more and more about clouds and can even control them under certain circumstances.

I would like to know more about how scientists might be able to make it rain or stop it from raining in the future. I think this would be a remarkable breakthrough both for countries that suffer droughts and those which endure flooding.

Project (p. 128)**Clouds**

The field of meteorology (the study of weather) which concerns clouds is called nephology. Clouds generally form at between 2,000 to 20,000 metres above sea level. As well as forming at different heights, clouds can also form in different shapes and take on different colours.

The colours of clouds can change according to how densely packed the water droplets are inside the cloud. When sunlight passes through the cloud the light can reflect off the droplets, which means that when there are more droplets clustered together, whiter colours are produced. Typical white clouds, which are most commonly seen, practically reflect out all of the light hitting them. However, when more light comes through the cloud, yellow and orange colours can be seen. When you see a slight green colour in particular clouds it can be a sign of imminent hail, strong winds or tornadoes. Red and pink colours are normally formed in clouds at sunrise and sunset due to the way that sunlight is dispersed through the atmosphere at these times.

Unfortunately, this reflection of light from the clouds might be changing. According to recent research, the use of aerosols and other materials which end up in the atmosphere is dimming our planet. This is explained by the fact that the water droplets are not as pure and, thus, cannot reflect as much light as previously. So, in years to come, our skies may become duller and less colourful. It makes you appreciate what we have now and realise that we cannot continue harming our environment.

Focus on RNE**Exercise 5 (p. 132)**

The first picture shows us a town in the mountains, probably a ski resort, while the second picture is of a town somewhere in Asia, judging by the style of the buildings. I think they may be temples. Both pictures show people enjoying their holidays in some kind of tourist centre, but in extremely different ways. In picture one, the people are going for walks in the snow. Others are enjoying a ride in a horse and carriage. The couple in the other picture are busy taking photographs of the sights. The weather is quite different, too. In picture one, it is snowy and chilly and the people are warmly dressed. In picture two, on the other hand, the weather is much warmer and there is no need for coats or jackets. I would definitely prefer to go on the holiday in picture two. There are two reasons for this. First of all, I would like to see somewhere completely exotic and different, as I am used to snow in my country. Secondly, I would like to experience the culture and architecture of Asia, as I find countries in that part of the world extremely interesting.

Exercise 6 (p. 132)

When we think of holidays, they usually involve some kind of travel somewhere. But is it better to go abroad for a break, or spend the time exploring one's own country?

My view is that travelling abroad is the best choice. To start with, travel really does broaden the mind. For example, you get the chance to explore new cultures, eat new food and even learn a little of a new language. Secondly, travellers abroad can compare their own country with somewhere else. That means they can evaluate their own country's standards more objectively. On the other hand, it is often argued that staying at home makes for a preferable holiday. In this way, holidaymakers get to know their own country better. As a result, their sense of national identity is reinforced. Furthermore, holidays at home are usually cheaper because you avoid the cost of air tickets.

Nevertheless, visiting a foreign country undeniably sharpens the mind. Being in a completely different environment takes us out of our comfort zone. Therefore, the brain gets a total workout as it learns to adjust to new, unexpected surroundings.

All in all, my feeling is that holidays are not just about just visiting places in our home country. Travelling abroad is a great step in our self-development. In the words of travel writer Pico Iyer, "Travel is not really about leaving our homes, but about leaving our habits."

MODULE 5

Unit 5.1

Exercise 2 (p. 134)

I think the text must be about someone who has been seen doing something illegal or wrong. I think it is about someone being arrested by the police for a crime they did not commit.

Exercise 4 (p. 135)

interrogation: a method of questioning

staring blankly: to have an expressionless look on one's face.

law-abiding: to never break the law

whereabouts: the place where a person or thing is

alibi: a story or excuse to avoid blame

grudge: a feeling of ill will or resentment

evidence: information that proves or disproves sth

scuttled: went away/ran off

features: parts/shape of the face

criminal record: a list of crimes committed throughout a person's life

charge: a formal accusation that a person has committed a crime

surveillance: the watching of someone or sth by the police, etc.

The **interrogation** ended when the police had no more questions.

Alice has never done anything illegal, she is a **law-abiding** citizen.

The police received a message regarding the **whereabouts** of the stolen jewellery.

He had no **alibi** for the time when the crime happened.

Paul had a **grudge** against his old boss for firing him.

The charges were dropped due to lack of **evidence**.

He **scuttled** back to his office to get the papers he had left behind.

Tell me if the man you saw had any unique **features**.

Having a **criminal record** can prevent you from working in various places.

If the police do not **charge** her with a crime, they must let her go home.

They placed the suspect under **surveillance** in order to gain more evidence.

Exercise 5 (p. 135)

taken aback – surprised

grim – gloomy

stern-faced – serious-looking

outright – absolute/complete

fuming – enraged/angry

rapid – quick

crucial – important

Exercise 6 (p. 135)

- 1 He thought it was a **normal work day** until the police knocked on his door.
- 2 He was about to **set off for work** when the doorbell rang.
- 3 He thought the postman was bringing an **early delivery**.
- 4 He **stared blankly** at the walls for some time until the detective came in the room to question him.
- 5 The detective **gave him a long, hard look** and asked him about his whereabouts on the 18th.
- 6 The detective **dropped the bombshell** that someone had identified him as the criminal.
- 7 He wondered if someone had made a **genuine mistake** in identifying him as a criminal.
- 8 It felt strange **to be wrongly accused of a crime** by someone he knew.
- 9 His lawyer came into the room with **an air of confidence** and he began to relax.
- 10 She told the police with **controlled anger** that the evidence was unacceptable.
- 11 Luckily, he had no **criminal record** or things may have been different.
- 12 He has had **personal experience** of how mistakes can be made with CCTV.

Exercise 7 (p. 135)

My client was wrongly accused of a serious crime. He was in shock and treated very badly for something that he had nothing to do with. Unfortunately, he was left to suffer in an interrogation room for hours with no information as to why he was there. He was treated as though he were guilty, even though there was insufficient evidence to prove it. In the end, he was allowed to leave without charge. However, he was extremely traumatised by this experience.

Exercise 8 (p. 135)

Dear Sirs,

I am writing to complain about the shocking treatment and allegations that were made against me. On Tuesday of last week I was rudely taken from my home for questioning. I was left in an interrogation room for hours before I was presented with any information. Fortunately, my lawyer arrived and demanded to see the evidence. As expected, what the police claimed to be

CCTV evidence against me would be unacceptable in a court of law. There was no possible way anyone could look at those photos and identify me as the person in them. I was released without charge.

At the very least, I deserve an apology in writing as I think it is appalling that innocent, law-abiding citizens can be dragged in for questioning and be treated like criminals. I can be reached at the address given above and I await your reply.

Yours faithfully,
Joe Bond

Unit 5.2

Exercise 1a (p. 136)

minor offences: littering, illegal parking, speeding, shoplifting, hooliganism

warning: hooliganism, littering

having to pay a fine: littering, illegal parking, speeding

doing community service: vandalism, shoplifting, cyber crime, fraud, pick-pocketing, hooliganism

going to prison: arson, blackmail, burglary, murder, assault, hijacking, kidnapping, smuggling, armed robbery, mugging, drink driving, fraud

Exercise 1b (p. 136)

- 1 kidnapping (ransom)
- 2 murder (body)
- 3 cyber crime (fake)
- 4 armed robbery (shotgun)
- 5 mugging (bag-snatchers)
- 6 shoplifting (crime ... supermarket)

Exercise 6 (p. 137)

- 1 **above the law:** does not have to follow the rules
- 2 **the long arm of the law:** the police, the legal system
- 3 **the letter of the law:** literal interpretation of legal words
- 4 **to take the law into their own hands:** make their own rules and punish people how they like
- 5 **the law of the jungle:** the strongest wins

Exercise 9 (p. 137)

A: Could you please tell me what you saw?

B: Certainly, officer. It was 3 pm. There was a tall man with a mask over his face. He had a gun and he was pointing it at the bank teller.

A: Where were you?

B: I was next in line just in front of the counter when the man pulled out his gun.

A: Could you describe what the man was wearing?

B: The man was wearing a black pair of overalls, like a mechanic wears. He also wore black leather gloves and he had a ski mask over his face and sunglasses, so you couldn't see any part of him.

A: Could I have your name and address, please? We may have to contact you again later, if we have more questions.

B: Certainly. It's Joe Barton and I live at 23 Westville Way in Middletown. My phone number is 218 3542.

Unit 5.3

Exercise 2a (p. 138)

I use my mobile phone to talk to my friends and my laptop computer to send emails and do my homework every day. I also like to listen to music on my MP3 player when I am on my way to school.

Exercise 2b (p. 138)

I think it would be OK to go a day without any of these gadgets. I know I could easily get by without my mobile phone and my MP3 player. I might find it more difficult to go without my laptop though, because I do all of my homework and research with it.

Exercise 3 (p. 138)

I think the people in these pictures live very different lifestyles. The young girl does not appear to have modern technology available to her, whereas, in the other picture, we see teenagers working in a computer lab. This could potentially effect the young girl's education because she may miss out on certain skills and opportunities, especially if she doesn't even have access to books or paper.

One can assume that the young girl lives in more cramped, poorer housing than the 'western' looking students. As for amenities, the young girl probably has fewer possessions and very little or no access to technology. Therefore her entertainment probably involves games with friends and family. The older girl at the computer must have access to all the modern conveniences such as TV, radio, the Internet and many forms of entertainment such as the theatre, cinema etc.

Exercise 6a (p. 139)

- The clockwork radio was her most **valued possession**.
- It has **changed the lives** of many people.
- **Technological developments** are slow to reach **under-developed countries**.
- **Radio broadcasts** help to provide people with important information.
- In some communities the children do better with a **portable radio** for education than children who attend **state schools**.
- The radios are sturdy enough to stand up to the **harsh conditions** in Africa.
- **Health organisations** find the portable radio a very **useful product** because they can get health information to remote villages.

Exercise 6b (p. 139)

possession: sth you own

remote: far away from other towns and villages

patent: the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a certain number of years

rejection: denial

flawed: faulty

breakthrough: a significant or sudden development

financier: a person skilled in managing large amounts of money

distributed: sent out

conventional: normal, ordinary or traditional

Exercise 7 (p. 139)

Nouns	Verbs
batteries, radio, wind-up, television, transistor, patent, invention, electricity	develop, demonstrate

international words: radio, television

Exercise 8 (p. 139)

... the phone rang. It was a man named Chris Stains and he told me he was very interested in my clockwork radio. He explained that he had seen my demonstration on the BBC and was intrigued. He said he would like to meet me to ask some more questions and see the device for himself. Chris explained that he was a financier and would be interested in working with me to further develop the project. I was elated and couldn't believe that all of my hard work and efforts were finally going to pay off.

Exercise 9 (p. 139)

This quote reflects his personality in that he had unconventional thoughts to come up with the idea for his invention. It shows that he is creative, imaginative and of course, unconventional. His invention changed the lives of poor people by providing them with a means to access information and education.

Unit 5.4

Exercise 2 (p. 140)

Andy bought a new **flat screen** TV for his apartment. Use the **remote control** to change the channels and control the volume.

The laptop has a **built-in microphone** so you can record things and talk to people through the Internet.

I have a **wireless network** that connects me to the Internet anywhere I go.

The **touch pad/screen** on my laptop is extremely sensitive.

My digital camera has a 3x optical **zoom lens**.

You can see everything clearly with the large **display screen** on the back of the camera.

Just look through the **view finder** and click!

Most digital cameras now come with a **built-in flash**.

Exercise 3 (p. 140)

- 1 In the UK a state school is a school run by the government and public and private schools are different names for the same thing. All children have to go to school until they are sixteen in the UK.
- 2 A foundation course is a course of study that prepares a student for a longer, more difficult one.
- 3 Universities offer undergraduate and graduate programmes to students. A discipline is an area of study at university.
- 4 A note is a short letter. Students have to attend all classes unless they have written permission to be excused for a valid reason such as illness.

Exercise 5 (p. 141)

It takes place in a mobile phone shop.

It's about buying a mobile phone.

Exercise 6 (p. 141)

- A: Have you got a specific brand in mind?
 B: Not really. Could you suggest something that would be handy for travelling?
 A: Yes, of course. This one fits in your pocket and takes excellent pictures and videos.
 B: How much is it?
 A: It will cost £200 after the discount we are offering.
 B: Can I pay by credit card?
 A: That's fine. Follow me.

Exercise 9 (p. 141)

I would prefer to be educated at school. I am an only child and I like the interaction I have with other students at school. If I have a problem with my schoolwork I like to be able to ask the teacher for extra help, or talk to one of my friends. I also enjoy all of the extracurricular activities they offer at my school. At different times throughout the day, we are offered a variety of activities, including sports, art, drama, etc. I like the fact that I can treat school like a job, it is a place I have to go to in order to do my job and then come home at the end of the day. I do not want one, or both, of my parents to be my teacher. There is already too much room for conflict with a parent; I don't want to make them my educators as well.

Unit 5.5

Exercise 1 (p. 142)

I think the texts are about crime detection. The men in the picture are Sherlock Holmes who is a detective and a robber stealing things from a house (or possibly a museum) which is a crime.

Exercise 2 (p. 142)

People commit crimes because they are not responsible citizens. Possibly they are drug addicts or unemployed and they cannot think of any other way to get money. Violent crimes are often committed by people who are mentally disturbed. I think we can make society a safer place if we reduce poverty and have more police on the streets instead of in cars.

Exercise 5a (p. 142)

- When a person is **under arrest** in America the police read them the Miranda warning so that they are **fully informed** about their rights.
- The police dog made a **full recovery** after being injured.
- Watching criminals being caught on TV keeps it at a **safe distance** for viewers.
- Consumers sometimes complain about how **big business** operates.
- Forensics involves the use of **state-of-the-art science**.
- The evidence collected will be presented in a **court of law**.
- CCTV provides a **ready supply** of entertaining incidents for TV producers.
- The world of **organised crime** is full of deceit and trickery.
- Police dogs play a **vital role** in catching criminals.

Exercise 5b (p. 142)

numerous – many

suspects – people believed to be guilty of a crime

shortage – lack

shadowy – dark and mysterious

underdog – outsider

bizarre – very strange

splendour – magnificence

rugged – rough

gritty – realistic

thrills – excitement

Exercise 6 (p. 142)

misadventures (noun – para 7)

mistreats (verb – para 3)

mistake (noun – para 3)

misbehave (*verb*), miscalculate (*verb*), misfortune (*noun*), misconduct (*noun*), misjudge (*verb*), misplace (*verb*), misinformation (*noun*)

Exercise 7 (p. 142)

TV series about crime are popular because people like to see the bad people caught. They like to see victims getting justice. Crimes make exciting viewing and people can watch all the excitement without any personal risk.

I like the way detectives unravel a mystery but I don't like to see the violence involved in crimes in detail.

Exercise 8 (p. 143)

Sherlock Holmes, Hercule Poirot, Miss Marple, Phillip Marlow, Lieutenant Columbo, Inspector Morse, Quincy, Adrian Monk, Precious Ramotswe.

Exercise 9 (p. 143)

The TV series *Law & Order* is set in New York. The series has been running since 1990 and is still immensely popular. As the name suggests it is about the criminal justice system. The story line focuses on the police who investigate crimes and the prosecution service whose role it is to bring criminals to justice. All the crimes take place in New York and they are based on real crimes that have actually taken place. This may well account for the series' on-going success. The crimes themselves raise controversial issues of beliefs, morality and race.

When a crime has been committed, Detective Lupo and his assistant investigate. They collect evidence, interview witnesses and eventually place the suspect(s) under arrest. They then pass the case over to the Manhattan District Attorney's office. The District Attorney, Jack McCoy and his assistant discuss deals with the parties involved, gather witnesses and prepare evidence. When they have done this, they eventually conduct the case at trial.

The series gives a fascinating insight into the whole process, including how both teams work with the forensic scientists, medical officers and psychiatrists to establish motive and prove a case. The writers portray the characters as human and vulnerable for all their weary cynicism. These are the stories of people dedicated to the cause of justice, determined to make the guilty answer for their crimes. Judging by the ratings this is still exactly what the audience want.

Unit 5.6

Exercise 1 (p. 144)

A welfare state is a state where the government makes provision for the wellbeing of its citizens. There are various kinds of welfare states from pure socialism to states in which a benefit system protects disadvantaged citizens.

Exercise 4 (p. 144)

- 2 You shouldn't talk to strangers.
- 3 You mustn't walk on the grass.
- 4 Can I make a phone call?
- 5 The race was difficult but in the end she was able to finish first.
- 6 May I send a fax?
- 7 You must wear a helmet when you ride a bike. It's the law.
- 8 Jane should be back soon.
- 9 Would you like me to help you with the boxes?
- 10 Sally might have left for Madrid.

Exercise 5 (p. 145)

- 2 There was **heavy traffic** so it took us an hour to get to the airport.
- 3 I had **a strong feeling** I had met this person before.
- 4 The man sitting in the library was **in deep thought**.
- 5 Politicians are use to getting **strong criticism**.
- 6 The forecast predicts **heavy rain** this weekend.
- 7 She has **a strong opinion** about that.
- 8 You are going to be **in deep trouble** when your dad gets home.
- 9 She has **a strong sense** of what is right and wrong.
- 10 My brother is **a heavy sleeper**; nothing wakes him up.

Exercise 7 (p. 145)

The problem was a home was burgled.

In the end, the insurance company replaced everything that was replaceable. However, the woman was very upset with the loss of her personal items that were irreplaceable.

sentences used:

- I just couldn't believe my eyes.
- It was terrible, much worse than I thought it would be.
- I just couldn't bear it any longer.
- It was driving me mad.
- It was a huge weight off our shoulders.
- It took me a long time to come to terms...
- What a nightmare! At least it's all over now.
- I should have known better.

Exercise 8b (p. 145)

I was working on a history project for my course work portfolio and I had it saved on my computer. Everything was going well when all of a sudden the computer shut down. I should have known better and saved the latest part that I had been working on but I hadn't. I just couldn't believe my eyes. I was at a loss to know what to do, so I called my dad immediately hoping that he would know how to retrieve my work. He tried to turn the computer back on but nothing happened. I just burst into

tears thinking of all the hard work I had done and fearing the worst. My dad was great, he put his arm around me and told me not to worry. He rang a friend of his who is a computer technician and he agreed to come over and look at it. It turned out that it just needed a new fan and he soon fixed it. Amazingly, most of my work was still there, all except the last few paragraphs I had written. It was a huge weight off my shoulders to know I didn't have to redo it. Ever since that time I always save my work regularly when I'm on the computer and I keep a copy on my data key just in case!

Exercise 10 (p. 145)

...that the most serious social problem we must overcome is famine. It is a crime that in this day and age, we allow people to go hungry. When so many people all around the world have so much, there is no excuse for others to suffer and die from hunger. Together, I believe the developed countries of the world could easily repair the damage that has been caused in areas such as Africa and India. We have sat back and watched these places be destroyed by timber companies, oil companies, wars, etc. and now it is time to act. We can not sit back any longer and allow millions more people to suffer. Together we can end famine in the world.

Unit 5.8**Exercise 5 (p. 149)**

- 1 See *Audioscript for Exercise 6*
- 2 I've chosen photo number two. This photo was taken during my travels in India last year. We can see a group of people, men and children, at a soup kitchen being served by volunteers. The volunteer in the foreground is wearing a green top. He's in charge of a huge cauldron of lentil soup. He's handing out bowls of it to the kids who are waiting with outstretched hands. Notice how this is a temporary kitchen set up outdoors under the trees on rough and ready tables made of wooden planks. I think it's quite a serious photo. The kids are obviously hungry and nobody is smiling. Hunger is a serious issue, after all. I took the photo to remind me that there are many places like this in the world where people are unable to feed themselves. In fact, it made me want to volunteer like the man in the picture. I was dying to show you this photo of an unforgettable trip to India. I think it shows how lucky we are and that we should all try and do something to help those less fortunate than we are.
- 3 I've chosen photo number three. As you can see, it's a busy street scene in India taken when I was there two years ago. It's a typical street with tall buildings and lots of hustle and bustle. People are everywhere – on the pavements and on the street

– jostling each other in the crowd. The traffic – mostly bikes and small covered carriages or carts – is bumper to bumper, causing a lot of traffic congestion. In the background, two large domed buildings appear hazily. They might be temples of some kind. I think they add to the atmosphere of the picture. I took this picture to show the overcrowded conditions in India and also to show people going about their everyday lives. I decided to show you this picture to get your opinion about it. To me, the people are quite happy and accepting of the chaotic situation. I wonder if you agree with me. Or perhaps you think they are no happier than we are in our relatively quiet clean cities. At any rate, it captures the atmosphere of India nicely, don't you think?

Exercise 6 (p. 149)

The student chose to talk about photo number one. They took it when they visited India last January. They took it to remember the man in the picture. They had stopped to have their shoes cleaned, not because they were dirty, but because they wanted to help him with a little money. They decided to show the picture to their friend to give them some idea of the poverty in India.

Exercise 8 (p. 149)

The student would prefer to be part of the extended family group in the second photo. They would enjoy running as part of a group and would also enjoy the company of a large family, since they're an only child. Lastly, they are attracted by the fact that the family are doing an activity by the sea, because they don't have the opportunity to spend much time at the coast.

Unit 5.9

Exercise 2b (p. 151)

beginning: rhetorical question/address the reader directly
ending: give the reader something to consider

Exercise 4 (p. 151)

type C essay (rubric 5, Ex. 1)

If you were a parent, would you try to influence your children to go to university? Many parents do this because they believe it will bring lasting benefits related to their children's career, all-round development and the way they are perceived by the community.

First of all, parents believe that educating their child at university will improve their career prospects. This is because employers nowadays usually give preference to degree holders. As a result, they have a better chance of earning a higher salary.

Secondly, parents are anxious for their children to do something that develops their character. Pursuing a

university course means that, hopefully, they can develop knowledge and expertise in something they enjoy and which brings personal satisfaction.

Finally, it is a widely held view that people with a degree are more respected in the community. It is natural for parents to want their children to earn a good social standing. This can open doors to all sorts of opportunities later on in their lives.

To sum up, parents encourage their children to attend university for three main reasons. The first is to help them get a better job, the second is to develop them as individuals, and the third is a matter of gaining a respected position in society. Teenagers may not always agree with these reasons, but certainly parents have a wide experience of life and want the best for their children.

type A essay (rubric 8, Ex. 1)

'Bringing coals to Newcastle' is a well-known saying in English. Before deciding if there is a similar term in your own language, however, you may be wondering what it means. Let us look at the two terms separately before putting them together.

The first term in the expression is 'coals'. Coal is a combustible fossil fuel that is formed from dead plant matter. It is mined from the ground and used as an energy source. When burned, it is an important heat source but is also used in the production of electricity. It was coal that made possible the Industrial Revolution in Britain in the 18th century.

Next, we need to examine the name 'Newcastle'. Newcastle is a city in north-eastern England and was a major coal mining area since the 13th century. By the year 1378 it was exporting 15,000 tonnes of coal annually. The coal was shipped to many parts of Europe as well as to other British cities like London that did not have their own supplies of coal.

Finally, let us take the terms together. Since the city had such an abundant supply of this fuel, any attempt to 'bring coals to Newcastle' would be doomed to failure. Therefore the saying has come to refer to any project that is futile.

To conclude, we see that bringing coals to Newcastle has become a metaphor for doing something which is pointless. Even though the city today mines far less coal, the saying still continues to be used.

Unit 5.10

Exercise 2b (p. 152)

However: Nevertheless

while: whereas

Where they differ: What makes them different

whereas: while

is common to: is a common feature of

In contrast: On the other hand

have much in common: are very similar

differ: are different

Exercise 2c (p. 152)**beginning:** a quotation**ending:** a rhetorical question**alternative beginning:** Imagine being able to eat as much of your favourite food as you want without having to pay for it. (*reference to a strange scene or situation*)**alternative ending:** Why don't you come and sample these grand events for yourself? (*address the reader directly*)**Exercise 4b (p. 153)****para B:** Offering our services free of charge is one option.**para C:** Raising money is also an important consideration.**para D:** We can also help charities by spreading the word.**Alternatives:**

Offering to help a charity without payment is a good idea.

We also need to think about how to raise funds.

Charities can also benefit if we campaign for them.

Exercise 4c (p. 153)**Firstly:** For one thing**Secondly:** A second point is that**A final idea:** One last possibility**One way:** One thing we can do**Another way:** One other suggestion**A further idea:** A third method**Alternatively:** As another alternative**Lastly:** Last but not least**Exercise 5 (p. 153)**

Using the multimedia makes people more aware of charities. One thing you can do is to ask a local TV station to host a programme about your charity. A second possibility is to have upcoming charity events announced on local radio. Finally, you can advertise your activities in newspapers and magazines.

Exercise 7 (p. 153)

A Most students make use of a laptop or PC at some during the course of their studies. This raises an important question. How valuable are they in improving a student's learning experience? Taking an online course, doing research and producing documents are all important aspects of technology that can help students.

Online programmes of study are widely available on the Internet. Firstly, this means that students can study at their own pace. Secondly, the Internet fosters independent study, which is important for effective learning. Lastly, instant communication and feedback between student and teacher is possible via email.

Research is also an area that benefits from computer technology. For one thing, a wide range

of information is available online. For another, researching online saves a lot of time which would otherwise be spent leafing through books in the library.

Last but not least, computers enable the production of quality documents. For a start, teachers appreciate reading work which is neatly typed up rather than handwritten. Also, filing and reproducing work is easier when using a computer. Last but not least, word processors allow work to be edited easily and visuals and tables to be added, thus improving the overall appearance of a document.

It is clear in summary that computers are a great student resource, helping them to research and present their work, as well as offering lessons. Learning technology expert Elliot Masie said, "We need to bring learning to people instead of people to learning." Computers do that.

B Would you prefer to live in the countryside or the city? Many people choose the latter option, believing that job opportunities and health and education facilities are better in big cities.

First of all, cities attract people who are in search of a job. This is because both the variety of jobs on offer and the overall number of vacancies is greater there. As a result, people who were unemployed in the countryside find work and have money to live on.

Secondly, there are more educational facilities in a city. A greater number of schools and better trained teachers exist than are found in the countryside. This means that children increase their chances of going to university, which in turn enhances their career prospects.

A final point is that cities can offer more in the way of health care. Many small towns have only one health centre. Some villages have none at all, meaning country folk have to travel long distances to see a doctor. Therefore, they move to a city with hospitals and specialised health centres where they have better chances of getting effective treatment and making a full recovery.

All in all, cities offer three very attractive reasons for people to move into them: better employment prospects, improved educational facilities and a wider range of health care. Not surprisingly, it is predicted that some seventy per cent of us will be city dwellers by the year 2050.

C The term 'world issues' is a familiar one, appearing frequently in the media. How many of us, however, can clearly define its meaning? We can approach this by examining the two words separately, then analysing them together as a term.

The first word in 'world issues' is 'world'. It refers to both the planet Earth and the people who live on it. It doesn't just encompass our planet's physical

features but also the idea of humanity. It also refers to global concepts rather than just national ones.

The second word to look at is 'issue'. Again, we should distinguish between the idea of a mere topic or subject and that of a question or problem. Topics and subjects can be freely discussed or taught without having any particular effect on us. Questions or problems, on the other hand, require answers and solutions. It is to this latter category that the word 'issue' belongs.

Finally, we need to examine the whole expression. We note, first of all, that the word 'issues' is in the plural, implying a number of different problems. And by adding the word 'world', we see that the expression refers not only to the environment but to social, economic, health and security problems too.

In conclusion, 'world issues' has a broad meaning encompassing any problem that affects the Earth or its inhabitants. Society and the physical environment are not unrelated elements of the world we live in. Instead, they depend on each other for their well-being.

- D** Who doesn't love a good music festival? Two great ones are held in Ireland: Sea Sessions in the north of the country and Indiependence in the south. I would like to compare and contrast them in terms of their music, activities and accommodation facilities.

First and most important is the music featured. Both festivals host a mixture of Irish and international artists. Where they differ is in genre. While Indiependence features entirely Indie rock. Sea Sessions has a variety of contemporary music, including rock, soul and hip hop.

There are also numerous activities on offer. Sea Sessions takes place on a magnificent beach, where you can go surfing and do other kinds of sea sports. On the other hand, Indiependence focuses on the arts. There is a small cinema for viewing art films and a comedy tent where sketches are performed. Finally, both festivals provide accommodation for visitors. An organised campsite is something common to both venues. The only difference is the location. At Sea Sessions you camp on the local football pitch, while at Indiependence tents are pitched more romantically on farmland in the countryside.

To conclude, these two festivals offer similar things, but they are not entirely the same. While they are both music festivals, the type of music is different. One features sports activities while the other features arts activities. Likewise, camping is possible at both places but in different surroundings. Why not pay them a visit and see for yourself?

Unit 5.11

Exercise 1 (p. 154)

- A** There is lively (calypso) music playing and people are dancing in the streets in brightly coloured costumes. There is a happy atmosphere and people are having fun.
- B** The orchestra is playing a beautiful piece of classical music and the audience are listening intently. As the piece ends everyone claps their hands before the conductor motions to the orchestra to resume playing.

Exercise 2 (p. 154)

Text A is about the Notting Hill Carnival in London. Text B is about a musical extravaganza in Russia.

Exercise 6 (p. 154)

enchanting – delightful
revive – return to life
catchy tunes – memorable music
profitable – money-making
maintains – keeps
diversity – variety

Exercise 7 (p. 155)

roll call – list
backdrop – scenery
extravaganza – elaborate performance
renowned – well known
acclaim – public praise

- 1 The teacher read out a **roll call** for Class A.
- 2 From her hotel room, the sunset made a beautiful **backdrop** for the calm sea.
- 3 News Year's celebrations included a firework **extravaganza**.
- 4 The village is **renowned** all over the country for its orchards.
- 5 The actor won international **acclaim** for his flawless performance.

Exercise 8 (p. 155)

The quote means enjoy what is the same about people while taking pleasure in what makes people unique.

Project (p. 155)

The military parade in Red Square, Moscow is held every 9th May as part of a festival celebrating Germany's surrender to the Soviet Union in WWII, or the Great Patriot War as it is called in my country.

Apart from the parade, which is accompanied by a military orchestra made up of 1,100 musicians, there are remembrance events in Victory Park to honour

Russia's brave fallen soldiers. In the evening, everyone can enjoy the fireworks display.

This important festival was first held on 24th June, 1945. Joseph Stalin, the then Supreme-Commander-in-Chief, was responsible for the establishment of the military parade and the festival grew to include other events as the years went by.

Unit 5.12

Exercise 1 (p. 156)

The scene looks futuristic. The man on the left looks rather robotic. They could be meeting for the first time as they are shaking hands or they could be shaking hands to agree about something important.

Exercise 2 (p. 156)

Bailey is surprised when he meets R Daneel Olivaw because he was expecting to meet a robot that looked different to the Earth-model robots.

Exercise 4 (p. 156)

went on – continued

frank – truthful and open

logical – sensible, reasonable

made their way – travelled, went

keep his voice low – speak quietly

popular myth – untrue story which is widely believed

Exercise 5 (p. 156)

gritting his teeth – was angry without showing it

damp – slightly wet

roaming – travelling without a purpose

scrambled – move quickly and awkwardly

adaptable – able to change to suit current conditions

embodied – one thing contained in another

He found himself **gritting his teeth** and trying to be tolerant.

She washed her hair but it was still **damp** when she left for work.

It was amazing to see the lions **roaming** freely in the safari park.

There were a lot of people and they **scrambled** on board to get a seat.

The material was very **adaptable** which made it ideal for the extreme variation in temperatures.

Hope for the country is **embodied** in our soldiers.

Exercise 6 (p. 156)

He **listened politely** as the customer tried to explain the problem.

The student's hand **went up automatically** to attract the teacher's attention.

"I've been trying to get it to work all morning without success," she **said desperately**.

My mother was **understandably anxious** when I didn't get home in time.

In order to cope with an emergency it is important to remain **constantly calm**.

Exercise 7b (p. 157)

- Baley feels *surprised and confused* by the fact that he has been talking to R Daneel Olivaw without knowing it. He is too shocked to say anything.
- Baley feels *embarrassed* when they get on the expressway. He was red and swallowed twice because he thought Daneel couldn't have a seat on the same level as him.
- Baley is *angry* with himself for not recognising Daneel as a robot or guessing that he must have a C-5 rating.
- Baley is *regretful* because he feels he is not the perfect policeman who should be constantly calm, adaptable and mentally as quick as lightning.

Exercise 8 (p. 157)

Day 1

R Daneel Olivaw is quite amazing. He is everything a good policeman should be, constantly calm, adaptable and mentally quick.

At first I didn't even realise he was a robot. In fact I was so surprised, I felt confused. The Spacers have created a very realistic human looking robot. It is a smart thing to do and I don't have to worry that he will cause trouble by being an obvious robot in the city, which is a relief.

In the beginning I wasn't happy about having to work with a robot but that has now changed. I am beginning to enjoy this, I think I can learn from Daneel, he is so well programmed. So far so good!

Unit 5.13

Exercise 1 (p. 158)

The web page provides specific details regarding human rights.

Exercise 2 (p. 158)

- 1 What is UNICEF?
The United Nations Children's Fund.
- 2 What does UNICEF do?
It works hard to protect basic human rights of children and provides sanitation, education, water and protection from abuse.
- 3 How can I help?
Buy cards or gifts from the unicef website, sign up for their newsletter, make a donation or become a volunteer.

Exercise 4 (p. 158)**devastated** – ruined**spelled out** – detailed clearly**to the fullest** – as much as possible**harmful** – damaging**sanitation** – the process of keeping places clean and healthy**abuse** – cruel and violent treatment**ensuring** – making sure**broke its banks** – flooded**distributed** – gave out**an estimated** – approximately**engaged** – involved**make ends meet** – survive financially**Exercise 5 (p. 158)**

It has been working since 1946. How is the donated money distributed to areas around the world?

Project (p. 158)

Amnesty International is a worldwide movement of people who campaign for internationally recognised human rights to be respected and protected for everyone.

They have more than 2.2 million members in more than 150 countries and regions and coordinate support to act for justice on a wide range of issues.

Their mission is to conduct research and generate action to prevent and end grave abuses of human rights and to demand justice for those whose rights have been violated. They take action to:

- Stop violence against women
- Defend the rights and dignity of those trapped in poverty
- Abolish the death penalty
- Oppose torture and combat terror with justice
- Free prisoners of conscience
- Protect the rights of refugees and migrants
- Regulate the global arms trade

Focus on RNE**Exercise 6 (p. 162)**

- 1 I've chosen to talk about photo number one. I took this photo on my travels in Africa last September. It was taken in a game park. In the photo you can see a small herd of elephants. In the foreground, a gamekeeper is feeding a baby elephant milk from a bottle. There are a couple of other bottles on the ground so other babies are going to get fed. The keeper is wearing the green overall that all the gamekeepers at that particular park wore. You can see it's a typical African savannah landscape with reddish soil and a few scattered trees. The sky is slightly cloudy and I'm glad to say it wasn't too hot the day I was there. Africa gets a rainy season,

which is why you can see some greenery in the picture. I took the photo to show what a great job the Africans are doing in terms of wildlife conservation. This keeper was very knowledgeable about elephants and told me lots about them. He really had a genuine interest in his job! I decided to show you this picture to give you an idea of what the countryside is like out there. It really is like you see it on those wildlife documentaries.

- 2 I've chosen to talk about photo number two. I took it a year ago when I was in Asia. As you can see, it was taken in a rubbish dump. A huge machine is unloading a big bale of rubbish into an already very full dump! At the same time, a group of people are searching in the rubbish piles for anything they can find of value. It doesn't look like a very hot day but in fact the sun was quite strong. That's why the people are wearing hats. You probably wonder what I was doing in a smelly place like a rubbish tip. Well, I was writing an article about poverty in Asia and I wanted to capture some scenes like this. They show how poor some people can be, as they are even glad of what other people have thrown away. I took other photos showing how rich some people out there can be, too. In fact, there's a big divide between rich and poor. I wanted to share this photo with you because I know how strongly you feel about social issues like poverty.
- 3 I've chosen to talk about photo number three. It's a very colourful picture, isn't it? I took it when on a trip to India in the spring. I didn't go in summer because it would have been too hot. Here you can see the temperature is just pleasantly warm. This group of women are drawing water from a well to carry back to their village. The woman in the centre in the red sari has got a bucket on a rope which she is passing to one of the two women seated on the left. They are the ones in the yellow and red saris. The other women on the right are wearing dark pink colours. They contrast with the sandy yellow countryside in the background. Clustered around the well are several ornate water jars. I took the picture to show how many people in India still live in primitive conditions without running water. But I also wanted to take it because I liked the general composition of the figures set against the backdrop of the scenery. It reminds me of a painting. I know you like painting so I wanted to get your opinion about how artistic you think this photo is.

Exercise 7 (p. 162)

It has always been fashionable to move in large social circles. This is especially true in the age of social networking. But just how valuable is it to have a lot of

acquaintances as opposed to a few close friends?

I believe a small circle of close friends is best. Firstly, a friend is for sharing problems and secrets with. Therefore, confiding in many people would be inappropriate; one or two trustworthy individuals are sufficient. Secondly, having many friends is impractical. With today's busy lifestyle, it can be too costly and time-consuming to keep up with a large circle.

However, it is often claimed that extensive social networks are helpful. Useful contacts are established which can, for example, help you to find employment. Furthermore, if someone moves away from the circle, there is always another friend to replace them. Therefore, you need never feel lonely.

All the same, true friendship is not just about being useful to the other person. It should also be about respecting and appreciating them for who they are. Likewise, many people actually like spending time on their own and seeing just a couple of quality friends from time to time.

To conclude, I am not in favour of large circles of friends. It is more appropriate and more practical to confide in a few close ones. As someone once said, "Making a million friends is not a miracle; the miracle is to make a friend who will stand by you when millions are against you."

Further Writing Practice: Reports/Proposals

Exercise 1 (p. 181)

- 1 Report, proposal
- 2 **Report:** Conservation group volunteer. Writing report on local school for group leader.
Proposal: Business person asking for bank loan to open souvenir shop
- 3 **Report:** Information on waste disposal, water consumption and energy efficiency of the school.
Proposal: Reason for requesting the loan and information on how I propose to spend the money.

Exercise 3 (p. 182)

Passive (is thrown, could be made)

Full verb forms, impersonal tone (the school has, there are signs, groundsman waters)

Formal linkers (However, While, Also)

Exercise 4 (p. 182)

list points – Firstly, secondly, finally

add emphasis – in particular

make concessions – despite the fact that

express an opinion – I think, I believe

make recommendations/suggestions – I suggest, one suggestion would be

express cause and effect – As a result, This would mean

conclude – In conclusion

Exercise 12 (p. 185)

- | | | |
|----------|------------------------------|-------------|
| A | 1 For example | 4 wealth |
| | 2 therefore | 5 Finally |
| | 3 In addition | 6 excellent |
| B | 1 The purpose of this report | |
| | 2 assess | |
| | 3 the suitability of | |
| C | 1 To sum up | 3 mentioned |
| | 2 attract | |

Exercise 13a (p. 185)

type of writing: formal report

topic: Suitability of accommodation in a hotel

reader: coach of sports team

Exercise 13c (p. 185)

Introduction

The purpose of this report is to assess the suitability of the Aqua Hotel as accommodation for the team during the tournament.

In conclusion I would recommend the Aqua Hotel as suitable accommodation for the team. The location and the facilities meet our requirements and the negative points are minor.

Exercise 14b (p. 186)

- 1 As not many teenagers know about the café, one suggestion would be to give out leaflets at schools and colleges to publicise the café.
- 2 The décor is not attractive to teens, therefore I would suggest that bright colours be used and modern fittings added.
- 3 Teens need more than food and drink for entertainment consequently I would recommend that a video game or a pinball machine be installed in addition to playing modern music and showing MTV.
- 4 As teens like international food, I would suggest that more international dishes be offered. For example, pizza, kebabs, hot dogs and tacos.

Exercise 15 (p. 186)

- | | | |
|---|---|----------------|
| 1 | 1 – town council | 3 – headmaster |
| | 2 – manager | 4 – council |
| 2 | 1 – member of the public | |
| | 2 – tourist office worker | |
| | 3 – teacher | |
| | 4 – youth group leader | |
| 3 | 1 – To propose a well known local person and suggest ways to celebrate their achievements | |
| | 2 – To report on public transport information for tourists and suggest improvements | |

- 3 – To report on facilities for after-school activities and suggest how to make them more popular
- 4 – To propose how a building could be used in two ways to improve life for young people in the area
- 4 Formal, impersonal style
- 5 1 Introduction/Purpose, Celebrations, Conclusion
2 Introduction, Available Information, Recommendation
3 Introduction, Popularity of Activities, Facilities, Recommendations
4 Introduction, Gymnasium, Internet Café, Conclusion
- 6 To this end, In this way, To sum up, However, To start with, Firstly, Secondly, What is more, Furthermore, etc.

Exercise 16 (p. 186)

- 1 **To:** The Town Council
From: Robert Canning
Subject: Commemorating local people

Purpose

The purpose of this proposal is to suggest ways in which the achievements of one of our well-known citizens can be celebrated. For this purpose I would like to propose that the council should consider celebrating the achievements of Mary Becket, the remarkable woman who did so much to help the homeless in the town.

Celebrations

Knowing Mary as I did, I am sure she would want any celebration to be focused on the work she did, rather than herself. To this end, I would suggest that the first week in January, a time when the weather is at its most severe, should be called “The Mary Becket Help the Homeless Week” and citizens should be encouraged to help those people who are still, sadly, homeless. In this way, the name of Mary will not be forgotten and the excellent work she started will continue.

Conclusion

I hope the suggestions I have outlined above meet with your approval and will receive your serious consideration.

- 2 **To:** Peter Dobbs, Manager
From: Jenny Bartlett
Subject: Public transport information

Introduction

The purpose of this report is to assess the value of information available to tourists concerning local public transport and to recommend improvements where appropriate.

Available Information

To start with, free maps detailing local bus routes are available both from these offices and other outlets in the city, including the central bus station. These maps clearly show the local tourist attractions and the buses serving these locations are easily identified. However, there have been complaints that the timetable information printed on the back of the maps is inaccurate and confusing.

Recommendation

As bus timetables are subject to change, in future this information should not be printed on the maps. The bus company should be asked to provide a separate document whenever bus schedules are altered. This document could be distributed with the maps so that tourists will be provided with accurate information at all times.

- 3 **To:** Mr Jones, Headmaster
From: Trevor Jones
Subject: After-school activities

Introduction

The purpose of this report is to evaluate the quality of the after-school activities offered to our students, with particular reference to the facilities provided.

Popularity of Activities

The school offers a wide range of activities, and most of these are well-supported by the students. However, there are a small number of activities, particularly the drama and debating societies, that do not attract much interest.

Facilities

In general, the facilities provided for the various groups are adequate and the equipment required for each is maintained in excellent condition. There is one exception to this statement, as the photographic society feels that they lack the appropriate computer software to cope with the growing interest in digital photography.

Recommendations

As it is unlikely that more students can be persuaded to join the debating society, it is recommended that this activity be discontinued. By doing this the money saved could be used to help purchase the software requested by the photographic society. Furthermore, I suggest that more students would be attracted to the drama society if a wider range of activities were offered.

4 To: The Council

From: Jack Mills, Youth group leader

Subject: Proposed uses for Midford Manor

Introduction

This proposal describes two possible uses for the disused building known as Midford Manor with a view to improving the lives of local young people.

Gymnasium

There are very few facilities for physical exercise in the town and those that do exist are commercial concerns aimed at older, professional people. It is extremely important that our young people have the right facilities for physical exercise, especially in times when more youngsters are overweight. Therefore a gymnasium designed for young people would be an enormous asset.

Internet Café

A well-supervised Internet café designed for teenagers would be a great attraction and would help to keep bored youngsters off the streets.

Conclusion

To sum up, Midford Manor could provide a fantastic venue for young people to enjoy. The proposals I have outlined above would benefit the community as a whole, by ensuring young people are healthy and happy. I hope that the proposals will receive your approval.

Further Writing Practice: Articles

Exercise 1 (p. 187)

- 1 The article is about someone famous that I would like to change places with. Title B has the name of someone, probably a famous actress, and says she is terrific. You would only want to swap places with someone great, wouldn't you?
- 2 In this article, I need information about what young people in my country are wearing and give advice about clothes. Title D mentions what to wear, but it is not a question, so the article will probably give advice. Title F mentions teen trends which means it is about fashion for young people.
- 3 This is an article about music. Title A tells the reader that he is going to read about someone's perfect music show and title C is about someone's favourite music, both of which are mentioned in the rubric.
- 4 The title has the word collection in it and this connects with the topic of collecting that is mentioned in the rubric. The article is also about my personal opinion about why the collection is important, so 'My Collection' is the correct answer.

Exercise 3 (p. 188)

- A **techniques:** offering a general thought or objective statement; addressing the reader directly
- B **techniques:** using a quotation
- C **techniques:** offering a general thought or objective statement; addressing the reader directly
- D **techniques:** offering a general thought or objective statement
- E **techniques:** offering a general thought or objective statement

Exercise 4b (p. 189)

Model 1 – Plan

Introduction

Para 1 introduces the topic

Main Body

Para 2 1st reason why he/she enjoys reading (can be used for learning or for fun)

Para 3 2nd reason why he/she enjoys reading (helps people to develop their own ideas and opinions)

Para 4 recommending books for people his/her own age

Conclusion

Final para final comments

Techniques: offering a general thought or objective statement; addressing the reader directly (intro); using a quotation (conclusion).

Model 2 – Plan

Introduction

Para 1 introduces the topic

Main Body

Para 2 description/details of concert

Para 3 explaining why he/she enjoyed the concert

Para 4 describing what was particularly special about the concert

Conclusion

Final para restating his/her opinion/recommendation

Techniques: offering a general thought or objective statement; (introduction) addressing the reader directly (conclusion).

Model 1

Introduction

What was the last book that changed the way you looked at the world? For me, every book that I read offers a new perspective and a new challenge. I grew up in a house full of books and couldn't imagine my life without them. Reading is a way of meeting new people, going to new places and living new lives.

Conclusion

Some people say that reading is something that people do alone, but I believe that reading is a shared activity. The writer shares the story with the reader. The reader shares the story with other readers and stories reach out and fill the world.

Model 2**Introduction**

John Lennon once said that, "Music is everyone's possession," and I can't think of anywhere better to experience that sense of shared belonging than at a live concert. Great concerts stay with you forever and I've had some of the best times in my life in the audience at a live concert. One in particular sticks in my memory.

Conclusion

I don't have any photographs of that night, but the memories come flooding back every time I hear the songs. Whenever I'm feeling low, whenever I'm feeling stressed or worried, remembering that concert reminds me that no matter how bad things are, there are always good times in the past, present and future.

Exercise 4c (p. 189)

Model 1: Reading for Pleasure

Model 2: The Concert of a Lifetime; What a Show!

Exercise 5b (p. 190)

express an opinion: 2, 3, 4

make a suggestion: 1, 4

describe an experience: 3

describe a place: 1

give advice: 2

recommend something: 1, 3

Exercise 6a (p. 190)

- 1 Rubric 1 – expressing opinion.
Rubric 2 – describing a person
Rubric 3 – describing an experience
- 2 1 – readers of a newspaper
2 – readers of a magazine
3 – readers of a school magazine
- 3 Plan from p. 187

Exercise 6b (p. 190)**(Model Answers)****1 Going Out**

People don't need to go far to be entertained these days. Take the theatre, cinema or even a concert, everyone has their favourite way of spending the evening.

Seeing live actors on a stage can be an interesting experience, but make sure you are seated close

enough to see all the action. These seats though, can be rather expensive and I wouldn't recommend sitting in the 'nose-bleed' section - high up at the back – where you can barely make out the expressions on the performers' faces.

The cinema, on the other hand, provides the audience with a huge screen and tickets are cheap. The special effects and soundtrack add to the excitement of watching a story unfold. However, you could also have a fun night at home watching a DVD on your large-screen TV instead.

Tickets to see well-known bands have sky-rocketed, but I prefer to see new bands before they get big. Nothing compares to the thrill of joining others in listening to live music. Long after a good concert, the music lingers on in your mind.

For me, a concert, rather than a play or film, is the best. Music has the power to touch the soul.

2 Madonna

I don't think there can be anyone in the world that hasn't heard of Madonna. During her career, she has put her hand to various things; singing, acting and writing, all with varying degrees of success. But it can't be denied that she has certainly left her mark.

When she first started out, her unique do-it-yourself fashion sense inspired women everywhere, and preferring to stay one step ahead of everyone else, she changed her style often over the years. Every time she took on a new style, she put the fashion world in a spin.

The amount of success she has had in music is remarkable, considering her voice is not her strongest point. Her popularity is due to the fact that she's a strong woman and a great performer. She pulls in huge crowds whenever she has a concert and her record sales are huge.

There are many who have made significant contributions to modern culture in the last fifty years, but none, it can be argued, more so than Madonna. Her work and determination have led her to become one of the biggest cultural icons in recent times. Her name will surely go down in history.

3 Memorable experience

Imagine large white fluffy snowflakes gently falling on your skin as if tickling you, and everywhere you looked all you would see was crispy white snow. That, for me, was the most memorable day of my life.

Growing up, I always wondered what it would be like to experience snow falling from the sky. Coming from a warm country, this was something I thought I would never see for myself. Our winters are quite

drab here; it just gets gloomy and rains quite a bit. My friends all think I am strange because I love watching winter sport competitions on television. I do this because I love to watch the athletes swoosh around on this bright white carpet of crystals.

Now imagine the delight and anticipation I felt when the weatherman announced one cool January morning that we might be experiencing flurries by nightfall. Sure enough, that evening at around ten, the first snowflake came down from the starlit sky like a feather in the wind. I ran outside, without a jacket to feel the sensation.

To many, that may have seemed like a menial moment. I have to say, for me, it was the most wonderful and unforgettable moment in my life.

Further Writing Practice: Reviews

Exercise 1 (p. 191)

- | | |
|-----------------|------------------|
| 1 a school play | 5 a console game |
| 2 a book/film | 6 a concert |
| 3 a film | 7 a festival |
| 4 a CD | |

Exercise 3a (p. 192)

- 1 readers of the school magazine
- 2 past and present tenses
- 3 It is the best book I have read all year and I highly recommend it to lovers of science-fiction

Exercise 3b (p. 192)

The writer recommends the book by giving his opinion and summarising the qualities of the book.

Exercise 5a (p. 193)

Model B seems more appropriate because it uses a semi-formal style and broader vocabulary, including the use of adverbs and adjectives. Model A is far too informal with simple, limited vocabulary and short, repetitive sentences. Model B gives a much more detailed description of the album and has been written using a plan, with introduction, main body and conclusion.

Exercise 6 (p. 193)

Paragraph 1 explains that the CD contains ten main tracks as well as two other bonus tracks. It gives an opinion in relation to the band's previous albums and suggests that they have new musical influences.

Paragraph 2 gives more details of a selection of songs from the album. Also included are descriptions of the songs' narratives and sounds, with suggestions about how they affect the listener's mood.

Paragraph 3 concludes by stating how successful the album was upon release. A prediction is made for the band's continuing popularity in years to come and, finally, the writer makes a recommendation to the reader to buy the CD.

Alternative recommendation:

The band have developed and evolved their songwriting with each of their albums, and this one is no different. Don't miss out on what is one of their best albums!

Exercise 7 (p. 193)

The Editors' latest CD *An End Has a Start* is fantastic. The British edition has 10 tracks on it whereas the one sold in America and Japan has an additional bonus track. This album is quite deep, and reflects on life though it's definitely not depressing. I would say it's alternative music at its best. The best song on the CD is the second track which takes its name from the title, *An End Has a Start*. The tune of this song is quite upbeat and just makes you want to jump up and dance. Their fourth single was released from this CD and is titled, *Push your Head towards the Air*. It was sold out on the Internet before it was even released! I definitely recommend buying this CD.

Exercise 8 (p. 194)

- A This paragraph comments on the special features of the film and on the quality of artistic performance.
- B This paragraph tells us which film is being reviewed. We are then informed about who the main characters and leading actors of the movie are.
- C This paragraph concludes with a recommendation, stating that we have to see this film and that it will be a memorable experience.
- D This paragraph describes the setting and plot of the movie as well as suggesting that the story is gripping and thrilling.

Exercise 9a (p. 194)

- 1 Each rubric has asked for a review (1 for a film, 2 for a book) which should include descriptions of the main characters and the plot. (For 2 you must say why you liked the book) Then you must recommend it (or not recommend it for 1).
- 2 Rubric 1 – Readers of the school magazine.
Rubric 2 – Readers of an English language magazine.
- 3 Plan from p. 192.
- 4 Rubric 1 – This film is a must-see. It will make you laugh out loud. Don't miss it.
Rubric 2 – This book is for anyone who loves fantasy. It is sure to be a best seller.

Exercise 9b (p. 194)

- 1 *Mamma Mia!* is the latest film taken from a hit Broadway musical. It is about a girl named Sophie who is about to get married. Sophie decides she wants to find and invite her father, whom she has never met. So, she invites three men, one of which she thinks must be her father, to the wedding. As you can imagine, the story gets to be quite complicated as she hasn't told her mother about the invitations.

The storyline all takes place on a beautiful Greek island. It's no wonder this film has become such a smash hit; it has an amazing star cast! Meryl Streep, Pierce Brosnan, and Colin Firth will delight you with their amazing talent as they sing some of ABBA's famous songs.

Mamma Mia! is great for the whole family. It is a light comedy dotted with some of music's greatest hits. There is never a dull moment and you will be given the opportunity to see some of Greece's magical settings in this film.

Mamma Mia! is a must see. It will have you singing out loud and dancing in your chair!

2 Jose Saramago's *Blindness*

Some people read to escape, some people read to relax, others read because they have to, but in my opinion a good book should make the reader think. One book that I have read recently opened my eyes to what the world would be like if we were to lose one of our senses and that book is the Portuguese writer Jose Saramago's *Blindness*.

It's a simple story in that a plague of blindness sweeps through a country leaving all but one person totally blind. The story follows the first victim, waiting in his car at the traffic lights, through to all the people he comes into contact with. The disease spreads and the authorities find themselves unable to cope in a country of the blind. Little do they know that one woman still has her sight.

It is mainly through this character that the story is told. She is the wife of an optician and to save herself she claims that she too has gone blind. Throughout the tale, we see the terrible events through her eyes and feel her pain as society crumbles around her.

The novel is powerful and disturbing and will make any reader value his sight and the world he or she lives in even more. This is not an easy book to read, but once read will stay with you forever.

Further Writing Practice: Stories**Exercise 2a (p. 196)**

- 1 paragraph 1
- 2 The writer was trapped.
- 3 He experienced an earthquake and the building he was in collapsed.
- 4 He was rescued.
- 5 He was terrified, but in the end he felt relieved.
- 6 To be underlined: 'Where are you?'/ 'Here, here!'/ 'Don't panic – we'll get you out of there.'

Exercise 2c (p. 196)

The man walked to work on a rainy day. He changed into his uniform in the security building. Just as he was beginning his patrol he heard a rumble and the building started to collapse. He fell down and when he realised he was trapped he started shouting. Then he heard voices. A man found him and rescued him.

Exercise 4 (p. 196)

- 1 We will easily finish the project on time.
- 2 The building literally started to collapse.
- 3 We shouted frantically for help.
- 4 They climbed carefully down the mountain.
- 5 His leg was hurting terribly after the accident.

Exercise 5 (p. 196)**A Flight to Remember**

It was a beautiful morning and Harry and his pupil Jim were looking forward to the flying lesson as they climbed into the plane.

About ten minutes after they took off Harry saw smoke coming from the front of the plane. He tried to radio the air control tower but the lines were dead.

They started to panic and Jim tried to land the plane in a nearby field in case it had a serious problem. There was a man standing on the runway watching as the plane crashed down into the field.

The man ran over to the plane and tried to open the door to see if there were injured people inside. As he pulled open the door, Harry and Jim came rushing out.

The man who saved the day was later awarded a medal of honour from the local mayor for his bravery.

Beginning and ending a story (How to set the scene)

When we write a story we begin by setting the scene. In order to do this, we imagine that we are looking at a picture and we try to describe the **place** (where), the **time** (when), the **weather**, the **people** involved and their **feelings**. We can use our **senses** to make the description more lively. That is, we can describe what we **see** (e.g. a huge python), **hear** (e.g. hissing), **feel** (e.g. soft jungle floor) or **smell** (e.g. the scent of trees).

We use **direct speech** (e.g. “Help!” she screamed), a **variety of adjectives** (e.g. horrified, stormy), **adverbs** (e.g. silently, strangely) and **verbs** (e.g. whispered, screamed) to make a story more interesting.

Exercise 10 (p. 198)

- 1 using direct speech
 - 2 asking a rhetorical question/expressing someone’s feelings
 - 3 asking a rhetorical question/expressing someone’s feelings
 - 4 creating atmosphere/expressing someone’s feelings
- A describing your reactions, feelings or mood
 B describing other people’s reactions, feelings or mood/creating a feeling of suspense or mystery
 C describing your reactions, feelings or mood
 D using direct speech/describing other people’s reactions, feelings or mood/creating a feeling of suspense or mystery

Exercise 11 (p. 198)

A Day to Remember

Beginning: I was really happy when my friend Nigel invited me to his birthday party. The only problem was it was fancy dress and I didn’t know what costume to wear.

Ending: I felt so silly. The others all laughed at me. It certainly was a party to remember, if not for the right reasons!

Exercise 12a (p. 199)

- Height:** of medium height, tall
Build: slim, muscular, overweight, plump, well-built
Face: freckled, wrinkled, ugly
Eyes: slanting, green, almond-shaped
Nose: upturned, long, crooked
Hair: dark, wavy, blond(e), curly, long
Clothes: elegant, attractive, fashionable, casual

Exercise 12b (p. 199)

I have a picture of Jennifer Aniston. She is of medium height. Jennifer has an oval face, blue eyes and medium-length blonde hair. She’s always dressed very fashionably.

Exercise 13b (p. 199)

My friend Phil is a great guy. He’s tall and well-built. He has short straight hair and brown eyes. He has a nice nose and lovely teeth. He’s a lot of fun to be around because he’s intelligent and very lively.

Exercise 14 (p. 199)

- Harry was very reserved. He always kept himself to himself.

- Kara is a sensible girl. She always does as her mother says.
- David is very selfish. He only ever thinks about himself.
- Georgina is very helpful. She always lends a hand if people need it.
- Angie is very naïve. She believes everything people tell her.
- Benny is very unreliable. You can never count on him in times of trouble.
- Flora is so silly. She can’t take anything seriously for more than a minute.
- Nigel is very honest. He would never dream of telling lies.
- Dennis is very unpredictable. His moods change from one minute to the next.
- Dad is very serious. He never laughs or tells jokes.
- Kelly is very curious. She’s always asking questions.
- Don is very dishonest. He hardly ever tells the truth about anything.
- Rona is so pessimistic. She always sees the bad side of things.
- Johnny is a very sociable person. He has so many friends.
- Christina is very witty. She always has everyone in stitches.
- Jack can be quite amusing. He has a good sense of humour.
- Fiona is so dull. She never says anything interesting.

Exercise 15a (p. 200)

- 1 a story
- 2 past simple and past continuous
- 3 the second paragraph
- 4 He was a handsome young man. He was slim but muscular and rather tall.
- 5 friendly, interesting and funny
- 6 cried, replied
- 7 **Senses used:** noticed (sight), looked up (sight), heard (hearing), looked out of (sight), saw (sight), grabbed (touch), quiet (hearing)

Exercise 15b (p. 200)

Yesterday, a woman went to a restaurant. She noticed a nice looking man as she entered. She thought she knew him so she smiled at him and he called her over. While they were sitting together, they heard a loud sound. It was screeching tyres. They looked out the window and saw a car heading towards them. The man grabbed her and pulled her into the safety of the kitchen. They could hear the sound of shattering glass. When everything had settled, they heard the ambulances and police arrive.

Exercise 17b (p. 200)

Beginning: It was a cold rainy day. You know the kind of day I mean? One where you just know something is going to happen. I was in a bad mood when I entered the local restaurant.

Ending: As we watched in terror, the car suddenly swerved. With a huge bang it hit a lamp post just outside the restaurant. John looked at me and whispered, 'I don't know about you, but I have never been so scared.' I agreed and we sat down to finish our coffee.

Exercise 18 (p. 200)

Para 2: Straight away, I noticed a beautiful woman sitting at the back of the restaurant. She had long blonde hair and she was wearing elegant, expensive clothes. When I looked at her more carefully, I realised that I knew her from somewhere. She glanced over at me and suddenly yelled, 'Martha, is that you?' At first I couldn't believe it, but sure enough it was my best friend from secondary school. One of the funniest, brightest people I had ever met.

Para 3: Her name was Jane and I had hung around with her for years but then we had lost touch. As we sat talking about the good old days, we suddenly heard a loud noise coming from outside. We watched in horror as a large lorry sped towards the window of the restaurant.

Exercise 24 (p. 202)

- 1 1 A story.
 - 2 The readers of the international magazine.
 - 3 You and a friend.
 - 4 A surprise birthday party or a party where your friend announces that you won a free holiday in a competition ... etc
- 2 1 A short story.
 - 2 The judges of the competition.
 - 3 You and your friends.
 - 4 Maybe you were invited to a different kind of party or to a party where you had a very good time.

A Huge Surprise

I had never been so surprised in my whole life. My mum and dad had told me that we were going some place special for our half term break but they wouldn't tell me exactly where. They told me to pack for a beach holiday, so I knew it would be somewhere warm at least.

When we arrived at the airport, I found out we were on our way to Greece. I was so excited. I couldn't wait to see the famous Greek ruins. I had learnt about some of the Greek history and mythology in school and dreamed about seeing it all in person. Now, I was on my way.

When we arrived it was a beautiful sunny day. We took the train into the centre of the city and checked into our hotel. Right away we went to the ancient Acropolis. It was spectacular. The Parthenon was an enormous, old, marble structure that looked out on the city of Athens. I had never seen anything so amazing in my life.

A Special Birthday Present

It was very early when I awoke. Outside, I could hear the birds singing. The sun was just beginning to come up. As I got out of bed, I realised happily that this was a very special day. It was my 12th birthday.

I ran quickly downstairs and into the kitchen where my mum was busily making breakfast. "Good morning, dear," she said. She said nothing about it being my birthday. Had she forgotten? That was impossible, wasn't it? I sat down at the table as my two brothers came into the room. "Morning," they said. Again, nothing about it being my birthday. I was so disappointed, I thought I'd cry.

Then, I could hear my dad coming in from the garage. He'd remember it was my birthday. He came in and gave me a kiss. That was it, just a kiss. As unbelievable as it was, he too had forgotten my special day.

Suddenly, I heard a sound like nails on a wooden floor. I looked up, and running into the kitchen was the sweetest little puppy in the world. It was black with white feet. It had a big red bow around its neck. My family hadn't forgotten my birthday after all. This gorgeous little dog was the best birthday present I had ever received.

MODULE 1

Unit 1.5

Exercise 3 (p. 14)

Speaker 1

I have to say that I wasn't looking forward to the evening. I've never really seen the attraction. But my girlfriend is a huge fan, I think she had some lessons when she was younger, and because it was her birthday I promised to take her. It came as a total surprise, but by the end of the evening, I was completely hooked. The orchestra was fantastic and the music incredibly moving. And the way the performers were able to show their emotions and tell a story through movement was so impressive. I actually found it very exciting and I'll certainly go again.

Speaker 2

Look, you just can't beat the experience. I went to a festival last weekend. I know the tickets can be expensive these days, but you'd pay the same if you went to a good restaurant, wouldn't you? My friends and I try to go every month, but it really depends on who's touring and if they're playing anywhere near. For me, the real joy is being in a crowd of people. The atmosphere is so important. That's what makes it so different from playing the CD at home.

Speaker 3

One performer on an empty stage. That's how it started and I remember wondering how he was going to fill the time on stage. But as the act progressed, I realised that he didn't need any props, he didn't even need any words. With just a few simple movements and a different facial expression he pulled the audience into his world. We believed in the situations he created, we saw things that weren't there and shared his emotions. I laughed when it was funny and cried when it was sad. It was a great evening.

Unit 1.7

Exercise 2 (p. 18)

Speaker A

I'm what people call a white-collar professional. You know, the suits, the ties, the big office with a view. I must say it was quite tough getting to the top and now that I'm here it's pretty stressful. A lot of my colleagues play golf or squash when they want to let off steam after a hard day. I was never interested in that kind of thing. My wife is from the country so she's always had an avid interest in gardening. A few months ago, I was watching her plant some roses. She asked me for some help and for the first time in my life I actually got my hands dirty. It was amazing. I can honestly say I'm hooked.

Speaker B

On graduating, I got a fantastic job offer from a very reputable company. I worked my way up the ladder and anybody at the firm will tell you that I always got results. That is until management changed. The new boss is the type that likes to come in and shake things up. Well, he just has a different way of thinking. I can't work the way he wants me to. That's why I decided to take up my brother-in-law's offer. OK, so it's a totally different kind of thing to what I have been used to, but I'm enjoying it and I'm doing things the way I want to.

Speaker C

My husband and I got married very young and I worked in a supermarket so that he could finish his university degree. Our kids came along very quickly and by the time little Joey, our youngest, had started school I was still only twenty-five. I was bored being at home alone all day. My husband, Bill, heard about the Sociology courses being offered at the university in our town. Well, the people there were very enthusiastic about my secondary school grades and thought that I would do very well on their programme. They were right! Last week I got my degree. I don't know who was prouder, me or my husband Bill.

Speaker D

I was born and raised on a large cattle farm. Of course, at my house we ate a lot of meat. After I had grown up and moved to the big city, I saw no reason to change the way I ate. At least three times a week I was still cooking and consuming steaks and roasts and so on. Then I began having health problems. My doctor put it down to lack of exercise and the way I ate. His diagnosis really frightened me and since then I haven't touched a piece of beef. At first it was quite difficult, but now, two years later, I find I don't miss it at all.

Speaker E

After I had been married for five years, I got a great promotion at the bank and we decided we could now finally buy our first house. It wasn't anything fancy, mind you. It was old and needed a lot of renovations. Now, I've always been good with my hands so I decided I would do most of the work myself. Visitors always asked me who had done the work on the house, so I started to think about renovating houses on the side. Of course, with my regular job at the bank and now the work I do at the weekends, I rarely have a moment to myself, but I love doing it, and the extra cash is nothing to complain about either!

Speaker F

The city has many advantages. It was fun to begin with and there were lots of job opportunities and things to do. But we began to miss the simple things in life, like a walk on the beach and feeling more in tune with nature. We were both brought up in the country, so we took the plunge and moved here. Our city friends are amazed that we grow all our own fruit and vegetables and all the excess we trade with others for goods and services. Now, when I want my hair cut, my hairdresser accepts apples or potatoes instead of money.

Exercise 4 (p. 19)

Jerry: Hello, Olive. Are you OK? You didn't come to the after-school Explorers' Club meeting last night. We were worried.

Olive: Oh, there's really nothing to worry about.

Jerry: Did you get sunburn on the camping trip last weekend like I did?

Olive: Nothing like that, no. But on the way home, my tooth started bothering me. I don't know if you know, but my mum's a dentist, so she took me straight into her surgery.

Jerry: Oh, poor you! Did you have to get a filling or anything?

Olive: Yes, worst luck! But I'm fine now. But she told me I have to make sure I brush my teeth twice a day from now on.

Jerry: Well, you'd better pack your toothbrush, then, because we're going orienteering this weekend!

Olive: Orienteering? What's that?

Jerry: Basically, it's using maps to explore and to find your way from one place to another in the countryside. The Geography teacher, Mr Lane, gave us a talk about it that was really interesting.

Olive: Oh, I'm so sorry I missed that. It's something I'm really interested in. Did you take any notes?

Jerry: Better than that – I recorded the whole thing on my camera. If you like, you can come over and watch it at my place this evening. I warn you, though – it's quite complicated.

Olive: I don't think I'll find it too bad. I used to use maps with my dad when I was younger, so I just want to brush up on it. Where are we going to try it out?

Jerry: That's the best part. We'll be going to the South Downs on Friday evening and spending two nights camping out there. We're going to split into two groups and each will have a different route to get from the first night's campsite to the second night's one. The fastest team wins.

Olive: Oh, that's going to be great. I know the South Downs really well. That's where my Dad and I used to go. It's my favourite part of the south of England.

Jerry: I hope I'm on your team, then. I've only been there once before – though I adored it.

Exercise 6 (p. 19)

Interviewer: My guest today is Dr Scott Osten, a therapist who works with children using an interesting method. First of all, Scott, what makes child patients different from adult?

Scott: There are a number of things, but the most important is that a child with problems may not even realise they are suffering. A parent or guardian usually brings them to me and often the first few sessions are about earning their trust as they're rather suspicious. Only then can therapy begin. So that's the main thing.

Interviewer: So how do you do that? What's your trick?

Scott: Well, it's not a trick, but rather a technique. And a well-established one, too. Pet therapy began in 1960s, when renowned American child psychiatrist Boris Levinson began using animals in his therapy sessions with young

disturbed patients. It all came about when he noticed that having his pet dog in his office during sessions made the children more comfortable and, as a result, more willing to open up and talk about their problems.

Interviewer: How common would you say pet therapy is today?

Scott: These days pet therapy is widely used, globally. Many experts in therapy – and not just child therapy – have realised that animals can work miracles with patients, getting them to open up, as we said before, but also providing them with feelings of companionship, boosting their confidence and even improving their self-esteem.

Interviewer: Is there any hard evidence, Scott, that pet therapy works?

Scott: Of course! In 1977, two psychiatrists called Sam and Elizabeth Corson began a study where they allowed fifty patients to choose a dog from a local kennel. They were allowed to play with the dog they'd chosen at certain times during the day. After a brief period of time, the vast majority of them reported feeling happier and more independent. Their relationship with members of staff also improved. The two psychiatrists were quite amazed at the degree and speed of improvement, in fact.

Interviewer: Have there been uses for animals outside of the strict therapy role?

Scott: Well, another study in Australia involved a guide dog named Honey. Honey, a golden retriever, spent six months at a nursing home, interacting with the old people who lived there. At the end of the study, it was found that all sixty residents reported far fewer feelings of anxiety and an increased interest in other people. This was compared to another nursing home where no dog was introduced and which enjoyed no such improvement.

Interviewer: In other words, pet therapy should be used even more widely?

Scott: There's certainly an argument for that. People from the entire spectrum, from those suffering serious mental illness to the lonely, the isolated and the withdrawn members of society can all benefit. I think it's because animals are very non-judgemental. They're always happy to see you, never going somewhere...

Interviewer: What about people with real pets?

Scott: Simply having an animal in the home can be incredibly calming for the pet-owner. It seems that people who take care of pets are, perhaps unsurprisingly, more likely to be caring, sociable and never lonely. And it doesn't have to be some gigantic dog! If you live in a town or city, space might be limited, and a canary will have an equal effect.

Unit 1.8**Exercise 1 (p. 20)**

The Moscow Metro is one of the best underground train systems in the world. It was opened in 1935 as an eleven-

kilometre line through the city centre. There were thirteen stations. Today it has 196 stations and covers 327 kilometres. Its twelve lines carry 6.73 million passengers every day.

Exercise 3a (p. 20)

Student A

Public transport is very important in towns and cities. People who don't have a car or motorbike need a way to get around. Also, if everyone used a car, the city centres would be full of traffic and fumes.

Some people believe private cars should be banned from town and city centres. People would leave them in car parks around the edge of the centre. From there, they would move around by bus, underground train and taxi. But with no cars at night, city centres can be empty and dangerous places.

The best solution is the simplest one. A good public transport system with tickets at a reasonable price is very attractive to commuters. Charges for parking on city centre streets could subsidise the price of tickets. This would have the extra benefit of putting people off bringing their cars into the centre.

Student B

Public transport is very important in towns and cities. People who don't have a car or motorbike need a way to get around. Also, if everyone used a car, the city centres would be full of traffic and fumes.

Some people believe private cars should be banned from town and city centres. People would leave them in car parks around the edge of the centre. From there, they would move around by bus, underground train and taxi. But with no cars at night, city centres can be empty and dangerous places.

The best solution is the simplest one. A good public transport system with tickets at a reasonable price is very attractive to commuters. Charges for parking on city centre streets could subsidise the price of tickets. This would have the extra benefit of putting people off bringing their cars into the centre.

Exercise 3b (p. 20)

Student B

Public transport is very important in towns and cities. People who don't have a car or motorbike need a way to get around. Also, if everyone used a car, the city centres would be full of traffic and fumes.

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transport system with tickets at a reasonable price is very attractive to commuters. Charges for parking on city centre streets could subsidise the price of tickets. This would have the extra benefit of putting people off bringing their cars into the centre.

Exercise 6a (p. 21)

Student A

How much costs the ticket?

How many days lasts the festival?

What the most famous band at the festival will be?

Accommodation is included?

What the easiest way to get there is?

Student B

How much does the ticket cost?

How many days does the festival last?

What will the most famous band at the festival be?

Is accommodation included?

What is the easiest way to get there?

Exercise 9 (p. 21)

I've chosen photo number three. So, let me tell you about this photo. I took it last Christmas, when I went to the Swiss Alps for a skiing holiday with my Uncle Vladimir and his family. You can see the mountains in the background – aren't they big! In the picture, you can see Vladimir, his wife Katerina, her sister Magda and their daughter Petra. Petra's ten years old and she's so cute, with her long blonde hair and cheeky smile! I took this picture when we arrived at the chalet after a long drive up the mountain. As you can see, they're all wearing very warm clothing, because it was very cold up there – there's snow on the ground! We were unloading the car and bringing our things inside. It was a lot of work, so everyone was pleased to take a rest and pose for some pictures! They are all feeling very happy because my uncle and aunt work very hard and they don't get the chance to have many holidays. Also, they hadn't seen me for nearly a year! I took the photo because I wanted to remember that day, when we were all together. I often take it out and look at it, and remember the lovely time we had there. I wanted to show it to you because I've talked about them and the holiday I had with them so much, so I thought you might be interested in seeing what they're really like.

Unit 1.12

Exercise 2 (p. 28)

Jane: Where've you been, Mark? I haven't seen you for ages.

Mark: I've been at university in Liverpool.

Jane: Liverpool, eh? I've been there. Did you have problems understanding the locals? They have a very strong accent, don't they?

Mark: I couldn't understand some things at first, but after a while I got used to it and now it's no problem whatsoever. It's not just the way they pronounce the words, either. They actually speak their own dialect, called Scouse.

Jane: How do you mean?

Mark: I mean they have their own words for some things. Instead of food they say 'scran'. Thank you is 'ta'. They don't say lots of, they say 'bags of'. When I first went out with some friends from Liverpool, I needed a dictionary to understand what they were saying.

Jane: But the grammar's the same, isn't it?

Mark: Not always. Instead of 'we were playing', they might say 'we was playin.'

Jane: So what are you studying at university?

Mark: English!

Unit 1.13

Exercise 6 (p. 31)

After a while, with the parrot's help, the Doctor learnt the language of the animals so well that he could talk to them himself and understand everything they said. Then he gave up being a people's doctor altogether. Old ladies began to bring him their pet dogs who had eaten too much cake; and farmers came many miles to show him cows which had the flu, and sheep with broken bones.

One day a plough-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language. "You know, Doctor," said the horse, "that vet over the hill knows nothing at all. I am going blind in one eye. But that stupid man over the hill never even looked at my eyes. What I need is spectacles."

"Certainly," said the Doctor. And soon it became a common sight to see farm-animals wearing glasses in the country round Puddleby; and from then on there was never a blind horse.

Once an Italian organ-grinder came round with a monkey on a string. The Doctor saw at once that the monkey's collar was too tight and that he was dirty and unhappy. So he took the monkey away from the Italian, gave the man a shilling and told him to go away.

MODULE 2

Unit 2.2

Exercise 7a (p. 41)

The circus coming to town used to be the highlight of my year, but that was before I found out how those poor animals are treated. Do you know they often live in poor conditions and cramped cages? That's just unacceptable. How would we feel if we were kept in tiny spaces and only allowed out when it's time to perform? It's not surprising the animals are stressed and exhausted. It's not an appropriate home for a wild animal. It seems a real shame to me that they constantly

have to travel from one town to the next. Wild animals should be in their natural habitats and living behind bars clearly won't do. In my opinion, it's a disgrace!

Unit 2.4

Exercise 11 (p. 45)

Rosa: It was unbelievably frightening. I went out into the street and people were just running about, shouting and screaming in the rain. Some pipes must have burst because the street was flooded. I tried to get as many people as I could away from the building as it might have collapsed at any moment. But as I was doing that, there was an aftershock and everyone panicked. It was a long time before the authorities said it was safe to go back inside.

Liam: You just don't expect something like that when you're on holiday, do you? At the hotel, everyone was talking about a weather system coming in from the south. I've never seen anything like it. It all happened so suddenly. The roof was shaking like it was going to come off. Trees were blowing over and all the pool furniture was flying around in the pouring rain. We spent the rest of the holiday helping the locals tidy up.

May: It was the noise that was worst of all. I mean, you might have seen it happen on TV but really being there is something else entirely. It was like thunder but it just carries on and gets louder and louder as it gets closer. From the hotel we could see it. It looks like a huge white cloud, but don't let it fool you. That's a solid wall of snow and you don't want to get caught up in that, I can tell you!

Unit 2.6

Exercise 10 (p. 49)

Ann: I don't see what all the fuss is about, Ben. It seems to me that extreme sports involve a lot of showing off. Most of the people who do them are young men so I think they like to think of themselves as action heroes or something.

Ben: You may have a point, Ann, but you get to test your limits with extreme sports in a way that nothing else comes close to especially as many people these days have boring sedate jobs in offices. I need the thrill and adventure that extreme sports offer.

Ann: If you're talking about windsurfing and snowboarding then I will agree but sports like base jumping, sky diving and mountain climbing are just too dangerous. You are risking your life more than testing your agility.

Ben: No, sorry. I can't agree with you Ann. There is an element of danger involved, that's true, but most people aren't so crazy that they will jump out of an aeroplane or climb a mountain without the proper equipment and the proper training.

Ann: They may get the training to start with but then once they've been doing it a while they start to take

more and more risks. They need to be more daring to get the same thrill as before. It's like they get addicted to the danger and so they need to do more dangerous things to feel an adrenaline rush.

Ben: Hmm. I suppose that's possibly true for some people – but not for me.

Ann: We'll see. Time will tell I suppose.

Unit 2.7

Exercise 1 (p. 50)

Speaker A

When I was fifteen, I heard a brilliant song on the radio. I couldn't understand how anyone could set such amazing words to equally amazing music. It really made me want to become a songwriter. As things turned out, I entered the banking industry! But I wasn't happy. It simply wasn't me. So, last year I threw in the towel, stopped my job and moved to the country to follow my dream. It's the best decision I ever made!

Speaker B

I was never what you call a couch potato. I always played a lively game of squash with the boys from the office. Then I had a mild heart attack. I had to completely change my diet but the doctors still allowed me to do some running. I decided to run to raise money for research into heart disease. That meant training gradually, in stages. The day I finally managed to complete the 20-kilometre run was one of the proudest in my life

Speaker C

When I first walked through the doors, and saw all those strange faces and unknown rooms and corridors, I felt my knees knocking. I really thought I was going to faint. Why did dad have to accept that promotion? Why did we have to leave the town I had grown up in for the past twelve years? I knew the answers to both questions. My father wanted to make a better life for me and my mum. I took a deep breath and promised myself to make the best of it.

Speaker D

Kim and I had always been best mates. We went through everything together: first day at school, first heartbreaks, even entering the same university. It wasn't until we both got married to our different partners that we fell out. I told her she was ruining her kids by spoiling them. After that, we stopped speaking! It was only after coming across a hilarious old photo of the two of us that I realised what an idiot I had been. I phoned Kim up to apologise and she was overjoyed.

Speaker E

I had bad asthma as a young child. I couldn't join in with other children in normal outdoor activities like swimming and running. I was always known as 'the kid who couldn't breathe right' and that made me feel really bad. Gradually, however, I

started to grow out of my asthma. When I was about fourteen, an athletics coach took me under his wing and my confidence began to grow. With his support I began to feel I could accomplish anything I wanted. That was a great feeling!

Speaker F

I've been working for the same company for about fifteen years. I've got quite a good position and the job is interesting. A couple of years ago, I was offered a promotion and to everyone's surprise I turned it down. The pay would have been better, of course, and that was quite tempting. But in the end, I realised I just didn't want the extra responsibility. It would have meant travelling on business trips, too, and I didn't want to be away from my family either.

Exercise 2 (p. 50)

Cormac: Hi, Ruby! Are you all ready for the end-of-term exams next Monday? It's English first, isn't it?

Ruby: Hello, Cormac. Don't remind me. English followed by History and then Geography. I've been revising for the past two weeks. There's so much stuff to read!

Cormac: But you're always so well organised with your revision. I don't know how you do it. I always seem to leave things to the last minute. What's your secret?

Ruby: Well, I read through everything once and take notes of the most important points. Then I close my notebook and write out the notes again from memory. And just to make sure, I go through them mentally in my head a third time.

Cormac: Wow! That's a lot of effort! I read something once and find I can usually remember it. My problem is not leaving myself enough time before the actual exam. There always seems to be something else going on! Like last summer, for instance.

Ruby: Was it one of your tennis tournaments?

Cormac: Actually, it was my cousin Brett's birthday – the day before the Maths test! I only stayed two hours at his party because I wanted to go home early to study. I thought I had plenty of time but in the end I sat up all night cramming. I only just passed the test! I should have planned my revision better.

Ruby: I see. So what are your plans this weekend? Any parties on your list?

Cormac: Of course not! I'm going to try and be like you for once – stay in both days and do some organised revision. What about you?

Ruby: Actually, I'm going to take Sunday off to relax before Monday morning. I've revised all the English and History stuff. I just have a few chapters of Geography to read. I can do that on Saturday.

Cormac: Yeah, and I've got to read some poetry for the English exam. Mr Briggs said there'll definitely be a poetry question. ... Ruby ... what's the matter? Are you all right?

Ruby: I don't believe it! I've revised all the novels and plays but I completely forgot the poems! Now I'll have to spend all Sunday studying instead of going out for a picnic, like I planned!

Cormac: Cheer up – it's not that bad! Why don't you come over to my house on Sunday? Then we can study together.

Ruby: Good idea! I'll come round after lunch. Then we can quiz each other on how much we've remembered ...

Exercise 3 (p. 51)

Interviewer: Most of us find it challenging just holding down a regular full-time job, never mind finding time to do volunteer work. Steve Johnson works as a volunteer mountain rescuer in his spare time. Steve, thanks for coming to share your experiences with us.

Steve: You're most welcome.

Interviewer: Can anyone do rescue work?

Steve: People from all walks of life can attend classes part-time at special search and rescue academies. Some even go on to obtain entry-level qualifications. Many have a love of the outdoors and are experienced climbers. One thing they all share is enthusiasm and dedication.

Interviewer: How do the academies go about teaching people to be rescue volunteers?

Steve: Oh, they often recreate a past search mission. It's fictional but it gives trainees the opportunity to test skills like tracking down lost individuals, freeing trapped victims or rescuing an injured hiker from a cliff face. It really is excellent practice before the real thing.

Interviewer: So how does it feel to be out there actually rescuing someone?

Steve: Believe me, it can be an emotional roller-coaster. You feel proud to be out there helping but you can get so frustrated and even angry at times. Some people don't appear to use any judgement whatsoever. They set off in normal clothing with just a little rucksack – no rope, no helmet – they have no idea of the basic guidelines and how these things can make all the difference in an emergency.

Interviewer: Do you recommend climbers and hikers use a Global Positioning System when they're up in the mountains?

Steve: A GPS can give you a very precise indication of your position alright, but it isn't much use to you if the batteries go flat! No, I am not all that keen on these modern systems because they can so easily fail you just when you need them most. In fact, the only electrical item on my list of essentials is a good waterproof torch – you might find yourself caught out in the dark.

Interviewer: I guess water is on the list too, right?

Steve: Well, you won't get very far without it. You should always carry water with you. It depends on the time of year but, generally speaking, you cannot rely on collecting rainwater in an emergency. And you need to make sure that any water you get from streams is safe to drink.

Interviewer: Has your attitude to volunteer work changed over the years?

Steve: Since becoming team leader I have taken on far more responsibility, but it's a great honour for me to do the job.

Rescue is all about problem solving skills and communication. You have to select people you know can get the job done. You need to communicate the plan to everyone involved – and you need teams that can get it done effectively in good time.

Interviewer: What advice do you have to keep mountaineers from becoming rescue candidates?

Steve: Mountaineering is a serious sport. That means you can't just go out and do really hard routes with no real knowledge. The key components to safe climbing are good equipment, good experience and good judgement. You can't prevent 100 per cent of accidents, but many are avoidable. Climbing can be very safe if you go into it knowing the risks, knowing your limits and acting accordingly.

Unit 2.8

Exercise 2a (p. 52)

Student A

At times, we all face challenges in life. They can be either physical or mental ones. Sportspeople, for instance, are out to win a game. Students are challenged when they have to sit exams. These are just two examples of demanding situations people face. Of course, there are many more.

The key to meeting a challenge successfully is preparation. Success does not just drop into our laps. We have to work for it. Athletes need to be physically fit. That means training hard for long periods. Otherwise, they have few hopes of winning. Likewise, students must study hard and revise if they want to pass an exam.

Putting in an effort increases your chances of success. But there are other benefits too. For one thing, you learn to believe in yourself. Knowing that you can overcome difficulties boosts your confidence. Preparing for a challenge also gives you a healthy determination to succeed. After all, you don't want all your efforts to be wasted!

Student B

At times, we all face challenges in life. They can be either physical or mental ones. Sportspeople, for instance, are out to win a game. Students are challenged when they have to sit exams. These are just two examples of demanding situations people face. Of course, there are many more.

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Exercise 2b (p. 52)**Student B**

At times, we all face challenges in life. They can be either physical or mental ones. Sportspeople, for instance, are out to win a game. Students are challenged when they have to sit exams. These are just two examples of demanding situations people face. Of course, there are many more.

The key to meeting a challenge successfully is preparation. Success does not just drop into our laps. We have to work for it. Athletes need to be physically fit. That means training hard for long periods. Otherwise, they have few hopes of winning. Likewise, students must study hard and revise if they want to pass an exam.

Putting in an effort increases your chances of success. But there are other benefits too. For one thing, you learn to believe in yourself. Knowing that you can overcome difficulties boosts your confidence. Preparing for a challenge also gives you a healthy determination to succeed. After all, you don't want all your efforts to be wasted!

Exercise 4a (p. 52)**Student A**

How long are the mini-breaks?

What are the camping facilities like?

What types of activities can I do?

Are lessons available for the activities?

Student B

How long are the mini-breaks?

Is there an age limit?

What are the camping facilities like?

What types of activities can I do?

Are lessons available for the activities?

Exercise 7 (p. 53)

In the first photo, an architect is designing a building on his drawing board, while in the second photo, a female journalist is interviewing someone. Both pictures show people seriously involved in their jobs. They both seem to be enjoying what they're doing, as well. A major difference is the location. The man is working indoors in his office, whereas the woman is getting her story out on the street. Another difference is that the architect is working on his own independently rather than interacting with other people, like the journalist. The architect's bright airy office is no doubt a good place for him to be creative. He probably works there to be quiet and have no interruptions. On the other hand, the journalist seems to like being in a public place. I expect she enjoys having an audience watching her while she is doing her interview. In spite of these differences, both jobs are highly professional and require periods of specialised training. They also carry considerable levels of responsibility in different ways: an architect is responsible for designing safe buildings and the journalist needs to present facts in a fair objective way. For

me, the more challenging job is that of the journalist. They have to work all kinds of hours to get a story, often in difficult or dangerous conditions. Also, they need to keep up with what's going on in the world around them and have a good knowledge of how to use the new social media.

Unit 2.14**Exercise 6b (p. 65)**

Even though it is normal to think that a drought is a natural disaster, the drought in *The Burning World* is caused by man. Normally, seawater evaporates and forms clouds. These clouds are a collection of water, and when it rains the water is released. In *The Burning World* there is no rain because this normal process has been interrupted. The problem in the novel began when pollution and industrial waste was deposited into the ocean. Over many years the sea developed a thin layer of chemicals on its surface because of the pollution. This layer stopped seawater being evaporated by the sun, which meant no clouds, and so no rain.

MODULE 3**Unit 3.1****Exercise 1 (p. 72)**

Host: Today our special guest is Mike Maxwell from *The Really Wild Show* here to tell us all about giant tortoises. Hello Mike and welcome to the show.

Mike: Thanks for having me.

Host: So, Mike what can you tell us about Galapagos giant tortoises?

Mike: Well, Galapagos giant tortoises are one of the most ancient reptiles on Earth. Unfortunately, many species are now extinct as they were hunted as food by sailors for many years. Ironically, they grew to be giants because they didn't have any natural predators to hide from.

Host: How big do they actually get?

Mike: They can grow up to a metre long and weigh up to 250 kilos.

Host: Wow! And don't they live a long time too?

Mike: Yes, what most people know about them, if nothing else, is that they can live to a very old age, at least 100 years old.

Host: I bet they don't do much running around then, being so heavy and old.

Mike: Well, they may not run, but they are active for most of the day. They spend most of it eating large amounts of plants.

Host: Are they vegetarians then?

Mike: Yes. They have a plain diet of plants and water and they can go for some time without water if need be.

Host: What about breeding?

Mike: The breeding season is usually at the end of the hot

season. The females lay between 2 and 16 eggs at a time, the size of tennis balls, and the young tortoises hatch after around 130 days.

Host: Well, that was really interesting Mike and now we'll go to the phones so you can answer some questions from our listeners. ... Who's on Line 1? ... (fade)

Unit 3.2

Exercise 3 (p. 74)

- A:** There are an awful lot of stray dogs roaming the streets lately.
- B:** I've noticed that too. There are a lot of stray cats, as well. Someone should do something about it.
- A:** That's not likely to happen on its own. Why don't we do something?
- B:** Like what?
- A:** Well, for a start we could write a letter to the local council.
- B:** Do you think that would work?
- A:** Perhaps. We could also approach the local animal shelter and any animal charities to see if they are aware of the problem and can do something to help.
- B:** That's a good idea. We could also volunteer to help them with whatever action they decide to take.
- A:** Now, you're talking! I think it's easy to change things for the better if you just put your mind to it.
- B:** Yes. I feel very positive now. Let's get started.

Unit 3.4

Exercise 8 (p. 79)

Mike: What do you think about space exploration, Sally? Is it worth the cost? I can't help thinking that we should spend more money here on Earth instead of spending it in space.

Sally: Look Mike, the money we spend on space exploration does actually get spent on Earth, you know. Most of it is spent on manufacturing and research and development, which creates jobs, and a lot of the money goes to pay people's salaries and benefits.

Mike: Yes, but I'm talking about solving social problems such as poverty, poor housing and better healthcare. Surely, it's more important to put food in people's mouths, give them affordable healthcare and better places to live, rather than put a man on the moon?

Sally: I see what you're trying to say, Mike, but did you know that the actual amount of money spent on space exploration is tiny compared to government social expenditure? In fact, last year, the money allocated to NASA was 0.5% of the US national budget while the money allocated to social programmes was almost a hundred times that.

Mike: Still, it is in the billions of dollars and I think it could be better spent on feeding the hungry, tending the sick and housing the homeless.

Sally: Americans spend twice as much money on tobacco every year as is spent on space exploration and three times as much on alcohol. Neither of which produce the benefits that space exploration does, such as scientific and technological advances, not to mention the fact that millions of young people are inspired to become scientists or engineers because of the space programme.

Mike: You make some interesting points, Sally, but I think we are going to have to agree to disagree on this issue.

Sally: Yes, I suppose so.

Unit 3.6

Exercise 8 (p. 83)

- A:** I'm glad we came here. It's really nice.
- B:** Yes, it's my favourite restaurant and the food is really good.
- A:** Great, because I'm starving!
- B:** OK, then. Have you decided what you're going to have?
- A:** Yes, I'll have the soup to start. How about you? What would you like to start with?
- B:** I think I'll have a green salad. Would you like to share a pizza for the main course?
- A:** No, thank you. I think I'll try some pasta.
- B:** OK. But I don't think I can eat a whole pizza by myself.
- A:** Never mind. You can always take what you don't eat home with you.
- B:** That's a good idea. OK, then. What about something to drink?
- A:** Cola for me.
- B:** Me, too.

Unit 3.7

Exercise 1 (p. 84)

Speaker A

I don't think it is a good idea. I mean, there would be the expense of keeping and feeding it. And what happens if it gets sick – vets cost a fortune! OK, so it would have a great home and someone to look after it, but what would happen when we wanted to go on holiday? Who would look after it then? Of course, it would be lovely to have a puppy around the place but I really think we should give it a bit more time before coming to a decision.

Speaker B

The human race should be ashamed of itself for doing this to these animals. I know thousands of acres of natural habitat are disappearing, so we need to do everything we can to help animal species survive, but are these conditions really appropriate? As funds are cut, enclosures are getting smaller and there are very few plants. Visitors buy into the idea of conservation and education, which are good things, but I truly believe that animals belong in the wild.

Speaker C

My colleagues and I are passionate about our work. We love and respect the variety of creatures in our world and want to protect them for future generations. The natural world is affected by the irresponsible actions of human beings. Air pollution threatens wild habitats and national parkland. The seas are used for the disposal of toxic waste with little thought for sea-life. Also, modern fishing techniques and the destruction of ancient forests, not to mention global warming, mean many of the world's rarer species will soon be extinct. We are working hard to change all these things.

Speaker D

It is encouraging to report that in many of the world's zoos, breeding programmes are helping the numbers of endangered mammals, birds and reptiles grow. Monitoring habitats also shows that it is possible to successfully reintroduce species into the areas they previously occupied. In Australia, there have been many successes with such re-introduction programmes. In the wild, population sizes often increase if habitats are restored and threats removed. America has also had its successes with endangered species and numbers of many creatures are on the increase, including humpback whales, American bald eagles, grey wolves, peregrine falcons and grizzly bears.

Speaker E

I couldn't live without Zora. She's my ears. She communicates by putting her paw on me. Once she has my attention, she leads me to wherever the noise is coming from. I remember one Christmas when my youngest son had fallen off his new bicycle. Zora heard him crying for help and she came to get me. She led me straight to him. Fortunately, he wasn't too badly hurt and soon recovered. I was born deaf and Zora has made a world of difference to my life!

Speaker F

It's not that I've got anything against people keeping animals. Not at all. In fact, we've had our cat for nearly ten years now and she's definitely a part of the family. No, what I object to is keeping wild animals in the home. You hear of all sorts: monkeys, reptiles and other potentially dangerous creatures. As far as I'm concerned it's irresponsible and cruel. Wild animals should either live in their natural habitat or in zoos with professional keepers.

Exercise 2 (p. 84)

Morgan: So, Louise, do you have any plans for the weekend?

Louise: Yes, Morgan, I do, actually. I've got a really exciting weekend planned. My dad and I are going on a fishing trip. We're leaving early on Saturday morning and coming back on Sunday night.

Morgan: Wow! I didn't know you liked fishing, Louise. Is it sea-fishing or are you going to a river or lake to fish?

Louise: There's a lovely river we always go to, and we bring a tent so we can camp on the bank for the night. You see, my dad and I fish for carp, which is a freshwater fish. It's also one of the smartest fish around, and very hard to catch.

Morgan: And tell me something, Louise – do you eat the fish that you catch?

Louise: You can eat carp, but I never have, so I don't even know what it tastes like. In the UK it's more of a sport fish, which people try to catch for the challenge. Then we take a quick photo and release it again. Why, are you against eating fish?

Morgan: It depends on the fish. Some species – especially ones from the sea – have been so overfished that their numbers are getting low. I always check which ones are in this situation before I go fishing.

Louise: So you like fishing too, Morgan! Why didn't you say something? We should arrange a trip some time.

Morgan: The only problem is that I go sea-fishing. My uncle has a little boat and we go to a great place we know between two islands, about an hour away from the harbour. There are always lots of fish there.

Louise: And if you catch a fish that's rare, what do you do? Throw it back in?

Morgan: Of course. But if it's a common fish, and not too little, we bring it home for supper. There's nothing like the taste of fresh fish!

Louise: I couldn't agree more. Fish and chips is probably my favourite meal of all! But, you know, we really should arrange to go fishing together some time. I wouldn't mind trying a little sea-fishing.

Morgan: Do you know what we could do? You could come sea-fishing with me and my uncle, and I could come carp fishing in the river with you and your dad! What do you say?

Louise: I'm not sure about my dad – he likes his peace and quiet! But we could go.

Exercise 3 (p. 85)

Interviewer: Now, our next guest, Jane Hargreaves, works at Bradgrove Zoo and organises a volunteer programme there for teenagers each summer.

Jane: Hello, Brian.

Interviewer: So Jane, what exactly do your teen volunteers do?

Jane: Well, the volunteers mainly assist the zoo's education department by doing what we call 'interpreting', which simply means speaking to the visitors of the zoo about conservation. The teenagers need to be quite well informed in order to do that, so each volunteer has to attend a training programme at the zoo.

Interviewer: And how long does this training last?

Jane: Well, teens who've been a volunteer before just do a quick course that lasts for three days, but those who are

volunteering for the first time attend a two-week course. Generally, they spend a week and a half learning about the environment in various fun ways and then the last three days are spent learning games and activities for children.

Interviewer: ... and then, I gather they pass on the information they've learnt ...

Jane: Exactly. The volunteers particularly enjoy teaching young visitors through games that they have learnt during their training. For example, we have created one game to explain recycling to children. It's called 'Toss it in', where the participants are given different items of household rubbish which they have to throw into the correct bins.

Interviewer: So, tell me, Jane, is there anything else that the volunteers do?

Jane: Yes, they also actively participate in various conservation projects. Examples of projects are putting up nesting boxes for birds around the zoo and planting trees, flowers and plants. The teens work in various different teams, which is one of the main reasons why the volunteers find the programme so enjoyable. This, of course, not only enables them to make new friends, but also to develop their teamwork skills.

Interviewer: So what should teenagers listening who think they might like to become a volunteer do?

Jane: Well, probably the best thing is to take part in one of the zoo's 'volunteer safaris', which are opportunities to visit the zoo for a day and see, first hand, what the volunteers do. They are organised once or twice a month from September to January and then about once a month until June. The next one will actually take place next week, but that's fully booked, so the next one after that will be in May.

Interviewer: So any teens interested should book their place really soon?

Jane: Yes, definitely.

Interviewer: And are there any special requirements?

Jane: Yes, applicants must be at least 13 years old by 1st January and not older than 18 by 1st June of the year they will be volunteering. In exceptional cases, we may allow a 12-year-old to join the programme – if they have already had some previous experience working with animals, for example.

Interviewer: Apart from the experience, does volunteering have any other benefits?

Jane: As you say the experience is unique. Great for your CV if you want to go into zoology. But also, all volunteers are entitled to free zoo admission, plus tickets to give to family or friends. Oh, they also get a discount at the gift shop, too!

Interviewer: Jane, thank you so much for coming.

Unit 3.8

Exercise 2a (p. 86)

Student A

The most important work zoos can do is to help endangered species. All good zoos should set up breeding programmes. Many already have, of course. Thanks to the work of Chinese zoos, for example, the panda has been brought back from the edge of extinction. However, many other animals will disappear forever if nothing is done.

Another important job zoos do is educate people about the environment. Zoos inspire an interest in nature and teach people about wildlife. When visitors realise the problems animals face, they usually want to do something about it.

There are critics who say that no wild animal should be kept in a cage. But most good zoos are careful to make each animal's home as comfortable as possible. The days of zoos with tiny cages and unhappy animals are happily coming to an end. As long as zoos are not cruel, they definitely do more good than harm.

Student B

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Exercise 2b (p. 86)

Student B

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Exercise 4a (p. 86)

Student A

How much does the diet programme cost?
 How many days does the diet programme last?
 What kind of food will I have?
 How many meals do I get every day?
 Are there any special offers available?

Student B

How much does the diet programme cost?
 How many days does the diet programme last?
 What kind of food will I have?
 How many meals do I get every day?
 Are there any special offers available?

Exercise 6 (p. 87)

I've chosen photo number two. So, about this picture ... I took it last summer, when I went to the zoo with my aunt and my little cousin Litsa. Those are the people you can see in the background of the picture. It was a warm day so Litsa's wearing a light blue dress and a sun hat. She's got lovely blonde hair and green eyes. Her mother's wearing a coral dress. Her name's Auntie Catherine and she's my mum's sister. They look very alike, except my mum's got darker hair. The animals you can see in the foreground of the picture are giant tortoises. They're huge, aren't they? My cousin Litsa couldn't believe how big they were. She was amazed! She said she'd love to have one at home so she could ride it like a horse. We saw everything at the zoo – tigers, elephants, big snakes, bears – but the giant tortoises were the animals little Litsa loved the most. This was actually the second time we came to see them – that's how excited Litsa was about them. So I felt I had to take a picture to remember the occasion. I was dying to show you this photo because we were talking about Lonesome George the giant tortoise in class recently, and I remembered I had seen some of these incredible animals up close. The zookeeper there said one of them might be over one hundred years old! Imagine that!

Exercise 8 (p. 87)

In the first photo, we can see a boy looking through a telescope. A woman is helping him and there's another boy behind him, waiting his turn. In the background, we can see an observatory. In the second photo, we can see a child looking at the fish in a huge aquarium. Both pictures show students on school trips. A major difference is the location. The first is, as I said, at an observatory, and the other at an aquarium. The first one is taken outdoors, though the kids will probably go

indoors at some point, while the second is indoors, though I suppose it could have outdoor sections. A trip to an observatory would probably involve some kind of a lecture about the stars, some interactive activities and views of planets and the moon, perhaps, that you could never see elsewhere. An aquarium is very beautiful and you'd get to see tropical fish and sharks and other sea life that you'd have to go to the Caribbean to see. For me, the most interesting school trip would be to the aquarium. A trip to the observatory is very educational, but it might be a little dry for some students, and I would worry that they would get bored. At the aquarium, they would see live creatures, as if they were under the sea with them. They would learn and be entertained at the same time.

MODULE 4

Unit 4.2

Exercise 3 (p. 106)

- A:** How was your holiday, Lacey?
B: Oh gosh, I don't know if I can call it a holiday.
A: Really? Why? What happened?
B: Well, for a start I didn't get a minute's peace and quiet.
A: But I thought you stayed in a lovely resort.
B: Yes, but I didn't know that it was right next to several night-clubs.
A: Oh, my dear.
B: And on top of that, the food was terrible and Harry spent two days in bed sick.
A: Are you serious?
B: Yes, and I was completely exhausted by the end of the week. I don't know how I'm going to work today.
A: Don't worry. We're not very busy anyway. Now, you go to your desk and I'll get you a coffee.

Unit 4.3

Exercise 1 (p. 108)

John: I have a very busy life. I work in the city in a very stressful job but I always make sure I take 3 weeks every year to go somewhere nice and unwind and get rid of all my pent-up stress from my job. I like to get as far away from the city as I can and take in the sights and enjoy the beautiful scenery. I don't do anything too energetic; just a bit of walking and swimming. I try to visit places that have some history because that's something I'm interested in and I like architecture, too. This year I've booked to go to Thailand.

Lynda: I get away for two weeks every year with my friends. We usually go to a resort and stay in a nice hotel. We sunbathe, swim and go out every night on the town. We always have a fantastic time and spend far too much; but who cares – it's only money, right? We eat out at restaurants and buy funny souvenirs for our families and come back tired from burning the candle at both ends, but it's worth it.

Steve: I go backpacking whenever and wherever I can. It's all about being on the road. I don't really care where I'm going or how I'm going to get there as long as I enjoy getting there. I like to go with the flow and take everything in and make the most of every situation. I'm interested in learning about local traditions and customs of the places I visit and I like to sample the local dishes and delicacies too. I think it makes me a more interesting person and the more places I go to the more I learn.

Marta: I have a list of places that I've always wanted to go to, and one by one, as and when I can, I will go there. So far I've been to Niagara Falls and the Grand Canyon in the USA. In Europe I've been to London and Paris and my next trip is to Barcelona. Other places I want to go to are Uluru in Australia and the Great Wall of China.

Unit 4.4

Exercise 3 (p. 110)

- A:** So have you looked through the brochure? Any ideas where we should go?
- B:** Well, there are a few places I like the look of, but first we should decide what type of holiday we want.
- A:** Yes. I fancy a beach holiday. What do you think about the Costa del Sol in Spain?
- B:** I suppose so, but I'm not that keen on spending the whole holiday on the beach. I want to do some sightseeing too.
- A:** How about Egypt then? It has both hot weather and ancient sites.
- B:** We could go there I suppose. It does sound interesting but I think it might be too hot there.
- A:** Alright then. What do you suggest?
- B:** Why don't we go to a Greek island? Then we will have it all, beaches, culture and nightlife.
- A:** OK. Sounds like a plan to me. Let's go to the travel agent's and sort it out.

Unit 4.5

Exercise 1b (p. 112)

Laura: I go every Saturday. It's the best place to find bargains and unusual things that you can't find in the shops. They have new things and second-hand things. I just love finding vintage clothes by top designers for a fraction of the original price. All the stall holders know me by name now so it's a social thing for me too.

Cliff: I absolutely hate shopping. I can't stand all the pushing and shoving during the sales and not being able to find anything any other time. So I get everything I need online. It's so easy and convenient and everything gets delivered to my door. I never miss anyone's birthday now either and I can send the cards and gifts straight to them. I

find generally that most stores offer a discount for buying online, too so it's good news all round for me.

Ann: I like to go to the huge shopping centres even if they are out of town. I find it so convenient to have all the shops under one roof and cafes and restaurants right there too for when you need a break. I like to stick with brand names and well-known shops so it makes sense.

Dave: I'm not much of a shopper but I like to help out the local community. I know it's probably a bit more expensive than the supermarket but if I need anything I just pop to the local shop and spend my money there. The shopkeeper is a friendly man and we have a little chat about the weather and so on. I like it. It's more personal than wandering round a huge hypermarket not talking to anyone and being told to 'have a nice day' by someone insincere.

Unit 4.6

Exercise 6 (p. 115)

- A:** Can you change the oil as well as give it a wash and a polish, please?
- B:** Of course. It'll be ready this afternoon.
- A:** That's fine. What time shall I come back?
- B:** Around three.
- A:** OK. Thanks.
- A:** They really suit you.
- B:** Do you think so?
- A:** Yeah. They look great on you.
- B:** Thanks. Shall I buy them, then?
- A:** Absolutely.
- B:** Oops! I don't think so. They're a bit expensive.
- A:** That's a shame!

Unit 4.7

Exercise 1 (p. 116)

Speaker A

Shopping in a bazaar means bargaining to get a reasonable price. That's the way they do business there! When I asked for the stall owner's 'best price' for a picture I liked, he named a ridiculous sum. I laughed and offered him much less. When I stuck to my price, he got angry and called me a 'cheap tourist'. I got angry too and walked away. But I learnt later that in local currency I had been offering not ten pounds but ten pence. No wonder the man was annoyed!

Speaker B

I'm a shopaholic. So when visiting my sister in the city, she took me to an area she called a 'shopper's paradise'. Sadly, everyone had the same idea that day and the streets were flooded with shoppers. I was so jostled and pushed in the couple of shops I did manage to get into that I couldn't wait to get home. After that exhausting experience I think I'll forget shopping next time and just relax with my family!

Speaker C

We had been exploring the city all day and needed a break. So when the kids spotted a small ice cream shop it seemed like a good idea. The large selection of flavours and toppings was impressive and the children got very excited. Then I caught sight of the prices. Four euros a scoop! I just couldn't believe it! Anyway, by that time the kids were so eager I just couldn't let them down. A good thing I had some extra cash on me that day!

Speaker D

Just as I got to the airport, I remembered it was my niece's birthday the next day! I had to bring her back a present and the only thing I could find was a little doll. You could feed it with a bottle and it cried when it was hungry. In desperation, I bought it, but when my niece opened her gift the next day the bottle was missing! She liked it anyway, but that's the last time I buy expensive toys from the airport.

Speaker E

I just had room for my last-minute purchase in my suitcase. It was a large, tall and expensive crystal vase for my mother. I packed it carefully so it wouldn't break. It was only when I was checking my travel documents that I realised I had no cash left! I had spent it all on the vase. That meant I couldn't take a taxi to the airport but fortunately I still had a travel card to use on the underground. It meant lugging a heavy suitcase around, though!

Speaker F

I never really understood the attraction of shopping. To me, it was always just a chore and a bore. Then I met Jenny. She took me round the new shopping mall and it was quite an eye opener. I felt as if I was stepping into a whole new fantasy world. It was so enjoyable that I began to understand why people go shopping for recreation. Alluring shops help you forget all your problems for a while.

Exercise 2 (p. 116)

Jane: Sam don't forget that this Saturday will be Buy Nothing Day. What are you going to do instead of shopping?

Sam: Actually I don't understand what it's all about. I saw something on the TV last night about it, but I missed the first part, so you can tell me.

Jane: Well, the idea is that people should spend one whole day without doing any shopping. In the Buy Nothing Campaign they say that consumerism has got out of hand and they want people to kick the shopping habit and turn to life instead.

Sam: That sounds a bit much.

Jane: I suppose it's a slogan to catch people's attention and make them think about the issue of commercialism. It's sad really when we come to a point where we think we can only buy happiness. What's more all this consumerism affects the environment.

Sam: You're right there. We were discussing environmental issues in school last week. Did you know that the developed countries consume over 80% of the Earth's natural resources, even though they make up only 20% of the world's population?

Jane: That's crazy. I think Buy Nothing Day is a good place to start questioning our buying decisions and remind ourselves that happiness is a priceless commodity.

Sam: What might happen of course, is that people will simply buy twice as much the day before or after now that we have Sunday trading and shops are open 7 days a week.

Jane: I hope not. It would be nice to think that people gave a thought for the environment and developing countries too.

Sam: Oh yes, the effect of transporting products all over the world and the carbon footprint – that was something else that we studied at school.

Jane: I'm looking up 'carbon footprint' on the Internet here because I don't understand the term. It says here carbon footprint is a measure of the amount of carbon dioxide and other greenhouse gases emitted by human activity or accumulated over the full life cycle of a product or service.

Sam: Interesting ... I'm glad you didn't ask me to define it for you! But to go back to your original question, I'm going to leave my credit card and cash at home on Saturday and go and play football. What about you?

Jane: I'm going to help Mum in the garden. We've decided to try growing our own fruit and vegetables, I guess that will help reduce our carbon footprint just a little bit too!

Exercise 3 (p. 117)

Int: Now it's time to welcome travel writer Simon Farrier, who's here to talk to us about his career. Good afternoon, Simon. From your books it's clear that you're passionate about your work. Have you always wanted to be a travel writer?

Simon: No, that came later. Growing up, I was influenced by my father's passion for photography. I spent my weekends, camera in hand, wandering around the city, looking for pictures. I had a Saturday job in a camera shop so when it came time to leave school, a career in photography seemed to be a natural choice.

Int: And you had a job as a newspaper photographer, didn't you? How did that lead to travel writing?

Simon: Well, it was a small local paper and sometimes we'd be short of staff. If there was no journalist available to do a story, the editor would ask me to write a few words to go with the pictures. I enjoyed the work and, as my writing improved, I was given more to do. Soon after that, a friend asked me to write an article on flamenco dancing in Spain for a travel magazine. The rest, as they say, is history.

Int: What do you find most difficult about writing?

Simon: Usually, I can knock out a piece in an hour or so. But, occasionally, I make a struggle to get started on a project. When that happens, I force myself to write something, anything, just to get words down on paper. You can always improve it later.

Int: And what about ideas for travel articles? Is it hard to come up with them?

Simon: Absolutely. Finding a new angle, something fresh, can be extremely difficult. So much travel writing today is unoriginal. You know the sort of thing: city type moves away to a rural location, suffers culture shock, but eventually falls in love with the way of life there. It's been done a thousand times and now readers want something different.

Int: What advice would you give to an aspiring travel writer?

Simon: First of all, don't give up your day job. Writers are paid well but work is hard to come by. Early on, before you build up your contacts, there can be long periods of unemployment. Secondly, research the publications you want to write for. Each has its own particular style and won't take stories that don't fit. Finally, you have to be clear about what you've been asked to write. I've wasted weeks on a story only to find it wasn't what the editor was looking for.

Int: Of all the places you've seen, which is your favourite?

Simon: I've seen more exotic places but I'm particularly fond of Seville. I went there for my first story. It has everything I love about southern Spain: blazing hot sun, Moorish architecture, flamenco, tapas – what more could you ask for?

Int: Finally, how do you see travel writing developing in the future?

Simon: Sometimes I worry that people will lose interest in it. But then I read one of those classics like *South*, by Shackleton, and I realise that a great story will always be a great story. Maybe the future is in writing travel blogs, where you can follow the author's adventures as he has them. But I suspect that, whatever happens, there will always be demand for a good book.

Unit 4.8

Exercise 2a (p. 118)

Student A

You don't see as many shoppers in town centres anymore. Most go to out-of-town malls. Those that do shop in the centre spend less. More shops close and high streets start looking more and more abandoned.

The worst problem for those that remain is that people see them as part of the general decline. Shoppers look, in part, for glamour, and there is nothing glamorous about a dying high street. It's depressing to pass shuttered-up shops covered in graffiti while looking for the ones that are still open.

Going to the malls is a much more pleasant experience. As long as you have a car, they're easily accessible. Once inside, children are safe from traffic and can be allowed a little more freedom. There are often special events, especially at the holidays. There are places to eat and often a multiplex cinema, so families can make a day of it.

Student B

You don't see as many shoppers in town centres anymore. Most go to out-of-town malls. Those that do shop in the

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Exercise 2b (p. 118)

Student A

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Exercise 4a (p. 118)

Student A

When do flights return home?
 What facilities does the hotel have?
 Is breakfast included?
 How many city tours are there?
 Are there any discounts available?

Student B

When do flights depart?
 What facilities does the hotel have?
 Is breakfast included?
 How many city tours are there?
 Are there any discounts available?

Exercise 6 (p. 119)

I've chosen photo number one. I took this picture last autumn, when I went to the countryside to visit my cousin Lisa. She lives on a farm which grows fruit with her parents and her brother Kenny. It's Lisa in the photo ahead of me, wearing the blue top and black shorts. Those are my hands

you can see – I had the camera attached to my helmet! We're riding mountain bikes through the forest – there are special trails there for doing it. The weather was great for cycling – not too hot and not too cold. The ground was pretty dry, too, so it wasn't at all dangerous. It's very beautiful there, and sometimes if you're lucky you might see a fox or a deer. Cycling there is a lot of fun. You can go really fast and it's so exciting! I had the camera on a programme to take pictures every ten seconds. I wanted to capture the feeling of moving with speed through such a lovely part of nature. I wanted to show you this picture because I think it captures the feeling best, and I'm really hoping to persuade you to come with me for a mountain bike ride this weekend!

Exercise 8 (p. 119)

In the first photo, we can see four boys, it looks like, in an Internet cafe or something similar. They're all wearing headphones on their heads and they're playing computer games. In the second picture we can see five girls wearing football kits. They're holding footballs and standing in front of a net on a field. I'd say they're members of a football team – a five-a-side team, probably. Both pictures show free time activities, but very different ones. They couldn't be more different, in fact. The first is generally done indoors, the second outdoors. Gaming is often a single player against the computer, although there are more and more team games and games like World of Warcraft, where you can fight other players. Football is something you need others for – you might be able to practise skills on your own, but you can't actually play football alone. Also, these girls are playing organised football, which means training, playing matches in a league, having a coach and so on. Gaming almost always involves sitting down, whereas football is very energetic and you run around a lot. They're two very different activities, really. Now, of the two, I would find gaming more interesting, and here's why. I do play sport, but my sport's ice hockey – and sometimes basketball – and I'm not a massive fan of football. Also, I really like gaming, though I usually play with my friends at someone's house, so it's a bit more sociable than this picture shows.

Unit 4.12

Exercise 6b (p. 127)

After a while, Torres said: "You have a daughter. I like her – and I want to marry her!" Apparently Joam Garral expected anything from a man like Torres, and was as quiet as before. "And so," Garral said, "the worthy Torres is eager to marry into the family of a murderer and a thief?" "I am the one to decide what is best for me to do," said Torres. "I wish to be the son-in-law of Joam Garral, and I will." "You ignore, then, that my daughter is going to marry Manoel Valdez?" Garral said.

"You will break it off with Manoel Valdez!"

"And if my daughter declines?"

"If you tell her everything, I have no doubt she would agree to marry me," was Torres' answer.

"Everything?"

"Everything, if necessary. She would ignore her own feelings for the honour of her family and the life of her father."

"You are a scoundrel, Torres," said Joam quietly, his coolness never leaving him.

"A scoundrel and a murderer were made to understand each other," Torres said.

At these words Joam Garral rose, advanced to the adventurer, and looking him straight in the face, said, "Torres, if you wish to become one of my family, you ought to know that I, Joam Dacosta, was innocent."

"Really!"

"And I add," replied Joam, "that you hold the proof of my innocence, and are keeping it back until you marry my daughter."

"Correct, Joam Garral," answered Torres, lowering his voice, "and when you have heard me out, you will see if you dare refuse me your daughter!"

"I am listening, Torres."

"Well," said the adventurer, half keeping back his words, as if he was sorry to let them escape from his lips, "I know you are innocent! I know it, for I know the true culprit, and I am in a position to prove your innocence."

"And the unhappy man who committed the crime?"

"He is dead," Torres replied.

MODULE 5

Unit 5.2

Exercise 8 (p. 137)

- A:** Could you please tell me in your own words exactly what happened?
- B:** Certainly, officer. It was about ten past one and two men with motorcycle helmets came in and told everyone to stay calm and get on the floor.
- A:** Where were you?
- B:** I was in the queue waiting to be served over there.
- A:** I see. Could you tell me what happened next?
- B:** Well, I got on the floor and so did everyone else. One of the men stayed by the door and the other one held up the teller and told her to hand over all the cash. As soon as she did they just left and I didn't see anything else.
- A:** Thank you. We may have some more questions for you later. Could I have your name and address, please?
- B:** Certainly. It's John Smith, 54 Old Road, Moortown.
- A:** Thank you.

Unit 5.3**Exercise 1 (p. 138)**

Tony: I'm a serious gamer. I play for hours every day. I like role-play games, shooting games, especially old-style arcade games. I also like virtual reality games where you can create your own avatar. They're just so much fun.

Lisa: I just couldn't live without it. It's my social lifeline. I text my friends all the time and I call people whenever I want. It's never out of my hand. I like to take pictures of funny things and MMS them to people, too.

Sophie: Mine is permanently attached to my ear. I've got about 2,000 songs on it and I get lost in my music all the time. It's great for on the train or the bus. I can hide my headphones under my hair anytime I want and shut out the outside world.

Unit 5.4**Exercise 5 (p. 141)**

- A:** How can I help you?
B: I'm looking for a new mobile phone.
A: OK. Do you have a specific make or model in mind?
B: I like the new Motorola one that flips open.
A: Do you mean this one?
B: Yes. What colours does it come in?
A: Black, silver or pink.
B: I like the silver one. How much is it?
A: Well, will it be on a contract or 'pay as you go'?
B: Pay as you go.
A: In that case it's £130.
B: OK. Can I pay by credit card?
A: Of course. Follow me.

Unit 5.5**Exercise 3 (p. 142)****Speaker 1**

I know there are warnings all over the subway station and security guards on the platforms, but you never really expect it to happen to you. I don't even know where or when it happened. It must have been when I was on the train. We were all crammed in and everyone was squashed up against the person next to them. I didn't feel anything, though, nothing at all. It wasn't until I was in the supermarket buying some milk that I realised that my wallet wasn't there. OK, I didn't lose a lot of money, but I've lost my bank card and my credit card. It's so annoying.

Speaker 2

I still can't believe it. It was over so quickly, I just didn't have time to think. I was walking along, minding my own business when a young man asks me directions to Moore Street. Next thing I knew, he'd grabbed my bag and was

running off. I screamed and shouted, but he'd ducked down a side-street and vanished. I found a policeman and told him what had happened, but he said there was little chance of finding him without a proper description and witnesses. I was really upset by the whole thing. And it happened in broad daylight, too!

Speaker 3

We'd been shopping all day and we were just really glad to get back home. I was putting the car in the garage when I heard the kids shouting. The front door was open and you could see that someone had forced their way in. I told the kids to get a neighbour to phone the police. We stayed outside until they came and they made sure there was no-one still inside. They'd taken the TV, the DVD player and some cash that was by the phone. And of course nobody heard or saw a thing. We've now installed an alarm system, so hopefully it won't happen again.

Unit 5.6**Exercise 7 (p. 145)**

- A:** It happened one night when Tony and I had gone out to the cinema. We locked the house as we always do and caught the bus into town. We watched a film and grabbed a bite to eat afterwards.
B: And that's when you were burgled?
A: Yes, looking back on it now I suppose it was good that we didn't come straight home.
B: So what happened when you did get home?
A: I just couldn't believe my eyes. It was heartbreaking. They'd broken in through a window and completely ransacked the place.
B: That must have been awful for you.
A: It was terrible – much worse than I thought it would be. All our valuables were taken and the rest of our possessions were smashed and ruined.
B: I suppose you called the police?
A: Of course, but while we were waiting for them to arrive I kept noticing that more things that were broken or missing and I just couldn't bear it any longer. I had to go outside. It was driving me mad.
B: I can understand that, but you were fully insured, weren't you?
A: Yes. The insurance company was very efficient and helped us with the process of replacing everything. It was a huge weight off our shoulders that they made it as easy as possible. Although it has to be said that cash value and sentimental value are completely different. I mean, it took me a long time to come to terms with losing my grandmother's ring. That was irreplaceable.
B: What a nightmare! At least it's all over now.
A: Yes, but I don't think anyone gets over something like that completely.

Unit 5.7

Exercise 1 (p. 146)

Speaker A

At the beach this year, I decided to try out a new brand of sunscreen. It said on the bottle that one application would last all day. I thought it would save a lot of trouble reapplying the stuff all the time. But ... by the time I left the beach I was bright red! I was horrified ... I mean, you just take it for granted that a product will do what the manufacturer promises. That's the last time I take such a claim at face value.

Speaker B

Moving into a new area recently, I asked my next-door neighbour what day the council came to collect recycled rubbish. I put everything out on the street ready for collection on Tuesday morning, but was mystified to find the rubbish still there on Tuesday evening when I got back from work. The same thing happened the following week. When I called the council to demand an explanation, they politely told me that pick-up on my street was every Monday, not Tuesday!

Speaker C

I've always been of the opinion that hunting is wrong. So when they held a meeting in our village to protest about the way foxes are hunted, I made a point of attending. The person sitting next to me was a well-dressed proper-looking gentleman and I couldn't resist sharing my opinion about what a cruel, bloody sport foxhunting is. I must have ranted on to him for about ten minutes, when he interrupted me and said, "Actually, I'm here to support the hunt."

Speaker D

I was the secretary of our school science club and had invited an important physicist to speak at our annual dinner. The event was so popular that, instead of going to our usual restaurant, I had to book the banqueting room in a hotel. On the night, everyone was waiting impatiently for the guest speaker to arrive. At first, I thought he was just running late, until I put my hand into my pocket and felt the envelope. In all the excitement, I had forgotten to send the letter explaining the new arrangements!

Speaker E

I was going to attend a charity dinner. As the day drew closer, I checked my invitation to be sure of the exact date and venue. The event was scheduled for the 15th of the month – in two days' time. But when I pulled into the car park that evening, there wasn't another car in sight! Looking at the invitation again, I realised I should have double-checked the time. The dinner was to start at nine, not at seven, as my watch showed.

Speaker F

It was heartbreaking to see the wood outside our town burn down last year. All those beautiful trees simply had to be replaced. We arranged a tree-planting day to reforest

the area. I remember setting off with my friend Julie on the Sunday, no actually, it was the Saturday morning. After we'd been planting trees for about two hours, I realised I should have brought gardening gloves with me. I had painful blisters all over my hands and the day had only just begun!

Exercise 2 (p. 146)

Woman: Have you seen the new cameras on the High Street? They're trying to cut down on crime and seeing as they can't afford to put more police on the beat, they've put CCTV up instead. It's about time, too.

Man: They can't afford more policemen, but they can afford all that new, and no doubt expensive, technology. And I suppose they'll be hiring security guards to watch the pictures the cameras take. Why can't that money go to employ real police officers instead?

Woman: I take it you're not in favour of CCTV. It's been proved to reduce crime, you know.

Man: It's been proved to reduce crime in the areas that have cameras. What really happens is that the criminals leave the areas with cameras and go and commit crimes in places without cameras – usually the suburbs. That's not reducing crime, it's relocating it!

Woman: I must admit I hadn't thought about that. So what really needs to happen is that cameras should be put up all over town, so the criminals can't commit any crime whatsoever.

Man: No way. I don't want to be watched from the moment I leave my house to the moment I get to work. It's an invasion of privacy and how do I know that the film won't be used elsewhere?

Woman: How do you mean?

Man: Those TV shows that have people doing stupid things that are caught on camera, tripping, falling over, getting hit on the head. You know the type of thing.

Woman: Do you often do stupid things on the way to work?

Man: No. Well, not often, but that's not the point. What we really need is a return to the local policeman, someone you can rely on, someone you know is close to hand, someone who'll help you when you need help.

Woman: I must admit, I haven't seen a policeman in my area for ages. There used to be one who patrolled the area when I was a child, but those days are long gone.

Man: We've lost the human touch. Stopping crime means the police and the public working together, face to face. It builds trust and a feeling of community. CCTV just makes everyone feel like naughty schoolchildren. It's just not right.

Woman: If you really feel that strongly about it, you should become a police officer.

Man: I am a police officer!

Exercise 3 (p. 147)

Interviewer: Welcome, listeners! With me today I have Bob Jones, who works as a careers adviser. Thanks for coming, Bob. First of all, can I ask you how you got into this line of work?

Bob: I grew up in a part of England where there was heavy unemployment for years and I'd seen families ruined because of it. I have always felt that one of our basic rights is the right to earn a living; so after graduating I decided I wanted a career that would allow me to at least try to get people into some sort of employment.

Interviewer: Why do you think so many people are out of work today?

Bob: Times are changing and technology is developing in leaps and bounds. This means that people who finished school, say ten years ago, are now at a disadvantage in the job market. I think further education and retraining are the key to solving this problem.

Interviewer: And what sorts of people visit you for advice and guidance?

Bob: People in various situations. Some don't like the path their career has taken and want to go into a totally different field. Some feel they are lacking certain qualifications and want to upgrade them to increase their chances of promotion. Finally, some simply want to study a subject that they love and never had the chance when they were younger. Whatever the case, there's no reason any of these people shouldn't return to education as mature students.

Interviewer: Adult education has come a long way since the days of attending evening classes after work, hasn't it?

Bob: Yes, indeed. These days, you can gain a qualification through long-distance learning, via the Internet, by attending universities or community colleges, or by taking summer courses here in the UK, or even abroad. Even the hours are flexible. According to what route you want to take, you can study part-time or full-time, depending on your present schedule.

Interviewer: Wouldn't a prospective student have to have certain qualifications to get into a college?

Bob: Well, yes and no. Mature students are not treated in the same way as regular students. While some institutions have their own requirements, which means a mature student might need some existing qualifications, many places offer courses that require no qualifications. Even the institutions which do require certain qualifications will, in most cases, make an exception for mature students.

Interviewer: But suppose someone thinks that they are unlikely to be offered the place of their choice – what then?

Bob: Colleges always take the background of mature students into consideration. This means that even if they don't have the usual certificates or diplomas, they may be accepted on the basis of their life experience or work history. I get a lot of clients who give up too soon because

they think they are under-qualified. I always tell them to make sure and ask if their past history counts.

Interviewer: And finally, Bob, isn't it a huge challenge for adults to get back into education once they've been accepted on a course?

Bob: It is indeed. Just think ... if you have a family, you'll have to find suitable childcare for the hours when you're studying. You'll have to meet assignment deadlines while, in many cases, working full-time. In addition, a lot of people are afraid they won't fit in because they are older than the other students. Finally, and most importantly, people considering further education worry about the cost ... (fade)

Unit 5.8**Exercise 2a (p. 148)****Student A**

There is a saying: You can choose your friends but you can't choose your family. I count myself one of the lucky ones, though. I have a really close relationship with both my family and my friends. In fact, I wouldn't want to choose anyone else!

Close relationships are very beneficial. For one thing, you are never lonely. There is always someone you can talk to. It might just be a chat about the news of the day, or maybe you have a problem and need some advice. Either way, family and friends are a great support. And let's not forget the sense of security you get. If you run out of money, someone can lend you some. Miss your bus and someone will give you a lift.

Of course, sometimes there are arguments. That's only natural. But the important thing is to respect our family and friends. If we do this, we will always enjoy that special bond that people in close relationships have.

Student B

There is a saying: You can choose your friends but you can't choose your family. I count myself one of the lucky ones, though. I have a really close relationship with both my family and my friends. In fact, I wouldn't want to choose anyone else!

Close relationships are very beneficial. For one thing, you are never lonely. There is always someone you can talk to. It might just be a chat about the news of the day, or maybe you have a problem and need some advice. Either way, family and friends are a great support. And let's not forget the sense of security you get. If you run out of money, someone can lend you some. Miss your bus and someone will give you a lift.

Of course, sometimes there are arguments. That's only natural. But the important thing is to respect our family and friends. If we do this, we will always enjoy that special bond that people in close relationships have.

Exercise 2b (p. 148)**Student A**

There is a saying: You can choose your friends but you can't choose your family. I count myself one of the lucky ones, though. I have a really close relationship with both my family and my friends. In fact, I wouldn't want to choose anyone else!

Close relationships are very beneficial. For one thing, you are never lonely. There is always someone you can talk to. It might just be a chat about the news of the day, or maybe you have a problem and need some advice. Either way, family and friends are a great support. And let's not forget the sense of security you get. If you run out of money, someone can lend you some. Miss your bus and someone will give you a lift.

Of course, sometimes there are arguments. That's only natural. But the important thing is to respect our family and friends. If we do this, we will always enjoy that special bond that people in close relationships have.

Exercise 4a (p. 148)**Student A**

Which days is the centre open?

Who do I apply to?

What skills are useful to you?

How old are the members?

Is there a membership fee?

Do volunteers have to work set hours?

Student B

Which days is the centre open?

Who do I apply to?

What skills are useful to you?

How old are the members?

Do volunteers have to work set hours?

Exercise 6 (p. 149)

I've chosen photo number one. I took it when I visited India last January. As you can see, it's a picture of a man with his two children, a little boy and a little girl. They are sitting outside a building on the pavement. They don't look very comfortable or happy. The little girl is clinging to her father for comfort, or maybe she is shy. It could be chilly weather as they're all wearing long-sleeved clothes. They may be feeling cold and perhaps they haven't eaten anything today. There are some old boots, shoes and tools in the foreground, so the man must be a shoemaker. There is also a variety of brushes in the right of the picture. That means he tries to make a living by cleaning the shoes of passersby. I'm sure he earns very little and the family are poor. I took this photo to remember the man, because I stopped to have my shoes cleaned. They weren't that dirty but I wanted to help him with a little money. I hope this

picture will give you some idea of the poverty in India. It's a fact of life there and you can't help feeling how lucky you are not to have to face it like those people do.

Exercise 8 (p. 149)

The photos are similar in that they both show families doing things together. In photo number one, we can see a nuclear family with the parents and two children. It's a young family with children of early school age. They're all dressed in jeans and white tops and sitting comfortably on the sofa in their sitting room watching TV. It seems to be some kind of sports programme. The second photo also shows a family, but in contrast to the first photo, they're an extended family with grandparents, parents and three kids. They're doing something different too – they're outside running on the beach. I think they have a healthier lifestyle than the first family because they choose to be outdoors getting some fresh air and exercise.

I would prefer to be part of the second family because I like running and I would enjoy doing this as part of a group. Also, as I'm an only child, I think it would be quite nice to have the company of a big family. A final reason I'd choose to be part of photo two is that it's by the sea. I love the sea but don't have much opportunity to go there as my village is miles away from the coast.

Focus on RNE Listening Tasks**Exercise 1 (p. 179)****Speaker A**

I find it hard to eat in the morning before I leave for work at 6.30. The nutritionist at the local health centre tells me that it is the most important meal of the day, but I am never hungry at that time. I have lunch in the staff canteen and I often have dinner there as well because I'm always at the office. My family and I usually manage to have a meal together on Sundays. I know I could have a better diet if I spent less time at work but that is impossible at the moment.

Speaker B

I eat healthy food and usually have fruit if I want a snack. I like cooking and cook for my friends once or twice a month. What is astonishing is that the younger generation don't know how to cook, not even a simple dish of pasta. These days as both parents work, the parents haven't got the time to teach their children to cook properly. Learning to cook properly is very important if you want to be healthy.

Speaker C

My family's eating habits are changing. It is easier to buy ready-made food in bulk than to cook from scratch. I use lack of time as an excuse. Sadly, we have slowly exchanged traditional dishes for hotdogs, burgers, and chips. I usually have my lunch at a fast food restaurant. I do worry about my

unhealthy lifestyle and hope that supermarkets will start to offer more natural foods for sale so that I can select what I buy.

Speaker D

I come from a Malaysian family and as you may know, food is very important in our culture. We are always inviting friends and relations to eat with us. As life is always hectic, my family come together on Sundays, and my mother usually cooks several dishes, mainly with coconut milk. Coconut milk is not very healthy and I realise I must be more careful about what I eat and take more exercise. That's the plan, anyway!

Speaker E

Food is extremely important in my family. In fact, the kitchen is the centre of my home life and the family generally tend to meet here for breakfast and dinner and talk about the day. Dinner at home is around seven in the evening and I usually help my mother to prepare the food. I love watching her cook and hope to be a chef someday. We eat healthily at home and I think eating problems arise when people don't have a balanced diet.

Speaker F

I love food, absolutely adore it. I also love exercise and cycle to and from school, which is a ten-kilometre round trip. It is cereal for breakfast and salad with pasta for lunch at school. I always eat dinner with my parents at home around at seven and as they are vegetarians, so am I. I think that being healthy is easy; it is simply a choice that you have to make.

Exercise 2 (p. 179)

Nicola: So are you still planning to travel once the exams are over?

David: Yes, for sure. I've wanted to go travelling for so long, it will be the perfect reward after all this hard work. Just two more exams and I'm off.

Nicola: Are you leaving straight after the History exam?

David: No, a week later. I need some time to prepare and pack ... and recover a little bit from exam stress!

Nicola: You must be excited, though! Where are you going to go first?

David: I'll catch the ferry to France first of all, and spend two or three weeks in Paris before heading for the South of France. After that I plan to travel around Europe for a couple of months and end up on a Greek island. By the time I get there, I think I will be feeling more like my old self!

Nicola: Yeah, I know what you mean, this year has been really tough. I'm thinking about going away too, but not to travel around, just to lie on a beach somewhere and relax. That just sounds perfect right now.

David: Any ideas where you'll go? If you're hoping to go somewhere hot, Mexico is great at this time of year.

Nicola: Yes, so I hear. I'm not really sure though, I'll take some time to search for a bargain before booking my

holiday. My parents often wait for a last minute deal and it always turns out okay, so I'll try that.

David: Good plan. So are you ready for the Maths exam on Tuesday?

Nicola: Well, revision is going OK but Module Four is very difficult. I'm going to see Mrs Clarke after lunch about it. She told me to come to see her if I had any problems. How are you finding it?

David: OK, I suppose. I've been mainly concentrating on the final module, so I'm afraid I can't really help you with module four. If it's really as difficult as you say I might have to go and see Mrs Clarke myself!

Exercise 3 (p. 179)

Interviewer: With me in the studio today is actress Hazel Denning, well known as the superhero in the action film series *SuperLady*, but also for her work in the theatre. Hazel, welcome to the show.

Hazel: It's great to be here!

Interviewer: Hazel, your acting experience goes back to when you were a member of an after-school drama club, doesn't it?

Hazel: Yes, all my friends were there, and I had no one to hang out with after school. But they all seemed to take it so seriously. The first time I went, I thought it was a bit silly, everyone wearing black and striding about the stage. Anyway, I thought I'd give it a try.

Interviewer: So how did you get your first part in the drama club?

Hazel: Well, there was this play called *The Rich and the Poor*. Everyone was competing for the main part and trying to impress the drama teacher. I would have been happy just doing something behind the scenes. Anyway, we all had to read a script and I was given one for an old beggar woman. I hunched my back and put on an elderly voice. The teacher loved it! She said I was a natural. Before I knew it, I'd been given the main part!

Interviewer: How did the first performance of the play go? Were you nervous?

Hazel: Of course! Even though we'd rehearsed for weeks, I had butterflies in my stomach when I stepped out on stage and saw the huge crowd. The school hall was packed full of parents, relatives and teachers. But I needn't have worried. Everything went like clockwork and we got a great audience response. I was so tired afterwards, though, that I slept for a straight twelve hours! Things soon got back to normal and I was glad to just have lessons without the constant stress of rehearsals afterwards.

Interviewer: How did you begin formally training as an actor?

Hazel: The opportunity came quite out of the blue. Coming home from school one day, I saw my mum waiting with a letter for me. I hardly ever get letters, so it was quite strange. It was from Silverton Drama College! One of their

directors had been to see the school play. He was impressed by my potential. I was invited to attend an open day and take part in a drama workshop.

Interviewer: And what was that experience like?

Hazel: Exciting! I finally had the chance to spend a day working with some of the best drama teachers in the country. We learnt about stagecraft, movement and use of the voice. I was really disappointed when the day came to an end, but two months after that, I was offered a full-time place at the college.

Interviewer: And that was the gateway to your first stage part in the London West End. Do you prefer theatre or film acting?

Hazel: Tough question! I think film is a safer medium because if you do something wrong, you can just shoot the scene again. That doesn't happen on stage. On the other hand, in the theatre you have to project your voice and movements more to reach all the audience. That can be exhausting! I do love acting for a live audience, though. On a film set, you only have the director and the cameraman to please!

Interviewer: Your new film *SuperLady Part III* is out in the cinemas this week. Meanwhile, Hazel, thank you very much for coming in today.

Hazel: It's been a pleasure.

Exercise 4 (p. 180)

Interviewer: Good morning everyone, and welcome to our show, "Celebrity Chat". Today we're talking to a singer who I'm sure you all know well – Tania Fields. Hi there, Tania, great to have you on the show at last!

Tania: It's great to be here! Good morning to you and to all the viewers!

Interviewer: Well, Tania, your singing career just keeps going from one peak to the next – each one higher than the last. What do you put it all down to?

Tania: It may sound a little strange to say it, but I think it's because I've got more balance in my life. When I was younger, I put all my time and energy into my career, rushing from gig to recording studio to gig. But to write great songs, you have to live too, and once I had my daughter, I just had to slow down and devote the proper amount of time to her. And my songs are better for it.

Interviewer: Tell me a little bit about your daughter.

Tania: Charlotte's just a real joy to be around. She's just four, but she's so bright and funny. I love to spend time with her, walking in the park or painting at home. She's got a lovely voice as well, which I'm so glad about, because it's something we share. She's the spitting image of her father, though – same brown skin, hazel eyes!

Interviewer: Is it difficult to keep up a tour schedule and keep in touch with your daughter?

Tania: It certainly can be. Or could be, if I let it. We're lucky

in one sense, because Greg – my husband – works from home, so he's always there for her. And she sometimes spends a week or two on tour with me, if she hasn't got school. The thing is, you have to make it work, work at it working. It would be easy, after a hard day's work – or hard night's work, often – not to pick up that phone and make that call. But that would be letting her down, so you've got to make yourself.

Interviewer: In terms of your career, was singing your first big ambition?

Tania: Funnily enough, it was anything but. A lot of singers tell me they never wanted to do anything else, but for me it was something I enjoyed doing as a hobby. I studied marine biology at university, and my plan was to work in conservation – if possible, to help save sea turtle nesting beaches. But I was in a band there too, and a record company offered us a contract, so...

Interviewer: Fascinating! So would you consider returning to it after your music career ends?

Tania: The truth be known, music careers are often short, so I guess it's nice to have a back-up. I'd have to go back to school, of course! But for me, though I landed in a music career mostly by chance, it was the luckiest break I could have had. And as long as there are people listening, I'll keep playing. It keeps me young!

Interviewer: Do you have any life advice you'd like to share with our viewers?

Tania: Wow, that's a tough one! I guess I'd have to say, it's good to have plans, but life has a way of springing surprises on you that turn everything upside-down. So don't be afraid to adapt or even change those plans completely. Don't be too rigid.

Interviewer: Finally, what do you think is your number one achievement?

Tania: My music is a gift, of course, and a joy. But I'd never be able to do it all without Greg. He's my rock. So finding him has to be the best thing I've ever done. Of course my daughter is the most precious thing in the world to me, but without Greg, she wouldn't be here either, would she?

Exercise 5 (p. 180)

Abigail: I can't believe we've finished school for the summer. I know that for the first week of the holidays, at least, I'm just going to relax.

Steven: Yes, me too. I'll probably spend it out in the garden or at the beach. It's been so hot recently that I think I'll be suntanned before I know it. Hey, why don't we go to the beach on Saturday?

Abigail: I'll make a picnic and we can set off early for the whole day. I'll ask Matt and Karen to come too. They asked if I was going to do something this weekend so we can all go together. Plus they know where a beautiful beach is, not far from here.

Steven: Great. It will be fun with the four of us and I haven't seen Matt since we played football. Wow, that was more than two weeks ago!

Abigail: Yeah, time has been going so fast recently. I think the summer holidays will fly by and then we'll be starting college. That's going to be nerve-wracking!

Steven: Nerve-wracking? No it won't. It will be exciting! A chance to meet new people and study subjects that we're really interested in, it will be great.

Abigail: I guess you're right. I just think it will be so different from school and, well, I sometimes get nervous meeting new people.

Steven: Don't worry. I'll still be there, and Matt and Karen are going to that college too. I'm sure you'll be fine. You're very friendly and kind so you'll make lots of friends.

Abigail: Really, do you think so?

Steven: Yes of course! I tell you what, I have some friends that I play tennis with on Mondays, I will ask them to come to the beach too and you can start meeting some new people.

Abigail: Okay, that sounds like fun. Thanks Steven.

Steven: Hey, that's what friends are for.

Exercise 6 (p. 180)

Claire: It's carnival this weekend. Are you coming to the parade? They say it'll be bigger than last year!

Mike: Yes, I'd like to. Some of my friends are going, but I have a problem... my favourite football team are playing on Saturday night and I'd like to go and see them play. But I love going to the parade so I don't really want to miss it. Oh, I can't decide what to do!

Claire: Well what time does the football start? Could you go to watch it after the carnival parade?

Mike: Maybe. The football starts at eight and it will take me half an hour to get to the stadium. It depends really on when the carnival parade begins, and I definitely want to see the fireworks.

Claire: The main parade actually starts at half past five but I'm going at six to meet some people from school and watch the fireworks. Come with us if you want to and then afterwards you can go to watch the football.

Mike: Yeah, that's a good idea, but what about a costume? People normally dress up for carnival don't they? I can't wear a big costume to the carnival if I'm going to the football straight after!

Claire: Well no, I guess not. I'm going to dress up, but why don't you just wear a mask? That way when you go to the football you can just take it off and put it in your bag.

Mike: OK, sounds like that's all the problems solved! I'd better go now and get my ticket for the football and I'll meet you to watch the fireworks on Saturday.

Claire: Great, see you then.

Module 1 – Communication

Reading & Vocabulary (pp. 4-5)

- 1 a) 1 1 3 2 5 4 7 4
2 2 4 1 6 3

b) Ss' own answers.

- 2 1 lean 5 inflection 9 head for
2 imitation 6 saviour 10 pointed
3 hurtling 7 bank 11 showed
4 rooted 8 rendered 12 declared

- 3 1 reached, arrived 4 accent, dialect
2 complete, entire 5 extends, prolong
3 last, Later

4

	the train	a goal	my temper	the target	the point	my keys	the chance	my job	hope
miss	✓	✓		✓	✓		✓		
lose			✓			✓		✓	✓

Listening (p. 6)

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

Speaking (p. 7)

Task 2 (Suggested Answer)

- How much do French lessons cost?
- How long does the course last?
- On what days and at what times is the class held?
- What other languages are taught at the language centre?
- Is there an extra discount for university students?

Reading & Vocabulary (pp. 8-9)

- 1 a) A 2 B 7 C 1 D 5 E 6 F 3
b) Ss' own answers.

- 2 1 C 2 A 3 B 4 D

- 3 1 learning 4 criminal 7 hotly
2 office 5 flexible 8 job
3 driving 6 working

- 4 1 rewarding 7 butter
2 clients 8 flying
3 redundant 9 habit
4 fully-qualified 10 assured
5 seek 11 challenging
6 entails

- 5 1 of 3 In 5 with
2 to 4 with 6 to

6

MAKE	DO
friends, a decision, the bed, allowances, a mistake, breakfast, a suggestion, a call, an effort, a mess, changes, a copy, bread	exercise, a job, the cooking, your homework, my hair, the garden, an errand

(Suggested Answers)

- It was difficult for him to **make friends** at his new school.
- We should **make a decision** about what we want to eat.
- Every day after school we **do exercises**.
- My mother wants me to **make the bed**.
- You **must make allowances** for her, she's very young.
- Stop talking to her, she's trying to **do her job!**
- Be careful, or you will **make a mistake!**
- I didn't have time to **make breakfast** this morning.
- My grandmother usually **does the cooking** in our family.
- Let me **make a suggestion** to help you.
- Why didn't you **do your homework?**
- I am looking for a telephone because I need to **make a call**.
- I think everyone should **make an effort** to help the environment in some way.
- Try not to **make a mess** while you're cooking.
- We have **made changes** to our house.
- Can you please **make a copy** of that for me?
- She's the woman who **does my hair**.
- My cousin taught me how to **make bread**.
- She spends all day **doing the garden**.
- We need you to **do an errand** for us.

Reading & Vocabulary (pp. 10-11)

- 1 a) A 3 C 2 E 6 G 5
B 1 D 7 F 4

b) Ss' own answers.

- 2 1 take up 6 threatens
2 spent 7 are aware
3 grow up 8 promote
4 graduate 9 involves
5 generated 10 explore

- 3 1 vulnerable 5 sampling
2 extensively 6 effective
3 hazards 7 effort
4 substantial 8 risky

- 4 1 in 3 to 5 from 7 on 9 on
2 in 4 from 6 at /from 8 of

- 5 1 sports 4 volunteer 7 language
2 strained 5 individual 8 traditional
3 natural 6 hired

(Suggested Answers)

- 1 Many people are trying **sports tourism**.
- 2 Flying **first class** is very comfortable but also very expensive.
- 3 Because he is so strong he has a **natural advantage** over his opponent.
- 4 They spent the summer as **volunteer workers** in Africa.
- 5 A good teacher must pay attention to the **individual needs** of the students.
- 6 We did the job without any **hired help**.
- 7 My sister speaks four languages and works as a **language teacher**.
- 8 Technology is improving on **traditional techniques** in farming.

- 6 Ss' own answers.

Grammar & Vocabulary (pp. 12-13)

- 1 1 2 3 1 5 2 7 1
2 3 4 4 6 3

- 2 1 no point in (his/him) trying
2 spite of (her) being
3 what your son looks like
4 have the same number of
5 is better than
6 allow people to use/let people use
7 have no intention of
8 if you do not eat

- 3 1 waited/had been 4 placing
waiting 5 Did you notice
2 was asked 6 was waiting
3 had left 7 will return

- 4 1 wonderful 3 cultural 5 difficulty
2 decision 4 firmly 6 ability

Writing: letters/emails (pp. 14-15)

- 1 A accepting an invitation – informal
B complaint – formal
C application – formal
D expressing congratulations – informal
E refusing an invitation – informal
F request for information – formal

2 (Suggested Answers)

B opening remarks: I would greatly appreciate it if you could provide me with some information on the facilities at the Lindsey Sports Centre.
closing remarks: Thank you in advance for your help.

C opening remarks: Hi, how's everything going? I've just heard that you passed your driving test. Congratulations!
closing remarks: Well, I'd better go and do some work! Once again, well done!
Write back soon.

D opening remarks: I am writing to draw your attention to the terrible service I received at your restaurant on Friday 12th June.
closing remarks: As you can imagine, I am extremely upset. I hope this matter can be resolved promptly.

E opening remarks: Hello, how are you? I'm just writing to invite you to my barbecue party next weekend.
closing remarks: Hope you can make it – it'll be great fun!

3 A formal

- 1 F to inform you 7 D opportunity
2 C been accepted 8 G familiarise
3 H will be provided 9 B on condition
4 I will be holding that
5 E such as 10 J remainder
6 A During

B Informal

- 1 F let you know 6 A In
2 C got into 7 D chance
3 H will give 8 G get to know
4 I there will be 9 B only if
5 E like 10 J rest

- 4 1 Hi 7 By the way
 2 Thanks so much for 8 want to thank you
 3 I'm so sorry 9 lucky
 4 writing back to 10 Write back soon
 5 hope 11 Love
 6 say hi from me!

5 Key words: *letter, English-speaking friend, no time left to rest or see my friends, advice, focus on school and give everything else up, talk to an adult, sister's wedding, write a letter, answer her questions, ask 3 questions about sister's wedding.*

- 1 F The rubric states I have to write a letter; it will be informal because it is addressed to a friend.
 2 T In her letter, my friend seeks advice in the following ways: *any advice on how I can manage everything; should I just ...; do you think I should ...*
 3 T The rubric states that I am to answer my friend's questions as well as ask her 3 questions about her sister's wedding.
 4 F My friend is asking for advice on how she can manage her busy schedule, not how to study for her exams.
 5 F 140 words should be the maximum length of my reply, not the minimum.

6 **Opening paragraph:** C – option A is unsuitable because it is rather rude and aggressive and indicates that the writer is not willing to offer any advice; option B is unsuitable because the writer has not been invited to a wedding, they have been asked for advice

Closing paragraph: E – option D is unsuitable because it is an apology, which is not required in the reply; option F is unsuitable because it is too formal

Vocabulary & Grammar Practice I (pp. 16-17)

- 1 1 A 5 C 9 A 13 B 17 B
 2 D 6 A 10 C 14 A 18 D
 3 A 7 B 11 A 15 C 19 B
 4 B 8 D 12 D 16 A 20 C
- 2 1 D 5 D 9 D 13 B 17 B
 2 B 6 A 10 B 14 C 18 D
 3 A 7 C 11 C 15 A 19 A
 4 C 8 A 12 C 16 C 20 B

Module 2 – Challenges

Reading & Vocabulary (pp. 18-19)

- 1 a) 1 4 3 1 5 1 7 2
 2 2 4 2 6 1

b) Ss' own answers.

- 2 1 gain 5 petty 9 real
 2 regular 6 common 10 bad
 3 fanciful 7 public
 4 urban 8 brief

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

4

	a disease	your hand	a rumour	your horizons	a building	a business
spread	✓		✓			
expand				✓		✓
extend		✓			✓	

Listening (p. 20-21)

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

Speaking (p. 21)

Task 2 (Suggested Answer)

- 1 How long will the trip last?
 2 Is the surfing equipment provided by the trip organisers?
 3 How can I pay for the trip?
 4 What is the deadline for participation?
 5 How much does it cost to join the club?

Task 4 (Suggested Answer)

Both photographs show holiday activities that are a little out of the ordinary. The first photograph shows a group of people doing white water rafting on a fast-flowing river and the second photographs shows a person who is touching a dolphin at sea. The people depicted in both pictures seem to be enjoying themselves doing an activity that involves water. However, the people who

have gone rafting are doing a riskier activity than the diver who is touching the dolphin's nose. The people on the raft can seriously hurt themselves if the raft overturns or sinks. If they have an accident, they can hurt themselves on the rocks that hide beneath the water or even drown. On the other hand, the diver is probably in a safer, more controlled environment. Diving trips in tourist areas are usually supervised. This means that those who want to see a marine animal under the sea are accompanied by professionals who are ready to help them in the event of trouble. Personally, I'd love to swim with dolphins during my holidays if I had the chance. They are magnificent creatures and I really want to approach them in their natural environment. White water rafting just seems too dangerous for me.

Reading & Vocabulary (pp. 22-23)

1 a) A 5 B 7 C 1 D 6 E 2 F 4

b) Ss' own answers.

2 1 combined 6 insufficient
2 rich 7 residents
3 minor 8 tragedy
4 overdue 9 evacuation
5 light-hearted 10 historic

3 1 evacuate 6 threatened
2 share 7 assume
3 estimated 8 guessed
4 pose 9 claimed
5 rely 10 erupted

4 1 attitude 5 risk
2 solution 6 assumption
3 population 7 base
4 relocation 8 guarantee

5 a) 1 residents 4 occupants
2 tenants 5 citizens
3 locals

b) 1 shade 2 shadow

c) 1 cosy 3 convenient
2 comfortable

d) 1 miss 5 miss 9 loose
2 lose 6 loose 10 lose
3 loose 7 lose
4 lose 8 miss

Reading & Vocabulary (pp. 24-25)

1 a) A 4 C 1 E 6 G 7
B 3 D 2 F 8

b) Ss' own answers.

2 1 wind 6 answered
2 concentrate 7 injured
3 Searching 8 compete
4 maintain 9 take
5 wander 10 shape

3 1 mid-air 6 Amateur
2 hair-raising 7 mad
3 decidedly 8 unconditional
4 foolish 9 common
5 hooked 10 demanding

4 1 instructors 4 challenge 7 competition
2 steep 5 aspects 8 offer
3 sense 6 profession 9 characteristics

5 golf – clubs – course
tennis – racquet – court
bowling – ball & pins – alley
ice-skating – skates – rink
boxing – gloves – ring
football – ball & boots – pitch
athletics – trainers – track

6 2 go 4 do 6 go 8 go 10 play
3 go 5 play 7 play 9 play

(Suggested Answers)

2 I **go swimming** at the pool.
3 I **go mountain** biking at the weekends.
4 I **do my best** at school.
5 I can't **play the piano**.
6 My friends and I like to **go skiing** together.
7 I **played a joke** on my friends.
8 I love to **go skateboarding**.
9 On holiday, we love to **play games**.
10 I am learning to **play golf**.

Grammar & Vocabulary (pp. 26-27)

1 1 3 3 4 5 3 7 3
2 2 4 1 6 2

2 1 will be seeing Jane/am seeing Jane
2 being/having been so unkind to
3 have not changed since
4 had no intention of upsetting
5 blame me for

- 6 despite studying
- 7 was cut off
- 8 has been working as

- 3
- 1 have finished
 - 2 didn't pass
 - 3 sighed
 - 4 took
 - 5 am pulling
 - 6 don't believe
 - 7 handing

- 4
- 1 centrally
 - 2 combination
 - 3 unexpected
 - 4 Visitors
 - 5 inconvenience
 - 6 parking

Writing: semi-formal letters/emails (pp. 28-29)

- I
- A invitation – formal
 - B expressing thanks – semi-formal
 - C application – formal
 - D giving information – formal
 - E giving news – semi-formal
 - F giving information – semi-formal
- 2
- 1 C requesting information – informal
 - 2 A requesting information – semi-formal
 - 3 B giving information – formal
- 3
- A** semi-formal
- 1 C for your advice
 - 2 F my choice of
 - 3 A this decision
 - 4 J am quite confused
 - 5 G disapprove of
 - 6 B would rather see me
 - 7 H more respectable
 - 8 D am enthusiastic about enrolling
 - 9 I understand
 - 10 K concern
 - 11 E prefer to follow
 - 12 L appreciate your advice
- B** Informal
- 1 C what you think
 - 2 F choosing
 - 3 A up my mind
 - 4 J 'm so lost
 - 5 G don't like
 - 6 B think that I should
 - 7 H better
 - 8 D really fancy signing up
 - 9 I get
 - 10 K worry
 - 11 E want to have
 - 12 L love it if you helped me out

4 (Suggested Answers)

B – informal

Opening remarks: Just dropping a line to thank you for the great advice about fencing. I am really looking forward to my first lesson next week!

Closing remarks: Thanks again for all your help. Hope we can practice together sometime soon!

C – formal

Opening remarks: I am writing with regards to the editing position.

Closing remarks: Thank you for your time and consideration. I look forward to hearing from you.

D – semi-formal

Opening remarks: It is that time of year again for our annual talent show.

Closing remarks: Hope to see you all there!

E – formal

Opening remarks: I am writing to apologise for my recent absence at the business meeting.

Closing remarks: Once again, I am sorry for my absence.

F – formal

Opening remarks: I am writing in response to the recent editorial in your newspaper. Your story lacked integrity and truth.

Closing remarks: I hope in the future you do a better job of fact-checking before putting the words in print.

G – formal

Opening remarks: I am writing to inform you about the arrangements that have been made in preparation for your upcoming visit.

Closing remarks: If you have any questions or concerns, please feel free to contact me. I look forward to your visit.

- 5 1st extract should be formal because it is written to a school.

- 1 pleased to receive
- 2 of acceptance from
- 3 would be an honour
- 4 fine institution
- 5 However
- 6 few queries
- 7 student accommodation

2nd extract should be informal because it is a letter to a friend.

- 1 I just wanted to tell
- 2 I had the time of my life
- 3 go

- 4 Let me know if you're into it
- 5 Can't wait to hear from you
- 6 Love

3rd extract should be formal because it is a letter of complaint.

- 1 I am writing
- 2 purchased
- 3 on the 22nd March
- 4 was appalled
- 5 when I discovered
- 6 a considerable amount
- 7 attachments
- 8 were unaccounted for

- 6 a) The letter is to Mr Wilson.
It is from Albert Jones.
Its purpose is to apologise.
It should be written in formal style.

- b) 1 a 3 a 5 b 7 b 9 b
2 b 4 a 6 b 8 a 10 a

Vocabulary & Grammar Practice II (pp. 30-31)

- 1 1 D 5 D 9 A 13 C 17 C
2 A 6 C 10 D 14 A 18 B
3 C 7 B 11 C 15 B 19 A
4 B 8 D 12 B 16 B 20 B
- 2 1 B 5 A 9 C 13 D 17 B
2 C 6 B 10 A 14 B 18 A
3 D 7 D 11 C 15 C 19 D
4 B 8 B 12 D 16 C 20 B

Module 3 – Survival

Reading & Vocabulary (pp. 32-33)

- 1 a) 1 2 3 4 5 2 7 3
2 2 4 3 6 1
- b) Ss' own answers.
- 2 1 majority 5 curfew
2 suspects 6 unsupervised
3 innocent 7 offenders
4 prejudice 8 potential
- 3 1 C 3 A 5 D 7 B
2 C 4 D 6 D 8 C
- 4 1 prevent 4 treated 7 cut down
2 spotted 5 committed 8 pick on
3 call in 6 set off

- 5 1 underage 5 anti-social 9 social
2 human rights 6 police 10 local
3 film 7 court
4 evening 8 legal

(Suggested Answers)

- 1 In most countries, **underage child** means a child under 18 years of age.
- 2 **Human rights activists** hold events against racism and prejudice.
- 3 **Film footage** is quickly becoming a thing of the past as a result of digital filming.
- 4 I love watching old couples, hand in hand, taking their **evening stroll**.
- 5 The town suffers from all kinds of **anti-social behaviour** such as graffiti and vandalism.
- 6 Police **officers** put their lives at risk when chasing armed criminals.
- 7 A **court of law** is where people settle their legal disputes.
- 8 It is wiser to take **legal action** rather than take the law into your own hands.
- 9 Children who are mistreated by their parents are often put into care by **social services**.
- 10 A smaller budget has forced the **local authorities** to cut many important services this year.

Listening (pp. 34-35)

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

Speaking (p. 35)

Task 3 (Suggested Answers)

- 1 I've chosen photo number one. I remember taking that photo last September. It was when my friend from abroad came to visit me and we went on a visit to the new local zoo. You can't actually see my friend in the photo, because he's terribly camera shy. The moment I took the camera out he just hid behind some people! What you can see one of the attendants at the zoo playing with a seal. The animal seems very relaxed and the lady is very calm and focused too.
She has just given the seal a little snack. It was some kind of fish, and the seal made a happy sound and a little happy dance when she took it. It was so funny! In fact, she is about to let us visitors play with it and feed it, if we want. I took this photo to remember a

fun day out with my friend. Since I know that you love animals, I knew you'd want to see it. I also wanted you to show what the new zoo is like in case you're interested in visiting too. If you do go, let me know so I can come with you, because I'd love to go again!

- 2 I've chosen photo number two. This photo was taken during a school trip to the aquarium. We went there two years ago but I remember it as if it were yesterday.

It was such an amazing experience! In the photo, you can see the students from my class together with one of our teachers. Everyone is looking at the shark in awe. I don't think any of us had seen a live shark before. I took the photo from a distance so that I could capture the whole class but also as much of the tank as I could. I wanted a good picture of the shark, and I think I got it! The reason I'm showing you this photo is that I think it's one of the best pictures I've ever taken. The shark looks awesome and I really like the atmosphere that's captured. I find that it gives you an idea of what the deep blue sea is like.

- 3 I've chosen photo number three. I took this photo this summer, when my family and I went to the States for three weeks. We went to visit my aunt and uncle who live in Washington DC.

I'd never travelled abroad before and I must say the trip to the capital of the United States was a unique experience for me. This photo is from the National Museum of Natural History.

In the centre of the photo you can see a clay model of an African elephant. This is in the Rotunda, the museum's main lobby. Maybe you can't tell from the picture, but it is huge! In fact, we found out that it's over 4 metres tall and weighs about 10,000 kilos! It even has a name ... Henry! You can see in the photo that people are standing in the balconies of this enormous museum's different floors just gazing at Henry. I took this photo because I found the sight of Henry truly impressive.

I wanted to show it to you so you can see how life-like Henry is and also give you a glimpse of this magnificent museum.

Task 4 (Suggested Answer)

Both pictures show people eating out. In the first picture, there are two teenage girls having a meal at a fast food restaurant. They are dressed casually and they seem to be having fun. They're in an informal setting, as they are eating food out of paper plates and using their

hands. In the second picture, however, we can see a group of young people at a restaurant. They are smartly dressed and they are having a more formal meal. The girls in the first picture are having chips, burgers and other sorts of junk food. However, the group of friends in the second picture are having what looks like the main dish of a meal consisting of different courses. For a casual meal out with my friends, I would choose to go to the fast food restaurant. It's a place where the food is cheap, it's served quickly and you don't have to dress up to go there. Not only this, but fast food restaurants are usually full of people my age, so we'd be more comfortable surrounded by peers. And, of course, we don't have to dress up or make a reservation to go to a fast food restaurant! We can just pop in any time, for example after school or after going to the cinema, without needing to have planned it in advance. I would only choose to go to a restaurant with my friends if I were celebrating a special occasion, like my birthday.

Reading & Vocabulary (pp. 36-37)

1 a) A 2 B 6 C 4 D 5 E I F 3

b) Ss' own answers.

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

3 1 up to 5 emphasised
2 option 6 society
3 vital 7 contact
4 backgrounds 8 connected

4 1 provides 5 account for
2 wandering 6 motivated
3 went through 7 deserves
4 pointed out 8 reunited

5 1 worker 4 training 7 homeless
2 on 5 hall 8 off
3 atmosphere 6 line

(Suggested Answers)

- A **social worker** would have an excellent chance of getting a job with Second Chance.
- Staff at Second Chance must be **on call** 24 hours a day, seven days a week.
- It is important that a homeless shelter provide a **friendly atmosphere**.
- Homeless people should be put in **training programmes** to help them learn some skills.
- There is a **direct line** to the hospital in the **entrance hall** of Second Chance.

- The purpose of **homeless shelters** is to eventually get the homeless **off the streets** and into permanent homes.

Reading & Vocabulary (pp. 38-39)

- 1 a) A 8 C 6 E 5 G 2
B 7 D 1 F 4
- b) Ss' own answers.
- 2 1 wilderness 5 running 9 popular
2 adopt 6 hooks 10 benefits
3 passion 7 vegetation
4 bank 8 convenient
- 3 1 communicating 5 came
2 obtain 6 passed down
3 requires 7 lay
4 appreciate 8 set up
- 4 1 mouse 4 memory 7 keyboard
2 software 5 modem 8 disk drive
3 monitor 6 cable
- 5 1 travel 5 climate 9 halls
2 personal 6 surprise 10 course
3 connection 7 year
4 timeless 8 linen

(Suggested Answers)

- 1 **Space travel** has provided scientists with valuable information about our solar system.
- 2 PC stands for **personal computer**.
- 3 My telephone company provides me with an **Internet connection**.
- 4 My grandmother taught us the **timeless tradition** of making our own quilts.
- 5 Countries which have a **tropical climate** are quite warm but also wet for many months during the year.
- 6 Running into an old friend was a **pleasant surprise**.
- 7 For most schools in Australia, the **academic year** starts in late January.
- 8 She folded the bedsheets and put them in the **linen cupboard**.
- 9 My son is staying in the university's **halls of residence**.
- 10 An **online course** is a course you do over the Internet.

Grammar & Vocabulary (pp. 40-41)

- 1 1 1 3 1 3 3 2 B
2 3 4 3 4 4
- 2 1 only student who wasn't
2 hardly ate any of her
3 as long as you are
4 had no idea about/of
5 had better go to
6 to cut down on
7 cost anything to enter
8 be bought in advance
- 3 1 was standing 5 are involved
2 had called 6 have already spent
3 gives 7 becoming
4 doesn't act
- 4 1 democratic 4 understanding
2 suggestions 5 statement
3 themselves 6 responsibilities

Writing: essays (pp. 42-43)

- 1 beginnings: 2, 3, 4
endings: 1, 5, 6
- advantages & disadvantages: 1, 4
 - expository: 6
 - opinion: 2
 - solutions: 3,5
- start with an objective statement: 2, 3
 - make reference to a strange scene/situation: 4
 - address the reader directly: 4
 - include a quotation/a rhetorical question: 3, 5, 6
 - state a problem that needs a solution: 3, 5
 - give your opinion on the topic: 1, 2
 - give the reader something to consider: 5
 - include a quotation or rhetorical question: 6
- 2 Key words: *advantages and disadvantages, everyone using public transport instead of cars, present both sides, 200-250 words.*
- 1 This is a for-and-against essay.
2 B
3 In the main body of the essay, that is in paragraphs 2, 3 and 4.
4 In the last paragraph.
- 3 a) 3 ✓ A 5 ✓ A 8 ✓ D
4 ✓ D 7 ✓ D
- b) A 5 B 7 C 8 D 3 E 4 F 1

4 A 5 B 4 C 3 D 2 E 1

- 5 to begin with – first of all
 yet – still/ nevertheless/even so
 as a result – therefore/this means that
 for example – for instance
 secondly – moreover
 however – still/ nevertheless/even so
 since – as
 finally – lastly
 consequently – therefore/this means that
 on the other hand – still/ nevertheless/even so
 such as – like
 all in all – all things considered

6 (Suggested answers)

Paragraph 2 – topic sentence: To begin with, choosing public transport as an alternative to private cars will lead to an improvement in people's health.

alternative: Firstly, if people choose to travel on public means of transport instead of taking their own car they will see their health improve.

Paragraph 2 – topic sentence: Secondly, using public transport instead of cars will make life in cities more pleasant.

alternative: What is more, city living will become more enjoyable once public transport is used exclusively as a way to travel around.

Paragraph 3 – topic sentence: Finally, fewer cars on the road most likely means that there will be a dramatic reduction in traffic accidents.

alternative: Lastly, there is a high probability that a lower number of cars on the streets will result in there being fewer traffic related accidents.

- 7 Key words: *advantages and disadvantages, online shopping, look at both sides, 200-250 words.*

8 l e 2 c 3 d 4 f 5 a 6 b

9 (Suggested answer)

E-shops have become extremely popular these days, as more and more people are choosing to make their purchases via the Internet rather than visit the shops. While some people see many benefits in this way of shopping, others consider there are many drawbacks to it.

Firstly, buying things online is considered a convenient way of shopping. You can shop at the comfort of your own home, at any time of day or night. However, it is argued that online shopping does not give you the chance to physically inspect

the item you wish to purchase before you actually add it to your shopping basket. For instance, you cannot try on a garment to see if or how well it fits before deciding to buy it.

Moreover, the Internet offers an enormous variety of products and places to shop from. There are literally thousands of shops available to consumers at the click of a mouse. Nevertheless, those who are not in favour of online shopping claim that trying to find the best deal among this huge number of shops can be confusing and time-consuming.

Lastly, buying something over the Internet can save a consumer money. Products sold online are usually found at lower prices than what they sell for in shops. Even so, there may be hidden or added costs involved in online purchasing. The shipping, handling and delivery fees that some sites charge may raise the original price of an item.

In conclusion, online shopping may be convenient and offer great variety, but it can also be confusing as well as time and money-consuming. The question is: which way of shopping suits your needs and lifestyle?

Vocabulary & Grammar Practice III (pp. 44-45)

- 1 1 A 5 B 9 B 13 B 17 D
 2 D 6 A 10 B 14 D 18 D
 3 B 7 C 11 C 15 A 19 B
 4 D 8 D 12 A 16 C 20 B

- 2 1 B 5 A 9 D 13 A 17 C
 2 C 6 A 10 B 14 B 18 B
 3 A 7 D 11 C 15 D 19 A
 4 C 8 D 12 D 16 B 20 D

Module 4 – Spoilt for Choice

Reading & Vocabulary (pp. 46-47)

- 1 a) 1 1 3 2 5 2 7 4
 2 3 4 3 6 1

b) Ss' own answers.

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

- 3 1 came round 5 part
 2 former 6 belonged
 3 discussion 7 eager
 4 advised 8 Initially

Listening (pp. 48-49)

1 A 2 B 6 C 7 D 1 E 3 F 4

2 A 2 C 1 E 3 G 1
B 3 D 2 F 13 1 2 3 1 5 3 7 3
2 3 4 2 6 2**Speaking (p. 49)****Task 2 (Suggested Answers)**

- How old do I have to be to apply for the post?
- What are the duties involved?
- What are the working hours?
- Where is the company located?
- Are part-time positions available?

Reading & Vocabulary (pp. 50-51)

1 a) A 4 B 1 C 6 D 2 E 3 F 7

2 1 track 5 climate 9 prices
2 trees 6 polar 10 areas
3 golden 7 life
4 level 8 high**(Suggested Answers)**

- Tuvalu is **off the beaten track**.
- There are beautiful **palm trees** on the islands.
- Everyone enjoys relaxing on the **golden beaches**.
- The **sea level** has been rising each year.
- Climate change** is causing serious problems for the islands.
- As the **polar ice caps** continue to melt, more of the island is being washed away.
- Floods continue to threaten the natives' **way of life**.
- High tides** bring the water all the way to people's doorsteps.
- Frequent flooding in the area causes **house prices** to drop.
- The rising sea flooded the **low-lying areas** first.

3 1 D 3 D 5 D 7 D 9 B
2 A 4 A 6 A 8 C 10 C4 1 ashore 5 grazing 9 unusable
2 remote 6 nation 10 cutting
3 calculations 7 intended
4 effect 8 based on

5 a) 1 coast 2 land 3 soil 4 coastline

b) 1 habit 2 tradition 3 custom

Reading & Vocabulary (pp. 52-53)1 a) A 4 C 2 E 5 G 8
B 1 D 7 F 6

b) Ss' own answers.

2 1 applied for 5 repairing
2 respect 6 looking forward to
3 prevent 7 attend
4 settling down 8 put me up3 1 A 3 B 5 C 7 B
2 D 4 D 6 A 8 D4 1 irrigation 4 retirement 7 treatment
2 reward 5 lifetime 8 blindness
3 species 6 time-wasting5 1 remote 5 blue 9 life
2 charity 6 volunteer 10 rare
3 thatched 7 post
4 crack 8 doctors**(Suggested Answers)**

- They live in a **remote village** in the rainforest far away from civilisation.
- Martha donated all her old clothes to a **charity shop**.
- He lives in a **thatched hut** with no running water.
- We had to wake up at the **crack of dawn** so we could have time to get ready for our flight.
- He showed up **out of the blue** to volunteer his time.
- I am going away on a **volunteer project** to aid the survivors of the earthquake.
- My cousin has just accepted a **teaching post** in a very needy area of Africa.
- Many remote areas need **eye doctors** to help treat and inform villagers.
- There are some people who like living a **simple life** in the countryside.
- On **rare occasions**, Adam treats his friends to an expensive dinner.

Grammar & Vocabulary (pp. 54-55)1 1 1 3 2 5 3 7 2
2 4 4 1 6 32 1 me a hand moving
2 too worried to
3 on purpose, or was

- 4 object if I closed/object to my/me closing
- 5 put up with
- 6 take advantage of
- 7 despite the band('s) starting
- 8 pay (careful) attention to

- 3
- | | |
|--------------------|-----------------|
| 1 stared | 5 have saved |
| 2 had been looking | 6 wouldn't have |
| 3 spending | 7 will we get |
| 4 Didn't you say | |

- 4
- | | |
|-------------|------------------|
| 1 dangerous | 4 ensure |
| 2 decision | 5 users |
| 3 impatient | 6 responsibility |

Writing: essays (pp. 56-57)

I Key words: *friends, often more important, family, your opinion, do you agree, 200-250 words.*

- 1 A
- 2 A, C, D
- 3 I should not use colloquial expressions and short forms because essays are written in a formal style.

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

3 a)

Viewpoints	Reasons/Examples
<ul style="list-style-type: none"> • friends not always there for us • we are always a priority to our family • friends are of great importance, especially to young people • family members may only seem strict and judgmental 	<ul style="list-style-type: none"> • moving house or changing schools could mean less frequent contact • family members do everything they can to be there for us in good or bad times • teens find it easier to trust their friends • they mean well even if don't always express their love and concern in a mild manner

b) **Paragraph 2:** To my mind, the bond between us and our families can never be as strong as the connection we have with even with our closest and dearest friends.

(Suggested Answer) As far as I am concerned, we can never feel for our friends, even the ones we love the most, the closeness we feel for our own flesh and blood.

Paragraph 5: In conclusion, while friendship is an essential part of our lives, I strongly believe that the importance of family cannot be overlooked.

(Suggested Answer) To sum up, although it is necessary for us to have friends, I feel that we cannot ignore the significant role of the family.

c) **Paragraph 2:** To my mind, the bond between us and our families can never be as strong as the connection we have with even with our closest and dearest friends.

(Suggested Answer) It seems to me that no matter how much we love our friends, we can never feel as close to them as we feel to the members of our own family.

Paragraph 3: Nevertheless, it can be argued that friends are of greater importance in our lives, especially for young people.

(Suggested Answer) On the other hand, some people believe that friends are more important for us, and add that this is especially true for young people.

Paragraph 3: However, we should all realise that even when they seem strict and judgemental, our family members are only expressing their love and concern.

(Suggested Answer) Even so, it must be understood that even when they give the impression that they are judging us strictly, the people in our family are really showing us how much they care for and worry about us.

4 Key words: *high stress levels among teenagers be reduced, what can be done, 200-250 words.*

5 In order for the high levels of stress that teenagers experience to be reduced, the writer suggests the following solutions:

- finding different ways to release stress
- staying healthy
- seeking professional advice

6 **Paragraph 2:** B

Paragraph 3: A

Paragraph 4: B

**7 Techniques used: B, C
(Suggested Answer)**

Have you ever felt so pressured by what is going on around you that you were simply overwhelmed by stress? More often than not, today's teenagers find themselves in such a situation. Yet stress is something that can be handled successfully. In the words of American actress Valerie Bertinelli, "There's going to be stress in life, but it's your choice whether to let it affect you or not."

- 8** 1 The situation could be improved by lowering public transport fares. This would encourage more people to use buses and trains to travel within the city.
2 One solution would be to move factories away from cities. By doing this, the air would not be so polluted.
3 A useful suggestion would be to impose heavy fines for littering. As a result, people would think twice before throwing their rubbish on the ground.

9 1 B 2 C 3 A

10 (Suggested Answer)

It is not unusual for young children today to spend most of their time surfing the Internet or playing games on their computer. What can parents do to change this?

To begin with, it would be a good idea for parents to find out why their child is spending so much time online. The child might be doing so in order to escape from some problems he or she is having in the real world. Parents should talk to their child and discuss any problems he or she might be having. In this way, the child will be able to manage his or her problems and will no longer need to go online so much so as to escape from them.

It would also help if parents set a limit on the amount of time their child can spend on the computer every day. Having no other way to keep himself or herself entertained, the child will seek alternative activities to have fun. For example, he or she might take up a sport or go out and socialise with friends.

Another solution would be to engage the child in activities that the whole family can do together. For instance, parents can create family game nights or start an arts and crafts project the family does together. This would keep the child away from the computer and also enable him or her to spend more quality time with their family.

In conclusion, parents can deal with their children's

computer addiction by making sure the children are not going online to escape from a problem they might have and also by finding other activities the children can do to keep busy.

Vocabulary & Grammar Practice IV (pp. 58-59)

1 1 C 5 C 9 B 13 B 17 C
2 A 6 B 10 C 14 D 18 C
3 B 7 C 11 D 15 A 19 B
4 D 8 A 12 C 16 B 20 B

2 1 A 5 C 9 D 13 A 17 B
2 B 6 D 10 B 14 A 18 B
3 C 7 A 11 D 15 D 19 D
4 B 8 D 12 C 16 A 20 D

Module 5 – Rights

Reading & Vocabulary (pp. 60-61)

1 a) 1 4 3 2 5 2 7 1
2 1 4 1 6 3

b) Ss' own answers.

2 1 crawl 5 spotted 9 serves
2 hobbled 6 meant 10 landed
3 chase away 7 examined
4 stowed 8 struck

3 1 opportunity 5 wrong
2 congratulated 6 refreshed
3 spot 7 uneven
4 set up 8 seasoned

4 1 glorious 4 tinned 7 false
2 frightening 5 nature 8 light
3 outdoor 6 bad

(Suggested Answers)

- On this **glorious morning**, the birds are singing and the sun is shining.
- I am stranded but try not to have any **frightening thoughts**.
- He's not really an **outdoor person** and hates trips to the countryside.
- I pack some **tinned food** and water for my camping trip.
- I spend so much time in the forest that people call me a **nature lover**.
- The **bad break** in her leg meant sth had to stay in bed.
- If I take one **false step** I will slide down the mountain.
- The **light rain** made the trail slippery.

Listening (pp. 62-63)

I A 6 B 7 C 1 D 4 E 3 F 2

2 A 3 C 2 E 1 G 2
B 1 D 1 F 3

3 1 1 3 1 5 1 7 2
2 2 4 2 6 3

Speaking (p. 63)

Task 3 (Suggested Answers)

- 1 I've chosen photo number 1. It is a colourful scene from a parade during the famous carnival in Venice. This photo was taken two years ago. My family and I took a big trip around Europe and this is from our visit to Italy. In the photo, you can see just few of the many people who were part of this fantastic event. These particular ones are dressed as playing cards. Apart from their costumes, what I find truly impressive are their masks. Venice is famous for its excellently crafted carnival masks, and this photo gives us a taste of good they look indeed. Maybe you can't tell from the picture, but the headpieces were also fantastic. They were very detailed and well made. The people are parading around the streets in a huge celebration. It's like a very big street party. Not everyone has to be in costume, though. In the background you can see some people dressed in plain clothes joining in the fun. I took this photo because I wanted to remember the day we went to one of the world's most famous carnivals. The reason I wanted to show you this picture is to give you an idea of what we can wear at the next fancy dress party we're invited to!
- 2 I've chosen photo number 2. My mum took that photo two years ago. It was during our trip around Europe, and this is from our stay in Spain. We were staying in the town of Valencia, and someone told us about a weird but fun festival taking place nearby. So, we went to have a look and came across a big crowd of people throwing tomatoes to each other! A few minutes after arriving at the scene, we found out that that was the world famous La Tomatina festival. The people on the blue platform are throwing ripe, red, juicy tomatoes to the festival goers. The people grab the tomatoes as they fly over their heads and throw them around. You can't see it very well but one of these people in there is me! I'm one of the two people in the yellow plastic protective covering. Not that it did much good, by the end of the event I was covered in mashed tomatoes! I took this photo because I wanted to frame it as a reminder of one of the most fun things I've done in my entire life. I thought you should see it so

you can have a good laugh too. Don't get any ideas and start throwing tomatoes at me though!

- 3 I've chosen photo number 3. This photo was taken in London two years ago. My family and I had been travelling around Europe and England was our last stop. I took the photo at the Ice Sculpting Festival in London. This is an amazing three-day event in which people make sculptures out of huge blocks of ice. Some of the sculptures are two metres tall. In the picture, we can see one of the competitors working on his sculpture. It's not finished yet but it looks like he's making a model of the Houses of Parliament. You can see Big Ben, the famous clock tower, is nearly complete. In fact, this was one of the most impressive pieces in the event, why is why there are so many people gathered around the artist watching him work. You can tell from the way everyone is dressed that it's a very cold day, but all competitors stood there for hours creating beautiful ice sculptures. I took this picture because I found the sculpture the man was creating really impressive. Unfortunately, I didn't stick around to see the finished product but I'm sure it was magnificent. Since you love going to the ice sculpting events we have during our own Russian Winter Festival in Moscow, I thought you'd like to see something similar from another country.

Task 4 (Suggested Answers)

The first picture shows a man carrying a box of what is probably drinking water. He could be at a centre where things for people in need are collected and then given out. In the second picture, we can see a person placing a coin in a bright red can with the words "thank you for your donation" on it. This person is very likely out in a busy street and has been asked to give money in support of a cause. Both pictures present ways of helping people, or even animals, in need. In picture one, the person is volunteering their time and effort. He is taking clean drinking water to where it's needed. In picture two, though, we see a person who is donating money instead. Personally, I would prefer to donate money in order to help someone in need. I realise that it is extremely helpful to offer more hands-on help but it is not always possible. Volunteering at a soup kitchen, for example would require me to spend some of my afternoons away from other obligations. Although I would gladly give up these afternoons, I'm afraid that there might be times when I might not be able to make it. This would make me unreliable, and the help I would be offering would not be regular. Donating money, however, is one way of making sure that I'm doing something to help.

Reading & Vocabulary (pp. 64-65)

I a) A 5 B 7 C 2 D 3 E 1 F 6

b) Ss' own answers.

2 1 occurred 6 brought about
2 struck 7 baffled
3 were required 8 died down
4 draw 9 disputed
5 introduced 10 suggest

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

4 1 dotted 4 flaws 7 dramatic
2 symbol 5 inhabitants 8 wrecked
3 evidence 6 timber

5 1 sheer 4 widely 7 ecological
2 human 5 modern 8 tropical
3 huge 6 coastal

(Suggested Answers)

- It is from **sheer ignorance** that many people waste natural resources.
- Slowly, the forest recovered after the fires without any **human intervention**.
- Four **huge statues** of Rameses II sit at the entrance of the Great Temple at Abu Simbel.
- It is now **widely accepted** that Troy really did exist.
- Life in the **modern world** is more difficult than many had hoped.
- Rising sea levels have put several **coastal sites** at risk of flooding.
- The destruction of the Amazon rainforest is expected to cause an **ecological catastrophe**.
- Many people dream of taking a holiday on a **tropical island**.

Reading & Vocabulary (pp. 66-67)

I a) A 6 C 4 E 1 G 2
B 3 D 7 F 8

b) Ss' own answers.

2 1 converted 5 recycle 9 reuses
2 consume 6 reduced 10 recommend
3 refused 7 rejects
4 get rid 8 emails

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

4 1 relocate 3 financial 5 converted
2 exchanges 4 item 6 profits

5 1 landfill 4 energy 7 hard
2 rise 5 garden 8 relaxing
3 false 6 constant

(Suggested Answers)

- In my town we try to recycle instead of filling up the **landfill sites** with rubbish.
- She asked her boss for a **pay rise**.
- Susan rejects what she believes is a **false economy**, and has begun growing and selling her own fruits and vegetables.
- Uncontrollable **energy consumption** can lead to environmental problems.
- We all sat outside on the **garden furniture**.
- My job is stressful, with **constant deadlines**.
- A boss must make many **hard decisions**.
- Gardening is a **relaxing hobby**.

Grammar & Vocabulary (pp. 68-69)

I 1 4 3 1 5 2 7 2
2 2 4 1 6 2

- 2 1 I'd rather not play
2 should have her kitchen
3 had no intention of insulting
4 to my/me opening
5 have my hair cut by
6 made me do
7 aren't allowed to leave
8 managed to finish

- 3 1 was helping 5 don't you take/
2 had studied/ aren't you taking
had been studying 6 smiling
3 to do 7 Are you
4 will chat

4 1 luxurious 3 publicity 5 legendary
2 Originally 4 unexpected 6 generations

Writing: essays (pp. 70-71)

I A 4 C 1 E 2 G 1
B 3 D 2 F 3 H 4

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

- 3 Key words: *how, properly take care of a pet, answer the question, 200-250 words.*

- 1 F (This is a 'how' essay.)
- 2 T
- 3 F (I should suggest ways in which to take care of a pet.)
- 4 T

- 4 Spelling errors:** varius → various; aproprate → appropriate
Grammatical errors: eat good → eat well; must to make → must make
Punctuation errors: kinds sizes → kinds, sizes; moreover → Moreover

- 5** 1 Furthermore 3 so that
 2 also 4 For example

- 6 lots of:** a great deal of
just not on: not acceptable
close mate: good friend
so: therefore

- 7 (Suggested Answers)**
 2, 4, 5

- 8 (Suggested Answers)**

Introductory paragraph:

Having a pet is a pleasurable experience but also comes with great responsibility. This raises the important question of how one can make sure that their pet receives the proper care and attention. A healthy diet and exercise plan, frequent medical care and giving your pet much love and attention are key to having a healthy, happy animal in the home.

Final paragraph:

To sum up, looking after a pet properly involves providing the right kind of food and exercise, medical care and giving it all your love. Anything less will not suffice. In my opinion, British writer James Herriot put it best when he said: "I wish people would realise that animals are totally dependent on us, helpless, like children, a trust that is put upon us." That means we should care for them to the best of our ability.

Vocabulary & Grammar Practice V (pp. 72-73)

- | | | | | | |
|----------|-----|-----|------|------|------|
| 1 | 1 D | 5 D | 9 D | 13 C | 17 C |
| | 2 B | 6 A | 10 C | 14 B | 18 B |
| | 3 C | 7 C | 11 A | 15 D | 19 B |
| | 4 D | 8 C | 12 D | 16 A | 20 D |
| 2 | 1 C | 5 A | 9 A | 13 A | 17 C |
| | 2 B | 6 D | 10 A | 14 D | 18 C |
| | 3 D | 7 B | 11 B | 15 A | 19 A |
| | 4 B | 8 C | 12 D | 16 B | 20 B |

Further Practice Section

Key Word Transformations (pp. 74-83)

- A**
- 1 must not be used
 - 2 is not old enough to
 - 3 would like to
 - 4 is no chance of
 - 5 is not (very) far from
 - 6 is not hot enough
 - 7 not many tickets left for
 - 8 I were you I would
 - 9 I would rather not buy
 - 10 will take place
 - 11 feel like going
 - 12 wish I could come
 - 13 is said to be
 - 14 been in touch with them
 - 15 a small amount of
 - 16 spent four years learning
 - 17 to have a waiter's job
 - 18 prefer not to travel
 - 19 wish I hadn't upset
 - 20 am responsible for providing
 - 21 anyone interested in helping
 - 22 said to have been built
 - 23 would not have been delayed
 - 24 is not far from
 - 25 only one who did not
 - 26 accused Sue of having destroyed/destroying
 - 27 the last time you went
 - 28 was the only person who
 - 29 too busy to attend
 - 30 one of the fastest
 - 31 even though she behaves
 - 32 is hardly anything
 - 33 to find a solution to
 - 34 to have the roof repaired
 - 35 have not visited Beth for
 - 36 will only be accepted if
 - 37 good if you got
 - 38 subject I liked best/most
 - 39 was the first time
 - 40 did nothing but talk
 - 41 would like to know
 - 42 there are
 - 43 pays attention to
 - 44 had run out of
 - 45 no doubt he will win
 - 46 suggested (that) we go/going
 - 47 was Harry's first visit
 - 48 is unlikely that it will
 - 49 mistook me for
 - 50 being unable to play
 - 51 if we hadn't called
 - 52 have been married since
 - 53 good at drawing
 - 54 had a discussion on/about
 - 55 put up with his/him
 - 56 didn't let us stay
 - 57 in case it's cold
 - 58 been ages since Gloria was
 - 59 had better not stay up
 - 60 was too difficult for
 - 61 do not belong to me
 - 62 more fluently than anyone
 - 63 found he couldn't control/found himself unable to control
 - 64 was not deep enough
 - 65 in order not to
 - 66 succeeded in finding
 - 67 were prevented from reaching
 - 68 advised Ann to call
 - 69 put me through to
 - 70 (just) in time to catch
 - 71 no point in me/my taking
 - 72 is impossible for me to
 - 73 Sue hadn't helped
 - 74 has had no success
 - 75 does not let visitors use
 - 76 if I (had) invited Nancy
 - 77 was put off because
 - 78 to lend him/if she would lend him
 - 79 guest had fun
 - 80 will no doubt become/will without a doubt become
 - 81 was too slow to win
 - 82 would rather listen to jazz
 - 83 too excited to
 - 84 apart from John, was
 - 85 took to her teacher as
 - 86 expected to pass
 - 87 hasn't changed since
 - 88 in the habit of cutting
 - 89 was not as expensive
 - 90 got on well
 - 91 short on funds/money
 - 92 had no intention of insulting
 - 93 made me see
 - 94 behind bars doesn't always
 - 95 in case it starts
 - 96 put out a book
 - 97 will take place
 - 98 is too expensive for
 - 99 hardly spends any
 - 100 take advantage of
 - 101 the only one who had
 - 102 I would not have shouted
 - 103 has had no luck
 - 104 to have a job

- 105 is too old to
 106 were completely surprised by
 107 it is rare to see
 108 apologised for being/having been
 109 had run out of
 110 will be given out
 111 should not have trusted
 112 one of the best laptops
 113 is too busy to go
 114 were hardly any guests (left/there)
 115 is making little effort to
 116 has been a sharp rise
 117 caught the virus apart from
 118 being pulled down/going to be pulled down
 119 being spoken to rudely
 120 despite the fact that he
 121 there was no point in
 122 type any faster than
 123 didn't deserve to be
 124 last time Emily ate
 125 is included in
 126 did not appear to have
 127 want anyone else to come
 128 were cancelled due to
 129 in case your car is
 130 too expensive for Jane to
 131 is unusual for Jack to
 132 as long as he was
 133 was better than
 134 gets on (well) with / gets along with
 135 doesn't feel like eating
 136 be a better job than
 137 twice as long
 138 no point in trying
 139 is the same size as
 140 not like her to be
 141 had a discussion on/about what
 142 can't still be
 143 are responsible for keeping
 144 in case it is
 145 are not allowed/permitted to take
 146 does this shoe belong to
 147 is a faster runner
 148 is expected to get
 149 is not easy for Helen
 150 is worth trying
 151 is supposed to be
 152 is unlikely that there will
 153 possible for us to go
 154 made a note of his
 155 have not seen Lucy for
 156 only a few
 157 one piece is / one of the pieces is
 158 can't tell the difference
 159 has a tendency to get
 160 gave a detailed description
 161 no doubt (that) he will
 162 in order to
 163 until she had painted
 164 was having my hair done
 165 did not succeed in convincing
 166 ended the concert with
 167 has been a month since / was a month ago that
 168 following his appearance
 169 how much it cost(s)
 170 did not have to do
 171 dressed in such
 172 number of visitors
 173 succeeded in finishing
 174 cut down on the number
 175 still waiting for
 176 the second time I
 177 was anything else
 178 take a look at
 179 wish I had gone
 180 have been married for
 181 refused to let her pay
 182 only student who didn't
 183 how rude Donald was
 184 is used to looking after
 185 took place even though/although
 186 have been many changes in
 187 we would not have celebrated
 188 is not far from the
 189 been good at dealing
 190 why she hadn't seen
 191 accused Daniel of copying/having copied
 192 which is why he never
 193 in total agreement with
 194 has been reduced by
 195 it will be impossible for
 196 to have his portrait painted
 197 has not travelled abroad
 198 if she had not helped
 199 was the first time that
 200 himself to be
 201 did nothing but
 202 would like to learn (how)
 203 if/whether I had seen
 204 was called off
 205 pays (any) attention to
 206 if she would lend him
 207 despite not being
 208 very efficient in recycling
 209 took my scarf, didn't
 210 never seen such a big / never seen so big a
 211 both Mike and John are
 212 rather you shut

213 in spite of being
 214 made a good impression on
 215 apologised for not calling/having called
 216 advised him to see a
 217 suggested going to a restaurant
 218 can run as fast as / runs as fast as
 219 we had gone to see
 220 is said to have been
 221 I were you, I would
 222 apologised for having to
 223 high time you had
 224 taking care of
 225 has given up playing
 226 have not changed since
 227 provided it's not
 228 had no intention of forgetting
 229 he was sorry for having/he was sorry to (have)
 230 will not be present at
 231 unless he ran he would
 232 know the cost
 233 (that) Tom could be
 234 so that he can buy/so as to buy
 235 reputation does the school have/has the school got
 236 until he had finished all
 237 are not allowed to use
 238 has no intention of changing
 239 should take advantage of
 240 the length of this pool
 241 match instead of the
 242 cancelled as a result of
 243 admitted to having broken
 244 have the ability to
 245 I were you I would
 246 costs nothing to travel
 247 losing her temper
 248 not used to meeting
 249 accused him of taking
 250 turned out/up for/at
 251 had her wedding pictures taken
 252 spends hardly any / hardly spends any
 253 give a full description of
 254 had her bag stolen
 255 was called off because
 256 so that he would not
 257 had no idea why
 258 he would rather not drive
 259 to get in touch with
 260 is no difference between
 261 had our house broken into
 262 was/is no milk left
 263 are for sale
 264 said to be more
 265 good at playing
 266 possible for us to go

267 no comparison between
 268 take care of
 269 was said to have been
 270 were prevented from leaving
 271 have been investigated by
 272 give me a hand
 273 blamed Ellie for losing/having lost
 274 there is nothing wrong with
 275 wishes (that) he had caught
 276 there was none/nothing left
 277 like the idea of going
 278 is expected to come
 279 even though they have/had
 280 have made a better
 281 the intention of never coming
 282 had as much luck as
 283 always been good at
 284 was bleached using
 285 could lend him

Multiple Choice Questions (pp. 84-89)

B	I	B	34	B	67	D	100	D	133	D
	2	C	35	A	68	C	101	B	134	D
	3	A	36	B	69	A	102	A	135	A
	4	D	37	C	70	C	103	D	136	C
	5	D	38	D	71	D	104	A	137	A
	6	C	39	A	72	C	105	B	138	A
	7	C	40	C	73	C	106	A	139	A
	8	D	41	C	74	A	107	D	140	C
	9	A	42	B	75	A	108	B	141	B
	10	D	43	A	76	C	109	C	142	A
	11	D	44	D	77	C	110	D	143	D
	12	A	45	B	78	B	111	C	144	A
	13	D	46	A	79	A	112	C	145	C
	14	D	47	B	80	B	113	A	146	D
	15	B	48	C	81	D	114	D	147	B
	16	A	49	A	82	A	115	C	148	C
	17	C	50	C	83	C	116	A	149	B
	18	D	51	B	84	C	117	B	150	D
	19	A	52	D	85	B	118	A	151	A
	20	C	53	C	86	B	119	D	152	A
	21	B	54	D	87	D	120	A	153	D
	22	C	55	B	88	C	121	B	154	D
	23	B	56	A	89	B	122	B	155	D
	24	D	57	C	90	B	123	B	156	D
	25	C	58	B	91	A	124	C	157	D
	26	A	59	A	92	C	125	A	158	B
	27	C	60	D	93	D	126	C	159	D
	28	A	61	D	94	D	127	C	160	A
	29	D	62	D	95	B	128	C	161	C
	30	B	63	A	96	A	129	A	162	C
	31	B	64	D	97	C	130	C	163	C
	32	B	65	B	98	C	131	D	164	B
	33	B	66	B	99	C	132	A	165	A

Open Cloze Sentences (pp. 90-92)

C 1 was	37 to	73 Apart	109 nothing
2 have	38 make	74 so	110 to
3 be	39 than	75 though	111 at
4 than	40 every	76 while	112 between
5 are	41 so	77 it	113 in
6 much	42 enough	78 without	114 which
7 by	43 takes	79 While	115 asleep
8 beginning	44 in	80 between	116 few
9 to	45 until	81 as	117 This/One
10 not	46 where	82 By	118 needs
11 at	47 for	83 how	119 nor
12 apart	48 by	84 at	120 on
13 able	49 at	85 with	121 since
14 have	50 in	86 to	122 fact
15 on	51 from	87 become	123 as
16 to	52 way	88 spent	124 least
17 one	53 with	89 a	125 of
18 long	54 than	90 of	126 to
19 a	55 except	91 as	127 before
20 on	56 though	92 among/with	128 every
21 of	57 between	93 reason	129 great
22 take	58 takes/lasts	94 sight	130 short
23 many	59 which	95 about/and	131 takes
24 ago	60 long	96 out	132 one
25 whose	61 of	97 from	133 than
26 for	62 in	98 what	134 let
27 one	63 far/many	99 out	135 to/above/over
28 up	64 up	100 tried	136 no
29 all	65 before	101 all	137 least
30 if	66 in	102 another	138 in
31 how	67 a	103 by	139 far
32 like	68 on	104 so	140 of
33 On	69 of	105 On	141 takes
34 take	70 its	106 got	142 per
35 most	71 to	107 used	143 although/while/ though
36 rest	72 of	108 about	

Word Formation (pp. 93-97)

D	1	effective	53	healthy	105	investigation	157	completely
	2	carefully	54	confusion	106	differences	158	production
	3	organisations	55	action	107	daily	159	exciting
	4	majority	56	unclear	108	Friendship	160	challenging
	5	cultural	57	relationship	109	variety	161	basically
	6	knowledge	58	countless	110	illness	162	central
	7	brightens	59	puzzling	111	inexpensive	163	neighbourhood
	8	correspondence	60	harmful	112	reservation	164	specialises
	9	obligation	61	agreement	113	attractions	165	colourful
	10	entertainment	62	choice	114	increasingly	166	characteristics
	11	broaden	63	designer	115	carefully	167	choice
	12	closing/closure	64	qualification	116	particularly	168	arrangement
	13	unemployment	65	valuable	117	factual	169	sale(s)
	14	construction	66	delivery	118	economical	170	lover
	15	shortly	67	freedom	119	dangerous	171	childhood
	16	announcement	68	decorations	120	straightened	172	effective
	17	advertising	69	especially	121	traditional	173	determination
	18	qualified	70	customers	122	behaviour	174	development
	19	intention	71	arrangements	123	frequently	175	third
	20	recently	72	unexpected	124	natural	176	requirements
	21	enthusiastic	73	meeting	125	luxurious	177	strength
	22	wealthy	74	variety	126	preparation(s)	178	additional
	23	latest	75	director	127	successfully	179	energetic
	24	solution	76	inhabitants	128	happily	180	Unfortunately
	25	growing	77	growth	129	costly		
	26	encouragement	78	loss	130	extremely		
	27	normally	79	inability	131	severely		
	28	appearance	80	advisable	132	adventurous		
	29	uncomfortable	81	preparations	133	sights		
	30	hopelessly	82	nervous	134	profitable		
	31	importance	83	easily	135	suspected		
	32	extremely	84	useful	136	punishment		
	33	lonely	85	generally	137	stressful		
	34	ambitiously	86	additional	138	residents		
	35	journalist	87	better	139	exceptional		
	36	decision	88	tendency	140	resistant		
	37	highly	89	information	141	valuable		
	38	incredibly	90	helpless	142	activities		
	39	amusement	91	existence	143	responsibility		
	40	Luckily	92	development	144	selfish		
	41	happily	93	Amazingly	145	enjoyable		
	42	ability	94	relatively	146	Invitations		
	43	concerned	95	distance	147	spectacular		
	44	disgusting	96	observation	148	illegal		
	45	approval	97	truth	149	inventions		
	46	thought	98	measurements	150	improvements		
	47	European	99	unbelievably	151	(un)comfortable		
	48	unsuitable	100	reference	152	cyclists		
	49	singers	101	enormously	153	seventeenth		
	50	selfishly	102	uncertain	154	popularity		
	51	performance	103	discovery	155	unlike		
	52	judgement	104	unexplored	156	appearance		

Prepositions (pp. 98-99)

E	1	to	53	at/for
	2	on	54	for
	3	at	55	in
	4	to	56	on
	5	in	57	in
	6	to	58	on
	7	to	59	by
	8	of	60	under
	9	on	61	out
10	in	62	off	
11	on	63	to	
12	of	64	on	
13	to	65	to	
14	to	66	among	
15	to	67	to	
16	to	68	to	
17	in	69	to	
18	in	70	in	
19	of	71	of	
20	in	72	for	
21	into	73	to	
22	in	74	against	
23	of	75	on	
24	at	76	to	
25	of	77	to	
26	to	78	against	
27	on	79	for	
28	in	80	to	
29	in	81	of	
30	against	82	in	
31	in	83	on	
32	in	84	in	
33	to	85	for	
34	in	86	by	
35	to	87	between	
36	to	88	as	
37	to	89	of	
38	in	90	as	
39	to	91	in	
40	on	92	on	
41	in	93	to	
42	for	94	in	
43	of	95	as	
44	to	96	at	
45	to	97	by	
46	into	98	for	
47	of	99	in	
48	of	100	under	
49	at			
50	on			
51	against			
52	at			

Phrasal Verbs (pp. 100-101)

F	1	for	53	down
	2	for	54	back on
	3	in	55	behind in
	4	off	56	for
	5	up	57	for
	6	after	58	out with
	7	against	59	apart
	8	away	60	along
	9	down with	61	away
10	up	62	back	
11	up	63	back at	
12	down	64	by on	
13	down	65	back to/down to	
14	in	66	in	
15	into	67	off	
16	off	68	over	
17	out	69	away	
18	up	70	in	
19	from	71	out	
20	down	72	to	
21	out	73	off	
22	to/round	74	up	
23	round	75	after	
24	up	76	by/on	
25	for	77	down with	
26	for	78	after	
27	off	79	over	
28	on	80	over to	
29	off	81	without	
30	out	82	in	
31	out	83	away	
32	with	84	off	
33	round/by	85	down	
34	back	86	up with	
35	to	87	off	
36	by/round	88	down	
37	down with	89	through	
38	into	90	on	
39	out	91	through	
40	to	92	up to	
41	up	93	to	
42	against	94	back on	
43	up with	95	down on	
44	on	96	for	
45	down	97	forward to	
46	down on	98	into	
47	off	99	out	
48	off from	100	over	
49	up	101	at	
50	away with	102	up	
51	with	103	up to	
52	without	104	out	

MODULE I

Exercise 1 (p. 6)

Speaker A

I've been driving for over ten years now and I consider myself a good driver. I'll never forget the advice my driving instructor gave me way back then. She told me that driving was like life in that you always had to plan what you were going to do next, one step ahead of time. And I agree. She also emphasised that when behind the wheel, you had to keep a level head, no matter what. But you know, some drivers out there are just so rude. This man cut in front of me and even smiled at me as he went by. Well, I'm ashamed to say it, but I gave him a good long blast of my horn. I couldn't help it, I was so angry.

Speaker B

Ever since I got my driver's licence three years ago, I have wanted a vehicle of my own. I'm not saying it hasn't been generous of my parents to let me have their car whenever I needed it, but I'm fairly independent and I really wanted a car of my own. My dad suggested I got a used car as it would be cheaper and the insurance wouldn't cost so much and I agreed. Actually, he and I went to the used car dealer together. I must admit I am rather impulsive, often doing things before thinking them through. Well, I fell in love with the first car I saw and I wanted it no matter what. Big mistake. So far, I've spent over £2,000 on repairs. That's almost twice what I paid for the thing in the first place!

Speaker C

Let's just say I'm the kind of person that tends to put off doing things. I always get things done, but usually in my own time. Slowly but surely, I'm beginning to realise that this characteristic of mine has to change. Take the other day, for example. I was driving in the city centre when suddenly I got a puncture. Well, as the car rolled to a stop, all I could think of was my husband asking me if I had had the spare tyre repaired. I remember telling him that it had totally slipped my mind but that I would take it to the garage as soon as I could. Unfortunately, I hadn't got round to it, so I ended up waiting two hours before someone could come and help me out.

Speaker D

I'm usually the organised one in my family. I never forget anyone's birthday and I always make sure I pay the bills on time. Anyway, it was the strangest thing – the insurance company I deal with always contacts me to let me know when my car insurance is about to expire. This year, though, for some reason they didn't, and I hadn't marked it on my calendar. I must admit I was rather red-faced when a policewoman pulled me over

for a routine check and I discovered my insurance was three weeks out of date!

Speaker E

There's nothing I like better than going for a long leisurely Sunday drive. I never put much thought into where I'm going to go, though. I just get in my car and off I go. It's like an adventure of sorts. Well, my mate, Angus, is one of those people that has to have everything mapped out before doing anything. It drives him mad that I never have a set route for my Sunday excursions. He has told me time and time again that one day I would regret not being more organised. I hate to say it, but he was right. Last Sunday I got caught up in road works and spent the next six hours trying to get back home.

Speaker F

I've always had a good sense of direction and I learnt how to read maps at quite an early age, so I never dreamed that it could be a problem for anyone to get from A to B. If I was going on a long journey alone to a place I have never been to before, I simply noted down the main stages of the journey and set off – no problem. Then, when I got married, my wife and I decided to spend our honeymoon touring around France in our little sports car. She didn't have a driving licence at the time so I suggested she do the navigating. She kept pretty quiet about the idea and it was only when we got off the ferry in France and I asked her for directions out of town that I realised that she had no idea of how to read a map. She was holding it upside down.

Exercise 2 (p. 6)

Adam: So, David, are you still set on getting a job as a lighthouse keeper? I mean, good for you and everything, but I still find it a tad unusual!

David: You know it's been a dream of mine forever, Adam. Most boys back then wanted to be engine drivers or police officers but that never crossed my mind. I even remember telling my parents about my dream job, when I was about 10 years old.

Adam: I must say I admire you for following a childhood dream. How does your wife feel about your decision?

David: Well, Susan is all for it! I'd thought she'd laugh at my boyhood dream but, to my amazement, she's thrilled! She too is starting to find suburban life a bit dull.

Adam: What's your next step? Are you just going to start sending out applications?

David: Actually, becoming a lighthouse keeper is not as easy as I had imagined. I didn't know that most lighthouses no longer have lighthouse keepers in residence, thanks to the new technology. They're automatically operated from control centres many miles away.

Adam: Oh no! Is that the end of your dreams, then?

David: No, thanks to Susan. She was surfing the Net one day and happened to find this article about Lundy, a small island off the coast of Devon.

Adam: I know about Lundy! A tiny uninhabited island off the south-west English coast, right?

David: Well, that's what I thought too, but there's actually 30 people living there. Anyway, Susan found out that the island authorities are advertising for staff to help manage the local facilities. And they're asking for a lighthouse keeper too! I've already applied!

Adam: Imagine that! If you get the job what will you do with your house on the mainland? Are you going to sell it before you move to Lundy?

David: Let's see if I get the job first, and then Susan and I will talk about it.

Exercise 3 (p. 7)

Interviewer: I'm pleased to say that we have Tom Williams with us in our studio today. Now, Tom Williams has built himself a very interesting home and he's here to tell us all about it. Tom, thanks so much for coming.

Tom: My pleasure.

Interviewer: Well, first I suppose we should tell our listeners what is so unique about your house.

Tom: I must admit, my house is unique. I just love inviting people to come and see it. I always make a point of being at the front of the house when they arrive. The look on their faces never fails to amuse me.

Interviewer: You mean because they are amazed at how attractive the house is?

Tom: In part, I suppose. I mean, it is lovely, but that's not what amazes them the most. What they really can't believe is that the house is made of straw, but it looks so sturdy and well-built.

Interviewer: I see. So the house is very strong, but it was very economical to build, wasn't it?

Tom: Yes, it was. And to tell you the truth, if I ever build another one, it will be even less expensive. The one I have just completed cost me about £4,000 altogether. Through talking to friends, and now that I've had some experience, I realise I could have saved about £1,000 if I had cut my own wood for the frame of the house. I didn't think of doing that at the time, so I had the wood cut by professionals at the local sawmill.

Interviewer: Right. So ... going back to the strength of the house ... how strong can a house made of straw actually be?

Tom: Well, it's all in the way it's constructed. First things first, it's very important to have a really good foundation, or base. I built mine with rocks. If you take time to fit the rocks together well, you won't need to use any mortar to stick them together. You'll find that once the bales of straw are placed on top of the foundation, they'll be heavy enough to hold the rocks in place.

Interviewer: And then you build the walls?

Tom: No actually, not yet. Next you construct your floor. You won't believe how easy it is. I used old wood to make a wooden frame and then nailed boards to that. Once the floor was completed, it was time to build the roof so that it was ready to put on as soon as the walls were finished. A friend cut some planks for me from a couple of fallen trees that we found in a near-by forest. Of course, I had to get permission to do that.

Interviewer: So what about the straw? Tell me about that.

Tom: Well, I used rectangular bales of straw – 200 altogether. If you can believe it, each bale only cost me one pound. Then, after the bales were in place, I covered them in plastic sheeting. It's very important that the straw stays dry. If moisture gets in, the straw will eventually rot.

Interviewer: So, Tom. We're about to run out of time. So tell us ... apart from having a great place to live, what do you get out of all this?

Tom: Good question. You know, I do care about what effect I have on the world. Also, I am very concerned about how much people are spending on mortgages, rent etc. But most of all, I'm just proud of the fact that I've built something on my own. I feel so content sitting there in my straw house in the middle of winter. The snow is falling outside, and yet, I'm inside where it is quiet and warm and I can't help but think, 'Yes, this is what it's all about.'

Interviewer: Well, thank you Tom for being with us today. You really have accomplished something incredible. Just one last question, though. Is there any way our listeners can contact you if they would like to find out more about building a house of straw?

Tom: Sure. You can email me via my website at www.tomsstrawhouse.com with any questions you have. It might take me a little while to write back because I'm getting a lot of enquiries these days, but I will write back eventually!

Interviewer: OK, once again, thank you very much for being on the show, Tom.

Tom: You're welcome!

MODULE 2

Exercise 1 (p. 20)

Speaker A

I was trapped for over a day in the ruins of a tall block of flats after a devastating earthquake struck in Golcuk, Turkey. I knew from a television programme that I would be able to survive for three days without food or water, so at least I stopped worrying about that. I had also learnt that I should lie still to save my energy. I tried to keep calm and about 10 hours later I heard my name being called and was able to reply. The scramble to free me began. It took the rescuers 18 hours to find a route through the rubble. I was finally pulled clear with only minor injuries.

Speaker b

It was late September, and we were climbing in the Kumaun region of the Indian Himalayas. Temperatures had dropped to below zero, and heavy clouds were dumping more than 10 cm of snow per hour. We'd taken shelter by chiselling our tents inside a crevasse that sloped downward into a seemingly bottomless pit. An avalanche hit at midnight. Our tents collapsed, and we awoke to snow squeezing us in the darkness. As the snow pushed us farther into the crevasse, I fought to keep an air space in front of my mouth while pulling up frantically. Pete and I dug a 15-foot-long tunnel through the snow and poked our heads out into a raging storm. There was no way we could have survived out there. Four days later the storm stopped. We tunneled out and started climbing down the mountain to safety.

Speaker C

I was 17 and it was the first day of the holidays. I was lying on my bodyboard on Kauai's Brennecke Beach, feet dangling in the water, when something bit my leg and pulled me under. When I realised it was a shark, I started punching it on the nose. But it didn't care and began thrashing me around like a mad dog with a stuffed animal. It let go for a second but grabbed a hold of me again and took me down feet first, while I kept punching it as hard as I could. Eventually, the shark flipped away and let me go. I climbed on top of my board and paddled to shore. The shark had bitten me right below the knee. The doctors told me later that I'd lost so much blood I was lucky to have survived.

Speaker D

I was in my car on the Wooten Bridge when suddenly, I saw the tarmac break in front of me and felt the bridge shake. I thought I had just survived the earthquake when the bridge started falling. I plummeted headfirst, still gripping the steering wheel. My car landed on a large concrete slab, but the back end was slipping into the river. Water was rushing into the car. I tried to open the door, but it was jammed. I started to panic, but tried the door again and it opened. I swam to the big slab of concrete and I had just climbed up onto it, when I saw a man screaming and floating in the river. I found a piece of wood and held it out to him, guiding him through the water and onto my slab. It must have been about half an hour before a rescue boat found us.

Speaker E

Just after I had finished university, a friend, Enrique, and I went backpacking in South America. One particular day, we decided to try hiking from one village to the next in a beautiful mountainous area of Argentina. When we mentioned our idea to the owner of the hostel we were staying in, however, he warned us that

since it was very easy to get lost in the area and the weather could be very unpredictable at that time of year, it would be better to hire a guide for the day. After discussing it for a while, however, we decided that we would risk it alone. We weren't going that far, after all. Anyway, needless to say, we ended up in a great deal of trouble. We were found by a local mountain rescue team forty-eight hours later and taken to a hospital, exhausted and seriously dehydrated.

Speaker F

I've been mountain boarding since I was twelve. It is an adrenaline sport that combines the best aspects of snowboarding, but on many different terrains during the off-season – long after the snow has melted. It's a great sport but it is also very dangerous. One day I was preparing to go down a particularly steep run when I spotted this young kid getting ready to go down too. I went up to him and asked him if he was an experienced mountain boarder. He hummed and hawed and then admitted that this would be his first attempt. I told him that he should try easier runs first so that he doesn't hurt himself. In the beginning, I thought he was going to do the run anyway but his commonsense prevailed and he went off to an easier hill. I am certain he would have broken something if he had done what he had so foolishly planned to do.

Exercise 2 (p. 20)

Nancy: Hey, Jason. What are you reading?

Jason: Oh, hi there, Nancy. I'm looking at this brochure from the new sports club that's just opened. I'd love to take up another sport. Something different this time.

Nancy: I've seen their brochure too. Why don't we go over there and talk to them? They're just around the corner. I'd be interested in starting a sport. Maybe we can do something together.

Jason: Good idea! What sort of sport are you thinking of?

Nancy: Well, nothing too extreme. I don't see myself paragliding or bungee jumping! Something not so scary, perhaps!

Jason: Oh come on! I've been bungee jumping dozens of times. It's perfectly safe. Paragliding, zip lining, rock climbing ... they're all safe if you do what your instructor says.

Nancy: Still, I'd rather do something less risky. How about a water sport, like water polo?

Jason: I like the sound of that. We can do it all year round, too. At the beach in summer and the local indoor pool in winter.

Nancy: True, and I also like the idea that we'll be playing with other people. I always thought individual sports are a bit isolating. I'd rather be part of a team.

Jason: OK, then. That's one option. What do you think

of contact sports? We could try karate, or judo. Not exactly a team sport, but people train and compete in groups.

Nancy: My brother's been doing karate for five years. He says it's fun, keeps you fit and also teaches you how to defend yourself if you ever find yourself in a dangerous situation.

Jason: Sounds good. I still think you should explore your adventurous side though, Nancy. Do something different, live a little! Look! The sports club even organises trips where we can go volcano surfing!

Nancy: Ha ha! Give it up, Jason! There's no way I'll ever be so brave! I mean the most adventurous thing I've ever done is water skiing, and that for only five minutes.

Jason: Oh yeah, I remember that. It was two years ago, wasn't it? When you came out of the water you were shaking like a leaf! I still laugh when I think about the look on your face!

Nancy: Very funny, Jason. Now, let's go over to the sports centre and see what nice, SAFE, sports they can recommend for us.

Jason: Oh, all right.

Exercise 3 (p. 21)

Interviewer: What's the wildest or most interesting party or event you have ever attended? Have you ever wondered how these great parties and events are organised? Well, on today's show we will have an inside look at the world of glamorous parties and events with our guest David Tutera, party and event planner. Welcome, David. So, your official job title is event consultant. Can you tell us exactly what this means?

David: Sure. A big part of most people's life is the time they spend enjoying themselves during their free time. So, my firm offers an event production and design service that recognises this and helps clients to organise this side of their lives, particularly by helping them to organise very special events and parties.

Interviewer: And how did you get started with all this?

David: Well, really I owe it all to my grandfather. He felt I was not only creative and artistic, but a visionary when it came to inspiring other people. Basically, he encouraged me to follow my dreams, so at age 19, with his support, I started my own event planning business. It grew quickly and I now even contribute to various TV programmes and magazines about lifestyle and entertaining.

Interviewer: Oh, really? You mean you are interviewed by the media – on TV programmes or for magazine articles, for example?

David: Oh no, no. I simply give a little bit of guidance. If someone has written an article or is producing a TV show about organising parties, for example, I'll check the details and just be available for consultation at any time.

Interviewer: Interesting. So I understand that you have

a long list of celebrity and other high profile clients...

David: Sure. I do a lot of celebrity weddings and of course company openings and well-known product launches. I enjoy all the events I organise, because they are all very different, but what I enjoy the most about these kinds of high profile events is probably not what you would expect. Yes, it's exciting to have TV cameras everywhere and to meet lots of interesting celebrities, but can you imagine how much money is available to plan these kinds of events? No expense is spared, of course, which means that you have every possible resource available to you to come up with something really imaginative, exciting and unique.

Interviewer: I can imagine. So, tell us about the actual process of event planning. What exactly does it involve?

David: Well, first of all, the space has to be examined so that it can be properly utilised. Then I start working with the client on a concept. Basically, we try to come up with something that is highly imaginative but still reflects the personality of the client. But no matter how original our idea is, the most important thing is for the event to be a success. We want our clients and their guests to remember the event for years to come.

Interviewer: And what role does the décor play in an event?

David: Well, the moment a guest enters a party space, every aspect of the décor should capture them. Their sight, smell, taste and touch should all be stimulated from the beginning to the close of the event. We always work really hard to achieve this and in fact very often the décor is what the client is most impressed by.

Interviewer: Can you recall an event that you are particularly proud of?

David: There is one wedding that stands out to me. We transformed an ordinary reception area into a fantasy palace. Everything was white, we dusted crystal on the tables where the food was laid out, and there was even a miniature lake with real live swans that everyone could see as they ate. It was absolutely magical!

Interviewer: It sounds incredible! Well, David, thanks for joining us today. I certainly had no idea that event organising could be so exciting!

David: My pleasure and thank you for listening.

MODULE 3

Exercise 1 (p. 34)

Speaker A

My school encourages students to be competitive and to never forget their individual ambitions. I have to say that the teachers are strict and they constantly push us to our limits, if not beyond them. The workload is challenging, too. It's not unusual to have over four hours of homework to do every night, and for a long time I didn't think I would be able to cope with the pressure, but having learnt something about time-management skills, I now feel that I am organising myself

better. I want to do well because I know the teachers have our best interests at heart – even if they don't always show it.

Speaker B

What I like about my school is the fact that they are very keen on sports. A lot of schools don't seem to approve of competitive sports these days, but not this one. Of course, we have to keep up with our lessons as well, and being the top scorer in the football team is no excuse for not doing well academically. But it's the way that the whole school gets involved that I like. Whenever we have a game against another school, the atmosphere is fantastic. All the kids turn out to cheer us on – it's really great.

Speaker C

Well, I participate in a few of the extracurricular activities that are scheduled after classes. We are actually encouraged to become involved in a lot of things and it's a great way to meet new people. My parents are always going on about the fact that I don't seem to spend enough time studying, but I think it's important to get involved in something you enjoy and, anyway, I always do well in exams. There are a wide range of school clubs and organisations to choose from and sometimes we organise events to raise money for the local community.

Speaker D

I know everyone talks about their teachers and their favourite subjects when they discuss school, but I just have to mention our dining hall and the ladies who cook our meals. I always look forward to the lunch break because I can then sit down with my circle of friends and discuss ... well, anything and everything, really. The food is great and there's a good selection. Nowadays we have a salad bar and vegetarian meals are on offer as the headmaster feels that we shouldn't eat so much junk food. Mum and Dad tell me things were totally different when they were at school.

Speaker E

We have music and arts programmes at our school and there's also drama, although not many students seem interested in that. At the moment, they are building a small theatre to encourage more students to join in. I attend the art classes and they're very relaxing. I really admire my teacher who is very friendly and her attitude has helped me to feel that I don't have to be the best at everything. I don't know whether I have any real potential, but with a good teacher and interesting lessons, you might be surprised what you find out about yourself.

Speaker F

Last year, I failed Maths and History and I had absolutely no interest in studying. This year, though, things have been a lot different. I got an A in Maths and I have even joined the History Society. Since the beginning of this school year, me and my classmates have been following a programme set up by the government here in Mexico to promote the use of computers in the classroom. The programme is called Encyclomedia and it's a multimedia program including software that responds to students and gives us feedback on any errors we make. I can honestly say that learning has never been so much fun.

Exercise 2 (p. 34)

Callum: What are you reading, Patrick? You look so focused.

Patrick: Well, I came across this website on space development, and I'm looking at a piece on colonising other planets.

Callum: Really? It's a site for science-fiction fans, then.

Patrick: What do you mean?

Callum: I mean that people living on other planets is just fantasy. I don't think that mankind will ever be able to inhabit other planets. That's stuff we read about in novels or see in films.

Patrick: Actually, Stephen Hawking and a whole lot of other distinguished scientists disagree with you. And so do I, for that matter! They believe that space colonisation is not only possible but also necessary.

Callum: OK, perhaps people will one day be able to live on other planets, I can see the possibility in that. What I can't see is why experts think it is essential. Aren't we fine here?

Patrick: Look, the way we've been treating our planet, there won't be a 'here' much longer! Earth is dying. That's why it is important for the human race to find another home.

Callum: Shouldn't we just stay and fix our home? If there are some plumbing problems in your house, don't you fix them? You don't just move to a new house because of a few leaky pipes!

Patrick: You're absolutely right. But the problem here is, according to some experts anyway, that our home is beyond repair. Environmental organisations have been saying for decades now that not only are things not improving on Earth but they're getting worse and worse.

Callum: What a pessimistic view! Our future can't be that gloomy! I'm sure we've made some progress over the years.

Patrick: Maybe, but not enough, apparently.

Callum: Look, I think you're reading too much into what scientists say. The whole idea of space colonisation is just too unreal!

Patrick: Hmm ... that's what they said about space travel many years ago, didn't they? And look at us now!

Exercise 3 (p. 35)

Interviewer: I'm pleased to welcome Francesca North to the programme today. Francesca is currently playing the role of Maggie in the popular TV series Prison Blues. It's lovely to have you with us today, Francesca.

Francesca: Thank you.

Interviewer: Tell us how you got into acting.

Francesca: Well, my mother is Japanese and my father is English, so we spoke two languages at home. My mother wanted me to have a good English accent so she sent me to speech lessons. I did very well in this. The teacher also gave acting lessons and one thing led to another. She suggested I try some acting and the next thing I knew I was winning drama awards and seriously considering acting as a career. My mother wasn't sure she wanted me to do this, though. She didn't think it was a very secure job.

Interviewer: And your father?

Francesca: Oh, all he ever wanted for me was to be happy and if that's what I wanted, at the end of the day I could always teach English or Drama if life on the stage proved to be too precarious!

Interviewer: So you did go to Drama school ...

Francesca: Yes, and had a wonderful time. The great thing is that you make so many friends and contacts. Then, I happened to be in the right place at the right time one day and was offered a very small part in a TV soap. That was fantastic because, although it was a small part, the thing with soaps is that the story is on-going. Gradually, my character became more involved in the story line and they wrote bigger and bigger parts for me.

Interviewer: Obviously you must research a part. You played a young mother didn't you?

Francesca: Yes, that's right. I did talk to young mums and try to get an insight into the kinds of highs and lows they experienced. Young mothers have to have a lot of energy for their kids but they also often feel they want more fun and less responsibility. Later, when I had my own children, I used to look back on the role and think of all the things I thought that being a mother was about then – the reality wasn't quite the same!

Interviewer: When you left the soap it must have felt as if part of your life fell away.

Francesca: I had been very involved in the role, yes, but the offer of playing Maggie in this new series was too good to miss.

Interviewer: The part you are playing now as Maggie in Prison Blues is very different. How do you manage to be so convincingly bad?

Francesca: Thank you (laughing). I will take that as a compliment. Actually, Maggie is almost everything I am not. I'm not saying I'm perfect but she is a very bad woman. In order to play the role I have to consider how I would think and what I would do in the given situation and try to find the complete opposite thoughts

and actions! There are times when I'm really not keen on acting out what Maggie does – for example when she is so unkind to some of the others.

Interviewer: Did you actually go to a women's prison and meet prisoners?

Francesca: Yes, absolutely, and I learnt a lot about life in prison. I guess there must be a punishment for crime but there are a lot of women in there who have had a really hard life with many problems. It's very sad. Many of them have had little education and were involved in petty crime as children and haven't had the love and care of family relationships. Others found themselves in difficult financial situations and resorted to crime as a means of survival.

Interviewer: Is life in jail really like the TV series?

Francesca: Well, the producers have tried to make it as realistic as possible and that is why we spent quite a bit of time ourselves researching what it is like and talking to staff and prisoners. I don't think there are many real prisoners quite like Maggie but sometimes the frustration of being in prison brings out the worst in people. I have to say that every time I left there I was so relieved that I didn't have to face years inside. Freedom is a very precious thing and what I have done has helped me to appreciate the fact. I consider myself to be a law-abiding person and I sincerely hope I never end up in prison for real. You know, sometimes innocent people do and that must be an absolute nightmare.

Interviewer: Indeed. (pause) ... Coming back to you and your career, do you have plans for the next role yet?

Francesca: Well, this series is still being completed and after that we'll see ... but after playing such a nasty violent character I would like a role that is completely different next time. It's hard to play a baddie all the time and I wouldn't want to be typecast. In fact, if any directors out there are listening, I wouldn't mind a little role in the theatre for a change. That would be fun!

MODULE 4

Exercise 1 (p. 48)

Speaker A

I think it's great that these big names in show business and the music industry are rolling up their sleeves and fighting the good fight. Take that Irish guy, for example. I can't remember his name, but he's organised a couple of huge concerts in support of solving the world's food crisis. I heard a colleague say that he thought he was in it for personal financial reasons, but I don't agree at all. As I say, I think it's marvellous that he's taken time out of his hectic schedule to try to help a really serious world problem.

Speaker B

My best mate, Alan, has done voluntary work for years. It seems he is out on the streets almost every night distributing food and blankets to the needy ... the

homeless, the runaways. You know, he really cares about these people, despite the fact that his work is really tough sometimes. You know, once he was mugged twice within a few months. I told him I thought he was mad to continue. He just smiled and said it was all worth it. He's disappointed that some of his colleagues have stopped volunteering lately because of the danger out on the streets. I understand how he feels, but you can't blame people for feeling worried.

Speaker C

I've been with the organisation Feed the World for about a decade now. Over the years, what with the demands of family and work, I've thought I would have to give up my volunteer work, but I've just never had the heart to do it. People are constantly telling me that I'm flogging a dead horse, you know, trying to find a solution to a situation where there isn't one. Well, I simply keep quiet when I meet people like that. They frustrate me with their attitude but I know that if we just keep at it, if we keep hammering away at the problem, we will, one day, reach our goal.

Speaker D

Yes, the world is in a terrible state, I couldn't agree more. And yes, of course, something needs to be done about it. You know, when I was younger, in my twenties and thirties, I followed the news, I attended the charity dinners, I went to the protests ... I got involved in everything. As I got older, though, my charity work just kind of fell by the wayside. I suppose, if I could ever find a spare moment, I might take up a cause of some kind again. I mean, both my teenage children are avid supporters of Save the Whales. I don't know, maybe when I retire I'll have the chance to get back into that kind of thing again.

Speaker E

For years I used to financially support my favourite charity each month, and I got a degree of satisfaction from that – you know, just to know that I was helping in some small way. But a few years ago I found myself getting tired of my job and feeling as if I needed a bit of a break. Then, around that time I spotted an advertisement in my charity's monthly newsletter appealing for volunteers to help build a badly needed orphanage in an African village. Anyway, I found myself applying and off I went. Well, it was one of the most fulfilling experiences of my whole life. You can't imagine the sense of satisfaction I felt knowing that I had been so directly involved in something so worthwhile.

Speaker F

Kids whose teeth are really messed up lack self confidence. But what a lot of people don't realise is just how big a problem untreated dental disease is. It affects

the whole body. In my country we didn't have access to dentists unless we could afford to pay. My family were poor and my parents sacrificed everything for us to be educated. It was through the school that the problems with my teeth were dealt with and I felt healthier and happier after treatment. When I learnt about the charity 'Give a Child a Smile' I remembered all that and I wanted to support the cause.

Exercise 2 (p. 48)

Karen: You know, Lucy, I was thinking that we should do something different for our holidays this summer. I'm tired of doing the same thing year after year.

Lucy: Are you reading my mind, Karen?! I was just looking at this newspaper article about ecotourism and thinking the very same thing!

Karen: Ecotourism? What's that?

Lucy: Well, it's a kind of tourism aimed at helping local communities. Thanks to ecotourism, local communities benefit not only financially but also culturally and environmentally.

Karen: Oh? How so?

Lucy: Well, the main emphasis is on protecting the natural environment of the place you're visiting. One example of this would be making sure you don't disturb or harm the local plant species of the area. Also, staying at a hotel which runs on solar power, uses recycled materials and so on is another example of ecotourism.

Karen: That sounds excellent. I've never heard of ecotourism before. Is it a new thing? I hope it's not one of those trends that don't last long.

Lucy: As a matter of fact, it's been around since the 70s, and it's actually rising in popularity.

Karen: Is it? Why?

Lucy: Because, like us, there are many people who are getting bored with package tours. They're looking for something not only more interesting but also meaningful.

Karen: Eco-holidays certainly fit the bill! Being on holiday and making sure you're protecting the environment at the same time seems like the responsible thing to do.

Lucy: You're right. So, what do you say? Would you be interested in an eco-holiday this year?

Karen: Absolutely! How do we go about it? Do we just visit a travel agent and choose a destination?

Lucy: I think we'd better see a company that specialises in eco-holidays. They can give us better advice on where to go and what we can do there. In fact the article suggests five top ecotourism destinations and recommends a couple of companies too.

Karen: Alright, since you've done quite a bit of reading and know a lot about eco-holidays, do you want to take care of everything? I'm quite busy at work too so I wouldn't be able to help out anyway.

Lucy: Are you sure? What if I choose something you don't like?

Karen: Oh, come on! You're my sister, you know my likes and dislikes! Plus, we've been on holiday together dozens of times so I trust you to choose something exciting!

Lucy: No problem, then!

Exercise 3 (p.49)

Interviewer: In the studio today we have singer-songwriter Tess Yale, who has just released her new album, *Shooting Stars*. Welcome, Tess. Tell me, have you always wanted to be a singer-songwriter?

Tess: Well, it's true that I have always loved music. I had a fairly musical childhood. When I was little, my mum used to listen to the radio a lot – and so I was exposed to different styles – from pop to classical. From an early age, I was fascinated by how songs have the ability to 'hook' you with their catchy melodies. It wasn't long after that that I started composing my own tunes.

Interviewer: Did your family encourage you to take music lessons?

Tess: I really wanted to have singing lessons and I kept asking for them. But we lived in a remote part of the country and good singing teachers were hard to come by. I finally found a teacher called Miss Gibbons. But she told me that I should learn to play the piano first – which I did. So I didn't get to do the singing lessons I really wanted to do. Still, I was glad that I had taken up the piano.

Interviewer: So, you ended up relying on your own natural talent more than anything. That must have been hard.

Tess: Well, luckily I was able to continue studying music at secondary school and then later I went on to study voice and composition at university. But I still remember the early days when I was just a teenager. Melodies would come to me and I could even hear the whole piece in my head, the way it should sound with all the different instruments and everything and I felt so frustrated that I couldn't write it down. I used to hum the tune into a small tape-recorder so that it wouldn't get lost.

Interviewer: Technology has come a long way since then, hasn't it? How has it helped you with your compositions?

Tess: It's amazing what you can do now. It's all so easy! You can just sing the notes and the computer writes it all up for you! Some people would say that technology has made us lazy, but I call it progress. You can experiment with all kinds of sounds, rhythms and harmonies – it's fantastic! That's not to say that I don't appreciate real live instruments – in fact, I prefer to use live instruments where possible.

Interviewer: Does that mean that you prefer to perform in front of a live audience rather than be recording?

Tess: As a singer-songwriter I must say I enjoy both. I get a thrill out of creating the music in the first place, but there's nothing better than performing your own pieces in front of an audience. Having said that, I have to admit there are times when I find touring exhausting and I just want to get back into the recording studio. I try as far as possible to achieve a balance – spending some time out on tour without it upsetting my private life.

Interviewer: What do you like to sing about most? How important are the lyrics to you?

Tess: Many of my songs stem from my own life – they are very personal. Others are about things I have seen around me. The lyrics are an essential part of my songs and I sit for days trying to get them right and fit them to the music. I am always conscious of the potential messages they might give to people. It's so easy to come across in the wrong way.

Interviewer: So what advice would you like to give any potential singer-songwriters out there?

Tess: Don't aim too high too soon – you have to be patient in this line of work. Keep working at it and accept all criticism as a chance to grow. Work with other musicians as much as you can, too. You need their inspiration sometimes.

Interviewer: Well, it's been a real pleasure to have you on the show, Tess. Good luck with your new album and your upcoming tour ...

MODULE 5

Exercise 1 (p. 62)

Speaker A

Until I was about sixteen, my mum always insisted on coming with me when I went shopping for clothes. One time, I wanted to go to this party and I asked my mother if I could have a new pair of jeans. It took me ages to persuade her to let me go shopping on my own. I knew exactly what I wanted and exactly which shop sold them. It took me about twenty minutes to get to the shop, buy the jeans and get home again. I didn't want to wear them brand new so I figured I would throw them in the wash. Of course, I knew nothing about washing instructions, so I didn't even look at them. So I guess it shouldn't have come as such a huge shock to me when I took them out of the washing machine and they had shrunk about three sizes!

Speaker B

I must admit that I have a weakness for china vases – big, small, round, square, I love them all. Last summer, my friend Kim and I decided to go to a local car boot sale. We were wandering around when suddenly I spotted a whole display of second-hand porcelain. Kim knew what I was like and tried to persuade me to keep away from the display. I refused to listen, though, and

practically ran towards the seller and his wares. About an hour later, I was the proud owner of twelve new porcelain vases. Only when I couldn't find any room on the shelves to put them did I admit that perhaps I had gone a bit over the top. I mean, really, there are only so many vases that any one person can own.

Speaker C

I remember being invited to my first big dance, I was so excited! My best friend, Jane, told me that I would have to have something new to wear. Jane had mentioned a new boutique where she had bought a gorgeous dress the week before. She described the dress to me and it sounded wonderful, so I thought I would go there and see if I could get one like hers. Well, I did find one like hers, but I couldn't get it in a colour that suited me. Anyway, in the end, out of desperation, I ended up getting this little mini-dress. Without even trying it on, I bought it and took it home. You can imagine the look on my face when I put it on only to find that it was about two sizes too big for me.

Speaker D

Every Saturday morning, my mum is good enough to babysit for my little boy and my best friend Julie's little girl so the two of us can go and do a bit of shopping. Last week, though, Mum said she couldn't because she had read about a book exhibition that she wanted to go to. What it meant, of course, was that Julie and I would have to take our kids with us to the shops. It was a disaster. What with one toddler screaming for a box of biscuits, and the other one crying for a bag of crisps, we nearly went mad. By the time we got home from the high street, we were absolutely exhausted.

Speaker E

Last summer, my oldest friend, Cindy, and I went abroad together on a shopping trip. It was absolutely amazing. There was so much choice and everything was so cheap. Anyway, we were in a popular shopping district, when we came across a market stall selling perfume, all the top name brands. Cindy bought four bottles. At first I thought I would pass but Cindy kept going on about how I really should take advantage of the cheap prices. I finally gave in and bought three bottles. I don't think I need to tell you how angry I was two days later back home when I spotted a shop selling the exact same perfume ... at less than half the price we had paid.

Speaker F

My brother and I are twins and when we were young Mum always used to buy us the same outfits. Neither of us wanted to dress like the other all the time and when we were teenagers we would always make sure that we wore different things. Now we are in our thirties and

have our own families. Recently, we were both invited to the opening night of a friend's new restaurant. When I saw my brother, I immediately burst out laughing. Clearly, we had both been shopping for the occasion and chosen exactly the same blue and white checked shirt!

Exercise 2 (p. 62)

Gordon: Hey, Kelly! I didn't know you were back from Canada. How was your trip?

Kelly: I came back last week. The trip was fantastic, Gordon. I wish I could have stayed longer.

Gordon: That good was it? Let me guess ... you found a great shopping place, didn't you?

Kelly: Ha ha! You know what a shopaholic I am. Of course you're right!

Gordon: I knew it! Tell me about this shopper's paradise you discovered.

Kelly: Well, when I was in Edmonton, I went to West Edmonton Mall.

Gordon: Edmonton, eh? I've heard it's an amazing place. They call it the 'Gateway to the North', and to the world-famous Rocky Mountains, don't they?

Kelly: That's right. It's a very cosmopolitan city offering many things to locals and visitors alike. Their mall, though, is out of this world! First of all, it's huge. It takes up an area of land the size of 48 city blocks. We're talking big here, Gordon!

Gordon: Impressive, but places like that are not my cup of tea. I feel I could get lost in there and never be heard from again!

Kelly: Don't be silly! You'd love it there. It's not just about shopping. There are lots of places where you can have fun too. There's even a 5,000-square foot skateboard park. It's called West 49 Skatepark and it attracts both amateur and experienced skateboarders.

Gordon: Wow! Now, THAT got my attention!

Kelly: I knew it would. You go to every skateboarding competition in town. You're as crazy about skateboarding as I am about shopping.

Gordon: I suppose that's true. Anyway, what else did you do in Edmonton apart from shopping at the mall of your dreams?

Kelly: I ate like a horse! I couldn't get enough of poutine. It's a famous Canadian dish that has french fries topped with cheese and gravy. Also, three of Canada's top 100 restaurants are actually in Edmonton, and one of them was very close to my hotel. I went there a couple of times.

Gordon: It sounds like you had a blast in Edmonton. Maybe I should think about it as a future holiday destination.

Kelly: You definitely should!

Exercise 3 (p. 63)

Interviewer: Good evening, everyone, and thanks for tuning in to The Clive Chat here at Radio West. With prices constantly rising many families are really feeling the pinch these days, but other issues are important too. Here to talk to us about this is finance expert Andrew Tyson. Welcome, Andrew. Nice to have you with us today.

Andrew: It's nice to be here, Clive. Thank you for inviting me. What I would like to do today is show you how you can combine thinking about the environment and other social issues with saving some hard-earned cash.

Interviewer: That sounds good. So how do we do it?

Andrew: To begin with, let's consider the family car. It's all very well saying people should only use public transport, but this isn't so practical or cheap if you have a large family. So, although running a car can take a chunk out of your budget, you could save quite a bit by doing simple things such as keeping it well-maintained and always making sure that the tyre pressure is at the right level. In the long run, you'll save on petrol.

Interviewer: That makes sense. What's your next tip?

Andrew: Well, when at home we should remember that what's good for the environment is also good for your wallet. Don't leave the lights on, and don't leave electrical equipment on standby. Your TV, DVD player and so on eat up a lot of electricity in this mode. Also, make sure any new electrical goods that you buy are energy efficient.

Interviewer: Alright, that means we should pay extra attention when we go shopping for our next TV!

Andrew: On the subject of shopping, I have to say that British supermarkets offer good value for money on food generally. Where the supermarkets do fall down, though, is that food is packaged in a way that you could end up buying more than you need and wasting it. If you buy vegetables loose, you can just buy what you will actually use.

Interviewer: I see. What else do we need to know?

Andrew: People are concerned that cheap clothes are made by manufacturers who use cheap labour and even employ children. Yet this can be true of both cheap and expensive clothes, and the ugly truth is that the consumer is given very little information on how the clothing is produced. Some of the retail outlets are a bit more forthcoming with information recently and I hope this practice will spread over time. But until the situation changes, there really is no ethical difference between the cheaper companies and the pricier ones.

Interviewer: That very interesting. Is there something else you can tell us?

Andrew: To finish, I want to talk a little about the annual holiday. The trend to travel abroad grew when package holidays were on offer. We began to take it for

granted that each summer we would fly off to somewhere where hot and sunny weather was guaranteed. However, prices have increased and when we are looking to cut back on our expenses, we should consider whether we really need to go abroad. I think we tend to forget what a lovely country we live in and how high the quality of the tourist facilities in Britain are. Perhaps it's time we started making the most of our own country's beautiful holiday spots.

Interviewer: That's certainly something to think about. I think we should all pay attention to your advice. The changes you're suggesting are not that hard to make.

Andrew: No, but for a long time our society has celebrated wastefulness and looked down on people who are careful with money as mean and miserly. This has to change for the good of the environment and our families. The less we waste, the more we have for the things we really need.

Interviewer: Wise words, Andrew. Thanks for being on the show with us today.

Andrew: Thank you.

