Английский в фокусе



АНГЛИЙСКИЙ ЯЗЫК

Книга для учителя

11 класс

Учебное пособие
для общеобразовательных организаций

Базовый уровень

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Английский язык

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Introduction

Spotlight 11 develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active learning (activating all new vocabulary and structures in meaningful, everyday situations), holistic learning (encouraging the creative collective use as well as the linguistic analytical use of students' intellect) and humanistic learning (acquiring and practising language through stimulating tasks and topics, paying attention to their needs, feelings and desires).

The coursebook consists of eight modules of nine lessons each. **Each module** is designed to be taught in **nine 45-minute lessons**. Each module ends with a Spotlight on Exams section as well as a Progress Check section. Moreover, the material presented in each module can be enhanced and consolidated through the Word Perfect, Grammar Check and Spotlight on Russia sections, to be found on pages 155 to 179 of the Student's Book; the Spotlight on Russia section being a separate ten-page feature after the Word Perfect and Grammar check sections. We suggest that the material in these three sections as well as activities from the Workbook are assigned to students as homework. The Grammar Reference section, including a list of the most common Irregular Verbs, can be used both by the teacher during the lesson (when it is necessary to elaborate on a particular grammatical phenomenon) and by the students at home (in order to revise the material presented in class).

COURSE COMPONENTS

Student's Book

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

Workbook

The Workbook is in full colour.

The Workbook contains units corresponding to those in the Student's Book. It can be used either in class or for homework upon completion of the relevant unit in the Student's Book. It aims to consolidate the language presented in the Student's Book through a variety of exercises, incorporating all four skills.

My Language Portfolio

My Language Portfolio contains material to be used in a variety of tactile tasks throughout the course. This material is printed on pages which students may then cut out and file in their individual Language Portfolios (see ***Students' Language Portfolios***).

Teacher's Book

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

- objectives of each unit in a clear and concise way
- step-by-step lesson plans and suggestions on how to present the material
- a full Key to the exercises in the Student's Book and Workbook
- tapescripts of all listening material

Class Audio

The Class Audio contains all the recorded material which accompanies the course.

Student's Audio

The Student's Audio contains the recorded dialogues and the main texts in the Student's Book, and may be used for the purposes of homework, preparation and practice.

ELEMENTS OF A MODULE

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

Vocabulary

Vocabulary is introduced in a functional and meaningful context, and is practised through a variety of exercises such as picture-word association and completing set phrases in order to help students use everyday English correctly. Further practice is provided in the Word Perfect section at the back of the book.

Reading

Dialogues

In each module there is a situational dialogue set in an everyday context in order to familiarise students with natural language. This dialogue also presents useful expressions so that students can practise everyday English.

Texts

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

Grammar

The grammar items taught in each module are first presented in context, then highlighted and clarified by means of clear, concise theory boxes. Specific exercises and activities methodically reinforce students' understanding and mastery of each item. There is a Grammar Reference section at the back of the Student's Book which offers detailed explanation of each grammar point. Further practice is provided in the Grammar Check section at the back of the book.

Listening

Students develop their listening skills through a variety of tasks which employ the vocabulary and grammar practised in the module in realistic contexts. This reinforces students' understanding of the language taught in the module. Many tasks included in the Student's Book are multi-sensory, enabling students to practise all four language skills as they complete the task.

Speaking

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

Pronunciation/Intonation

Pronunciation/Intonation activities help students to recognise the various sounds of the English language, distinguish between them and reproduce them correctly.

Everyday English

These sections provide practice in real-life communication skills and promote active learning. Standard expressions and language structures associated with realistic situations are presented through everyday situations and students are given the opportunity to fully activate the language taught.

Songs
There are song sheets at the back of the Student's Book containing songs connected to the theme of the modules as well as related tasks. Listening to lively, high quality songs is a humanistic activity which lowers the students' affective filters and allows them to absorb language more easily.

Games
These sections use the format of a team competition to consolidate the learning of vocabulary, expressions and grammar presented in the module. Games enable students to use new language in an enjoyable way and promote humanistic learning.

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

Writing
In the fifth lesson of each module, students develop their writing skills through the use of all four language skills.

Guided practice of the relevant vocabulary is given and consolidated and followed by a model text which is thoroughly analysed.

Further Writing Practice
There are writing activities throughout the modules, based on realistic types and styles of writing, such as letters, descriptions, notes, postcards and articles.

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

Literature section
This section enables students to familiarise themselves with literary extracts from various English - language authors.

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

Going Green section
Through a variety of reading texts, these pages raise students' awareness of environmental issues.

Spotlight on Exams
The purpose of this section is to offer students realistic practice in dealing with the types of tasks encountered in the Russian National Examinations. The tasks appearing here are Reading, Use of English, Writing, Listening and Speaking.

Progress Check
These sections appear at the end of each module, and reinforce students' understanding of the topics, vocabulary and structures that have been presented. A marking scheme allows students to evaluate their own progress and identify their strengths and weaknesses.

Word Perfect

This section aims at recapitulating the key vocabulary of each module through a number of concise exercises.

Grammar Check

The exercises in this section present the students the chance to further practice the grammatical phenomena presented in the module, and also enable students to check for themselves the extent to which they have assimilated these phenomena.

Spotlight on Russia

These pages enable the students to further explore the themes introduced in each module, through interesting and informative passages which present people, places and situations the students are familiar with.

Grammar Reference

This is a thorough presentation of the grammatical phenomena that are presented in each module.

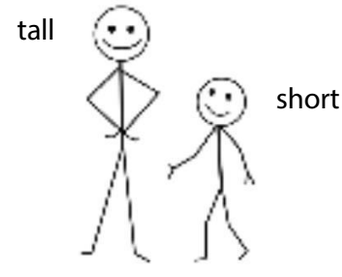
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

Much of the new vocabulary in *Spotlight 11* is presented by encouraging students to refer to the Word List or their dictionaries. Vocabulary is always presented in context, and emphasis is placed on collocations, phrasal verbs, idioms 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 *dull* by giving a synonym: *He thought the film was dull, but I didn't find it boring at all.*
  - Present *refuse* by giving its opposite: *At first, Paul refused to come with us, but then he agreed.*
  - Present *uninhabited* by paraphrasing it: *This house is uninhabited. This house has no people living in it.*
  - Present *greenhouse* by giving a definition: *A greenhouse is a glass building where plants are grown.*
- *Context.* Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *rechargeable* and *disposable* by referring to batteries. Using rechargeable batteries works out cheaper, because they can be used again, while disposable ones are just thrown away after they run out.
- *Visual prompts.* Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary.* Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Sketching.* Draw a simple sketch on the board to illustrate the word(s) to be explained. For instance:



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

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

B – Writing

All writing tasks in *Spotlight 11* have been carefully designed to guide students to produce a successful piece of writing.

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

C – Assigning homework

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

When assigning writing tasks, prepare students as 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. Encourage students to remember the immediate context of the lexical items, or how these items collocate with other words.
- *Spelling*. Students learn the spelling of particular words without memorising the text in which they appear.
- *Reading aloud*. Assisted by the Student's Audio, students practise at home in preparation for reading aloud in class.
- *Writing*. After thorough preparation in class, students are asked to produce a complete piece of writing.

D – Correcting students' work

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

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

Remember that praising students and rewarding good work is of great importance. Post written work on a notice board in the classroom or school. Praise effort as well as success.

E – Class organisation

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

Stages in pairwork:

- Organise students into pairs
- Set the task and time limit
- Rehearse the task in open pairs
- Ask students to do the task in closed pairs
- Go around the class and help students
- Pairs report back to the class

- *Groupwork*. Groups of three or more students work together on a task or activity. Class projects or role play are often most easily done in groups. Again, ensure students clearly understand the task in advance.
- *Rolling questions*. A student answers a question, then proceeds to ask a question directed at the next student in turn. This continues around the class.

F – Using the Student's Audio

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

- The student listens to the recording and follows the lines in the text or dialogue.
- The student listens to the recording with pauses after each sentence or exchange. The student repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- The student listens to the recording again, then reads aloud.

STUDENTS' LANGUAGE PORTFOLIOS

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

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

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

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

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

First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course

once students have made some progress in the English language. If students are not familiar with how to keep a Language Portfolio, at the beginning of the first session ask them to bring a folder, plastic envelopes, etc. At the beginning of the first session, ask the students to turn to page three of their Language Portfolio. Go through the letter together, making sure that the students have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then give the students some time to arrange their Language Portfolio. Go around, providing any necessary help.

Once the students have arranged their Language Portfolio, go through each page together, commenting on the layout and pictures, and giving a brief explanation of the content of each page. Spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the students to do the activities in the *Dossier* section.

How to approach each section

I) Language Passport

Read out the introductory paragraph as the students follow silently. Answer any questions they may have. Each time they are given something for this section, remind them to make a record and file it in the appropriate section of their Language Portfolio.

II) Language Biography

Spend some time on each section, making sure the students know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me:* Students fill in their personal information and record their exposure to the English language.
- *How I learn:* Go through the section along with students, providing any necessary help. The purpose of this section is for both students and teacher to be able to determine each student's individual learning style *(i.e. visual, auditory, tactile/kinaesthetic)* and needs.
- *My World of English:* By updating the record, students get a sense of achievement in the target language.
- *Now I can:* Students have the opportunity to assess their own learning. If a student moves to a new school his/her teacher will also be able to gauge this student's level.
- *Future Plans:* Students record their intentions and ambitions concerning their improvement in the target language.

III) Dossier

The activities have been designed to reinforce the language covered in each module. They can be done upon completion of each module or at a time convenient to the teacher, provided that students have covered the corresponding module.

It is suggested that teachers participate in the activities by bringing in a completed version of an activity to be presented. Students need to be motivated and inspired, and the following is a suggestion on how to approach each activity. Every time students present an activity, give them due praise and attention. In general, make them feel that they have done something special; in this way, all the class will be encouraged to do likewise.

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 expression 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.

ABBREVIATIONS

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

T	teacher
S(s)	student(s)
HW	homework
L1	students' mother tongue
Ex.	exercise
p(p).	page(s)
e.g.	for example
i.e.	that is
etc	et cetera
sb	somebody
sth	something
pic	picture

Module 1 Relationships

Before you start …

Direct Ss' attention to the title of the module, *Relationships*. Explain that in this module they will learn about families, relatives and relationships as well as how to describe people's appearance, personality and behaviour.

Look at Module 1

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from pages 10-11.
T: What can you see in picture 1?
S2: A couple with their family.
T: What do you think this section will be about?
S1: Probably about how people get on with members of their family. etc

Pic 2 (p. 23)
What does this picture show? Are there lots of trees in your neighbourhood? Why is it good to have trees around us? Have you ever planted trees or flowers? Where?

Pic 3 (p. 25)
What can you see in the picture? Do you have siblings? How often do you and your family go on holiday together?

Pic 4 (p. 12)
Who is in this picture? What is their relationship? How are they feeling?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

an email (p. 14)
(a long note to a friend) Who is this email from? What is the email about? Who is it written for?

an extract from a tale (pp. 16-17)
(a tale is a story, often about magic or exciting events) What is the title of the tale? What do you think it will be about? Who wrote it? When was it written?

a pie chart (p. 21)
(a pie chart is a graph in the form of a circle in which relative quantities are shown by the different sizes of the sectors) What does the pie chart show? What does it tell us about Britain?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about authors, books and literature extracts. This one (pp. 16-17) is about Oscar Wilde and an extract from one of his tales, "The Devoted Friend".*

*The **Culture Corner** (p. 21) contains an article about multicultural Britain.*

*The **Across the Curriculum** section (p. 22) looks at how different families lived during Victorian times.*

*The **Going Green** section looks at different green issues. This particular one (p. 23) is about how we can make our neighbourhood cleaner and greener.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

Select Ss to read through the list of items that will be covered in the module. Ask questions and give examples as appropriate. If necessary, explain any new vocabulary. Ask Ss to go through the list and put a tick next to the items that they think they know or can do, a cross next to the ones they don't know or are not sure about, and a star next to the ones they think will be the most useful. Select Ss to report each item they have ticked or put a star next to.

1a Reading Skills

Objectives

Vocabulary: families
Reading: an article about families in various parts of the world (multiple matching)
Skills – scanning
– reading for gist
Speaking: giving information about your family
Writing: a short text about your family

1 Focus ➤ **Imagining a scene**

- Ask Ss to close their eyes and imagine that they are at home on a cold winter's evening as they listen to the recording.
- Select individual students to describe what they imagined. Encourage them to describe all of their senses.

(Ss' own answers)

Reading

2 Focus ➤ **Reading for gist**

- Explain to Ss that they are about to learn about families in different parts of the world. Play the recording to Ss and ask them to follow the text on pp.10-11.
- Allow Ss some time to reread the text and answer the questions.
- Check Ss' answers around the class.

Answer Key

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

3 Focus ➤ **Expanding vocabulary**

- Focus Ss' attention on the words in bold.
- Ss try to identify the meaning of the words based on the context.
- Ss explain the words by giving a definition or a synonym, by miming, etc.

Answer Key

only child *– someone who has no brothers or an sisters*
policy *– scheme; attitude and actions towards an issue*
honour *– good reputation*
elders *– seniors*
dull *– boring*
remain *– continue to be*
maternal *– on the mother's side of the family*
hierarchy *– ranking*
concept *– idea*
support *– help*
obey *– comply with*
dropped *– become less*
takes priority *– is the most important thing*
stroll *– walk*

Vocabulary

4 a) Focus ➤ **Providing male/female equivalents**

- Complete item 1 together as a class and then allow Ss time to complete the rest of the task individually.
- Ss check their answers using dictionaries.

Answer Key

1 *stepmother*		***6*** *granddaughter*	
2 *sister-in-law*		***7*** *great-grandmother*	
3 *niece*		***8*** *ex-wife*	
4 *half-brother*		***9*** *widower*	
5 *father-in-law*		***10*** *twin brother*	

b) Focus ➤ **Finding out who your partner is related to**

- Ask Ss to work in pairs and explain the task.
- Monitor the task.

(Ss' own answers)

5 Focus ➤ **Practising vocabulary**

- Focus Ss' attention on the sentences and the vocabulary items in brackets. Explain/Elicit the difference in their meanings.
- Ss work in pairs to select the correct answers.
- Check Ss' answers around the class.

1a Reading Skills

Answer Key

1 *marriage, wedding*
2 *immediate, extended*
3 *elderly, old*
4 *relations, generations*
5 *relatives, ancestors*
6 *nuclear, single parent*

6 Focus ➤ **Practising vocabulary to describe people**

- Explain the task and ask Ss to complete it individually.
- Check Ss' answers.

Answer Key

1	*engaged, married*	*5*	*widow*
2	*separated*	*6*	*foster*
3	*single*	*7*	*in-laws*
4	*get, divorced*	*8*	*stepmother*

Speaking

7 Focus ➤ **Speaking about your family**

- Brainstorm questions we can ask people about their family and write them up on the board. Then direct Ss' attention to the list of questions given in the task and compare.
- Ss work in pairs and take it in turns to ask/ answer questions. Monitor the activity.

Suggested Answer Key

S1: Who's in your immediate family?
S2: My parents, two brothers and myself.
S2: Who's in your extended family?
S1: I have five aunts, three uncles, five cousins and my grandparents. etc

Writing

8 Focus ➤ **Writing a short text about your family for a magazine**

- Ss read the rubric. Check comprehension by asking Ss: *What are you going to write? (a short text) What will it be about? (your family)*?
- Allow Ss time to complete their texts. Select some Ss to read out their writing to the class.

Suggested Answer Key

My Family

My immediate family consists of my mother, my father and my baby brother. My grandparents live in another part of the country so I don't get to see them very much. I get on well with my parents and they encourage me to express myself. They say that my life is my own and that I have to take responsibility for the choices I make. I wouldn't want to live without my family, as they are the centre of my life.

Words of Wisdom

- Write the quotation by Durant on the board.
- Arrange Ss in groups of 5 or 6 to discuss. Monitor the activity.
- A spokesperson from each group reports back to the class.

(Ss' own answers)

1b Listening & Speaking Skills

Objectives

Vocabulary: relationships; idioms related to people
Listening: filling in a form
Skill – listening for specific information
Reading: a dialogue (comprehension questions)
Skill – reading for specific information
Speaking: making a complaint, apologising
Writing: about relationships

Vocabulary

1 Focus ➤ **Describing pictures of people**

- Ask Ss to look at the pictures and ask: *Who do we see in the pictures? Where are they and what are they doing? How are the people related?*
- Allow Ss a few minutes to discuss in pairs and then invite a few pairs to report back to the class.

Suggested Answer Key

In the first picture we can see five people around a table – two children and three adults. They are in someone's house. It looks like it is the girl or boy's birthday as there are presents in front of them. I think the boy and girl are brother and sister and their parents and grandmother are with them. In the second picture there are also five people – three children and two adults. They are standing outside someone's house and talking. One of the boys, a girl and a man are standing on one side of the fence; the woman and the other boy are on the other side. I think they are two different families and that they are neighbours. In picture three we can see two young people – a girl and a boy. They are sitting outside in a park. The girl is looking at the boy. Maybe she is trying to talk to him but he is looking away. Maybe they are boyfriend and girlfriend.

2 Focus ➤ **Choosing the correct word**

- Complete item 1 together as a class, then allow Ss some time to complete the rest of the task individually.
- Ss check their answers using their Word List.

Answer Key

1	*interfering, concern*	**9**	*relationship, have*
2	*picking, make*	**10**	*makes, breaks*
3	*gets*	**11**	*let*
4	*showing*	**12**	*relies*
5	*typical, blame*	**13**	*approve*
6	*pleased*	**14**	*object*
7	*popular*	**15**	*know, say, keep*
8	*takes, close*		

3 Focus ➤ **Discussing relationships**

- Direct Ss' attention to the language boxes. Explain that there are many different ways to describe our relationships with people – some of them positive (the green box) and some negative (the orange box).
- Select a pair of Ss to read the example exchange.
- Ss work in pairs, describing their relationships with family members, friends and neighbours. Remind Ss to use ideas from Ex. 2. Monitor the activity.

Suggested Answer Key

S1: I think a lot of my grandmother who died three years ago. She was very special to me.
S2: I'm not very close to my grandparents as they live far away.
S1: I have a really good relationship with my little sister.
S2: My brother and I often don't see eye to eye and constantly argue. etc

Listening

4 Focus ➤ **Listening for specific information**

- Direct Ss' attention to the form. Elicit/Explain what a 24-hour Help line is *(a number you can call at any time of day or night to get help with a problem)*.
- Play the recording. Ss listen and fill in the gaps.
- Check Ss' answers.

Answer Key

1	*Smythe*	**4**	*3*
2	*visitors*	**5**	*diary*
3	*rubbish*	**6**	*the police*

1b Listening & Speaking Skills

AUDIOSCRIPT

Volunteer: Hello. 'Neighbours From Hell' help line. Who's calling, please?
Woman: My name is Mary Smythe.
Volunteer: Mary Smith?
Woman: No, Smythe. It's S-M-Y-T-H-E.
Volunteer: OK, Mrs Smythe. How may I help you?
Woman: Well, I've been having some serious problems with my new neighbours and I just don't know what to do.
Volunteer: What kind of problems?
Woman: Well, my main complaint is that they are so noisy. They play their music full blast and always have lots of visitors coming round to their house and making a lot of noise. There is so much noise that I can't sleep at night, and I can't work during the day. I can't even watch TV quietly in my own home!
Volunteer: I see. Any other complaints?
Woman: Unfortunately, yes. Lots of rubbish has also appeared in my back garden recently. I'm sure they have been throwing it there. It looks so untidy! What can I do?
Volunteer: How long has this been going on?
Woman: For about three months now.
Volunteer: Have you tried talking to them and explaining how you feel?
Woman: Yes, I spoke to them the first week they moved in and explained that this was a quiet neighbourhood, but they just laughed.
Volunteer: Well then, I suggest you do the following. Write down the dates, times and causes of the noise and any other trouble in a diary. If you can't resolve the problem in a friendly way, you may need to involve the police and the more information you have, the better.
Woman: OK. I'll start doing that right away.
Volunteer: And please call us any time. We are there to support and help in any way we can.
Woman: Thank you very much.

Everyday English

5 Focus ➤ **Acting out exchanges**

- Brainstorm with Ss some of the problems people can have with their neighbours. Write them on the board.
- Read through the language boxes for making a complaint/apologising. Invite a pair of Ss to read the example exchange.
- Ss practise acting out exchanges in pairs. Monitor the activity. Invite some pairs to reenact their exchanges to the class.

Suggested Answer Key

S1: Do you think you could do something about the children making so much noise in the early morning?
S2: I'm really sorry. We'll try to do something about it.
S2: I was wondering if you could stop your dog from digging up my plants.
S1: Oh, I do apologise. It won't happen again. etc

Reading

6 Focus ➤ **Reading for specific information**

- Ask Ss to read the questions.
- Play the recording. Ss listen and follow the text in Ex. 6.
- Allow a few minutes for Ss to answer the questions individually.
- Select individual Ss to read out their answers.
- Ss explain the underlined phrases. Ask Ss to infer meaning from the context first and then check in their dictionaries.

Answer Key

1 *John is Phil's new neighbour.*
2 *John has been having problems sleeping because of Phil's loud music/the noise coming from Phil's house.*
3 *to make less noise in future*
4 *Phil*

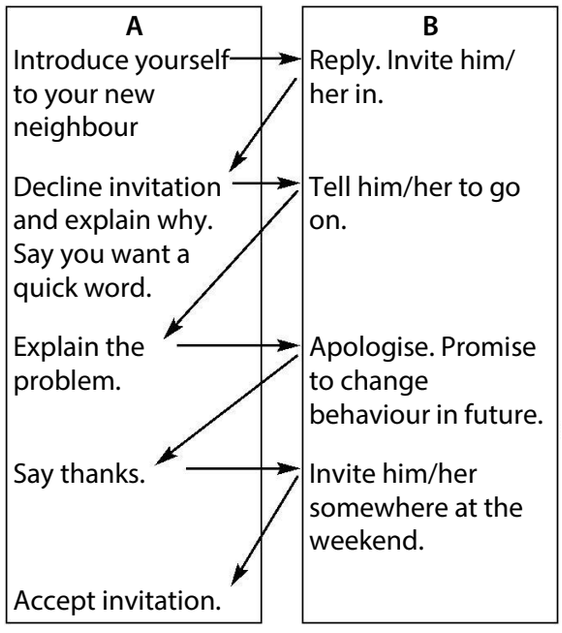
Suggested Answer Key

I'm on my way: I'm going
have a quick word: speak briefly
going on: happening
keep it down: make less noise

Speaking

7 Focus ➤ **Acting out a dialogue**

- Tell Ss to imagine that they have a problem with a new neighbour.
- In pair,s Ss act out their dialogues, using the dialogue in Ex. 6 as a model. Write the dialogue plan on the board to help Ss.



- Ss record their dialogues. Play a few dialogues to the class.

Suggested Answer Key

A: Hi, I'm Paula Jenkins from next door. I don't think we've met yet.
B: Oh, hi. I'm Carla. Pleased to meet you. Would you like to come in?
A: Oh, no thanks. I'm on my way to town. I just wondered if I could have a quick word.
B: Sure, go ahead.
A: Well, it's just that your dog has been coming into my garden and has dug up a few of my plants.
B: Oh dear, I'm sorry. I'll make sure that he stays at home in future.
A: Thanks so much, Carla, I appreciate that.
B: You're welcome! Oh, by the way, I'm going to a dog show this weekend! You could come too!
A: Oh, err.. well, OK, then. That would be fun!

Say it right

8 Focus ➤ **Listening for specific information**

- Direct Ss' attention to the list of exchanges.
- Elicit/explain the meaning of any new vocabulary. Explain the task. Ss complete the task.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses.
- Ask various pairs to repeat the exchanges following the intonation patterns in the recording.

Answer Key

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

Idioms

9 Focus ➤ **Learning idioms**

- Read out the rubric and allow Ss time to complete the idioms, using their Word List.
- Check Ss' answers. Elicit/explain what the idioms mean. Elicit from Ss whether there are similar expressions in their language.

Answer Key

1 *blood* ***3*** *black sheep*
2 *trousers* ***4*** *apple*

10 Focus ➤ **Writing about relationships**

- Explain the task. Allow Ss exactly three minutes to write on the topic.
- Ss check their partner's writing.

Suggested Answer Key

Friends are people we choose to be close to. They are people we get on well with. They usually have the same interests as us. Friends may live far away from us and so we have to make an effort to keep in touch with them. Family members, on the other hand, live in the same house as us and may be totally different from us!

1C Grammar in Use

Objectives

Grammar: present tenses, future tenses, past tenses, *used to – be/get used to – would;* phrasal verbs with *come*
Vocabulary: time expressions, dependent prepositions

1 Focus ➤ **Revising present tenses**

- Explain the task, reminding Ss of the basic rules for using the present tenses. Ask Ss to refer to the Grammar Reference section if they require further assistance. Ss complete the task individually.
- Check answers with the class.

Answer Key

1 *have been*
2 *seems*
3 *like*
4 *feel*
5 *rushes/is rushing*
6 *always get/am always getting*
7 *is getting*
8 *start (future meaning)*
9 *have been staying*
10 *has helped*
11 *really enjoy*
12 *chat*
13 *have been looking*
14 *have not found*
15 *get (future meaning)*

- ***Present simple*** *is used for facts and permanent states; general truths and laws of nature; habits and routines; timetables and programmes; feelings and emotions.*
- ***Present continuous*** *is used for actions taking place at or around the moment of speaking; temporary situations; fixed arrangements in the near future; currently changing and developing situations; with adverbs such as always to express anger or irritation.*
- ***Present perfect*** *is used for an action that happened in an unstated time in the past; an action that started in the past and continues up to the present, especially with stative verbs; a recently completed action; personal experiences or changes.*
- ***Present perfect continuous*** *is used to emphasise the duration of an action that started in the past and continues up to the present.*

*The **present simple** tense can be used with a future meaning. **Present simple** is used for timetables and programmes (e.g. My lectures at the university start next Tuesday).*

2 Focus ➤ **Practising present tenses**

- Do the first item as an example.
- Ss complete the task individually and then compare answers with a partner.
- Check answers with the class.

Answer Key

1 *A: are you smelling (action)*
B: smells (state)
2 *A: am seeing (action)*
B: see (state)
3 *A: are looking (action)*
B: looks (state)
4 *A: are thinking (action)*
B: think (state)
5 *A: is (state)*
B: is being (action)

Actions *are things that are happening at the moment of speaking and are described using the **present continuous** tense (this tense can also be used for fixed arrangements e.g. 2A: I am seeing my niece tonight).*

States *describe how something/someone is at the moment of speaking (e.g. 1B: It smells wonderful) or what something/someone is usually like (e.g. 5A: He is usually so cheerful) and are described using the **present simple** tense.*

3 Focus ➤ **Reviewing future tenses**

- Review with the Ss when it is appropriate to use future simple, future continuous, future perfect and other tenses with future meaning. Offer examples if necessary.
- Ss complete the task. Remind Ss to explain the uses of each.
- Check Ss' answers.

Answer Key

1 *are going to trip over (**are going to** for a prediction based on what we can see)*
2 *is starting (**present continuous** for a fixed arrangement)*
3 *will have finished (**future perfect** for an action that will have been completed by a fixed time in the future)*
4 *won't be (**future simple** for a promise)*
5 *will be lying (**future continuous** for an action that will be happening at a stated time in the future)*
6 *will come (**future simple** for a decision made at the moment of speaking)*
7 *will make (**future simple** for a prediction based on what we believe)*
8 *are visiting (**present continuous** for a fixed arrangement)*
9 *will be working (**future continuous** to emphasise the duration of an action that will be completed by a stated future time)*

4 a) Focus ➤ **Reading about future events**

Read the example sentences with Ss around the class. Explain that they express different kinds of future events, some more formal/certain or nearer in the future than others. Ask Ss to provide similar examples of their own using the language presented.

Suggested Answer Key

I think she is about to cry.
Karen is on the point of going to the police if her neighbours don't stop making noise.
The film is certain to be a success.
Classes are due to start at the end of the month.

b) Focus ➤ **Completing a text using new vocabulary**

- Explain the task. Allow Ss a few minutes to complete it individually.
- Ss compare answers with a partner.

Answer Key

1 *on the point of*
2 *are to*
3 *is due to*
4 *bound to*
5 *are about to*

5 Focus ➤ **Reviewing past tenses**

- Review with the Ss when it is appropriate to use the various forms of the past tense. Offer examples if necessary.
- Ss complete the task. Remind Ss to explain their choices.
- Check Ss' answers.

Answer Key

1 A: *happened (past simple)*
B: *was walking (past continuous), stole (past simple)*
2 A: *Did you go (past simple)*
B: *had been working (past perfect continuous), stayed (past simple), watched (past simple)*
3 A: *Did you see (past simple)*
B: *had already left (past perfect), woke (past simple)*
4 A: *were you running (past continuous), saw (past simple)*
B: *had been chatting (past perfect continuous), realised (past simple)*
5 A: *called (past simple)*
B: *didn't hear (past simple)*

***Past simple** is used for an action completed at a stated time in the past.*
***Past continuous** is used for an action that was happening in the past and was interrupted by another action.*
***Past perfect** is used for an action that happened in the past before another past action.*
***Past perfect continuous** is used to emphasise the duration of a past action that happened before another action.*

1c Grammar in Use

Speaking

6 Focus ➤ **Composing sentences using time expressions**

- Divide the class into teams of four/five Ss. Ask one student from each group to be the 'scribe' for the group.
- Explain the task, drawing Ss' attention to the time expressions. If necessary, check their meanings using Ss' L1.
- Set a time limit of 8 minutes for Ss to write their sentences. Check which team has the most correct answers. The winning team reads out their sentences to the class.

Suggested Answer Key

I have not met my new neighbours yet.
We still have time to do some shopping before our flight leaves.
They have already notified all the applicants of the new interview times.
They had been waiting for two hours before we arrived.
She started teaching at the school five years ago.
I am going to a friend's house after school today.
Now is not a good time to talk.
She is talking on the phone at the moment, can I take a message?
The children had been playing in the garden for a long time, so they were very tired.
They have known each other since primary school.

7 a) Focus ➤ **Matching sentences to their meanings**

- Instruct Ss to close their books.
- Write the following sentences on the board and draw Ss' attention to the different structures. Check their meanings using Ss' L1.
  I'm getting used to the cold, wet weather in England. (an action in progress now)
  I've been jogging for so long that I'm used to getting regular exercise. (an action that has become a habit)
  I used to like eating fish but I don't any more. (a past state that is no longer true)
  As a child, I would always look/always used to look forward to my birthday.(a repeated action in the past)
- Ask Ss to match the sentences in Ex. 7a with their meanings.
- Check Ss' answers.

Answer Key

1 *c* ***2*** *a* ***3*** *d* ***4*** *b*

b) Focus ➤ **Consolidating the use of *used to*, *be/get used to* and *would***

- Allow Ss time to fill in the gaps and compare answers with a partner.
- Select a S to read out the text to the class.

Answer Key

1 *used to*
2 *used to*
3 *would*
4 *used to*
5 *used to*
6 *would/used to*
7 *wasn't used to*
8 *got used to*
9 *got used to*

c) Focus ➤ **Talking about personal experiences in the past**

- Read out the rubric. Ask Ss to discuss the topic in groups of 3 or 4.
- Monitor the activity, checking Ss' use of the structures.

Suggested Answer Key

I used to visit my grandparents' cottage by the sea.
I used to spend all day at the beach. I would hunt for seashells to make a collection.
On some days I used to play chess with my grandfather.
We often used to go to the town nearby for an evening stroll. etc

8 Focus ➤ **Practising dependent prepositions**

- Explain the task. Ss work individually.
- Ss check their answers using Appendix 1.

Answer Key

1 *to* ***2*** *for* ***3*** *of* ***4*** *to* ***5*** *about*

9 Focus ➤ **Practising phrasal verbs *(come)***

- Explain the task. Ss work individually.
- Ss check their answers using Appendix 2.

Answer Key

1	*across*	***3***	*down with*	***5***	*up with*
2	*over*	***4***	*over*	***6***	*into*

10 Focus ➤ **Practising sentence transformations**

- Read out the rubric, stressing that the second sentence must have the same meaning as the first and that Ss must not use more than five words.
- Do the first item with Ss. Ss complete the task individually.
- Check Ss' answers on the board.

Answer Key

1	*used to be a fast*	***4***	*can't get used to*
2	*long ago did they*	***5***	*is sure to get*
3	*is due (to arrive)*		

1d Literature

Objectives

Vocabulary: adjectives to describe character; collective nouns
Reading: an extract from *The Devoted Friend* (gapped text)
Skill – reading for cohesion and coherence
Writing: a dialogue
Speaking: discussing friendship, acting out a dialogue

1 Focus ➤ **Reading for specific information**

- Ask Ss to look at the picture and the title. Elicit ideas from the Ss about the content.
- Ss read the biography and check their predictions.

Suggested Answer Key

The title of the story is 'The Devoted Friend', so I think the story is about a very good friend. In the picture we can see two people – a fat and a thin one. The thin one is giving the fat one some vegetables/flowers. I think that no matter how little you have, it is good to share it with other people. The moral is that true friendship asks for nothing in return.

2 Focus ➤ **Reading for specific information**

Explain the task. Allow Ss two or three minutes to silently read the first paragraph and answer the question.

Suggested Answer Key

No, I don't think he was a devoted friend. He always took things from little Hans.

3 Focus ➤ **Reading for cohension and coherence**

- Read through sentences 1-7 with Ss and explain that they have been left out of the text and must be put back into their appropriate position, but there is one extra sentence they will not need to use.
- Ss read the entire text again and complete the task. Remind Ss to read the text one more time to ensure that their answers are correct.
- Ss listen to the recording and check their answers.

Answer Key

A *7* ***B*** *3* ***C*** *2* ***D*** *6* ***E*** *1* ***F*** *4*

1d Literature

4 Focus ➤ **Matching vocabulary**

- Read through the vocabulary in Ex. 4 and elicit their meanings.
- Ss match the words with the words in bold in the text.
- Ss check their answers using dictionaries.

Answer Key
devoted *– dedicated*
plucking *– picking*
noble *– morally good*
in return *– back*
lasts *– continues*
bothered *– troubled*
envious *– jealous*
spoil *– ruin*
temptations *– lures*
on credit *– by instalments*
drowsy *– sleepy*
finer *– better*
sternly *– seriously*
ashamed *– embarrassed*
scarlet *– bright red*

5 Focus ➤ **Understanding verbal irony**

- Select a S to read the theory box to the class.
- Explain the task and set a time limit of 8-10 minutes for Ss to find examples.
- Ss share ideas with the class.

Answer Key
... the most devoted friend of all was big Hugh the Miller. (lines 1-2)
... so devoted was the rich Miller to little Hans, ... (lines 2-3)
"Real friends should have everything in common," (line 7)
... and felt very proud of having a friend with such noble ideas. (lines 8-9)
... nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the unselfishness of true friendship. (lines 14-16)
... and he will be able to give me a large basket of primroses and that will make him so happy. (lines 28-29)
"It is quite a treat to hear you talk about friendship." (line 32)
"You are certainly very thoughtful about others ..., very thoughtful indeed. (lines 30-32)
"I am sure the clergyman himself could not say such beautiful things as you do. (lines 33-34)
"I am his best friend, and I will always watch over him, and see that he is not led into any temptations." (lines 43-45)
"How well you talk!" (line 49)
"Lots of people act well, "... but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also;" (lines 51-53)

6 Focus ➤ **Describing the characters in the story**

- Write up the adjectives to describe the characters on the board. Explain/Elicit what they mean.
- Explain the task. Ss work in pairs. Remind Ss to provide reasons for their answers.
- Check Ss' answers around the class.

Answer Key
Hans: *lonely (the Miller didn't visit him in the winter), kind-hearted (he gave the Miller things and never thought about whether he would have enough for himself), polite/well-mannered (Hans nodded and smiled)*

Hugh: *selfish (he would always take things from Hans and never thought about giving him anything), vain (he thought his friendship towards Hans meant everything and that being able to give him things made him happy)*

the Miller's youngest son: *compassionate (he understood that Hans might be in trouble and offers to give him half of his porridge/to show him his white rabbits)*

7 Focus ➤ **Developing vocabulary (collective nouns)**

- Revise the concept of collective nouns by holding up various items, e.g. a bunch of keys, a pile of books. Explain that sometimes the same noun can be used to describe a few different things ('bunch' is also used to describe grapes).

- Ss complete the task and check their answers using a dictionary.

Answer Key
1 *sack*
2 *handful*
3 *set*
4 *pack*
5 *flock*
6 *gang*
7 *herd*
8 *swarm*
9 *bunch*

8 a) Focus ➤ **Discussing friendship**

- Allow Ss a few minutes to reread the text individually to find statements about friendship.
- Ss compare their quotes in groups of 3 and discuss. Monitor the activity.

Answer Key
'Real friends should have everything in common.' (line 7)
'the unselfishness of true friendship.' (line 15)
'...when people are in trouble they should be left alone, and not be bothered by visitors? (lines 23-25)
'Flour is one thing, and friendship is another, and they should not be confused.' (lines 46-47)

Suggested Answer Key
S1: I don't agree with the first statement.
S2: Neither do I. If people have everything in common, then life is boring. I think it is good to have friends who are slightly different to you.
S3: Yes, I agree. But it is good to have some common interests.
S1: Do you think that true friendship is unselfish?
S2: Yes, I think that's right. You must be able to think of the other person and not just about yourself.
S3: Yes, that means that you are willing to do things for others and that you value a person's friendship.
S1: Do you agree that when people are in trouble they should be left alone?
S2: No, I think that's wrong. If someone is in trouble, that's when they really need their friends.
S3: I agree. What about the last quotation?
S2: I think it is saying that friendship should only go so far. Food (flour) is more important than friendship – we have to think about ourselves first.
S3: Do you agree with that?
S2: No, I don't. Do you?
S3: Not at all. etc

b) Focus ➤ **Writing about friendship**

- Write the quotation on the board.
- Give Ss exactly 3 minutes to write their sentences.
- Listen to Ss' answers around the class.

Suggested Answer Key
Some of my best friends are people I only see occasionally. But when we get together, it's like they have always been in our lives. Our friends are only a phone call away. We can speak to them when we need to. You can think about your friends and support them even if you are not nearby. etc

9 a) Focus ➤ **Writing and acting out a dialogue**

- Brainstorm possible ideas for how the story might continue. Write them on the board.
- Allow Ss some time to write their dialogues.
- Ss pair up to read out their dialogues to the class.

Suggested Answer Key
The Miller: *Hans, my good friend. How was the winter?*
Hans: *Ah, Hugh, it's so good to see you. Winter was freezing cold and I had to burn chairs to keep warm.*

The Miller: *Never mind! Hardship is good for the soul and too much furniture only gathers dust.*
Hans: *Some days I didn't even have enough to eat. And look – all I have today are these two raw potatoes.*
The Miller: *Excellent! Just what I need to go with the roast chicken my wife's cooking for lunch. Do you mind if I borrow them?*
Hans: *Er, no, but ...*
The Miller: *We're having a party tonight and everyone in the village is invited. There's going to be food, drink and dancing. I'd invite you but I know you only have those dirty rags to wear. And it'd be very noisy.*
Hans: *Well, I wouldn't mind ...*
The Miller: *Never mind. I'll call round next week and if you buy me lunch, I'll tell you about the party. Bye!*

b) Focus ➤ **Listening to the next section of the story**

- Play the recording to the class. Ss say how it compares to their versions.

(Ss' own answers)

AUDIOSCRIPT
Miller: Good morning, little Hans.
Hans: Good morning.
Miller: And how have you been all winter?
Hans: Well, really, it is very good of you to ask, very good indeed. I am afraid I had rather a hard time of it, but now the spring has come, and I am quite happy, and all my flowers are doing well.
Miller: We often talked of you during the winter, Hans, and wondered how you were getting on.
Hans: That was kind of you. I was half afraid you had forgotten me.
Miller: Hans, I am surprised at you. Friendship never forgets. How lovely your primroses are looking, by the way!
Hans: They are certainly very lovely, and it is a most lucky thing for me that I have so many. I am going to bring them into the market and sell them to the Burgomaster's daughter, and buy back my wheelbarrow with the money.
Miller: Buy back your wheelbarrow? You don't mean to say you have sold it? What a very stupid thing to do!
Hans: Well, you see the winter was a very bad time for me, and I really had no money at all to buy bread with. So I first sold the silver buttons off my Sunday coat, and then I sold my silver chain and lastly I sold my wheelbarrow. But I am going to buy them all back again now.
Miller: Hans, I will give you my wheelbarrow. It is not in very good repair; indeed, one side is gone, and there is something wrong with the wheel-spokes; but in spite of that I will give it to you. ... I think that generosity is the essence of friendship, and, besides, I have got a new wheelbarrow for myself.
Hans: Well, really, that is generous of you. I can easily repair it, as I have a plank of wood in the house.
Miller: A plank of wood! Why, that is just what I want for the roof of my barn. There is a very large hole in it, and the corn will all get damp if I don't stop it up. How lucky you mentioned it! I have given you my wheelbarrow, and now you are going to give me your plank. Pray get it at once, and I will set to work at my barn this very day.
Hans: Certainly.
Miller: It is not a very big plank, and I am afraid that after I have mended my barn-roof there won't be any left for you to mend the wheelbarrow with; but, of course, that is not my fault. And now, as I have given you my wheelbarrow, I am sure you would like to give me some flowers in return. Here is the basket, and mind you fill it quite full.
Hans: Quite full?
Miller: Well, really, as I have given you my wheelbarrow, I don't think that it is much to ask you for a few flowers. I may be wrong, but I should have thought that friendship, true friendship, was quite free from selfishness of any kind.
Hans: My dear friend, my best friend, you are welcome to all the flowers in my garden. I would much sooner have your good opinion than my silver buttons, any day.
Miller: Good-bye, little Hans.
Hans: Good-bye.

1e Writing Skills

Objectives

Reading: an article describing a good friend (matching)
Skill – reading for detailed comprehension
Vocabulary: physical appearance, character adjectives
Grammar: linking words and phrases
Writing: an article describing someone you admire

1 Focus ➤ **Understanding how to write descriptive articles**

- Ss' books closed. Ask Ss what they would put in an article describing someone. Then ask Ss how they would organise their writing.
- Ss' books open, Ss read the theory box and paragraph plan and compare ideas.

2 a) Focus ➤ **Reading for detailed comprehension**

- Select a S to read the model article to the class.
- Draw Ss' attention to paragraph headings A-E. Allow Ss a few minutes to reread the article individually and match the headings and paragraphs.
- Check Ss' answers.

Answer Key
A *personality and justifications – para 3*
B *comments and feelings – para 5*
C *name and when/where/how met – para 1*
D *physical appearance – para 2*
E *interests – para 4*

b) Focus ➤ **Providing alternative topic sentences**

- Review the concept of topic sentences with Ss and select some Ss to read out the topic sentences in the article.
- Working individually, Ss provide alternative topic sentences and then compare answers with a partner.

Suggested Answer Key
para 1: I thought school was going to be boring until a new girl with a strange name joined the class.
para 2: Everyone agrees that Sunny is very attractive.
para 3: Sunny is a really sociable character.
para 4: She always makes sure she has plenty to do.
para 5: Sunny is the best friend I have.

3 a) Focus ➤ **Matching words and headings**

- Ss' books closed, brainstorm vocabulary for the headings in Ex. 3a and write suggestions up on the board.
- Ss' books open, read through the headings and vocabulary given in Ex. 3a. Check Ss' comprehension by using Ss' L1 as necessary.
- Allow Ss a few minutes to find the relevant vocabulary from the article in Ex. 2.
- Check Ss' answers.

Answer Key
HEIGHT: *tall*
BUILD: *slender*
AGE: *late teens*
COMPLEXION: *pale-skinned*
FACE: *attractive, high cheekbones, long, oval*
HAIR: *shoulder-length, brown, ponytail*
EYES: *almond-shaped*
CLOTHES: *fashionable*

b) Focus ➤ **Describing people using pictures**

- Focus Ss' attention on the photo of Jane. Explain to Ss that they must complete the description of her physical appearance using vocabulary from Ex. 3a.
- Ss write their answers and compare with a partner.
- Read the notes on personality and behaviour as a class. Invite Ss to come up with their own examples.

1e Writing Skills

Suggested Answer Key

1. *Jane is quite good looking. She's slim with a round face and brown curly hair. She's pale-skinned with an upturned nose. She always looks well-dressed in fashionable clothes.*
2. *Bob is tall with short red hair. He is in his mid-thirties with a freckled face and a long nose. He loves to dress in formal clothes.*
3. *Megan is in her fifties and has shoulder-length grey hair. She has a heart-shaped face and sad eyes.*
4. *Steve is tall and well-built. He shaves his head because he is going bald but he keeps a small beard because he says his chin is too pointy.*
5. *Laura is short for her age and quite petite. She has an oval face with a cheeky grin that is framed by her long brown hair, which she usually wears in a ponytail.*

4 a) Focus ➤ **Understanding character adjectives**

- Read through character adjectives 1-10 with the class and check Ss' comprehension.
- Complete item 1 together as a class and then allow Ss a few minutes to complete the rest of the task individually.
- Ss compare answers with a partner.

Answer Key

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

Suggested Answer Key

1. *My little brother is so energetic that he won't sit still for one minute.*
2. *John's a really easy-going guy and nothing annoys him.*
3. *Dan is so talkative that I can't get any work done when he's around.*
4. *My brother is too lazy to get out of bed in the morning.*
5. *Olga is so bossy that no one likes her at all.*
6. *I'm always optimistic and can look on the bright side of anything.*
7. *She is very ambitious as she wants a better standard of life.*
8. *John is too selfish to share his notes.*
9. *He is extremely hot-tempered and frequently gets into arguments.*
10. *She is so popular that her phone never stops ringing!*

b) Focus ➤ **Practising character adjectives**

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

Answer Key

1	*hard-working*	**5**	*cheerful*
2	*aggressive*	**6**	*generous*
3	*outgoing*	**7**	*arrogant*
4	*pessimistic*	**8**	*sensitive*

5 Focus ➤ **Rephrasing sentences using milder language**

Remind Ss why it is important when we write to describe negative qualities using mild language (so as not to offend anyone).

Suggested Answer Key

1. *Andy can sometimes be rather proud.*
2. *My sister tends to behave immaturely.*
3. *He seems to be quite disorganised.*

6 Focus ➤ **Matching descriptions and adjectives**

- Explain the task.
- Ss complete the matching task individually and check their work using a dictionary.
- Check Ss' answers.

Answer Key

1	*confident*	**3**	*sensitive*	**5**	*impatient*
2	*shy*	**4**	*moody*	**6**	*nervous*

- *She is supportive and knows how to encourage people when they're feeling down.*
- *She tends to be very stubborn and determined. Once she's made up her mind about something, no one can make her change her mind.*

7 Focus ➤ **Using linking words and phrases**

- Read through the information box about linking words and phrases with the class.
- Allow Ss some time to complete the task individually.
- Elicit answers from Ss around the class.

Suggested Answer Key

1 *Although she is outgoing, occasionally she can be moody.*
2 *He is trustworthy and reliable.*
3 *She is sensitive, and tends to get upset easily.*
4 *In spite of being helpful, she tends to be immature at times.*
5 *He is intelligent as well as sensible.*
6 *He's down-to-earth. However, he can sometimes be stubborn.*

8 a) Focus ➤ **Understanding how to use the senses in descriptions**

- Brainstorm the five senses with the class and write them on the board. Ask Ss why it is a good idea to use the senses when we describe something (it brings the description to life and makes it more interesting to read).
- Read the theory box with Ss. Allow Ss a minute or so to find an example of this technique in the model in Ex. 2. Confirm the correct answer.

Answer Key

She's always humming her favourite songs, too, whatever she's doing.

b) Focus ➤ **Rewriting sentences**

- Read out the rubric and the example sentence with Ss.
- Allow Ss some time to complete the rest of the exercise individually. Check Ss answers.

Answer Key

2 *Dave is clean-shaven with neatly-combed hair and dresses in a suit and tie.*
3 *She always smelled beautiful, like sweet fresh summer flowers.*
4 *Sam has a wide smile that makes the skin wrinkle around his eyes.*
5 *I love to run my fingers through my mum's soft, silky hair.*
6 *She is always touching my arm and hugging me.*
7 *Angie moves expertly to the rhythm and glides across the floor when she dances.*

9 a) Focus ➤ **Understanding a rubric**

- In pairs Ss read the rubric and answer the questions.
- Select a pair to explain the details of the task to the class.

Answer Key

You could describe a family member, a neighbour, someone in your local area, a famous person (alive or dead).
For someone who is alive, you would use present tenses. For someone who is dead or someone you no longer see, you would use past tenses.
You should write 5 paragraphs according to the paragraph plan in the Ss' book.

b) Focus ➤ **Writing an article to describe someone**

- Allow Ss time to plan and write their article.
- Remind Ss to use the checklist. If necessary, Ss can complete the task as homework.

Suggested Answer Key

A Person I Admire

Alison and I went to secondary school together but we didn't became friends until she moved into the house next to mine. Meeting and talking with her every day made me realise what a great person she was.
Alison is very impressive. She's tall with long, red, curly hair and a pretty, heart-shaped face. Her piercing blue eyes always light up when she sees me, making me feel loved and welcome.
One of the things I admire about Alison is her calm and patient personality. She never gets upset if things don't go her way. However, she can get a bit talkative, especially when she's excited about something.



Writing Skills

Alison is very creative. She designs jewellery, makes her own clothes and even paint landscapes. Moreover, she's always looking for new and exciting hobbies to take up.
I never tire of Alison's company and I'm sure we'll remain close friends for a very long time.



Culture corner

Objectives

Vocabulary: related to ethnicity
Reading: an article about multicultural Britain (matching)
Skill – reading for specific information
Speaking: role play – acting out an interview
Writing: a short article about ethnic groups in your country

1 Focus ➤ **Understanding a pie chart**

- Focus Ss' attention on the pie chart. Explain that a pie chart is used to illustrate the relative proportions of a group of things.
- Ss work in pairs. Allow Ss some time to look at the pie chart and discuss how Britain's population is made up.
- Invite pairs to comment to the class.

Answer Key
The pie chart tells us about the variety of races that have found a home in Britain. Half of Britain's ethnic minority population is Asian, a quarter is Black, 15% is of mixed race, 5% is Chinese and 5% is something else.

2 Focus ➤ **Reading for specific information (matching)**

- Allow Ss time to read the text and complete the task individually.
- Check answers around the class. Ss justify their answers.

Answer Key

1	*Jerome*	***3***	*Rupa*	***5***	*Rupa*
2	*Li*	***4***	*Jerome*		

3 Focus ➤ **Expanding vocabulary**

- Ss explain the words in bold by giving a definition, synonym, miming, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.
- Ss make sentences using the new vocabulary.

Suggested Answer Key
community: *people of shared (national) identity*
generation: *period of 25-30 years/people of a similar age*
make up the majority: *be the largest in number*
origin: *ancestry*
picked on: *bullied*
diverse: *made up of a wide variety of things*
E.U.: *European Union*
brought up: *raised from childhood*
integrated: *connected to the host community*
unheard of: *not known*
mixed race marriages: *husband and wife from different ethnic groups*
household names: *people everyone has heard of*

1 *The local **community** is incredibly warm and friendly.*
2 *The older **generation** rarely understands the younger generation.*

3 *The natives of the country **make up the majority** of the population.*
4 *My father has Irish **origins**.*
5 *Being **picked on** is one of the worst childhood experiences.*
6 *The town has a **diverse** population from many different nations.*
7 ***E.U.** stands for European Union.*
8 *I was **brought up** in a small village.*
9 *My family **integrated** well into the new culture.*
10 *Prejudice isn't **unheard of** in any nation.*
11 ***Mixed race marriages** are becoming more and more common.*
12 *The celebrity party was full of **household names**.*

4 Focus ➤ **Preparing and acting out an interview**

- Divide Ss into groups of 4. Allocate roles.
- Allow Ss some time to prepare their questions/ answers.
- Ss conduct their interviews in front of the class.

Suggested Answer Key

***Interviewer:** How would you describe your nationality?*
***Rupa:** I'm third generation British–Indian.*
***Interviewer:** Why did your family move to Britain?*
***Rupa:** To work in a factory.*
Interviewer: When did they come to Britain?
***Rupa:** In 1962.*
***Interviewer:** What language do you speak at home?*
***Rupa:** Gujarati.*
***Interviewer:** Do you spend a lot of time in the Indian community?*
***Rupa:** Yes, I do. I enjoy taking part in all of our celebrations – weddings and Hindu festivals. But I also have friends that are not Indian. etc*

***Interviewer:** How would you describe your nationality?*
***Li:** I always call myself British because I live in Britain but I am of Chinese origin.*
***Interviewer:** Where do you live?*
***Li:** I live in Newham in East London – it's great!*
***Interviewer:** What do you like about living in Newham?*
***Li:** It is culturally diverse. etc*

***Interviewer:** Where are you from?*
***Jerome:** I was born in Birmingham, England. But my parents are from the Caribbean, from Jamaica.*
***Interviewer:** How would you describe the Caribbean community?*
***Jerome:** I would say it is well integrated. A lot has changed since the 1940s when there was a lot of racism. etc*

5 Focus ➤ **Writing a short article for an international school magazine**

- Explain the task and organise Ss into groups. Go through the questions and elicit answers from Ss around the class.
- Allow Ss time to write their articles. Ss may need access to the Internet/library.
- Select some groups to present their work to the class.

Suggested Answer Key

Russia is a diverse multicultural society. More than 120 ethnic groups, many with their own national territories, make up the population of Russia. Post-Soviet Russia has evolved with three distinct minority ethnic groups in the country.
Germans are the largest of these minority groups with a population of one million. Germans first came to Russia in 1682 and settled along the Volga River. The Germans came to Russia to provide essentials skills as craftsmen and as traders. They became an autonomous republic that was dissolved in World War II.
The North Koreans are a relatively new minority group to Russia. In 1992, North Korea allowed many Koreans to migrate to Russia due to poor economic conditions in their own country. They immigrated to Russia and worked in commercial activities. There is a history of racism suffered by the North Koreans, due mainly feeling threatened by local merchants.
The Roma people are a somewhat distinct minority group in Russia. Their origins date back to the 1800s, when they migrated into Russia from Europe. They live in small separate communities and tend to sell items in street markets. They have yet to integrate into Russian society and are often discriminated against.
Russia struggles with racial discrimination due to its vast ethnic diversity. However, this diversity helps create a culturally rich society with much to offer for everyone.

1 Across the Curriculum – History

Objectives

Reading: texts describing Victorian families (gap-fill)
Skill – gap filling (grammar)
Project: comparing families from different eras

1 Focus ➤ **Gathering information from a photograph**

- Focus Ss' attention on the photograph. Explain that it was taken during the Victorian era in Britain.
- Ask the questions around the class. Accept any reasonable answers.

Answer Key

1. *An upper or middle class family, as they are wearing good clothes and appear to be posing in front of their own house.*
2. *In front of a house, possibly in the country.*
3. *They are dressed in their best clothes because in Victorian times having your picture taken was an important event.*
4. *The man in the middle seems to be the head of the household, as he is older than the rest and is the only man sitting down.*

2 a) Focus ➤ **Practising gap-filling (grammatical formations)**

- Elicit from Ss some of the ways in which life was different in the Victorian era.
- Explain/Elicit the difference in meaning between upper/middle/working-class families.
- Draw Ss' attention to gaps 1-7 and the words in brackets. Explain task.
- Allow Ss time to read the text and complete the task individually.
- Ss listen to the recording and check their answers.

Answer Key

1 *having*	5 *to share*
2 *running*	6 *didn't go*
3 *their*	7 *younger*
4 *heard*	

b) Ss explain the words in bold by giving a definition, synonym or example using their dictionaries as necessary.

Suggested Answer Key

average: *typical, normal*
household: *the people in a family or group who live together in a house*
nursery: *a room in a family home in which the young children of the family sleep or play*
servants: *people who are employed to work at another person's home*
running water: *water that you can get by turning on a tap*
pump: *a machine that is used to force a liquid or gas to flow*
coal mines: *places where coal is dug out of the ground*
cotton mills: *factories where cotton is processed*
chimney sweeps: *people who clean chimneys*
fairgrounds: *areas of land where a fair is held*
firework displays: *events at which many bright fireworks are lit to entertain the public*

3 Focus ➤ **Comparing and contrasting different types of Victorian families**

- Revise the use of linking words to compare and contrast and write a few examples on the board.
- Working in pairs and rereading the texts, Ss write as many sentences as they can comparing and contrasting different types of Victorian families.
- Select a few pairs to read out their sentences to the class.

Suggested Answer Key

Upper, middle-class and working-class families have large families but working-class families were usually larger.
In upper and middle-class families the children were looked after by a nanny, whereas in working-class families it was the older siblings who looked after the younger ones.
Working-class fathers usually worked in factories, whereas fathers from the upper and middle-class worked in banking or insurance.
Upper and middle-class families lived comfortably and did not have to carry out dirty jobs, but working-class families did.

In working-class families the mother was responsible for the household chore,s but in upper and middle-class families they had servants.
For entertainment, working-class families went to cheap music halls, watched sports matches or went to see firework displays, whereas upper and middle-class families visited museums. etc

4 Focus ➤ **Comparing families and their lifestyles**

Ask Ss to bring a photo of their family to the next lesson. Alternatively, explain the task and set it as homework. In the next lesson, Ss read their projects to the class.

Suggested Answer Key
My family has only two children whereas the Victorian family has twelve children. The Victorian family is dressed very formally while my family is dressed casually. My family is smiling and appears happy in the photo whereas the Victorian family is very serious and they are not smiling. Both my family and the Victorian family had their picture taken in front of their house. etc

Going Green 1

Objectives

Listening: describing a scene; listening for specific information
Vocabulary: adjectives to describe your neighbourhood
Reading: a leaflet about how to make your neighbourhood greener
Skills – reading to understand purpose (scanning)
– reading for specific information
Portfolio: organising a 'Clean, Green Neighbourhood' day; giving a presentation

1 Focus ➤ **Describing a scene**

- Read the rubric to Ss. Eyes closed, Ss listen and imagine the scene.
- Ss compare what they imagined with a partner.

Suggested Answer Key
I see children rushing to the bus stop, deliveries being dropped off at the local stores and people rushing about to get to work. I smell bread baking in the local bakery. I hear lots of noise from the traffic in the streets. I feel alert and tense as the busy day is about to begin. etc

2 Focus ➤ **Describing your neighbourhood**

- Focus Ss' attention on the adjectives. Elicit/ explain their meanings.
- Describe your neighbourhood to the class, giving reasons.
- Allow Ss time to describe their neighbourhoods individually.
- In pairs, Ss describe their neighbourhoods to each other.

Suggested Answer Key
My neighbourhood is busy as many people live in the area. It is somewhat polluted and noisy because of all the traffic. There is, however, a quiet green park nearby that we can go to when we want to escape the crowded street. I like my neighbourhood as it is lively and never boring. etc

3 Focus ➤ **Reading to understand purpose**

Direct Ss' attention to the leaflet. Remind Ss that we can understand the purpose of a leaflet by 1) looking at the pictures and 2) reading the headings. Elicit from Ss what the purpose of the leaflet is.

1 Going Green

Answer Key

- *The leaflet is about helping the environment.*
- *Its purpose is to get the local community to do something to improve the area.*

4 Focus ➤ **Expanding vocabulary**

- Ss explain the words in bold by giving a definition, synonym, miming, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.
- Ss make sentences using the new vocabulary.

Suggested Answer Key

set up: *arrange for sth to happen*
take turns: *alternate with someone*
limited raw materials: *few basic resources*
preserve landfill space: *not use up land in rubbish dumps*
reduce: *make smaller*
greenhouse gases: *substances that cause the atmosphere to get hotter*
time-consuming: *taking a long time*
councils: *local governing bodies*
remove: *take away*
wastes: *does not use well*
services: *public assistance provided by governments*
sick and tired: *extremely bored and annoyed*
concrete jungle: *difficult urban environment*
filtering out pollutants: *reducing harmful substances in the air*

1 *My friends and I **set up** a study group to help us prepare for the exams.*
2 *My sister and I **take turns** to do the washing-up.*
3 *By recycling we can help preserve the **limited raw materials** in the world.*
4 *Cutting down on the amount of rubbish we produce helps to **preserve landfill space**.*
5 *Many shops **reduce** the price of items to tempt shoppers to buy their products.*
6 ***Greenhouse gases** are harmful for the ozone layer.*
7 *Preparing nutritious meals needn't be **time-consuming**.*
8 *It is the responsibility of local **councils** to collect the rubbish from the streets.*
9 *My community is holding a clean-up day to **remove** all litter from the local beach.*
10 *Leaving the lights on when you are not in the room **wastes** energy.*
11 *I am quite happy with the **services** my local community offers.*
12 *My mum is **sick and tired** of tidying up after my little brother.*
13 *Many big cities are unpleasant to live in because they resemble a **concrete jungle**.*
14 *It is a good idea to have plants in your house as they are good at **filtering out pollutants**.*

5 Focus ➤ **Reading for specific information**

- Brainstorm some ways of making our neighbourhoods greener and write Ss' ideas on the board.
- Ss read the text for suggestions.
- Check answers with the class.

Answer Key

- *recycle as much as possible (preserve landfill space/reduce greenhouse gases)*
- *organise a litter collection day (save local councils time and money)*
- *plant some flowers and trees (make cities more welcoming)*

6 Focus ➤ **Planning a 'Clean, Green Neighbourhood' day and presenting ideas to the class**

- Organise Ss into groups. Explain the task.
- Allow Ss time to plan and write their ideas. (Ss should make a poster similar to the one in the unit.)
- Ss present their posters to the class and vote for the best one.

Suggested Answer Key

Clean, Green Neighbourhood Day Thursday, September 8th, 2008

Come Out and Join Your Fellow Neighbours to Make Our Home a Better Place!

Don't Miss:

- *the green parade at 9 am*
- *the green exhibits on the lawns of the houses on James Street.*
- *the green café at 9 Pelican Street (all proceeds go to the Save Your Planet environmental group)*

Day's Activities:

10-12 pm: *Clean up walk around the neighbourhood (everyone meets at Charleston bakery to start the street rubbish collection).*
12-3 pm: *Tree planting in Percy Park.*
3-5 pm: *The Great Recycle and Reuse Round-up (drop off recyclable items and reusable items at the parking lot of Kelly's Supermarket)*
5-6 pm: *The car hospital (have your car or motorcycle checked for proper emissions by George's Garage-no cost)*

Take action and see the difference in our neighbourhood!

7 Focus ➤ **Explaining a quotation**

Write up the quotation on the board. Invite Ss to rephrase it into their own words and discuss to what extent they agree with it.

Suggested Answer Key

I think the quote is telling us not to be so selfish and think only about ourselves and what we want, but rather to think about what we must do in our daily lives to help others and the world around us.

Spotlight on Exams 1

Reading

Focus ➤ **Reading for cohesion and coherence**

- Explain the task.
- Remind Ss that there is one phrase they do not need to use.
- Set a time limit for Ss to complete the task.
- Check Ss' answers.

Answer Key

A *4* ***B*** *1* ***C*** *7* ***D*** *2* ***E*** *3* ***F*** *5*

Listening

Focus ➤ **Listening for specific information**

- Explain the task.
- Play the recording.
- Ss complete the task.
- Select individual Ss to read out the correct answer.

Answer Key

A *2* ***C*** *1* ***E*** *2* ***G*** *3*
B *3* ***D*** *2* ***F*** *1*

1 Spotlight on Exams

AUDIOSCRIPT

Rep: *Good morning, Neighbourhoods in Bloom. How can I help you?*
Man: *Good morning. I'd like to find out if I'm eligible for the Neighbourhoods in Bloom project, please.*
Rep: *Certainly, sir. Which area do you live in?*
Man: *I live in East Swinton.*
Rep: *OK, that's fine. That area is included in the project. Can I have your name, please?*
Man: *Mike Browne. That's B-R-O-W-N-E.*
Rep: *OK, and for our records, could I ask where exactly you are going to plant the bulbs?*
Man: *Well, the members of our neighbourhood gardening group are going to plant them in their gardens and then we're going to get together and plant them in the local park too, under the trees.*
Rep: *That sounds like a great idea, Mr Browne. Now, we usually send out a variety of bulbs but are there any that you'd like in particular?*
Man: *Oh … errr … well, I'd be happy with a mixture but perhaps you could include some tulips in different colours? Oh, and perhaps some daffodils and snowdrops?*
Rep: *Yes, that should be fine. We have plenty of all of those types. Now, we'll send you 500 to begin with and if you need any more just contact us. And to which address should we send the bulbs?*
Man: *You can send them to 51, Green Road. That's my address.*
Rep: *OK, I think that's everything then. You should be receiving the bulbs within the next week. We'll also send you some leaflets to hand out to friends. We have 1 million bulbs to give away altogether!*
Man: *Wow! Well, it'll be great to see the city looking more colourful!*
Rep: *Yes, that's our aim. Thank you for signing up and happy planting!*
Man: *Thank you! Goodbye.*

Grammar & Vocabulary

Focus ➤ **Reading for lexico-grammatical coherence**

- Explain the task, reminding Ss of the importance of using contextual clues when determining answers.
- Ss complete the task individually and then compare answers with a partner.
- Read out the text.
- Ss check their answers.

Answer Key

1	*1*	***3***	*3*	***5***	*3*	***7***	*2*
2	*1*	***4***	*4*	***6***	*2*		

Writing

Focus ➤ **Writing a letter**

- Ask a S to read out the extract.
- Elicit/Explain any new vocabulary.
- Explain the task.
- Check Ss' understanding by asking questions: *What are you going to write? (a letter) Who is the letter for? (my pen-friend Sue) What do you need to include? (answers to Sue's questions, three questions about her new neighbourhood)*.

Suggested Answer Key

Dear Sue,

I'm really happy that you've settled well in your new area and that you've already made new friends. I'm sure Liverpool is quite a change from our small town of Framlingham!
The truth is, I miss you lots too! I'd love to come and see you after the exams are over, so that's in July. I can stay with you for the first two weeks of July. After that, my family and I will be travelling to Cardiff to visit some relatives. What we absolutely must do while I'm there is go to Anfield. I must see my favourite football team's stadium from up close!
Tell me more about your new neighbourhood. Is it quiet? Does it have a park or a green area? Is it close to the city centre? Send me some pictures!
Anyway, I have to go now. Write back with your news.
Take care,
Francine

Speaking

Focus ➤ **Choosing and describing a photograph**

- Explain the task.
- Allow Ss time to prepare their talks. Remind Ss to include information about all the prompts.

Suggested Answer Key

I've chosen photo number one. In this picture, you can see four people sitting at the back of a car. That's my family! The boy with the short dark hair sitting on the left is my younger brother, Sasha. Next to him is my dad, Vladimir. Maybe you can't tell from the picture, but he's really tall and well-built! The woman with the shoulder-length blonde hair wearing the pink skiing suit is my lovely step-mother, Tanya. Finally, on the right, is my little sister Irina. She's laughing in the picture because she's just said something silly to make us smile for the camera. You can't see me in the photo because I was the one taking it!

This is a photo form our winter holiday in Sochi last Christmas. Everyone is wearing warm jackets, gloves and woolly hats because we're about to go skiing, after watching some events from the Winter Olympics that were taking place there at the time. I decided to show you this picture because it reminds me of one of the best holidays I've ever had.

Progress Check 1

Progress Check 1 and *Look at Module 2* should be done in one lesson.

Answer Key

1
1. essential
2. supportive
3. ambitious
4. overweight
5. potential
6. accommodate
7. devoted
8. priority
9. appreciate
10. secure

2
1. leaves
2. have been getting
3. will buy
4. went
5. was doing

3
1. is bound to
2. am not used to
3. are going to buy
4. have not seen Mary since
5. have been learning French

4
1. up with
2. across
3. over
4. into
5. down with

5
1. of
2. about
3. to
4. for
5. to

6 1 d 2 c 3 a 4 e 5 b

Module 2

Where there's a will there's a way

Before you start …

- Revise one or two points from the previous module (e.g. families, relationships, personality and behaviour, etc).
- Direct Ss' attention to the title of the module *Where there's a will, there's a way*. Explain that in this module they will learn about stressful situations, peer pressure, how to express negative feelings, how to sympathise, encourage and persuade, etc.

Look at Module 2

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows, what else Ss can see on the page and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 29.
T: What can you see in picture 1?
S2: There's a teenage girl who seems to be studying for exams.
T: How do you think she's feeling?
S3: She looks extremely stressed.

Pic 2 (p. 43)
What does the picture show? Who do you think the young man is saying no to? How might he be feeling? Have you ever been asked by your peers to do something you did not want to do? How did you react?

Pic 3 (p. 41)
What can you see in the picture? What is the woman buying? Where do you buy your fruit and vegetables? Do you prefer buying loose or packaged products?

Pic 4 (p. 30)
Who is in the picture? What do you think the young people in the red tops are saying to the girl holding the blue folder? What would you do if you were in this girl's place?

Find the page number(s) for

Allow Ss time to browse through the module and find the relevant information. Then ask them to explain what each one is and elicit simple information about each item.

Suggested Answer Key

a biography (p. 34)
(an account of someone's life written by someone else) Whose biography is this? When did she live? Where was she born? What is she famous for?

a diagram (p. 40)
(a drawing which explains how something works) What does the diagram show? Which parts of the body does it explain? What do you know about how they work?

a dictionary extract (p. 30)
(the definition of a word or phrase in a dictionary) What phrase is given? What does it mean? Have you ever experienced this?

a letter (p. 38)
What is it about? What style is it written in?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about an author and a literature extract. This one (pp. 34-45) is about Charlotte Brontë and has an extract from her novel Jane Eyre.*

*The **Culture Corner** (p. 39) contains a text about Childline, a free 24-hour helpline for children.*

*The **Across the Curriculum** section (p. 40) looks at the nervous system and how the brain works, a topic in Science.*

*The **Going Green** section looks at different green issues. This one (p. 41) is about how we can cut down on packaging.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

2a Reading Skills

Objectives

Reading: a poem and a text about stress
Skill – reading for lexico-grammatical coherence
Speaking: giving a two-minute talk about stress
Vocabulary: words related to pressure and stress; body language

1 Focus ➤ **Discussing a poem**

- Ss' books closed, write the title of the poem on the board. Ask Ss to predict some of the vocabulary they expect to find in the poem. Write words on the board.
- Ss' books open, play the recording. Ss follow the text and listen.
- In pairs Ss discuss whether they agree with what the poem says.

Suggested Answer Key

S1: I agree with the poem that stress is a natural reaction and that it is a normal part of our lives.
S2: I agree that change is what usually brings on stress, but I do think that some people handle it better than others.
S1: Stress is the way our bodies cope with the environment. I guess there is also emotional stress as well as physical stress. etc

Reading

2 a) Focus ➤ **Reading for lexico-grammatical coherence**

- Allow Ss time to read the text.
- Ss complete the multiple choice task and compare answers with a partner.

Answer Key

1	*1*	***3***	*3*	***5***	*1*	***7***	*4*
2	*2*	***4***	*4*	***6***	*2*		

b) Focus ➤ **Identifying the purpose of a text**

- Play the recording
- Ss listen and read text.
- Ask Ss why the text was written and who it was written for. In other words, to name the purpose of the text. Confirm the correct answer.

Answer Key

The purpose of the text is to give advice to teenagers about how to handle stress.

3 a) Focus ➤ **Matching words/phrases with their meanings**

- Draw Ss' attention to the words/phrases in the text that are underlined and read through the list of meanings. Check Ss' comprehension.
- Allow Ss time to complete the task. Check answers around the class.
- Once Ss have finished matching, tell them to write a sentence for each item of vocabulary.

Answer Key

mounts – increases
run-up – time just before an event
lowdown – important information
in a nutshell – basically
keep you on your toes – cause you to remain alert/ready
in the long term – over a long period of time
out of hand – uncontrollable
lighten the load – make a difficult situation better
grin and bear it – accept it without complaining
overwhelmed – unable to manage
keep things in perspective – judge how important something really is
pulling your hair out – going crazy

Suggested Answer Key

1 *As pressure at work **mounts**, so does my level of stress.*
2 *I was so excited in the **run-up** to Christmas.*
3 *What's the **lowdown** on the new generation of mobile phones?*
4 *Global warming, **in a nutshell**, is the rise in the Earth's temperature.*
5 *Having regular tests at school will **keep you on your toes**.*
6 *Saving the environment will, **in the long term**, save the human race.*
7 *The police did not let the football fans get **out of hand**.*
8 *He had too many things to do at work so he hired an assistant to **lighten the load**.*
9 *My car broke down when it was pouring with rain, but I just had to **grin and bear it**.*
10 *Graham was **overwhelmed** with work and had to stay late at the office.*
11 *Always **keep things in perspective** and try not to exaggerate.*
12 *Polly was **pulling out her hair** with worry.*

b) Focus ➤ **Understanding Vocabulary**

- Draw Ss' attention to the words in bold in the text. Elicit what part of speech they are.
- Explain the task. Allow Ss a few minutes to complete the task.
- Check Ss' answers.

Answer Key

***tense**: tighten*
***shallow**: taking small amount of air in with each breath*
***rationally**: logically*
***nutritious**: healthy and nourishing*
***essential**: important, necessary*
***positive**: hopeful, confident*

Speaking

4 Focus ➤ **Preparing a talk on stress**

- Review with Ss how to prepare a talk (preparing short notes using the categories given, practising their talk and timing it). Remind Ss that they should refer back to the text for ideas and that they should not write every word down.
- Allow time for Ss to prepare their talks.
- Ss deliver their talks to the class.

Suggested Answer Key

Stress is the natural reaction the human body has to deal with life's changes. When we are stressed, our muscles tense, our breathing becomes shallow and adrenaline is released into our bloodstream. This helps us focus and gives us the strength to survive in difficult situations. Stress is sometimes good because it keeps us alert, but it is bad for the heart and our general well-being if we have a lot. Thankfully, we can quite often avoid stress and we can also learn how to cope with it. When I feel stressed – for example, when I have too much work to do, am sitting exams or am organising an important event – I try to do a lot of aerobic exercise or listen to some calm music. That usually helps. etc

Vocabulary

5 Focus ➤ **Choosing the correct word**

- Explain the task.
- Allow Ss time to complete the task and check their answers using the Word List.

Answer Key

1 A: *under*
B: *losing*
2 A: *cope*
B: *Take*
3 A: *chest*
B: *broken*
4 B: *eyes*
5 A: *take*
B: *hurt*
6 B: *caused*
7 A: *killing*
B: *over*

6 Focus ➤ **Expanding vocabulary**

- Explain the task.
- Allow Ss time to read through the items, filling in the gaps.
- Check Ss' answers around the class.
- Allow Ss time to explain the phrases in bold by giving a definition or synonym.

Answer Key

1 *tired*
2 *getting*
3 *take*
4 *proportion*
5 *temper*
6 *strain*
7 *building*
8 *giving*

Suggested Answer Key

1 ***sick and tired of:*** *extremely bored of or annoyed with*
2 ***getting me down:*** *depressing me*
3 ***can't take it any more:*** *the pressure is too much for me*
4 ***get things out of proportion:*** *exaggerate*
5 ***lost my temper:*** *suddenly became angry*
6 ***feeling the strain of:*** *come under pressure from*
7 ***building up:*** *gradually increasing*
8 ***giving me a hard time:*** *causing problems for me*

7 Focus ➤ **Choosing the correct verb**

- Explain the task. Allow Ss time to read through the items, filling in the gaps.
- Ss check their answers using the Word List.

Answer Key

1	*snarled*	3	*sighed*	5	*groaned*
2	*stammered*	4	*whisper*		

8 Focus ➤ **Practising vocabulary to describe body language**

- Complete the task as a class, eliciting the answer to each and miming the body movements with Ss.
- Elicit the equivalent phrases in Ss' L1.

Answer Key

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

Words of Wisdom

- Write the quotation by Harris on the board.
- Arrange Ss in groups of 5 or 6 to discuss. Monitor the activity.
- A spokesperson from each group reports back to the class.

(Ss' own answers)

2b Listening & Speaking Skills

Objectives

Vocabulary: peer pressure; language to sympathise/ encourage/persuade; idioms with numbers
Listening: a radio interview
Skill – listening for gist
Reading: a dialogue between two friends
Speaking: acting out short exchanges

Vocabulary

1 Focus ➤ **Introducing the topic**

- Direct Ss' attention to the picture. Ask the questions to the class. Invite Ss to justify their answers.
- Invite a S to read the definition.
- Check Ss' comprehension by using Ss' L1.

Suggested Answer Key

In the foreground of the picture is a girl holding a blue folder. She has brown curly hair and is wearing a dark top. She looks worried and upset. In the background are two other teenagers, a boy and a girl. They are laughing and pointing at the girl in the foreground. I think they are teasing the first girl about something. Maybe they are trying to pressure her into behaving in a certain way, or excluding her because she doesn't.

2b Listening and Speaking Skills

2 a) Focus ➤ **Choosing the correct word**

- Explain the task.
- Allow Ss time to complete the task and check their answers using the Word List.

Answer Key

1	*A: committing*		**4**	*A: influence*	
	B: out, rough			*B: missing*	
2	*A: tell*		**5**	*A: come*	
	B: made			*B: fit*	
3	*A: on*				
	B: regret, made				

b) Focus ➤ **Practising vocabulary**

- Direct Ss' attention to the verbs given.
- Explain the task and complete item 1 as an example. Allow Ss a few minutes to complete the rest of the task.
- Check Ss' answers.

Answer Key

1	*influence*	**4**	*give in*
2	*persuade*	**5**	*discourage*
3	*dissuade*	**6**	*resist*

opposites: *persuade and dissuade; resist and give in*

Listening

3 Focus ➤ **Listening for gist**

- Explain the task.
- Play the recording. Ss listen and complete the task. Play the recording again for Ss to check their answers.
- Confirm the correct answers.

Answer Key

A	*4*	**C**	*7*	**E**	*2*
B	*1*	**D**	*6*	**F**	*5*

AUDIOSCRIPT

Interviewer: I spoke to some young people about their views on peer pressure. Here's what they had to say.

Speaker A: I wanted to just get a job last year when I finished school, but all my friends were going to university and I started to feel like the odd one out. I ended up applying to go to university too. It was the best thing I ever did!

Speaker B: It's really difficult to say 'no' when you are with a crowd of friends – you don't want to be different. But don't be weak. Stand up for yourself and say 'no' if you don't want to do something!

Speaker C: I gave up playing the violin when I started secondary school because it was taking up too much time and I was missing chances to go out with my friends. Now I really wish I could play a second instrument because I'm hoping to go to music college next year.

Speaker D: There was a new girl in my class and all my friends were horrible to her. She tried to be my friend but I ignored her. I know she was upset but I was scared of what the others would say if I was nice to her.

Speaker E: Last year I started hanging out with a new group of friends. They were into punk music and crazy hairstyles. So, I decided to get my hair dyed purple! I thought I looked cool, but now when I look back at old photographs I can't believe I did such a thing! I looked absolutely ridiculous!

Speaker F: It's easier to resist peer pressure if you plan ahead. Imagine situations where you might need to say 'no' if asked to do something you don't want to, and then practice saying it. You can even practice saying 'no' out aloud, in front of a mirror! In this way, if you find yourself pressured to do something, you won't need to think. You'll respond with a big, confident 'no'!

4 Focus ➤ **Learning idioms**

- Read out the rubric and allow Ss time to complete the idioms.
- Check Ss' answers. Elicit/Explain what the idioms mean. Elicit from Ss whether there are similar expressions in their language.

Answer Key

1	*hundred and one*	**4**	*sixes*
2	*two*	**5**	*six*
3	*million*		

Reading

5 Focus ➤ **Reading to understand structure, sequence and content**

- Ask Ss to read the gapped dialogue, then allow Ss time to complete the task.
- Play the recording for Ss to check their answers.

Answer Key
1 *E* ***2*** *A* ***3*** *C* ***4*** *B* ***5*** *F* ***6*** *D*

6 Focus ➤ **Matching words/phrases with their meanings**

- Draw Ss' attention to the words/phrases in the text that are underlined and read through the list of meanings. Check Ss' comprehension.
- Allow Ss time to complete the task. Check answers around the class.

Suggested Answer Key
bumped into – met unexpectedly
the odd one out – the person who is different from everyone else
It's no big deal – it's nothing to worry about
it's your loss – you'll regret not doing something
suit yourself – do whatever you want
let them down – disappoint them

Everyday English

7 Focus ➤ **Expressing negative feelings – sympathising/encouraging**

- Ask Ss to focus on the language box on p.31.
- Read through together and explain any new vocabulary.
- Explain the task and read through the situations.
- In pairs, Ss complete the task.
- Encourage Ss to use each prompt and allow each other to play both roles.
- Monitor progress around the class, providing any necessary assistance.
- Allow each pair to perform one exchange each for the class.

Suggested Answer Key
A: I can't stand it any more.
B: What's wrong?
A: I've just found out that Suzie has been lying to me. I thought she was my best friend.
B: I'm sorry to hear that, but I'm sure everything will be all right. You should speak to her – ask her why she didn't tell you the truth.
A: You're right, I should.

A: Are you alright? You look a bit worried.
B: Well, I could be better. You see, Lucy and Hannah want me to go shopping with them this afternoon and miss Art class. I want to go with them but I know I shouldn't.
A: I know what you mean. Sometimes it's difficult to do what your friends want you to do. I think you should do what you think is right for you.
B: Thanks for listening. I know you're right.

A: Nothing's going right in my life right now.
B: What's up?
A: I got really poor marks in all my exams and I've fallen out with nearly all of my friends.
B: Cheer up! Things can't be all that bad! I'm sure you'll do better next time. As for your friends, I'm sure everything will be all right soon. etc

Say it right

8 a) Focus ➤ **Listening for specific information**

- Direct Ss' attention to the list of exchanges.
- Elicit/Explain the meaning of any new vocabulary.
- Explain the task and allow Ss time to complete it individually.
- Play the recording for Ss to check their answers.
- Play the recording again with pauses. Ask various pairs to repeat the exchanges following the intonation patterns in the recording.

Answer Key
1 *a* ***2*** *b* ***3*** *a*

b) Focus ➤ **Practising language to persuade**

- Explain the task.
- Ss work in pairs, practising the language in Ex. 8a.
- Monitor the activity.
- Invite some pairs to act out the exchanges for the class.

Suggested Answer Key

A: Can you help me with my homework?
B: Oh, all right then, just this once!
A: Please come to the party. It would mean so much to me.
B: No, I'm afraid I really can't.
A: Please wash the dishes for me! I'll do them for you tomorrow.
B: Well, I suppose I could.

A: Come on holiday with me! Come on, it'll be fun!
B: Well, I suppose I could. etc

9 Focus ➤ **Revising new vocabulary**

Ss close their books and discuss with a partner new words and phrases they have learned in this unit. Ask Ss to make sentences using them.

(Ss' own answers)

2c Grammar in Use

Objectives

Grammar: relative clauses; clauses of purpose; clauses of result; clauses of reason
Vocabulary: phrasal verbs with *put*; dependent prepositions

1 Focus ➤ **Rewriting sentences using informal style**

- Ss' books closed, write the example on the board.
- Ask Ss which sentence is more formal (sentence 1). Explain that it is more informal to end a sentence with a preposition.
- Explain the task. Allow Ss some time to complete the task individually.
- Check Ss' answers.

Answer Key

1 *Do you know the company (which) she works for?*
2 *The boys (who) we went out with were my brother's classmates.*
3 *The office (which) she works in is nearby.*
4 *He's the man (who) we gave the parcel to.*
5 *Tomorrow is the day (when) I go on holiday.*

Game

- Read out the rubric and select a pair of Ss to read out the example.
- Play the game in teams.

2 a) Focus ➤ **Understanding defining and non-defining relative clauses**

- Revise with Ss the concept of relative clauses. Remind Ss that they provide extra information, some of it necessary (defining) and some of it unnecessary (non-defining).
- Write up the following examples. Ask Ss to say which is defining (sentence 1) and non-defining (sentence 2):
  The woman who lives at number 14 has been arrested.
  Mr Jenkins, who is very friendly, lives near the park.
- Draw Ss' attention to the commas in sentence 2.
- Draw Ss' attention to the Grammar Reference section and the different types of relative pronouns and adverbs.
- Ss complete the task individually.
- Check Ss' answers.

Answer Key

1 *Buckingham Palace, **where** the Royal Family lives, is a popular tourist attraction in London. (non-defining)*
2 *Jenny, **whose** brother is in my class, won the beauty contest. (non-defining)*
3 *The boys **who** were sitting behind us are in the same class as me. (defining)*
4 *The suit **(that/which)** he wore to the party was very expensive. (defining)*
5 *People **who** dress smartly make a good impression. (defining)*
6 *London, **which** has a population of over 8 million, is a multicultural city. (non-defining)*
7 *The woman **who** has just entered the room is our new teacher. (defining)*
8 *The office **where** my mother works is in the centre of the city. (defining)*

The relative pronoun/adverb could be omitted in sentence 4.

Who, which, where and that can be omitted when they are the object of a relative clause.

Whose is never omitted.

b) Focus ➤ **Completing a text using relative pronouns and adverbs**

- Explain the task. Ss work individually to fill in the gaps.
- Ss compare answers with a partner.

Answer Key

1	*who*	4	*when*	7	*whose*
2	*which*	5	*who*		
3	*where*	6	*which*		

3 Focus ➤ **Understanding clauses of purpose**

- Select 5 Ss to read the sentences.
- Ask Ss to say which words express purpose.

Answer Key

1	*so that*	3	*in case*	5	*for*
2	*to*	4	*with a view to*		

4 a) Focus ➤ **Practising clauses of purpose**

- Direct Ss' attention to the words in brackets.
- Explain the task.
- Ss complete the task individually.
- Check answers with the class.

Answer Key

2 *He's going to bed early so that he won't be tired tomorrow.*
3 *He is whispering so as not to wake his brother up.*
4 *We're trying to save up some money with a view to buying a house.*
5 *These are nail clippers for cutting toenails.*

b) Focus ➤ **Consolidating clauses of purpose**

- Draw Ss' attention to the fact that there are many ways of expressing purpose which have the same meaning.
- Read out the example sentences.
- Ss work in pairs to complete the task.
- Invite some pairs to read out their sentences to the class.

Suggested Answer Key

2 *He's going to bed early so as not to be tired tomorrow.*
3 *He is whispering so that he won't wake his brother up.*
4 *We're trying to save up some money so that we can buy a house.*
5 *These are nail clippers to cut toenails. etc*

5 Focus ➤ **Describing preparations for a trip**

- Draw Ss' attention to the things Paul and his friends have taken on their mountain trip.
- Elicit reasons why they have taken them using 'in case' and write them on the board.

Suggested Answer Key

They've taken a camera in case they see some nice views.
They've taken some water in case they get thirsty.
They've taken a tent in case they need to stay the night.
They've taken a map in case they get lost.
They've taken some sandwiches in case they get hungry.
They've taken jackets in case the weather is cold.

6 a) Focus ➤ **Understanding clauses of result**

- Select a S to read out the extract.
- Draw Ss' attention to the language in bold.
- Explain the task. Ss answer individually.
- Check Ss' answers.

Answer Key

Such *goes with countable/uncountable nouns, adjectives and 'a lot of'.*

So *goes with adverbs, few/little/much/many.*

b) Focus ➤ **Making up a story about a disastrous party**

- Write the title of the story "A Disastrous Party" on the board.
- Draw Ss' attention to the ideas for the story.
- Divide Ss into groups of 3-4. Ss make up a 'chain story', taking it in turns to say what went wrong.

Suggested Answer Key

A Disastrous Party

... my house that it took two hours to get there.

S2: When I got there, it was so noisy that I couldn't have a conversation with anyone.

S3: There were so many people there that there was nowhere to stand and people kept bumping into me.

S4: I was so bored that I kept looking at my watch.

S1: The food was so awful that I couldn't eat any of it.

S2: The music was so loud that the police came to tell us to turn it down.

S3: I had such a bad time that I never want to go to a party ever again!

S4: On my way home I felt so cold that I wanted to cry. etc

7 a) Focus ➤ **Understanding clauses of result**

- Read the examples with the class.
- Explain the task.
- Check Ss' answers.

Answer Key

introduce clauses of reason*: due to/because of, because, since, due to the fact that, because of the fact that*

followed by a noun: *due to/because of*

followed by a clause: *because, since, due to the fact that/because of the fact that*

b) Focus ➤ **Forming sentences using clauses of reason**

- Explain the task.
- Read out the example to the class.
- Allocate Ss 10 minutes to form their sentences working in pairs.

Answer Key

2 *She didn't enjoy the party due to the fact that/because of the fact that/since/because it was crowded.*

3 *Ann couldn't walk due to/because of a broken leg.*
Ann couldn't walk due to the fact that/ because of the fact that/since/because she had broken her leg.

4 *He couldn't sleep due to the fact that/ because of the fact that/since/because there was a lot of noise.*

5 *The road was closed due to/because of an accident.*
The road was closed due to the fact that/because of the fact that there had been an accident.

6 *The trains were cancelled due to/because of the strike.*

7 *He didn't go to school due to the fact that/because of the fact that/since/because he was ill.*

8 *He gave up his job due to/because of bad health.*
He gave up his job due to the fact that/ because of the fact that/since/because he was suffering from bad health.

8 Focus ➤ **Practising phrasal verbs *(put)***

- Explain that each sentence can be completed using a phrasal verb.

- Ss complete the task individually.
- Check Ss' answers, eliciting the meaning of each phrasal verb.
- As an extension activity, ask Ss to choose a phrasal verb and draw a picture to illustrate its meaning. Play in teams. Ss from each team show their drawings in turn. The other team guesses what the phrasal verb is.

Answer Key

1	*up*	**3**	*on*	**5**	*down*
2	*off*	**4**	*up with*		

Suggested Answer Key

1. *My grandparents always **put me up** when I visit their country cottage.*
2. *The concert has been **put off** because the singer has caught a cold.*
3. *A baby needs help to **put on** its clothes.*
4. *It's hard to **put up with** mobile phones going off all the time when you are travelling on public transport.*
5. *It's not nice to **put** someone **down** when they've made a mistake.*

9 Focus ➤ **Revising dependent prepositions**

- Direct Ss' attention to Appendix 1.
- Explain the task.
- Allow Ss time to complete the task.
- Ss make sentences about themselves using the phrases.

Answer Key

1	*on*	**3**	*on*	**5**	*about*
2	*to*	**4**	*on*		

Suggested Answer Key

1. *My mother likes my new friend Jane because she's a good **influence on** me.*
2. *If you don't **pay attention to** the teacher, you won't learn anything.*
3. *In order to make a good **impression on** my new boss I worked long hours.*
4. *Garry **insisted on** paying for the meal at the restaurant.*
5. *I don't like people who **boast about** how much money they have.*

10 Focus ➤ **Practising sentence transformations**

- Read out the rubric, stressing that the second sentence must have the same meaning as the first and that Ss must not use more than five words.
- Do the first item with Ss. Ss complete the task individually.
- Check Ss' answers on the board.

Answer Key

1. *is the house in which*
2. *a good time*
3. *such a heavy suitcase*
4. *in case it gets*
5. *put off because of/due to the*

2d Literature

Objectives

Vocabulary: adjectives to describe people
Reading: a short biography; an extract from *Jane Eyre* (T/F/DS statements)
Skill – reading for detailed comprehension
Writing: a modern version of the story

1 Focus ➤ **Reading for specific information**

- Ask Ss what they know about Charlotte Brontë and her novels. Explain that they will be reading an extract from *Jane Eyre*.
- Ss read the biography to find out what *Jane Eyre* is about.

Answer Key
'Jane Eyre' is about an orphaned girl who is brought up by her unkind aunt and then sent to an awful school. It is the story of Jane's difficult life and her search for love and happiness.

2 a) Focus ➤ **Listening for specific information**

- Play the recording.
- Ask Ss to identify the narrator.
- Confirm the correct answer.

Answer Key
Jane Eyre is narrating the story.

b) Focus ➤ **Reading for detailed comprehension**

- Ask Ss to read the text again.
- Explain the task and allow Ss time to complete the exercise.
- Check answers with the class.

Answer Key
1 *F (He bullied and punished me … continually)*
2 *T (Mrs Reed was blind and deaf on the subject)*
3 *T (she never saw him strike … though he did … behind her back)*
4 *F (That is for your impudence … your sneaking way … and the look … in your eyes)*
5 *DS*
6 *F (You are like the Roman emperors)*
7 *F (Eliza and Georgiana had run for Mrs Reed)*
8 *T (How disgraceful to fly at Master John!)*

3 a) Focus ➤ **Expanding vocabulary**

- Ask Ss to look at the underlined words and phrases in the text. Elicit their meanings.
- Ss match the underlined words to the meanings in Ex. 3a.
- Check Ss' answers.

Answer Key
affection – feelings of love/fondness
bewildered – confused
taking my side – supporting me
dreading – feeling anxious/unhappy about sth that will/may happen
shortly – soon
sneaking – doing sth without being seen or heard
accustomed to – used to
rummage – search for sth in a careless/hurried way
trickle – flow slowly
bellowed – shouted in a deep, angry voice

b) Focus ➤ **Expanding vocabulary**

- Ask Ss to try to guess the meaning of the words from the context before checking in their dictionaries.
- Ss then explain the words in bold using their dictionaries by giving synonyms, explanations, antonyms or examples.

Suggested Answer Key
threats: *statements of intent to hurt*
inflictions: *harm or damage*
obedient: *following orders*
tottered: *almost fell over*
dependant: *someone who relies on others for financial support*
predominated: *became most important*

4 Focus ➤ **Completing sentences using the correct verb form**

- Explain/Elicit the meaning of the verbs and explain the task.
- Ss complete the task individually and then compare answers with a partner.

Answer Key
1 *hurled* ***2*** *grasped* ***3*** *trickled*

5 a) Focus ➤ **Understanding the use of hyperbole**

- Read through the study skills box with Ss. Clarify Ss' understanding, using Ss' L1 if necessary.
- Allow Ss a couple of minutes to find the example in the extract.
- Confirm the correct answer.

Answer Key
He spent some three minutes in thrusting out his tongue at me as far as he could, without damaging the roots

b) Focus ➤ **Rewriting sentences using hyperbole**

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

Answer Key
2 *She's so forgetful (that) you have to remind her of her name.*
3 *I've already told you a million times.*
4 *He's so funny (that) I nearly died laughing.*

6 Focus ➤ **Listening for detailed understanding**

- Explain the task and play the recording to Ss again.
- Elicit answers from the class.

Answer Key
John: *cruel (He bullied and punished me), bad-mannered (thrusting out his tongue at me), arrogant (You ought to beg, and not to live here with gentlemen's children like us)*

Jane: *educated (I had read Goldsmith's History of Rome), lonely (an assumption based on how she must feel living in a house where no one wants her)*

7 Focus ➤ **Matching visual stimuli with language**

- Focus Ss' attention on the picture. Invite individual Ss to describe it.
- Allow Ss some time to find an appropriate sentence from the extract.

Answer Key
'I returned to the window and fetched it.'

It refers to the book that Jane was reading and in the picture she is handing it to John.

8 Focus ➤ **Writing a modern version of the story**

- Ss read the rubric.
- Check comprehension of the task by asking Ss: *What are you going to write? (a modern version of 'Jane Eyre') What will it be about? (the characters, what they wear, how John mistreats Jane and why, what happens in the end).*
- Allow Ss time to complete the task.
- Select some Ss to read out their stories to the class.

Suggested Answer Key
I often remember relaxing on the sofa and my step-brother Danny storming in and disturbing me. How I hated living in that house! Ever since mum died and dad married Sharon my life had been a nightmare. Danny always found new ways to irritate me. He used to grab my mobile phone and hide it somewhere. Just because he was Sharon's little 'golden boy', he thought he could do anything. He hated sharing his house with me as much as I hated being there. He wanted all of the attention to himself.

2d Literature

And he did get more attention than me – and more pocket money too. He spent it all on clothes. He liked to wear designer stuff whereas I had to make do with second-hand.
Many years later, when I got married to my true love and had my own family, I vowed to treat my children equally and make our home full of happiness. I am glad to say things are working out really well for me now. etc

2e Writing Skills

Objectives

Reading: informal and semi-formal letters
Writing: an informal/semi-formal letter or email

1 Focus ➤ **Understanding the style of informal and semi-formal letters**

- Ask Ss what makes a letter formal or informal *(the choice of language)*. Elicit some examples of formal/informal language and write them on the board under two columns.
- Select a S to read out the theory box to the class.
- Ss' books closed, Ss explain the theory to a partner using their own words.

2 a) Focus ➤ **Reading for gist**

- Direct Ss' attention to descriptions A-F. Explain that each piece of writing usually has a purpose.
- Elicit the vocabulary we would expect from such letters/emails.
- Allow Ss some time to scan the extracts and complete the matching task.
- Check Ss' answers.

Answer Key

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

b) Focus ➤ **Identifying informal/semi-formal styles of writing**

- Explain the task. Ss work in pairs.
- Invite pairs to share their answers with the class.

Answer Key

1 *semi-formal (Looking forward to meeting you)*
2 *informal (Hi Sally!)*
3 *semi-formal (Regarding our recent telephone conversation …)*
4 *informal (Lots of love)*
5 *semi-formal (Dear Mrs Carter, I am writing on behalf …)*
6 *informal (Hi Megan)*

3 Focus ➤ **Identifying the possible recipient of a letter**

- Focus Ss' attention to the list of people in Ex. 3.
- On the board draw a scale marked 'most formal' → 'least formal'. With Ss, place the people in the right position on the scale (*e.g. a good friend = least formal).*
- Explain the task and allow Ss some time to complete it individually.
- Ss check their answers with a partner.

Answer Key

- *a good friend – letters 4, 6 (informal)*
- *a school teacher – letter 5 (semi-formal)*
- *a stranger you have spoken to on the phone – letter 3 (semi-formal)*
- *a couple you are going to stay with in England – letter 1 (semi-formal)*
- *a new friend of your own age – letter 2 (informal)*

4 a) Focus ➤ **Identifying the style and purpose of a letter**

Select 2 Ss to read out letters A and B to the class. Elicit the purpose of each and invite comments from the class about how they differ stylistically.

Answer Key

A *giving advice to a friend (informal)*
B *asking for advice from an agony aunt (semi-formal)*

The style is different because of the person the letter is addressed to. We use an informal style for letters to friends and a semi-formal style for letters to people we do not know well or when we want to be more polite or respectful.

b) Focus ➤ **Understanding the structure of a letter**

Read the questions in the rubric to the class and elicit the answers from Ss around the class.

Answer Key

A *begins with 'Dear Sarah' and ends with 'Lots of love'*
B *begins with 'Dear Dr Kelly' and ends with 'Diana Smith'*
There are 4 paragraphs in each letter.

Paragraphs 2 and 3 contain the main subject(s) of the letter.
Paragraph 4 contains the closing remarks.
Paragraph 1 contains the reason for writing/ opening remarks.

5 a) Focus ➤ **Analysing the style of a letter**

- Explain the task.
- Allow Ss some time to complete the task in pairs.
- Collect feedback from different pairs.

Answer Key

short forms *– A (Hi, I'd, It's, don't etc)*

colloquial language *– A (they don't sound, it's cool etc)*

phrasal verbs *– A (bunking off, meet up, works out)*

idioms *– A (drop you a line)*

polite language *– B (I am writing to you in the hope that …, I would really appreciate it …)*

full forms *– B (I am, did not, it would etc)*

b) Focus ➤ **Finding words/phrases with similar meaning**

- Explain the task.
- Allow Ss time to complete the task individually.
- Check Ss' answers, writing up the words and phrases on the board.

Answer Key

Thought I'd drop you a line *– I am writing to you*
pals *– friends*
If you ask me *– I think*
I don't like *– I rarely feel like/I am really dissatisfied with*
Why not *– Maybe it would be a good idea to*
Write back *– I look forward to your reply*

6 Focus ➤ **Matching pairs of sentences**

- Explain the task.
- Allow Ss time to complete the task individually.
- Check Ss' answers.

Answer Key

A *2 (give information)*
B *5 (thank)*
C *6 (offer help)*
D *4 (refuse an invitation)*
E *7 (make a suggestion)*
F *1 (ask for information)*
G *3 (accept an invitation)*



Writing Skills

7 Focus ➤ **Rewriting sentences in semi-formal style**

- Explain the task and complete the first item as an example.
- Allow Ss time to complete the task individually.
- Check Ss' answers.

Answer Key

1. *I hope my advice is useful to you.*
2. *It would be a good idea if you started a diet.*
3. *Could you give me some advice?*
4. *I would like to apologise for not attending the party.*
5. *I would enjoy spending the weekend with you.*

8 Focus ➤ **Understanding a rubric**

- Direct Ss' attention to the rubric and the note.
- Select a S to read out the note.
- Allow Ss time to find the key words and answer the questions.
- Check Ss' answers as a class.

Answer Key

key words: *English friend's mum, asking you to help, write an email, 120-150 words, appropriate style*

1. *Mrs Jacobs is sending the email to Matthew. Matthew is a friend of her son, Steve.*
2. *a letter*
3. *semi-formal because you want to be polite and respectful*
4. *you should answer her questions and ask her 3 questions about the party*
5. *Dear Mrs Jacobs,*
   Regards/Best wishes, Matthew + (surname)

9 a) Focus ➤ **Checking an answer**

- Select a S to read out the letter to the class.
- Ask Ss the questions in the rubric around the class.

Answer Key

No, it is not written in an appropriate style because it uses too many short forms, colloquial language and the greeting and ending are inappropriate for a semi-formal letter.

b) Focus ➤ **Rewriting a letter in a more appropriate style**

- Explain the task.
- Allow Ss time to write their letters.
- Ss compare their work with a partner.

Suggested Answer Key

Dear Mrs Jacobs,

I think it would be an excellent idea to have a surprise party for Steve. I would be happy to assist.
I believe it would be a good idea to invite Steve's friends from his class at school and his football team too. I could send you a list of their email addresses, if you would like. However, they might prefer something other than a theme party, as this is more suitable for young children. My recommendation is to hire a DJ. Steve would appreciate that very much.
Perhaps I could ask a few questions. Will the party be on Thursday, the day of Steve's birthday, or at the weekend? Did you have a specific time in mind? Would you like me to come and help with the food beforehand?
Please let me know if there's anything else I can do to make it a successful surprise!

Regards,
Matthew Summers

10 Focus ➤ **Understanding rubrics**

- Read out the rubrics one at a time and ask Ss to find the key words.
- Then elicit answers to the questions in the rubric from various Ss around the class.

Answer Key

A ***key words:*** *pen-friend, peer pressure, do you feel pressured, why teens pressure, best way to deal with problem, camping, letter, answer questions, ask questions about camping, 100-140 words*

1. *I am going to write about teens and peer pressure and also ask questions about my friend's camping trip.*
2. *My English-speaking friend, Arthur, is going to read it.*
3. *I should write in an informal style because I am addressing a peer I know well.*

B ***key words:*** *old teacher, student counsellor, new school, trust problems to counsellor, seek advice from friend/older person, best way teens deal with problem, letter, answer questions, ask questions about new job, 100-140 words*

1 *I am going to write about trusting my problems to a school counsellor, a friend or an older person and also say how teens handle their problems. I will also ask Mrs Thomas questions about her new job.*
2 *My old English teacher, Mrs Thomas, is going to read it.*
3 *I should write in a semi-formal style because I need to be polite and respectful to someone I don't know as well as a friend.*

11 Focus ➤ **Writing a semi-formal/informal letter/email**

- Ask Ss to select any of the rubrics in ex. 10 and write a letter/email. Allow Ss time to complete the task.

Suggested Answer Key

A *Dear Arthur,*

It was great to hear from you. The talk on peer pressure must have been interesting. Let me tell you what I think about the subject.
Personally, I'm lucky that the people I hang out with don't pressure me into doing things I don't want to do. I believe some teens pressure others to act in a certain way so that they can feel important; that they have the power to influence people. The best way to handle peer pressure is to be confident and have faith in your own choices rather than allow someone else to make them for you.
Anyway, a camping trip sounds like fun! Have you been camping before? Whose idea was it go camping? Where are you going? Have a great time and send me photos from your trip!
Take care,
Joe

B *Dear Mrs Thomas,*

It was very good to receive your letter. I am very glad to hear that your new job is so rewarding.
I think I would trust my problems to a school counsellor, if I could be sure it was in confidence. I would seek advice from both friends and older people, as each offers different but equally useful advice. My feeling is that many teens nowadays deal with their problems by sharing them on social media. I don't think this is very wise, personally.
How big is the new school? Are you still working as an English teacher as well? Did you have to have special training to be a school counsellor?
My friends and I still remember your lessons fondly. I hope to hear from you again.
Best regards,
Joseph Copestick

2 Culture corner

Objectives

Vocabulary: the helpline ChildLine
Skills – reading for specific information
– reading for lexico-grammatical coherence
Reading: an informative text from *ChildLine's homepage*
Writing: a few sentences about *ChildLine*
Speaking: giving a summary
Project: a presentation about a helpline or a charity

1 a) Focus ➤ **Introducing the topic**

- Select a S to read Sophie's words.
- Elicit from the class what 'ChildLine' is.

Answer Key
'ChildLine' is a telephone helpline that offers advice to children and young people who have problems.

b) Focus ➤ **Reading for specific information**

- Allow Ss a few minutes to prepare their questions individually.
- Ss read the text to see if they can answer them.
- Invite a few Ss to report back to the class about the information they found.

Suggested Answer Key
1 *When can I call?*
2 *Who will I speak to?*
3 *How many calls do you get every day?*

2 Focus ➤ **Reading for lexico-grammatical coherence**

- Allow Ss time to read the text and complete the task individually.
- Check Ss' answers around the class.

Answer Key

1	*trained*	***6***	*pressure*
2	*have been saving*	***7***	*most common*
3	*living*	***8***	*listening*
4	*thought*	***9***	*donation*
5	*more*		

3 Focus ➤ **Expanding vocabulary**

- Draw Ss' attention to the words in bold in the text and the meanings in Ex. 3.
- Explain the task. Ss use dictionaries as necessary.

Answer Key
confidential *– private*
bullying *– terrorising*
shelter *– protection/somewhere to live*
fundraise *– collect money*
further *– extra*
volunteering *– offering unpaid help*

4 Focus ➤ **Summarising a text**

- Play the recording and allow Ss to listen to/read the text.
- Allow Ss a few minutes to answer the questions.
- Invite a few Ss to share their answers with the class.

Suggested Answer Key
ChildLine is a free helpline for children and young people in the UK. There are many ways to get involved. You can find out how to stop bullying by ordering an anti-bullying pack, or you can do some fundraising during anti-bullying week. Another idea is to set up a 'peer support scheme' in your school. Or you can simply make a donation or volunteer to become a childline counsellor. etc

5 Focus ➤ **Writing your personal opinion**

- Read the rubric to the class.
- Allow Ss exactly 3 minutes to write on the topic.
- Invite a few Ss to read their writing to the class.

Suggested Answer Key
Yes, I would like to get involved with ChildLine. I would like to help them put an end to bullying and also help young people help each other. Young people can learn important skills such as listening to each other, empathy and problem-solving skills. I think it is an important organisation. etc

6 Focus ➤ **Researching a helpline or charity in your country**

- Brainstorm helplines and charities in your country and write them on the board.
- Arrange Ss in groups of 3 or 4.
- Explain the task.
- Allow Ss access to the Internet to complete their projects. Alternatively, ask Ss to bring information to the next lesson and complete the project then.
- Invite groups to present their projects to the class.

Suggested Answer Key

'Action for Russia's Children' is a British charity that works to help Russian charities provide an alternative to orphanages and children's homes. It helps children and young people in Moscow who have all kinds of special needs, such as physically and mentally disabled children and the homeless.
To help ARC you can take part in fundraising events, for example the ARC's annual ball, volunteer to help on one of their projects or donate money. etc

Across the Curriculum – Science 2

Objectives

Reading: a text about the nervous system
Skill – reading for cohesion and coherence
Portfolio: a quiz about the nervous system

1 Focus ➤ **Reading for cohesion and coherence**

- Read the text aloud with Ss.
- Elicit/explain any new vocabulary,
- Ss match the gaps with the phrases.
- Check Ss' answers.

Answer Key

A *3*	***C*** *5*	***E*** *6*
B *7*	***D*** *1*	***F*** *2*

2 Focus ➤ **Recalling new information**

- Play the recording of the text to Ss. Ss listen and read.
- Ss' books closed, Ss note down 5 things they have learnt about the brain and the nervous system.
- Ss take it in turns to tell their partner what they have learnt.

Suggested Answer Key

1. *The nervous system consists of the brain, the spinal cord and a network of nerves.*
2. *The brain works as the 'central computer' for the nervous system.*
3. *The biggest part of the brain is called the cerebrum.*
4. *The brain contains about 100 billion nerve cells.*
5. *The thalamus carries messages to the sensory organs.*

3 Focus ➤ **Making up and answering a quiz about the nervous system**

- Explain the task.
- Allow Ss time to reread the text and make up their quiz.
- Ss swap quizzes with a partner and answer.

2 Across the Curriculum - Science

Suggested Answer Key

The Nervous System Quiz

1. *Name the three parts of the nervous system.*
2. *Which part of the body controls the nervous system?*
3. *What is the biggest part of the brain called?*
4. *What does the cerebellum do?*
5. *Which part of the brain carries messages from the sensory organs?*
6. *Which part of the brain is responsible for metabolism?*
7. *What is another name for 'nerve cells'?*
8. *How many nerve cells does the human brain contain?*

Answers

1. *The brain, the spiral cord, and a network of nerves*
2. *The brain*
3. *The cerebrum*
4. *It controls balance, movement and coordination*
5. *The thalamus*
6. *The pituitary gland*
7. *Neurons*
8. *Around 100 billion*

2 Going Green

Objectives

Reading: a text about packaging
Skills – reading for gist
– reading for detailed understanding
Portfolio: designing green packaging for a product

1 Focus ➤ **Reading for gist**

- Focus Ss' attention on the title of the text. Elicit from Ss what they think the text is about.
- Ss read to check if they are correct.
- Confirm the correct answer.

Answer Key

The author's purpose is to give information and persuade the reader to reduce the amount of packaging they use.

2 a) Focus ➤ **Practising word formation**

- Draw Ss attention to gaps 1-6 and the words in brackets.
- Allow Ss time to read the text and complete the task individually.
- Check Ss' answers around the class.

Answer Key

1	*beautifully*	**4**	*products*
2	*presentable*	**5**	*packages*
3	*pollution*	**6**	*manufacturers*

b) Focus ➤ **Understanding vocabulary**

- Ss explain the words in bold by giving a definition, synonym or drawing, etc.
- Encourage Ss to guess the meaning of the word from the context before using their dictionaries to check their guesses.

Suggested Answer Key

trays: *flat objects with raised sides that are used for carrying food*
preserves: *keeps in good condition*
consumers: *people who buy or use sth*
down to: *because of*
weight: *heaviness*
solid waste: *rubbish that is not liquid*

dumped: *placed somewhere carelessly*
landfills: *areas where rubbish is buried*
manufacture: *mass production*
cut back: *reduce in number*
minimal: *the least*
biodegradable: *breaks down naturally when buried*
concentrated: *made stronger by removing water from it*
delivered: *sent to a particular address*

3 Focus ➤ **Talking about how we choose products**

- Play the recording. Ss listen to and read the text again.
- Ask Ss the question in the rubric.
- Ss discuss in pairs.

Suggested Answer Key

A: What should people have in mind when choosing a product?
B: Well, many people look at its appearance. Quite often products look nice because of their packaging.
A: That's true. But how important is the packaging?
B: Not as important as the product you are buying!
A: I think we should ask ourselves whether the packaging is good for the environment or not.
B: I agree. That's what we should be thinking about. etc

4 Focus ➤ **Designing green packaging for a product**

- Arrange Ss in small groups and explain the task.
- Allow groups time to design their 'green' packaging.
- Ss present their ideas to the class, explaining why they chose their design.

Suggested Answer Key

Our product is for chocolates and other sweets. The tray that displays the chocolates is made up of a biodegradable cornstarch material that can be discarded in a home compost pile. The box is made up of 100 per cent recyclable paper and is collapsible. If a consumer collapses the box and returns it to the supermarket, where it will be sent back to the manufacturer for reuse, the consumer receives a 10 percent discount coupon for their next purchase of the product. This acts as an incentive for consumers to return the box so it can be reused. If a consumer decides to throw the box away, then the box can be recycled.

Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit/explain any new vocabulary.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions.

(Ss' own answers)

2 Spotlight on Exams

Listening

Focus ➤ **Listening for specific information**

- Explain the task.
- Play the recording.
- Ss complete the task.
- Select individual Ss to read out the correct answer.

Answer Key			
1 *2*	***3*** *2*	***5*** *1*	***7*** *3*
2 *2*	***4*** *3*	***6*** *1*	

AUDIOSCRIPT

Presenter: *With us in the studio today is Dr Edmond Hunt, a very experienced plastic surgeon. He is here to speak about teenagers and plastic surgery. Dr Hunt, welcome to the programme. Tell us, has plastic surgery always been so popular?*

Doctor: *Thank you. Plastic surgery is becoming more and more popular nowadays and many young people are using it to change the way they look. Of course, body image and physical appearance have always been important to teenagers, but now it seems we live in a society where even more importance is placed on being beautiful – in the media, in advertising, for example – which does nothing to help teenagers, many of whom already have a very poor body image.*

Presenter: *So, is plastic surgery the way to make ourselves attractive?*

Doctor: *Now, I would like to make a distinction between the two types of plastic surgery and I think we need to be clear about this. First, there's what we call 'reconstructive' surgery which is done to correct defects on the face and body. Examples of this include physical birth defects and injuries like dog bites or burns. This kind of surgery repairs parts of the body. The other type of plastic surgery is called 'cosmetic'. This kind of surgery involves changing a part of the body simply because a person isn't completely satisfied with it, for example nose jobs or liposuction (the removal of fat from the body.)*

Presenter: *What is your top priority when assessing a potential patient's need for plastic surgery?*

Doctor: *Of course, the well-being of our patients is always our most important concern. There is some concern that the glamorous image of cosmetic surgery as seen on TV can encourage people to change themselves without reason. Teenagers may suffer from low self-esteem and choosing plastic surgery is not always the answer to their problems. Often talking to a therapist, dieting and exercise are the solution, for example. We must judge each case individually and help people make the right decision. We must also make sure that the individual has finished growing and is mature enough emotionally to cope with the stress of the operation.*

Presenter: *I see. And how do you decide who to take on as a patient?*

Doctor: *All potential patients go through a series of interviews and those under the age of eighteen need a parent's signature. It is essential that we talk to parents as cost is also a main factor. If the patient is suitable, we then help to find a suitable surgeon to perform the operation. He or she must find a certified surgeon, that is to say, one who is qualified to perform the operation well. After all, these operations are expensive and there is some risk involved.*

Presenter: *Any words of advice for young people considering plastic surgery?*

Doctor: *A word of warning, if I may. No amount of money can buy you happiness. The most expensive cosmetic surgery does not have the power to change who you are inside. A common myth is that we can make people like us more by changing our appearance. Our teenage years are a time of development, of personal discovery. It takes time to understand who you are. Remember, people cannot and should not judge you on your looks alone. If they do, they are not worth knowing.*

Presenter: *What about those who insist that plastic surgery is perhaps the quickest and easiest way to change the way we look?*

Doctor:*Some would say that today we have the power to make ourselves happier with our appearance and we should take that opportunity if we can. Ultimately, the decision to have plastic surgery is a personal choice. If you have any concerns, speak to your parents, or your doctor. One thing is certain – you should think carefully before you decide.*

Presenter: *Thank you for your time and valuable advice, Dr Hunt.*

Reading

Focus ➤ **Reading for specific information**

- Explain the task.
- Go through the headings (1-8) with Ss.
- Allow Ss time to complete the task.
- Select individual Ss to read out the answers.

Answer Key			
A *4*	***C*** *7*	***E*** *5*	***G*** *3*
B *2*	***D*** *1*	***F*** *8*	

Grammar & Vocabulary

Focus ➤ **Using word derivatives**

- Explain the task.
- Allow Ss time to complete the task.
- Read out the text with Ss.

Answer Key

1	*architecture*	**5**	*designer*
2	*widen*	**6**	*development*
3	*residential*	**7**	*construction*
4	*entertainment*		

Writing

Focus ➤ **Writing a letter to a pen-friend**

- Ask a S to read out the extract.
- Elicit/Explain any new vocabulary.
- Explain the task.
- Check Ss' understanding by asking questions: *what are you going to write? (a letter) Who is the letter for? (my pen-friend Fiona) What are you going to write about? (anti-bullying week/ask about the party*).

Suggested Answer Key

Dear Fiona,

It was great to hear from you, and I'm glad that your exams are over and you have time to celebrate!

Our anti-bullying week was a great success, and I'm happy to hear that more schools are having them. Ours involved talks by experts, but also role-playing and group discussions. Teachers and parents also got involved. We all know what to look for now, and any bullies know they will be dealt with. So yes, I'm convinced events like there are effective.

So, where is this party? Are you going with anyone special? Is it Robbie from next door going, by any chance?

Got to go now. My exams are next week, and I still have a lot of studying to do. Then it'll be party-time for me too!

Lots of love,

Fran

Speaking

Focus ➤ **Comparing and contrasting two photographs**

- Explain the task and draw Ss' attention to the photographs and the points listed.
- Allow the Ss 1.5 minutes to prepare.
- Select individual Ss to give their answers.

Suggested Answer Key

Photo 1 shows teenage boy holding a school folder. He looks sad and lonely. Behind him, a group of five teenagers are making gestures and laughing at him. It looks like it is happening in a school. In Photo 2, a packet of cigarettes is being offered to a teenager. He is rejecting them, holding out his hand, which has 'No' written on the palm. I can't tell the location but it may be in a place like a park, where teens hang out.

Both pictures illustrate the problems teenagers can face from their peer-group. In the first case, a boy is being treated cruelly by people in his own class. In the second, another boy is being offered something he knows is bad for him – probably by another teen. In the second picture, if the teens are under 16, it may also be illegal.

The pictures are different in other ways. In Photo 1, a group is bullying an individual. In Photo 2, there's no aggression: one individual is simply offering something to another. In Photo 1, the boy is miserable and excluded. In Photo 2, the boy is standing up for himself and in control. The boy in Photo 1 is not popular; the boy in Photo 2 may be too popular!

I would use Photo 1 in an informational leaflet. I think bullying is a more common problem than smoking, so perhaps more teens can relate to it.

2 Progress Check

Progress Check 2 and *Look at Module 3* should be done in one lesson.

Answer Key

1
1 *offend*
2 *dramatic*
3 *symptom*
4 *tempted*
5 *persuade*
6 *attitude*
7 *trust*
8 *tricky*
9 *disgusting*
10 *pressure*

2
1 *which*
2 *where*
3 *who(m)*
4 *which*
5 *who*

3
1 *was late because of*
2 *such a long way*
3 *due to (the) ice*
4 *who married an American*
5 *due to the fact that*

4
1 *up*
2 *up*
3 *off*
4 *on*
5 *down*

5
1 *to*
2 *about*
3 *on*
4 *on*
5 *on*

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

Responsibility

Module 3

Before you start …

- Revise one or two points from the previous module (e.g. ask Ss what they do to relieve stress, whether they would volunteer for a charity, etc).
- Direct Ss' attention to the title of the module, *Responsibility*. Explain that in this module they will learn about crime and the law, rights and responsibilities, etc.

Look at Module 3

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows, what else Ss can see on the page and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 59.
T: What can you see in picture 1?
S2: A man and a boy on a bicycle.
T: Where are they?
S3: They are in the countryside. etc.

Pic 2 (p. 48)
What does the picture show? What are they doing? How old are they? How well do they know each other?

Pic 3 (p. 51)
What can you see in the picture? What is she holding? What are the advantages/disadvantages of having a credit card?

Pic 4 (p. 52)
Who is in the picture? When did he live? What is he famous for? Have you read any of his books?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

a proverb (p. 47)
(a short sentence which gives advice or tells you sth about life) What does the proverb say? Do you agree with it? Why (not)? What other proverbs do you know?

a poem (p. 48)
(a piece of writing, often in short lines which rhyme) Who wrote the poem? What is it about? Do you like reading poetry? Why (not)? Which famous poets do you know?

a biography (p. 52)
(a factual article about a person) Whose biography is this? What era did he live in? What does the biography tell us about his life?

a quiz (p. 59)
(a game or competition in which sb tests your knowledge by asking you questions) What is the quiz about? Do you like doing quizzes? Why (not)? Where do we normally find quizzes?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about an author and a literature extract. This one (pp. 52-53) is about Charles Dickens and has an extract from his novel, 'Great Expectations'.*

*The **Culture Corner** (p. 57) contains a text about Ellis Island and the Statue of Liberty.*

*The **Across the Curriculum** section (p. 58) looks at human rights, a topic in Citizenship.*

*The **Going Green** section looks at different green issues. This one (p. 59) is about how to become a 'green citizen'.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make/Give …

As described in the relevant section in Module 1.

3a Reading Skills

Objectives

Vocabulary: crime and the law; words often confused
Reading: text about victims of crime
Skill – reading for gist
Speaking: a crime story

Reading

1 Focus ➤ **Predicting the content of a text**

- Direct Ss' attention to the title and headings A-E. Explain any new vocabulary and elicit what they think the text is about.
- Play the recording. Ss listen and read through the text and check their answers.

Suggested Answer Key
The text is about people who have been victims of crime.

2 Focus ➤ **Reading for gist**

- Read the headings together and explain Ss will match these to the paragraphs in the article.
- Ask Ss to read the article again.
- Tell Ss to identify and underline key words/ phrases in the text that help them match the appropriate heading to each paragraph.
- Allow Ss time to complete the task and check the answers together.

Answer Key
1 C (These terrible fraudsters are just trying to trick gullible people …)
2 D (The police caught them red-handed)
3 A (The attacker just came out of nowhere; I was shaken up and bruised)
4 E (this has been happening a lot lately)

3 Focus ➤ **Matching synonymous phrases: Explaining new vocabulary**

- Focus Ss' attention on the underlined words/ phrases in the text.
- Ss explain the meaning of each by giving a synonym, example or explanation before checking in their dictionaries.
- Ss then provide meanings for the words in bold.

Answer Key
petty – small/minor
out of the blue – unexpectedly
fell for it – was deceived
gullible – trusting/easily tricked
broke into – got into by force
shaken up – in shock
wipe it off – remove it with a cloth
lately – recently
distract – take someone's attention away from something

Suggested Answer Key
taken for a ride: *tricked*
lottery: *gambling game with numbered tickets*
contacted: *communicated with*
fee: *payment for a service*
process: *series of actions to achieve sth*
winnings: *amount of money won*
idiot: *foolish person*
scam: *trick*
came out of nowhere: *suddenly appeared*
threatened: *stated an intention to hurt*
grabbed: *took suddenly by the hand*
identify: *be able to formally recognise sb or sth*
bird mess: *waste material from a bird's body*
so-called: *incorrectly/unsuitably named*
reached for: *tried to get*
realised: *understood a situation*
means: *way(s)*

Vocabulary

4 a) Focus ➤ **Completing a table**

- Explain the task.
- Allow Ss time to complete the table.
- Ss check answers with a partner.

Answer Key

burglary	***burglar***
mugging	***mugger***
theft	***thief***
pickpocketing	***pickpocket***

b) Focus ➤ **Ranking crimes; Matching crimes with a suitable punishment**

- Draw Ss' attention once more to the crimes listed in Ex. 4a.
- Ask Ss to rank them from most to least serious.
- Read through the punishments listed in Ex. 4b and check comprehension.
- Ss match the crimes and punishments individually then compare answers with a partner.

Suggested Answer Key

- ***go to court:*** *all crimes*
- ***pay a fine:*** *pickpocketing*
- ***go to prison:*** *bank robbery, kidnapping, burglary, mugging, theft*
- ***get a warning:*** *shoplifting*
- ***do community service:*** *vandalism*

5 Focus ➤ **Learning new vocabulary in context; Understanding words often confused**

- Explain the task.
- Work through the first example with the class and write the second sentence on the board.
- Encourage Ss to guess first and then check their answers using the Word List.
- Ask individual Ss to share their answers with the class.

Answer Key

1	*offence*	**3**	*illegal*	**5**	*sentence*
2	*taken*	**4**	*found*	**6**	*witnesses*

6 Focus ➤ **Completing exchanges**

- Explain the task.
- Ss work in pairs to complete the exchanges.
- Select some pairs to act out the exchanges to the class.

Answer Key

1 *A: broken*
B: pay
2 *A: confess*
B: arrested, appearing
3 *A: get*
B: chased, make
4 *A: find*
B: let
5 *A: convicted*
B: sentenced

Speaking

7 Focus ➤ **Continuing a story**

- Read the beginning of the story aloud to the class and explain the task. Draw Ss' attention to the vocabulary given.
- Ss complete the task in small groups.
- Select some groups to tell the whole story to the class.

Suggested Answer Key

*Then, **out of the blue** someone jumped out in front of me and started to **threaten** me, saying, "Hand over your bag, or I'll hurt you." I was in a state of shock as it was the first time anyone had tried to **mug** me. At first I didn't want to give him what he wanted, but when he **attacked** me with a knife I knew I had to do as I was told. I held out my bag and he **grabbed** it from me and ran away. Luckily, I was able to give the police a good description of the **criminal** and they caught him soon after. I **identified** him as the mugger and he was given a prison sentence.*

Words of Wisdom

- Draw Ss'attention to the proverb.
- Elicit whether Ss agree or disagree with the proverb and ask Ss to justify their opinions.
- As an extension, Ss could suggest similar or other proverbs on the topic from their L1 and translate them into English.

Suggested Answer Key

I agree with the proverb because although some crimes may have a financial gain, usually criminals end up in jail or living a violent and unhappy life. Committing crime will not improve your life but rather make it worse.

3b Listening & Speaking Skills

Objectives

Vocabulary: rights and responsibilities; expressing regret/outrage/disgust
Listening: a dialogue (true/false/not stated questions)
Skill – listening for specific information
Reading: a poem; a dialogue (gap-fill)
Skill – reading for specific information
Speaking: a dialogue (role play)

1 Focus ➤ **Matching rights to responsibilities**

- Select one S to read through the list of rights and another S to read out the list of responsibilities. Elicit/Explain the meaning of any new vocabulary.
- Explain the task. Ss complete the task individually and then compare answers with a partner.

Answer Key

to be educated – not to bully/harm others
to be safe – to obey the law
to live and work in a clean unpolluted environment – to look after the environment
to be treated with respect – to respect others regardless of sex, age, ethnic origin, nationality

2 Focus ➤ **Discussing rights and responsibilities**

- Read out the rubric to the class.
- Ss discuss in pairs.
- Invite a few pairs to share their ideas with the class. Follow up with a whole class discussion.

Suggested Answer Key

A: What are your rights at school?
B: To be educated and to be treated with respect. Do you agree?
A: Yes, I think you're right.
B: What are your responsibilities at school?
A: To respect others and not bully or harm others and to look after the environment.
B: I agree. What are your rights at home?
A: To live in a clean, unpolluted environment and to be treated with respect. Do you agree?
B: Yes, and what are your responsibilities in your neighbourhood?
A: To obey the law and to look after the environment. etc

3 Focus ➤ **Reading for specific information**

- Select a S to read out the poem to the class.
- Explain to Ss that Eduard Everett Hale was an American clergyman who lived from 1822-1909.
- Elicit answers to the questions in the rubric from the class and discuss.

Suggested Answer Key

'Responsibility' for the author is being an active member of society who contributes and helps by doing whatever he can.

T: Do you agree with Hale's point of view?
S1: Yes, I think that if we all do as much as we can, then a lot can be achieved.
T: What do you think?
S2: I agree. I know that we can only do so much, but we should think about doing whatever we can – it is our duty. etc

Vocabulary

4 Focus ➤ **Presenting and practising new vocabulary**

- Explain the task. Ss answer individually. Remind Ss to try each answer provided and select the best option to complete the sentences.
- Ss compare answers with a partner.
- Allow Ss time to write their own sentences.

Answer Key

1 *stand up for your rights*
2 *have no right*
3 *have the responsibility to*
4 *have the right to*
5 *take responsibility for*
6 *do their bit*

Suggested Answer Key

1 ***Standing up for your rights*** *is a responsibility in itself.*
2 *I* ***had no right*** *to talk to my mother like that.*
3 *The police* ***have the responsibility to*** *stop crime and make the streets safe.*
4 *You* ***have the right to*** *remain silent.*
5 *I had to* ***take the responsibility for*** *the accident because it was all my fault.*
6 *In our house, everybody* ***does their bit*** *to keep it clean.*

5 Focus ➤ **Presenting new vocabulary; Using a dictionary**

- Ss complete the task individually, using their dictionaries.
- Ss listen and check their answers.

Answer Key

1	*violate*	**4**	*accepts*	**7**	*tolerate*
2	*given*	**5**	*treats*		
3	*denied*	**6**	*defend*		

Listening

6 Focus ➤ **Listening for specific information; answering true/false/not stated questions**

- Read the rubric with the Ss.
- Play the recording.
- Tell Ss to write the number in the box for each statement.
- Play the recording again so Ss can check their responses.

Answer Key

A	*2*	**C**	*1*	**E**	*3*	**G**	*3*
B	*2*	**D**	*1*	**F**	*1*		

AUDIOSCRIPT

Max: *Hi Daisy. Oh, sorry, I didn't see you were working.*
Daisy: *It's okay, Max, I'm just finishing my history project. It's quite interesting, actually.*
Max: *Really? What's it about?*
Daisy: *Magna Carta. It's Latin for 'Great Charter'. It's one of the most important documents that deals with human rights. It was written in 1215 by some English aristocrats, and they forced King John to sign it.*
Max: *Okay – what sort of rights was it created to protect? Education, freedom of speech, and things like that?*
Daisy: *Whoa – those are all rather modern ideas! It's basically a list of things the monarchy can and can't do. Quite a lot of it is about ownership of rivers and forests, and things that aren't very relevant to today. But one part of the text is very important, and very much applies in our modern times. It says that the Crown can't sentence anyone without a fair trial. In other words, the King or the Queen can't just throw anyone in prison. In many ways, it's the most important law we have.*
Max*: Yes, now I remember. When I did my history project on the 1787 United States Constitution, they had the same law.*
Daisy: *That's no accident! The Americans read Magna Carta and took ideas from it.*
Max: *It's incredible to think of a document that's 800 years old, puts legal responsibilities on a ruler, and abolishes unfair treatment of the common people.*
Daisy: *I'm sorry to disappoint you, Max, but that's not quite the whole story. You see, Magna Carta was really an agreement that protected only the rights of the wealthy, who felt that King John had too much control over them. It didn't really give rights to the common people, and the rich lords went on treating the poor very badly! Also, neither King John nor the lords stuck to the agreement, and went to war soon after!*
Max: *But the ideas were there ...*
Daisy: *That's true. Even though people didn't always stick to the laws, judges and lawyers kept reading and discussing Magna Carta for hundreds of years afterwards.*
Max: *Can you go and see it, like you can see the US Constitution in Washington D.C.?*
Daisy: *Well, there are four copies from 1215 that are still in existence. The best one is in Salisbury Cathedral in the UK. But there are quite a few later copies. Sometimes they even come up for sale ... if you have $20 million to spare!*
Max: *You'd need to be a lord to buy one!*

Reading

7 a) Focus ➤ **Predicting the content of a dialogue**

- Read sentences A-F around the class and explain that they come from a dialogue. Elicit/Explain the meaning of any new vocabulary.
- Elicit ideas for what the dialogue might be about. Ask Ss to justify their answers.

Suggested Answer Key

I expect the dialogue to be about a problem in a class at school.

b) Focus ➤ **Reading to understand structure, sequence and content**

- Draw Ss' attention to the incomplete dialogue and ask them to read it silently.
- Ss read sentences A-F again and match them to the appropriate gap.
- Ss read the entire text again to check their answers.
- Ss listen to the recording to confirm the correct answers.
- Select a pair of Ss to read the dialogue to the class.
- Elicit answers to the questions in the rubric.

Answer Key

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

Adam is violating his classmates' right to be educated and his teachers' right to be treated with respect.

He is going to apologise to his teacher.

8 Focus ➤ **Defining and practising new vocabulary**

- Draw Ss' attention to the highlighted words and phrases in the text and the list of meanings in Ex. 8.
- Ss work individually to complete the matching activity and write their own examples.
- Check Ss' answers.

Answer Key

messing around *– behaving in a silly way*
It's not on *– it's not acceptable*
So you should *– that's the correct thing to do*
get at *– criticise*
thank goodness that's over *– I'm glad that's ended*
obvious *– easy to see*
thought of it *– considered it*
in the wrong *– not right*

Suggested Answer Key

1 *No* ***messing around*** *in the library! If I have to tell you again, you will be asked to leave.*
2 ***It's*** *just* ***not on*** *for you to go home early while we have to stay behind and work until late.*
3 *"I'm going to clean my bedroom."*
*"****So you should****. It looks as if a bomb has hit it!"*
4 *My dad has been* ***getting at*** *me all week because of my poor exam marks.*
5 ***Thank goodness that's over****! I really hate going to the dentist!*
6 *It is* ***obvious*** *that there aren't enough car parks in this city.*
7 *"Your parents were your age once."*
"I've never ***thought of it*** *like that."*
8 *Anyone who goes over the speed limit is* ***in the wrong****.*

Everyday English

9 Focus ➤ **Practising phrases to express regret**

- Draw Ss' attention to the language box and review the language given.
- Explain the task and read out the example exchange.
- Allow Ss time to express regret for all the situations.
- Go around the class and monitor the activity.

Suggested Answer Key

2 *A: I'm so sorry for what I said. I didn't mean to upset you.*
B: No problem. Apology accepted!
3 *A: I had no idea you were so upset about my missing your birthday party. Please forgive me.*
B: Thanks. I really appreciate that.
4 *A: Mum, I feel really bad about forgetting to do the shopping. Please forgive me!*
B: It's OK. You really don't need to apologise.
5 *A: I realise I was wrong not to help you. I won't do it again.*
B: That's quite alright.

Speaking

10 Focus ➤ **Acting out a dialogue**

- Explain to Ss that they are going to act out a dialogue based on Ex. 7b. Ss assign roles.
- In pairs, Ss act out their dialogues and record themselves.
- Play some recordings to the class and give feedback.

Suggested Answer Key

Adam: *Miss Yates!*
Miss Yates: *Yes, Adam?*
Adam: *I just wanted to apologise for my behaviour in class earlier.*
Miss Yates: *You mean about not paying attention to a single word I said?*
Adam: *I'm sorry. I don't know why I kept talking all the time. I realise that I made it impossible for the other students to concentrate on the lesson.*
Miss Yates: *Yes, it is hard to study when there's a lot of noise in the class!*
Adam: *I promise I'll try to listen better in future.*
Miss Yates: *That would be helpful. You know, you could do well in the exam if you tried a little harder.*
Adam: *Do you really think so?*
Miss Yates: *Of course, I do. You're a smart boy, Adam.*
Adam: *Thanks, Miss. See you tomorrow.*
Miss Yates: *Remember your promise!*
Adam: *I will!*

Say it right

11 Focus ➤ **Practising language to express outrage/disgust**

- Play the recording. Ss listen and repeat using the correct intonation.
- Ask Ss to suggest what the other speaker might have said.

Suggested Answer Key

1 *My flat was burgled yesterday.*
2 *My pet rabbit has died.*
3 *Some kids were teasing an old woman!*
4 *I always get the blame!*
5 *The price of petrol has gone up again!*
6 *The police let the suspect go.*

3c Grammar in Use

Objectives

Vocabulary: phrasal verbs with *keep*; dependent prepositions
Grammar: *-ing* form/*to-infinitive/infinitive without to*; verbs taking *infinitive* or *–ing* form without/ with a change in meaning

1 Focus ➤ **Reviewing the use of *–ing* and *infinitive* forms**

- Select a S to read the text to the class.
- Draw Ss' attention to the *–ing* and *infinitive* forms and the questions in the rubric.
- Allow Ss time to answer individually. Ss compare answers with a partner.
- As an extension activity, Ss can compose their own sentences.

Answer Key

think, helping, cleaning, helping out, do, thinking up, to get out of, to take, to help, take

prepositions: *-ing form*
too/enough constructions: *to–infinitive*
verbs of preference, e.g. like, hate: *-ing form*
modal verbs: *infinitive without to*
look forward to: *-ing form*
let/make: *infinitive without to*
can't stand/help/imagine: *-ing form*
don't mind: *-ing form*
how about: *-ing form*
to express purpose: *to–infinitive*
want: *to–infinitive*
remind: *to–infinitive*
can't wait: *to–infinitive*

2 Focus ➤ **Practising infinitive and *-ing* forms**

- Explain the task and complete item 1 together as a class.
- Ss complete the rest of the exercise individually.
- Check Ss' answers around the class.

Answer Key

1 *ordering (after expression 'how about')*
2 *to be (after 'would like')*
3 *tell (after 'make')*
4 *to apply ('too' construction)*
5 *playing (expressing preference)*
6 *eating (after preposition 'without')*
7 *to shout ('it + be + adjective' construction)*
8 *putting (after expression 'there's no point in')*
9 *to see (after 'would love')*
10 *forgetting (after verb keep)*
11 *report (after modal verb 'must')*
12 *going (after verb 'fancy')*

3 Focus ➤ **Practising the use of *infinitive/-ing* forms using personal examples**

- Read out the rubric and the example sentence to Ss.
- In pairs Ss tell each other about their experiences using the language provided.

Suggested Answer Key

I ***'d like*** *to travel around the world.*
I ***'m looking forward to*** *playing tennis this weekend.*
I ***can't stand*** *working during summer holidays.*
I try to ***avoid*** *spending too much money.*
I ***'ve always wanted*** *to be better at cooking.*
I ***'m used to*** *getting good marks in tests.*
I ***'ve stopped*** *expecting life to be easy. etc*

Game

Focus ➤ **Practising *infinitive/-ing* forms**

- Read out the rubric and divide the class into teams.
- Teams take it in turns to add to the story, as in the example.

Suggested Answer Key

TB S1: *... looking forward to relaxing for two weeks.*
TA S2: *We couldn't wait to go to the beach*
TB S2: *On the first day, we tried snorkelling. It was lots of fun ... etc*

4 a) Focus ➤ **Explaining differences in meaning between verbs in *infinitive* and *-ing* forms**

- Write the sentences from item 1 on the board.
- Invite Ss to comment on the difference in meaning between them. Refer Ss to the Grammar Reference section as necessary.
- Ss discuss items 2 and 3 with a partner. Collect feedback from the class.

Answer Key

1 *a) He did not stop explaing the theory.*
b) He stopped what he was doing/saying and began explaining the theory.
2 *a) Someone suggested to me that I call the police.*
b) Someone suggested calling the police. (to whom is unknown)
c) Someone formally suggested to us that we should call the police.
3 *a) It is necessary for you to mow the grass.*
b) Someone needs to mow the grass. (general statement not intended for anyone in particular)
c) Someone will have to mow the grass.

b) Focus ➤ **Practising *infinitive* and *-ing* forms**

- Draw Ss' attention to the text and gaps 1-7.
- Explain the task. Allow Ss some time to complete it individually.
- Check Ss' answers around the class.

Answer Key

1 *to pay*
2 *to sign*
3 *using/to use*
4 *being*
5 *reporting*
6 *notifying/to be notified*
7 *to exceed*

5 a) Focus ➤ **Discussing differences in meaning between verbs in *infinitive* and *-ing* forms**

- Write up the sentences from item 1 on the board.
- Invite Ss to comment on the difference in meaning between them. Refer Ss to the Grammar Reference section as necessary.
- Ss discuss the rest of the items with a partner. Elicit answers from the class and clarify anything Ss do not understand.

Answer Key

1 a) *I have a memory of locking the front door. (refers to a memory)*
b) *He did not forget to pick up his sister. (expresses purpose)*
2 a) *Sam did not remember to do sth he was supposed to. (expresses purpose)*
b) *I will always remember an event. (refers to a memory)*
3 a) *We stopped what we were doing to do sth else. (and then we might resume the first action or we might not)*
b) *I am no longer doing sth.*
4 a) *Do sth to see what will happen as a result.*
b) *I attempted to do sth difficult, without success.*
5 a) *Specific preference with a time reference.*
b) *General preference with no time reference.*
6 a) *I stopped doing one thing and then did another.*
b) *Adam continued doing the same thing.*

b) Focus ➤ **Practising *infinitive* and *-ing* forms**

- Select a pair of Ss to read out the first exchange to the class. Ask them to explain why they used that form of the verb (with infinitive or –ing form).
- Go through the remainder of the exercise, inviting new pairs of Ss to read out the exchanges.

Answer Key

1 *A: using (after 'stop', meaning 'to give up permanently')*
B: spending (after an expression)
2 *A: to buy (after 'remember', meaning 'not to forget')*
B: to do (after 'forget', meaning 'not to remember sth')
3 *A: going (after 'remember', meaning 'to recall')*
B: calling (after 'try', meaning 'to do as an experiment')
4 *A: to buy (after 'stop', meaning 'to briefly do sth else')*
B: to call (after 'try', meaning 'to attempt')
5 *A: to study (after an expression)*
B: learning (general preference with no time reference)

6 Focus ➤ **Practising phrasal verbs *(keep)***

- Review phrasal verbs and how they are used.
- Allow Ss time to complete the exercise and ask individual Ss to provide answers to check with the class.
- Ss write their own sentences using the phrasal verbs.

Answer Key

1	*down*	**3**	*back*	**5**	*up with*
2	*on*	**4**	*away*		

Suggested Answer Key

1 *We must **keep** levels of pollution **down**.*
2 ***Keep on** eating too much and you'll make yourself ill.*
3 *I always know when someone is **keeping** something **back** from me.*
4 *Young children should **keep away** from fires.*
5 *If you are having trouble **keeping up** with all the work, you should speak to your teacher.*

7 Focus ➤ **Practising dependent prepositions**

- Explain the task. Ss work individually.
- Check Ss' answers.

Answer Key

1	*for*	**3**	*with*	**5**	*into*
2	*against*	**4**	*of*		

Suggested Answer Key

1 *Who is **responsible for** this terrible mess?*
2 *Never do anything that is **against the law**!*
3 *Our next-door neighbour was **charged with** fraud.*
4 *Having nerves of steel and the patience of a saint are just some of the **requirements of** being a mother.*
5 *My brother **tricked me into** doing the washing-up.*



Grammar in Use

8 Focus ➤ **Practising sentence transformations**

- Read out the rubric, stressing that the second sentence must have the same meaning as the first and that Ss must use two to five words.
- Do the first item with Ss. Ss then complete the task individually.
- Check Ss' answers on the board.

Answer Key

1 *needs weeding/to be weeded*
2 *began learning to dance*
3 *regret telling*
4 *kept/carried on speaking*
5 *advised us to stay*



Literature

Objectives

Vocabulary: language to describe actions
Reading: extract from *Great Expectations*
Skills – *reading for specific information*
– *reading for detailed understanding*
Speaking: a dialogue based on the text (role play)

1 Focus ➤ **Generating interest in the topic**

- Introduce the name Charles Dickens to Ss and ask them what they know about him.
- Then ask Ss to think of three things they would like to know about him and to write them down.
- Ss read the biography. Ask if their questions were answered.
- As an extension, Ss may do some research to answer any questions they may have had that were not answered in the biography.

Suggested Answer Key

I know that Charles Dickens was an English writer. I would like to know when he was born, where he grew up and how many books wrote.

2 Focus ➤ **Predicting the content of a text**

- Focus Ss' attention on the picture and ask the questions in the rubric. Elicit Ss predictions.
- Read the text aloud as a class. Ask Ss whether their predictions were correct.

Suggested Answer Key

The characters are in a graveyard. I think the man will ask the boy to help him and threaten to hurt him if he doesn't.

3 Focus ➤ **Reading for detailed understanding**

- Ask Ss to read the text again silently.
- Explain the task. Ss answer individually.
- Ss compare answers with a partner.

Answer Key

1 *cut, throat*
2 *his pockets*
3 *cheeks*
4 *parents*
5 *his sister*
6 *a file and wittles (food)*

4 a) Focus ➤ **Matching definitions**

- Play the recording and ask Ss to listen and read the text.
- Focus Ss' attention on the definitions and ask them to identify the highlighted words throughout the text.
- Allow Ss some time to match the words to the definitions.
- Ask individual Ss to share their answers to correct with the class.

Answer Key
coarse *– rough*
smothered *– covered completely*
limped *– walked with difficulty*
glared *– stared at angrily*
seized *– grabbed*
head over heels *– upside down*
trembling *– shaking with fear or cold*
ravenously *– very hungrily*
timidly *– shyly*
tilted *– moved so that one end is higher/lower than the other*

b) Focus ➤ **Expanding vocabulary**

- Ss explain the words in bold by giving a synonym, example or explanation. Encourage Ss to try to guess the meanings of the words from the context before checking in their dictionaries.
- Review answers with the class and ask some Ss to mime or draw the meaning of some words for the class to guess.

Suggested Answer Key
porch *– covered area at the entrance to a building*
fearful *– frightening*
rag *– piece of old cloth*
soaked *– extremely wet*
lamed *– with injured legs or feet that make it difficult to walk*
stung *– caused sudden sharp pain (usually by insects)*
torn *– ripped*
shivered *– shook because of cold/fear*
growled *– made a low threatening noise like a dog*
chattered *– knocked together repeatedly because of cold/fear (teeth)*
pleaded *– begged intensely*
pointed *– indicated with a finger*
lay *– was situated*
steeple *– pointed structure on a church*
tombstone *– piece of stone on a grave that says who is buried underneath*
cheeks *– soft parts of face on either side of the mouth*
threatening *– stating an intention to hurt/harm*
tighter *– more firmly*
muttered *– spoke so that other people found it difficult to hear*
file *– tool for making wood or metal objects smoother*
liver *– organ of the body that cleans the blood*

5 a) Focus ➤ **Describing a character from literature**

- Ask Ss: *How do writers create characters in literature? What information do they give us? (Information about what they do – their actions, such as how they walk, speak and act and details about their physical appearance.)*
- Ask Ss to find relevant information in the text and make their notes.
- In pairs, Ss tell each other about the convict using their notes.
- Follow up with a class discussion about how the convict is presented and why Dickens chooses to describe him in this way.

Answer Key
walked: *lamed, limped*
looked: *glared, eyes looked most powerfully into mine*
spoke: *a terrible voice, growled, muttered*
acted: *shivered, teeth chattered, ate ravenously, licking his lips, with a threatening shake of the head, tilted me back as far as he could hold me, he tilted me again*

Suggested Answer Key
The convict had difficulty walking – he was lamed and he limped. He didn't just look at you – he glared and looked powerfully into your eyes. He didn't speak softly – he growled in a terrible voice and sometimes he muttered. He shivered and his teeth chattered. He must have been cold. He was hungry because he licked his lips and ate ravenously. He was quite threatening towards Pip. He tilted him back several times.

b) Focus ➤ **Imagining a scene**

- Read the rubric to Ss. Ss silently imagine what they experience using their senses.
- Invite individual Ss to share their experiences with the class.

Suggested Answer Key

I can see a frightening man among the graves. He is in chains and is wearing rags. He is very dirty and he looks very dangerous. I can smell his dirty clothes and his foul breath. I can hear his teeth chattering and his voice growling. I can touch the cold tombstone I am sitting on. I feel frightened and wish I had stayed at home.

6 Focus ➤ **Paraphrasing sections of a text**

- Draw Ss' attention to the underlined sections of the text.
- Ss explain the meaning of these sections using their own words.
- Invite individual Ss to share their suggestions.

Suggested Answer Key

Hold your noise!: *Be quiet!*
licking his lips: *moving his tongue around the outside of his mouth*
I've half a mind to ...: *I'm considering (doing sth, usually as a threat to a naughty child)*

7 Focus ➤ **Understanding the author's use of register**

- Ask Ss to find the parts of the text where the convict speaks.
- Invite individual Ss to 'translate' what the convict is saying.
- Invite Ss to comment on Dickens' use of language.

Answer Key

The convict speaks rudely with slang expressions and poor grammar, while Pip speaks politely and formally with correct grammar.

Show us where you live: Show me where you live
Pint out the place: Point to the place
What fat cheeks you ha' got: What fat cheeks you have got
I could eat 'em: I could eat them
Now lookee here!: Listen well
Who d'ye live with – supposin' I kindly let you live, which I han't made up my mind about?: Who do you live with – assuming I generously allow you to live, something which I still have not decided?
And you know what wittles is?: And do you know what wittles are?
You bring 'em both to me: Bring them both to me
Dickens was trying to show the different backgrounds of the two characters and the different class of each character. (Magwich – low working class criminal; Pip – educated middle class)

8 Focus ➤ **Acting out a dialogue**

- Explain the task and allocate roles.
- Encourage Ss to imitate Pip's and the convict's way of speaking.
- Ss prepare and practise their dialogues in pairs.
- Invite a few pairs to perform their dialogues in front of the class.

Answer Key

Convict: *Hold your noise! Keep still, you little devil, or I'll cut your throat!*
Pip: *Oh! Don't cut my throat, sir! Please don't do it, sir!*
Convict: *Tell us your name! Quick!*
Pip: *Pip, sir.*
Convict: *Once more. Speak up!*
Pip: *Pip, sir.*
Convict: *Show us where you live. Pint out the place.*
Convict: *You young, dog. What fat cheeks you ha' got. I could eat 'em – and I've half a mind to.*
Pip: *Please don't hurt me, sir.*
Convict: *Now lookee here! Where's your mother?*
Pip: *There, sir. Also Georgiana. That's my mother.*
Convict: *Oh! And is that your father alongside your mother?*
Pip: *Yes, sir. Him too, late of this parish.*
Convict: *Ha! Who d'ye live with? Supposin' I kindly let you live, which I han't made up my mind about?*
Pip: *My sister, sir. Mrs Joe Gargery – wife of Joe Gargery, the blacksmith, sir.*
Convict: *Blacksmith, eh? Now, lookee here – the question being whether I let you live. You know what a file is?*
Pip: *No, sir.*
Convict: *And you know what wittles is?*
Pip: *I'm afraid not, sir.*
Convict: *Do you want to live, boy?*
Pip: *Please don't hurt me! I'll help you. Follow me to our house, sir, and you can take what you need and then be on your way.*
Convict: *Lead the way, boy! We ain't got all day!*

3e Writing Skills

Objectives

Reading: an opinion essay
Skills – reading to identify structure, sequence and content
Writing: an opinion essay

1 a) Focus ➤ **Understanding rubrics**

- Read out the rubric and ask Ss to find the key words.
- Then elicit answers to the questions from various Ss around the class.

Answer Key
key words: *all teenagers, have a part-time job, 200-250 words, personal opinion, opposing opinion, why you don't agree with opposing opinion*

1 *teenagers having part-time jobs*
2 *Ss' answers*
3 *Ss' answers*

b) Focus ➤ **Understanding the theory of writing opinion essays**

- Direct Ss' attention to statements 1-12 and explain the task.
- Ss work in pairs, then read the theory box to check their answers.

Answer Key

1	*T*	***4***	*F*	***7***	*T*	***10***	*F*
2	*T*	***5***	*T*	***8***	*F*	***11***	*F*
3	*T*	***6***	*T*	***9***	*F*	***12***	*T*

2 a) Focus ➤ **Reading to understand structure, sequence and content**

- Read the essay on p. 55 to the class and draw Ss' attention to paragraphs A-E.
- Ss work individually and order the paragraphs.
- Elicit answers to the questions in the rubric from Ss around the class.

Answer Key
A *4 (the writer's disagreement with opposing opinion)*
B *2 (supporting viewpoints with reasons/ examples)*
C *1 (statement of topic and writer's opinion)*
D *5 (the writer's opinion in other words)*
E *3 (opposing viewpoint with reasons/ examples)*

b) Identifying the writer's opinion

- Read out the questions in the rubric and elicit answers from various Ss around the class.
- Confirm the correct answers.

Answer Key
The writer's opinion is that having a part-time job is an advantage for teenagers.

The writer expresses this opinion in the 1st and 5th paragraphs using: In my view ..., I firmly believe ... .

3 a) Focus ➤ **Identifying main ideas**

- Ask Ss to read paragraphs 2-4 of the essay again.
- Allow Ss time to decide what the main idea of each paragraph is.
- Check Ss' answers.

Answer Key
para 2 *getting a job teaches young adults how to become reliable individuals*
para 3 *some people argue that it is unwise for teenagers to work while still studying*
para 4 *However, this is not necessarily true*

The main idea of each paragraph is expressed in the first sentence of each main body paragraph. This sentence is a topic sentence.

b) Focus ➤ **Identifying main ideas and supporting reasons/examples**

- Focus Ss' attention on the table and the headings.
- Explain the task. Ss answer individually.
- Ss compare answers with a partner.
- Confirm the correct answers.

Answer Key

para	*viewpoint/main idea*	*reasons/examples*
3	*it is unwise for teenagers to work while studying*	*having a job can take up too much time and cause a student's school work to suffer*
4	*not true, as schoolwork, state of mind or social life should not be affected if they make a schedule*	*organisation and planning will help the working teenagers manage their time effectively*

4 Focus ➤ **Understanding the uses of different linking words; suggesting alternative linking words/phrases**

- Explain the task.
- Allow Ss time to reread the essay and decide on the various uses of the linking words.
- Check Ss' answers.
- Allow Ss time to suggest alternative linking words/ phrases.
- Invite individual Ss to share their suggestions with the class.

Answer Key

list/add a point: *To start with, Moreover, In addition, Besides this*
introduce an example/reason: *such as, in this way, in particular*
introduce an opposing viewpoint: *On the other hand, However*
conclude: *To conclude, After all*

Suggested Answer Key

list/add a point: *Firstly, To begin with, What is more, etc*
introduce an example/reason: *For example, because/as/since ..., especially/particularly etc*
introduce an opposing viewpoint: *Nevertheless, On the contrary, etc*
conclude: *All in all, all things considered, etc*

5 Focus ➤ **Practising writing supporting sentences and using linking words/phrases**

- Select two Ss to read out the two topic sentences to the class.
- Explain the task. In pairs Ss prepare their answers.
- Invite Ss to share their ideas with the class and write suggestions on the board.

Suggested Answer Key

1 *They will learn how to be responsible for another person. Furthermore, they will see what it is like to be a parent and understand the work that being a parent involves.*
2 *We are all safer on the streets and at home because laws create a social order. Besides this, criminals are faced with a range of punishments according to the laws.*

6 a) Focus ➤ **Understanding first and last paragraphs**

- Draw Ss' attention to the theory box and explain the task.
- Allow time for Ss to study the paragraphs and prepare their answers.
- Ask individual Ss to provide answers to check with the class.

Answer Key

A *conclusion (saying)*
B *introduction (addressing the reader directly; quotation)*
C *conclusion (rhetorical question)*
In the model essay in Ex. 2, the writer has given the reader something to consider at the beginning (Is it a good idea for teenagers to have part-time jobs while they are still at school?) and has ended with a quotation/saying (Today's teenagers are tomorrow's adults).

b) Focus ➤ **Writing a suitable introduction and conclusion**

- Write the essay title on the board. Explain the task.
- Allow Ss time to write their answers, working in pairs. Remind Ss to use appropriate techniques.
- Ss compare their answers with another pair.

Suggested Answer Key

Introduction:

It is a good idea for teenagers to help to look after their younger brothers and sisters? In my view, it is essential that teens have the opportunity to help their families as much as they can. By taking on more responsibility at home, they can start to learn valuable lessons that will help them later in life.

Conclusion:

From my point of view, that of a teenager, we should be given the opportunity to show that we have the maturity and willingness to take care of the rest of the family. After all, 'The child is the father to the man,' as they say.

7 Focus ➤ **Expressing viewpoints using milder language**

- Read the study skills box with Ss and draw Ss' attention to the viewpoints 1-4.
- Explain the task. Ss complete the task individually.
- Invite Ss to share their answers with the class.

Suggested Answer Key

1. *I tend to believe that teenagers should help out at home.*
2. *In my view, teenagers should not have part-time jobs.*
3. *In my opinion, teenagers' schoolwork suffers if they take on a part-time job.*
4. *It seems to me that some video games should be banned.*

8 a) Focus ➤ **Analysing rubrics**

- Explain the task and allow Ss time to find the key words and answer the questions.
- Elicit answers from Ss around the class.

Answer Key

A ***key words:*** *teenagers, help with household chores, do you agree, 200-250 words, use plan*

The subject is teenagers helping with household chores.

B ***key words:*** *good idea, child, look after pet, young age, do you agree, 200-250 words, use plan*

The subject is young children looking after pets.

Suggested Answer Key

A *My opinion is that teenagers should help with household chores. It teaches them responsibility. Others in the family will rely on the teenager to complete the chores and they will learn the consequences if they don't complete them. In addition, they learn important life skills they will need as adults. Cooking, helping with the shopping, cleaning and maintaining the house are useful chores they will need to know when they live on their own.*

B *My opinion is that a child should look after a pet from a young age. They learn responsibility by caring for and feeding the pet. They also learn respect for animals by creating a special relationship with another living thing.*

b) Focus ➤ **Matching and suggesting viewpoints with reasons; suggesting a beginning/ending for an essay**

- Focus Ss' attention on rubric A again and explain the task.
- Allow Ss time to complete the task in pairs.
- Monitor the activity.
- Invite some pairs to share their answers with the class.

Answer Key

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

The writer believes that teenagers should help with household chores as there are three points in support and one against.

Suggested Answer Key

Viewpoint 1 example: *Cleaning, cooking, and shopping are some of the valuable chores that teenagers would learn that are useful as adults.*

Viewpoint 2 reason: *They should be allowed to enjoy their free time.*

Viewpoint 3 reason: *By sharing chores they learn to work as a group and cooperate with others.*

Additional viewpoint

It provides the opportunity for teenagers and parents to interact, which so rarely happens today.

reason/example: *By discussing the chores with the teenager and agreeing on what will be done.*

Beginning: *Is it a good idea for teenagers to help out with household chores? I believe it is because it helps to prepare them for the future*

Ending: *To conclude, I think teenagers should help out at home. After all, isn't it important to do everything possible to prepare teenagers for the challenges of adulthood?*

c) Focus ➤ **Planning an essay**

- Focus Ss' attention on rubric B. Read out the questions to the class.
- Allow Ss time to prepare their answers individually.
- Ask various Ss to read their answers to the class.

Suggested Answer Key

viewpoints	***reasons/examples***
The child learns respect for animals.	*By creating a special friendship with the animal.*
The child learns responsibility.	*Taking care and feeding the pet teaches the child to be responsible for another's life.*
Animals are not toys and should not be cared for by children.	*The child could be neglectful in caring for the animal.*
Children and animals form a special bond	*Looking after it will not seem like a chore*

Beginning: *Many families enjoy having a pet in their home, however should a young child be allowed to take care of a pet? I believe they should as it is provides many benefits for them.*

Ending: *Both small children and pets are rewarded from the loving relationship they create together. After all, a dog is man's best friend.*

9 Focus ➤ **Writing an opinion essay**

- Allow Ss time to complete their essays. Remind Ss to use their answers to Ex. 8 and to refer back to the model essay in Ex. 2 as they write.
- Draw Ss' attention to the checklist. Remind Ss to edit their work before completing their final draft.
- Ss swap essays with a partner and check each other's work using the checklist.

It is a good idea for teenagers to help out with household chores? I believe it is because it helps to prepare them for the future.

To start with, helping out at home teaches teenagers valuable skills. For example, they learn how to be neat and organised. In addition, cooking, cleaning and shopping are some of the valuable chores that teenagers would learn that are useful as adult.

Moreover, it makes sense to share household chores. Many parents lead busy lives and have no time to do everything. Besides this, by sharing chores they learn to work as a group and cooperate with others.

On the other hand, some people say it is unfair to make teenagers do chores. They are usually under great pressure at school and therefore should be allowed to enjoy their free time.

However, doing chores will not put extra pressure on teens. If they plan their time effectively, teenagers will not stress over doing chores. Apart from this, time management skills are an effective tool to combat stress.

To conclude, I think teenagers should help out at home. After all, isn't it important to do everything possible to prepare teenagers for the challenges of adulthood?

Suggested Answer Key

B *What is the one thing that children of all ages dream of? The answer is, most likely, a pet. To my mind, it is a great idea for a child to look after a pet from a young age.*

To start with, the child learns responsibility. Every day there are things to do: a dog to be walked, a rabbit's cage to be cleaned or a cat to be fed. All these little jobs show a child what is necessary to be a responsible individual.

Moreover, having a pet is good company. A child is more likely to spend time rolling around with a dog than glued to a television screen. In this way, the child has fun and gets some exercise.

On the other hand, there are some people who say that a child is too young to handle the needs of a pet. They say a child will soon lose interest or forget one of the essential daily chores.

However, this is not necessarily rule. A child can form a special bond with a pet that enriches their life. Therefore, looking after it will not seem like a chore.

In conclusion, there are advantages and disadvantages to everything, but I firmly believe that young children benefit from the responsibility that comes from having a pet.

3 Culture Corner

Objectives

Reading: a poem and a text about the Statue of Liberty
Skill – reading for specific information; text completion (word formation)
Speaking: giving a guided tour (role play)
Writing: a short text about a famous monument

1 Focus ➤ **Introducing the topic**

Focus Ss' attention on the picture. Elicit from Ss/ Explain what it is, where it is and any other information.

Answer Key
The monument in the picture is the Statue of Liberty which is in New York, the USA.

Suggested Answer Key
I know that the Statue of Liberty was constructed in France and then sent over to the USA in crates as a gift from the French people to the Americans.

2 Focus ➤ **Reading for specific information**

- Select a S to read out the extract from the poem. Explain that it was written by Emma Lazarus, an American poet.
- Elicit from Ss the answer to the question in the rubric.
- Ask Ss to read the text and check.

Answer Key
The message of the statue is one of freedom from oppression and a new home offering justice and equality.

3 a) Focus ➤ **Practising word formation**

- Ss read through the whole text silently, paying attention to the gaps.
- Ss read through the text again and complete the word formation exercise.
- Check Ss' answers on the board.

Answer Key

1 *historic*	***4*** *immigrants*
2 *European*	***5*** *sight*
3 *requirements*	***6*** *famous*

b) Focus ➤ **Expanding vocabulary**

- Ask Ss to try to guess the meaning of the words in bold from their context.
- Ss then explain the words in bold using their dictionaries by giving synonyms, explanations, antonyms or examples.

Suggested Answer Key
harbour: *area for boats, usually protected from the sea by a wall*
freedom: *ability to do, think, say whatever you want*
gateway: *sth that is used as an entrance*
passed through: *moved from one place/area to another*
immigration: *mass movement of people into a country*
opportunity: *chance*
would-be: *wanting/trying to be*
legal: *acceptable by law*
homeland: *country which someone calls their home*
depicts: *shows*
loose-fitting robe: *dress that is not tight*
torch: *wood that is burning, used for light*
tablet: *flat piece of stone that has sth written on it*
crown: *a circular ornament worn on someone's head*
rays : *beams of light*
continents: *areas of land bigger than countries*
life-size: *of the same size as the person or thing sth represents*
replica: *accurate copy of sth*

4 Focus ➤ **Reading for specific information; speaking in role**

- Explain the task.
- Play the recording of the text and instruct Ss to read the text again as they listen, paying close attention to the information given about the tour.
- In small groups Ss take it in turns to be the tour guide/the tourists. Monitor the activity.

Suggested Answer Key

... disembarked from their ships to smell the clean air of freedom and gaze up at the towering statue that represents the dreams of a nation. In one hand, the torch of liberty, a beacon that burns through the darkness of oppression. In the other hand, the tablet on which the date when independence was truly declared is forever recorded. Look further up, to her crown, and see the seven continents of the world. You will have the opportunity to go inside Lady Liberty. Don't forget to visit the museum afterwards.

5 Focus ➤ **Writing a short text about a famous monument in your country**

- Brainstorm famous Russian monuments with Ss and write them on the board.
- Read through the rubric and check Ss' comprehension by asking: What information do you need to include in your writing?
- Allow Ss time to complete the task in class. Alternatively, the task can be assigned as H/W.
- Ss present their work to the class in the next lesson.

Suggested Answer Key

The Mausoleum of Lenin, also known as 'Lenin's Tomb' is in Red Square. It is the final resting place of Vladimir Lenin, the first Premier of Soviet Russia. His embalmed body has been on display there since he died in 1924, with the exception of a few years during the war when his body was relocated to Siberia.

The original mausoleum was made of wood and was designed by architect Alexei Ivanovich Abrikosov. He was given just three days to complete its construction. The tomb was built to enable people to say their last goodbyes to Lenin. Five days after Lenin's death, it was decided to place the tomb by the Kremlin Wall in Red Square. More than 100, 000 people visited the tomb within a month and a half. By October 1930 the tomb had been enlarged using a variety of materials, such as marble, granite and labradorite. It is an impressive structure, influenced by the great pyramids and the tombs of the Middle East.

As the mausoleum is only open three days a week (Tuesday–Thursday) for a few hours each morning, people normally have to wait in a long queue to see Lenin. Many place a single flower in front of him to pay their last respects. It is strictly forbidden to take photographs or talk while inside.

Across the Curriculum – Citizenship 3

Objectives

Speaking: discussing human rights
Reading: a text about human rights (text completion – sentence parts)
Skills – reading for cohesion and coherence
Project: a presentation about a charity or organisation that protects human rights

1 Focus ➤ **Discussing Human Rights**

- Read out article 1 of the UDHR to Ss.
- In small groups, Ss discuss the questions.
- Invite groups to tell the class and follow up with a class discussion.

Suggested Answer Key

S1: What are human rights?
S2: They are things that we all should have. Like the freedom to be able to think what you like.
S3: So, they are for everyone, right?
S1: Yes, I think so.
S2: Why do you think they are important?
S3: They are there to make our lives better.
S1: Yes, and they ensure that people are treated with dignity.
S2: So, The Declaration of Human Rights is a law to protect everyone's rights.
S3: Yes, that's how I understand it.

3 Across the Curriculum – Citizenship

2 a) Focus ➤ **Reading for cohesion and coherence**

- Read through the sentence parts 1-7 as a class and explain/elicit the meaning of any unknown words.
- Explain the task, and give Ss time to read the text ad complete it individually.
- Check answers around the class.

Answer Key

A *4*	***C*** *5*	***E*** *6*
B *7*	***D*** *1*	***F*** *3*

b) Focus ➤ **Eliciting meaning from text; expanding vocabulary**

- Play the recording of the text to Ss as they read it through again.
- Draw Ss' attention to the words in bold. Encourage Ss to use the context to understand the meaning of the words, before they check in their dictionaries.

Suggested Answer Key

morally: *based on principles that people consider to be right, honest or acceptable*
regardless of: *despite*
race: *a group of human beings according to their physical features, such as the colour of their skin*
value: *worth*
dignity: *sense of importance and value*
invented: *thought up*
civilisations: *human societies with highly developed social organisations*
cruelties: *cruel actions that deliberately cause pain or distress to people*
injustices: *situations involving unfair treatment*
concern: *sth that involves or affects you or is important to you*
adopted: *began to have*
agreements: *written arrangements/decisions*
violated: *broken/disregarded*
treated: *dealt with*
slave: *a person who is owned by someone and is forced to work for them*
punish: *make someone suffer for something they have done*
torture: *deliberately cause someone great pain over a period of time, in order to punish them or to make them reveal information*

3 Focus ➤ **Presenting a charity/organisation that protects human rights**

- Arrange Ss in groups and explain the task.
- Brainstorm charities/organisations that protect human rights in Russia and write them on the board.
- Allow Ss time to conduct their research. (Ss will need access to the library/ Internet).
- Invite groups to present their information to the class.

Going Green 3

Objectives

Speaking: discussing how to become a 'green citizen'
Reading: a quiz
Skill – reading for specific information

1 Focus ➤ **Introducing the topic**

- Write the term 'green citizen' on the board. Explain to Ss that they are going to do a quiz to find out how 'green' they are.
- Select a S to read the introduction of the quiz to the class.
- Ask Ss to think of as many examples of being a 'green citizen' as they can in small groups.
- Invite a few groups to present their ideas to the class. List Ss' ideas on the board.

Suggested Answer Key
A 'green citizen' is someone who tries to reduce his/her impact on the environment as much as possible.

2 Focus ➤ **Completing a quiz; expanding vocabulary**

- Ask a few Ss to tell the class how 'green' they are.
- Explain the task. Ss answer individually and find out their result.
- Ask for a show of hands – mostly As ('green citizens of the year'), mostly Bs (not bad but could do better), and mostly Cs (need to get started).
- Allow Ss time to explain the words in bold by providing a synonym, translation or example sentence. Encourage Ss to use the context to understand the meaning of the words, before they check in their dictionaries.

Suggested Answer Key
rely on: *need something to survive/carry on*
in our best interests: *good for us*
reduce your impact: *not create as many problems*
embarrassing shade: *depth of colour that shows you are shy*
vegetable peels: *outer layers of types of edible plants*
rechargeable: *able to be refilled with electricity*
disposable: *can be thrown away after you have used it*
well on your way: *almost there*
survival: *ability to stay alive*
achievable targets: *goals that can be reached*

3 Focus ➤ **Discussing how to become a 'greener' citizen**

- Ss compare their answers to the quiz in pairs and discuss how they could become 'greener'.

Suggested Answer Key
S1: I got mostly Bs. To become greener, I need to learn more about recycling and re-using my waste. I also should start using rechargeable batteries.
S2: I got mostly Cs. I really need to change some of my habits like checking the products I buy, not wasting so much water and stop using plastic bags. etc

4 Focus ➤ **Discussing a quotation**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.

Suggested Answer Key
S1: I think we are really lucky to live on Earth.
S2: I agree. We should look after our planet because we don't know if there are any other planets we could live on.
S3: Yes, and we owe it to future generations to do all we can. etc

3 Spotlight on Exams

Reading

Focus ➤ **Reading for specific information**

- Allow Ss time to read the text.
- Ss complete the multiple choice task.
- Check Ss' answers.

Answer Key			
1 *4*	***3*** *3*	***5*** *2*	***7*** *2*
2 *3*	***4*** *1*	***6*** *2*	

Listening

Focus ➤ **Listening for gist**

- Explain the task.
- Play the recording.
- Allow Ss time to complete the task.
- Select individual Ss to read out the answers.

Answer Key		
A *1*	***C*** *3*	***E*** *5*
B *7*	***D*** *2*	***F*** *6*

AUDIOSCRIPT

Interviewer: *I spoke to some teenagers about how they feel about the household chores they have to do it. Here is what they told me.*

Speaker A: *I live in a large house and there is lots of housework to do, so I understand that we all need to do our fair share. I think that's only right anyway. Parents do so much for their kids, so why shouldn't we help out a bit?*

Speaker B: *There are several chores that I can't stand doing, like mopping our long staircase and washing the dishes. I'm quite happy to take the dog for a walk though or mow the grass for my dad. I prefer to be in the fresh air.*

Speaker C: *I'm under quite a lot of pressure at school this year and I have a lot of homework to do, but my mum still makes me help out with the chores at home. I find that quite annoying because I don't have much time left to just relax or hang out with my friends.*

Speaker D: *I have the most jobs to do in the house because my sister is five years younger than me. Not only do I have to dust, tidy up and wash the dishes after dinner, but I also have to hang out the washing. It's such a pain!*

Speaker E: *I'd really like to help out more because both of my parents work and I know they're tired when they get home, but I have so many things going on. School is more stressful this year and I have basketball practice three times a week too, but I try to give my mum a hand whenever I can.*

Speaker F: *Many kids my age often complain about having to do household chores. I'm totally OK with helping out with the housework, though. In fact, I believe that doing the washing-up, dusting, laundry and other things around the house is a good idea. After all, these are the things we'll have to do later, when we leave home and go out to live on our own, right? We might as well practise while we're younger!*

Speaking

Focus ➤ **Practising forming questions**

- Explain the task.
- Read out the question prompts
- Ss work in pairs.
- Go around the class monitoring the task.
- Select some Ss to say their questions to the class.

Suggested Answer Key

1 *Can you tell me which martial arts classes are available?*
2 *How long does each class lasts?*
3 *Are these classes for beginners?*
4 *How many students are there in each class?*
5 *Could you tell me how much the classes cost?*

Progress Check 3

Progress Check 3 and *Look at Module 4* should be done in one lesson.

Answer Key

1

1	*grabbed*	***6***	*fee*
2	*disposable*	***7***	*witness*
3	*scam*	***8***	*identify*
4	*seized*	***9***	*glared*
5	*contacted*	***10***	*suspect*

2

1	*walking*	***6***	*saying*
2	*go*	***7***	*to thank*
3	*watching*	***8***	*to work*
4	*to buy*	***9***	*enjoy*
5	*to speak*	***10***	*having*

3

1	*began learning to drive*
2	*needs redecorating/to be redecorated*
3	*regret walking home alone*
4	*too late to apply*
5	*unusual for her to overreact*

4

1	*down*	***3***	*back*	***5***	*up with*
2	*away*	***4***	*on*		

5

1	*against*	***3***	*into*	***5***	*of*
2	*with*	***4***	*for*		

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

Module 4

Danger!

Before you start …

- Revise one or two points from the previous module (e.g. crime and the law, human rights, etc).
- Direct Ss' attention to the title of the module, *Danger!* Elicit that it refers to accidents and emergencies, illnesses and injuries, etc.

Look at Module 4

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows, what else Ss can see on that page and what they think this unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 77.
T: What can you see in picture 1?
S2: A woman looking after some injured men.
T: What kind of place is it?
S3: It might be a hospital. There are a lot of men there with serious injuries.
T: Would you like to work in a hospital?
S4: No, I wouldn't. I think it would be stressful.

Pic 2 (p. 72)
What can you see in the picture? Do you like travelling by boat? Why (not)? Have you ever been on a long journey? Where did you go?

Pic 3 (p. 66)
What is wrong with the man? What can he do to feel better? What do you do to relax? How is the picture related to the module?

Pic 4 (p. 65)
What is the man doing? Are you sporty? What kinds of sport do you like? Do you prefer winter or summer sports?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

a joke (p. 74)
(sth said or done to make you laugh) What is the joke about? Do you like reading or telling jokes? What was the last good joke you heard?

a dialogue (p. 67)
(a conversation between two people) Who is speaking? What's wrong with the patient? How often do you visit the doctor?

a biography (p. 70)
(an account of someone's life) Whose is this biography? When did he live? What is he famous for?

a sketch (p. 77)
(a drawing that is done quickly without a lot of details) Who is the sketch of? What was she known as? How long did she live?

Go through the rest of the sections with Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about an author and a literature extract. This one (pp. 70-71) is about Mark Twain and has an extract from his novel The Adventures of Tom Sawyer.*

*The **Culture Corner** (p. 77) contains an article on Florence Nightingale.*

*The **Across the Curriculum** section (p. 78) looks at the Great Fire of London, a topic in history.*

*The **Going Green** section (p. 79) looks at environmental issues. This one looks at water pollution.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

4a Reading Skills

Objectives

Vocabulary: injuries
Reading: a story about survival (gapped text)
Skills – reading for cohension and coherance
Speaking: describing a scene; discussing ethical questions raised in the text; role play (a radio interview)
Writing: a short narrative (a paragraph)

1 Focus ➤ **Imagining and describing a scene**

- Focus Ss' attention on the person in the picture. Ask them to imagine that they are in this situation.
- Play the recording and ask Ss to imagine what they experience using all their senses.
- Invite individual Ss to share their descriptions with the class.

Suggested Answer Key

All around me, I can see ice and mountains. The sky is grey, but I can see far into the distance. Everything is grey and white. I hear the sound of my heart beating – otherwise there is silence. My feet touch the side of the mountain and I hang there. I feel the weight of my body and I wonder how much longer I'll be able to hold on. I taste the ice-cold water from the icicles around me. I smell the fresh mountain air as it goes into my lungs. I feel exhausted and extremely frightened.

Reading

2 Focus ➤ **Predicting text content**

- Read through the phrases with Ss and explain any unknown vocabulary. Explain that the phrases come from the text.
- Elicit from Ss what they think the text is about. Write Ss' suggestions on the board.
- Ss read the text to check their predictions.

Answer Key

The text is about the miraculous survival of two mountaineers and the painful choice one of them had to make.

3 Focus ➤ **Reading for cohesion and coherence**

- Ask Ss to look at sentences 1-7. Read them and explain that these sentences have been left out of the text and must be put back into their appropriate position.
- Ss complete the task individually. When finished, ask Ss to read the text one more time to ensure the sentences have been replaced in the correct positions.
- Ss listen to the recording and check their answers.

Answer Key

A *5* ***B*** *7* ***C*** *1* ***D*** *2* ***E*** *3* ***F*** *6*

4 Focus ➤ **Developing vocabulary**

- Elicit/Explain the meaning of the words in bold in the text by giving an example, explanation or synonym. Ss may check in their dictionaries where necessary.
- Check Ss' answers.

Suggested Answer Key

agonising: *extremely difficult*
tale: *story*
peak: *top of the mountain*
conquered: *deal with successfully*
bold: *brave*
irresistible: *impossible to resist, highly attractive*
summit: *top of the mountain*
supposedly: *assumed to be*
struck: *hit*
crippled: *severely injured*
hypothermia: *having a very low body temperature*
against all odds: *despite all the problems*
rope: *thick cord used for tying, pulling*
without knowing it: *accidentally*
pitch black: *extremely dark, no light at all*
edge: *line where sth stops*
cliff: *high rock face*
frostbitten: *injured by being frozen*
grab: *take hold of*
rocks: *huge stones*
criticised: *judged negatively*
miraculously: *surprisingly*
display: *show*
willpower: *determination*

4a Reading Skills

Vocabulary

5 Focus ➤ **Practising vocabulary**

- Brainstorm vocabulary to do with injuries with the class and write them on the board.
- Complete item 1 as an example.
- Ss complete the rest of the task in pairs.
- Check Ss' answers.
- Allow pairs time to add one more word to each group.
- Invite pairs to share their suggestions with the class.

Answer Key

1	*bone*	**5**	*waist*	**9**	*head*
2	*muscle*	**6**	*heel*	**10**	*nail*
3	*lip*	**7**	*hair*		
4	*throat*	**8**	*brain*		

Suggested Answer Key

add word

1	*lip*	**5**	*knee*	**9**	*toe*
2	*elbow*	**6**	*back*	**10**	*leg*
3	*wrist*	**7**	*shoulder*		
4	*ankle*	**8**	*cheek*		

6 Focus ➤ **Choosing the correct words**

- Explain the task.
- Ss answer individually and then check using a dictionary.
- Check Ss' answers around the class.

Answer Key

1	*hurts*	**5**	*treated*
2	*nagging*	**6**	*narrow*
3	*severe, injury*	**7**	*internal*
4	*painful*	**8**	*unconscious*

Speaking

7 a) Focus ➤ **Discussing ethical questions raised in the text (expressing personal opinions)**

- Play the recording of the text and ask Ss to follow the written text.
- Read out the questions in the rubric to the class.
- Ss discuss in pairs.
- Follow up with a class discussion.

Suggested Answer Key

I think Simon made the right decision. I would have done the same. It is better for one man to die than two. There was no guarantee that Simon would have been able to save his friend's life, anyway.

b) Focus ➤ **Role playing (a radio interview)**

- Arrange Ss in groups of three. Allocate roles.
- Allow Ss time to prepare their questions and answers.
- Ss record their interviews.
- Select some recordings to play to the class.

Suggested Answer Key

Interviewer: *Welcome to the programme.*
Simon: *It's nice to be here.*
Interviewer: *It's quite a story you two have to tell.*
Joe: *Yes, it's truly amazing. We're so lucky to be alive after our climb up Siula Grande.*
Interviewer: *What went wrong exactly?*
Simon: *Everything was fine on the way up the mountain and we weren't expecting to have any problems at all on the way down. You see, we chose an easier route for our descent.*
Joe: *But then I slipped and I broke my leg in three places.*
Interviewer: *That must have been painful!*
Joe: *Extremely. So, Simon tried to get me down the mountain using a rope. But that didn't work very well as it was already getting dark and before long, I was hanging over the edge of a deep crevasse. I couldn't climb back up the rope as my fingers were so frostbitten. I called out to Simon but he couldn't hear me – I was too far away.*
Interviewer: *Did you realise what was wrong, Simon?*
Simon: *I knew something was wrong when I felt myself being pulled down towards the edge of the crevasse. I tried to hold on, but I felt myself getting weaker and weaker.*
Interviewer: *So what did you do next?*
Simon: *I made the most difficult decision in my life. I cut the rope to save my own life. I just knew I didn't have the strength to hold on to Joe any longer.*

Interviewer: *So, you fell down the mountain, Joe.*
Joe: *Yes, that's right. But miraculously, I wasn't killed by the fall. I was in great pain and had no food or water, yet I was determined to stay alive. It took me four days, but I managed to get down to safety.*
Interviewer: *What an amazing story! What courage and strength! So, for all of your listeners out there – anything is possible!*

Writing

8 Focus ➤ **Writing a short narrative**

- Explain the task.
- Allow Ss time to complete their writing and swap with a partner for peer correction.

Suggested Answer Key
In reality, I had no choice. Dying on the mountain was not an option when I had so much to live for. The nights were the worst. That's when the cold, the pain, the lack of food and the despair take over. I knew that if I closed my eyes to get just a little rest, then I might never open them again. I can't tell you how I felt when I saw the rescuers running towards me, but the sense of relief was so overwhelming that at that point I blacked out.

Words of Wisdom

9 Focus ➤ **Discussing a quotation**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

Suggested Answer Key
S1: I agree with the quote that in order to move forward we often have to let go of our previous ways of thinking and be open-minded to new possibilities and ideas.
S2: Yes, It's important to have courage and look to the future. We should not forget the past, but be careful not to become stuck there.

4b Listening & Speaking Skills

Objectives

Vocabulary: illnesses; idioms related to health
Speaking: offering/accepting/refusing help; role play (at the doctor)
Reading: a dialogue (gap-fill)
Skills – reading for text structure, cohesion and coherence
Listening: a telephone conversation (gap-fill)
Skills – listening for confirmation
– listening for specific information

Vocabulary

1 Focus ➤ **Forming collocations/describing pictures**

- Draw Ss' attention to the words in columns A and B and explain that we can put the vocabulary together to make collocations.
- Ss check the meaning of the vocabulary by checking in the Word List.
- Read the example and elicit the symptoms of the people in the pictures from the class.

Answer Key
runny/streaming/blocked – nose
splitting/thumping/bad/terrible – headache
throat/chest/ear/eye – infection
streaming/bad/stinking – cold
stomach/ear/back/head – ache
high/slight – temperature
sharp/dull/throbbing – pain
hacking/dry/tickly – cough

Suggested Answer Key
The boy looks like he's got a streaming cold. I also think he's got a headache.
The little girl looks like she has a throat infection. She might also have a hacking cough.
The man looks like he's got a thumping headache.

2 Focus ➤ **Practising vocabulary related to illnesses**

- Read out the rubric and allow Ss time to complete the sentences.
- Check Ss' answers around the class.

Answer Key

1	*attack*	**6**	*rash, allergic*
2	*vomiting*	**7**	*wheeze*
3	*dizzy*	**8**	*breathing*
4	*hoarse*	**9**	*sore, blowing*
5	*caught, running, aching/sore*	**10**	*sneezing*

3 Focus ➤ **Working with idioms**

- Explain that the task is to complete the sentences with the right word so that it forms an idiom.
- Ss complete the task individually using their dictionaries if they wish.
- Check Ss' answers and ask if there are similar idioms in their language.
- As an extension, ask Ss to choose an idiom and draw a picture to illustrate its meaning. In groups, Ss swap papers and guess which idiom the drawing illustrates.

Answer Key

1	*flies*	**3**	*the weather*	**5**	*run*
2	*colour*	**4**	*feet*		

Everyday English

4 Focus ➤ **Learning to offer/accept/refuse help**

- Draw Ss' attention to the language box and review the language given.
- Explain the task and read out the example exchange.
- Allow Ss time to complete the task, taking it in turns to offer/accept/refuse help.
- Monitor progress around the room and listen to a response from each student.

Suggested Answer Key
S1: Sorry you're not well. Would you like me to call a doctor?
S2: Actually, I've already called one. Thanks anyway!

S1: You don't sound very well at all. Shall I buy some cough syrup?
S2: Yes, please. That would be a great help!

Reading

5 a) Focus ➤ **Identifying the speaker**

- Read out the rubric and allow Ss time to complete task individually.
- Ss compare answers with a partner.

Answer Key
doctor: *b, c, d, e* ***patient:*** *a, f, g*

b) Focus ➤ **Reading to understand text structure, cohesion and coherence**

- Explain that questions a-g from Ex. 5a come from the dialogue.
- Allow Ss time to complete the gaps in the dialogue individually.
- Ss listen to the recording and check their answers.

Answer Key
1 *d* ***2*** *e* ***3*** *b* ***4*** *g* ***5*** *f* ***6*** *a*

6 Focus ➤ **Developing vocabulary**

- Explain the task.
- Encourage Ss to guess the meaning from the context before using a dictionary if necessary.
- Ss complete the task by giving an example, explanation or a synonym.
- Check answers with the class.
- In pairs, Ss read out the dialogue.

Suggested Answer Key
rash: *lots of small red spots on the skin*
itchy spots: *uncomfortable raised marks on the skin that you want to scratch*
contagious: *easily caught/passed on*
prescription: *written note from doctor authorising treatment/medicine*
make a full recovery: *become completely well again*
fortnight: *two weeks*

Listening

7 Focus ➤ **Listening for specific information**

- Play the recording.
- Ss complete the gaps individually and then compare answers with a partner.
- Play the recording again if necessary.
- Check Ss' answers.

Answer Key
1 *French* ***3*** *hearing* ***5*** *Tuesday*
2 *earache* ***4*** *two*

Suggested Answer Key
The operator thinks James might have an ear infection.

AUDIOSCRIPT
Operator: Good evening, 24-hour Telephone Health Service. Patricia Brown speaking. Can I take your full name first, please?
Caller: Yes, it's James French.
Operator: Is that spelt F-R-E-N-C-H?
Caller: Yes, that's right.
Operator: OK. So, what seems to be the problem, Mr French?
Caller: Well, I've been feeling really unwell since yesterday. I have really bad earache and a high temperature.
Operator: I see. Have you got any other symptoms?
Caller: Well, yes. My hearing has been affected. Both of my ears are really blocked up and I can hardly hear anything from the left one. I feel a bit dizzy too.
Operator: OK, well, for the moment you should take some painkillers such as paracetamol or aspirin. This will help to bring your temperature down, but don't take more than two every four hours.
Caller: OK, I'll do that.
Operator: Now, it sounds like you could have an ear infection and if so you'll need to see a doctor and get some antibiotics. I can ask the doctor-on-call to make a house call if you like.
Caller: Oh ... yes, that would be great. Would he be able to come this evening?
Operator: Err ... let's see ... Monday evening ... no, I'm afraid he's already got too many other calls to make this evening, but he could come and see you on Tuesday morning – that's tomorrow – at ten o'clock, or on Wednesday at the same time.
Caller: No, Wednesday is too far away. Tuesday would be better. Thank you so much.
Operator: You're welcome. I hope you feel better soon.

4b Listening & Speaking Skills

Speaking

8 Focus ➤ **Acting out a visit to a doctor**

- Ss work in pairs, take roles and prepare their dialogues using the notes in Ex. 7 and the dialogue in Ex. 5.
- Ss record themselves.
- Select a few recordings to play to the class

Answer Key

S1: Good morning, Mr French. What can I do for you?
S2: Well, Doctor, for the past few days I've had a severe earache, I've been feeling very dizzy and I can't seem to hear very well.
S1: I see. Have you got a temperature?
S2: Yes, and my ears are blocked.
S1: It sounds like you may have an ear infection. I will take a look.
S2: Is there anything you can do to make it go away faster?
S1: For the moment, you should take two aspirins every two hours for the pain. I can give you a prescription for antibiotics and within a few days you will feel much better.
S2: Do I need to come back and see you again?
S1: Only if you are not feeling better in three to four days. Here's your prescription.

Say it right

9 Focus ➤ **Speculating and responding**

- Explain the task.
- Draw Ss' attention to the statements and the possible responses.
- Read each prompt (1-4) and elicit the appropriate response from Ss.
- Play the recording for Ss to listen and check their answers.

Answer Key

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

10 Focus ➤ **Consolidating the lesson**

- Ss close their books and make a list of ten words/phrases they have learnt in the lesson.
- Ss discuss what they have learnt with a partner.

(Ss' own answers)

4c Grammar in Use

Objectives

Vocabulary: phrasal verbs with *go*; dependent prepositions
Grammar: the passive; the causative; make/ get/have

1 a) Focus ➤ **Understanding the passive voice**

- Read out the box to Ss. Ask Ss to say why the passive is used *(to emphasise the action rather than the person who performed the action)*. Write the two sentences on the board and ask Ss to label them *S* (subject), *P* (predicate), *O* (object) and *A* (agent).

All employees *(S)* must sign *(P)* the form *(O)*.
The form *(S)* must be signed *(P)* by all employees *(A)*.

- Draw Ss' attention to how the passive is formed:
  subject + to be + past participle of main verb + agent (by)
- Read the text to the class. Explain that it has a total number of 8 passives in it. (Refer Ss to the Grammar Reference section for all the forms of the passive).
- Ss work in pairs to find all the passive and active forms in the text.

- Check Ss' answers by eliciting answers from various pairs and writing the answers on the board.

Answer Key

passive: *has been caused; was still being fought; is being cleared away; will be started; is discovered; had been made; were seen; has yet to be discovered*

active: *broke out; said; was; had ever seen; are treating; has; may help; should contact*

b) Focus ➤ **Understanding how/when to introduce agents**

- Read out the questions in the rubric.
- Allow Ss time to answer in pairs.
- Check answers as a class.

Answer Key

We use 'by' to introduce the agent.
'By' + agent is omitted when it is obvious, unimportant, unknown or already mentioned who/what is doing the action. For example, 'The fire was still being fought' (by firefighters); 'An investigation will be started' (by the police).

with agent: *'damage has been caused by a fire' (we need to know what caused the damage)*

without agent: *'debris is being cleared away' (by cleaners); 'until the cause of the fire is discovered' (by the police); 'reports had been made' (by persons unknown); 'characters were seen' (by persons unknown); 'their identity has yet to be discovered' (by the police)*

2 Focus ➤ **Rewriting sentences in the passive**

- Explain that sentences 1-8 are all examples of the active voice.
- Complete the first item as an example.
- Ss complete the rest of the task individually.
- Check Ss' answers by inviting individual Ss to write the answers on the board.

Answer Key

1 *My brother's bike was stolen yesterday.*
2 *This soup was made with carrots and coriander.*
3 *Who is Pam's party being catered by?*
4 *Their house will have been finished by May.*
5 *The thieves were arrested.*
6 *Sam hates being told what to do.*
7 *The 'Fifi Fairy' books are written by Maria.*
8 *An apology should be made by Jack.*

3 Focus ➤ **Forming sentences using the passive**

- Explain the task.
- Ss answer individually.
- Check Ss' answers around the class.

Answer Key

2 *He hates to be kept waiting.*
3 *Parking is not allowed.*
4 *Something needs to be done immediately.*
5 *I want to be left alone.*
6 *The Mayor has been shot.*
7 *She was not invited.*
8 *No, thanks. I am being served.*
9 *It may have been sent to the wrong address.*
10 *A cinema complex will have been built (there) by next May.*

4 Focus ➤ **Changing a text into the passive**

- Explain the task.
- Ss write their answers individually.
- Check Ss' answers.

Answer Key

An unusual way of predicting earthquakes has been discovered by scientists in China – snakes! Snakes at local snake farms are being observed (by experts) to see if their behaviour changes before an earthquake. Cameras are linked to a broadband Internet connection (by scientists). It is believed that earthquakes from 120 km away can be sensed (by snakes), three to four days before they happen. Their nests are abandoned or even walls are smashed into to escape. Because China is struck frequently (by earthquakes), a reliable method of predicting them must be found (by scientists) to avoid the terrible injury and loss of life that is caused (by them/earthquakes).



Grammar in Use

5 Focus ➤ **Understanding personal and impersonal passive constructions**

- Read through the table with Ss and elicit how personal and impersonal passive constructions are formed.
- Explain the task. Ss answer individually.
- Ss compare answers with a partner.

Answer Key

personal passive construction: *subject + passive verb + to infinitive (e.g. She is thought to be very ill.)*

impersonal passive construction: *it + passive verb + finite clause (e.g. It is thought that she is very ill.)*

2 *The doctor is reported to have made a mistake in the diagnosis.*
It is reported that the doctor made a mistake in the diagnosis.
3 *The tsunami is expected to hit at 8 am.*
It is expected that the tsunami will hit at 8 am.
4 *She is known to have a difficult character.*
It is known that she has a difficult character.
5 *A monster is said to live in a lake in Scotland.*
It is said that a monster lives in a like in Scotland.
6 *Andrea is believed to have been treated very badly.*
It is believed that Andrea was treated very badly.
7 *The number of cases of asthma is thought to be rising.*
It is thought that the number of cases of asthma is rising.

6 Focus ➤ **Understanding the causative form**

- Focus Ss' attention on pictures 1 and 2 and write sentences a and b on the board. Elicit from Ss which sentence means that someone is doing something for someone else (sentence b). Explain that this is called the causative form. Underline its structure.
- Ss match the sentences and the pictures.
- As an extension activity, ask Ss to write 2 similar sentences of their own with pictures for their partner to match.

Answer Key

1 *a* ***2*** *b (Someone is doing something for someone else.)*

7 Focus ➤ **Practising the causative**

- Read out item 1 and the example to the class. Draw Ss' attention once more to the causative form.
- Ss complete the remainder of the task individually.
- Check Ss' answers around the class.

Answer Key

2 *Sarah is having her hand examined.*
3 *Greg will have his jacket shortened.*
4 *Sylvia is going to have her hair done for the wedding.*
5 *I had a bandage put on my ankle.*
6 *Liz has just had her eyes tested.*
7 *We have our lawn mowed once a week.*
8 *They had the roof repaired before they moved in.*

8 Focus ➤ **Rephrasing sentences using *make/ get/have***

- Select three Ss to read out the example sentences. Check Ss' comprehension of the difference in meaning by eliciting translations into Ss' L1.
- Allow Ss time to rephrase sentences 1-7 with a partner.
- Check Ss' answers around the class.

Answer Key

1 *John got Ann to see the doctor.*
2 *Julie made Tony have a blood test.*
3 *The scientist had his assistant tidy up the laboratory.*
4 *The nurse got the patient to swallow the medicine.*
5 *Madeline will have Mike take her to the dentist.*
6 *Sam had the doctor look at his injured leg.*
7 *I'm going to get Sarah to lend me her jacket.*

9 Focus ➤ **Practising dependent prepositions**

- Explain the task. Tell Ss to try each preposition in the gap until they find the one that makes the most sense and then check in Appendix 1.
- Allow Ss time to complete the task.
- Select individual Ss to read out the sentences.

Answer Key

1	*of*	***3***	*from*	***5***	*for*
2	*to*	***4***	*in*	***6***	*in*

Suggested Answer Key

1 *Anna is always **complaining of** headaches. I think she needs to get her eyes tested.*
2 *Tom is **allergic to** nuts and has to be careful what he eats.*
3 *James still hasn't **recovered from** the cold he had at Christmas.*
4 *I would never get **involved in** anything illegal.*
5 *Mountaineers who are exposed to extreme conditions sometimes have to be **treated for** hypothermia.*
6 *I got **covered in** paint when I was decorating the house.*

10 Focus ➤ **Practising phrasal verbs *(go)***

- Explain that each sentence can be completed with a phrasal verb from Appendix 2.
- Ss complete the task individually.
- Check Ss' answers, eliciting the meaning of each phrasal verb.
- As an extension, ask Ss to draw a picture for one of the phrasal verbs.
- Ss hold up their pictures and the class tries to identify the phrasal verb.

Answer Key

1	*into*	***3***	*away*	***5***	*ahead*
2	*through*	***4***	*on*		

Suggested Answer Key

1 *The teacher refused **to go into** what happened to the injured student with the class.*
2 *I can't **go through** another upsetting argument about the problem; we must solve it now.*
3 *Even though she was resting in bed for many days, the cold would not **go away**.*
4 *The children's mother **went on** talking for over an hour about the dangers of speaking to strangers.*
5 *As soon as the committee approves the plans, they will **go ahead** with building the health centre.*

11 Focus ➤ **Practising sentence transformations**

- Explain the task, reminding Ss that they can use up to five words to complete each sentence.
- Ss complete the task individually and then compare their answers with a partner.
- Check answers with the class.

Answer Key

1 *made Bill drive*
2 *reported to have been killed*
3 *has been knocked down*
4 *had her car collected by*
5 *will be performed*

4d Literature

Objectives

Vocabulary: ways to move
Reading: an extract from *The Adventures of Tom Sawyer* (multiple choice)
Skills – reading for specific information
– reading for detailed comprehension
Writing: a diary entry

1 Focus ➤ **Introducing the author Mark Twain**

- Introduce the name Mark Twain to Ss and ask them to think of three things they would like to know about him.
- Ss read the biography. Ask if their questions were answered.
- As an extension, Ss may do some research to answer any questions that they may have had that were not answered in the biography provided.

Suggested Answer Key
I know that Mark Twain was an American writer. I would like to know what kind of books he wrote and when he lived.

2 Focus ➤ **Reading for detailed comprehension**

- Read the text aloud to the class, inviting individual Ss to read the characters' dialogue.
- Explain the task. Ss answer individually.
- Invite Ss to read out their answers.

Answer Key
1 *4* ***3*** *2* ***5*** *4* ***7*** *4*
2 *2* ***4*** *1* ***6*** *3*

3 Focus ➤ **Matching words to their meanings**

- Direct Ss' attention to the words in bold.
- Allow Ss time to match the words with their meanings.

Answer Key
stretch: *extent*
glimpsed: *caught sight of*
laboured: *struggled*
hailed: *called*
rowed: *took by boat*
strung: *hung*
admitted: *let in*
drowned: *pushed under water and died*
fetch: *bring*

Suggested Answer Key
with an eager audience about him: having a group of people very interested in what he had to say near him
putting in many striking additions: adding interesting and exciting details to the story
were not to be shaken off: did not go away easily
I've not the least doubt: I believe it to be true

4 Focus ➤ **Completing sentences using the correct verb**

- Ss books closed, write the word 'move' in the middle of the board and brainstorm verbs to describe movement with the Ss.
- Ss' books open, Ss read the list of verbs in Ex. 4 and compare.
- Explain the task. Ss answer individually.
- Check Ss' answers.

Answer Key
1 *sprinted* ***4*** *dawdle* ***7*** *wandering*
2 *stomped* ***5*** *crept*
3 *crawling* ***6*** *fumble*

Tom and Becky 'groped'.

Writing

5 Focus ➤ **Writing a diary entry**

- Ask Ss to choose one of the characters and get in role.
- Ss prepare a list of thoughts and feelings for their experience in the cave before they start writing.
- Allow Ss time to write their diary entries.
- Ss read their entries to a partner.

Suggested Answer Key

Sunday

Me an' Becky found the entrance to the cave and I suggested goin' in. Becky like a girl resisted but after much persuasion stepped in an' the adventure began.

Monday

Becky won't stop cryin' and I'm mighty hungry. I don't know where we went wrong but that entrance jus' seemed to vanish like your shadow at night. I can't let Becky see how frighted I am cus' that's not how men are. We'll just keep on and keep hopin'.

4e Writing Skills

Objectives

Vocabulary: verbs related to the senses
Grammar: adjectives/adverbs; linkers
Reading: a story (An Amazing Rescue)
Skills – reading for structure
– reading for specific information
Writing: a story

1 Focus ➤ **Understanding the structure of a good story**

- Ss' books closed, ask Ss what a good story consists of. Write Ss' ideas on the board.
- Ss' books open, read through the theory box with Ss.
- In pairs, Ss tell each other how to write a good story.

Answer Key

A good story consists of: a beginning, a main body and an ending.

2 Focus ➤ **Predicting the content of a story; reading/listening for confirmation**

- Focus Ss' attention on the picture and the title of the story (An Amazing Rescue). Elicit from Ss what they think the story might be about/what might happen in the story.
- Read the first paragraph to Ss. Elicit where the story takes place (at sea) and who the main characters might be (Greg Gibson and other rescue workers).
- Ss read and listen to the recording to check their predictions.

Suggested Answer Key

The story takes place at sea. The main characters are Greg Gibson and perhaps other coastguard members.
I think a rescue is about to take place.

3 a) Focus ➤ **Reading for detailed understanding**

- Allow Ss time to read the text again. Ss answer the questions in pairs.

- Select individual Ss to present their answers to the class.

Answer Key

1 *The first paragraph sets the scene by describing the weather and telling the reader the who, when, when of the story.*
2 *The climax event is Greg rescuing the survivors. Before that, a helicopter had crashed into the sea.*
3 *The story ends with Greg receiving a medal.*
4 *To begin the story in an interesting way, the writer describes a quiet scene of Greg relaxing before the adventure starts. The story ends with an award for bravery that stresses the danger and excitement of what happened.*

b) Focus ➤ **Reading to understand the use of tenses**

- Allow Ss some time to re-read the text and find examples of different tenses.
- Ss explain how each tense is used with the help of a partner.
- Check Ss' answers.

Answer Key

present simple*: I'm (direct speech)*
past simple: *came in; started; was; rocked; refuelled; went back; happened; hit; sent; watched; swallowed; sent; leapt; yelled; lowered; was able; said; were*
past simple (passive*): were airlifted; was awarded*
past continuous: *was drinking; was going; (was) recovering*
past perfect: *had just started; had run aground*

Present simple *is used here to describe Greg's feelings and emotions.*
Past simple *is used for events that happened once in the past of the story.*
Past continuous *is used for an action that was interrupted by another action or to emphasise the duration of an action.*
Past perfect *is used to for a past action that happened before another past action or before a stated time in the past.*

4 a) Focus ➤ **Practising using linking/ sequence words**

- Read the theory box with Ss.
- Make a list of the words in the story that show the sequence of events.
- Allow Ss a few minutes to suggest alternatives.
- Ask individual Ss to tell the class.

Answer Key

linking/sequence words: *just; when; just as; After; A few months later*

Suggested Answer Key

alternative linking/sequence words: *only a moment before; as; at the moment; Following; After a time*

b) Focus ➤ **Understanding the sequence of events in a story; summarising a story**

- Explain the task.
- Ss order the events from the story individually and then compare with a partner.
- Ss tell each other the story using appropriate sequence words.

Answer Key

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

Suggested Answer Key

Greg just started work when a distress call came in. The rescue operation started immediately. At first, the rescue mission was going well. The helicopters refuelled and returned when suddenly, a huge wave hit the ship. The wave sent a huge wall of water in the air, which caused the helicopter to crash into the sea. Within seconds, Greg started to rescue the survivors one at a time. The survivors then went to the hospital. In the end, Greg was awarded a medal for his bravery.

c) Focus ➤ **Reading for specific information**

- Explain the task.

- Ss answer individually and then compare answers in small groups.

Suggested Answer Key
detailed chatty descriptions: *He was drinking a steaming hot cup of coffee; The sea was rough and strong gusts of wind rocked the helicopters; A gigantic wave hit the ship and sent a huge wall of water up into the air; Greg and the other rescue workers watched in horror as it swallowed the helicopter and sent it crashing into the sea; Hovering 150 feet above the water, Greg lowered the rescue basket with such accuracy that he was able to collect the survivors from the stormy sea without wasting a single second; After an exhausting few hours, everyone was safe and sound and recovering in hospital.*

direct speech: *Quick! Let's get them out of here! I'm glad that's over.*

5 Focus ➤ **Finding examples of narrative techniques in a story**

- Elicit from Ss what 'narrative techniques' are *(methods we use to make a story more interesting to read)*.
- Read the theory box as a class.
- Working in pairs, Ss find examples in the story. Set a time limit of 8 minutes.
- Invite pairs to share their ideas with the class.

Answer Key
complex adjectives and adverbs: *steaming hot; gigantic; instantly; exhausting; skilful*
avoiding simple verbs: *(the wind) rocked (the helicopters); (it) swallowed up (the helicopter)*
use of senses: *hot (coffee)*
alliteration: *safe and sound*
metaphors/similes: *wall of water*
participles: *Hovering (150 feet above the water)*
hyperbole: *without wasting a single second*
feelings: *(Greg and the other rescue workers) watched in horror; were relieved*

6 a) Focus ➤ **Using adjectives**

- Explain the task.
- Ss answer individually.
- Check Ss' answers around the class.

Answer Key
coffee: *steaming hot*
(burning, piping)
weather: *terrible*
(dismal, horrendous, gloomy)
wave: *gigantic*
(huge, enormous, immense, massive)
sea: *stormy*
(rough, violent, raging)
rescue: *amazing*
(astonishing, breathtaking, remarkable)
performance: *brave*
(courageous, bold, fearless, heroic)

b) Focus ➤ **Using adverbs**

- Read through the adverbs in the box and check comprehension.
- Explain the task. Ss answer individually.
- Check Ss' answers.

Answer Key
1 *anxiously*
2 *angrily*
3 *nervously*
4 *reassuringly*
5 *eagerly*
6 *unbelievably*
7 *happily*

7 Focus ➤ **Understanding how the senses are used in a text**

- Elicit the senses (sight, touch, taste, hearing, smell).
- Select a S to read the paragraph to the class.
- Working individually, Ss find words/phrases related to the senses.
- Ss tell their partner which senses are described.

Suggested Answer Key
sight: *lights flashing*
touch: *cold, stony ground*
taste: *salty taste of blood*
hearing: *an ambulance screeched, siren wailing, ringing sound*
other sensations: *motionless, heart thumping, head throbbing, lost consiousness*

8 a) Focus ➤ **Practising vocabulary**

- Read out the instruction in the rubric.

- Ss answer individually and then compare answers with a partner.

Answer Key

look/see	*stare, peer*
walk/run	*crawl, stumble, dash, rush*
say	*threaten, yell, exclaim, roar, whisper*
smile/laugh	*giggle, grin, beam*
eat	*swallow, gobble, munch*
take	*grasp, grab, snatch*

Suggested Answer Key

look/see	*peep, glance, glare*
walk/run	*limp, creep, sprint*
say	*promise, mutter, mumble, state*
smile/laugh	*titter, chuckle, snigger*
eat	*gnaw, digest, feed (on), wolf (down)*
take	*seize, capture, clutch, get hold of*

b) Focus ➤ **Completing sentences using the correct verb**

- Explain the task and complete item 1 with the class as an example.
- Ss complete the rest of the task individually.
- Check Ss' answers.

Answer Key

1 *threatened/yelled/exclaimed/roared*
2 *giggled/swallowed*
3 *grabbed/snatched*
4 *swallowed/gobbled*
5 *yelled/exclaimed/roared*
6 *grinned/beamed*
7 *peering/staring*
8 *dashed/stumbled*
9 *whispered*
10 *dashed/rushed*

c) Focus ➤ **Completing a joke**

- Draw Ss' attention to the picture. Elicit from Ss what the boy is doing (crawling).
- Invite a pair of Ss to read out the joke to the class.
- As an extension activity, invite Ss to write their own joke using one of the verbs from Ex. 8a.

Answer Key
crawling

9 Focus ➤ **Rewriting an extract using vivid/ descriptive vocabulary**

- Select a S to read out the extract to the class.
- Ask how we can improve the writing (*by using more vivid/descriptive adjectives*).
- Ss complete the task with the help of a dictionary and the ideas from exercises 6 and 7.
- Ss compare their version of the text with a partner.

Suggested Answer Key
said happily → *shouted merrily; exclaimed joyfully; remarked delightedly*
nice → *fine; pleasant; lovely; charming*
walked fast → *dashed rapidly; ran speedily; rushed*
happy → *pleased; joyful; over the moon; delighted*
busy → *bustling; crowded; hectic*
saw → *glimpsed; spotted; noticed*
coming → *speeding; moving; screeching*
loud noise → *crash; bang; screech*
went → *flew; sailed; soared*
falling → *crashing; slamming; dropping*

10 Focus ➤ **Matching words to form alliterative phrases**

- Elicit from the class what 'alliteration' is and why it is used *(the repetition of a sound at the beginning or ending of words in a sentence; it is used to draw attention to certain words)*.
- Draw Ss' attention to columns A and B and explain the task.
- Ss answer individually and then compare answers with a partner.

Answer Key
feel – free
right – as rain
well worth – the wait
live – and learn
jump – for joy
the more – the merrier

1 jumped for joy
2 Feel free
3 The more the merrier
4 live and learn
5 right as rain
6 well worth the wait

11 Focus ➤ **Using similes**

- Remind the class what a simile is *(a comparison between two things using the words 'like' or 'as')*.
- Draw Ss' attention to sentences 1-6 and the missing words and explain the task.
- Ss answer individually and then compare answers with a partner.
- As an extension activity, Ss can create their own similes. Vote for the best one.

Answer Key

1	*a lark*	*3*	*a sieve*	*5*	*a dog*
2	*a sheet*	*4*	*a flash*	*6*	*day*

12 Focus ➤ **Matching metaphors and their meanings**

- Remind the class what a metaphor is *(an non-literal way of describing something by comparing it to something else which is the same in a particular way)*.
- Draw Ss' attention to sentences 1-6 and the meanings and explain the task.
- Ss answer individually and then compare answers with a partner.
- As an extension activity, Ss can create their own metaphors. Vote for the best one.

Answer Key

1 extremely upset
2 went quickly and with a lot of noise
3 unhappy expression
4 explain
5 came to my notice
6 unable to move

13 Focus ➤ **Joining sentences using participles**

- Read the rubric and the example to the class.
- Ss complete the task individually and then compare answers with a partner.

Answer Key

2 Gasping for breath, he tried to tell Anna what had happened.
3 Annoyed, she got up and left the room.
4 Exhausted, she sank down onto the forest floor.
5 Shivering with cold, we pulled our coats tighter around us.
6 Glancing down at her watch, she realised she was going to be late.
7 Worried, I decided to try calling Sylvia one more time.

14 Focus ➤ **Making sentences using hyperbole**

- Elicit from Ss what hyperbole is *(the use of exaggeration)*.
- Draw Ss' attention to sentences 1-6, the words in bold and the words/phrases in the list.
- Ss complete the task individually.
- Check Ss' answers around the class.

Answer Key

1 a ton
2 ages
3 snap my head off
4 he was talking to the wall
5 about to burst
6 My heart was in my mouth

15 Focus ➤ **Rewriting sentences to express feelings**

- Read out the rubric and the example to the class.
- Ss complete the rest of the task individually.
- Check Ss' answers.

Answer Key

1 Jim's mouth dropped open when they told him the news.
2 Jane's heart sank as she waved goodbye to James.
3 Jim sighed heavily when he saw that it was raining yet again.
4 I felt my blood pressure rise as Anna continued to lie to me.
5 She shook/was shaking uncontrollably as the man continued to yell at her.

16 a) Focus ➤ **Analysing beginnings and endings of a story**

- Ss' books closed, brainstorm ways to (i) start a story and (ii) end a story. Write Ss' ideas on the board.
- Ss' books open, read through the ways suggested in the theory box.
- Write the title "Lost in a Blizzard" on the board and explain it is the title of a story.
- Draw Ss' attention to the two suggested beginnings and endings and explain the task.
- Ss answer individually and then compare ideas in small groups.
- Invite groups to share their ideas with the class.

Answer Key

A is the most interesting beginning because it creates atmosphere, uses direct speech, expresses someone's feelings or mood and asks a rhetorical question.
B is the most interesting ending because it describes feelings and mood, creates atmosphere/ suspense/mystery and asks rhetorical questions.

b) Focus ➤ **Writing a beginning and an ending for a story**

- Write the title 'Disaster at Sea' on the board. Brainstorm ideas for the content of the story as a class.
- Explain the task. Allow Ss time to write their answers individually.
- Ss exchange work with a partner for evaluation/peer correction.

Suggested Answer Key

Beginning

Why did I listen to Stan? We should never have gone out on that windswept, stormy day. As we got in the boat, the sea roared and raged. Shouting over the howling wind, I cried, "Perhaps we should stay on land?" but Stan carried on preparing the boat, unaware that this day would be his last!

Ending

Waking up on the cold, hard rocks, I looked around for Stan, but he was nowhere to be found. I staggered home to the warm embrace of my worried parents. Stan was never found and to this day, when I look out to sea, I think of my friend and wonder if, somewhere, somehow, he managed to survive that fateful day.

17 a) Focus ➤ **Understanding rubrics**

- In pairs, Ss read the rubrics, find the key words and answer the questions.
- Elicit answers to the questions in the rubric from various pairs.

Answer Key

A ***key words:*** *story called 'Trapped!'*

1. *Your teacher.*
2. *It's about someone being trapped somewhere.*
3. *A young person out exploring.*
4. *Four paragraphs. Para 1 – set the scene; paras 2 and 3 – develop the story; para 4 – end the story by describing people's feelings/ the consequences.*

B ***key words:*** *short story competition, magazine, end with 'What a miraculous escape!'*

1. *Magazine readers.*
2. *It's about someone who escaped disaster.*
3. *A young man and a magician.*
4. *Four paragraphs. Para 1 – set the scene; paras 2 and 3 – develop the story; para 4 – end the story by describing people's feelings/ the consequences.*

b) Focus ➤ **Writing a story**

- Ask Ss to choose one of the rubrics and to write their stories using the 'Steps for writing stories.'
- Invite Ss to read out their stories to the class and ask the class to give.

Suggested Answer Key

A Trapped!

The day dawned full of hope. I was holidaying on my uncle's farm and that day I would go exploring the surrounding area. "Don't worry about me, Uncle," I shouted merrily as I walked into the dark forest.

The light and warmth of the sunlight faded as I made my way deeper and deeper into the wood. The trees seemed to lean in and whisper among themselves and before I knew it I had lost my way. Trying to find the path back, I came across a cave and entered for shelter. Suddenly, I plunged down a hidden hole just inside the entrance.

I must have blacked out, but for how long I didn't know. I could see nothing as I tried to peer through the pitch-black darkness. I tried to stand but a pain shot up my leg and I collapsed, helpless on the floor. After some time lying motionless on the floor, I heard a growling sound that made my hair stand on end. My mind raced as I thought of what was in the cave with me. I felt like a mouse trapped before the cat. What happened next I will never understand as I must have passed out from fear.

The next thing I knew was that I woke up in my bed at my uncle's farm. A search, headed by my uncle, found me and returned me home safe and sound. I cried tears of joy when I saw my uncle and tried to inquire if there was anything else found in the cave, but I could only stutter. My uncle hushed me and said "You are one very lucky young lady". If he only knew the half of it! I thought grinning.

Suggested Answer Key

B A Magical Evening

The wind danced leaves around his feet as Tom hurried to catch the opening of the performance. The theatre doors opened welcomingly and he took his seat just in time for the raising of the curtain.

'The Amazing Andy,' being the cheapest night out in a city of extremely cheap nights out was not his first choice, but short of cash and tired of TV, Tom needed some form of entertainment. Andy came out on stage to a cool ripple of applause and commenced with a series of childsplay card tricks that Tom had seen one hundred and one times before and better. The best was, thankfully, yet to come.

Amazing Andy put on handcuffs and then chains and then ropes and then climbed into a sack after being blindfolded. Raised up over the stage and dropped into a tank full of ferociously ravenous piranhas, Amazing Andy was now in a lot of trouble.

The lights were switched off and then immediately on again and to Tom's amazement, there was Amazing Andy in the seat next to him, helping himself to a generous handful of Tom's popcorn. "Truly you are amazing Andy," breathed Tom, "What a miraculous escape!"

4 Culture Corner

Objectives

Reading: a letter; a text about Florence Nightingale
Skill – practising gap filling (grammatical formations)
Speaking: giving a talk about Florence Nightingale
Writing: an article for the school magazine about someone who has helped improve conditions in your country

1 a) Focus ➤ **Introducing the topic (reading for specific information)**

- Focus Ss' attention on the picture and explain that it is of a famous person – Florence Nightingale.
- Allow Ss time to read the letter and answer the questions.
- Confirm the correct answers.

Answer Key
Florence Nightingale was a nurse and she is describing the conditions in the army hospital where she worked.

b) Focus ➤ **Reading for specific information**

- Ask Ss the question in the rubric.
- Allow Ss time to read the text silently.
- Confirm the correct answer.

Answer Key
She was called 'The Lady with the Lamp' because of her dedication to caring for the men 'round the clock'. She must have checked on the men at night with a lamp.

c) Focus ➤ **Explaining vocabulary**

- Draw Ss' attention to the underlined words/ phrases in the text.
- Ss explain their meanings using a dictionary.

Suggested Answer Key
volunteered: *worked willingly without pay*
unventilated: *(room or building) without fresh air*
in the thousands: *in great numbers (many thousands)*
unsanitary: *dirty and unhealthy*
around the clock: *24 hours a day*
filtered: *gradually made its way*
established: *started; set up*

2 Focus ➤ **Practising gap filling (grammatical formations)**

- Ss read the text through again and complete the gaps individually.
- Check Ss' answers.

Answer Key

1	*have not had*	***5***	*living*
2	*to use*	***6***	*were fed*
3	*are laid*	***7***	*caring*
4	*become*		

3 Focus ➤ **Preparing and delivering a talk about Florence Nightingale; writing on the topic**

- Play the recording for Ss. Ss read and listen to the text.
- Draw Ss' attention to the headings given. Allow Ss time to make their notes.
- In small groups Ss take it in turns to talk about Florence Nightingale.
- Ask Ss how important they think Florence Nightingale's work was. Give Ss exactly three minutes to write on the topic.
- Select a few Ss to read their writing to the class. Follow up with a whole-class discussion.

Answer Key
- ***place/date of birth:*** *Florence, Italy, 1820*
- ***early years:*** *became a nurse; volunteered to help in army hospitals; organised the hospitals; helped the soldiers*
- ***later years:*** *fame/celebrity; continued working to improve conditions; became a consultant on health issues*
- ***achievements:*** *established a school for nursing; wrote a book; raised awareness of conditions in army hospitals*
- ***date of death:*** *1910*

Suggested Answer Key

Florence Nightingale's work improved the standards of medical care. Her passion for her work influenced many around her. Her nursing school and her book, along with consulting on health issues improved conditions in hospitals everywhere. etc

4 Focus ➤ **Writing an article for the school magazine**

- Arrange Ss in groups.
- Brainstorm people who have helped improve conditions in your country and write their names on the board.
- Explain the task and allow Ss time to complete their research and their writing. (Allow Ss access to the Internet/the library).
- Invite groups to present their information to the class.

Suggested Answer Key

Ivan Betskoy was born on February 14, 1704. The out born son of a Russian prince (out of wedlock), Betskoy spent his youth abroad. After returning to Russia upon his father's request, he became involved in Russian politics. He later served as advisor to Catherine II. He focused his reforms on education and the arts. Influenced by French educational theory, he pushed for changes in the educational system that included schools for girls. Due to his own beginnings he was concerned about the high rate of infanticide. He founded two large homes for orphans and illegitimate children. His belief in the importance of the middle class brought him to establish a commercial school in Moscow to encourage the development of a merchant class. His most important career achievement was the establishment of Russia's first unified system of public education. He lived a long and influential life and died in 1796 at the age of 92. He will always be remembered for his significant reforms that created the foundation for Russia's educational system.

Across the Curriculum – History 4

Objectives

Reading: an article about the Great Fire of London
Skills – reading for specific information
– reading for lexico-grammatical coherence
Speaking: describing a timeline
Writing: a diary entry from 1666

1 a) Focus ➤ **Generating interest in the topic**

- Focus Ss' attention on the picture and play the recording.
- Elicit from Ss information about the Great Fire of London.

Answer Key

The Great Fire of London happened about 350 years ago and destroyed a big part of London.

b) Focus ➤ **Reading for specific information**

- Ss' books closed, ask the questions in the rubric.
- Ss' books open, read the first paragraph of the text as a class and elicit the answers from the Ss.

Suggested Answer Key

I think the fire started because of an accident. It spread so quickly because the houses were made of wood.

Answer Key

London burnt quickly because the houses were close together and they were made of wood. It had been a long, hot summer and so it was easy for the fire to spread. The fire started because the king's baker hadn't put out the fire in one of the ovens.

2 Focus ➤ **Reading for lexico-grammatical coherence**

- Explain the task.
- Remind Ss to try each answer provided and select the best option to complete the gaps.

Answer Key

1	*1*	**3**	*4*	**5**	*3*	**7**	*3*
2	*2*	**4**	*3*	**6**	*4*		

3 Focus ➤ **Expanding vocabulary**

- Draw Ss' attention to the words in bold.
- Ss try to identify the meaning based on the context before using a dictionary.
- Ss compare answers with a partner.

Suggested Answer Key

overcrowded: *having too many people*
bone dry: *not having any liquid/moisture at all*
putting out: *stopping (a fire)*
spark: *small piece of fire that flies off a larger fire*
embers: *warm remains of a fire that has been put out*
engulfed: *covered completely*
on fire: *burning*
extinguished: *no longer burning*
column: *tall post of stone, usually supporting something*
commemorating: *remembering and honouring*

4 Focus ➤ **Preparing and describing a timeline of events**

- Ss re-read the text and make a note of the main events during the Great Fire of London with their dates.
- Invite Ss to summarise what happened to the class using their notes.

Answer Key

Saturday, 1st September (evening)
Thomas Farynor (baker) forgot to put out the fire in one of his ovens.

Sunday, 2nd September (early morning – after 1am)
A spark set fire to the straw on the floor of the bakery. Flames quickly engulfed the house and began to spread.

Sunday, 2nd September, (early morning – at 4am)
Mayor was advised to demolish surrounding houses so that the fire would not spread. The mayor did not listen to the advice.

Sunday, 2nd September (morning)
300 houses were already on fire and the winds were making the situation worse.

Wednesday, 5th September (evening)
Winds died down and fire brought under control.

Thursday, 6th September
Fire totally extinguished.

(Ss' own answers)

5 Focus ➤ **Writing diary entries**

- Ss' eyes closed, ask Ss to imagine that they are in London in 1666 during the time of the Great Fire. Ask Ss to imagine what they saw/heard/smelt/felt.
- Ss note down their ideas and then write their diary entries.
- Monitor the activity, encouraging Ss to describe events in as much detail as possible.
- Invite Ss to read their diary entries to the class.

Suggested Answer Key

Sunday
I was awoken this morning at around 2 am by my mother. The whole neighbourhood was in a panic because there was a big fire that was spreading. We had to evacuate our house quickly. There wasn't time to take any of our belongings – we left everything behind and just felt glad that we were still alive.

Monday
I woke up and thought it had all been a dream. I couldn't understand why I was at Auntie Mavis's house and then I remembered the fire. Everyone was talking about it all day. No one could believe that it was still going strong.

Tuesday
Mum and Dad are so sad that we won't be able to go back to our home – we have lost everything. I saw mum crying earlier and I tried to comfort her. I just want this nightmare to end.

Wednesday
The fire is still going. Auntie Mavis is beginning to worry that the fire might come our way. All we can do is hope and pray that this house will be saved.

Thursday
I am so relieved that the fire has been extinguished. There has been so much damage to the city. London will never be the same again.

Going Green 4

Objectives

Reading: a text about how to minimise water pollution
Skills – reading for specific information
Speaking: giving a talk about water pollution

1 Focus ➤ **Introducing the topic**

- Focus Ss' attention on the picture. Elicit what it shows (*a busy neighbourhood with people doing jobs, many of which involve polluting water*).
- Brainstorm the different ways in which we pollute water as a class and write Ss' suggestions up on the board.
- Ss read the labels and check their ideas.

Answer Key
We pollute the water by: using fertilisers that allow weeds to grow; pouring water with chemical substances into storm drains; allowing oil or anti-freeze to get into the water system; allowing litter to get into rivers, streams and oceans.

2 Focus ➤ **Suggesting ways to minimise water pollution; reading for specific information; practising vocabulary**

- Allow Ss 3-4 minutes to brainstorm ways in which we can minimise water pollution, working individually.
- Ss compare answers with a partner and add any new ideas to their lists.
- Play the recording. Ss read and listen to the text to learn about minimising water pollution and check if their ideas are mentioned.
- Allow Ss time to explain the meaning of the words in bold. Encourage Ss to use the context to work out the meaning before checking in a dictionary.

Answer Key

- *Never throw anything that could be toxic down a drain or onto soil.*
- *Make sure no litter, grass clippings or leaves are allowed to get washed into storm drains.*
- *Clean up after your dog.*
- *Reduce excess water runoff.*
- *Try not to use a hosepipe to clean your path or car.*
- *Use products that are not harmful to the environment.*

Suggested Answer Key

resource: *a useful or valuable possession*
spells bad news: *is dangerous for*
floats: *moves in water*
restore: *to return sth or sb to an earlier good condition*
drain: *pipe that carries water or sewage away from a place*
grass clippings: *small pieces of grass produced when cutting your lawn*
aquatic creatures: *animals that live in water*
excess water: *extra water that is not needed*
pavement: *path at the side of the road which people walk on*
sweeping: *cleaning by using a brush*
hosepipe: *hose that people use to water their gardens or wash their cars*
fertilisers: *substances spread on plants to make them grow well*
eventually: *in the end*

3 Focus ➤ **Preparing and delivering a two-minute talk about water pollution**

- Explain the task.
- Allow Ss time to prepare notes and practise their talks.
- Invite individual Ss to give their talks to the class. Give feedback.

Suggested Answer Key

We must look after our most precious resource – water. Without clean water humans and animals cannot live. The future of our planet depends on us using water effectively – minimising water pollution and cutting down on the amount of water we use.
Every day humans pollute water, often without realising it. We should think twice before we pour anything down our drains or onto the soil – it could be toxic. Also, we shouldn't let grass clippings or leaves get washed into storm drains as this can harm aquatic life. In addition, we should try to reduce the amount of excess water we run off. We can do this by sweeping our garden path rather than using a hosepipe. Furthermore, if we all avoided fertilisers that contain harmful chemicals, the environment would be in a better state. If we take action now, we can minimise water pollution!

4 Focus ➤ **Discussing a quotation**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or in small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions.

Suggested Answer Key

S1: I agree with the statement. We often don't appreciate something until we no longer have it. This can be applied to almost everything in life.
S2: Some people think this way but not everyone. There are people who do realise the importance of something and work hard to protect and care for it. Our environment and natural resources are very important and more awareness is being raised every day about how to protect and conserve them.

Reading

Focus ➤ **Reading for cohesion and coherence**

- Explain the task. Encourage Ss to try all of the phrases in order to select the best answer.
- Allow Ss time to complete the task and advise them to read the text again after they have completed the task to check their answers.
- Check Ss' answers.

Answer Key					
A *3*	***B*** *2*	***C*** *1*	***D*** *6*	***E*** *5*	***F*** *7*

Listening

Focus ➤ **Listening for specific information**

- Allow Ss time to read the statements. Tell Ss they will hear a recording and they are to identify whether the statements provided are true, false or not stated.
- Play the recording twice; once so that the Ss can answer and a second time so that they can check their answers.
- Confirm the correct answers.

Answer Key			
A *3*	***C*** *1*	***E*** *1*	***G*** *1*
B *2*	***D*** *3*	***F*** *3*	

AUDIOSCRIPT

Jim: *Megan! You're still smoking! You said you were going to give up two weeks ago! Don't you know how bad it is for you? Think of all the illnesses you can get.*
Megan: *I know all that, Jim. I'm not stupid. I'm just finding it really hard to give up.*
Jim: *Have you tried? I mean really tried? There are so many therapies these days that can help.*
Megan: *What do you take me for? I've tried everything under the sun. Nicotine patches, hypnosis… you name it.*
Jim: *Well, I suppose I can't talk. You know I used to smoke, don't you?*
Megan: *You? No way!*
Jim: *Uh-huh. I took it up when I was at university and I was under a lot of pressure during exam time. I'm telling you, it was the worst thing I ever did, taking up smoking. I couldn't play basketball any more without getting out of breath. I kept getting an awful cough. My clothes and hair stank. But I managed to quit a couple of years ago. I haven't touched a cigarette since.*
Megan: *So how did you do it?*
Jim: *Well, like you, I felt I had tried everything. Nothing worked for me. I was really desperate. Then, my girlfriend said she was fed up with me smoking. She told me to give up or she would break up with me!*
Megan: *Wow! So what on earth did you do?*
Jim: *Well, I really didn't want to lose my girlfriend, so I decided to give up smoking however hard it was! In the end, I went to an acupuncturist. There's one at the health centre in town and he's really good. I had three sessions and after that, I just didn't feel the need for a cigarette any more.*
Megan: *Yuck! I can't imagine having needles stuck all over my body! I don't think I could do that.*
Jim: *Well, if giving up smoking means enough to you, you'll try it. It was brilliant. It doesn't hurt. In fact, you hardly feel it at all.*
Megan: *Is it expensive?*
Jim: *Well, no if you think of all the money you'll save by not buying cigarettes…*
Megan: *You're right. Have you got the number? I'll call and make an appointment right away.*

Grammar & Vocabulary

Focus ➤ **Reading for lexico-grammatical coherence**

- Allow Ss time to read the text carefully.
- Encourage Ss to read around the gaps and then choose the correct words for the gaps.
- Elicit answers from Ss around the class.

Answer Key							
1 *2*	***3*** *2*	***5*** *1*	***7*** *4*
2 *3*	***4*** *4*	***6*** *1*	

Writing

Focus ➤ **Writing an opinion essay**

- Read out the statement and the rubric to the class.
- Ss write their essays using the paragraph plan.
- Select certain Ss to read their essays to the class.
- Collect Ss' work for correction/mark allocation.

Suggested Answer Key

When was the last time you went to the doctor or spent time in hospital? Whenever we use the health system, and we use it frequently, the services we use have to be paid for. The question is, should we pay for them ourselves or should they be free? I strongly believe that vital medical services should be free.

To begin with, not everyone can afford healthcare. There are people so poor that they can barely put food on the table, and that is without having to pay for medical treatment and expensive medicines. In addition, it is unfair that people on low incomes should suffer because they cannot afford medical care.

On the other hand, medical services are not cheap and eventually someone has to pay. The number of elderly people is increasing and so is the extra pressure on doctors and hospitals. This increased need in medical resources needs to be funded by someone. Therefore, it makes sense that the people who use the health system pay for the health system.

However, this is why we pay taxes; to support free health services. In most countries, citizens are heavily taxed and a great part of this state income goes, or should go, towards health services. Moreover, every country needs a healthy workforce so it is in the goverment's best interest to make sure that people have access to free, high-quality health services. If people cannot work due to ill health and avoid receiving treatment because of the costs, then industry and services will suffer.

To conclude, there is no easy answer to this problem. I do believe, though, we need to care for all in the community regardless of how much they have in their wallets.

Speaking

1 Focus ➤ **Reading a text aloud**

Give Ss 1.5 minutes to read the text to themselves and then ask various Ss to read it aloud within the same time limit.

2 Focus ➤ **Comparing and contrasting two photographs**

- Explain the task and draw Ss' attention to the photographs and the bullet points.
- Allow Ss 1.5 minutes to prepare.
- Select individual Ss to give their answers.

Suggested Answer Key

In picture 1 I can see a group of friends exercising at a gym. They are smiling and they seem happy to be exercising in the company of one another. In the second picture, there is a woman standing in front of an open fridge. She is probably at home and feeling a bit hungry, so she has chosen an apple to snack on. Both pictures show ways of keeeping fit and healthy.

The first pictures shows that working out with the help of gym equipment can be good for your body. The second pictures conveys the message that we can take care of our health at home, simply by eating properly.

To my friend who wants to keep healthy I would recommend going to a gym. It gives you a chance to get out of the house and meet people who also like to have a strong, healthy body. These people can encourage you and support your effort to become and stay fit. This could be more effective, and more fun, than just trying to decide what to eat every day. Of course, I would tell my friend that the ideal thing would be to both work out at a gym and follow a healthy diet. But if they were only interested in one of the two ways, I would definitely recommend the gym.

Progress Check 4

Progress Check 4 and *Look at Module 5* should be done in one lesson.

Answer Key

1
1. *bruised*
2. *allergic*
3. *Miraculously*
4. *stiff*
5. *peak*
6. *internal*
7. *agonising*
8. *streaming*
9. *crippled*
10. *rash*

2
1. *be cleaned*
2. *was written*
3. *is being seen*
4. *was not injured*
5. *will be found*

3
1. *will be done*
2. *had her teeth cleaned*
3. *has been built*
4. *said/reported to have died*
5. *made them go*

4
1. *into*
2. *ahead*
3. *on*
4. *away*
5. *through*

5
1. *from*
2. *of*
3. *to*
4. *for*
5. *in*

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

Module 5

Who are you?

Before you start …

Direct Ss' attention to the title of the module, *Who are you?* Explain that in this module they will learn about homes and neighbourhoods as well as homelessness, feng shui and green belts.

Look at Module 5

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 86.
T: What can you see in picture 1?
S2: A major road with a lot of traffic.
T: What do you think this section will be about?
S1: Probably about problems in big cities. etc

Pic 2 (p. 95)
What does this picture show? Does this look anything like the house you live in? Would you like to live in the house like this? What do the houses in your town/city typically look like?

Pic 3 (p. 84)
Who is this picture of? What are they doing there? Have you ever seen someone like this? How can we help them?

Pic 4 (p. 96)
What can you see in the picture? Which country do you think it is? Can you imagine living in such bad conditions?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

a report (p. 93)
(a factual description of an event or a situation) Who is this report written for? What is it about? What suggestions are put forward?

a quotation (pp. 85, 97)
(a sentence or a phrase taken from a book or someone's speech, repeated by someone else) Who are the quotations by? What do they mean?

a cartoon (p. 94)
(a humorous drawing or series of drawings) What is funny about the cartoon? Do you read cartoons? Which ones?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section seems to be about authors, books and literature extracts. This one (pp. 90-91) is about Thomas Hardy and has an extract from one of his novels, "Tess of the d'Urbervilles".*

*The **Culture Corner** (p. 95) contains an article about different types of homes in Britain.*

*The **Across the Curriculum** section (p. 96) looks at shanty towns – how they develop and what can be done about them.*

*The **Going Green** section looks at different green issues. This particular one (p. 97) is about green belts and whether we need them or not.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

5a Reading Skills

Objectives

Vocabulary: homes and neighbourhoods; adjectives related to feelings
Reading: a text about life on the streets (multiple-choice questions)
Skill – reading for detailed comprehension
Speaking: talking about what life is like as a homeless person; conducting an interview (role play)

Reading

1 Focus ➤ **Introducing the topic**

- Focus Ss' attention on the person in the picture and ask the class the questions in the rubric.
- Hold a short class discussion on the topic.

Suggested Answer Key

T: Have you ever seen someone sleeping in a shop doorway, in a train station or on a park bench?
S1: Yes, I have seen many people sleeping in the train station and a few people sleeping in the park.
T: Why do you think these people don't have a home?
S2: Maybe they don't have money to pay the rent or maybe they have lost their homes due to a natural disaster.
S3: Maybe they have run away from home. etc

2 Focus ➤ **Discussing what life is like for a homeless person**

- Write the title of the text on the board.
- Select a S to read out the introduction of the text.
- Ask Ss to imagine what life is like for Jasmine.

Suggested Answer Key

A: It must be awful to live like that.
B: She must feel cold and uncomfortable. It is also embarrassing to have to ask passers-by for money.
A: She must be feeling really depressed. etc

3 Focus ➤ **Reading for detailed comprehension**

- Remind Ss how to approach multiple-choice questions. (Look at the first part of the question and underline the key words and find the part of the text the question refers to before reading options A-D).
- Allow Ss time to read the text carefully and answer the multiple-choice questions.
- Check answers with the class.

Answer Key

1 *3* ***3*** *2* ***5*** *2* ***7*** *2*
2 *4* ***4*** *2* ***6*** *1*

Suggested Answer Key

foster: *official care arranged by government or another family*
couches: *long soft seats for two or three people*
shivering with cold: *feeling so cold that it causes the person to shake*
odd night: *occasional night*
cramped: *having not enough space for the occupants*
drug addicts: *people who are dependent on a drug*
filthy: *very dirty*
choke: *to lose the ability to breathe*
make ends meet: *to barely cover all your essential living expenses only*
toss: *throw*
posh: *expensive*
dignity: *a person's sense of importance and value*
vicious circle: *a problem or difficult situation that creates new problems which cause the original problem again*
self-esteem: *how you feel about yourself*

4 a) Focus ➤ **Using adjectives to describe cities**

- Explain the task.
- Allow Ss time to read through the items, filling in the gaps with the adjectives they think are correct.
- Check Ss' answers.

5a Reading Skills

Answer Key

1	*industrial*	**4**	*new*	**7**	*overcrowded*
2	*historic*	**5**	*capital*	**8**	*market*
3	*boom*	**6**	*cosmopolitan*	**9**	*shanty*

b) Focus ➤ **Composing similar sentences for towns/cities in your country**

- Explain the task.
- Allow a time-limit of 5 minutes for Ss to prepare sentences individually.
- Ss compare ideas with a partner.

Suggested Answer Key

Moscow is the capital city of Russia.
St. Petersburg is a historic city with lots of interesting monuments.
Vladivostok is an industrial city with a large port.
Moscow has become very cosmopolitan with lots of new immigrants. etc

Vocabulary

5 Focus ➤ **Practising vocabulary**

- Explain the task.
- Ss complete the sentences using the Word List.
- Confirm the correct answers.

Answer Key

1	*well-lit*	**7**	*squat*
2	*run-down*	**8**	*office*
3	*fully-furnished*	**9**	*residential*
4	*posh*	**10**	*pedestrianised*
5	*abandoned*	**11**	*rough*
6	*disused*		

Speaking

6 Focus ➤ **Choosing adjectives to describe feelings**

- Read through the adjectives with Ss and elicit their meanings.
- Read out the rubric. Ss discuss in pairs.

Suggested Answer Key

B: I agree. She doesn't tell us about any friends. I think she also feels abandoned because no one helps her.
A: I think you're right. It seems as if no one cares about her at all. She probably feels anxious as well, not knowing what's going to happen to her.
B: I agree. Life on the streets is difficult and dangerous. Maybe she also feels confused too.
A: About her future?
B: Yes, probably. etc

7 Focus ➤ **Conducting an interview**

- Explain the task. Ss choose roles and work in pairs.
- Encourage Ss to plan and practise their interviews before recording.
- Play a few recordings to the class and provide feedback.

Suggested Answer Key

Journalist: *How long have you been living on the streets?*
Jasmine: *For six years now, since I was sixteen.*
Journalist: *Why do you live here?*
Jasmine: *Many people find it hard to understand why I gave up a home in foster care to make it on my own but I wanted to be independent. Little did I know how hard it would be.*
Journalist: *Do you regret your actions?*
Jasmine: *Yes, quite often I wish I had stayed on at school and stayed in foster care until I was eighteen. Maybe then I would have a job or would have gone to college.*
Journalist: *What is the worst thing about being homeless?*
Jasmine: *Feeling cold and lonely. And there's also the uncertainty, the danger. It is the worst kind of existence, believe me!*
Journalist: *Is there any way out?*
Jasmine: *I hope and pray that one day soon I'll get a council flat and will finally have my own place to call home. etc*

8 Focus ➤ **Discussing a quotation**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board.
- Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.

Suggested Answer Key

I agree with the quote that surviving is not enough; the quality of a person's life is important. We should be able to live in some comfort and have the freedom to do things and make choices. It's also important that we have contact and make relationships with others. We should also be able to come into contact with nature.

5b Listening & Speaking Skills

Objectives

Vocabulary: neighbourhood problems; idioms related of the parts of houses
Reading: a dialogue (comprehension questions)
Skill – reading for specific information
Speaking: expressing annoyance; complaining to a neighbour (role play)
Listening: three monologues; a conversation between two neighbours (T/F statements)
Skill – listening for specific information

Vocabulary

1 Focus ➤ **Naming problems we have in our neighbourhoods**

- Ss' books closed, write the heading 'Problems in Neighbourhoods' on the board.
- Brainstorm with Ss and write up their ideas.
- Ss' books open, allow Ss time to read through the vocabulary items listed in Ex. 1 and check their meanings using the Word List.
- Elicit from Ss the problems presented in the pictures.

Answer Key

1 *heavy traffic on the roads*
2 *graffiti*
3 *overcrowded public transport*
4 *stray animals*
5 *cars/motorbikes parked on the pavements*
6 *lack of parks/trees; smells and noise*
7 *rubbish on the streets*

2 Focus ➤ **Listening for specific information**

- Explain the task.
- Ss listen to the recording and answer individually.
- Check Ss' answers.

Answer Key

Bob *– the amount of rubbish everywhere; people not using the bins*
Helen *– overcrowded public transport and lack of parking*
Peter *– stray dogs*

AUDIOSCRIPT

Bob: It makes my blood boil when people throw rubbish on the streets. In my area, it's so messy! Sometimes, it seems as if there's rubbish everywhere – on the pavements, in the gutters, even in people's gardens. I mean, why can't people just put their rubbish in a bin – there are plenty around! It's a disgrace!
Helen: It really gets on my nerves that public transport is so crowded in my city. It's impossible to drive into the city now, because there's nowhere to park, so basically everyone goes to work or school by bus. I guess that's good for the environment, but there should be more buses at peak times or they should build an underground train system or something. It's just so horrible standing up all the way to school and sometimes I can't even get onto the bus in the first place. I just can't put up with it anymore.
Peter: It really annoys me that there are so many stray dogs in the streets in my town. Apart from the fact that I feel very sorry for the poor animals that are left out on

the street, it's a public health problem! Just the other week, a child was bitten by a stray dog! I mean, surely it's not difficult for the council to have the animals picked up by an animal protection agency? It's a disgrace!

3 Focus ➤ **Learning idioms**

- Read out the rubric and allow Ss time to complete the idioms.
- Check Ss' answers. Elicit/Explain what the idioms mean. Elicit from Ss whether there are similar expressions in their language.

Answer Key

1 roof 2 sink 3 path 4 drain

Everyday English

4 a) Focus ➤ **Listening for phrases that express annoyance**

Play the recording from Ex. 2 again. Ss listen and note down the phrases used to express annoyance.

Answer Key

Bob *It makes my blood boil; It's a disgrace!*
Helen *It really gets on my nerves; I just can't put up with it anymore*
Peter *It really annoys me; It's a disgrace!*

b) Focus ➤ **Using phrases that express annoyance**

- Draw Ss' attention to situations 1-5 and select a pair of Ss to read out the example exchange.
- Ss complete the task in pairs. Monitor the activity.

Suggested Answer Key

2 *A: It drives me crazy when people let their dogs foul the pavement outside my house.*
B: Yes, it drives me crazy too. Why can't they scoop it up?

3 *A: It's a disgrace, the stink that comes from all that rubbish in the alley.*
B: Yes, it's awful. Why can't they clean the streets more regularly?

4 *A: It makes my blood boil when I get an ad while browsing the Internet.*
B: It doesn't really bother me.

5 *A: It really annoys me when they allow too many people to board the bus.*
B: Yes, it gets on my nerves too.

Reading

5 a) Focus ➤ **Predicting the content of a dialogue; listening/reading for confirmation**

- Select a pair of Ss to read out the first two exchanges of the dialogue to the class.
- Elicit where the conversation takes place and what Bob wants.
- Ss read and listen to the dialogue to check their answers.

Answer Key

The conversation takes place in a neighbourhood. Bob wants his neighbour to do something to stop his rubbish smelling so much.

b) Focus ➤ **Reading for specific information**

- Allow Ss time to read the dialogue again and answer the questions.
- Ss check their answers and then compare with a partner.
- Confirm the correct answers.

Answer Key

1 *his neighbour's smelly rubbish bin*
2 *Tom is annoyed*
3 *putting the rubbish in a bag first*
4 *he is concerned about the cost of bin bags*
5 *he talks about the potential health risks*

Speaking

6 Focus ➤ **Acting out a dialogue**

- Set up pairs and explain the task. Review the phrases from Ex. 4.
- Ss practise their dialogues, using the dialogue in Ex. 5 as a model.
- Invite a few pairs to act out their dialogues to the class.

Suggested Answer Key

A: Can I have a word with you for a minute, please?
B: Sure. What is it?
A: Well, it's about your dog, actually.
B: What's the problem?
A: Well, I'm sorry to say this, but it is keeping me awake at night and I just can't put up with it any more.
B: But he's a dog. Of course he sometimes barks!
A: You could let him sleep inside the house. That's what I'd do.
B: But he would make a mess and I would have to spend all my time cleaning!
A: Yes. I appreciate that, but the barking is so annoying. It really gets on my nerves.
B: I see. Sorry about that.
A: Also, my young son is having difficulty sleeping and has been very tired during the day.
B: In that case, maybe I should take my dog in at night.
A: Thanks.

Listening

7 Focus ➤ **Listening for specific information – answering multiple-choice questions**

- Explain to Ss that they are going to hear a conversation between two neighbours.
- Allow Ss some time to read through the questions before playing the recording.
- Play the recording twice if necessary for Ss to choose their answers.
- Check answers with the class.

Answer Key

A *2*	***C*** *3*	***E*** *3*	***G*** *3*
B *1*	***D*** *2*	***F*** *1*	

AUDIOSCRIPT

A: Hi. I saw you moving in. Welcome to the neighbourhood. I'm Jack Brown from next door.
B: Thank you. I'm Jane Russell. Nice to meet you.
A: Nice to meet you too. How are you settling in?
B: Well, I've still got a lot of unpacking to do but I must go to the supermarket. Is there one nearby?
A: Yes, there's Morrisons on the main road. I can give you a lift there if you like.
B: That's kind of you, but I have my own car, thanks. I just couldn't find anywhere to park near here.
A: Yes, that can be a problem, but there are usually a few spaces on the street behind this one or you could buy a parking permit from the local council. Then you can park in those spaces over the road.
B: Oh! That sounds like a good idea. Is a permit expensive?
A: It's about £180 a year. But if you work it out it's only about 50p a day.
B: I see. Well, it doesn't sound so bad when you put it like that. I think I'll get one.
A: I think it's a good idea.
B: Well, are the other neighbours as nice as you?
A: Ha ha. Hmm. Well, the Smiths live on the other side and they are a nice family although their dog sometimes barks at night. Then, the Greens live over the road. They're a pleasant bunch and everyone else is nice enough.
B: That sounds great. I think I'm going to like living here.
A: I hope so. Well, I'll go now but if you need anything remember I'm just next door.
B: Thanks, see you.

Say it right

8 a) Focus ➤ **Matching interjections to statements**

- Read through the exclamations and invite Ss to repeat them chorally, paying close attention to intonation and expression. Elicit from Ss when we would be likely to use them.
- Ss complete the matching activity individually.
- Play the recording. Ss listen and check their answers.

Answer Key

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

b) Focus ➤ **Completing exchanges**

- Explain the task. Ss answer individually.
- In pairs Ss read out the exchanges.
- Invite a few pairs to read out the exchanges to the class.
- As an extension activity, Ss may compose their own exchanges using the exclamations.

Answer Key

1 *Yuk*	***3*** *Er …*	***5*** *Oh!*
2 *Phew!*	***4*** *Oi!*	

5b Listening & Speaking Skills

9 Focus ➤ **Revising the lesson**

- Direct Ss to close their books and try to recall ten words or phrases that they learnt in the lesson.
- Ss use them in sentences and then share their sentences with a partner.

(Ss' own answers)

5c Grammar in Use

Objectives

Grammar: modal verbs; logical deductions
Reading: a text about feng shui
Vocabulary: dependent prepositions; phrasal verbs with *do*

1 Focus ➤ **Revising modal verbs**

- Read the text aloud to the class.
- Draw Ss' attention to the verbs in bold. Elicit what kind of verbs they are (modal verbs). Explain that these verbs are used to express possibility, intention, obligation and necessity.
- Ss reread the text individually and complete the task.
- Check answers with the class.

Answer Key
probability: *should (attract)*
possibility: *may*
ability: *can*
necessity/obligation: *must; have to*
lack of necessity/obligation: *don't need to*
advice: *should (paint)*
prohibition*: mustn't*

2 Focus ➤ **Completing sentences using the correct modal verb**

- Draw Ss' attention to the pairs of modals and explain that they can be used to complete the sentences.
- Ss complete the task individually.
- Check Ss' answers and clarify any points of difficulty.

Answer Key

1	*must/have to*	***7***	*will/should*
2	*mustn't/can't*	***8***	*can't*
3	*don't have to/needn't*	***9***	*can/may*
4	*Can/Shall*	***10***	*could/might*
5	*can/could*	***11***	*can/may*
6	*Can/Would*	***12***	*should/ought to*

3 Focus ➤ **Rewriting sentences using modal verbs**

- Explain the task and read out the example.
- Ss complete the task individually.
- Ss compare answers with a partner.

Answer Key
2 *You mustn't tell anyone.*
3 *You shouldn't go out on your own.*
4 *You mustn't turn right here.*
5 *Pete may/might not come to the party.*
6 *He may/might/could be going to Greece in August.*
7 *You shouldn't have gone out. The weather was awful.*
8 *Steve may/might not have been invited.*
9 *You should join a gym.*
10 *You mustn't/can't ride a motorbike without a crash helmet.*

4 Focus ➤ **Describing situations using modal verbs**

- Explain the task and read out the example.
- Ss complete the task individually.
- Ss compare answers with a partner.

Suggested Answer Key

2 *I could run around for hours without getting tired.*
3 *I can't run without getting tired.*
4 *Everyone should watch less TV.*
5 *We needn't/don't have to go to school on Saturday.*
6 *I may/might go to the cinema tomorrow.*

5 Focus ➤ **Rewriting sentences using *didn't need to/have to***

- Read the theory box as a class.
- Explain the task and select a pair of Ss to read out the example.
- Ss complete the task individually and then compare answers with a partner.

Answer Key

2 *Mike didn't need to/have to catch the bus this morning.*
3 *We needn't have bought more food.*
4 *They didn't need to/have to buy any tomatoes.*
5 *Angie needn't have cooked last night.*

6 a) Focus ➤ **Understanding logical deductions**

- Read out sentence 1 to the class and explain/ elicit what it means in Ss' L1. Repeat for sentences 2-6.
- Ss write out the translations in their exercise books. As an extension activity, Ss can compose their own sentences for the class to translate.

(Answers in Ss' L1)

b) Focus ➤ **Rewriting sentences using *must/ can't/ might/may/could***

- Read out the rubric and select a pair of Ss to read out the example to the class.
- Allow time for Ss to write answers to items 2-6 individually.
- Check answers around the class.

Answer Key

2 James must be telling the truth.
3 She might/may/could have forgotten about the party.
4 Kevin can't have left yet.
5 Mrs Brown must have made these biscuits.
6 Adam can't be cheating again.

c) Focus ➤ **Making assumptions about pictures**

- Focus Ss' attention on the first picture and read out the assumption given as an example.
- Allow Ss exactly 2 minutes to think of as many other assumptions as they can.
- The S with the most answers reports to the class.
- Repeat the same procedure for the second picture.

Suggested Answer Key

Picture 1
She must have fallen over.
She might have sprained her ankle.
She may need to go to hospital.
She might be in a lot of pain.
She could have been on her way home. etc

Picture 2
He must be feeling nervous.
He could be sitting an exam.
He could be waiting for the results of some tests.
He can't be a businessman.
He can't be feeling very relaxed. etc

7 Focus ➤ **Rewriting sentences using *be supposed to/be to***

- Read the theory box with Ss and explain the task.
- Ss answer individually and then compare answers with a partner.

Answer Key

1 *I'm supposed to pick up Sue from school.*
2 *Mark was supposed to call me yesterday.*
3 I'm to finish my report today.
4 I'm supposed to continue the medicine for a week.
5 I'm to clean my room now.

5c Grammar in Use

8 Focus ➤ **Practising dependent prepositions**

- Explain the task. Tell Ss to try each preposition in the gap until they find the one that makes most sense and then check in Appendix 1.
- Allow Ss time to complete the task.
- Select individual Ss to read out the sentences.

Answer Key

1 *of* ***3*** *in* ***5*** *at*
2 *beyond* ***4*** *of*

9 Focus ➤ **Practising phrasal verbs *(do)***

- Explain that each sentence can be completed with a phrasal verb.
- Ss complete the task individually.
- Check Ss' answers, eliciting the meaning of each phrasal verb.
- As an extension, ask Ss to draw a picture for one of the phrasal verbs.
- Ss hold up their pictures and the class tries to identify the phrasal verb.

Answer Key

1 *in* ***2*** *without* ***3*** *up* ***4*** *up*

10 Focus ➤ **Practising key word transformations**

- Explain the task, reminding Ss that they can use up to five words to complete each sentence.
- Ss complete the task individually and then compare answers with a partner.
- Check answers with the class.

Answer Key

1 *don't have to*
2 *didn't need to*
3 *must have left*
4 *can't have stolen*
5 *should have arrived*

5d Literature

Objectives

Reading: an extract from *Tess of the d'Urbervilles* (gapped text)
Skills – reading for specific information
– reading for cohesion and coherence
Vocabulary: words to describe a house; types of buildings
Speaking: presenting a modern version of the story

1 Focus ➤ **Introducing the writer and his works**

- Introduce the name Thomas Hardy to Ss and ask them what they know about him and his works.
- Ss read the biography to check whether their information is correct.

Answer Key

Hardy wrote 'The Return of the Native', 'The Mayor of Casterbridge', 'The Woodlanders' and 'Far from the Madding Crowd'.

2 Focus ➤ **Describing a house**

- Focus Ss' attention on the picture and check Ss' understanding of the vocabulary items given.
- Elicit from Ss the words which best describe the house.
- Invite Ss to suggest how this house is related to Tess of the d'Urbervilles.

- Ss read through the text to find out.

Answer Key
red in colour, stables, huge lawn, pine trees, evergreen oaks

The house belongs to her relatives.

3 Focus ➤ **Reading for cohesion and coherence**

- Ask Ss to look at the seven sentences provided (1-7). Read them and explain that six of these sentences have been left out of the text and must be put back into their correct position.
- Ss read the entire text again and replace the missing sentences. Ask Ss to read the text one more time to ensure the sentences have been replaced in the correct positions.
- Check Ss' answers, asking which words helped them decide.

Answer Key

A *3*	***C*** *7*	***E*** *2*
B *5*	***D*** *1*	***F*** *4*

4 Focus ➤ **Matching definitions; developing vocabulary**

- Focus Ss' attention on the definitions and ask them to match them to the underlined words and phrases in the text.
- Ask individual Ss to share their answers to correct with the class.
- Direct Ss to use a dictionary to explain the meaning of the words in bold.

Answer Key
<u>throw upon her young shoulders</u> – force on a young person
<u>by hook or by crook</u> – in any way whatsoever
<u>crimson</u> – red
<u>in full view</u> – where everyone can see something
<u>emerald</u> – green
<u>dignified</u> – elegant
<u>fallen in</u> – agreed with

Suggested Answer Key
fate: *sth believed to control events leading to a fixed outcome*
burdens: *unpleasant responsibilities/worries*
pastures: *fields of grass for animals to eat*
grumbling: *complaining*
troublesome: *causing problems*
tended: *looked after*
estate: *large house and connected land*
thriving: *doing well*
ornamental: *for decoration only*
descendant: *younger relative*

5 Focus ➤ **Matching definitions**

- Explain the task.
- Ss complete the matching activity individually and then check their answers using a dictionary.
- Instruct Ss to read through the text one more time to find the buildings mentioned.
- Check answers with the class.

Answer Key

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

Manor, mansion, lodge, greenhouse and stables are mentioned in the text.

6 Focus ➤ **Presenting a modern version of the story**

- Arrange Ss in groups and read out the rubric.
- Play the recording. Ss read and listen to the text again.
- Allow Ss time to prepare their presentation.
- Groups present their versions of the story to the class.



Literature

Suggested Answer Key

Tess was excited at the thought of studying in Paris at the famous Sorbonne University. At the same time, she felt anxious about going to stay with a distant aunt she had never met or even heard of until recently. "There really is no other option if you want to study in an expensive city like Paris, as we can barely afford the tuition let alone the cost of food and a flat". She reviewed her mother's words of wisdom in her head as she sat in the taxi glancing out at the Paris street life. Aunt Celia was a very distant cousin of her mother's. Growing up in the village of Bandol in the south of France, Tess had never heard much about her mother's family, as they were all back in Marseille or elsewhere in France.

Her mother had married her father and moved with him to her village, where her father had found a job as a tax auditor and her mother eventually began teaching at the local school. Tess and her brother had lived all their lives in Bandol and neither of them had ever been much further than Marseilles.

The taxi turned onto the Champs Elysées and past all the designer shops and stylish cafés. Aunt Celia's penthouse flat was located just off the Champs Elysées in an elegant neighbourhood. Manicured lawns and perfect gardens lined the large boulevard where her aunt lived, a far cry from the provincial little town Tess came from. The taxi slowed and pulled off to the side in front of a grand crimson brick residence. The door to the taxi was swung open by rather a well-dressed doorman, who greeted her with a snobbish air. 'Madame Goutard is expecting you,' he announced. The doorman paid the taxi driver, retrieved her one suitcase and proceeded up the granite stone path to the elaborate stained glass and wrought-iron entrance. Tess followed him uncomfortably. Inside the lobby of the building Tess was taken back by the bleached white marble that seemed to cover everything except the massive gold gilded mirrors that towered over her on each of the walls. As they entered the elevator and the doorman pressed the button for the penthouse, Tess admitted to herself that Madame Goutard and her obviously affluent world was beyond anything she had ever experienced or even could have imagined. etc



Writing Skills

Objectives

Reading: reports
Skills – reading for structure
– gist and specific information
Vocabulary: linking words and phrases; formal style
Writing: a report making recommendations/ suggestions

1 Focus ➤ **Identifying extracts from a report**

- Select three Ss to read extracts A-C and elicit which are from a report. Ask Ss to say which words helped them to decide.
- Allow Ss time to read the theory box and check.
- Ss' books closed, Ss tell a partner all they can about writing reports.

Answer Key

***C** is from a report because it is written in formal style with appropriate subheadings.*
***A** is from a leaflet advertising a clean-up campaign.*
***B** is from a formal letter giving suggestions/ recommendations.*

2 Focus ➤ **Understanding a rubric**

- Read out the rubric and explain the task.
- Ss find the key words and answer the questions in pairs.
- Check Ss' answers.

Answer Key

key words: *local council, large sum of money, improve your area, encourage more young professionals and families, asked the headmaster, reports, making suggestions*

1 *The headmaster of the school and the local council.*
2 *c*
3 *Introduction, Housing, General Environment, Conclusion, Facilities.*

3 a) Focus ➤ **Matching headings to paragraphs**

- Allow Ss time to read the report to understand the gist.
- Ss match the paragraphs with the headings.
- Ask Ss to give reasons for their choices.
- Check Ss' answers.

Answer Key

1 *Introduction*
2 *Housing*
3 *Facilities*
4 *General Environment*
5 *Conclusion*

b) Focus ➤ **Understanding the structure of a report**

- Read out the questions in the rubric and elicit answers from the class.
- Check Ss' answers.

Answer Key

say what information the report contains: *Subject (Suggested improvements to attract young professional residents)*
make suggestions/recommendations: *paras 2,3,4 (Housing, Facilities, General Environment)*
say who will read the report: *To (Ron Taylor, Mayor of Newtown)*
say what the purpose of the report is: *para 1 (Introduction)*
summarise the main parts of the report: *para 5 (Conclusion)*
offer a personal opinion: *para 5 (I feel ...)*
say who wrote the report: *From (Samantha Murray)*

4 a) Focus ➤ **Suggesting alternative linking words/phrases**

- Ss' books closed, brainstorm linking words and phrases with the class and write them on the board.
- Ss' books open, read the table with Ss.
- Allow Ss time to reread the report and find examples of linking words and phrases as well as to suggest alternatives.
- Check Ss' answers around the class.

Suggested Answer Key

In order to – so as
Therefore – For this reason /I n this way
Firstly – To begin with / In the first place
Secondly – Also/Furthermore
In addition – Moreover/Also
Doing this would ... – This would mean ... / As a result ...
In particular – particularly/especially
Another suggestion would be to ... – It would be a good idea to ...
All in all –To summarise/ To sum up / To concludel feel – I (would) (strongly) suggest /recommend / It would be a good idea to ...

b) Focus ➤ **Choosing appropriate linking words/phrases**

- Explain the task.
- Allow Ss time to answer individually.
- Ss compare answers with a partner.

Answer Key

1 *Although/While/Despite the fact that; Therefore/ For this reason*
2 *I (would) (strongly) suggest/recommend; so that*
3 *Firstly/To begin with/In the first place; Secondly/ Also/Furthermore*
4 *especially/in particular/particularly*
5 *Another suggestion would be to/It would be a good idea to; By doing this, we could/ Doing this would/In this way, we would*

5 Focus ➤ **Rewriting sentences using more formal style**

- Explain the task and select a pair of Ss to read out the example.
- Allow Ss time to complete the task individually.

- Invite individual Ss to share their answers with the class. Provide feedback.

Suggested Answer Key

2 *Doing this would make the place more appealing to students.*
3 *The purpose of this report is to suggest improvements to the school entrance hall.*
4 *The flats are uninhabited and (therefore) should be demolished.*
5 *Finally, I would strongly suggest that language classes be held at the community centre.*
6 *The library would attract more residents if it had a larger collection of books.*

6 Focus ➤ **Understanding a report; rewriting a report**

- Read out the rubric to the class and allow Ss time to find the key words.
- Check key words with the class.
- Select a S to read the student's answer to the class. Explain/Elicit what is wrong with it (*information missing; language too informal; some information inappropriate; points not developed/explained; missing or inappropriate headings; lack of linking words/phrases*).
- Allow Ss time to rewrite the report.
- Ss give their writing to a partner for peer correction.

Answer Key

key words: *the warden of your local park, report, making some suggestions, how the appearance of the park can be improved*

Suggested Answer Key

To: *Mike Stephens, Shipton Park Warden*
From: *Joseph Grimes, Assistant Park Warden*
Subject: *Suggestions for improving Shipton Park*
Date: *5th January*

Introduction

The aim of this report is to suggest ways of improving Shipton Park to make the park more attractive and popular.

Appearance

The park is in need of more plants, flowers and trees. Therefore, I suggest that more gardeners be employed by the council. In this way, the park would look better for visitors. Also, there is too much litter in the park. I strongly recommend placing a higher number of litter bins and setting fines for visitors who litter the park.

Facilities

To begin with, I feel the park's facilities could be improved. At the moment, there is no children's playground, so one should be built. In addition, a cafeteria could be opened and a small football pitch constructed.

Conclusion

To sum up, I believe that these recommendations would improve the park immensely and encourage more people to use it.

7 Focus ➤ **Understanding rubrics**

- Ss work in pairs and study the rubrics, first finding the key words and then answering the questions.
- Invite pairs to share their answers with the class. Confirm the correct answers.

Answer Key

A ***key words:*** *warden of the flats, university, make them safer/more pleasant, report making recommendations, 200-250 words*

who each report will be to/from: *to the warden of the flats/from a resident student*
what the purpose of each will be: *making recommendations to make the flats safer and more pleasant to live in*
what style you will write in: *formal*
what possible headings you might include: *Introduction/Security/Facilities/General Environment/Conclusion*
how you could begin/end each report: *The aim of this report is to suggest ways to make the university accommodation a safer and more pleasant place to live; If these recommendations are implemented, I believe the university accommodation will become a better environment for the students who live there.*

Answer Key

B ***key words:*** *local community centre, director, make the centre more popular, report making some suggestions, 200-250 words*

who each report will be to/from: *to the director of the local community centre/from an evening class student*
what the purpose of each will be: *making recommendations to make the centre more popular with young people*
what style you will write in: *formal*
what possible headings you might include: *Introduction/Activities/Facilities/General Environment/Conclusion*
how you could begin/end each report: *The purpose of this report is to suggest ways to make the local community centre more popular with young people; To conclude, if the local community centre adopts these suggestions, it will undoubtedly become more popular with young people.*

8 a) Focus ➤ **Choosing ideas to be included in a report**

- Explain the task.
- Ss answer individually and then compare with a partner.

Suggested Answer Key

6 *Repave the path outside the front door and plant flowers and trees.*
7 *Install security lights for the car park at night.*

b) Focus ➤ **Brainstorming ideas for a report; writing a report**

- Ss brainstorm ideas for rubric B and then choose which report to write.
- Allow time for Ss to write their reports.
- Ss exchange work with a partner and edit each other's report.

Suggested Answer Key

1 *Introduce new activities that will appeal to young people, e.g. skateboarding events, video-gaming competitions*
2 *Invite specialists to give talks on youth-focused topics, e.g. extreme sports.*
3 *Improve toilets and introduce a snack shop selling healthy alternatives to junk food.*
4 *Repaint, refurnish and rebuild anything that needs improvement.*
5 *Build football pitch at the back of the community centre.*
6 *Start a publicity campaign informing young people about the community centre.*
7 *Have a community 'Gardening Day' to help improve the area in front of the centre.*

A ***To:*** *William Porter, Warden of University Accommodation*
From: *Sarah Walsh, Resident*
Subject: *Making the flats safer and more pleasant*
Date: *14th January*

Introduction
The aim of this report is to suggest ways to make the university accommodation a safer and more pleasant place to live.

Security
To begin with, security doors with intercoms and burglar alarms could be installed. In this way, it will be easier to monitor who comes in and out of the building, reducing the risk of thieves or other unwanted visitors entering. Also, security lights could be installed at the car park. By doing this, the area outside the flats will be better lit. As a result, students will feel much safer leaving and returning to their flats after dark.

Facilities
Firstly, new furniture would make the communal areas more welcoming. In this way, students would spend more time together. In addition, the exterior of the building should be repainted, making it a much more attractive building.

General Environment
In the first place, the path outside the front door needs to be repaved. Doing this would not only improve the exterior appearance of the building but it would also make the currently uneven path safer to walk on. Furthermore, flowers and trees should be planted. If this is done, visitors will be more impressed by the general area.

Conclusion
If these recommendations are implemented, I strongly believe that the university accommodation will provide a better and also safer environment for all the students who live there.

B ***To:*** *Jack Jackson, Director, Offerton Community Centre*
From: *Charles Prussman, Evening Class Student*
Subject: *Making the centre more popular with young people*
Date: *13th October*

Introduction
The purpose of this report is to suggest ways to make Offerton Community Centre more popular with young people.

Activities
Firstly, new activities that will appeal specifically to youngsters should be introduced; for example, there could be skateboarding events and video-gaming competitions. By doing this, the Community Centre will become an outlet for young people to practise their interests and socialise with their peers. Furthermore, specialists can be invited to give talks about youth-focused topics. In this way, the centre will have a range of activities, appealing to all age groups.

Facilities
To start with, the toilets need improving ; the Centre should consider replacing some cracked washbasins and repairing some leaky taps. Moreover, the entire centre needs to be repainted. Furthermore, while the Centre offers a canteen that sells basic snacks and drinks, a snack shop offering healthier options could be opened. In this way, the physical appearance of the centre would be vastly improved.

General Environment
To begin with, a football pitch could be built at the back of the centre. Also, a 'Gardening Day' could be held in which the community helps to improve the gardens at the centre.

Conclusion
To conclude, if the Offerton Community Centre adopts these suggestions, it will undoubtedly become more popular with young people.

Culture Corner 5

Objectives

Reading: an article about British homes (text completion)
Skill – reading for lexical accuracy
Speaking: a two-minute talk about British houses
Writing: a short article about homes in your country

1 Focus ➤ **Introducing the topic; predicting the content of texts**

- Write up the heading 'British Houses' on the board. Elicit from Ss what they know about the topic and write Ss' ideas on the board.
- Instruct Ss to write three things they would like to know in the form of questions.
- Ss read to check whether their questions are answered in the texts.

Suggested Answer Key
I know that British houses often have fitted carpets. They often have a small garden.

1 *Do all British houses have gardens?*
2 *How many rooms are there in an average British house?*
3 *Do British houses have fireplaces?*

2 a) Focus ➤ **Reading for lexical accuracy; practising word formation**

- Explain the task. Ss complete the task.
- Play the recording. Ss listen and check their answers.

Answer Key

1	*lucky*	4	*recently*
2	*various*	5	*professionals*
3	*Industrial*	6	*Retired*

b) Focus ➤ **Defining vocabulary**

- Explain the task.
- Ss explain the words in bold by giving a synonym, example or explanation.
- Encourage Ss to try to guess the meanings of the words from their context before checking in their dictionaries.
- Review answers with the class.

Suggested Answer Key
properties: *buildings and connected land*
exteriors: *outside parts*
slate roofs: *house coverings made from thin slices of dark, grey rock*
stained glass: *coloured glass arranged in a pattern*
railings: *fence made of thin metal posts*
estates: *large number of houses designed and built close together at the same time*

3 Focus ➤ **Preparing and delivering a two-minute talk about British houses**

- Explain the task.
- Remind Ss they are to use all the headings provided and can use information provided in the text to prepare their notes.
- Invite individual Ss to give their talk to the class.

Suggested Answer Key
British people live in a variety of different types of houses. There are detached and semi-detached houses, terraced houses, flats, council houses and bungalows. Many people live in detached and semi-detached houses in the suburbs or in villages. British people who live in or near town centres, on the other hand, tend to live in terraced houses. These houses are built in rows and are often close together and have few rooms. Many houses in British inner-city areas are blocks of flats. Some of these are homes to the wealthy; others are cheap council flats. British pensioners often live in bungalows in the suburbs or in villages. These are homes which are on one level and have no stairs.

4 Focus ➤ **Writing a short article about homes in your country**

- Explain the task.
- Brainstorm types of houses found in your country and write them on the board.
- Draw Ss' attention to the prompts provided and instruct Ss to make notes under these headings.
- Allow Ss time to complete the task or assign as HW.
- Ask various Ss to present their articles to the class.

5 Culture Corner

Suggested Answer Key
There is definitely a variety of houses in Russia, reflecting the different lifestyles and people that live in them. Most Russian cities are very crowded and congested so houses are often small and in apartment-type structures. Pre-revolutionary buildings are low-rise buildings usually situated in the city centres. They are examples of fine architecture with beautiful facades and grand antique entrances. They consist of one to two spacious apartments per floor. Each apartment has high-ceiling and large windows.
Block buildings on the other hand, are 9–17 storey buildings built in the 1950–80s to help with housing shortages in the inner cities. The apartments are small with plain décor. Residential complexes are the newest type of housing to Russia and considered the most luxurious. These large apartments are found in high-level security complexes. The complexes also provide modern facilities such as pools, garages, parks and sometimes even gyms. They are expensive houses in Russia. Cottage complexes, usually built in the suburbs of large cities, are getting more and more popular in Russia. They are very expensive, too.
In rural areas and villages, the most popular homes are the traditional wooden farmhouses ("izba") that farmers and their families live in. Wooden decorations can be seen on doors, at corners and around windows. The main room of the house is usually dominated by the large stove which makes it the only heated room in the structure. A separate storeroom might be below or to the side of the main room. Other structures might also be attached to the main building, especially in northern Russia. etc.

5 Across the Curriculum – Geography

Objectives

Reading: a factfile about shanty towns
Skills – reading for lexico-grammatical coherence
Writing/Speaking: a proposal about how to improve conditions in a shanty town

1 Focus ➤ **Generating interest in the topic**

- Focus Ss' attention on the picture. Elicit from Ss what it shows *(a shanty town)*.
- Read through the words in turn and elicit how they may be related to the topic.
- Ss read the text and check.

Suggested Answer Key
A shanty town is a slum. It is an overcrowded, often illegal, community where there is poor quality housing and little or no access to basic services. There isn't much medical care or clean water. There are high levels of unemployment, child labour, malnutrition, crime and poverty and even disease. In some shanty towns, dwellers trying to gain legal ownership of the properties they live in.

2 a) Focus ➤ **Reading for lexico-grammatical coherence**

- Allow Ss time to read the text again carefully.
- Encourage Ss to read around the gaps.
- Play the recording. Ss listen and check their answers.

Answer Key

1 *2*	***3*** *4*	***5*** *1*	***7*** *1*
2 *1*	***4*** *3*	***6*** *3*	

b) Focus ➤ **Defining vocabulary**

- Ss try to guess the meaning of the words and phrases in bold from the context before checking in their dictionaries.
- Ss explain the vocabulary using their dictionaries by giving synonyms, explanations, antonyms or examples.

Suggested Answer Key

worthless: *having no value*
poverty: *state of being extremely poor*
conflict: *fighting, battle or war*
prospect: *possibility*
vast: *extremely big*
decent: *at an acceptable level*
affordable: *at a price people can pay*
malnutrition: *physical condition caused by poor eating habits/lack of food*
sanitation: *system from taking dirty/waste water away from buildings to improve public health*
loans: *sums of borrowed money which must be paid back*
permanent: *lasting forever*

3 Focus ➤ **Reading for specific information**

- Allow Ss time to reread the text. Ss answer the questions.
- Select individual Ss to present their answers to the class.

Answer Key

1. *Shanty towns start because governments in the developing world cannot cope with the large numbers of people who move to the cities from the countryside.*
2. *People living in shanty towns face terrible conditions: overcrowding, lack of clean water, sanitation, unemployment, poverty, malnutrition, child labour, crime and violence.*
3. *Charities can offer residents loans so that they can start up businesses and earn a decent living. Governments can provide these areas with electricity, water and other amenities. Also, communities can work together to find solutions to their problems.*

4 Focus ➤ **Preparing and presenting a proposal**

- Arrange Ss in groups and explain the task.
- Ss prepare their proposals using the prompts and the information given in the text.
- Invite groups to present their proposals to the class. Vote for the most successful proposal.

Suggested Answer Key

Introduction
The aim of this proposal is to give recommendations on what can be done to improve the conditions of the shanty town that we live in.
The current situation
Conditions in our town are terrible. The area is overcrowded and there is no proper sanitation. Crime and violence are daily occurrences. It is the responsibility of the city council to improve and build up the infrastructure of our community.
Housing
It is extremely important that there is drastic improvement in the housing situation in the town. New, bigger houses and/or apartment blocks has to be built. Doing so will ensure that all people have a spacious, more comfortable home where they can live and raise their children. Moreover, any outstanding arguments over land need to be resolved and legal ownership should be given to the shanty town dwellers, where the law makes it possible.
Sanitation
Proper sanitation and clean water services must be made available to everyone in the community. There should be more regular rubbish collection and more thorough cleaning of the streets and communal areas. As a result, the residents will be able to live in a clean and healthy environment.
Services
To prevent crime and violence, more police services, such as police patrols, need to be provided. In addition, as it is the high level of unemployment that leads to increased crime and violence, an employment and job training centre seems essential for the community.
Conclusion
Our community is made up of good people, who have the right to safe and clean living conditions. I firmly believe that implementing the above suggestions will achieve this goal.

5 Going Green

Objectives

Reading: a web page (comprehension questions)
Skill – reading for specific information
Speaking: class debate on green belts

1 Focus ➤ **Introducing the topic**

- Focus Ss' attention on the picture on the web page. Elicit from Ss what a green belt is.
- Ss listen to the recording and read to confirm the correct answer.

Answer Key
A green belt is a zone of land around an urban area where all housing and other development is forbidden or severely restricted.

2 Focus ➤ **Reading for specific information; expressing personal opinion**

- Allow Ss time to reread the text and answer the questions individually.
- Select individual Ss to present their answers to the class.
- Conduct a class poll, asking Ss to raise their hands in order to agree with either Suzy's or Tim's viewpoint. Invite individual Ss to explain why they agree with him/her.

Answer Key
that the country needs more of something: *Tim (England has a huge housing shortage)*
the relationship between green belts and conservation: *Both (that is not why green belts were created – Tim; these spaces provide habitats for wildlife – Suzy)*
that some areas of green belts are ugly: *Tim (some green belt land is very unattractive)*
the effect that green belts have on pollution levels: *Both (produces a lot of polluting CO_2 – Tim; trees and plants in these open spaces clean city pollution from the air – Suzy)*

Suggested Answer Key
I agree most with Suzy because it is important to have green, open spaces. Too much concrete is ugly and unnatural. We also need to make sure that wildlife has a home.

3 Focus ➤ **Matching words with their meanings; defining vocabulary**

- Direct Ss' attention to the highlighted words in the text.
- Allow Ss time to match the words with their meanings.
- Ss use their dictionaries to explain the words in bold.

Answer Key
alarmed *– afraid/anxious*
restricted *– limited*
to make way *– to create space*
derelict *– unused and in a bad state*
oppose *– disagree with/fight against*
shortage *– inadequate amount*
beyond *– on the other side of*

Suggested Answer Key
established: *brought into existence*
spreading out: *taking up more space*
stretched: *extended over a distance*
swallowing it up: *making it disappear*
surrounded by: *enclosed by*
urban: *of a city/town*
under threat: *faced with possible harm*
enriched: *made better*
recreations: *activities done for enjoyment when not working*
forced out: *made to leave*
commuters: *people who travel between home and work every day*
traffic congestion: *lack of movement on the roads due to too many cars; traffic jams*
nature reserves: *areas where animals are protected from humans*

4 Focus ➤ **Preparing and holding a class debate on green belts**

- Divide the class into two groups, one for and one against the preservation of green belts. Explain that an academic debate will follow and Ss may hold an opposite viewpoint but still argue successfully.
- Allow a set time for Ss to prepare their arguments, using the text as necessary.
- Hold a class debate, inviting individual Ss from both sides to present their arguments.

Suggested Answer Key

Group 1 – Arguments for green belts

- *Green belts beautify the overall look of the country and prevent unnecessary urban sprawl.*
- *They provide green open spaces with fresh air so people can take a break from the city and enjoy the outdoors.*
- *They are home to much wildlife.*
- *Their trees and plants clean the pollution from the air. etc*

Group 2 – Arguments against green belts

- *There is too much land allocated for green belts and it should be freed up and used for the expansion of cities and towns.*
- *Some green belt land is not at all attractive and should be developed.*
- *Traffic congestion from commuters travelling over green belt land to get to the city causes a lot of pollution.*
- *Nature reserves provide homes for wildlife, not green belts. etc*

Spotlight on Exams 5

Reading

Focus ➤ **Reading for gist**

- Explain the task.
- Go through headings 1-8 with Ss and remind them there is one heading they do not need to use.
- Allow Ss time to read the texts and complete the matching activity.
- Select individual Ss to read out the answers.

Answer Key

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

Listening

Focus ➤ **Listening for specific information**

- Explain the task.
- Play the recording.
- Ss complete the task.
- Select individual Ss to read out the correct answer.

Answer Key

1 *1*	***3*** *2*	***5*** *2*	***7*** *3*
2 *3*	***4*** *3*	***6*** *1*	

AUDIOSCRIPT

Presenter: *Hello, everyone, thanks for tuning in to the "Lynn Tyler Chat Show". With us today is Adam North, who recently returned from Uganda, where he spent a year working with a people in a small village. Adam is here to tell us about his experience. Hello, Adam, thank you for joining us.*

Adam: *Good afternoon, Lynn. It's nice to be here.*

Presenter: *Well, Adam, why don't you tell us what made you decide to spend a year abroad?*

Adam: *I first got the idea of going to work in a primitive village in Africa when my daughter decided to spend her gap year in Uganda, teaching English to schoolchildren. Her tales of the terrible poverty but fantastic optimism of the people there really got under my skin. I was in my mid-fifties, had worked for almost 30 years in a stressful job and really wanted a change. I realised that what my daughter had done was just the kind of thing I was looking for.*

Presenter: *And how did you go about turning this idea into reality?*

Adam: *After discussing it with my wife, Kay, I informed my boss that I would be leaving at the end of the year. He thought I was mad of course, just like everyone else. After all, I was giving up a six-figure salary in the City of London and of course he was a bit worried about finding someone else for the job. In the end, though, I think he understood that it was something that meant a lot to me. I think he even envied me in a way ...*

Presenter: *What were some of your concerns before you set off?*

Adam: *In the beginning, I thought it would be a lot harder to give up all the luxuries I was used to. We lived in a beautiful house in Chelsea, regularly dined out in fancy restaurants and drove expensive cars.*
Presenter: *And what did you encounter when you went to Uganda?*
Adam: *Things couldn't have been more different in Uganda. I will never forget arriving at the village that was to be our home for the next 12 months. Crowds of people came out to greet us, cheering and smiling. It was the most unbelievable welcome I have ever had. Then they proudly led us to our accommodation. Well, I'm telling you, it was no Chelsea townhouse!*
Presenter: *What was it like?*
Adam: *Basically, it was a mud hut with no electricity which meant of course no lighting, heating, oven or fridge. It was extremely primitive, but that's exactly what I'd expected. What I found shocking was how much more cramped and insanitary the homes that the villagers lived in were. Our house was regarded as quite luxurious compared to theirs!*
Presenter: Really? Tell us more.
Adam: *Not having electricity was one of the most difficult aspects of life there. It really brought home to us just how much we take for granted in the western world. We had to use a big pot, like a bucket, for cooking. We had to fetch all our drinking water from a well, then boil it over a fire, as this was the only way we could sterilise it. Then it was a race against time to cook before the sun went down and we could no longer see.*
Presenter: *What was the house like?*
Adam: *The house itself had a thatched roof with a hole in the middle for the smoke from the fire to escape. The walls were made of long sticks covered with mud. The floor inside was just earth, patted down hard. We only had piles of straw to sleep on but I can safely say that I slept better than I ever had before while I was in Uganda. It was just so peaceful. You don't realise how much city noises disturb your sleep until they're not there any more.*
Presenter: *I suppose you're right! And how did it feel to be back in England after all those months?*
Adam: *We found it quite hard to settle back down in England after we returned from Africa – so much so that we are considering going abroad again.*
Presenter: *You are? How soon? Are you going back to Africa?*
Adam: *We are already in the planning stages, but we are going to try another continent this time. I think once you get the travelling bug, it never leaves you.*
Presenter: *It was a pleasure talking to you, Adam. I hope you'll come back and tell us about your new adventure when you return.*
Adam: *Certainly!*

Speaking

Focus ➤ **Reading a text out aloud**

- Go through the rubric with Ss.
- Allow Ss 1.5 minutes to read the text silently.
- Select individual Ss to read the text out aloud.

Grammar & Vocabulary

Focus ➤ **Text completion (grammatical items)**

- Explain the task.
- Read out the text.
- Allow Ss to complete the task.
- Check Ss' answers.

Answer Key

1	*meaning*	**5**	*would have found*
2	*Made*	**6**	*to help*
3	*are constructed*	**7**	*have been doing/ have done*
4	*had disappeared*		

Writing

Focus ➤ **Writing a letter to a friend**

- Check Ss' understanding by asking: *What are you going to write? (a letter) Who is it to? (my friend Amy) Why are you writing? (to answer her questions about neighbours and ask her three questions about gardening)*.
- Allow Ss time to complete the task.

Suggested Answer Key

Hi Amy!

I'm glad to hear that you're settling in well in your new area and that you have such nice neighbours. Let me tell you about my neighbours.

I mostly get on with all my neighbours, especially the young couple who live next door, the Becks. They're great fun and I sometimes hang out at their house. The only person I don't really care for is Mr Smithers. He's a grumpy old man who lives at the end of the street and is a terrible gossip. I think a good neighbour should be pleasant to everyone and mind their own business!

I'm surprised you took up gardening. I thought you hated it! What made you like it? What sort of things do you plant? How often do you do gardening?

Anyway, I have to go now. Write back soon!
Michael

Progress Check 5

Progress Check 5 and *Look at Module 6* should be done in one lesson.

Answer Key

1
1 *stained*
2 *roof*
3 *warehouses*
4 *full*
5 *run-down*
6 *slate*
7 *market*
8 *drain*
9 *rough*
10 *capital*

2
1 *Would*
2 *don't have to*
3 *mustn't*
4 *might*
5 *will/should*
6 *must*
7 *should*
8 *can't*
9 *Shall*
10 *can*

3
1 *should have settled into*
2 *needn't have worried about*
3 *shouldn't go out*
4 *mustn't/can't park on*
5 *might/may come to*

4
1 *without*
2 *up*
3 *in*
4 *without*
5 *up*

5
1 *in*
2 *beyond*
3 *of*
4 *in*
5 *at*

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

Module 6

Communication

Before you start …

Direct Ss' attention to the title of the module, *Communication*. Explain that in this module they will learn about technology and the media, as well as the languages of Britain, means of communication and ocean noise pollution.

Look at Module 6

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 110.
T: What can you see in picture 1?
S2: Two young children smiling for the camera.
T: Where are they and what are they doing?
S3: They seem to be in a classroom, having a lesson.

Pic 2 (p. 109)
What does this picture show? What do you think happened to the man? What do you think will happen next?

Pic 3 (p. 115)
What is this a picture of? Where do they live? How are they in danger? What is being done to help them?

Pic 4 (p. 103)
What can you see in the picture? What is it used for? In your opinion, how important is space exploration? Do you believe that other civilisations exist on other planets?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

a biography (p. 108)
(an account of someone's life written by someone else) Whose biography is this? When did he live? What is he most famous for?

an essay (p. 110)
(a short piece of writing on one particular subject) What kind of essay is this? What is the essay about? How many paragraphs does it have? What style is it written in?

newspaper headlines (p. 104)
(titles of newspaper stories) What are each of these stories about? Which story would you like to read most of all? Do you read a newspaper? Which one(s)?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about authors, books and literature extracts. This one (pp. 108-109) is about Jack London and has an extract from one of his works, 'White Fang.'*

*The **Culture Corner** (p. 113) contains information about the different languages of Britain.*

*The **Across the Curriculum** section (p. 114) looks at means of communication.*

*The **Going Green** section looks at different green issues. This particular one (p. 115) is about ocean noise pollution, how it occurs and why it is dangerous.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

6a Reading Skills

Objectives

Vocabulary: Space technology; collocations
Reading: an article about the search for other life forms (gap fill)
Skills – reading for cohesion and coherence
Speaking: a two-minute talk about searching for aliens; discussing SETI's activities
Writing: a description of making contact with aliens (writing in role)

1 Focus ➤ **Completing sentences with the correct word**

- Focus Ss' attention on the five incomplete sentences in the 'Did you know?' box. Explain that they can be completed using the vocabulary items above.
- Allow Ss time to complete the sentences individually.
- Ss check their answers using the Word List.
- Check Ss' answers around the class.

Answer Key

1	*planets, solar system*	***4***	*comet*
2	*moons*	***5***	*satellite*
3	*galaxy*		

2 Focus ➤ **Describing an imaginary scene**

- Ask Ss to close their eyes and imagine they are on a spaceship.
- Play the recording and ask Ss to silently imagine the scene. Ask Ss what they are experiencing using the senses. *What can you see? Can you see millions of stars? How do you feel? Do you feel amazed?* etc
- Ss open their eyes and describe what they experienced to a partner.

Suggested Answer Key
I see blackness and stars. Occasionally, I see a planet with different colours. I feel strange and weightless. I feel excited and thrilled to experience outer space.

Reading

3 a) Focus ➤ **Predicting the content of a text**

- Draw Ss' attention to the title of the text *(Hello… Is Anyone Out There?)* and write it on the board.
- Select five Ss to read the first sentence of each of the paragraphs. Elicit from Ss what they think the text is about.
- Ss read the text and check their predictions.

Suggested Answer Key
I think the text is about searching for extraterrestrial life and whether it exists.

b) Focus ➤ **Reading to understand structure, sequence and content**

- Ask Ss to read the gapped text, and then allow Ss time to complete the task.
- Ss compare answers with a partner.

Answer Key

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

4 Focus ➤ **Matching words/phrases to their meanings; defining vocabulary**

- Play the recording of the text. Ss listen and read the text again.
- Draw Ss' attention to the underlined words and phrases in the text and their meanings.
- Allow Ss time to match the meanings.
- Check Ss' answers around the class.
- Direct Ss' attention to the words in bold. Ask Ss to give a definition, synonym or an example sentence, trying to guess the meanings from the context before checking in a dictionary.

Answer Key
abducted – taken away
at some point – at an unspecified time
point out – draw attention to the fact
convinced – absolutely sure
intentionally – on purpose
face the fact – accept
sit around – wait doing nothing
shred – small amount

6a Reading Skills

Suggested Answer Key

grains of sand: *tiny pieces of rock-like substance usually found on beaches*
hunt: *search*
sweeping the skies: *checking all we can see above the Earth*
military broadcast: *signal from army/navy/air-force*
civilisations: *societies in an advanced stage of development*
All the same: *Even so*
the human race: *all the people of the world considered as a species*
analyse: *examine in detail*
convincing: *having the ability to persuade*

Vocabulary

5 Focus ➤ **Consolidating new vocabulary**

- Explain the task.
- Allow Ss time to read through the items, filling the gaps with the nouns they think are correct.
- Check answers around the class and ask Ss to provide equivalents in their own language.

Answer Key

1 *beam, laser*	***5*** *signals*
2 *satellite, orbit*	***6*** *Radio waves*
3 *telescope*	***7*** *cosmos*
4 *antenna*	

6 Focus ➤ **Matching words to form collocations**

- Explain the task and complete item 1 as an example.
- Allow Ss time to complete the rest of the exercise individually.
- Check Ss' answers and invite individual Ss to share their sentences with the class.

Answer Key

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

Suggested Answer Key

1 *After five years of searching for him, I finally established contact with my long-lost friend.*
2 *Many people believe in the existence of extra-terrestrial life.*
3 *No matter how long you sweep the skies using large telescopes, there is always more to discover.*
4 *Native Americans used to send communication signals using smoke.*
5 *Japan is one of the most technologically advanced countries in the world.*
6 *One day, the human race will expand into space.*
7 *My best friend decided to broadcast a message for me on the radio to congratulate me on my birthday.*

Speaking

7 a) Focus ➤ **Preparing and giving a 2-minute talk**

- Instruct Ss to read the text once more and make notes for each of the headings.
- Allow Ss time to prepare notes and practise speaking for 2 minutes on the topic.
- Invite individual Ss to give their talks to the class. Encourage Ss to make eye-contact with the audience and use their own words.

Suggested Answer Key

The SETI programme started in the 1960s. It uses high-tech equipment and hopes to establish contact with extraterrestrial life. Scientists involved in the programme listen to radio waves using huge radio telescopes. They believe that aliens may be intentionally sending out communication signals to us.
Despite the enthusiasm of its participants, however, the programme faces many problems. For instance, so far nothing has been found. Perhaps alien civilisations lack the technology to communicate over long distances – they may just be wasting their time! If they were to communicate a message to us, we would not get this message for a long time – it takes great patience!
If you would like to take part yourself you can join the SETI@home project. You can use your own computer to search for unknown and unusual signals from radio telescopes.

b) Focus ➤ **Expressing and justifying personal opinions**

- Explain the task and arrange Ss in pairs.
- Ss discuss SETI's activities in pairs, giving reasons for their opinions.

Suggested Answer Key

A: I think the SETI programme is a waste of time!
B: Why do you think that?
A: Well, for a start, we have no proof that there is any alien life out there.
B: True. But if there is, shouldn't we be trying to establish contact with them?
A: Yes, I understand why scientists keep sweeping the skies, but it's such a huge task and they have little chance of finding anything.
B: I agree. I wouldn't have enough patience to keep looking for signs of alien life. I'd give up after a while.
A: So would I. I think the money would be better spent on something else.
B: That's true, it could be spent on improving the health or education system. etc

Writing

8 Focus ➤ **Writing a description of finally making contact with aliens**

- Explain the task.
- Allow Ss time to complete the task in class or assign as HW.
- Ss read out their writing to the class.

Suggested Answer Key

It finally happened! It was just an ordinary day and everything was quiet. Everyone was busy on various projects and the only sound was the scratching of pencil on paper. Then came the signal. Everyone went crazy. They were running here and there, telephoning, checking and double-checking. There had been many false alarms in the past but this was the real deal. What happens next is anyone's guess. The signal will need to be analysed and answered and then – maybe – we'll finally find that we are not alone in the universe!

Words of Wisdom

- Draw Ss' attention to the quotation and build up a paraphrase on the board.
- Ss discuss whether they agree or disagree with the quotation in small groups.
- Invite groups to report back to the class.

Suggested Answer Key

S1: I don't think that it limits us to not search for extraterrestrials. There are so many other important things on our planet we need to focus our attention on, such as environmental issues.
S2: I agree these issues are important, but as human beings we have it in our nature to want to explore our surroundings, like the first explorers that discovered new lands and continents. We have already discovered almost everything on Earth as far as lands and people, so it is only natural that we look beyond our planet. etc

6 b Listening & Speaking Skills

Objectives

Vocabulary: newspapers & the media; idioms with *talk* & *speak*
Reading: dialogue (sentence completion)
Skill – reading for specific information
Listening: short monologues (numbering statements)
Skill – listening for order and gist
Speaking: breaking news – reacting; role play

Vocabulary

1 Focus ➤ **Describing a picture; talking about newspapers**

- Focus Ss' attention on the picture. Elicit the type of newspaper the man is reading *(a broadsheet)*.
- Brainstorm names of different types of newspapers in your country.

Suggested Answer Key
The man is formally dressed and he is reading his newspaper in what might be a train station or an airport. The newspaper looks like it carries serious political and economic news, so it's probably a broadsheet. We have both tabloids and broadsheet newspapers in my country.

2 Focus ➤ **Understanding easily-confused words**

- Ss complete the task individually and then check answers using the Word List.
- Ss write sentences to illustrate the meanings of the other words.

Answer Key

1	*headlines*	**3**	*flash*	**5**	*coverage*
2	*press*	**4**	*feature*	**6**	*front*

Suggested Answer Key
1 *Children's books sometimes have chapter headings.*
2 *News of his arrest was on all the media.*
3 *The news bulletin is broadcast at six o'clock every evening.*
4 *The article on famine is on page 7.*
5 *The cake had a covering of icing sugar.*
6 *The first day at university is both exciting and scary for students.*

3 Focus ➤ **Expanding vocabulary**

- Read through the vocabulary items with Ss and explain/elicit their meanings.
- Ss complete the gap-filling activity individually.
- Check Ss' answers.

Answer Key

1	*comes*	**6**	*gutter*
2	*updates*	**7**	*top*
3	*shred*	**8**	*developments, unfold*
4	*hit*	**9**	*running*
5	*broadcast*		

Everyday English

4 Focus ➤ **Breaking news – reacting; acting out exchanges**

- Draw Ss' attention to the language box and review the language given.
- Explain the task and read out the example exchange.
- Allow Ss time to act out exchanges in pairs.
- Ask individual Ss to respond to similar prompts from you, in order to monitor progress.

Suggested Answer Key
A: You're not going to believe this but Annister has quit after a blazing row with the producer!
B: Really? You can't be serious!
A: Guess what? Apparently Ronny Williams has called his rival's restaurant "shameful."
B: Are you sure? Where did you hear that?
A: Did you know that Steve Mars is close to having a nervous breakdown?
B: No! I can't believe it!
A: I know it's hard to believe but I read somewhere that Kassie is going to shave off all her hair.
B: You've got to be kidding! If I were you, I'd take that with a pinch of salt.

Reading

5 Focus ➤ **Predicting the content of a dialogue**

- Select a pair of Ss to read out the first exchange. Elicit from Ss what the dialogue is about.
- Ss listen to the recording and read to find out whether they are correct.

Answer Key
The dialogue is about a survey of people's reading habits.

6 a) Focus ➤ **Reading for specific information**

- Instruct Ss to read the text through again and complete the sentences.
- Ss compare answers with a partner.

Answer Key
1 *the local newsagent's association*
2 *people's reading habits*
3 *well-written and informative*
4 *tell the complete truth/have real news*
5 *fun*
6 *gossip magazines*

b) Focus ➤ **Reading out a dialogue; defining vocabulary**

- In pairs Ss read out the dialogue. Monitor the activity, encouraging Ss to use correct intonation.
- Ss explain the words in bold individually, using a dictionary as necessary.
- Check Ss' answers.

Suggested Answer Key
survey: *research usually done with members of the public on the street*
informative: *contains lots of information*
scandal: *shocking, immoral event*
took part: *were involved*
fiction: *made-up stories*

Speaking

7 Focus ➤ **Acting out a dialogue**

- Focus Ss' attention once more on the headlines from Ex. 4 and explain the task.
- Remind Ss that they may use the dialogue in Ex. 5 for ideas.
- In pairs, Ss practise their dialogues and then record themselves.
- Select one or two recordings to play to the class for Ss to comment on.

Suggested Answer Key
A: You're not reading that gossip magazine again, are you?
B: Yes, it's really interesting actually! Did you know that Kassie is going to shave off all her hair?
A: Do you believe all the stories that you read?
B: I read it just for fun. I think everyone enjoys a bit of scandal now and then.
A: It's not really my thing. etc

Listening

8 Focus ➤ **Listening for order and gist**

- Read out the rubric to Ss and play the recording.
- Ss listen and number the statements.
- Check Ss' answers.

Answer Key

A *3*	***C*** *2*	***E*** *7*
B *6*	***D*** *1*	***F*** *4*

AUDIOSCRIPT
Speaker A: To be honest, I don't really enjoy watching the news. All those wars, disasters just get me down and after a hard day at work, that's something I don't want. Okay, I watch the bulletins like everyone else, but why don't they report something happy for a change, something to brighten our mood?
Speaker B: No, I always switch over. These things happen so far away and anything that does affect me, well, I'll know about it soon enough. I don't need to be warned in advance. I want entertainment on the television, not information; If I want information, I'll read a newspaper.
Speaker C: Well, yes, but only the first few minutes. If I know it's about to start, I'll switch on. It's all you need to know really. I mean who needs to know all the details? We fool ourselves that we're informed but we never really get the complete picture. And anyway, I only have so much time in the day and there's so much to get done at home.

Speaker D: I watch it every night and sometimes in the morning. It's interesting to see how a story changes over the course of a single day. Information leaks out and at the end we're probably none the wiser. They tell us just enough but that doesn't cover it for me. Listen to what they're not telling us is what I always say!

Speaker E: Well, I believe that it's a sign of an educated mind to be – and want to be – informed. Society is not just me, my family and the people in my neighbourhood. What goes on out there has a very real impact on me and I'd be a fool to think it didn't. If you don't follow the events, you're bound to get left behind!

Speaker F: My wife watches the news on TV every night. Even when I'm in the room, I'm not really listening because I'm always busy with something. It's not that I don't care about what's going on in the world, it's just that I can't really concentrate on anything that's on TV for more than ten minutes! I suppose if some major news story broke out my wife would let me know!

Say it right

9 Focus ➤ **Identifying phrases to express approval and disapproval**

- Play the recording. Ask Ss to listen and repeat, paying close attention to the intonation.
- Elicit whether the language expresses approval or disapproval as well as what the other speaker could have said.

Answer Key

1	*approval*	**5**	*disapproval*
2	*disapproval*	**6**	*disapproval*
3	*approval*	**7**	*approval*
4	*disapproval*		

Suggested Answer Key

2 *Did you know that Kassie has shaved off all her hair?*
3 *You're not going to believe this, but I won the lottery!*
4 *Did you know that I finished with Fiona?*
5 *Guess what? They've put up the price of bread again.*
6 *I heard John lost his job.*
7 *Did you know that I'm getting a promotion at work?*

10 Focus ➤ **Practising idioms with talk and speak**

- Explain the task.
- Allow Ss time to complete the task. Refer Ss to the Word List.
- Check answers with the class and elicit any L1 equivalents.

Answer Key

1	*talking*	**5**	*talks*	**9**	*speak*
2	*spoke*	**6**	*talk*	**10**	*speaks*
3	*speak*	**7**	*talked*		
4	*talk*	**8**	*speak*		

6C Grammar in Use

Objectives

Vocabulary: verbs to introduce reported speech; phrasal verbs with *talk*; dependent prepositions
Grammar: reported statements/questions/commands; reporting modals

1 Focus ➤ **Understanding the structure of reported speech**

- Review with Ss the difference between direct and reported speech. Write a few examples on the board and ask Ss to say who is speaking and when it is happening.
- Read through the theory box with Ss and clarify as necessary.
- Elicit similar structures from Ss' L1 from Ss around the class.

(Answers in Ss' L1)

2 Focus ➤ **Reporting statements**

- Review the task and example provided.
- In pairs, Ss complete the exercise.
- Check answers with Ss around the class.

Answer Key

2 *I thought you said you would have a cup of coffee.*
3 *I thought you said your mum could pick us up after school.*
4 *I thought you said Lisa was watching TV.*
5 *I thought you said you were planning to go to the cinema later.*
6 *I thought you said Tom had bought a motorbike.*
7 *I thought you said he wanted to meet me at 9.*
8 *I thought you said you would cook beef for dinner.*

3 Focus ➤ **Practising *said* and *told***

- Elicit from Ss when we use **'said'** and **'told'**. *(**Said** is used with or without a personal object. When it is used with a personal object it is followed by the preposition **to**. **Told** is always followed by a personal object without the preposition **to**).*
- Ss complete the task individually and then compare answers with a partner.

Answer Key

1	*told*	***3***	*said*	***5***	*said*
2	*said*	***4***	*told*	***6***	*said*

4 Focus ➤ **Understanding how to report questions and commands**

- Select a pair of Ss to read Deb and Ben's conversation to the class.
- Draw Ss' attention to the sentences. Elicit from Ss answers to the questions in the rubric.

Answer Key

a yes/no question: *The reported question is introduced with the verbs **ask**, **enquire**, **wonder**, etc. When the direct question begins with an auxiliary (**be**, **do**, **have**) or a modal (**can**, **may**, etc) the reported question is introduced with **if** or **whether**. The verb tenses, pronouns and time expressions all change as in statements and the question mark is omitted.*
a wh- question: *When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc) the reported question is introduced with the same question word. The verb tenses, pronouns and time expressions all change as in statements and the question mark is omitted.*
the imperative: *To report the imperative in reported speech, we use the introductory verbs **order** or **tell** + **sb** + **(not) to-infinitive**. The verb tenses, pronouns and time expressions all change as in statements.*

5 Focus ➤ **Reporting sentences using *said*, *told*, or *asked***

- Explain the task and read the example.
- Ss complete the task individually and compare answers with a partner.

Answer Key

2 said She told Julie not to talk on the phone for hours.
3 asked Paul asked Susan what the article said.
4 told He told John to text him later that evening.
5 asked Sally asked the teacher why they didn't study Latin.
6 asked He asked me if/whether I believed in aliens.

6 Focus ➤ **Rewriting sentences using reported speech**

- Explain the task and complete item 1 as an example.
- Elicit answers to the remaining items from Ss around the class.

Answer Key

1 Paul suggested to Mary that they go out for a meal on Saturday.
2 Tom denied saying/having said anything to Janet about it.
3 Sophie's mother offered to meet her after work.
4 The nurse suggested that Mr Jones wait/ waited for the doctor.
5 He denied spreading/having spread those rumours.
6 He offered to cook dinner.

7 Focus ➤ **Practising reporting sentences**

- Draw Ss' attention to the verbs in brackets and elicit/explain what they mean.
- Explain the task and read out the example.
- Ss complete the task individually.
- Check answers with the class.

Answer Key

2 Tim complained that Mrs Smith always gave them a lot of homework.
3 The angry neighbour accused the children of breaking/having broken his window.
4 Tina reminded Kim to call Paul.
5 The little boy promised his mother (that) he wouldn't do that again.
6 Helen's mother insisted (on) Helen finishing her homework before she went out with her friends.
7 The decorator warned us not to touch that/ against touching that as the paint was still wet.
8 Wendy begged the teacher to give her another day to finish the project.
9 He apologised for offending me.
10 He explained to his boss that he had been late because of an accident on the motorway.

8 Focus ➤ **Practising reporting verbs**

- Draw Ss' attention to the five incomplete sentences and explain to Ss that they must complete them in an appropriate way.
- Ss complete the task individually.
- Ss compare answers with a partner.

Suggested Answer Key

1 on us staying behind after the lesson to clean up the mess.
2 that I should get a Saturday job.
3 giving away all my secrets.
4 to help me with my homework.
5 about the noise in the classroom.

9 Focus ➤ **Understanding how to report modals**

- Read the theory box with Ss and clarify as necessary.
- Ss complete the task in pairs.
- Select pairs to read out their answers to the class.

Answer Key

1 He said I had to apologise for my behaviour.
2 He told me we could meet the next day.
3 Rita said that Jane would send the information.
4 She said she might come to the meeting.
5 He said to Tony that he could speak many languages.
6 She said that I shouldn't have lied to him.

10 Focus ➤ **Using phrasal verbs with *talk***

- Explain the task.
- Allow time for Ss to complete it.
- Ss check their answers in Appendix 2.

Answer Key

1	*out of*	***3***	*round*	***5***	*back*
2	*down*	***4***	*into*	***6***	*over*

11 Focus ➤ **Working with dependent prepositions**

- Refer Ss to Appendix 1. Elicit/Explain the meaning of the dependent prepositions.
- Ss complete the task.
- Invite Ss to read out the complete sentences.

Answer Key

1	*on*	***3***	*about*	***5***	*to, for*
2	*of*	***4***	*of*		

6d Literature

Objectives

Reading: an extract from *White Fang* (gapped text)
Skills – *reading for confirmation*
– *reading for cohesion and coherence*
Vocabulary: animal sounds
Writing: arguing the benefits of having a pet

1 Focus ➤ **Introducing the subject of a work of literature**

- Focus Ss' attention on the pictures. Ask Ss to say which wild animal they think is shown.
- Ss read the biography to confirm the correct answer.

Answer Key
The wild animal in the pictures is a wolf-dog (half wolf, half dog).

2 Focus ➤ **Predicting the content of a text; reading for confirmation**

- Instruct Ss to look at the pictures again. Elicit from Ss what the text could be about.
- Ss read and check for confirmation.

Suggested Answer Key
I think the extract is about a man who gets hurt and his wolf-dog goes to get help.

3 Focus ➤ **Reading for cohesion and coherence**

- Ask Ss to look at the seven sentences and explain that six of them have been removed from the text and must be put back into their appropriate position.
- Ss read the entire text again and begin to replace the missing sentences. Ask Ss to read the text one more time to ensure the sentences have been replaced in the correct positions.
- Check Ss' answers, asking which words helped them decide.

Answer Key

A *5*	***C*** *1*	***E*** *2*
B *7*	***D*** *4*	***F*** *3*

4 a) Focus ➤ **Practising vocabulary**

- Draw Ss' attention to the verbs. Explain that they are words to describe how animals and people move/sound. Ss check their meanings using the Word List.
- Ss complete the sentences with the appropriate verb.
- Check Ss' answers.

Answer Key

1 *barked*	***3*** *growled*	***5*** *shook*
2 *stumble*	***4*** *panting*	***6*** *screamed*

b) Focus ➤ **Developing vocabulary**

- Ask Ss to try to guess the meaning of the words from the context before checking in their dictionaries.
- Ss provide a synonym, a definition or example sentence to show their understanding.

Suggested Answer Key
whined: *made a long, sad, high-pitched sound*
attention: *concentration*
remainder: *amount left over*
sharp: *sudden and strong*
turn upon them: *change from being friendly to being aggressive*
comforted: *made someone feel emotionally better*
breed: *type of animal*
dragged on it: *pulled at something*
twitched: *made an uncontrolled movement, jerked*
decisively: *in a quick, clear manner*

5 Focus ➤ **Matching animals to the noises they make**

- Explain the task and complete item 1 as an example.
- Allow Ss time to complete the rest of the exercise.
- Ss compare answers with a partner.
- Check Ss' answers and ask Ss to provide equivalents in their L1.

Answer Key

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

6 Focus ➤ **Reading for detailed comprehension of White Fang's character**

- Brainstorm with Ss different qualities people/ animals can have *(e.g. (un)faithfulness)* and write them on the board.
- Explain the task and check Ss' understanding of the qualities listed in the rubric.
- Play the recording of the literature extract to Ss as they follow the text in their books.
- Allow Ss time to complete the task in small groups. Monitor the activity and encourage Ss to justify their answers with close references to the extract.

Answer Key

obedience *– He turned and trotted reluctantly away; and this time he obeyed*
determination *– he struggled with all his body, shaking with the effort*
anger *– He growled and tried to push by them; Growling savagely/fiercely*
unwillingness *– White Fang didn't want to leave him*
understanding *– White Fang knew the meaning of 'home' ..., he knew it was his will that he should go home*
faithfulness *– He regarded him sadly, started away, then returned and whined softly*

7 Focus ➤ **Explaining a quotation and finding examples in the text**

- Read out the quotation to the class and explain the task.
- Ss look for examples in the text in small groups.
- Invite groups to feed back to the class.

Suggested Answer Key

The phrase means that White Fang is trying to communicate with Judge Scott and the rest of the family, but because he is an animal and they are human, he can't express himself in a language they could understand. Also, White Fang doesn't really understand why Scott has sent him away: this is the 'unspeakable something'. All White Fang knows is that he must attract their attention, so he growls, pushes the children, pulls at the master's wife's clothing, and finally barks, in his struggle to express himself.

8 Focus ➤ **Discussing how White Fang felt for his master**

- Read out the questions in the rubric.
- In pairs, Ss discuss.
- Invite pairs to feed back to the class.

Suggested Answer Key

A: I think White Fang felt very close to his master because they spent a lot of time together.
B: Yes, I agree. I also think he respected his master and felt very grateful for having a good home.
A: I think White Fang felt a lot of affection for Weedon because he understood that Weedon believed in him and trusted him. etc

9 Focus ➤ **Attributing human qualities to White Fang**

- Ask Ss which human qualities can be attributed to White Fang. Give Ss 2 minutes to write down their ideas.
- Follow up with a whole class discussion. Encourage Ss to justify their opinions.

Suggested Answer Key

S1: I think White Fang is reliable. I say this because his master can count on him at all times, like when he was in trouble.
S2: I see White Fang as being sensitive because of the way he cocks his ears and whines gently when his master speaks to him. etc



Literature

10 Focus ➤ **Writing about how children benefit from having a pet**

- Ask Ss the question in the rubric.
- Allow Ss exactly three minutes to write on the topic.
- Ss exchange writing with a partner for peer correction.

Suggested Answer Key

Children can benefit from having a pet in many ways. First of all, there is the responsibility that comes when a child has to look after a pet. They will have to feed it, clean it and make sure it is in good health. Secondly, from this responsibility, the child gets a deeper understanding of what it is like to be an adult in a position of responsibility. Thirdly, the child has either a playmate or something to occupy their time instead of watching TV. Lastly, having a pet is an education for any child in which they not only learn about nature but they also learn valuable life-lessons.



Writing Skills

Objectives

Reading: a for-and-against essay
Skills – *reading for specific information*
– *reading to understand cohesion*
– *structure and style*
Writing: impersonal style; a for-and-against essay

1 Focus ➤ **Listing advantages and disadvantages**

- Ss' books closed, ask: *What kind of essay is a for-and-against essay? (an essay which discusses the pros and cons of an issue) What should it include? (an introduction/main body/conclusion) What style are they written in? (formal, impersonal style) What techniques can we use in for-and-against essays to make them more interesting for the reader? (address reader directly, include quotations and rhetorical questions)*
- Ss' books open, read through the theory box.
- Write up the essay title *'Should it be compulsory to learn a foreign language at school?'* and explain the task.
- Arrange Ss in pairs and allow Ss 3-5 minutes to write the advantages/disadvantages.
- Ss swap lists with their partner so that they can share ideas.

Suggested Answer Key

advantages:
It 'opens doors' to another culture – broadens Ss' minds.
It is fun to learn another language.
Languages are very useful when travelling.
It can be useful in future career.

disadvantages:
Some students may find it difficult enough to understand how another language works.
Students may feel embarrassed to speak in another tongue.
Students should learn foreign languages in a more natural environment – not in the classroom.

2 a) Focus ➤ **Reading for confirmation**

- Read the model essay aloud to the class.
- Ask students if any of their arguments were mentioned.

(Ss' own answers)

b) Focus ➤ **Reading for specific information**

- Read out the questions in the rubric.
- Allow Ss a few minutes to answer.
- Confirm the correct answers.

Answer Key

The writer has used a rhetorical question to begin the essay and a quotation to end it.
The writer's opinion is in the final paragraph.

3 Focus ➤ **Listening ideas from the model essay**

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

Answer Key

Advantages	***Justifications/Examples***
• *improves future employment prospects*	• *more and more businesses these day work closely with clients from other countries*
• *useful when travelling*	• *communication with host country is more effective in local language*
• *broadens mental & academic horizons*	• *learners benefit from learning about a different culture*
Disadvantages	***Examples***
• *not all that useful*	• *employers consider other skills more important*
• *people tend to forget foreign language they learn at school*	• *may not be able to use foreign language successfully when travelling*
• *language learning can be confusing & stressful*	• *may cause students to feel added pressure*

4 Focus ➤ **Analysing the use of linking words and phrases in a model essay**

- Read through the table with Ss and clarify any vocabulary as necessary.
- Ss reread the model essay and complete the task individually.
- Ss compare answers with a partner.

Answer Key

however *– to introduce contrasting points*
such as *– to introduce examples*
Secondly *– to add more points*
On the other hand *– to introduce contrasting points*
Lastly *– to add points*
Nevertheless *– to introduce contrasting points*
Taking everything into account *– to conclude*

Suggested Answer Key

however *→ in contrast*
such as *→ for example, in particular, like*
Secondly *→ Furthermore, in addition to this*
On the other hand *→ In contrast; However, Nonetheless*
Lastly *→ Last but not least*
Nevertheless *→ On the other hand, However*
Taking everything into account *→ In conclusion, All things considered, Taking everything into account, All in all*

5 a) Focus ➤ **Identifying topic and supporting sentences**

- Read out the questions in the rubric and allow Ss time to answer individually.
- Check answers with the class.

Answer Key

Topic sentences

- *One major advantage to making students learn a foreign language is that it could improve their future employment prospects.*
- *Secondly, knowledge of a foreign language is useful when travelling.*
- *Lastly, learning a foreign language broadens a student's mental and academic horizons.*

The sentences that support the topic sentences are in the paragraph that follows. They include examples, details and reasons/justifications.

b) Focus ➤ **Constructing an effective paragraph**

- Explain the task.
- Ss answer individually.
- Elicit answers from Ss around the class.

Answer Key
A *5* ***B*** *2* ***C*** *1* ***D*** *4* ***E*** *3*

C *is the topic sentence.*

6 Focus ➤ **Writing topic sentences and supporting sentences**

- Draw Ss' attention to the notes.
- Explain the task.
- Ss answer in pairs.
- Elicit answers from pairs around the class.

Answer Key
1. *However, there are some disadvantages to the press having the freedom to print whatever they want.*
2. *On the other hand, there are some benefits to using the Internet.*
3. *There are a number of arguments in favour of text messaging.*
4. *There are several major disadvantages to meeting new friends on the Internet.*

Suggested Answer Key
- *One disadvantage is that newspapers pry into people's private lives and may not print the truth.*
- *To begin with, the Internet has a huge amount of information that cannot be found in a library. Furthermore, it is quick and easy to use.*
- *One major advantage is that it is cheap and effective for short messages. Moreover, people can send and receive messages without disturbing others.*
- *One potential problem is that people can give false information about themselves. As a result, we do not know who we can trust.*

7 Focus ➤ **Rewriting sentences using a more impersonal style**

- Read out sentences 1-4 with Ss and elicit what is wrong with them (they are written in the wrong style).
- Draw Ss' attention to the language in brackets and explain the task.
- Ss answer individually and then compare answers with a partner.

Answer Key
1. *Studies have shown that students can develop useful skills by learning an ancient language like Latin.*
2. *Many are of the opinion that famous people have every right to live their private lives without the intrusion of the media.*
3. *It can be argued that tabloid newspapers are more interesting to read than broadsheets.*
4. *Some believe that English is not the only foreign language worth learning.*

8 Focus ➤ **Analysing closing paragraphs**

- Select two Ss to read out the closing paragraphs.
- Read the rubric aloud to the class.
- Allow Ss some time to answer the questions.
- Check answers with the class.

Answer Key
- ***the writer's opinion:*** *para 2*
- ***a balanced consideration of the issue:*** *para 1*
- ***addresses the reader directly:*** *para 2*
- ***includes a quotation:*** *para 2*
- ***includes a rhetorical question:*** *para 1*

9 Focus ➤ **Matching quotations to essay topics; writing a suitable ending for an essay**

- Read out the three quotations in turn and elicit which essay topics they match.
- Ss choose one and write a suitable ending. Remind Ss to include the quotation together with their opinion/a balanced summary.

Answer Key
A *2* ***B*** *3* ***C*** *1*

Suggested Answer Key
To conclude, there are advantages and disadvantages to watching the news on TV. It probably comes down to a matter of personal preference. However, we should not forget that, as someone once said, "99.99% of what happens is not on the news."

10 Focus ➤ **Understanding a rubric**

- In pairs, Ss read the rubrics, find the key words and answer the questions.

- Monitor Ss' progress around the class and offer assistance when necessary.
- Invite a pair of Ss to answer for each rubric.

Answer Key

A ***key words:*** *international student magazine; all children, learn English, young age; essays; pros and cons; tell us what you think; 200-250 words*

1 *an international student magazine*
2 *a for/against essay (pros and cons/advantages and disadvantages)*
3 *Para 1 – general topic introduction*
Para 2 – advantage & disadvantage
Para 3 – advantage & disadvantage
Para 4 – advantage & disadvantage
Para 5 – conclusion and personal opinion
4 *See Suggested Answer Key (Ex. 11)*
5 *See Suggested Answer Key (Ex. 11)*

B ***key words:*** *essay; advantages and disadvantages; newspaper; only source of news; 200-250 words*

1 *a media studies teacher*
2 *a for/against essay (pros and cons/advantages and disadvantages)*
3 *Para 1 – general topic introduction*
Para 2 – advantage & disadvantage
Para 3 – advantage & disadvantage
Para 4 – advantage & disadvantage
Para 5 – conclusion and personal opinion
4 *See Suggested Answer Key (Ex. 11).*
5 *See Suggested Answer Key (Ex. 11).*

11 Focus ➤ **Writing a for-and-against essay**

- Allow Ss time to complete the task and offer any necessary assistance.
- Remind Ss' to use the checklist to check their essay before they hand their work to their partner for evaluation.

Suggested Answer Key

A *English is the most widely used language in today's world for business, science and entertainment. It would make sense, then, for all children to start studying English from a young age. There are, however, both advantages and disadvantages to this.*

There are several reasons why learning English from a young age is a good idea. To begin with, children absorb knowledge more effectively and at a faster pace than adults. Their minds are still developing and are receptive to new concepts. Yet even though children learn faster and quicker than adults, getting the grasp of a foreign language when they still have not mastered their own might prove very difficult.

Furthermore, learning English at a young age will enable children to have perfected it by the time they are older. This could be useful when they leave school; for example, they might need English to apply to an English-speaking university or get a job with a company that deals with clients from all over the world. On the other hand, children are too young to realise the potential usefulness of the English language in their lives.

Lastly, learning English while they are still young exposes children to the culture and traditions of English-speaking countries. This broadens their minds and gives them a better understanding of the world. Nevertheless, it is argued that children need to get a sense of their own cultural identity before they start studying another culture.

All in all, while a knowledge of English is certainly useful whether children should start studying the language while they are still young involves benefits as well as drawbacks. It is best for children to be given the option and not be forced into learning English.

6e Writing Skills

B *When was the last time you read a newspaper from front to back page? Newspapers have always provided a valuable source of information. Yet getting the news from the daily paper and nowhere else entails both advantages and disadvantages.*

First of all, newspapers are convenient to carry around. For instance, you can take it with you and read it during your daily commute to work or while you are waiting for someone. However, in situations like these, you may not always have the peace and quiet you need to read your paper and concentrate on what you are reading.

Moreover, the printed newspaper offers a lack of pop-up advertisements and other distractions we can get on a computer screen, the radio or television. As a result, we can truly focus on what we are reading. Yet what we cannot read any immediate comments or reactions from members of the public; and these comments often help us regard an issue from a different angle.

Last but not least, the articles in reputable newspapers present an in-depth view of the issue they cover. They can look at the background of an issue from several perspectives. Nevertheless, if you want a better insight into a subject and you also want to be informed of the latest developments you need to consider more sources of information, such as television news or online news blogs.

To sum up, newspapers are an excellent source of news, but we should look into other media in order to be informed of the latest news stories around the world. As US President Harry Truman once said, "you can never get your facts from just one newspaper, and unless you have all the facts, you cannot make proper judgements about what is going on."

6 Culture Corner

Objectives

Reading: a text about the languages of the British Isles
Skill –reading for specific information
Writing: a short article about the languages spoken in your country

1 Focus ➤ **Reading for specific information**

- Focus Ss' attention on the language family tree.
- Read out the questions in the rubric.
- Ss read the texts to find out the answers.
- Confirm the correct answers.

Answer Key
Six languages are spoken in the British Isles. Brythonic is the oldest.

2 Focus ➤ **Asking and answering comprehension questions**

- Play the recording of the text. Ss listen and read the text again.
- Explain the task and draw Ss' attention to the example exchange.
- Ss ask and answer questions in pairs. Monitor the activity.

Suggested Answer Key

A: What percentage of people in Wales speak modern Welsh?
B: Roughly 20% of the population.

A: Is there anywhere else in the world where Welsh is spoken?
B: Yes. In a Welsh colony in Argentina.

A: What percentage of people in Ireland can speak Irish Gaelic?
B: About a third of the population.

A: Which speakers of different languages have no difficulty in communicating?
B: Speakers of Scottish Gaelic and speakers of Irish Gaelic.

A: Which language has no native speakers left?
B: Manx Gaelic has no native speakers left.

A: Which language has regular radio broadcasts?
B: Cornish has regular news broadcasts.

A: Which language is the most recent to the British Isles?
B: English. It started when the Anglo-Saxons invaded Britain in the 5th century A.D.

3 Focus ➤ **Defining and using new vocabulary**

- Draw Ss' attention to the underlined words in the text.
- Ss explain the words by giving a synonym, example or explanation. Encourage Ss to try to guess the meanings of the words from the context before checking in their dictionaries.
- Ss compose sentences using the new vocabulary.

Answer Key
***occupation**: state of being entered and controlled by a foreign army*
***invasion:** forcible entry of an army into a foreign country*
***roughly:** approximately*
***declining:** becoming less and less frequent*
***native:** original (of a country)*
***revived:** brought back to existence*
***fluently:** (spoken) well*

Suggested Answer Key
1 *During the German **occupation** of Europe, many people learned the German language.*
2 *The wall around the fortress protects it from **invasion** by enemies.*
3 ***Roughly** half of all the students in the school can speak English fluently.*
4 *The number of French-speaking Canadians is **declining** due to changes in the language laws.*
5 *She speaks Italian, but her **native** language is Spanish, as she grew up in Spain.*
6 *Hebrew was an extinct language until it was **revived** in the 19th century.*
7 *After living in France for almost twenty years, he speaks French **fluently**.*

4 Focus ➤ **Recalling information learnt in the lesson**

- Ss' books closed, Ss take it in turns to tell their partner one thing they remember about each language mentioned in the text.
- Ss' books open, Ss check whether they recalled the information correctly.

Suggested Answer Key
S1: It is compulsory for students to study Welsh in schools in Wales.
S2: I remember that Irish is an official language of the European Union.
S1: In some parts of Scotland, 50 per cent of the population speak Scottish Gaelic.
S2: Cornish died out as a spoken language, but now has been revived.

5 Focus ➤ **Writing a short article about the languages spoken in your country**

- Arrange Ss in groups and explain the task.
- Ss either do the necessary research for HW or have access to the Internet during class time.
- Ss select the most interesting and relevant information and write a short article.
- Groups compare writing and offer each other feedback.

Suggested Answer Key
Over 150 languages are spoken in Russia, and many of the country's republics grant official status to their local languages. Russian is the most widely spoken language and is the unifying language of all the republics. It is an East Slavic language and is used outside of Russia as well. It is one of the official languages of the United Nations with about 260 million speakers worldwide.
Tatar belongs to the Turkic language family and is spoken by the Tatars. Most Tatars live outside of Tatarstan. Approximately 5–7 million people speak Tatar worldwide, with 3–4 million speakers living in Russia. It is the second largest native language in Russia.
Bashkir is similar to the Tatar language. In the past, Bashkirs used the Tatar written language. In 1923, they developed their own written language. Most speakers live in Bashkortostan. There are over one million speakers of Bashkir in Russia including Russians and other ethnic groups.
Chuvash is the only surviving member of West Old Turkic; it is an official language of the Chuvash Republic and has approximately one million speakers in the Volga-Ural region and adjacent areas. It is key to Chuvash identity and uses a Cyrillic script with special characters.

6 Across the Curriculum – ICT

Objectives

Reading: means of communication
Skill – reading for specific information
Speaking: a short presentation on the means of communication used in the past

1 Focus ➤ **Comparing forms of communication today with forms used in the past**

- Elicit from Ss how they communicate with their friends and write the answers up on the board.
- Ask Ss what they know about how people communicated in the past (before modern technology).
- Ss read the text and note down examples of earlier forms of communication.
- Check Ss' answers.

Suggested Answer Key
I usually communicate with my friends by telephone, text messaging or by email.

Answer Key
In the past people communicated by pigeon, smoke signals, messengers (runners), a network of people shouting or whistling.

2 Focus ➤ **Practising word formation; listening and reading for confirmation; defining vocabulary**

- Draw Ss' attention to the gaps in the text and the words in brackets.
- Ss complete the task individually.
- Play the recording. Ss listen and read and check their answers.
- Ss explain the meaning of the words in bold by giving a synonym, example or explanation. Encourage Ss to try to guess the meanings of the words from the context before checking in their dictionaries.

Answer Key

1 *distant*	***5*** *heroic*
2 *creativity*	***6*** *different*
3 *communication*	***7*** *variation*
4 *winners*	***8*** *arrival*

Suggested Answer Key
take your pick: *choose freely*
loft: *space at the top of a house under the roof*
no matter: *regardless of*
air mail: *letters sent by plane*
awarded a medal: *given a small metal disc as a prize for doing sth good*
blanket: *cover for a bed made of wool or similar warm material*
signal: *send a message*
peak: *top*
efficient: *quick and effective*
whistling: *making a high, musical sound by blowing through one's lips*

3 Focus ➤ **Discussing preferred means of communication**

- Read out the question in the rubric to the class.
- Ss discuss in pairs.
- Invite a few pairs to share their ideas.

Suggested Answer Key
A: I think it would be fun to communicate by pigeon.
B: Why?
A: I would like to know how long it would take to deliver a message.
B: I would like to communicate using smoke signals but I think it would be hard to do! etc

4 Focus ➤ **Researching means of communication used in the past; giving a short presentation**

- Arrange Ss in groups and explain the task.
- Allow Ss access to the Internet/library to do research.
- Ss prepare a group presentation and present it to the class.

Suggested Answer Key

Telegraphy (from the Greek words 'far' and 'write') is the long-distance transmission of messages without physical transport of letters. Radiotelegraphy or wireless telegraphy transmits messages using radio. Telegraph messages sent by an operator using Morse code are known as a telegram or cablegram. Before long-distance telephone services were available, telegrams were very popular. They were often used to send urgent information.

In the late 19th century, armies used a method of signalling called 'heliography'. This involved using the reflection of the sun on a mirror to pass messages in Morse code. Naturally, they were reliant on the weather being clear and sunny. On a good day, it was possible to send a message over 30 miles! etc

Going Green 6

Objectives

Reading: a text on ocean noise pollution
Skills – reading for specific information
– reading for gist
Speaking: a two-minute talk on ocean noise pollution

1 a) Focus ➤ **Matching sounds and words; describing how sounds make you feel**

- Explain the task by reading the rubric aloud.
- Check Ss' comprehension of the items listed in the exercise.
- Play the recording, pausing after each sound. Invite individual Ss to say how each sound makes them feel.

Answer Key

1	*a ship's horn*	*4*	*waves*
2	*a drill*	*5*	*seagulls*
3	*an explosion*	*6*	*a boat engine*

Suggested Answer Key

waves *– relaxed*
a ship's horn *– anxious*
a boat engine *– calm*
seagulls *– excited*
a drill *– nervous*
an explosion *– worried*

b) Focus ➤ **Reading for specific information**

- Draw Ss' attention to the animals in the pictures and ask Ss the question in the rubric. Elicit some possible answers from individual Ss.
- Play the recording. Ss read and listen to the text to find out the answers.

Answer Key

Killer whales, dolphins and seals can no longer hear and communicate with each other as well as in the past. This makes it harder for them to find a mate and/or feeding grounds. They may also become stranded. Sound blasts from military sonar cause bleeding to the eyes, ears and organs in whales and dolphins.

2 Focus ➤ **Matching headings to paragraphs**

- Instruct Ss to read the text again and match the headings to the paragraphs. Remind Ss that there is one heading they do not need to use.
- Ss answer individually and then compare answers with a partner.

Answer Key

A 4 B 1 C 3

3 Focus ➤ **Matching words/phrases and meanings; explaining vocabulary**

- Draw Ss' attention to the underlined words and phrases in the text and the list of meanings.

- Ss complete the matching task individually and then compare their answers with a partner.
- Ss explain the words in bold by giving a synonym, example or explanation.
- Encourage Ss to try to guess the meanings of the words from the context before checking in their dictionaries.

Answer Key
keep track of – know where sth/sb is
faint – weak
intense – strong
stranded – unable to leave a place
drastic – extreme

Suggested Answer Key
marine: *living in the sea*
breed: *have babies*
drilling: *using a special tool to make holes*
mate: *male/female to have babies with*
blasts: *loud, explosive noises*

4 Focus ➤ **Preparing and giving a two-minute talk on ocean noise pollution**

- Explain the task.
- Instruct Ss to use ideas from the text.
- Allow Ss time to prepare and practise their talks.
- Invite individual Ss to give their presentations to the class.

Suggested Answer Key
Good afternoon, and thank you for inviting me to talk to you about ocean noise pollution and how it affects wildlife.
You might be surprised to hear just how badly marine wildlife is affected by noise. You see, ocean mammals, such as whales, seals and dolphins need to be able to hear really well. Whales, for example, communicate by using low-frequency sound waves. This information is vital for them as it tells them where they can find each other, where to get food and also helps with breeding! They often communicate over hundreds or thousands of kilometers. However, as the ocean is now ten times noisier than it was fifty years ago, it has become impossible for whales to hear each other if they are more than 100 miles away. Marine mammals are in danger of swimming far away from breeding grounds and feeding grounds – some mammals may even find themselves stranded. But there are even more serious consequences of ocean noise pollution. For example, sound blasts from military sonar can cause bleeding of the eyes, ears and organs in whales and dolphins.
You may wonder what your company can do about all this. Well, one important thing we can do is to make sure ships and oil companies stay away from areas where there are a lot of sea mammals. You should also start monitoring the level of noise produced, so that we remain aware of the extent of the problem and can do all we can to save sea life. etc

5 Focus ➤ **Discussing a quotation**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or in small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.

Suggested Answer Key
S1: I think it is often the case that man's needs are in conflict with what is best for the environment, especially with all the energy demands that new technologies are bringing today.
S2: I believe it is possible to expand our technology and needs without harming nature but it requires a lot of coordination and regulation by governments and companies.
S3: We need to be more educated and less selfish about the quickest and easiest way to get what we want. We should also be sympathetic to what is going on around us. I think we can meet our demands and be understanding of nature at the same time. etc

Spotlight on Exams 6

Reading

Focus ➤ **Reading for detailed comprehension**

- Allow Ss time to read the text.
- Ss complete the multiple choice task.

Answer Key			
1 *2*	***3*** *4*	***5*** *3*	***7*** *4*
2 *4*	***4*** *3*	***6*** *2*	

Listening

Focus ➤ **Listening for specific information**

- Explain the task.
- Play the recording.
- Ss complete the task.
- Check answers around the class.

Answer Key			
A *1*	***C*** *3*	***E*** *3*	***G*** *1*
B *1*	***D*** *2*	***F*** *2*	

AUDIOSCRIPT

Susan: ... OK, so I'll meet you at the café at six o'clock. There's a small chance that I might be a little delayed but I'll call you if that happens.

Mike: Oh, you can't, Susan. I haven't got a mobile phone, remember!

Susan: Oh yes, I always forget that. You know, Mike, you really should get one.

Mike: Why should I? I've managed until now without one!

Susan: Yes, but everyone has one these days, Mike. Even my grandparents send me text messages now.

Mike: Well, not me. I like to be a bit different, you know that. And anyway, I can't think of anything worse than being contactable all the time.

Susan: Yes, but it's so inconvenient for everyone else. We can only contact you at home. Sometimes it takes me days to catch you when you're in!

Mike: Well, people managed without mobile phones in the past, didn't they? And you can always send me an email, remember. I check my mail every day.

Susan: Yeah, I guess so. But it would still be easier if you had a mobile phone. When I got my first one I wondered how I ever lived without it. And I just switch it off when I don't want to be disturbed!

Mike: Well, I still think I have a right not to have a phone if I don't want one.

Susan: Sure, but if you ask me you're being very stubborn. Mobile phones are a part of modern life whether you like it or not!

Mike: OK, I understand the point you're making. I tell you what, I'll think about it, OK?

Susan: Cool! Hey, there's a mobile phone shop right next to the café we're meeting at! We can have a look tonight!

Mike: Don't get carried away, Susan! I said I'd think about it, remember?

Susan: OK, OK, no problem! See you tonight!

Grammar & Vocabulary

Focus ➤ **Practising gap filling (grammatical formations)**

- Explain the task.
- Allow Ss time to complete the text.
- Ss read the entire text upon completion in order to check for correctness.
- Check answers around the class.

Answer Key	
1 *more*	***5*** *was doing*
2 *us*	***6*** *collecting*
3 *Given*	***7*** *had seen*
4 *more preferably*	

Writing

Focus ➤ **Writing a for-and-against essay**

- Direct Ss' attention to the paragraph plan.
- Advise Ss to review the relevant section on writing for-and-against essays in the module.
- Allow Ss time to write their essays.
- When Ss have completed their writing, they may exchange papers with a partner to proofread and check. Ss make any necessary corrections and hand in their work.

Suggested Answer Key

Wouldn't it be great if we could speak any language we wanted without even having to study it first? It has been suggested that in the future scientists will be able to plant a microchip in our brains, which will automatically allow us to speak the language of our choice. As with all technology, though, this has both advantages and disadvantages.

To begin with, this way of mastering a language seems simple, as it would only require the insertion of a small chip into your body. Therefore, there would be no need for major surgery. Nevertheless, even though this is a minor procedure, it would still be performed on the brain. If something were to go wrong during the insertion of the chip the recipient could suffer from serious consequences, such as brain damage.

6 Spotlight on Exams

Secondly, a chip that gives you knowledge of any language you want would eliminate the need for lengthy and costly language courses. On the other hand, many technological innovations are often extremely expensive when they are made available to the public. This means that instant language learning could become a privilege for the wealthy only.
What is more, it is generally accepted that knowing foreign languages broadens your horizons. You can communicate more effectively when travelling, enjoy better career prospects and so on. However, learning a language also means getting to know the culture and the people behind the language. A chip which gives you instant knowledge of the language would not be able to teach you about the people or the culture of the native speakers of this language.
On the whole, a chip that would allow us speak any language we chose is a concept that has both advantages and drawbacks. If the technology ever became available we would have to weigh both sides carefully before using it.

Speaking

Focus ➤ **Comparing and contrasting photographs**

- Explain the task and draw Ss' attention to the photographs and the bullet points.
- Allow Ss 1.5 minutes to prepare their talk.
- Select individual Ss to give their answers.

Suggested Answer Key

In both photos, we can see someone catching up on the daily news. The man in picture 1 could be a businessman reading the morning paper in his office. In picture 2, there is a young woman having some tea or coffee and she is also reading the day's news. She could be at home or at work. While both of the people in the pictures are reading a newspaper, the man is reading a traditional printed paper, while the woman is reading an e-paper on her tablet PC.
Personally, I prefer reading a printed newspaper. I always get a headache if I look at a computer screen for more than ten minutes. Furthermore, I don't like the pop-up advertisements you get on websites and online publications. After I've finished reading my paper, I simply put it in the recycling bin!

6 Progress Check

Progress Check 6 and *Look at Module 7* should be done in one lesson.

Answer Key

1
1 *shrug*
2 *satellite*
3 *raised*
4 *track*
5 *galaxy*
6 *telescope*
7 *human*
8 *wags*
9 *contain*
10 *air*

2
1 *She denied taking/having taken the money.*
2 *He apologised for breaking/having broken her laptop.*
3 *He begged her to lend him the money.*
4 *She suggested meeting/we meet later.*
5 *His dad warned him not to do that again (or he would be in trouble).*

3
1 *If I had called*
2 *suggested texting about*
3 *because she had been working*
4 *could call*
5 *asked if I was going*

4
1 *down*
2 *round*
3 *back*
4 *into*
5 *over*

5
1 *on*
2 *of*
3 *of*
4 *for*
5 *about*

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

In days to come

Module 7

Before you start …

Direct Ss' attention to the title of the module, *In days to come*. Explain that in this module they will learn about and hopes and dreams, voluntary work and university life as well as how to talk about plans and ambitions and ask after friends.

Look at Module 7

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 122.
T: What can you see in picture 1?
S2: I can see a young girl and an elderly man.
T: What are they doing?
S1: It looks like they are studying something. etc

Pic 2 (p. 134)
What does the picture show? Is it easy to combine work and studies? Do you have or would you like to get a part-time job?

Pic 3 (p. 133)
What is this person wearing? What is he celebrating? How do you think he feels?

Pic 4 (p. 120)
Who is this person? How do you think he got to where he is?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key
a poem (p. 126)
(a piece of writing often composed in short lines which rhyme) What is the title of this poem? What do you think it is about?

a joke (p. 130)
(something that people say or read that makes them laugh) What is the joke about? Is it funny? Do you often tell jokes?

a web page (p. 131)
(information about a particular subject which is available on the Internet) What is the subject of this web page? Would you like to study in the UK? Why (not)?

a filmstrip (p. 133)
(a length of film containing a series of pictures for projection on a screen) What do you see in the strip? What story does it tell? Do you prefer films or books? Why?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about authors, books and literature extracts. This one (pp.126-127) is about Rudyard Kipling and shows us one of his poems, 'If'.*

*The **Culture Corner** (p. 131) contains a web page about university life in Britain.*

*The **Across the Curriculum** section (p. 132) looks at how small actions can change the world.*

*The **Going Green** section looks at different green issues. This particular one (p. 133) is about Dian Fossey and her work with mountain gorillas.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

7a Reading Skills

Objectives

Reading: an article about achieving your dreams
Skill – reading for lexico-grammatical coherence
Vocabulary: hopes and dreams
Speaking: discussing a quotation, talking about the future

Reading

1 a) Focus ➤ **Introducing the topic**

- Write the title 'I have a Dream' on the board and focus Ss' attention on the pictures.
- Elicit from the class what the people might have in common.

Suggested Answer Key
I think they are all people who achieved their dreams.

b) Focus ➤ **Predicting the content of a text**

- Read the subheadings of the text aloud. Invite individual Ss to say what they expect to read.
- Ss read the text and check their predictions.

Suggested Answer Key
Believe in yourself *– I expect to read about how we can be more confident in ourselves and our abilities.*
Take steps to achieve your dreams *– I expect to read advice about how to make our dreams come true.*
Don't give up *– I expect to read about why it is important not to stop hoping for bigger and better things.*

2 Focus ➤ **Reading for lexico-grammatical; coherence; understanding the writer's purpose**

- Allow Ss time to complete the task.
- Play the recording. Ss check their answers.

Answer Key

1 *3*	***3*** *4*	***5*** *2*	***7*** *4*
2 *1*	***4*** *3*	***6*** *2*	

Suggested Answer Key
The writer's purpose in this text is to advice people on how they can achieve their goals.

3 Focus ➤ **Matching words with their meanings**

- Draw Ss' attention to the underlined words in the text and the meanings listed.
- Ss complete the matching activity and then compare answers with a partner.
- Ss use the vocabulary in sentences of their own.
- Invite individual Ss to read out their sentences to the class

Answer Key

1 *ran*		***6*** *insurmountable*	
2 *perseverance*		***7*** *inspiration*	
3 *come up against*		***8*** *failings*	
4 *initially*		***9*** *was defeated*	
5 *banish*		***10*** *rejected*	

Suggested Answer Key
1 *If you ran for President, you would need a lot of money to pay for the campaign.*
2 *Perseverance is necessary if you want to learn a foreign language.*
3 *He came up against a lot of opposition when he proposed the new measures.*
4 *Initially, her ambition was to be a vet, but now she wants to be an accountant.*
5 *Only a king can banish his subjects from his country.*
6 *Lack of money was an insurmountable problem to their night out.*
7 *Writers can get inspiration from just walking down the street.*
8 *He blamed his personal failings on his unstable childhood.*
9 *My team was defeated in the first round.*
10 *His marriage proposal was unexpectedly rejected.*

Vocabulary

4 Focus ➤ **Practising vocabulary related to hopes and dreams**

- Explain the task.

- Complete the first item with the class as an example.
- Ss complete the task individually. Encourage Ss to guess first and then check their guesses using a dictionary.
- Ask individual Ss to share their answers with the class.

Answer Key

1	*overcome*	**7**	*reject*
2	*achieve*	**8**	*make*
3	*come up against*	**9**	*long to*
4	*reach/achieve*	**10**	*take*
5	*face*	**11**	*move*
6	*come*		

5 Focus ➤ **Practising phrases with 'hope'**

- Ss' books closed, brainstorm phrases with the word 'hope' and write them on the board.
- Ss' books open, read through the given phrases.
- Ss complete the exercise individually.
- Check Ss' answers around the class.
- Allow Ss time to compose sentences of their own. Monitor the activity around the class.

Answer Key

1	*get your hopes up*	**5**	*is pinning his hopes on*
2	*in the hope that*	**6**	*gave up hope*
3	*hope for the best*	**7**	*has high hopes of*
4	*dashed, hopes*		

Suggested Answer Key

1 *If you're looking for concert tickets, don't get your hopes up; it's sold out.*
2 *They kept searching for their missing dog in the hope that they would find it.*
3 *You may be underqualified for the job, but you should still send in your CV and hope for the best!*
4 *Jason's illness dashed his hopes of going on the ski trip.*
5 *The coach is pinning his hopes on Frank to score the winning goal.*
6 *After dozens of unsuccessful auditions, Monica gave up hope of becoming an actress.*
7 *Linda has high hopes of winning a scholarship.*

6 Focus ➤ **Writing sentences about your life in the future**

- Read out the question in the rubric to the class.
- Allow Ss time to write sentences about themselves.
- Ss discuss what they wrote with a partner.

Suggested Answer Key

I see myself going to university and studying medicine.
I might try and spend a year in a foreign country and study.
I'm thinking of volunteering at an animal shelter.
If I can, I'll work at a law office for experience this summer.
What I'd really like to do is travel around the world for a year.
I'm really dreading my final exams this year.
I've always dreamed of becoming a famous singer.
I desperately want to work as a research scientist in a large international company.
I long to become a famous actress and win an Academy Award.

S1: I've always dreamed of travelling through all of Europe.
S2: I'm thinking of studying abroad next year.
S1: That's a good idea. I'd really like to live in a foreign country and learn a new language. etc

Speaking

7 Focus ➤ **Discussing quotations**

- Instruct Ss to read the text again and find the quotations from famous people.
- In small groups, Ss discuss what the quotations mean and whether or not they agree with them.
- Invite groups to paraphrase the quotations and comment on them.

7a Reading Skills

Suggested Answer Key

S1: What did Henry Ford say?
S2: 'If you think you can or you think you can't, you're probably right.'
S1: It means that if we feel positive or negative, it will affect what happens.
S3: Do you agree with him?
S2: Yes, I do. What about you?
S3: I'm not sure. I think sometimes it's good to know out limitations.
S1: But sometimes we don't believe in ourselves enough.
S2: I agree! If we listen to ourselves better, we can learn to trust our instincts. etc

Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board.
- Ss discuss the meaning in pairs or in small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.

Suggested Answer Key

I believe very much in the quote. Those who believe in themselves and pursue their dreams are more likely to make a difference in the future and thus shape what the future will become. People who do not chase their dreams will probably not do anything to make any changes that could lead to a different future.

7b Listening & Speaking Skills

Objectives

Vocabulary: education (university) & training; idioms related to school
Reading: a dialogue (text completion)
Skill – reading for text structure, cohesion and coherence
Speaking: talking about plans and ambitions; role play
Listening: a telephone conversation (gap fill)
Skill – listening for specific information

1 Focus ➤ **Describing pictures**

- Focus Ss' attention on the pictures. Invite individual Ss to describe the people. Ask the questions in the rubric and elicit answers from Ss.
- Ask Ss to justify their opinions.

Answer Key

Bob is training to be a mechanic.
Mary is studying at university.
Sue works as a cashier.

2 Focus ➤ **Using vocabulary related to education**

- Draw Ss' attention to the verbs and elicit/ explain their meanings.
- Explain the task. Remind Ss to use the correct form of the verb.
- Ss complete the task individually.
- Check Ss' answers.

Answer Key

1	*dropped out*	**6**	*studying*
2	*handed in*	**7**	*graduated*
3	*won*	**8**	*do*
4	*apply for*	**9**	*attend*
5	*completed*	**10**	*enrolled*

3 Focus ➤ **Understanding easily confused words**

- Ss complete the task individually, using their dictionaries if necessary.
- Check answers with the class.

- Ss write sentences to illustrate the meanings of the alternative words.
- Check Ss' answers around the class.

Answer Key

1	*place*	**5**	*classmates*
2	*prospectus*	**6**	*subject*
3	*qualifications*	**7**	*funding*
4	*fees*	**8**	*loan*

Suggested Answer Key

1 *Tim would like a **position** in a bank.*
2 *The course **syllabus** covers a wide range of subjects.*
3 *Honesty is one of the most important **qualities** in a good friend.*
4 *Food **prices** are rising all the time.*
5 *My **colleagues** at work are very friendly people.*
6 *We have two English **lessons** every week.*
7 *The superstore has very competitive **pricing**.*
8 *The scientist got a grant to do the research.*

Everyday English

4 Focus ➤ **Talking about plans and ambitions**

- Ask Ss to focus on the language box on p. 122. Read through together and explain any new vocabulary.
- Review the example and explain the task.
- Ss complete the task in pairs. Encourage Ss to use each prompt and take it in turns to ask and answer questions.
- Monitor progress around the class, providing any necessary assistance.
- Invite each pair to perform one exchange each for the class.

Suggested Answer Key

A: Well, I'm planning to study Italian. What are your plans for after the exams?
B: I've decided to spend some time helping homeless people. What are you planning to do next year?
A: Well, I'm planning to study Italian. What are your plans for after the exams?
B: I've decided to spend some time helping homeless people. What are you planning to do next year?
A: If I can, I'd like to travel abroad. What are you going to do during the Christmas holidays?
B: Well, I'd really like to learn to play a musical instrument so I'll start piano lessons. What are your plans for the New Year?
A: I've made up my mind to join a drama club. Have you got any plans for the New Year?
B: I think I'll apply for a part-time job as I need a little extra money.
A: I guess I'll have to get a job soon but I'm also planning to go to university so the two things together might be a little difficult. What about your free time?
B: As I said, I'm hoping to do some work with homeless people so I'll probably join a charity.

Reading

5 a) Focus ➤ **Predicting the content of a dialogue**

- Read out the seven sentences.
- Elicit suggestions as to what the dialogue is about.

Suggested Answer Key

I think the dialogue is about two friends meeting and talking about their studies.

b) Focus ➤ **Reading to understand structure, sequence and content**

- Ask Ss to read the gapped dialogue, then allow Ss time to complete the task.
- Play the recording for Ss to check their answers. Then choose a pair of Ss to read out the completed dialogue.

Answer Key

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

Speaking

6 Focus ➤ **Acting out a dialogue**

- Explain the task. Refer Ss to exs. 4 and 5 for useful language.
- Ss complete the task in pairs. Monitor the task and offer help as necessary.
- Record each pair of Ss as they perform their dialogue for the class.

7b Listening & Speaking Skills

Suggested Answer Key

A: Hi, Paula!
B: Hi, Emma! I haven't seen you for months! So, how are you finding student life?
A: Oh Paula, I absolutely love it! It's so much fun being with people who share the same interests as me. I'm really enjoying my course as well.
B: That's so cool! What are you studying, again?
A: I'm doing a BA (Bachelor of Arts) in English. We're reading some amazing literature!
B: I'm glad you're enjoying it. It certainly wouldn't be my cup of tea!
A: So tell me, what are your plans?
B: I've decided to become a hairdresser and I've started an apprenticeship. It's going really well.
A: Oh, well done!
B: Yeah, thanks. I'm really happy. I work with some really nice people. But, I miss all of you guys who have gone away to university, though.
A: Well, feel free to come up and stay with me any time you like. My flatmates won't mind. They're cool!
B: Thanks, Emma! I might just do that!

Listening

7 Focus ➤ **Listening for specific information**

- Direct Ss' attention to the form.
- Allow Ss time to read the notes.
- Ask Ss to try and predict what kind of information is missing (e.g. name, numbers, etc).
- Play the recording.
- Ss complete the gaps individually and then compare answers with a partner.
- Play the recording again if necessary.
- Check Ss' answers.

Answer Key

1	*the Education*	**4**	*30/thirty*
2	*loans*	**5**	*Friday next week*
3	*exam results*	**6**	*a month*

AUDIOSCRIPT

A: Good morning. I'm calling to inquire about the legal secretarial course at your college. Is there someone I can speak to about this?
B: Sure, you can speak to me. My name is Rachel Henry and I'm the admissions advisor for the course. How can I help you?
A: Well ... I saw the course advertised in the Education pages in yesterday's Guardian newspaper and I wanted some more information.
B: I can send you a full college prospectus which will tell you about all of the courses that we offer.
A: Thank you. That's great. Can I ask you a couple more questions?
B: Of course. Go ahead.
A: Well, it says the fees for this course are £1,500 per term, but your advertisement says there is a possibility of funding. How can I find out a bit more about this?
B: There are a range of government funding options available, such as loans and scholarships. All that information is included in the prospectus.
A: Oh, OK, that sounds great. Also, what qualifications do you need to get on the course? Are my school exam results important?
B: Well, we do take a look at your exam results, but we also consider your performance at the interview. We are just as interested in your attitude as your exam results.
A: Oh! That's good to know! And how many places are there available on the course?
B: No more than about thirty. But we usually receive about sixty applications altogether.
A: I see. Thank you very much for your help!
B: You're welcome. Actually, we're having an open day on Friday next week. I would highly recommend that you come. It's a great opportunity to have a look around the college, meet the course tutors and ask any more questions that you have. If you're interested I can email you the details.
A: Oh yes, thanks. I'd definitely be interested in that. When is the closing date for applications?
B: The closing date is the end of January.
A: Oh, so I have just over a month.
B: That's right. I'll look forward to receiving your application. Now let me take your details so I can send you ...

Say it right

8 Focus ➤ **Asking after friends; acting out exchanges**

- Explain the task and allow Ss time to complete it.

- Play the recording. Ss listen and check their answers.
- Ss act out the exchanges in pairs. Monitor the activity and provide assistance where necessary.
- Invite a few pairs to act out the exchanges for the class.

Answer Key
1 *b* ***2*** *a* ***3*** *b*

9 Focus ➤ **Understanding idioms**

- Explain that the task is to complete the sentences with the right word so that it forms an idiom.
- Ss complete the task individually.
- Ss check answers using the Word List and say if there are similar idioms in their language.
- As an extension, ask Ss to choose an idiom and draw a picture to illustrate its meaning.
- In groups, Ss swap papers and guess which idiom the drawing illustrates.

Answer Key
1 *beats* ***3*** *carried* ***5*** *learn*
2 *dreamed* ***4*** *teach*

7c Grammar in Use

Objectives

Grammar: conditionals type 1, 2 & 3; inversion in conditional sentences; unreal past
Vocabulary: phrasal verbs with *carry*; dependent prepositions

1 Focus ➤ **Identifying different types of conditionals**

- Review different types of conditionals with Ss by eliciting/providing a few example sentences and writing them on the board.
- Allow Ss time to study the table.
- Focus Ss' attention on the three quotations. Ss identify the types of conditionals used.
- Confirm the correct answers.

Answer Key
Bertrand Russell – type 1
Mark Twain – type 2
Eubie Blake – type 3

2 Focus ➤ **Providing the correct form of the verb (gap filling)**

- Explain the task and complete item 1 as an example.
- Ss complete the rest of the task individually.
- Check answers with the class and clarify any points of difficulty.

Answer Key
1 *would have done – type 3*
2 *would be – type 2*
3 *hadn't wasted – type 3*
4 *were – type 2*
5 *had remembered – type 3*
6 *had – type 2*
7 *won't stand – type 1*
8 *will/should/ought to/must call – type 1*
9 *are – type 1*
10 *will/can see – type 1*

3 Focus ➤ **Rewriting sentences using inversion**

- Select 3 Ss to read out the examples.

- Explain that the same meaning is expressed in brackets. Draw Ss' attention to the form of the sentences (the inversion of the verb).
- Explain the task and allow Ss time to rewrite the sentences omitting 'if'.
- Check Ss' answers around the class.

Answer Key

1 *Had you asked me sooner, I would have been able to come.*
2 *Were you to order all your books from us, we would give you a 25% discount.*
3 *We're we to go to the same college, we would graduate together.*
4 *Should my exam results come in the post, call me straight away.*
5 *Should you finish early, will you pick me up?*

4 Focus ➤ **Practising *mixed conditionals***

- Introduce the concept of mixed conditionals by reading out the examples in the table.
- Explain the task.
- Allow Ss time to complete the task in pairs.
- Invite pairs to share their answers with the class.
- As an extension activity, play a game around the class. (Tell each S a conditional sentence. The S must say whether it is a standard or mixed conditional. If a S hesitates/produces the wrong answer, they are out of the game. Continue until there is a winner.)

Answer Key

2 *If Paul listened to advice, he would have done what you suggested.*
3 *If Sue did her job well, she would have got promoted.*
4 *If you had handed in your project, you would pass the course.*
5 *If the train hadn't left an hour late, they would arrive before noon.*
6 *If Kate hadn't been studying all night, she wouldn't be so exhausted now.*

5 Focus ➤ **Practising *wishes/the unreal past***

- Read out the example sentences with the class and elicit/explain what they have in common. (They are all examples of 'unreal' situations).
- Allow Ss time to complete the task. Remind Ss to use the correct tense.
- Check Ss' answers.
- As an extension activity, Ss draw a picture (e.g. of a girl in the rain, all wet). Ss hold up their pictures in front of the class and provide a sentence using the **unreal past**. *(She wishes she had an umbrella.)*.

Answer Key

1 *hadn't passed*
2 *hadn't stayed up*
3 *had told*
4 *left*
5 *started*
6 *had saved*
7 *would get*
8 *didn't copy*
9 *had got*
10 *hadn't borrowed*

6 Focus ➤ **Describing people's wishes and regrets**

- Focus Ss' attention on picture 1. Elicit from Ss how the woman is feeling and what she wishes/ regrets. Write answers on the board.
- Ss complete the sentences for the other two people in the pictures and then compare ideas with a partner.

Suggested Answer Key

1 1 *were/was*
2 *had more friends*
3 *taken out a pension plan, I'd have more money*

2 *I wish I were/was a better player.*
If only I had more talent.
If I had hit the ball, I wouldn't be sitting on the benches now.

3 *I wish I wasn't so bored.*
If only I had something interesting to do.
If I had gone to the party with my friends, I would have had a fun time.

7 Focus ➤ **Practising phrasal verbs (carry)**

- Elicit/Explain the meaning of each phrasal verb with *carry*.
- Ss complete the task, referring to Appendix 2.
- Check Ss' answers.
- As an extension activity, Ss write their own sentences using these phrasal verbs.

Answer Key

1 *off*
2 *on*
3 *out*
4 *through*
5 *off*

8 Focus ➤ **Practising dependent prepositions**

- Refer Ss to Appendix 1. Elicit/Explain the meaning of the dependent prepositions.
- Ss complete the task.
- Check Ss' answers around the classroom.

Answer Key
1 *from* ***2*** *in* ***3*** *into* ***4*** *in*

9 Focus ➤ **Practising key word transformations**

- Explain the task.
- Ss complete the task individually and then compare answers with a partner.
- Check Ss' answers.

Answer Key
1 *I were you, I would*
2 *would not have failed*
3 *wish she had gone*
4 *'d rather you left*
5 *only she would stop*

7d Literature

Objectives

Reading: Rudyard Kipling's poem *If*
Skills – *reading for specific information*
– *reading to understand gist*
– *reading for detailed understanding*
– *reading to understand structure*
Vocabulary: words related to character/ personality; opposites; similes; personification
Writing: writing a new verse of the poem

1 Focus ➤ **Reading for specific information**

- Write the name 'Rudyard Kipling' on the board and elicit/explain who he is.
- Instruct Ss to read the first line in each verse and the last two lines of the poem.
- Elicit from Ss ideas as to who the poem could be addressed to.
- Ss read the biography to find out the correct answer.

Answer Key
Kipling addresses all of mankind/ people who face difficulties in their lives.

2 Focus ➤ **Reading to understand gist**

- Ask Ss the question in the rubric and draw Ss' attention to messages a) and b).
- Play the recording. Ss read and listen to the poem and choose their answer.
- Confirm the correct answer.

Answer Key
a

3 a) Focus ➤ **Matching words/phrases with their meanings**

- Draw Ss' attention to the underlined words/ phrases in the poem and the list of meanings.
- Ss read the poem again individually and complete the task.
- Check Ss' answers around the class.

Answer Key
1 *the common touch*
2 *Twisted*
3 *impostors*
4 *heap*
5 *worn-out*
6 *stoop*
7 *keep your head*
8 *will*
9 *virtue*
10 *winnings*

b) Focus ➤ **Explaining new vocabulary**

- Tell Ss to try and guess the meaning of the words from the context before using their dictionaries. Ss then give an explanation, example or synonym for each of the words in bold in the text.
- Ss compare answers with a partner.
- Select individual Ss to explain the words and elicit L1 equivalents.

Suggested Answer Key

master: *someone/something that controls someone/something else*
aim: *goal, target*
triumph: *great success*
trap: *something used to catch and prevent the escape of someone/something*
fools: *silly, unthinking people*
tools: *equipment used for building*
turn: *part of a game/competition*
loss: *state of no longer having something*
force: *make someone do sth through pressure/ necessity*
unforgiving: *with no room for mistakes*
worth: *amount*

4 Focus ➤ **Reading for detailed understanding**

- Explain the task and explain/elicit the meaning of the vocabulary.
- Ss answer individually and then compare answers in small groups.
- Monitor the activity, encouraging Ss to justify their answers with references to the poem.

Answer Key

Verse 1
ignore doubt: *trust yourself*
be patient: *wait and not be tired by waiting*
be honest: *don't deal in lies*
be courageous: *can keep your head, when all about you are losing theirs*
be modest: *don't look too good, nor talk too wise*

Verse 2
be imaginative: *dream – and not make dreams your master*
be thoughtful: *think – and not make thoughts your aim*
don't be fooled: *can meet with triumph and disaster and treat those two impostors just the same*
accept that people lie: *bear to hear the truth you've spoken twisted*
be strong despire difficulties: *watch the things you gave your life to broken and stop and build 'em up with worn-out tools*

Verse 3
take risks: *risk it on one turn of ...*
be positive: *and lose, and start again at your beginnings*
be uncomplaining: *never breath a word of your loss*
be determined: *hold on when there is nothing in you except the will which says to them: 'Hold on!'*

Verse 4
be polite: *talk with crowds and keep your virtue*
be modest: *nor lose the common touch*
be tolerant: *neither foes nor loving friends can hurt you*
be respectful: *all men count with you*
be productive: *if you can fill your unforgiving minute with sixty seconds' worth of distance run*

5 Focus ➤ **Completing sentences using the correct preposition**

- Focus Ss' attention on sentences 1-8. Elicit what is missing (prepositions).
- Ss fill in the missing prepositions individually.
- Ss check their answers by referring to the poem.
- Allow Ss time to write their own sentences using the phrases in bold.

Answer Key

1	*to*	***3***	*for*	***5***	*up*	***7***	*before*
2	*on*	***4***	*to*	***6***	*about*	***8***	*on*

Suggested Answer Key

1 *I couldn't* ***bear to*** *give away the puppies, so I kept them all.*
2 *The naughty child threw a paper aeroplane at the teacher and* ***blamed it on*** *another student.*
3 *In formal examinations, they* ***make allowances for*** *students with special needs.*
4 *Fiona is so strong – she never* ***gives way to*** *her emotions.*

*5 I am working hard to **build up** my strength by exercising daily.*
*6 I told Penny my secret and she promised not to **breathe a word about** it to anyone.*
*7 I usually start my revision **long before** the exams begin.*
*8 Karen was exhausted but managed to **hold on** and finish her work.*

6 Focus ➤ **Reading for specific information**

- Read out the rubric and the example to the class.
- Ss complete the task in pairs. Remind Ss that they need only to study one of the verses.
- Pairs who have studied the same verse compare their answers.

Answer Key
***verse 1** lines 1/2 keep your head/losing (their heads)*
***verse 2** line 11 triumph/disaster*
***verse 3** lines 17/20 winnings/losses*
***verse 4** lines 25/26 crowds/kings*
***verse 4** line 27 foes/friends*

7 Focus ➤ **Understanding the structure of the poem**

- Elicit from Ss words to describe poems (verse, line, syllable, rhyme, rhyming pattern) and write them up on the board. Explain/Elicit what they mean.
- Explain the task.
- Allow Ss time to complete the task in pairs.
- Invite a pair to describe the structure of the poem to the class.

Answer Key
There are 4 verses in the poem.
There are 8 lines in each verse.
There are 10-11 syllables in each line.
Apart from the first verse, the third line rhymes with the first line, and the fourth line rhymes with the second line; the pattern is repeated in the rest of the verse.

8 Focus ➤ **Understanding the rhythm of the poem**

- Draw Ss' attention to the study skills box. Explain/ Elicit the meaning of 'stressed' and 'unstressed' syllables.
- Play the recording.
- Ss listen to the first four lines of the poem and find the stressed syllables.
- Play the recording again with pauses and invite Ss to repeat what they hear.

Answer Key
If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

9 Focus ➤ **Explaining the mood of the poem**

- Read out the question in the rubric and elicit/ explain the meaning of the adjectives given.
- Allow Ss time to answer individually.
- Invite individual Ss to express their personal reaction to the poem. Encourage class discussion. (N.B. stress that there is no 'right' answer as we all respond in our own way to the language of a poem).

(Ss' own answers)

10 Focus ➤ **Identifying literary techniques**

- Read the Study Skills box through with Ss and clarify as necessary.
- In small groups Ss find examples of these literary techniques in the poem.
- Invite one or two groups to feed back to the class.

Answer Key
Personification:
'Triumph and disaster' are described as 'two imposters.'
'Dreams' can become 'your master.'
'A 'minute' is 'unforgiving.'

11 Focus ➤ **Writing a new verse of the poem**

- Explain the task and draw Ss' attention to the suggested rhyming words.
- Allow Ss time to write their verse(s).
- Invite Ss to recite their verse(s) to the class.

7d Literature

Suggested Answer Key

If you can feel sorrow yet never despair;
If you can be kind to those without care;
If you're always giving to those in most need,
And turn the cold shoulder to those fed on greed;
If your heart risks it all to always forgive,
For the bad for the good, to live and let live;
Through the day's darkest moments, the giver of pain;
You will rise above it and, what's more, you'll gain.

7e Writing Skills

Objectives

Reading: extracts from letters/emails, a formal letter
Skill – reading for structure
Writing: formal style, a formal letter/email

1 Focus ➤ **Identifying the style letters/emails**

- Review with Ss the different styles we can write in (formal, semi-formal, informal). Ask Ss why we need to make this distinction (we might know the person we are writing to well or not at all; we may wish to be polite. It all depends on the type of letter or email we are writing).
- Read through types of letters/emails A-G and explain any unknown vocabulary.
- Explain the task.
- Ss answer individually and then compare answers with a partner.
- Select individual Ss to share their answers with the class.

Answer Key

A *a course director/formal/letters of complaint are always formal*
B *your friend*
C *your aunt*
D *a hotel owner/formal/you do not know the hotel owner and are asking him to do something for you so politeness is essential*
E *your friend*
F *the organiser of an event/formal/you do not know the speaker well and wish to be polite*
G *a visiting speaker/formal/you do not know the speaker and are asking him to do something for you so politeness is essential*

2 Focus ➤ **Identifying beginnings and endings of formal letters**

- Explain that the extracts all come from formal letters and that some of them are beginnings and others endings. Elicit/Explain what we usually read in the beginning of a letter (reason for writing) and in the end of a letter (a summary of what has been written, writer's wishes and final comments).
- Ss complete the task and then compare answers with a partner.

Answer Key

1	*ending*	***4***	*ending*	***7***	*ending*
2	*beginning*	***5***	*beginning*	***8***	*beginning*
3	*beginning*	***6***	*ending*		

1, 3 *G* ***2, 6*** *F* ***4, 5*** *D* ***7, 8*** *A*

3 Focus ➤ **Understanding a rubric**

- Read the rubric to the class.
- Allow Ss time to find the key words. Confirm the key words.
- Draw Ss' attention to questions 1-5.
- Ss answer the questions individually.
- Ss read the model to check their answers.

Answer Key

Key words: *director of summer school, received letter from Olga Antonov, advertisement for summer English courses, interested in participating, cost of six-week course, how many students in each class, accommodation, what else is available, take course in the middle of summer, write a letter, answer questions, ask 3 questions about English studies, 100-140 words*

1. *I am Anna Hughes, the director of a summer school.*
2. *I will write to Olga Antonov. She is interested in participating in summer English courses and has asked for more information.*
3. *Greeting: Dear Ms Antonov, ending: Yours sincerely, Anna Hughes.*
4. *In my letter, I need to answer Olga Antonov's questions about the course and ask three questions about her English studies so far.*
5. *I will write 4 paragraphs:*
   Para 1: *opening remarks and reason for writing*
   Para 2: *answer Olga Antonov's questions*
   Para 3: *ask Ms Antonov three questions about her English studies so far*
   Para 4: *closing remarks, other comments*

4 Focus ➤ **Reading for specific information**

- Instruct Ss to read the email again to check what each paragraph is about and whether all the points from the notes have been included.
- Check Ss' answers.

Answer Key

Paragraph 1 *– opening remarks/reason for writing (I am writing in response to your letter requesting information ...)*
Paragraph 2 *– answering Ms Antonov's questions (find a pricelist enclosed, between 10-15 people, you can stay with an English host family)*
Paragraph 3 *– ask Ms Antonov three questions (How long ...? What is your purpose ...? Do you wish to study ...?)*
Paragraph 4 *– closing remarks (I look forward to your response.)*

All the points in the rubric have been addressed.

5 Focus ➤ **Finding formal equivalents**

- Explain the task.
- In pairs, Ss find examples of formal language in the email in ex, 3 and answer questions 1-8.
- Check answers with the class.

Answer Key

1. *I look forward to your response*
2. *with regard to accommodation*
3. *Dear Ms Antonov*
4. *I would like to inform you*
5. *I would appreciate it if you could send me the following information regarding*
6. *first of all*
7. *yours sincerely*
8. *please do not hesitate to contact me if you need further assistance*

6 Focus ➤ **Rewriting sentences using more formal language**

- Draw Ss' attention to sentences 1-10. Elicit what style the underlined sections are written in *(informal style)*.
- Draw Ss' attention to the formal words/phrases given and explain the task.
- Ss complete the task individually and then compare answers with a partner.

Answer Key

1. *We really appreciated your helpful advice*
2. *with regard to your participation in*
3. *we were served was appalling*
4. *was very impressed by*
5. *Could you please send me some more details*
6. *will be unable to attend*
7. *Would it be possible for you to arrange for*
8. *Thank you for your generosity in spending*
9. *am writing to enquire*
10. *I would be grateful if you could*

7e Writing Skills

7 a) Focus ➤ **Matching introductory sentences and supporting details**

- Elicit/Explain the function of supporting details (to explain something further).
- Explain the task. Ss answer individually.
- Check Ss' answers.

Answer Key

1 — ***2*** *B* ***3*** *A*

b) Focus ➤ **Writing appropriate supporting details**

- Ss write two or three supporting details to go with introductory sentence 1.
- Ss compare their sentences with a partner.

Suggested Answer Key

- *This is a good opportunity for students to experience life outside the city and will enrich their stay in our country.*
- *During the days, there will be activities and walks; during the evenings, there will be a series of talks on nature conservation.*

8 Focus ➤ **Understanding rubrics**

- Explain the task. Read the rubrics with the class and read the questions provided.
- Ss find the key words, then discuss the answers to questions 1-6 in pairs.
- Monitor Ss' progress around the class and offer assistance when necessary.
- Ask individual Ss to offer answers for each rubric.

Answer Key

A ***key words:*** *leader of school social committee, received letter from sports star, come and give talk at your school, 11th or 12th June, information on students, ages, sports interested in, anything particular to include in talk, can bring fellow athlete, write a letter, answer questions, ask 3 questions about other athlete, 100-140 words*

1 *I am Elsa Potter, the leader of Coburg High School's social committee, and I am writing to Nick Clarke, an international sports star.*
2 *I have to write a letter giving and requesting information.*
3 *I will write it in formal style.*
4 *In my letter, I must answer Nick Clarke's questions and ask him three questions about the fellow athlete he suggests bringing with him.*
5 *Each paragraph will include the following:*
Para 1 – opening remarks and reason for writing
Para 2 – answer Nick Clarke's questions
Para 3 – ask Mr Clarke three questions about his fellow athlete
Para 4 – closing remarks, other comments

B ***key words:*** *disappointed student of drama school, received letter from director of school, provide information as to what you did not like, teaching staff, studios, accommodation, offer free lessons, write a letter, answer questions, ask 3 questions about free lessons, 100-140 words*

1 *I am Amanda Hills, a disappointed student of The Dawson Drama School, and I am writing to Tim Evans, the director of the school.*
2 *I have to write a letter giving and requesting information*
3 *I will write it in formal style.*
4 *In my letter, I must answer Tim Evans' questions and ask him three questions about the free lessons he is offering me.*
5 *Each paragraph will include the following:*
Para 1 – opening remarks and reason for writing
Para 2 – answer Tim Evans' questions
Para 3 – ask Mr Evans three questions about the free lessons
Para 4 – closing remarks, other comments

9 Focus ➤ **Writing a formal letter/email**

- Focus Ss' attention on the checklist provided and remind Ss to use it as a final checking process before completing their letter.
- Allow Ss time to complete the task and offer any necessary assistance.

- Ss swap papers and check each other's writing using the checklist.

Suggested Answer Key

A *Dear Mr Clarke,*

I would like to thank you for answering my previous letter so promptly. I am writing to give you the information you requested about your upcoming talk at our school.

Regarding the date of your visit, the evening of 12th June is more convenient for the students as there is an important match for the school team on the 11th. The age range of the students is 16-18 years old. Apart from your sporting experiences, it would be helpful if you could mention how you got started as an athlete, your training schedule and what motivates you to be the best in your particular sport.

With regard to bringing a fellow athlete with you, that sounds like an excellent idea. Could you tell me who it is? What sport does he or she play? Is he or she internationally famous as well?

I would like to repeat how grateful we are that you are coming to our school. If you require further information, please do not hesitate to contact me.

Yours sincerely,
Elsa Potter

Suggested Answer Key

B *Dear Mr Evans,*

Thank you for your letter enquiring about the details of my complaint. I am writing to you to explain why I was so disappointed during my course at the Dawson Drama School.

I regret to say that the teaching staff were not efficient. The lessons were badly-planned and often cancelled. Secondly, the studios were dirty and depressing places to study in. Last but not least, the accommodation was well below an acceptable standard. The showers rarely had hot water, and the heating appeared not to work at all.

I appreciate your offer of free lessons, as this will give me the opportunity to give your school another chance. Can you tell me how many lessons I can have? Will they be on a subject of my choice? When can I have these lessons?

I look forward to your prompt reply.

Yours faithfully,
Amanda Hills

Culture Corner 7

Objectives

Reading: a web page about university life
Skills – predicting content of a web page
– reading for specific information
Vocabulary: related to university life
Speaking: a talk about life at Oxford University
Writing: an article about the most prestigious university in your country

1 Focus ➤ **Predicting the content of a web page**

- Focus Ss' attention on the titles and picture on the website.
- Elicit from Ss who the website is designed for and what they expect to learn from it.
- Play the recording. Ss read and listen to the text to check their predictions.

Suggested Answer Key

I think this website is for people who are interested in going to university in the UK.
I expect to learn a little about different British universities.

2 Focus ➤ **Reading for specific information**

- Explain the task and check Ss' understanding of the vocabulary in questions 1-5.
- Allow Ss time to read the web page again and answer.

- Check Ss' answers around the class.

Answer Key

1 *Matthew Springer*	**3** *Sarah Miles*
2 *Sylvie LeGrange, Steven Howard*	**4** *Sarah Miles*
	5 *Steven Howard*

3 Focus ➤ **Matching words with their meanings**

- Draw Ss' attention to the underlined words in the text and the list of meanings.
- Ss complete the matching activity individually.
- Check Ss' answers around the class.

Answer Key

scraping by: *managing to live with very little money*
meager: *very small*
get carried away: *be overenthusiastic*
interactive: *allowing communication*
one-on-one: *involving only two people*
gown: *loose formal robe*
going on: *happening*

4 Focus ➤ **Consolidating vocabulary related to student life; giving a talk about Oxford University**

- Focus Ss' attention on the headings and explain the task.
- Ss complete the task with a partner.
- Check Ss' answers around the class.
- Instruct Ss to read the section about Oxford University again (Sarah Miles' entry) and explain the task.
- Ss complete the task in pairs, taking it in turn to talk and listen.

Answer Key

places	*campus, Student Union, library, college dining hall*
lessons	*lectures, essay deadlines, research, seminars, tutorial*
accommodation	*halls, student house*
teachers	*tutor*
after-school activities	*university newspaper, drama club, canoeing club, parties, concerts, hanging out, formal dinners, social life, band, theme night*

Suggested Answer Key

University life at Oxford University is pleasant. I spend a lot of time on campus attending lectures, studying in the library or having meals in the college dining hall. I meet my friends in the Student Union when I don't have essays to write or exams to prepare for!
Although I only have to attend ten hours of formal lectures every week, I keep fairly busy. There are also seminars and tutorials to attend, research to do and essay deadlines to meet.
I live in student halls. This is good because you get to meet a lot of different people and we have formal dinners together in the college dining hall. But next year I'd like to live in a student house with my friends.
I get on well with my teachers, especially my tutor as we meet one-to-one and discuss everything together.
There are plenty of after-school activities to get involved in. You can join the university newspaper, drama club or canoeing club, just to mention a few. There are always parties you can go to – or concerts. I like to just hang out with my friends or go and see a band. The social life is very good – I especially like the theme nights at the Student Union.

5 Focus ➤ **Writing a short article about the most prestigious university in your country**

- Explain the task and check Ss' comprehension by asking:
  What is the subject of your article? (the most prestigious university in my country); What must you include? (details about where students live, academic life, social life and so on).
- Allow Ss time to complete the task in class (with access to the Internet). Alternatively, set the task for HW and advise Ss that they may interview people to get information.

Suggested Answer Key

Moscow State University was established in 1755. It is a very popular university. Currently, more than 40,000 students are studying there. There are more than 6,000 professors and lecturers and every year you will find about 4,000 international students from all over the world coming to study there.

Many students live in Moscow with their families but those who come from other parts of Russia and overseas live in student halls. Life in halls is fun. Students often socialise with each other – enjoying a cup of tea or some food together, playing the guitar and singing popular songs. There are also many student clubs you can join, like the 'KVN' where you perform amusing sketches to entertain your lecturers and fellow students.
Life is not all fun, though! There are plenty of lectures to attend (which start as early as 7:45 in the morning!) and lots of assignments to complete – not to mention examinations!

Across the Curriculum – Citizenship 7

Objectives

Reading: a case study about a community volunteer; a list of actions to change the world (matching)
Skill – reading for specific information
Speaking: discussing taking action to change world
Writing: about an idea to change the world

1 Focus ➤ **Introducing the topic**

- Draw Ss' attention to equation at the top of the page. Select a S to read it out to the class.
- Invite Ss to suggest ways in which small actions can change the world.

Suggested Answer Key
Small actions when done by lots of people build up to become large actions, and this leads to real change.

2 a) Focus ➤ **Reading for specific information**

- Elicit/Explain the meaning of the words 'volunteer' (someone who does work without being paid for it, because they want to do it) and 'case study' (writing that gives information about a person, group, or thing and their development over a period of time).
- Allow Ss time to read about Jacob and answer the questions.
- Check answers with the class. Encourage Ss to comment on what it must be like to be a volunteer.

Answer Key
Jacob volunteers at a retirement home for a few hours each week because he wants to do something to make the world a better place.
Jacob feels that he is giving something and getting a lot back, too.

b) Focus ➤ **Explaining new vocabulary**

- Instruct Ss to read the case study again and deduce the meaning of the words in bold from the context.
- Ss check in their dictionaries and note down a synonym or example sentence.

Suggested Answer Key

volunteer: *offer to do something without being asked and/or without being paid*
home: *accommodation especially designed and run for the retired/elderly*
jokes: *funny stories*
get a lot back: *receive plenty in return*
faces light up: *expressions appear happier/ more excited*
wise: *clever (with the experience of age)*
community: *people living in a particular area*

3 Focus ➤ **Matching actions and reasons and suggesting your own**

- Focus Ss' attention on the list of actions *(Little Ways to Change the World)* and the reasons for these actions.
- Explain the task.
- Ss answer individually and then compare answers with a partner.

Answer Key

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

Suggested Answer Key

Action *– Walk or use public transport on your way to school/work.*
Why? *– You'll not waste energy/pollute the environment and you'll get fit at the same time.*
Action *– Plant one tree each.*
Why? *– Trees help combat pollution, are a home to animals/birds and are attractive to look at.*

4 Focus ➤ **Discussing the likelihood of taking certain actions**

- Arrange Ss in small groups.
- Read out the rubric and select 3 Ss to read out the model answer.
- Allow time for Ss to discuss their answers.
- Monitor the activity, encouraging Ss to give reasons for their responses.

Suggested Answer Key

A: I would possibly buy fair trade products, as that helps the poor in other countries.
B: Yes, that's true. Most supermarkets have fair trade products nowadays.
C: I would definitely throw my rubbish in the bin, as litter is very ugly.
A: I agree. I would definitely not pay more at charity shops, mainly because I don't buy things there.
B: Then you should definitely give your spare change to charity because most of the time it just builds up at home. That money could be used to help people in need. etc

5 Focus ➤ **Planning a project that could change the world and presenting it to the class**

- Explain the task by reading out the rubric to the class.
- Allow Ss time to decide on a project and write a paragraph about it.
- Invite each group to present their project to the class. Vote for the best one.

Suggested Answer Key

1 *Collect old clothes from friends, neighbours and relatives and give to the homeless.*
2 *Friends, neighbours and relatives as they would donate clothing.*
3 *The homeless would have better/warmer clothing to protect them from the cold.*

(note – you could also do this with leftover food)

I would definitely collect old clothes or shoes and take them out onto the streets for the homeless. In my house we have wardrobes full of good clothes that we no longer wear. The homeless are in desperate need of warm clothing to help them get through the cold nights. I could get all my friends, neighbours and relatives involved. I could even suggest it at the next school committee meeting.

Going Green 7

Objectives

Reading: an article about Dian Fossey (gapped text)
Skills – *reading for text structure*
– *reading for cohesion and coherence*
Vocabulary: adjectives to describe people
Speaking: a presentation about an environmentalist

1 Focus ➤ **Describing a scene**

- Instruct Ss to close their eyes and listen to the recording.
- As the recording is playing, ask Ss the questions in the rubric *(Where do you think you are? What is happening? How do you feel?)*
- Invite individual Ss to share their answers with the class.

Suggested Answer Key
I am in the jungle and I hear the gorillas. I feel excited but also peaceful at the same time with the sounds of water running and nature all around me.

2 Focus ➤ **Describing pictures; speculating about Dian Fossey**

- Focus Ss' attention on the pictures and select a few individual Ss to describe them to the class.
- Elicit from Ss possible ways in which Dian Fossey could have made a difference to our world.

Suggested Answer Key
I see Dian interacting with the gorillas in the pictures. She seems to be able to communicate with them. She made a difference by helping us understand better these amazing creatures and fighting to stop them being killed by poachers.

3 a) Focus ➤ **Practising word formation**

- Ss read the whole text silently, paying attention to the gaps.
- Ss read through the text again and complete the word formation exercise.
- Check Ss' answers on the board.

Answer Key

1	*therapist*	**4**	*Unfortunately*
2	*fascinated*	**5**	*violence*
3	*decorations*	**6**	*beautiful*

b) Focus ➤ **Explaining new vocabulary**

- Ask Ss to try to guess the meaning of the words/phrases in bold from their context.
- Ss explain the words/phrases in bold by giving a synonym, example or explanation.
- Check Ss' answers around the class.

Suggested Answer Key
worked miracles: *was extremely effective*
disabled: *lacking a physical/mental ability*
save up: *keep money to use in the future*
behaviour: *way of acting*
earned their trust: *became their friend*
met the same fate: *ended up the same way*
declared war: *stated intention to fight*
outspoken: *giving opinion freely without worrying about offending people*
target: *focus of attack*
murdered: *unlawfully killed*
buried: *(of a dead body) put under the ground*
endangers: *puts at risk*
extinction: *state of no longer existing (as a species)*

4 Focus ➤ **Choosing the best adjectives to describe Dian Fossey**

- Read through the character adjectives listed in the exercise and check Ss' understanding.
- Based on their reading of the text, Ss tell each other in pairs the adjectives which best describe Dian Fossey and give reasons.
- Invite a few pairs to share their idea with the class.

Suggested Answer Key
- *Dian must have been a very caring person because she spent her life helping disabled children and then wild gorillas.*
- *Dian must have been very patient because gorillas do not trust humans easily. Gaining their trust must have taken a very long time.*
- *To declare war on poachers, people who could and did kill her, shows how determined she was to protect the gorillas.*

7 Going Green

5 Focus ➤ **Preparing and giving a presentation about an environmentalist**

- Arrange Ss in groups and explain the task.
- Allow Ss time in class to prepare their presentations (providing Ss with access to the Internet) and then invite groups to present their information to the class. Alternatively, Ss collect information for HW and prepare and deliver their presentations in the next lesson.

Suggested Answer Key

Rachel Carson (1907–1964), an American marine biologist and nature writer, grew up on a small farm near Springdale, Pennsylvania. An avid reader at an early age, she began writing when she was just eight years old. She is best known today for her work 'Silent Spring' which led to a nationwide ban on the use of DDT and other harmful pesticides

After studying biology at the Pennsylvania College for Women, she studied zoology and gained her master's degree in 1934. In 1935 her father died suddenly and Carson was left to take care of her aging mother. Rather than study further (to obtain a doctorate), she took on a job at the U.S. Bureau of Fisheries. Carson also began submitting articles on marine life to newspapers and magazines. In 1952 she gave up her job to concentrate on her writing. Carson's main subject was the dangers of pesticide overuse. She investigated many cases of pesticide exposure and found evidence to support the pesticide-cancer connection. Unfortunately, she developed cancer herself and died at the age of 56. 16 years after her death, in recognition for her work, Carson was awarded the Presidential Medal of Freedom – the highest civilian honour in the United States.

7 Spotlight on Exams

Reading

Focus ➤ **Reading for detailed understanding**

- Read through the statements and check Ss' comprehension.
- Allow Ss time to complete the task and check answers.

Answer Key

A *6*	***C*** *4*	***E*** *2*
B *7*	***D*** *1*	***F*** *5*

Listening

Focus ➤ **Listening for gist**

- Explain the task.
- Instruct Ss to read the prompts and identify the key words.
- Ss listen to the recording and answer.
- Play the recoding a second time and then check Ss' answers.

Answer Key

A *3*	***C*** *4*	***E*** *6*
B *7*	***D*** *2*	***F*** *5*

AUDIOSCRIPT

Speaker A: My dream in life is to have a really successful business. I'm not expecting something as big or profitable as Microsoft of course – although, don't get me wrong, that would be great – just something that will allow me to work for myself rather than someone else. I love the thought of all my effort and energy being directed into something that I have created. And the enormous responsibility and challenge of being in control of something would thrill me!

Speaker B: I'm a really artistic person and I just feel happiest when I am painting. I love the process of creating something from nothing and expressing on paper a thought or image that I have in my mind. I would like to make a living as a professional artist. But I know how difficult it is to succeed. Very few artists earn enough to make a living from their art. But just maybe, if I am talented and lucky enough, I can do it.
Speaker C: I want to get to the end of my life knowing that I made some kind of difference to an issue that was important to me; knowing that I did something meaningful. The issue I really care about is poverty. I think it is so wrong that we in the developed world have so much, and those in the developing world have so little. I plan to join an organisation like the Red Cross to fight this injustice.
Speaker D: I am not exactly sure what it is I want to do in life. All I know is that I want it to involve travel. Travelling is my one true passion. I think there is no better education in life and nothing more exciting than seeing other lands and cultures. I just can't understand people who don't want to see the world… who are quite happy to never leave their own country. Maybe travel writing or travel photography would be the perfect job for me.
Speaker E: I love animals and it is my dream to be able to work for them. What I mean by 'for them' is I don't want to be a vet or zookeeper or anything like that. I mean I want to try to make their lives better or safer. We hunt animals, destroy their habitats, keep them in cruel conditions. I want to do something that will stop human abuse of animals. I would love to work for the World Wildlife Fund.
Speaker F: It may not sound very ambitious, but I want to continue working in the shoe shop where I sometimes work now. Actually, it's not just any shop. My great-grandfather started it over 100 years ago, and then he passed it on to his son, who in turn handed it over to his daughter, my mother! I'm next in line and I would be more than honoured to manage this historic shoe shop!

Grammar & Vocabulary

Focus ➤ **Reading for lexico-grammatical comprehension**

- Explain the task.
- Remind Ss to try each answer provided and select the best option to complete the gaps.
- Tell Ss to read the whole text upon completion in order to check for correctness.

Answer Key

1 *4*	***3*** *4*	***5*** *3*	***7*** *2*
2 *2*	***4*** *3*	***6*** *4*	

Writing

Focus ➤ **Writing a letter to a pen-friend**

- Review the rubric with Ss.
- Identify the information that must be included and allow Ss time to complete their writing.
- Ss hand in their letters for correction.

Suggested Answer Key

Dear Pete,
It's always good to hear from you. I can't believe school is over, either!
I'm happy that I've finished school but I'm thinking of all the responsibilities that lie ahead: studies, work and so on. That doesn't mean that I won't have a huge party to celebrate finishing school! My closest friends and my family will all get together at my house for a great barbecue in our garden. As for my plans for next year, I'll be travelling to Italy. Since I want to study architecture, I thought I should visit some colleges and universities in Italy that offer excellent courses on architecture.
You and your family must be very proud of your brother. What was his graduation ceremony like? Did he have to wear a cap and gown like we see in films? Did you take lots of pictures?
I have to go now. Hope to hear from you soon.
Cheers,
Max

Speaking

Focus ➤ **Reading a text aloud**

- Go through the rubric with Ss.
- Allow Ss 1.5 minutes to read the text silently.
- Select individual Ss to read the text out aloud.

7 Progress Check

Progress Check 7 and *Look at Module 8* should be done in one lesson.

Answer Key

1
1 *attend*
2 *triumph*
3 *longs*
4 *dreamt up*
5 *overcame*
6 *worth*
7 *rejected*
8 *meagre*
9 *achieve*
10 *drop out*

2
1 *will go*
2 *will take*
3 *would have applied*
4 *would revise*
5 *is not*
6 *would have done*
7 *were*
8 *could have gone/ had gone*
9 *hadn't spent*
10 *had got*

3
1 *I were you, I would*
2 *wish he hadn't failed*
3 *he would have got*
4 *done if you hadn't*
5 *'d rather we went*

4
1 *off*
2 *through*
3 *on*
4 *out*
5 *out*

5
1 *into/on*
2 *in*
3 *from*
4 *to*
5 *in*

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

Travel

Module 8

Before you start …

Direct Ss' attention to the title of the module, *Travel*. Explain that in this module they will learn about places, airports and air travel as well as how to seek permission, make a request and use emphatic phrases.

Look at Module 8

In order to stimulate discussion and interest, ask Ss which page each picture is from. Then elicit other information (e.g. what the picture shows and what they think the unit might be about).

Suggested Answer Key

Focus Ss' attention on picture 1.

T: What page is picture 1 from?
S1: It's from page 144.
T: What can you see in picture 1?
S2: I can see a drawing of a man tied down by very little people.
T: Do you know which story this scene is from?
S1: It's from Jonathan Swift's Guilliver's Travels.

Pic 2 (p. 149)
Which flag is this? How many stars and stripes does it have? Why? What does the Russian flag look like?

Pic 3 (p. 151)
What can you see in the picture? Whhere do you think this building is? How old do you believe it is?

Pic 4 (p. 138)
What do you see in the picture? Why do you think someone built these? Would you like to visit this place? Why? Why not?

Find the page number(s) for

Allow Ss time to browse through the units and find the relevant information. Then ask them to explain what each one is, and elicit simple information about each item.

Suggested Answer Key

paintings (p. 150)
(pictures which someone has painted) Which artist are these paintings by? What do you show? Which one do you like most?

a leaflet (p. 149)
(a little book or a piece of paper containing information about a particular subject) What is the leaflet about? Is it attractive? Have you ever been to the USA?

an author's biography (p. 144)
(an account of an author's life) Whose biography is this? When did he live? What did he write? Have you read any of his books?

Go through the rest of the sections with your Ss and point out that by the end of the module they will know how to perform the tasks listed.

Explain that the module has:
– a Literature section
– a Culture Corner
– an Across the Curriculum section
– a Going Green section

Ask Ss to look at the relevant pages and elicit what each section is about.

Suggested Answer Key

*The **Literature** section is about authors, books and literature extracts. This one (pp.144-145) is about Jonathan Swift and has an extract from one of his works, 'Gulliver's Travels.'*

*The **Culture Corner** (p. 149) contains a leaflet giving advice about what we should consider when we visit the USA.*

*The **Across the Curriculum** section (p. 150) looks at Art & Design and Paul Cézanne's paintings.*

*The **Going Green** section looks at different green issues. This particular one (p. 151) is about Eco-Tourism and why it is important to preserve the places we visit on holiday.*

Listen, read and talk about …/Learn how to …/ Practise …/Write/Make …

As described in the relevant section in Module 1.

8a Reading Skills

Objectives

Reading: article about mystic places
Skill – reading for detailed understanding
Speaking: describing a place

1 Focus ➤ **Describing places; predicting text content**

- Focus Ss' attention on the pictures. Elicit what Ss know about these places and what they think makes them mysterious.
- Ss read and listen to the recording to find out.

Suggested Answer Key

These places are mysterious because they contain the remains of lost civilisations, they have strange buildings, unusual statues or temples.
Easter Island: *Roggeveen noticed that the island had very few trees or animals; No one knew why the stone statues had been built or how the stone was carved and transported; Maybe climate change is responsible for changing the island – no one knows exactly.*
Kailasa Temple: *the surface of the rock is covered with symbols and figures.*
Machu Picchu: *known as 'The Lost City of the Incas'; invisible from below; no one knows when life in this city ended; it was forgotten until 1911; hasn't been destroyed, unlike many other Inca ruins; may have once been a royal residence; everything is made perfectly from dry stone; according to legends, the mountain has magical properties*
Delphi: *it was the home of the Oracle, a mysterious force said to be the spirit of the god Apollo, which could apparently tell the future; some people say the Oracle is still there.*

2 Focus ➤ **Reading for specific information**

- Draw Ss' attention to questions 1-10 and check comprehension.
- Ss read the text again and answer.
- Check Ss' answers around the class.

Answer Key

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

3 Focus ➤ **Matching words with their meanings**

- Ask Ss to identify the underlined words throughout the text.
- Review the meanings given in the exercise and clarify as necessary.
- Allow Ss time to complete the task individually.
- Check answers with the class.

Answer Key

remote – 8	*invaders – 11*
transported – 5	*preserved – 9*
worshipped – 1	*feat – 6*
symbols – 7	*properties – 10*
unique – 4	*consult – 3*
invisible – 2	*offerings – 12*

4 Focus ➤ **Explaining how people are related to places**

- Read out the question in the rubric and draw Ss' attention to the list of people and the example given.
- Allow Ss a few minutes to complete the task.
- Invite Ss from around the class to share their answers.

Answer Key

- *The Oracle at Delphi, said to be the spirit of the god Apollo, predicted the future and answered people's questions.*
- *Lord Shiva is a Hindu god. The Kailasa Temple was built to honour him.*
- *Hiram Bingham was the American who found Machu Picchu in 1911.*
- *Monks worked and worshipped at the Kailasa temple.*
- *Spanish invaders damaged many Incan ruins, but not Machu Picchu.*
- *The Pythia was the high priestess of the Temple of Apollo.*
- *Jacob Roggeveen was the Dutch explorer who discovered Easter Island.*

Vocabulary

5 Focus ➤ **Expanding vocabulary (geographical features)**

- Write up the two headings 'Water' and 'Land' on the board and draw Ss' attention to the vocabulary items given.
- Elicit from the class where the first word/two words should go and write them under the correct headings.
- Ss complete the rest of the task individually.
- Check Ss' answers.
- Allow Ss time to write their sentences.
- Invite individual Ss to read their sentences to the class.

Answer Key

water	*land*
lake, stream, canal, pond, dam, waterfall, hot spring, bay river, glacier	*mountain range, woods, valley, glacier, bay, desert, swamp, grassland, forest, cliff, plain, cave*

Suggested Answer Key

The Barguzin mountain range is 280 kilometres long. It is in Buryatia, Russia.
Kinzelyuk Waterfall, in the Kuraginsky District of Siberia, is 328 metres in height.
The Diuktai Cave is an archaeological site on the Alden river in Russia, and was once occupied by prehistoric man. etc

6 Focus ➤ **Understanding easily confused words**

- Explain the task by completing the first item with the class.
- Ss complete the remainder of the task individually. Encourage Ss to guess first and then check their guesses in their dictionaries.
- Invite individual Ss to share their answers with the class.

Answer Key

1 *inhabited*
2 *carved*
3 *mystery*
4 *preserve*
5 *lost*
6 *ruins*
7 *fail*
8 *archaeological*
9 *known*
10 *predict*
11 *honour*

Suggested Answer Key

1 *My grandfather **lived** in a tiny cottage in Wales.*
2 *The trees were all **cut** down.*
3 *Her future was told by a travelling **mystic**.*
4 *We need to **conserve** supplies or we'll run out soon.*
5 *My keys seemed to have **disappeared**; I can't find them anywhere.*
6 *Athens is full of the **remains** of a great civilization.*
7 *Don't **miss** the bus or you'll be late for work.*
8 *This **antique** vase was made in 1850.*
9 *The face is **familiar**, but the name I can't recall.*
10 *Heavy rain has been **forecast** for tomorrow.*
11 *Her boss **praised** her for her hard work and team spirit.*

Speaking

7 Focus ➤ **Expressing personal opinion**

- Read out the rubric to the class.
- Ss answer in pairs.

Suggested Answer Key

A: I would like to visit Machu Picchu.
B: Why's that?
A: I have always wanted to go to the Andes Mountains in Peru. I have seen it in photographs and it would be so exciting to see the 'Lost City of the Incas' and imagine how they once lived.
B: Yes, that would be an excellent experience.
A: Which place would you like to visit?
B: I think I would like to visit Delphi. I have never been to Greece. If I went there, I could ask the Oracle a few questions!

Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.

Suggested Answer Key

I agree with the quotation that mysteries keep us alive and in search of knowledge. Mysteries make life interesting and more exciting. I would not want to know everything that has happened as it is sometimes fun using your imagination to understand what happened.

8b Listening & Speaking Skills

Objectives

Vocabulary: airports & air travel
Reading: a dialogue
Skills – reading to understand text structure
– reading for cohesion and coherence
Speaking: requesting/agreeing/refusing; emphatic phrases
Listening: short exchanges (multiple choice)
Skill – listening for specific information

Vocabulary

1 Focus ➤ **Describing pictures related to transport**

- Focus Ss' attention on the pictures. Elicit the means of transport shown.
- Ask individual Ss to state the means of transport they prefer. Invite Ss to give reasons for their choices and encourage discussion.

Answer Key

In the first picture there is a woman looking at a plane take off. She's probably in the departure lounge of an airport and has her suitcase with her. She's waiting to board a plane.

In the second picture we see people waiting on a train platform. Trains have pulled in on both sides of the platform and people are waiting for them to open their doors so that they can get on board.

In the third picture there are people who are travelling by bus. Some passengers have found a seat while others are standing.

In the fourth picture we can see a young couple and a child taking a stroll on the deck of a ship. It's a nice, sunny day so they might be on a summer cruise.

Suggested Answer Key

I prefer to travel by aeroplane. You can travel long distances easily and it's fun to fly.

2 Focus ➤ **Matching words to form collocations**

- Remind Ss that we can form compound nouns by putting two nouns together or by putting an adjective and a noun together. Elicit examples from the class.
- Draw Ss' attention to the two columns and explain the task.
- Ss complete the task individually.
- Check Ss' answers and elicit where we can find all these things.
- Allow Ss time to write sentences using the collocations.

Answer Key

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

Suggested Answer Key

1 *I handed in my ticket at the **check-in desk**.*
2 *My bag took hours to appear at **baggage reclaim**.*
3 *The **departures board** showed that our flight had been delayed.*
4 *We settled down for a long wait in the **departure lounge**.*
5 *I bought my wife some expensive perfume at the **duty-free shop**.*
6 *The **conveyer belt** kept going round but my bags were nowhere to be seen.*
7 *The guard at **passport control** checked my photograph when I handed my passport to him.*

3 Focus ➤ **Completing exchanges**

- Read through the vocabulary items in Ex. 3 and explain/elicit their meaning.
- Explain that the words are missing from the exchanges.
- Allow Ss time to complete the task individually.
- Ss check answers with a partner and read out the exchanges together.

Answer Key

1 *jet*	***5*** *take-off*	***9*** *cabin*
2 *aisle*	***6*** *air traffic*	***10*** *delayed*
3 *short*	***7*** *boarding*	
4 *hand*	***8*** *poor*	

Everyday English

4 Focus ➤ **Acting out exchanges: requesting – agreeing/refusing**

- Ask Ss to focus on the language box on p.140.
- Read through together and explain any new vocabulary.
- Review the example and explain the task.
- In pairs, Ss complete the task.
- Encourage Ss to use each prompt and allow each other to play both roles.
- Monitor progress around the class, providing any necessary assistance.
- Allow each pair to perform one exchange each for the class .

Suggested Answer Key

A: Could you please tell me where passport control is?
B: Yes, of course. Go down the escalator and you will see it at the end of the corridor.

A: Could you please help me pack my luggage?
B: I'm sorry, but I am really bad at packing. Anyway, I have to go out now.

A: Would it be OK if you collected my ticket?
B: Yes. That's fine. I'm going to the airport this afternoon, anyway.

Reading

5 Focus ➤ **Predicting the content and context of a dialogue**

- Select a pair of Ss to read the first two and last two exchanges of the dialogue.
- Invite Ss to guess where the speakers are.
- Ss listen, read and check.

Answer Key

The speakers are at an airport check-in desk.

6 Focus ➤ **Reading to understand text structure, cohesion and coherence**

- Explain the task and allow Ss time to reread the dialogue and note the order of the information.
- In pairs, Ss read out the dialogue.

Answer Key

- *Where/when to board – 7*
- *Who packed his bags – 5*
- *Where he would like to sit – 2*
- *To hand over his travel documents – 1*
- *To say whether he is carrying any forbidden items – 6*
- *How much luggage he has – 3*
- *Where to put his suitcase – 4*

7 a) Focus ➤ **Listening to improve pronunciation**

- Allow Ss time to read through sentences 1-6. Elicit what they mean in Ss' L1.
- Play the recording, pausing after each utterance so Ss can repeat. Check their pronunciation and intonation.
- Ss listen again and check the words/ syllables that are emphasised.
- Check Ss' answers.

Answer Key

1	*our*	***3***	*time*	***5***	*Andrew*
2	*John*	***4***	*now*	***6***	*That's*

b) Focus ➤ **Practising emphatic structures**

- Explain the task by completing item one as an example and writing the answer on the board.
- Ss complete the rest of the task individually.
- As an extension activity, Ss role play the situations in pairs and expand on them.

Answer Key

1 *Was it **Mike** who went to Paris last year?*
2 *Ann didn't get up early enough. **That's** why she missed her flight.*
3 *It's **time** we went on holiday together.*
4 *What I need **now** is a nap.*

Listening

8 Focus ➤ **Listening for specific information; answering multiple-choice questions**

- Play the recording.
- Ss select the correct answer by circling A, B, or C.
- Play the recording again so Ss can check their responses.

Answer Key
1 *C* ***2*** *C* ***3*** *B*

AUDIOSCRIPT

Student: ... so would you recommend that I get the round-the-world ticket?
Travel Agent: Well, that depends on what's important to you. It's not necessarily the cheapest option, but it allows the most flexibility. If you change your mind about where you want to go next, for example, or if you want to stay where you are for a bit longer, you can, without any extra cost - provided that there is a seat available on the flight you want, of course.
Student: Oh, right. Actually, that sounds like it might be the best option for me because I haven't really made up my mind exactly where I'd like to go yet. So how much is that ticket?
Travel Agent: Well, for an eight-destination open ticket, it's ...

2 You know, my husband is exactly the same as you. He flies because he wants to see the world, but he's scared stiff and feels nervous for days before each flight. I keep telling him that flying is the safest form of transport but it doesn't make any difference. To tell you the truth, I used to love flying because it meant I was going somewhere nice, but these days I have to fly so often for my job that it really doesn't thrill me anymore. I find it rather tedious in fact, especially when I'm flying with one of those budget airlines that don't even show any movies or serve you a meal.

3 I've been booking all of my business trips with this airline for years now simply because they have such a good reputation, but quite frankly I've been a bit disappointed with them lately. Don't get me wrong – I've never had a problem with the flights being delayed or cancelled or anything, but I just get the impression that their customers aren't so important to them any more. It all seems to be about money now. You know, serving a quick sandwich instead of a hot meal, cutting down the leg room in economy, only letting you take a small amount of luggage and then charging you more if you want to take more. It's a shame, because they'll definitely start losing customers if they carry on like this ...

Say it right

9 Focus ➤ **Matching requests to responses**

- Explain the task.
- Draw Ss' attention to the requests and possible responses.
- Read each prompt (1-3) and elicit the appropriate response from Ss.
- Play the recording for Ss to listen and check their answers.

Answer Key
1 *b* ***2*** *c* ***3*** *a*

8C Grammar in Use

Objectives

Grammar: inversion; plural/singular nouns; quantifiers; phrasal verbs with *check*; dependent prepositions

1 Focus ➤ **Understanding how inversion is used**

- Read the theory box with Ss.
- Elicit similar structures in Ss' L1.

(Answers in Ss' L1)

2 Focus ➤ **Completing sentences using inversion**

- Explain the task.
- Do the first item with Ss as an example.
- Ss complete the task. Check Ss' answers.

Answer Key

1 *you agree, can we go ahead and book the holiday*
2 *does he take time off work*
3 *you paid in advance*
4 *did he take*
5 *did I expect that*
6 *no circumstances are refunds given*
7 *enjoyable was our/much did we enjoy our*

3 Focus ➤ **Practising *so, neither/nor***

- Explain the task.
- In pairs, Ss complete the task.
- Invite pairs to answer each prompt to check answers with the class.

Answer Key

1 *Neither/Nor do*
2 *So will*
3 *Neither/Nor could*
4 *So did*
5 *Neither/Nor do*

4 Focus ➤ **Practising singular/plural nouns**

- Read through the reference box and clarify as necessary.
- Explain the task.
- Allow time for Ss to complete the task in pairs.
- Check Ss' answers around the class.

Answer Key

1	*was*	**7**	*is*	**13**	*is/are*
2	*is*	**8**	*is/are*	**14**	*doesn't*
3	*some*	**9**	*is*	**15**	*was*
4	*is*	**10**	*was/were*	**16**	*are*
5	*is/are*	**11**	*want*	**17**	*are*
6	*has*	**12**	*is*		

Cabin crew, team *and* ***police*** *an take either a singular or plural verb because they are collective nouns referring to a group of people.*
Sheep *has the same form in the singular and the plural so it takes a singular or plural verb accordingly.*

5 Focus ➤ **Completing sentences using singular and plural nouns**

- Explain the task.
- Allow Ss time to complete the task in pairs.
- Invite pairs to read out the exchanges to the class.

Answer Key

1	*a*	*hair*	**4**	*a*	*work*
	b	*hairs*		*b*	*works*
2	*a*	*experiences*	**5**	*a*	*scales*
	b	*experience*		*b*	*scale*
3	*a*	*woods*	**6**	*a*	*customs*
	b	*wood*		*b*	*custom*

6 Focus ➤ **Choosing the correct quantifiers**

- Explain/Elicit what 'quantifiers' are *(words put before nouns to show how many there are)*.
- Refer Ss to the Grammar Reference section for how quantifiers are used in English. Clarify as necessary.
- Explain the task.
- Allow Ss time to complete the task.
- Check Ss' answers.

Answer Key

1	*A:*	*any*	**4**	*A:*	*a little*
	B:	*a few, some*		*B:*	*some*
2	*A:*	*any*	**5**	*A:*	*no*
	B:	*none*		*B:*	*Few*
3	*A:*	*A lot of*			
	B:	*A few*			

- ***Several, (a) few, many, a (large/ great/ good) number of*** *are followed by a* ***countable noun****.*
- ***Much, (a) little, a great/good deal of, a large/small amount/quality of*** *are followed by an* ***uncountable noun****.*
- ***A lot of, lots of, hardly any, some, no, plenty of*** *are followed by a* ***countable*** *or* ***uncountable noun****.*
- ***Any*** *is used in* ***questions*** *and* ***negations****.*

7 Focus ➤ **Understanding quantifiers**

- Explain the task.
- Allow Ss time to complete the task checking in the Grammar Reference as necessary.
- Ask individual Ss to share their answers with the class for correction.

Answer Key

1 *a number of (used with a countable noun)*
2 *a good deal of (used with an uncountable noun)*
3 *much (used with an uncountable noun)*
4 *a couple of (used with a countable noun)*

- *Countable nouns can be followed by: a number of, plenty of, too many, several, a lot of, no, hardly any, a couple of.*
- *Uncountable nouns can be followed by: a great deal of, a large amount of, a good deal of, much, plenty of, a lot of, no, hardly any.*

8 Focus ➤ **Practising the compounds of *some/ any/no/every***

- Elicit from Ss the compounds we can make with the words 'some' *(somebody, etc)*, 'any' *(anything, etc)*, 'no' *(nowhere, etc)* and 'every' *(everything, etc)* and write them up on the board.
- Explain the task. Ss answer individually.
- Check Ss' answers around the class.

Answer Key

1 *anybody/anyone, everywhere, nowhere*
2 *Nobody/No one*
3 *Somebody/Someone*
4 *anything; nothing*
5 *anywhere*

9 Focus ➤ **Choosing the correct quantifiers**

- Explain the task.
- Do the first item with Ss as an example.
- Ss complete the task individually.
- Check Ss' answers.

Answer Key

1	*every*	***4***	*whole*	***7***	*all*
2	*each*	***5***	*both*	***8***	*Either*
3	*none*	***6***	*Neither*		

10 Focus ➤ **Practising phrasal verbs (*check)***

- Elicit/Explain the meaning of each phrasal verb with *check*.
- Ss complete the task.
- Check Ss' answers.
- Ask Ss to make their own sentences using these phrasal verbs.

Answer Key

1	*out*	***3***	*over*	***5***	*on*
2	*off*	***4***	*in*		

11 Focus ➤ **Practising dependent prepositions**

- Refer Ss to Appendix 1. Elicit/Explain the meaning of the dependent prepositions.
- Ss complete the task.
- Invite Ss to read out the sentences.

Answer Key

1	*with*	***3***	*by*	***5***	*of*
2	*of*	***4***	*with*		

8d Literature

Objectives

Reading: biography; extract from *Gulliver's Travels* (text completion)
Skills – reading for cohesion and coherence
– reading for detailed understanding
Vocabulary: words and idioms related to the weather; adjectives to describe character
Listening: a summary of Part 1 of *Gulliver's Travels*
Skills – listening for detailed understanding
Writing: a modern-day summary of the story

1 Focus ➤ **Generating interest in the story**

- Focus Ss' attention on the title of the story and the picture. Invite Ss to describe what they see.
- Ask the class the questions in the rubric.
- Ss read the biography to find out the answers.

Answer Key
Yes, I have/ No, I haven't read this novel.
The people who have caught Gulliver are the little people who live on the island of Lilliput.

2 Focus ➤ **Imagining a scene from the beginning of the story**

- Explain the task.
- Play the recording. Ss listen and imagine what is happening at that point in the story.
- Invite individual Ss to share their ideas with the class.

Suggested Answer Key
He was in a sea storm and was washed up on a beach. He is exhausted and confused.

3 Focus ➤ **Reading for cohesion and coherence**

- Explain the task. Ask Ss to read phrases 1-7.
- Ss read the text and complete the task.
- Ss then check answers with a partner.
- Check answers with the class. Ask Ss which sentence best describes the picture.

Answer Key

A *3*	***C*** *1*	***E*** *5*
B *7*	***D*** *6*	***F*** *4*

Sentence 4 best describes the picture.

4 a) Focus ➤ **Matching words and meanings**

- Draw Ss' attention to the highlighted words throughout the text.
- Read the definitions provided and elicit/ explain the meaning of any new vocabulary.
- Explain the task and match the first pair of words as an example.
- Allow Ss time to complete the task.
- Check answers with the class.

Answer Key
particulars *– details*
suffice *– be enough*
driven *– blown*
spied *– spotted*
split *– cracked or divided in two*
became of *– happened to*
assume *– imagine sth to be true*
attempted *– tried*
fastened *– attached*
slender cords *– thin ropes*
bending *– moving downwards and forwards*

b) Focus ➤ **Paraphrasing literary expressions**

- Ask individual Ss to rephrase each underlined phrase into everyday language.
- Provide assistance as necessary.

Suggested Answer Key

Suggested Answer Key
we therefore trusted ourselves to the mercy of the waves: *we allowed the waves to take us wherever they wanted*
I swam as fortune directed me: *I swam in the direction of the waves*

I was in the utmost astonishment: *I was very surprised*
ran back in fright: *moved away because of fear*
ventured so far: *brave enough to get*
by way of admiration: *in amazement*
at length: *after a while*
the methods they had taken to bind me: *the ways they had used to tie me*

5 Focus ➤ **Understanding easily confused words**

- Ss complete the task individually, using their dictionaries.
- Check answers with the class.

Answer Key

1 *violent*	***4*** *hazy*	***7*** *howling*
2 *Strong*	***5*** *downpour*	
3 *breeze*	***6*** *showers*	

Suggested Answer Key

1 *Jane was **furious** that the airline had lost her luggage.*
2 *The **heavy** rain caused the streets to flood.*
3 *During a Force 10 **gale**, the wind blows at over 100 km an hour.*
4 *The **misty** weather reduced the drivers' visibility.*
5 *What started out as a light **drizzle** soon turned into a raging storm.*
6 *The fierce **blizzard** covered the whole village in snow.*
7 *It's been **pouring** down with rain for six hours.*

6 Focus ➤ **Practising vocabulary related to the weather**

- Explain the task by completing item 1 as an example.
- Ss complete the remainder of the task individually.
- Ss check their answers using the Word List.
- Allow Ss time to write their sentences.
- Invite individual Ss to read their sentences with the class.

Answer Key

1 *clap*	***3*** *flake*	***5*** *ray*	***7*** *stone*
2 *bolt*	***4*** *drop*	***6*** *gust*	

Suggested Answer Key

1 *The loud **clap of thunder** shook the windows.*
2 *A **bolt of lightning** lit up the night sky.*
3 *She laughed as a **snowflake** settled on her nose.*
4 *The first heavy **raindrop** splashed down in front of me and I knew we were in for a downpour.*
5 *The room was lit by a single **ray of sunshine** coming through the blinds.*
6 *He grabbed his hat as a sudden **gust of wind** whipped it off his head.*
7 *The **hailstones** battered the roof of the car.*

7 Focus ➤ **Understanding idioms**

- Read out the rubric.
- Allow Ss time to complete the task.
- Check Ss' answers.
- Elicit from Ss whether there are similar expressions in their language.

Answer Key

1 *bolt*	***3*** *clouds*	***5*** *thunder*
2 *storm*	***4*** *rain*	

8 Focus ➤ **Reading for detailed understanding**

- Read out the rubric.
- Ss answer individually and then compare answers in small groups.
- Invite groups to share their answers with the class. Correct as necessary.

Answer Key

- ***a conflict of man against nature*** *– the wind was so strong that we were driven directly onto it (lines 9-10); I ... was pushed forward by the wind and tide. (lines 18-19)*
- ***an internal conflict*** *– I lay all this while, as the reader may believe, in great uneasiness. (lines 49-50)*
- ***physical conflict*** *– I attempted to rise but was not able (line 29); struggling to get loose (line 50); at the same time with a violent pull, which gave me excessive pain (lines 53-54)*

9 Focus ➤ **Characterising the Lilliputians and Gulliver**

- Read out the rubric and draw Ss' attention to the adjectives given to describe character.
- Check Ss' comprehension of the vocabulary given.
- Play the recording.
- Ss choose their answers individually and then compare answers with a partner.
- Invite pairs to feed back to the class, supporting their opinions with references to the story.

Suggested Answer Key

The Lilliputians *– cruel (wish to punish Gulliver, want to enslave their enemies), pompous (arrogant court)*

Gulliver *– kind-hearted (refuses to harm the Blefuscudians); helpful (helps them win a war); well-intentioned (doesn't intentionally hurt the Lilliputians: assures them of his good behaviour)*

AUDIOSCRIPT

Part One: A Voyage to Lilliput

On his first voyage, the ship that Gulliver is travelling on is destroyed in a storm and he ends up washed ashore on the island of Lilliput. He awakes to find that he has been captured by Lilliputians; very small people, approximately 15 centimetres tall in height. After giving assurances of his good behaviour, he is given a residence in Lilliput and becomes a favourite of the emperor's court. There, he witnesses the arrogant nature of the court. Gulliver assists the Lilliputians to defeat their enemies, the Blefuscudians. However, he refuses the Lilliputians' desire to enslave the Blefuscudians, which displeases the emperor and the court. Gulliver is charged with treason and sentenced to be blinded. He escapes to Blefuscu, where he spots and retrieves an abandoned boat, and sails out to be rescued by a passing ship which takes him back home.

10 Focus ➤ **Writing a modern day version of the story in summary form**

- Explain the task.
- Allow Ss time to complete their writing.
- Ss compare their versions with a partner.
- Select individual Ss to present their summaries to the class.

Suggested Answer Key

We had been floating aimlessly in space for days since losing communications with the space station. The crew was weak as food supplies were running low. The worrisome part was our oxygen supply was diminishing and I had calculated only a day left before we ran out. We had to establish contact with home base soon or we would never find our way back to the space station. On the 5th of November, a strong gravitational force began pulling the ship in a strange direction. We could not fight it and the last thing I saw was a flash of bright light before the ship crash landed somewhere.

What happened to my crew and the space ship I have no idea. I awoke from a very deep sleep to see what appeared to be bright laboratory lights above me. I attempted to rise only to understand I was strapped down. I heard a strange noise like a buzzing and realised it resembled some kind of language. It was then that to my utter amazement I saw a small, not more then a few centimetres in size, human-like creature that was hovering above me and staring with its large colourless eyes at me. I bellowed out a moan and the creature flew back in astonishment.

Seconds later, another of these human-like things ventured carefully above me and spoke with a series of gentle but bizarre sounds. Moments later, other similar creatures appeared next to the first one and repeated this strange sound several times.

I tried to break free from my restraints but understood that there was no point. I was dealing with a highly-evolved alien species that probably surpassed me in both intelligence and technology.

8e Writing Skills

Objectives

Vocabulary: phrases using the senses; static/ moving features
Reading: a description of someone's favourite place
Skills – *reading for gist*
– *reading for specific information*
Grammar: the order of adjectives; past participles
Writing: an article describing a popular tourist destination/a letter recommending the perfect day for a day trip

1 Focus ➤ **Introducing descriptions of places**

- Read out the two questions in the rubric to the class and elicit possible answers.
- Ss read the theory box and check whether their answers were correct.

Answer Key
We can read articles describing places in newspapers, magazines or on websites. They are usually written in the present tense but the past tense is used to write about historical facts or actions in the past.

2 Focus ➤ **Understanding a rubric**

- Select a S to read the rubric to the class.
- Ss list the key words and answer the questions individually.
- Check answers with the class.

Answer Key
key words: *notice, travel magazine, articles, title, My Favourite Place, describe, what you can see and do there, why you like it so much, 100-140 words*

You are the reader of a travel magazine and your article will be read by other readers of the magazine.

You will write an article.

3 Focus ➤ **Identifying the main ideas in an article**

- Read out the model article and the questions to the class.
- Ss answer individually.
- Ss compare answers with a partner.
- Confirm the correct answers.

Answer Key
Para 1 *– name (Osoyoos Lake); location (British Columbia, Canada); reason for choosing the place (I spent many happy summer holidays there as a child)*
Para 2 *– description (stunningly beautiful/ sandy shores/ cool, shady trees etc)*
Para 3 *– activities (water sports/ swimming/ camping); childhood experience*
Para 4 *– final comments (unforgettable memories); feelings (a very special place in my heart)*

The place is special to the writer because of the happy times he spent there as a child.

4 Focus ➤ **Reading for specific information**

- Brainstorm a variety of adjectives and adverbs with the class and write them on the board. Elicit why it is a good idea to use a variety of adjectives in our writing *(to make our writing vivid)*. Elicit what else we can do to make our writing come alive *(use the words describing senses)*
- Select a S to read the theory box to the class.
- Allow Ss time to find examples in Ex. 3.
- Check answers with the class.

Answer Key
adjectives: *special, happy, spectacular, exciting, unique, beautiful, welcome, sandy, cool, shady, wonderful, interesting, fun, popular, long, hot, fantastic, unforgettable*

adverbs: *truly, stunningly, particularly, loudly*

senses: *orchards stretching as far as the eye can see, scent of all kinds of fruit, listen to the crickets chirping*

5 Focus ➤ **Reading for specific information**

- Ss' books closed, invite Ss to recall the things that are described in the article on p.146.
- Ss' books open, read out the question in the rubric.
- Encourage Ss to answer from memory/using their own ideas before checking the text.
- Elicit the correct answers from individual Ss around the class.

Answer Key

- *holidays– happy*
- *lake – spectacular, unique, beautiful*
- *shores – sandy*
- *trees – cool, shady*
- *water sports – interesting, fun, popular*
- *afternoons – long, hot*
- *memories – unforgettable, exciting*

6 Focus ➤ **Practising using more interesting adjectives**

- Read through the list of simple adjectives with the class and check Ss' comprehension.
- Explain the task.
- Ss answer individually and then compare answers with a partner.
- Invite a few Ss to read out their versions of the text to the class and comment on the effect of the new adjectives.

Answer Key

1 *fantastic/excellent/ideal*
2 *fantastic/excellent/long/sandy/curved*
3 *excellent/ideal*
4 *safe*
5 *large/huge*
6 *huge/large*
7 *fantastic/excellent//ideal/well-organised*
8 *wooden/long/large*
9 *shady/large/cool*

7 Focus ➤ **Understanding the order of adjectives**

- Ss' books closed, brainstorm different categories of adjectives with Ss *(e.g. size/age/shape/colour, etc)* and write them on the board and provide example adjectives.
- Ss' books open, read through the theory box (order of adjectives) with Ss. Elicit whether the same order is used in Ss' L1.
- Explain the task.
- Ss answer individually and then compare answers with a partner.

Answer Key

1 *spectacular ancient stone statues*
2 *beautiful long hot summer*
3 *wide stony path*
4 *cute little wooden huts*
5 *huge brightly-coloured fields*
6 *wonderful old French bakery*

Suggested Answer Key

1 *We gasped in amazement at the spectacular ancient stone statues.*
2 *I will always remember that beautiful long hot summer.*
3 *The children ran along the wide stony path.*
4 *The cute little wooden huts were hidden away in the heart of the forest.*
5 *You can see the farmers working in huge brightly-coloured fields.*
6 *The aroma of freshly-baked bread led us to a wonderful old French bakery.*

8 a) Focus ➤ **Practising the use of adverbs**

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

Answer Key

1 *extremely*	3 *happily*	5 *patiently*
2 *lazily*	4 *noisily*	

b) Focus ➤ **Completing a text using the correct adverbs**

- Focus Ss' attention on the list of adverbs and check Ss' comprehension using Ss' L1.
- Explain the task. Ss answer individually.
- Select a S to read out the text to the class for correction.

8e Writing Skills

Answer Key

1 *smoothly*	***4*** *deafeningly*
2 *incredibly*	***5*** *enthusiastically*
3 *leisurely*	

9 Focus ➤ **Describing pictures using the senses**

- Draw Ss' attention to pictures A and B and the phrases given.
- Explain the task and read out the example.
- Allow Ss time to prepare their descriptions.
- In pairs, Ss take it in turns to talk about each picture. Monitor the task and provide any necessary assistance.

Answer Key

- ***waves crashing onto the beach*** *– picture A (sound/sight)*
- ***icy cold air burning your ears*** *– picture B (touch)*
- ***blazing heat of the sun on your skin*** *– picture A (touch)*
- ***the crunch of the snow under your feet*** *– picture B (touch/sound)*
- ***clear blue sky*** *– picture A/B (sight)*
- ***melting snow dripping from the rooftops*** *– picture B (sight/sound)*
- ***seagulls crying loudly*** *– picture A (sound/sight)*

Suggested Answer Key

A: In the morning, you wake up to the sound of the waves crashing on the beach and even at that time of the day you can feel the blazing heat of the sun on your skin. Later on, as you walk down the sandy beach, you can hear the seagulls crying loudly in the clear blue sky.

B: As you step out of the hotel, you can feel the icy cold air burning your ears. Walking along the street, you can feel the crunch of snow under your feet and see the melting snow dripping from the rooftops as a clear blue sky brings a little warmth to this winter wonderland.

10 a) Focus ➤ **Understanding static/moving features**

Read the theory box with Ss and clarify as necessary.

b) Focus ➤ **Identifying words and phrases describing moving and static features**

- Select a S to read out the extract to the class.
- Write two columns on the board: 'moving features' and 'static features'. Elicit the words and phrases that describe these features and write them under the correct columns.
- As an extension activity, Ss can add another sentence to the extract using moving/static features.

Answer Key

moving features: *climbs, runs, stretch, running, leading*
static features: *situated at the end of, along the bottom, beyond, for mile after mile, to the left*

c) Focus ➤ **Describing the location of your house using prepositional phrases**

- Explain the task.
- Ss work in pairs, taking it in turns to describe the location of their houses.
- Invite individual Ss to give one piece of information about the location of their partner's house.

Suggested Answer Key

My house is located to the right of a very pleasant green park that curves around the back of my house. The street in front of my house rises upwards to the top of a hill where it ends with a great view as far as the eye can see of the surrounding rivers valley and the flowing river below. There is a bike path behind my house that leads to the river valley and all around my neighbourhood.

11 Focus ➤ **Rewriting sentences using past participles**

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

Answer Key

1 *Isolated from the rest of the island, the beach is popular for private parties.*
2 *Situated near a river, the village is ideal for those who want a quiet break.*
3 *Found in the Cyclades group of islands, Mykonos is well-known for its nightlife.*

12 Focus ➤ **Understanding rubrics**

- Explain the task and allow Ss time to identify the key words and find all the information.
- Elicit answers from Ss around the class.

Answer Key

A ***key words:*** *travel magazine, articles, popular tourist destinations, your country, describe the place, why it is so popular, 100-140 words*

1 *I am the reader of a travel magazine.*
2 *A travel magazine.*
3 *An article; describe the place and why it is so popular.*
4 *Four*

Answer Key

B ***key words:*** *the perfect day trip, letter of recommendation, editor, 100-140 words*

1 *I am the reader of a newspaper travel supplement.*
2 *The editor of a newspaper travel supplement.*
3 *A letter; a perfect place for a day trip (name, description, why it is ideal)*
4 *Four*

13 Focus ➤ **Writing a letter or article**

- Go through the steps outlined and explain the task.
- Allow Ss time to complete their writing.
- Monitor progress around the class and provide any necessary assistance.
- Alternatively, set the task as HW.

Suggested Answer Key

A *Situated on the edge of the Irish Sea in the northwest of England, Blackpool is one of the most popular travel destinations in the British Isles.*
Walking down the long promenade on a sunny summer day, you'll be amazed at the sight of hundreds of visitors enjoying their time. Admiring the Tower, inspired by the Parisian Eiffel Tower, you'll gaze into the clear blue sky as the seagulls cry noisily for a crumb of bread.
Visit the hugely entertaining funfair, famous far and wide! Hear the delighted screams of both children and adults as they test their nerves on the terrifying rides. Take a leisurely stroll at the end of the day to see the rosily warm sunset as the day goes down.
You will not regret one single fun-filled minute of the happiest holiday you'll ever have. Many thousands of tourists flock to Blackpool every year and almost always come back.

B *Dear Editor,*
Having been an avid reader of your travel supplement for many years now, I thought I would send in my recommendation for the perfect day trip.
Situated in the heart of the Cheshire countryside, Buxton is a delightful old English town with beautiful tree-lined avenues.
Visit Buxton Opera House, home to an ever-expanding annual festival that gets more and more popular every year. Spend time in the Roman Baths and sweat off the hustle and bustle of city life.
I can wholeheartedly recommend Buxton for a fantastically relaxing day trip away from the worries and cares of office and work. Once you visit this warmly-inviting little town, you'll create memories that you will cherish for the rest of your life.
Yours faithfully,
Sarah Kingsley

14 Focus ➤ **Checking your partner's answer**

- In pairs, Ss read each other's work and check that steps 1-6 have been followed and also check the grammar, punctuation and spelling.
- Ss give each other feedback.
- Allow Ss time to make any necessary corrections to their work before handing in their final draft.

8 Culture Corner

Objectives

Reading: a leaflet
Skills – reading to predict text content
– reading to understand gist
Vocabulary: American English and British English
Writing: a short paragraph about whether it is important to learn about the customs of a country you are visiting; a list of advice; a leaflet giving advice about good manners

1 a) Focus ➤ **Introducing the topic**

Focus Ss' attention on the leaflet. Elicit answers to the questions in the rubric.

Answer Key
It is for people visiting the USA. 'Mind your manners' means to behave correctly in society and avoid offending anyone.

b) Focus ➤ **Predicting the content of a leaflet**

- Instruct Ss to read the parts of the leaflet in bold.
- In pairs, Ss discuss what they expect to read.
- Ss read and listen to the text to check their predictions.
- Elicit from Ss the purpose of the author.

Suggested Answer Key
I expect to read some advice about how to behave as a visitor to the USA.

Answer Key
The author's purpose is to give advice/ information about what is/not acceptable in American society.

2 Focus ➤ **Identifying American and British English**

- Explain the task and complete the first item as a class.
- Ss complete the task individually and then check their answers using a dictionary.

Answer Key

American English	*British English*
gas	*petrol*
sidewalk	*pavement*
sneakers	*trainers*
freeway	*motorway*
drugstore	*chemist's*
counter-clockwise	*anti-clockwise*
chips	*crisps*
fries	*chips*
attorney	*lawyer*
fall	*autumn*
sales clerk	*shop assistant*
zip code	*postcode*
bill	*note*
eraser	*rubber*

3 Focus ➤ **Expressing an opinion in writing**

- Read out the questions in the rubric and explain the task.
- Allow Ss exactly three minutes to write on the topic.
- Invite individual Ss to read out their writing to the class. Follow up with a class discussion.

Suggested Answer Key
I think it is really important to learn about the customs of the country you are visiting because then you know how to behave there. People will think you are more polite and considerate if you take the trouble to learn about their culture. I would hate to offend someone just because I didn't know their customs, but that would be so easy to do. etc

4 Focus ➤ **Writing a list of advice for foreigners visiting your country**

- Focus Ss' attention on the leaflet again.
- Ask Ss the questions in the rubric.
- Allow Ss time to make their lists.
- Ss compare lists with a partner.

Suggested Answer Key

- *Unexpected visits are not usually done in Russia. Call ahead.*
- *Never forget to say 'please' and 'thank you'.*
- *It is considered normal in business meetings and negotiations for people to yell and become angry and upset, so don't be offended.*
- *Do not stand with your hands in your trouser pockets; it is considered rude.*
- *Always bring a small gift such as flowers or a dessert when invited to a home.*
- *Never refuse a drink or a toast as it is considered a rejection of the person who is offering it.*
- *Do not show the soles of your soles; it is considered impolite.*

5 Focus ➤ **Writing a leaflet giving advice about good manners in your country**

- Explain the task.
- Remind Ss to use their answers from Ex. 4 to write their leaflets.
- Allow Ss time to design their leaflets in class. Alternatively, set the task for HW.

Suggested Answer Key

Visiting Russia*? *A few things to keep in mind ...

Be Serious: *Russians are usually reserved and serious in public situations, so excessive smiling or laughing in public is seen by most Russians as strange.*

Call Ahead: *unexpected visits are not very common, so it is better to arrange appointments ahead of time.*

Don't be offended: *Russians tend to yell and become angry or upset in business meetings and negotiations. Don't take it personally!*

Bring a Gift: *when invited to a Russian's home always bring a small gift like flowers or a dessert.*

Drink and Be Merry: *never refuse a drink or a toast offered to you by a Russian, as they will see it as a personal rejection.*

Hands Where We Can See Them: *do not stand with your hands in your trouser pockets; it is considered rude.*

Keep your Feet on the Ground: *try not to show the soles of your shoes, it is considered impolite.*

... and as in most countries, saying 'please' and 'thank-you' is always appreciated and seen as a sign of politeness.

Across the Curriculum – Art & Design 8

Objectives

Reading: a text about Paul Cézanne (gap filling)
Skill – reading for lexico-grammatical coherence
Speaking: describing Cézanne's technique
Writing: a short article analysing two paintings by Cézanne

1 Focus ➤ **Discussing art work**

- Focus Ss' attention on the pictures.
- In pairs, Ss tell each other what they feel when they look at pictures A-D.
- Invite pairs to share their feelings about the pictures with the class.
- Follow up with a class discussion on whether or not it is important for art to look realistic.

Suggested Answer Key

A: How does picture A make you feel?
B: A little bit frightened. It's dark and there are trees all around.
A: I feel excited. I want to go and explore the castle.
B: What about picture B?

A: I feel calm and relaxed. It is a clear day and you can see far into the distance.
B: I feel tired when I look at it. There is a long road in the picture. It looks quite hot too.
A: What about picture C?
B: I feel happy. I want to visit the beautiful house and garden.
A: It makes me feel good too.
B: Do you like picture D?
A: Yes, I do. I feel like I am on holiday when I look at it. I want to explore the area and swim in the sea.
B: I feel peaceful when I look at it. I want to go there! etc
T: How important do you think it is for art to look realistic?
S1: I think it isn't important at all. We can see realistic things around us every day and art is a good chance to escape from reality.
S2: I disagree. I think it shows great skill to be able to paint things and make them look real. A lot of art is far too abstract. etc

2 Focus ➤ **Matching descriptions to paintings**

- Select 4 Ss to read out the descriptions. Elicit/ Explain any new vocabulary.
- Elicit which paintings they describe.

Answer Key
1 D 2 B 3 A 4 C

3 Focus ➤ **Reading for lexico-grammatical coherence; defining new vocabulary**

- Focus Ss' attention on the text and explain that some words are missing.
- Rewind Ss that some of the questions test grammar.
- Ss complete the task in pairs.
- Ss read and listen to the text to check their answers.
- Ss explain the meaning of the words in bold by giving a definition, synonym or example sentence. Encourage Ss to try and guess the meaning of the words from the context before using their dictionaries to check their dictionaries.

Answer Key
1 *4* ***3*** *3* ***5*** *2* ***7*** *2*
2 *3* ***4*** *2* ***6*** *4*

Suggested Answer Key
bridged the gap: *reduced/got rid of the difference*
contribution: *sth that you do or give to help make sth successful*
composition: *the technique or skill involved in creating a work of art*
perspective: *the art of making some objects or people in a picture look further away then others*
depiction: *a picture or description of sth*
legacy: *the direct result of sb's life and work which continues to exist after they are no longer alive or active*

4 Focus ➤ **Discussing Cézanne's technique**

- Explain the task by reading the rubric to the class.
- In pairs, Ss discuss Cézanne's technique.

Suggested Answer Key
A: Cézanne has two points of focus in picture A – the trees and the house. When I look at it, I don't know what to look at first. I feel drawn to the house because it is further away, but the trees are nearer and so I can see them more clearly.
B: It's a clever technique. In picture B I first feel like I am on the side of the valley and then I feel the distance to go before I reach the mountains.
A: In picture C I feel near and yet far away from the house. To get to the house I would have to walk across the large garden but the house is painted in sufficient detail for me to feel that it is quite close.
B: Picture D has a lot of interesting things in it – the trees, the village and the sea. They all grab my attention – the trees in the foreground, the village in the middle of the picture and the sea in the distance. Cézanne hasn't wasted any space in this painting! etc

Project

5 Focus ➤ **Writing a short article analysing two paintings by Cézanne**

- Explain the task and allow Ss access to the Internet/library to complete their writing.
- Monitor the activity and assist Ss as necessary.
- Alternatively, set the task for HW and invite individual Ss to read out their articles to the class in the next lesson.

Suggested Answer Key

The first painting by Cézanne that I would like to describe is called 'The House of Père Lacroix in Auvers.' I chose it because of its warm colours. In the picture you can see trees in the background, a row of houses in the middle and some shrubs, flowers and a pond in the foreground. The houses are almost hidden because of all the plants and trees all around. You can see yellow flowers, the red roof of one of the houses and the orange leaves in the trees. It looks like a warm autumn day. The plants look very healthy as they have been left to grow undisturbed. The houses are tall but they are close together. Due to Cézanne's use of perspective, they look spacious and cramped at the same time. The trees in the background are tall and thin. There is a great sense of height in this picture.

My second painting by Cézanne is called 'The Bridge at Maincy.' The colours in this painting are much darker and less vivid. It is also a quiet, relaxing scene. The main thing depicted is the bridge that we can see in the centre of the painting. It is a low bridge but it is fairly long. In the foreground, there is a river or pond. It doesn't look very deep but there is a feeling of width as the water takes up nearly half of the painting. In the background, there are some tall, green trees that are growing close together. I feel like I would easily get lost if I went walking there. etc

Going Green 8

Objectives

Reading: an article about eco-tourism (gap-fill – word formation)
Skill – reading for lexico-grammatical accuracy
Writing: expressing personal opinion on eco-tourism

Answer Key

1	*universal*	**6**	*architecture*
2	*successfully*	**7**	*severely*
3	*archaeological*	**8**	*Preservationists*
4	*illegal*	**9**	*volcanic*
5	*restoration*	**10**	*amazing*

1 Focus ➤ **Predicting the content of a text**

- Focus Ss' attention on the pictures and the title of the text.
- Elicit from Ss what they expect to read about.
- Ss skim through the text and check their predictions.

Suggested Answer Key

I expect to read about different places in the world that are protected and kept 'green', despite being popular tourist destinations.

2 Focus ➤ **Practising word formation**

- Ss read through the text silently, paying attention to the gaps.
- Ss read through the text again and complete the word formation exercise.
- Check Ss' answers on the board.

3 Focus ➤ **Matching words to their synonyms**

- Draw Ss' attention to the underlined words in the text and the list of synonyms.
- Ss answer individually, using a dictionary as necessary.
- Check Ss' answers around the class.

Answer Key

officially – legitimately
excavation – digging
looting – stealing
fort – stronghold
sculpted – carved
concentration – collection

8 Going Green

4 Focus ➤ **Writing about the necessity of eco-tourism**

- Explain to Ss that they will be given exactly three minutes to write on two topics.
- Select two Ss to read out the topics to the class.
- Allow Ss exactly three minutes to complete their writing. Remind Ss to give reasons for their opinions.
- Invite individual Ss to read their writing to the class.

Suggested Answer Key

Tourists might cause damage to a holiday destination by walking in places they shouldn't, and damaging the surrounding area. They might also drop litter, write graffiti, or take artefacts home with them. They might not realise what they are doing is wrong, nor understand the extent of the damage they are causing.

It is very important to preserve places of natural beauty because we have an obligation to look after them so that future generations can appreciate them. The world is a beautiful place and it is a pleasure to look at it. Who wants to live somewhere ugly? etc

8 Spotlight on Exams

Listening

Focus ➤ **Listening for specific information**

- Explain the task and play the recording.
- Allow time for Ss to complete the task.

Answer Key

1 *2*	***3*** *1*	***5*** *3*	***7*** *3*
2 *1*	***4*** *2*	***6*** *2*	

AUDIOSCRIPT

Presenter: Good evening, listeners. Today, we're talking with award-winning photographer Anthony Cullen. Hello, Anthony, and welcome to tonight's "Expert Chat".

Anthony: Hi, Emily. Thank you for inviting me.

Presenter: You're welcome. So, Anthony, how long have you been working as a photographer?

Anthony: I've been a professional photographer my entire adult life. But I have been taking photographs ever since I was a young child. It was my father who encouraged me. He was a keen amateur photographer and, knowing what an enjoyable pastime it was, he wanted to share it with both my sister and myself. My grandfather was also keen on photography, so you could say my father kept up a family tradition!

Presenter: It sounds like you had a lot of fun.

Anthony: Oh yes! My childhood is full of happy memories of my father and me going on weekend trips with our cameras. Looking back now, it was a wonderful way to spend quality time together.

Presenter: When did photography start to be more than a pastime for you?

Anthony: The summer I turned fifteen, I won the Young Wildlife Photographer of the Year competition. My photograph, which I had taken on a family holiday to Africa two years earlier, was of a pride of lions eating an antelope. I remember I had sat for hours in the sun waiting patiently for the perfect shot.

Presenter: What made you decide to enter the competition?

Anthony: Actually, It wasn't my decision. My father entered my photograph in the competition without my knowledge. He told me afterwards it was because he wanted to encourage me. He certainly did that! You can't imagine my amazement when I found out I had won. That was the moment when I realised beyond all doubt what it was I wanted to do with my life.

Presenter: So how did you go about turning your passion into a profession?

Anthony: At fifteen, I knew a career in photography was for me. In my senior year of high school, I applied to all the top photography colleges on the east coast. I

chose one in New York and started there immediately after I finished school. In my final year there, I won a summer apprenticeship at the National Geographic Society. They must have liked my work because after I graduated, I was offered a job with them.
Presenter: And how did that go?
Anthony: Terrific! Next month, I will have been working for them for two decades!
Presenter: What aspects of photography do you consider important?
Anthony: For me, photography is most definitely about art. Being able to appreciate colour, lighting, shadow and texture, for instance, will help you get the best shots. But equally important are the technical aspects of photography. It's not just a case of point and shoot. You need to know what type of camera, shutter speed, exposure, and so on and so forth, is going to capture your subject and the moment best. If you don't have this technical knowledge, you can produce results you really like but without knowing why they worked or how to reproduce them.
Presenter: I see. What is being a professional photographer like?
Anthony: Basically, professional photography is a lifestyle. It involves weeks – sometimes months – of travel on the road when you are on assignment. These long periods of absence can cause a strain on family relationships, although I am happy to say that I have never particularly had any problems of that nature. And for me, the opportunity to travel the world, to see places and things that most people can only dream of, makes up for any disadvantages.
Presenter: Do you ever get tired of it all? You know, just want to stay home and slow down.
Anthony: I never get bored in my profession. I have been in the deepest, darkest depths of the Amazon rainforest, trekked across the deserts of Africa, sailed the wild seas of Antarctica. I have stared into the eyes of a snow leopard and watched in awe a million wildebeest cross the African plains. But out of all the things I've seen and experienced, I think the most important thing I've gained is a deep appreciation of the incredible wonders of nature and the beauty of our planet. Nothing compares to that.
Presenter: Wow! That does sound incredible! Thank you for coming on the show, Anthony. We're all looking forward to enjoying more of your work.
Anthony: Thank you.

Reading

Focus ➤ **Reading for gist**

- Explain the task.
- Ss read through the texts and match them to the headings. Remind Ss there is one heading they will not use.
- Check Ss' answers.

Answer Key

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

Grammar & Vocabulary

Focus ➤ **Practising word formation**

- Explain the task.
- Allow Ss time to read the text as it is.
- Check Ss' comprehension of the words in bold.
- Ss complete the task and check their answers by rereading the completed text.
- Check answers with the class.

Answer Key

1 powerful	*4 farming*
2 findings	*5 disastrous*
3 virtually	*6 invaders/invasions*

Writing

Focus ➤ **Writing an opinion essay**

- Explain the task.
- Read through the points in the plan with the class.
- Remind Ss to write 200-250 words.
- Ss complete the task and exchange their piece of writing with a partner to proofread.
- Ss redraft and hand in the final copy.

8 Spotlight on Exams

Suggested Answer Key

In recent years, the price of air travel has dropped dramatically, and the world has opened up to us. However, all these jet engines release huge amounts of carbon dioxide into the atmosphere, contributing to global warming. Some experts have suggested limiting the number of flights we take, which seems like a good idea.

Firstly, an air-mile limit per person might make individuals as well as authorities turn to alternative means of transport which are more environmentally-friendly. For example, a restriction on flights would encourage governments to invest in rail infrastructure, which is certainly less polluting for the environment. Moreover, reduced air travel could boost domestic tourism for some countries. If a person who wants to holiday abroad has exceeded their number of flights for the year they are quite likely to choose a holiday destination within their own country. As a result, the local tourism industry will benefit and there will be more income for the country itself.

However, some critics feel that rationing individuals' air-miles fails to address all types of flying; for instance, air freight. They also point out that shipping releases far more air pollution than aircraft. This means that simply restricting the number of flights a person can take annually will have no significant benefit for the environment.

Nevertheless, while it is true that reducing air travel for individuals alone will not single-handedly solve the problem of atmospheric pollution, it must be said that it would be a major step towards alleviating the problem.

All things considered, I firmly believe it is time for individuals as well as governments took some more drastic steps towards protecting the environment. Reducing the number of flights people can take in a year is such a step; a necessary one.

Speaking

Focus ➤ **Forming questions**

- Explain the task.
- Read out the question prompts.
- Ss work in pairs.
- Go around the class monitoring the task.
- Select some Ss to say their questions to the class.

Suggested Answer Key

- *Could you please tell me how long the cruise lasts?*
- *What are the departure dates for the cruise?*
- *How many stops will there be along the cruise?*
- *Can you tell me what types of cabins the cruise ship has?*
- *Are passengers allowed to bring their pets on the cruise ship?*

8 Progress Check

Answer Key

1
1 *symbols*
2 *aisle*
3 *unique*
4 *excavation*
5 *consults*
6 *remote*
7 *sculpted*
8 *feat*
9 *conveyor*
10 *boarding*

2
1 *none*
2 *both*
3 *All*
4 *nor*
5 *Neither/Nor*
6 *So*
7 *each*
8 *Every*
9 *either*
10 *Neither/Nor*

3
1 *out*
2 *off*
3 *in*
4 *out*
5 *up*

4
1 *with*
2 *of*
3 *of*
4 *by*
5 *with*

5
1 *much did we enjoy*
2 *you booked earlier*
3 *do I go away*
4 *did I expect to*
5 *my dad agrees can I*

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

Listening Task 1

1 **1** B *(siblings)*
2 C *(spending time, elderly relatives)*
3 A *(heated argument)*

2 **A** 4 **C** 1 **E** 3
B 7 **D** 5 **F** 6

AUDIOSCRIPT

Speaker A
I got myself one of those activity trackers that lets me know how many steps I take on a daily basis. I can set myself goals. They say you need to do ten thousand steps a day to increase your fitness levels. That seems quite a lot but I'm going to try to reach that target as I worry about my health because I have a desk job and am very inactive. I'm determined to get fitter.

Speaker B
I have a personal trainer. It doesn't come cheap but you are guaranteed to get good results. I'm really happy with the improvement in my health and fitness and in my looks. I can now fit into dresses that I wore ten years ago. Many of my friends are jealous of the results I've got but they're too lazy to do something about the problem. I suppose they'd rather spend their money on handbags!

Speaker C
A lot of guys go to the gym to get bulging muscles and look attractive but I think pumping iron in a gym is dull and pointless. I much prefer being outside, playing sports, because it's an enjoyable activity and you get to be with friends as well. Playing football is as much about the friendship as it is about health and fitness.

Speaker D
I've started going to the gym 3 times a week and I do an aerobics class and a step class twice a week. So, I spend a lot of time working out. Many of my friends think I've become obsessed with exercise but it gives me such a buzz, a feeling of joy when I achieve another goal so I really don't care what they say. At least I'm doing something that's good for me.

Speaker E
I run at least five km a day. I've been doing it for 3 years now. When I first started it was because I really badly needed to lose a lot of weight. I was obese. At first it was really hard and I had to force myself to do it. And it took me a long time to see the results. I was so overweight and unfit that for the first year I didn't make much progress at all. But now I feel great. Healthy, fit and just the right weight.

Speaker F
It's very easy to lose mobility as you get older. I don't want to end up unable to get around in my old age so I go to a fitness club. I enjoy doing the yoga classes and pilates. It's gentle exercise but it gets results. I don't want to get all sweaty and red in the face like people do in the gym but I do want to keep fit and active in my old age.

Listening Task 2

3 **A** F (Jane had the bright idea of going abroad for our summer holidays)
B NS
C T (I'll get Jane to join in the search too)

4 **A** 2 **C** 3 **E** 1 **G** 1
B 2 **D** 1 **F** 2

AUDIOSCRIPT

Ben: Hey there, Isla! Hang on a minute. I was wondering if I could have a word with you.
Isla: Well, be quick, Ben, as I've got a lesson with Mr Kohl and you know how he hates anyone walking in late.
Ben: It won't take a minute. I just wanted to ask you whether you've decided to join any after school clubs this term. I thought maybe we could organise together what we do this term. Have you seen the list?
Isla: Yes, I have. But there's so much on offer and so many good activities clash with other activities that I want to do that I don't know what to choose at all. I know that I'm definitely joining the chess club and I'm sure you are too. So you'll get a chance to try and beat me soon.
Ben: Oh, great. Yes, the chess club is high on my list and one of these days I will get the better of you in a match. You wait and see. I've been studying some master classes on the internet. But back to the topic. Would you be interested in joining the photography course?
Isla: I would but I can't. It clashes with my swimming training and my coach would be furious if I asked to change his carefully planned schedule. So that's out, for this term, at least, I'm afraid.
Ben: Never mind. There's other stuff I'm interested in too. There's the debating society and I like the look of joining the school paper. It would be fun to write articles and work on getting it into print.
Isla: The school paper would be great to do. Not only would it be a lot of fun but it also looks good on an application to university. So that's a bonus. But you know how I hate speaking in front of crowds. I'm too shy.

Ben: That's why I thought it would be a good activity for you to do. You could work on overcoming your shyness. It would do you a lot of good. I'm sure you could do it.
Isla: Not everyone is an extrovert like you, you know. But doesn't it clash with your athletics training? You aren't giving that up are you? You're the school track star!
Ben: No, I'm not giving it all up. But I've decided to stick to just the sprint races. I don't have time to train for so many different events. I don't want to fall behind with my academic work and I want to have a little bit of a social life as well.
Isla: Well, I can see your point I suppose. But it's kind of a shame as well as you are such a good athlete. Who will I cheer on now when we go to athletics events?
Ben: You'll cheer me in the 100 metres! But let's get back on track for a minute. So, it's a definite yes for the chess club and the school paper and we'll see if we can nudge you into the debating society as well, yeah?
Isla: You are too pushy sometimes, Ben! Just I'm not making any promises about the debating society but you can count me in for the other two. Now I must dash before I get into trouble. See you later, bye.

Listening Task 3

5 **3** *(Seeing the results of my work in public is what does it for me; Hearing actors and other celebs ... thanking their personal trainer ... is truly rewarding.)*

6 **1** 1 **3** 1 **5** 2 **7** 3
2 3 **4** 2 **6** 3

AUDIOSCRIPT
Presenter: Good afternoon folks and welcome to today's show. I have a very interesting young woman with us today, Izzy Claire. She jokingly refers to herself as the potato girl but is, in fact, a successful business woman in the organic food trade. Isn't that right, Izzy?
Izzy: Yes, I've done pretty well in the organic food business but I am proud of my nickname. I got it because we sell over 150 different varieties of organic potato and all the best restaurants use us if they want to get something unusual.
Presenter: Let's go back to the beginning. How did you get started in the business? You set up the company when you were still quite young; 19 years old, wasn't it?
Izzy: I had become very interested in environmental causes at school and I really wanted to buy organic and sustainable farm produce. It's been available for a while but a lot of it is very expensive. I wanted something more accessible. I was indeed 19 years old when I asked the bank manager for a business loan.
Presenter: And you got the loan? You were very lucky!
Izzy: Well, I was lucky because I had my dad backing me as well. I don't think I would have got the loan without his help. But he believed in what I was doing and gave me lots of really helpful advice that got me off on a good footing from the beginning.
Presenter: What you basically do is home delivery of organic foods, don't you? How do people hear about you?
Izzy: Yes. The idea is that we're a delivery service connecting people with the best producers in the country. It also means that I have very low bills. I don't need to pay rent for shops or pay electricity to store products. I arrange and deliver. Our main form of advertising is word of mouth. If you build up a good reputation and maintain it. That's all you need to do.
Presenter: Do you have any plans to expand your business at all?
Izzy: I do, yes. Now that my main business is doing so well. I have the chance to spread my wings and try some new things. We want to set up local community farms and get them involved in the delivery business with us. I also want to set up an organic cookery school.
Presenter: That sounds interesting. What is it exactly?
Izzy: The idea behind it is to teach people to cook better, more sustainable food. Lots of vegetable dishes and some meat. I want this school to help train young unemployed people, which can give them more chances of getting a job. In this way, I can give something back to the community and especially young people. I had a good start in life. I think other people deserve that too.
Presenter: Do you have any final words of advice for any young people out there who want to get into business.
Izzy: Absolutely. You definitely need to have confidence and believe in yourself. But don't be arrogant and think you know everything. Make sure you have good people around you, like your parents, that you can trust and you can learn from. Making mistakes is not the end of the world if you learn from them … and best of luck!

Reading Task 1

1 **a** c
b 6

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

Reading Task 2

3 **1** C, P
2 A, GR
3 D, WA
4 B, L

4 **A** 3
B 7
C 5
D 1
E 6
F 4

Reading Task 3

5 Correct answer: 4
Paraphrase: question: *In the past, people were told* – text: *For years, we were warned;* question: ought to try to eat low-fat dairy products – text: *dairy produce should only be consumed in small amounts* and *milk, yoghurt, cheese and other such products were made with low levels of fat, in the quest to keep people healthy*

6 **1** 4
2 1
3 3
4 2
5 1
6 3
7 4

Grammar & Vocabulary Task 1

1 **a** **1** b
2 a
3 b

b **1** a
2 a
3 b

2 **1** built
2 has never known
3 walking
4 to reach
5 don't be
6 yourself
7 will love

Grammar & Vocabulary Task 2

3 **a** **1** verb
2 noun
3 adverb
4 adjective

b **1** endangers
2 photographer
3 totally
4 cheerful

4 **1** recently
2 knowledge
3 traditional
4 fashionable
5 best
6 sweeten

Grammar & Vocabulary Task 3

5 **1** 4, G
2 3, L
3 1, L
4 3, G

6 **1** 2
2 1
3 4
4 3
5 1
6 3
7 1

Writing

1 Key words: *taking up a sport, recommend an outdoor sport, do you think team sports are better than individual, your favourite sport, kayaking, letter, answer questions, ask 3 questions, 100-140 words*

2 **a** I am writing to my pen-friend, Sally.
b I should write in informal style, because Sally is someone I know well.
c I have to answer Sally's questions about sports and ask her three questions about her kayaking trip.
d My letter should be between 100 and 140 words long.

3 Dear Sally,

I'm glad I got your letter and read that you want to start doing a sport. Let me tell you what I recommend for you.

Since it's summer now, swimming is an excellent sport to take up. It trains the whole body and makes you strong and fit Of course, it'll keep you cool on those hot summer days too! If you want, you can continue it in winter at an indoor swimming pool at a gym. Personally, I find team sports better because they give you a chance to meet new people and make friends. That's why I enjoy basketball so much. I get to play with my friends but also meet new people from the teams we play against.

So you tried kayaking! Was it difficult? Did you like it? Are you going to go again? Write back and tell me all about it!

Love,
Ivana

4 **1** compulsory
2 an essay
3 five
4 a separate paragraph
5 rephrase and repeat my personal opinion

5 Whether or not students should be obliged to wear a uniform at school has been open to debate for some time now. While some people support that school uniforms should be compulsory for all school goers, others are totally against this. In my view, wearing a uniform to school is a positive thing for students.

First of all, school uniforms offer a sense of equality among the student community. Some students may be able to afford expensive designer outfits, making those who cannot feel uneasy or even jealous. If all students are dressed in the same uniform, there will not be such an issue. Moreover, some students may fall victim to bullying at school because their clothes are considered unfashionable or in poor taste. Again, this will not happen if everyone at school wears the same outfit.

Nevertheless, there are people argue that school uniforms take away a young person's individuality. They claim students express themselves and personal style through the clothes they wear, and wearing a school uniform takes this away from them. Furthermore, it is believed by some that wearing a uniform teaches students that they must follow the majority and conform to the dress code it dictates. This does not let students stand out as unique individuals.

This is not necessarily true, however. The aim of a uniform is not to stifle a student's individuality but to give a student a sense of belonging, of being part of the scholastic community. In addition, school uniforms serve a practical purpose: they eliminate the worry over what to wear every day and the cost of choosing new and trendy outfits every time there is a change in fashion.

All in all, it seems that people will continue to be divided over the issue of whether school uniforms are a good idea or not. To my mind, a uniform should be an indispensable part of one's life as a student.

Speaking Task 1

AUDIOSCRIPT

Travelling is certainly an enjoyable activity. It benefits the tourists, as they get to see extraordinary sights and learn different things about the places they visit. It also aids a country's economy. Every year, tourists spend large amounts of money on accommodation, food and drink, entertainment and so on. This means a significant boost in the host country's income.

Speaking Task 2

3 **1** B – A is wrong because it is asking for the wrong information

2 A – B is wrong because it is not a direct question

3 A – B is wrong because it is not grammatically correct

4 Suggested Answer Key

1 Can you tell me on what days and during which hours you are open?

2 Do you make overseas deliveries?

3 What is the average cost of a bouquet?

4 What are the ways I can pay?

5 Is it possible for me to place an order online?

Speaking Task 3

5 Suggested Answer Key

1 … me and my friend Dima.

2 My sister, Marina, … she wanted to have a picture of our last day at school.

3 … outside our school's exams hall.

4 … finished taking our final physics exam, which was quite difficult.

5 … one of the questions in the exam and checking out the correct answer, because Dima was worried that he got it wrong.

6 … relieved … I've shown him that the answer he wrote down in the exam was correct.

7 … other students, who are probably also talking about the exams.

8 … met up with our other friends to celebrate the end of exams and the school year, and the start of our summer holidays.

6 Suggested Answer Key

I've chosen photo number 3. I took this photo last month, when my friends and I were taking a cookery class. In this photo there is my brother Pavel, my sister, the blonde girl between me and the chef, and her friend Katya. We're in the middle of a cooking lesson and the chef is showing us how to prepare a special vegetable dish. I took the photo because we were all having a lot of fun that day, and I wanted to keep that memory for ever. The reason why I've decided to show you this particular photo is that of all the activities my friends and I have taken part in, the cooking class was the one that stood out. It was great fun and different to what we usually do.

Speaking Task 4

7

1 Both
2 while/whereas
3 common
4 However
5 too/as well
6 On the other hand/However
7 also

8 Suggested Answer Key

Both of these photos show teens working. What the jobs depicted in the photos have in common is that they are both in the food industry. The boy in picture 1 is delivering pizza to someone's house or work, while the boy in picture two is working at a bakery, preparing baked goods. Another similarity is that these jobs are usually chosen by teens a part-time occupation; something to earn extra money from while they are still at school. However, while delivering pizza has more flexible hours, working at a bakery often involves starting work very early in the morning in order to have the baked goods ready before the shops open. On the other hand, being a baker does not usually involved working in shifts, which is what usually happens when you work in the food delivery business. If I were looking for part-time work, I would choose to deliver pizza. I like the flexible working hours and I also like the idea of getting money on top of my wages, from the tips the customers usually give to the delivery people.

Module 1

1
1 priority
2 concept
3 honour
4 support
5 policy
6 child
7 stroll

2
1 c
2 d
3 h
4 b
5 g
6 a

3
1 widowed
2 divorced
3 married
4 engaged
5 single
6 elderly

4
1 stubborn
2 shy
3 almond-shaped
4 bun
5 casual
6 dry
7 skinny
8 pessimistic
9 confident
10 nervous
11 sheep
12 blood

Module 2

1
1 caused
2 over
3 essential
4 stamped
5 whispered
6 killing
7 chest
8 take
9 million
10 down

2
1 dissuade
2 give in
3 discouraged
4 influence
5 resist
6 persuade
7 pick
8 bumped

3
1 sick and tired
2 building up
3 lose your temper
4 get you down
5 take it anymore

4
1 have been
2 Take
3 broke/has broken up
4 am losing

Module 3

1
1 pay
2 contacted
3 confessed
4 found
5 threatened
6 shoplifting

2
1 had the right to
2 have no right
3 have the responsibility to
4 take responsibility for
5 stand up for her rights
6 do our bit

3
1 shivered
2 growling
3 pleaded
4 rags
5 means
6 realise

4
1 chasing
2 arrested
3 broken
4 convicted
5 confess
6 sentenced

Module 4

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

2
1 under
2 dizzy
3 back
4 down
5 rash
6 hoarse
7 nose
8 finger
9 ankle
10 pain

3
1 severe
2 irresistible
3 narrow
4 crippled
5 internal
6 thumping
7 agonising
8 hacking

4
1 hailed
2 admitted
3 drowned
4 glimpsed
5 rowed
6 fetched

Module 5

1
1 industrial
2 fully-furnished
3 abandoned
4 well-lit
5 shanty
6 residential
7 cosmopolitan
8 posh
9 historic
10 rough

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

b)
1 bird mess
2 lack of trees
3 heavy traffic on the roads
4 stray animals
5 overcrowded public transport
6 cars parked on the pavements

3
1 kitchen
2 path
3 heads
4 drain
5 pedestrianised
6 beggar

4
1 market
2 fate
3 burden
4 estate
5 pastures
6 squat
7 graffiti
8 office

Module 6

1 a)
1 extraterrestrial
2 establish
3 signals
4 race
5 technologically
6 waves

b)
1 send communication signals
2 establish contact
3 extraterrestrial life
4 technologically advanced
5 Radio waves
6 human race

2 1 solar 4 beam 7 talking
2 Satellites 5 signal 8 survey
3 antenna 6 Comet

3 1 headlines 3 press 5 developments
2 scandal 4 update 6 coverage

4 1 unfolded 3 comes 5 drag
2 comforted 4 whining

Module 7

1 1 overcome 4 wait 7 reject
2 long 5 achieve 8 make
3 face 6 come

2 1 won 3 graduated 5 attend
2 complete 4 dropped out

3 1 position 3 fees 5 loan
2 qualifications 4 lesson 6 colleagues

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

b) 1 in the hope that 5 gave up hope
2 pinned – hopes on 6 has high hopes of
3 hope for the best 7 dashed – hopes
4 get – hopes up

Module 8

1 1 remote 4 unique 7 departure
2 preserved 5 transport 8 reclaim
3 offerings 6 symbols

2 1 cave 3 stream 5 mountain range
2 waterfall 4 Hot springs 6 swamp

3 1 archaeological 4 predict
2 mystery 5 carved
3 forecast

4 a) 1 passport 3 conveyer 5 shop
2 board 4 check-in

b) 1 duty-free shop 4 check-in desk
2 conveyer belt 5 passport control
3 departures board

Grammar Check Key

Module 1

1
1 're having
2 're staying
3 have
4 go
5 have be
6 haven't done
7 're visiting
8 're attending
9 aren't
10 Have you finished
11 're leaving
12 reaches

2
1 am seeing, see
2 are you smelling, smells
3 am thinking, think
4 is Annie being, don't know, is
5 looks, am looking
6 are you tasting, tastes

3 Suggested Answers
1 am studying for my exams
2 hasn't called me
3 enjoy a good romantic comedy
4 approve of me staying out late
5 have ...been to France
6 is feeling better
7 has … corrected yesterday's tests
8 mind my using his computer
9 have read twenty pages
10 work

4
2 is going to rain.
3 are going shopping.
4 will you post a letter for me?
5 leaves at 6 o'clock.
6 will be lying under the hot sun on a beach in the Caribbean.

5
1 'm going to
2 'll
3 're going to
4 'll
5 're going to
6 'll

6
1 is visiting
2 is about to
3 is going to/is due to
4 will be/get
5 going to be

7
1 did you find out, was looking, saw
2 (had) just started, walked
3 went, Did you buy
4 practised/had practised
5 Did you enjoy, had never flown
6 did your sister stay, went
7 did your dad retire, had worked/had been working
8 Did you have, had only been playing, started
9 Was your brother, arrived, had already gone out

8 Suggested Answers
I had to work overtime yesterday.
I usually take a walk round the park in the afternoons.
We had dinner at my aunt's two weeks ago.
I'm going to go away for the weekend next week.
I haven't been swimming for six months.
I joined the new gym last week.

9 Suggested Answers
A: Did you use to play in the park when you were a child?
B: Yes, I did. We had many parks in our neighbourhood. How about you?
A: There were no parks near my house, so I used to play in the schoolyard.

A: Did you use to ride a bicycle when you were a child?
B: Yes, I did. How about you?
A: Well, I did until it was stolen, and I didn't get a new one until much later.

A: Did you use to go to parties when you were a child?
B: Yes, I did. There was a party nearly every weekend. How about you?
A: Oh, once in a while someone would have a party.

A: Did you use to own a pet?
B: No, I didn't. My mother's allergic to fur. How about you?
A: I had two dogs and a cat.

A: Did you use to make tree houses?
B: No, I didn't. There weren't many trees near our house. How about you?
A: We had a tree house in our garden.

A: Did you use to go fishing with your dad?
B: Yes, I did. We often went on a Sunday. How about you?
A: We went only once, when we were on holiday in Scotland.

10
1 C
2 A
3 B
4 A
5 B
6 C

Module 2

1 A kangaroo is an animal that lives in Australia.
A dentist is someone who fixes people's teeth.
A cinema is a place where you can see films.
A firefighter is someone who puts out fires.
A mobile phone is something that you can make calls with.
A key is something to open and lock doors with.
A dictionary is a book that helps you spell correctly.

2
1 The letter (which) he posted three days ago hasn't arrived yet.
2 The song (which/that) they are playing on the radio is my favourite.
3 The football match, which my friend played in, was very exciting.
4 Let's go to Greece, where the sun always shines.
5 The sweets (which/that) we bought yesterday are delicious.
6 Tom introduced me to Mr Smith, who is his manager.
7 The book (which/that) I am reading at the moment which is very interesting.
8 This is Jane, whose sister is my coach.
9 The painting which/that is hanging on the wall is all original Dalí.
10 My parents, who were born in a small village, moved to the capital to find work.

3 1 e 2 a 3 b 4 c 5 d

4

1	A	3	C	5	A	7	A
2	B	4	A	6	C	8	C

5 Suggested Answers
She's taking a beach umbrella so that she can sit under the shade on the beach.
She's taking a swimsuit to go swimming in.
She's taking her flippers in case she goes scuba diving.
She's taking her sunglasses to protect her eyes from the sun.
She's taking flip-flops so that she can walk on the sand.
She's taking a straw hat to wear when the sun is hot.
She's taking a beach towel so that she can dry herself off.
She's taking a camera to take pictures with.

6

1	because of	4	due to	7	Since
2	because	5	since	8	because
3	Since	6	because		

7

1	so	4	such	7	such
2	such a	5	so	8	such a
3	so	6	such an		

8 Suggested Answers
1 of her behaviour in class
2 you see something you like
3 that some people had to dance outside
4 to build up his muscles
5 that we all avoid sitting with her
6 that we decided to go for a walk
7 she was wearing a strange hat
8 more people came over for Christmas
9 that she can't afford to buy a car
10 he is hard to reach

Module 3

1

1	having	9	(to) repair
2	stay	10	trying
3	painting	11	be
4	pay	12	to report
5	to drive	13	to tell
6	to feel	14	being told
7	watching	15	helping
8	stay		

2

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

3

1	swimming	7	paying
2	to go	8	snowboard
3	go	9	go
4	trying	10	stay
5	to like	11	study
6	to see	12	to try

4

1	to learn	7	to give
2	playing	8	going, stay
3	help	9	to do, learning
4	going	10	eating
5	not play	11	to play
6	watching	12	study

5

1	purchasing	6	find
2	having	7	rely
3	find	8	to try
4	using	9	to return
5	to consider	10	to give

6

1	**a** to buy	**b**	seeing
2	**a** visiting	**b**	to lock
3	**a** to tell	**b**	telling
4	**a** to be	**b**	adding

5 **a** making **b** to have
6 **a** to send **b** studying

7 a) 1 working 6 starting
2 playing 7 travelling
3 waiting 8 to study
4 study 9 dancing
5 to become 10 (to) do

b) Suggested Answers
I don't mind working overtime.
I like visiting friends.
I can't stand waiting for the bus in the cold.
My brother makes me do his English homework.
I want to become an actress.
I'm looking forward to starting tennis lessons.
I hate travelling alone.
I'd love to own a big house.
I enjoy playing with my dog.
I always help my mother (to) do the washing-up.

Module 4

1 1 was built 4 must be done
2 was designed 5 are being followed
3 has been visited 6 is donated

2 1 A new hospital will be built next month.
2 The room was cleaned this morning.
3 We were not invited to the wedding.
4 Cameras cannot be used inside the museum.
5 The new hospital will be opened by the Prime Minister on Monday.
6 Accidents can be caused by careless drivers.
7 They were woken up by a loud noise last night.
8 In the USA, presidential elections are held every four years.
9 His book will be translated into Portuguese.
10 The minister was found guilty of fraud.

3 The new traffic laws will be announced by the Transport Minister next Friday.
A famous actress was taken to hospital.
Nineteen dolphins were found dead after being trapped in fish nets.
Bangladesh was hit by a tsunami yesterday at noon.
A large quake was detected off the Oregon Coast.
A school official has been suspended from his duties.
Mr Jones was sentenced to six months.
Puerto Rico was defeated by the US volleyball team.

4 Buckingham Palace is located in Westminster, London. It was converted into a place in the 1820s by John Nash. It was opened to the public in the mid-1990s. Drawings by Leonardo Da Vinci are kept there. It is visited by millions of tourists every year.

The Taj Mahal is located in Agra, India. It was built by Shah Jahan for his wife. It is set within gardens and is covered in marble. It is visited by a lot of tourists every year.

5 1 A He is said to have escaped from prison.
B It is said that he has escaped from prison.

2 A She is thought to be a very gifted person.
B It is thought that she is a very gifted person.

3 A The two film stars are reported to have been married.
B It is reported that the two film stars were married.

4 A He is said to have donated all his money to charity.
B It is said that he has donated all his money to charity.

5 A The number of casualties is expected to rise.
B It is expected that the number of casualties will rise.

6 1 The museum was broken into last night.
2 Ten paintings were stolen.
3 I had the feeling that I was being watched.
4 This matter must be taken seriously.
5 More and more cars are being bought every year.
6 The statue has been damaged.
7 The proposal was submitted in writing.
8 I'm afraid your mobile cannot be used here.

7 2 Jane made her husband wash the car.
3 Tom will get his colleagues to start a recycling programme.
4 I had the vet check my dog's temperature.
5 Will Sarah get her brother to let her borrow his car?
6 Mike has made the mechanic take a better look at his motorbike.
7 Sally had Patricia cook dinner for her.

8 2 e I'm having new ones installed tomorrow.
3 c I'm having it fixed later today.
4 f I had flowers planted last Tuesday.
5 d I'm having it serviced before you leave on tour.
6 b I'll have it redecorated.

9 2 I can have my dress shortened here.
3 I can have my hair cut here.
4 I can have my dog vaccinated here.
5 I can have my coat cleaned here.
6 I can have my pizza delivered from here.

Module 5

1 2 You must have a visa to visit the USA.
3 We should move to a house in the countryside where there isn't much pollution.
4 He might not be coming with us tomorrow.
5 You don't have to/need to/needn't give me a lift home. I can take a taxi.
6 He could/may/might be sleeping.
7 He can't be telling the truth.
8 You mustn't eat in the class.

2

1	was supposed to be	5	can't
2	shouldn't	6	should
3	can't	7	could
4	didn't need to feed	8	have to

3 1 you should
2 you don't have to
3 you may/might
4 you must/have to/need to
5 you have to/must

4

1	didn't need to	4	Will	7	might
2	Could	5	may	8	shouldn't, should
3	Shall	6	must		

5 Suggested Answers
- A: Do I need to have a passport?
  B: Yes, you do.
- A: Can I check-in 5 hours before departure time?
  B: Yes, you can, but you don't have to.
- A: Can I take my luggage on board?
  B: No, you can't.
- A: Can I eat or drink on the plane?
  B: Yes, you can, but on some flights you have to pay for your food or drink.
- A: Can I take duty free goods on board?
  B: Yes, you can.

6 1 She must be homeless.
She may feel very lonely.
(Suggested Answer)
She must be very cold and hungry.

2 He must be very upset.
He might have missed an important meeting.
He must be late for work.
(Suggested Answer)
He could be angry with the driver of the car in front of him.

3 He could / might be feeling very sad.
He might have failed his final exams.
He can't have studied a lot.
(Suggested Answer)
He may be worried about his parents' reaction.

7

1	must	3	can	5	have
2	have, can	4	must	6	must

8 Suggested Answers
You have to be 18 before you can vote.
You must be 18 years old to drink.
In most schools you don't have to wear uniforms.
You have to stay in school until you turn 16.
You have to write entrance exams to enter university.

9 You mustn't enter.
You cannot fish here.
You mustn't feed the animals.
You cannot smoke here.
You mustn't litter.
You cannot ride your bicycle here.
You cannot park here.

Module 6

1 1 He said that I would get sunstroke if I didn't use sunscreen.
2 He said that he would definitely return it the following day.
3 He said that Denise hadn't come with them.
4 They said that they would wait for us until we were ready.
5 He said that he thought I should talk to my parents about my problem.
6 She said that had been/was the most difficult test she had ever written.

2 1 She asked when the last train for Liverpool left.
2 She wondered whether I had ever been to China.
3 She asked who was in charge of that project.
4 He wondered whether it would take long to repair the engine.
5 We asked how long the journey was going to take.
6 The policeman asked me if I had seen the sign.

3 2 A The teacher told us to write our names at the top of the paper.

3 F The dentist told us to avoid eating chocolates.
4 C The children's nanny told them not to climb the fence.
5 G The policeman warned us to always lock the doors.
6 D My best friend asked me to help her with the exercise.
7 E The traffic warden told us not to park there.

4 2 I arrived here six days ago
3 I am staying in a lovely hotel
4 I spend my mornings on the beach.
5 I love the food
6 I'm coming home on the 10th
7 I'll show you all the photos I've taken
8 I'm bringing back a nice present for you

5 1 He warned us not to swim in the lake.
2 She asked how long we were going to stay.
3 She complained that she had got too much homework to do.
4 He suggested going to the cinema.
5 He denied stealing/having stolen the money.
6 She advised me to see a doctor.
7 He reminded Ann to call them when she arrived.
8 He refused to do it.
9 She agreed to help them.
10 She begged us not to tell anyone.

6 John called and said that he had got the tickets for the match and asked to call him when you were back.
Laura called to remind you that you had basketball practice at 7. She also wanted to know if you would go.
Sue called to ask if you had checked the report because she would need it the following day.
Tony called to say that he wouldn't be able to come because his sister fell/had fallen down the stairs and sprained her ankle.

7 Suggested Answers
1 me to go to the cinema on Saturday.
2 that she was taken ill.
3 to complete the essays at home.
4 to never lie to them again.
5 if she could lend me her car.
6 that no one had passed the test.
7 if I could be late for practice.
8 that her grandma had passed away.

8 ...medical assistants. She said that they flew all over the world, wherever their help was needed. The year before, she said that they had been in Mozambique where they had stayed for six months. She said that they had set up a hospital and had trained people how to treat minor injuries and illnesses. They had also vaccinated a lot of children. That year, she said that they were in Rwanda. She added that they had been there for only two months, their work was already progressing. She said that she found her job really rewarding.

9 1 how old I was
2 I went
3 I lived
4 if I had worked anywhere
5 if I had any
6 I had
7 if I could work
8 when I was available
9 how I would be coming to work
10 if I had any other questions

Module 7

1 1 hadn't supported
2 wouldn't have got
3 hadn't tried
4 would have
5 wouldn't have become

2 1 leaves
2 wouldn't talk
3 would have had
4 won't take off
5 had listened
6 wouldn't have been
7 would buy
8 rains
9 see
10 will go
11 were
12 will pass

3 Suggested Answers
1 will I let him know about the change in plans
2 would he spend it with his children
3 I'll get you something else
4 they would have had a bigger wedding.
5 he had my address
6 you buy it now
7 he had asked you to?
8 if she had called earlier
9 he would have stopped to talk to me
10 you will miss the train

4 2 If the prices of mobile phones had not fallen, there wouldn't have been such demand for them.
3 If there hadn't been heavy rain, the river would not have burst its banks.

4 The football player would not have spent the night in hospital if he hadn't broken his leg.
5 The robbers would not have been arrested if their car hadn't crashed.

5
2 B If I hadn't walked in the rain for a long time, I wouldn't have caught a cold.
3 F If he hadn't had a miserable childhood, he would have wanted to talk about his early years.
4 E If he hadn't written a best-selling book, he wouldn't have been invited to speak to the university.
5 D She wouldn't have become a very successful artist if she hadn't insisted on fulfilling her dreams.
6 A If she hadn't lost her purse in the train, she would have had money to pay for the meal.

6
1 had
2 hadn't bought
3 could find
4 hadn't spoken
5 knew
6 would change
7 had
8 didn't exist
9 hadn't eaten
10 would stop

7
2 I wish he would help with the housework.
3 I wish I had taken some photos of the wedding.
4 I wish they hadn't stolen my laptop.
5 I wish our computer didn't have a virus.
6 I wish my parents would buy me the new games console.
7 I wish I had a digital TV.
8 I wish you would stop talking about your new MP3 player.
9 I wish she wouldn't listen to loud music all day.
10 I wish it were summer now.

8 Suggested Answers
Sue: I wish I were at home.
I wish my headache would go away.
I wish I hadn't promised to meet my friends later.
Laura: I wish I could fly to a sunny destination.
I wish I get the job I've applied for.
I wish I hadn't forgotten my friend's birthday.
John: I wish I didn't feel so tired.
I wish I could leave work early.
I wish I hadn't promised to finish the report today.

Module 8

1
1 not only
2 depends
3 as many
4 either
5 great deal of
6 both
7 little
8 nothing

2
1 can we go
2 will Edward leave
3 you arrived on
4 I you
5 does he ask
6 did Nicole realise
7 did she act
8 do I watch
9 was her anxiety/nervousness
10 did I know

3
1 **Is** there
2 **some** information
3 **evidence**
4 **a** really
5 **a** word
6 **some/much** advice
7 **any** bread
8 **a** jar
9 too **much**
10 **little** time

4
1 is
2 is
3 is
4 are
5 are
6 is
7 are
8 are
9 is
10 is
11 is
12 is
13 are
14 are

5 **countable:** cake, book, knife, glass, chicken, journey

countable/uncountable: paper, sugar, coffee, tea

uncountable: traffic, meat, cheese, bread, luck, maths, advice, news, trousers

6
1 some, some
2 some
3 some, an
4 an
5 some, a
6 a
7 a, a
8 some, a

7
1 a lot of
2 too much
3 much
4 a lot of
5 much
6 much
7 many
8 a lot of
9 much
10 a lot of

8
1 a little
2 a few
3 few
4 little
5 a little
6 a few
7 few
8 little
9 a little
10 a few

Module 1

1 Focus ➤ **Predicting content based on the title and picture**

- Ask Ss to look at the picture and read the title of the song. Elicit suggestions as to what the song may be about.

> ***Suggested Answer Key***
> *I think the song is about families and what they mean to us because I can see a large family in the picture. Everyone is smiling, so I think that the song will say positive things about families.*

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Reading for specific information**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

> ***Answer Key***
> *According to the singer, family is really important. It is thanks to our ancestors that we are here. Our family is always there for us – through good and bad times. We should appreciate our family members and the special relationship we have with them.*

3 a) Focus ➤ **Personalising the topic/Talking about the importance of family**

In pairs, Ss discuss how important family is to them. Ask some pairs to report back to the class.

> ***Suggested Answer Key***
> *My family is very important to me as they always support and encourage me. I feel I can tell them anything and I know they will understand and help me.*

b) Focus ➤ **Talking about what our parents have taught us**

- Allow Ss a few minutes to think about what their parents have taught them over the years and to note down the most important things.
- In pairs, Ss share their thoughts.

> ***Suggested Answer Key***
> *The most important thing my parents have taught me is to work hard so that I can accomplish my goals. My parents are good examples of how important it is to work for what you want as they both work long hours and manage to raise a happy family.*

Proverbs

4 Focus ➤ **Understanding English sayings**

- Read out the sayings and ask/elicit equivalents from Ss' L1.
- In small groups, Ss discuss whether they agree with the sayings. Monitor the activity and encourage Ss to come up with examples from their personal experience.

> ***Suggested Answer Key***
> *S1: I agree that you have to raise children yourself to understand your parents' love. For if you are a parent, then you know how hard it is to be a parent.*
> *S2: And you know what it feels like. I mean, you understand what it means to have children and how much love you feel for them.*
> *S3: I'm not sure. I think maybe we can understand how much our parents love us even without being parents ourselves.*
> *S1: Do you agree that 'an ounce of blood is worth more than a pound of friendship'?*
> *S2: I think that family is important, but I also think friendship is valuable too.*
> *S3: I think it is unfair to compare the two.*
> *S1: I love my family, but love my friends too.*
> *S2: Sometimes I appreciate my friends more than my family – I disagree!*
> *S3: So, is blood thicker than water?*
> *S1: I definitely think blood means a lot, but it isn't everything. etc*

Module 2

1 Focus ➤ **Predicting content based on the title**

- Explain the task and ask Ss to look at the title and the words and phrases given. Elicit answers from various Ss around the class.

> ***Suggested Answer Key***
> *I think the song is about not giving in to peer pressure. You can have more fun if you are yourself and can be on your own sometimes.*

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Reading for specific information**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

> ***Answer Key***
> *According to the singer, a good friend is someone who lets you be yourself, be an individual.*

3 Focus ➤ **Expressing personal opinion/ Discussing what makes us have good friends**

- Write out the statement on the board. Underneath it, write two columns 'Agree' and 'Disagree.'
- Elicit comments from the class, encouraging Ss to give reasons. Write ideas up on the board in the appropriate columns. Discuss as a class.

> ***Suggested Answer Key***
> ***Agree:*** *If you are a good friend, then that person will want to be as good a friend to you.*
> *The more friends you have, the more people will want to be your friend.*
>
> ***Disagree:*** *A good friend doesn't expect anything from you. A friend can be your good friend, even if you aren't the best friend they have ever had.*
> *You can be good to someone and try to be their friend, but sometimes they reject you. etc*

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

> ***Suggested Answer Key***
> ***If you can buy a person's friendship, it's not worth having.****(People who are interested in you because of your money are not friends at all.)*
> ***True friends have hearts that beat as one.*** *(If you are really good friends with someone, then you share the same joys and sorrows because you really care about them.)*
> ***Make friends before you need them.*** *(You never know when you will need help from friends, so it is good to have as many friends as you can.)*

Module 3

1 Focus ➤ **Predicting content based on the title**

- Ask Ss to read the title of the song. Elicit suggestions as to the different rights we can stand up for and write them on the board.

> ***Suggested Answer Key***
> *A person can stand up for freedom of speech, freedom of religion, the right to vote, etc.*

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Understanding the writer's opinion**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

> ***Answer Key***
> *According to the singer, it is our duty to stand up for our rights. If we all fight for freedom together, then we can help ourselves and others who are less fortunate.*

3 Focus ➤ **Personalising the topic/Talking about human rights**

Read out the question in the rubric to the class. Elicit ideas from individual Ss.

Suggested Answer Key
Every person on this Earth has the freedom of speech, the right to a clean environment, the right to be safe and the right to food, shelter and clean water. We must enforce and respect these rights as a society.

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key
Live and let live. *(We should accept the way other people live and behave, especially if they do things in a different way from us.)*
United we stand, divided we fall. *(If we all work together, we have a better chance of success than if we work individually.)*

Module 4

1 Focus ➤ **Predicting the context of words/ phrases taken from the song**

- Explain the task and ask Ss to look at the title and the words and phrases in the list. Elicit answers from various Ss around the class.

Suggested Answer Key
I think the title of the song refers to the difficult times in our lives and the fact that we shouldn't let them get us down.

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Understanding the singer's attitude**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

Answer Key
The singer is a fighter. According to the singer, no matter how large a problem is, we can face it. We shouldn't give in to problems – we should keep on living our lives and be determined to beat them.

3 Focus ➤ **Personalising the topic/Talking about motivation**

Ss define motivation in pairs and give each other examples of how they keep motivated. Monitor the activity around the class, then ask some pairs to report back to the class.

Suggested Answer Key
A: I think motivation is all about really wanting to do something.
B: Yes, I agree. If you want to succeed, you must keep trying until you get the result you want.
A: What do you do to keep yourself motivated?
B: I look at role models and they inspire me to try to be like them. What about you?
A: I like to reward myself for my achievements and I like to set myself clear goals.

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then, ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key

Something is better than nothing. *(You should be grateful for the things you get, no matter how small.)*

Strike while the iron is hot. *(We should take advantage of an opportunity as soon as it exists, in case the opportunity goes away and does not return.)*

The first step is the hardest. *(Things are always difficult to begin with, but then it gets easier.)*

The proof of the pudding is in the eating. *(You can only judge the quality of something after you have tried, used or experienced it.)*

Lightening never strikes twice in the same place. *(It is unlikely that something bad or unusual will happen to the same person twice.)*

Module 5

1 Focus ➤ **Responding to a picture/Predicting content**

- Draw Ss' attention to the title of the song and the picture. Elicit from Ss how the picture makes them feel and ask them how it is related to the song.

Suggested Answer Key

The picture makes me feel sad. I feel sorry for people who live on the streets. The song must be about what it is like to be homeless.

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Understanding the singer's attitude**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

Answer Key

The singer feels that we should help people living in the streets and look after them because they suffering and are in danger.

3 Focus ➤ **Understanding the singer's attitude**

Ss discuss the question in the rubric in pairs. Monitor the activity, then ask some pairs to report back to the class.

Suggested Answer Key

A: I think it would be really hard to live on the streets. It must be horrible not having somewhere comfortable to sleep.

B: And you don't know where your next meal is coming from. And it can be so cold and dangerous too.

A: You would feel really lonely and vulnerable. etc

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key

A friend in need is a friend indeed. *(A friend who helps you when you really need help is a true friend.)*

A man's home is his castle. *(People like to control what happens in their own homes and no one should tell them what to do there.)*

A rolling stone gathers no moss. *(If you are always travelling and changing jobs you have the advantage of not having many responsibilities, but you also have the disadvantage of not having a permanent home.)*

Beggars can't be choosers. *(People can't complain about something they get for free.)*

Charity begins at home. *(You should take care of your family and people who live close to you before helping people who live far away.)*

Module 6

1 Focus ➤ **Predicting the vocabulary in a song**

- Draw a spidergram on the board with the word 'space' in the middle for Ss to copy.
- Allow Ss one minute to add as many words as they can.
- Ss compare their list with a partner.

Suggested Answer Key
galaxy, universe, planet, spaceship, comets, stars, etc

- Play the recording. Ss listen and follow the song in their books and check whether any of their words are in the song.

2 Focus ➤ **Understanding the singer's attitude**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

Answer Key
The singer seems to think that there could be life on other planets. There are many questions in the song, for example, 'Can we really be alone?' The singer hopes that if there are other people living on other planets that he/she will get to meet them one day.

3 Focus ➤ **Personalising the topic/Talking about living on other planets**

Ss discuss their ideas in pairs, giving reasons for their answers. Monitor the activity around the class then, ask individual Ss to report back to the class.

Suggested Answer Key
S1: I would like to live on Mars as I think it would be very beautiful, with its amazing red landscape. Also, it is close to Earth so I could visit often.
S2: I would like to live on Saturn with all its rings. It's very large so there would be a lot to explore.

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key
Seeing is believing. *(We believe things when we have seen them with our own eyes.)*
The more one knows, the less one believes. *(Sometimes we can know too much information for our own good.)*
There are two sides to every question. *(There are counter-arguments for everything.)*

Module 7

1 Focus ➤ **Predicting content based on the title**

- Draw Ss' attention to the title of the song and elicit ideas from various Ss around the class as to what the song could be about.

Suggested Answer Key
I think the song is about the importance of not letting go of our dreams.

- Play the recording. Ss listen and follow the song in their books and check.

2 Focus ➤ **Understanding the singer's attitude**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

Answer Key
According to the singer, we should hang on to our dreams because they bring us joy and hope. If we believe in our dreams, they might come true.

3 Focus ➤ **Personalising the topic/Talking about the changes we could make in our lives**

In pairs, Ss discuss the changes they would like to make to their lives. Monitor the activity around the class, then ask individual Ss to report back to the class on the changes their partner would like to make and the reasons why.

Suggested Answer Key
I would like to change the amount of time I have to be with my family and my friends. I wish we didn't have to study and work so hard all the time and had more time to have fun and be together.

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key

If at first you don't succeed, try, try, try again. *(You should never stop trying to do something – you will succeed in the end.)*

Where there's a will, there's a way. *(If you really want to do something, you will usually find a way to do it.)*

Success has many fathers, while failure is an orphan. *(People are only interested if you win – no one cares if you lose.)*

Module 8

1 Focus ➤ **Predicting the context of phrases taken from the song**

Explain the task and ask Ss to look at the title and the phrases in the list. Elicit answers from various Ss around the class.

Suggested Answer Key

I think the title of the song refers to places in the world that we don't fully understand and I expect to hear the phrases within this context.

2 Focus ➤ **Understanding the singer's attitude**

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

Answer Key

The singer feels the magic of ancient places and the mysteries and puzzles they hold.

3 Focus ➤ **Personalising the topic/Talking about travelling back in time**

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the task, then ask some pairs to report back to the class.

Suggested Answer Key

I would love to travel back to Ancient Rome. I find the civilisation very interesting and advanced. I would like to see gladiator games in the Coliseum, visit the libraries and see the theatres.

Proverbs

4 Focus ➤ **Understanding English sayings**

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

Suggested Answer Key

Wonders will never cease. *(An expression we use when we are surprised because something unusual or unexpected happens.)*

Truth is stranger than fiction. *(Something we say when we want to emphasise that real events or things are sometimes stranger than imaginary ones.)*

Before you start

The Author

1 William Shakespeare.
2 He was born in Stratford-upon-Avon, England, on 23rd April, 1564.
3 He went to the King Edward VI Grammar School in Stratford.
4 He married Anne Hathaway.
5 He had three children: *Susanna, Hamnet* and *Judith*.
6 His most famous plays are: Macbeth, Romeo and *Juliet, A Midsummer Night's Dream, Hamlet, The Merchant of Venice* and *Othello*.
7 He wrote about a wide variety of emotions such as: greed, selfishness, revenge, kindness and love.
8 He died on 23rd April, 1616.

Background

1 winter – summer
2 5 – 4
3 easy – difficult
4 straightforward – very complicated and controversial
5 the same – a different
6 television – cinema, and another 16 for television
7 27 – At least 26
8 old – modern

The Plot

Hamlet – The Prince of Denmark, whose father the King dies and whose mother marries his uncle Claudius, who takes the throne.

King Hamlet – The King of Denmark and Hamlet's father, who is murdered by his brother, Claudius.

Claudius – The new King of Denmark, who kills his brother, King Hamlet, and marries the Queen.

Gertrude – Hamlet's mother, the Queen, who marries Claudius soon after King Hamlet's death.

castle – Home of the royal family, where most of the action takes place.

ghost – The apparition of the dead King, who returns to tell Prince Hamlet the truth about his death and to urge him to take revenge on his uncle Claudius.

revenge – The act of avenging the death of King Hamlet. It will be the driving, motivating factor for Hamlet to kill his uncle, the King.

mad – Hamlet will pretend to be mad so that everyone will think he has lost his mind. In this way he will find out the truth about his uncle's guilt without drawing attention.

stepfather – King Claudius becomes Hamlet's stepfather by marrying his mother.

old school friends – Rosencrantz and Guildenstern are two of Hamlet's old school friends. King Claudius asks them to spy on Hamlet in order to find out what troubles him, and, later in the play, they are commanded to escort him to England.

special play – Hamlet asks a group of actors to put on a special play for the court, that features a king being murdered in the same way Hamlet's father was murdered.

murder – One of the underlying themes of the play, as Hamlet seeks to take revenge for his father's murder by murdering his own uncle.

tragic end – The outcome of the story, which proves fatal for almost all the characters due to various plots inside the castle.

The Characters

1 Claudius
2 Gertrude
3 Horatio
4 Hamlet
5 Polonius
6 Hamlet
7 Laertes
8 Ophelia
9 Claudius

Episode 1

Before Reading

1 (Suggested Answer)
Judging from the title and the pictures, it seems that there is a new King at court, who is probably making a speech, and everyone is there to greet and congratulate him.

While Reading

2 1 uncle
2 attack
3 France
4 mourning
5 two
6 meaningless
7 ghost

After Reading

3 (Suggested Answers)
1 Hamlet thinks that his mother is disrespectful both to the recently deceased King and to her son. Gertrude should continue to mourn the death of her husband and not marry so soon, especially not Hamlet's uncle.
2 There must be a serious reason for Hamlet's dead father to appear as a ghost. He possibly wants to tell Hamlet about his death or about something that happened before he died that no one knows about.
3 Hamlet must be feeling lonely because he has lost his father, who was probably a stabilising force in his life. He is probably also confused as he finds it hard to understand why his uncle

took the throne. He must be angry with his mother, even disgusted, since she betrayed him and his father and got married so soon after her husband's death. Finally, he may be worried or even scared about the future of Denmark now that his uncle has a lot of power in his hands.

Think! Gertrude reveals no guilt in her marriage with Claudius after the sudden death of her husband, King Hamlet. This suggests that she might have been involved in the murder, especially since she hardly mourned her husband's death before remarrying. Her behaviour is open to various interpretations, though. The affection she shows towards her son, for example, makes one doubt whether she is evil. She might have married Claudius to make up for the insecurity and instability King Hamlet's death has caused her and the country as a whole.

Episode 2

Before Reading

1 (Suggested Answers)
   1 The people in the first picture are Hamlet, the ghost of his father and his friend Horatio. They are on the battlements of the castle because this is where the ghost appears. Hamlet probably wants to find out the truth about his father's death.
   2 Hamlet could be begging the ghost to talk to him. He may be feeling respect for or even fear of the ghost.

While Reading

2 (Suggested Answers)
   1 They meet on the battlements of the castle.
   2 Horatio warns Hamlet to be careful because the ghost might put Hamlet's life in danger.
   3 Hamlet ignores his friend's advice because he thinks his life is meaningless.
   4 Claudius has told everyone that his brother was bitten by a serpent while he was sleeping in his orchard.
   5 Claudius poured poison into the King's ear while he was sleeping in his orchard.
   6 The ghost wants Hamlet to avenge his murder.
   7 After Hamlet promises to take revenge for his father's death, he decides to act like a madman for a while so that no one will find out what his real intentions are.

After Reading

3 (Suggested Answers)
   1 Hamlet probably feels astonished, even shocked, to see his father as a ghost. He may also be worried or afraid that something bad has happened and is anxious to find out what it is.
   2 Although astonished at first, Hamlet seems to be very angry when he finds out the truth about his father's death, and also assured of his original suspicion that his father has been murdered.
   3 Hamlet has actually started planning his revenge. He thinks that if he pretends to be mad, he will be able to find out what really happened and avenge his father's death without anyone suspecting him.
   4 Hamlet might confront his uncle and his mother about what happened, or he might confide in Horatio and ask him to help him. In any case, he will certainly start pretending to be mad, as he has planned.

Think! Shocked at the sight of the ghost, the guard accompanying Hamlet and Horatio expresses his fears that "Something is rotten in the state of Denmark". Denmark is corrupt, infected by some mysterious force, well-hidden and pending. The feeling of anxiety established in the first episode is here confirmed by the appearance of the ghost, whose words reveal corruption through an effective symbolic image. The new King poured poison into the old King's ears sending him to death. Like the poison running through the old King's body and eating him away, corruption is now oozing through the state of Denmark making it a decaying body.

Episode 3

Before Reading

1 (Suggested Answer)
The title seems to be associated with the strange behaviour Hamlet decided to adopt after meeting his father's ghost.

2 (Suggested Answer)
Judging from everyone's expression, they seem to be talking about something important – maybe the change in Hamlet's attitude.

While Reading

3

1	No	3	Yes	5	No	7	Yes
2	Yes	4	No	6	Yes	8	No

After Reading

4 (Suggested Answers)

1 Being a prince, Hamlet is by birth Ophelia's superior. His position and responsibilities make it almost impossible for him to marry a girl who belongs to the common people. As a prince and a future king, he is responsible not only for his own well-being but also for the state's well-being. This means that it is not just his own feelings that affect his choice of a wife but the state's interests as well. In his case there are a lot of things that must be taken into account, of political importance mostly. Therefore, he may not be allowed simply to marry the woman he loves. This is Laertes' and Polonius' main concern and the reason why they don't want Ophelia to be involved with Hamlet.

2 Hamlet's rude behaviour is part of his plan. He tries to behave madly to fool everyone in the castle so that he can take revenge for his father's death without arousing suspicion. He probably doesn't trust Polonius either since he seems to be the King'sright-hand man.

Think! Ophelia is a young girl who appears to be innocent and even naïve. She is easily led by the men she loves so she seems to have no control of her life. She is dependent on her father and brother, who make decisions for her without taking her judgment into account. She obeys both Polonius and Laertes to stay away from Hamlet, even though she has feelings for him, without the slightest objection to their guidance. She is so respectful of them that she won't do anything against their will. After Hamlet's frightening visit to her room, it is Polonius she runs to for advice. On the whole, Ophelia seems to be a weak character as she relies on men, who control her life. I don't think I would act the same way as her. I would certainly respect my family and take their advice into consideration but I would also expect them to respect my feelings too. I would try to explain to them what I really wanted and how I felt.

Episode 4

Before Reading

1 (Suggested Answer)
The two men standing near Hamlet are probably Rosencrantz and Guildenstern. They've come to talk to Hamlet and find out what troubles him after the King commanded them to do so. There seems to be a more relaxed atmosphere in the second picture. The people Hamlet is talking with seem to be smiling and in good spirits, so Hamlet's mood must be better too.

While Reading

2

1	pleased	3	depressed	5	speech
2	prison	4	delighted		

3 (Suggested Answers)

1 Rosencrantz and Guildenstern find Hamlet in a rather sour, bad mood. He confesses he is depressed and finds everything in this world meaningless. Although he is pleased to see his childhood friends at first, he is also suspicious of why they have come to see him.

2 Hamlet wants the actors to perform a play whose plot resembles Claudius' murder. He also asks the actors to perform an extra speech which he will add to the play. Apparently, he wants to see the King'sreaction and find out if he is really guilty.

3 Hamlet is blaming himself because he cannot find the courage to avenge his father's death. Although he has a strong motive, he remains inactive, whereas the player has acted out his speech very passionately for no reason other than the play.

After Reading

4 (Suggested Answers)

1 Hamlet says that the King and Queen are deceived because he is not really mad as they think. His madness is feigned as a means to an end – that of avenging his father's death.

2 Tomorrow night is when the players are going to perform the play for Claudius to see. Hamlet expects that the murder taking place in the play will shake Claudius' confidence and prove his guilt, as the murderer kills his victim in exactly the same way Claudius killed Hamlet's father.

Think! Hamlet feels that the world around him is in a shambles. He feels confined to a place that is crooked and full of liars and villains plotting against him. Evil is latent everywhere and no one seems to be trustworthy. This is why Hamlet regards Elsinore and the whole of Denmark as a prison.

Episode 5

Before Reading

1 (Suggested Answer)
In the first picture, Gertrude is talking to Ophelia seriously, probably about Hamlet, while Claudius and Polonius are hiding. In the second picture, Hamlet and Ophelia seem to be arguing over something while Claudius and Polonius are watching. Perhaps the transformation in Hamlet's character has affected Ophelia, who appears to be in distress.

While Reading

2 [7] The King and Polonius come out of their hiding place.
[4] Ophelia looks up from her book and meets Hamlet's eyes.
[4] Hamlet is troubled, pondering "to be, or not to be".
[4] Claudius and Polonius discuss Polonius' plan to spy on Hamlet.
[4] Claudius considers sending Hamlet to England.
[5] Ophelia offers to give Hamlet's gifts back to him.
[6] Hamlet tells Ophelia that he does not love her.

After Reading

3 (Suggested Answers)
1 When Hamlet wonders if it is better "to be, or not to be", he poses a matter of philosophical discussion on the advantages and disadvantages of existence. Unlike previous parts of the play, where Hamlet was overwhelmed by emotion, here his speech shows logical reasoning. In an agonising way, he thinks that it is very difficult to decide between life and death. The miseries of life are such that no one is willing to bear them. If one died, he would end the torture. But then, we do not know what to expect in the afterlife, so maybe it is safer to bear the miseries we already have and are familiar with than take on others that are totally unknown to us.
2 Claudius will probably keep spying on Hamlet until he finds out what is going on. If he is still not convinced of Hamlet's madness, he may send him away or even try to kill him.

Think! From the first episode, one cannot fail to see Hamlet's disgust towards women. His mother's betrayal has brought out in him a strong feeling of hatred that now takes the form of misogyny. Addressing Ophelia, Hamlet attacks all women. He feels they are unworthy of men's affections because they cannot be trusted. He urges Ophelia to go to a nunnery, which represents the ultimate seclusion and isolation from society. Living as a nun, Ophelia would have to renounce her need for love and affection from a man. She would be alone with her thoughts and prayers. Being a nun means she would be restricted to a quiet, lonely life, deprived of earthly pleasures, and this, according to Hamlet, is the severe punishment she deserves.

Episode 6

Before Reading

1 (Suggested Answer)
In the first picture, there seems to be a play going on. Apparently, it is the one Hamlet has asked the actors to perform for the King. Everyone seems emotional or nervous about it. In the second picture, Hamlet looks prepared to kill Claudius, who is in some sort of emotional turmoil. Things don't seem to be getting any better as everyone seems to be more upset, but perhaps Hamlet will become more decisive and finally fulfil the promise he has made to his father.

While Reading

2
1 carefully
2 witnesses
3 pours
4 rushes
5 disturbed
6 remorse
7 second
8 soul

After Reading

3 1 Hamlet wants someone else to see Claudius' reaction for proof, evidence of the crime he committed. He also wants someone on his side, someone he can turn to for support when he decides to take action. Horatio seems to be the right person since he is Hamlet's dear and trustworthy friend, whose judgment he can rely on.

2 Hamlet's reflective nature makes him delay action once again. His father died without having been forgiven for his sins as he didn't have the chance to pray. Now that he is a ghost, he is doomed to burn in fires until his soul is cleansed. If Hamlet kills Claudius while he is praying for forgiveness, he will send his soul to heaven. This is hardly adequate revenge for the murder Claudius committed. Therefore, Hamlet finds it wiser to postpone action once again and wait until the time is right. If he kills Claudius while he is doing something bad, he will send his soul to hell and he will take his revenge.

Think! The actors' performance certainly triggers a number of different emotions in the members of the audience. Gertrude's reaction is of particularly great interest, as from the beginning of the play it is not clear whether she is involved in Claudius' crime. Therefore, her behaviour in this episode is open to various interpretations. According to Rosencrantz and Guildenstern, Gertrude is "terribly upset". Perhaps the performance brought about a sort of self-realisation for her. Maybe it made her see through the man she married to the murderer and villain he really was. Perhaps she knew beforehand, and the performance now made her realise her guilt and feel agitated. It could also be possible that she is still ignorant and her feelings are once more guided and shaped by Claudius' feelings, since so far Gertrude has appeared rather weak, lacking a personality of her own and conforming to her new husband's ideas and reactions.

Episode 7

Before Reading

1 (Suggested Answer)
In the first picture, Polonius seems to be running to hide, probably from Hamlet, who is about to enter the room. In the second picture, Polonius is lying at Hamlet's feet, killed by him, while Gertrude is kneeling shocked. Although Hamlet appears active for the first time in the play, he isn't doing what he is supposed to do, that is to take revenge against Claudius.

While Reading

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

After Reading

3 (Suggested Answers)
1 Hamlet might seem disrespectful to Gertrude but his reason for behaving this way is very serious. He feels his mother has betrayed him like she has betrayed his father by marrying so soon after his death. Therefore, it is out of anger and despair that Hamlet appears disrespectful and not because of lack of morals. His indignation is what makes him call Gertrude "stepmother" showing her he no longer sees her as his biological mother but as a stranger.
2 After Hamlet's accusations, Gertrude seems regretful for what she has done. She can't bear listening to Hamlet anymore, because deep down she knows her son is telling the truth, and she promises not to reveal the secret concerning his madness. Her behaviour at the end of the episode shows she is regretful and willing to help Hamlet.
3 Maybe Claudius will try to kill Hamlet, or Hamlet will finally go after Claudius and kill him.

Think! The fact that Gertrude does not see the ghost is pivotal to the plot and the outcome of the story. Gertrude thinks that Hamlet is mad talking to himself, and this prevents her from clearly taking her son's side and acting against the King. Although she promises not to reveal Hamlet's secret, she seems to be at a loss, which serves Shakespeare's intricately woven plot. If Gertrude saw the ghost, she would believe Hamlet and become his ally. This means that Claudius would run a greater risk of being revealed and the whole story would probably turn out quite differently.

Episode 8

Before Reading

1 (Suggested Answers)
1 Hamlet appears to be leaving and saying goodbye. Perhaps Claudius has finally decided to send him away with Rosencrantz and Guildenstern as a measure to keep his position as King safe.
2 In the second picture, Hamlet is meeting with some soldiers and talking to one of them. He might be plotting something against Claudius.

While Reading

2 1 b 3 d 5 a 7 a
2 c 4 d 6 c

After Reading

3 (Suggested Answers)
1 After Polonius' murder, Claudius is increasingly agitated. His alarm turns into fear of Hamlet and the only way to feel secure is to get rid of him. He has to be careful, however, and not arouse suspicion, this is why he acts secretly once more. He wants Hamlet executed abroad so that people in Denmark will not find out about the King's scrime and turn against him. Claudius is again interested in maintaining his status and public image.
2 Hamlet obviously does not want to acknowledge Claudius because he hates him, so he ignores him. Either he is still pretending madness, so he affects not to notice Claudius, or he is too angry that Claudius is still alive to speak to him. In any case, he is still trying to plan a way to kill him, so his attitude towards his uncle can be nothing but hostile.
3 Earlier in the play, Hamlet was amazed by the actor's passionate performance and expression of feeling for no apparent reason, just to act out a speech. Now, he is amazed by the willingness of an entire army to risk their lives for a worthless piece of land. He is impressed by their decisiveness and determination to achieve their goal, no matter how insignificant it is compared to his. Fortinbras' army, like the actor earlier, makes Hamlet blame himself for delaying to carry out the task he has to perform. Twenty thousand men are prepared to die for a tiny piece of land, and he, that has a father killed, remains inactive. This realisation is what finally strengthens him and makes him at last promise to take revenge.

Think! It is not the first time Shakespeare has used a powerful symbolic image to get his message across. Here he chooses to use illness and conveys the King's agitation most vividly. Hamlet is like a fever in Claudius' blood because, just as a fever burns and tingles and causes one to feel uneasy and uncomfortable, Hamlet is disturbing Claudius' peace. After the actors' performance the King knows his secret is revealed. His fears of Hamlet have now been confirmed. Hamlet is no longer a potential threat, but rather an imminent danger, rooted in Claudius' system and making him feverish.

Episode 9

Before Reading

1 (Suggested Answer)
In the first picture, Ophelia seems to be dancing; however, her expression is not a happy one. Laertes and Claudius appear to be having a serious conversation. In the second picture, Gertrude is entering the room looking worried while Laertes is pulling out his sword as if to fight someone. Claudius seems to be trying to either calm him down or show support. It appears that the outcome of the episode is not positive as the whole atmosphere seems rather tense. Perhaps Laertes has found out about his father's death or another unfortunate event has happened.

While Reading

2 1 Ophelia
2 Gertrude, Ophelia
3 Laertes and Ophelia's, Ophelia
4 the sailors, Horatio
5 Horatio
6 Claudius, the people's, Hamlet
7 Claudius, Laertes
8 Hamlet and Laertes
9 Ophelia
10 Claudius, Hamlet's

After Reading

3 (Suggested Answers)
1 Laertes returns to Denmark because he has found out about his father's murder and wants to take revenge by killing the perpetrator.
2 Ophelia loses her mind because of sorrow after Hamlet kills her father. As illustrated earlier in the play, Ophelia loved and respected her father deeply so his death must have affected her greatly. Apart from that, she is already depressed because Hamlet has rejected her recently and because he appears to have gone mad.
3 Claudius' position as King has already started weakening. His main concern now is to maintain his power, and it is exactly this concern that proves him to be most murderous. To start with, he is extremely worried about the people's reaction to all the recent tragic events. His worry soon turns into fear when the people call out Laertes' name and wish him to be the King. Claudius' first step is to calm Laertes down and assure him he is not guilty of Polonius' death. This way he makes him trust him and takes him to his side

as an ally. Previously, Claudius didn't hesitate to arrange Hamlet's execution in England. Now that his plan has failed, he doesn't hesitate to arrange Hamlet's death inside the castle. The King is so crafty that he also draws up a back-up plan: if Hamlet does not get killed by Laertes' sharpened and poisoned sword, he will be killed by poisoned wine. Claudius does not bother to worry about the victims that accumulate around him. He is only concerned about the threats to his power.

4 Hamlet will probably be invited to a duel with Laertes, but before that he will find out about Ophelia's death.

Think! The way Ophelia's death is presented in this episode creates the impression that it was an accident. According to Gertrude's account, while Ophelia was on a willow tree, hanging her flower garlands, a branch broke and she fell down into the river. However, judging from the story so far, the possibility of Ophelia's death being accidental may not seem very strong. Ophelia is very sensitive and emotional as a character, and all of a sudden she finds herself confronted with two devastating facts: her father's death and Hamlet's rejection and exile. These incidents are serious enough to lead her to depression and suicide, especially because of her fragile nature; therefore one cannot avoid thinking about this option when pondering on the matter of Ophelia's death.

Episode 10

Before Reading

1 (Suggested Answers)
   1 Hamlet and Horatio seem to be walking in a graveyard. They are walking up to a man digging a grave.
   2 Hamlet seems to be sad and troubled. He might be lamenting his father's death or be preoccupied with death, a matter that puzzled him earlier in the play as well.

While Reading

2 (Suggested Answers)
   1 Hamlet has just returned to Denmark and met Horatio. The two of them come across the gravediggers while they are walking through a graveyard on their way back to Elsinore castle
   2 The gravediggers think the woman's death was suicide, and people committing suicide cannot have a proper burial. However, the fact that she was someone important, that is of a wealthy or influential family, is an advantage for her. The priest will overlook the suicide and give her a proper burial.
   3 They find Yorick's skull, who used to be the court jester when Hamlet was a boy.
   4 Hamlet knew Yorick and he loved him dearly. Yorick used to carry him on his back and entertain him with jokes and songs. Hamlet remembers him quite fondly and seems to miss his jovial personality. On the other hand, he feels disgusted and appalled at how Yorick ended up, pondering that this is every man's fate.
   5 They come in a funeral procession. They are going to bury Ophelia.
   6 Laertes does not like the priest's comments regarding Ophelia's burial. The priest wants a shortened service as he thinks Ophelia committed suicide. He believes that instead of having prayers read to her, she should be hit with stones. Laertes loved his sister too much to agree with the priest and gets furious at his words. He cannot accept his beloved sister's death, which happened right after his father's death. Laertes is angry with Hamlet, whom he considers responsible, and he takes his anger out at the priest.

After Reading

3 (Suggested Answers)
   1 The gravedigger is very precise and uses the right word at the right moment. Although he is socially inferior to Hamlet, his speech proves to be very witty.
   2 Laertes is sending good wishes to his dead sister because she was pure and virtuous, and violets are a symbol of these qualities. He hopes that she will be as pure in death as she was in life.
   3 From the moment Hamlet establishes eye contact with one of the gravediggers, he appears to be very respectful towards the dead as he does not approve of the gravedigger's lightheartedness. He gets annoyed when he sees the man singing merrily and throwing two skulls up in the air, as he thinks that this shows disrespect. He believes that the dead deserve the same respect as the living since they used to be among them once. Later on, when he sees Yorick's skull, Hamlet seems to be awestruck as he realises a universal truth: no one can escape death.

Think! The moment Hamlet sees the funeral procession, he urges Horatio to hide and watch silently. His reaction is quite reasonable, if not expected, since this is a crucial moment for him. He has just returned to Denmark from his short exile and Horatio has gone to meet him. While Hamlet was away, there were new developments which he is not informed about, and he must find out before he visits the castle. Moreover, the fact that Claudius is plotting against Hamlet is something that Hamlet is aware of, so he must be cautious. Now that the King's crime has been revealed, Hamlet knows Claudius is afraid and wants to get rid of him. Sending him away to England was the King's first measure of protection, which failed to prove effective, since Hamlet managed to get back. The King is bound to come up with another plan; therefore, Hamlet must be careful.

Episode 11

Before Reading

1 (Suggested Answers)
   1 Laertes seems to be attacking Hamlet. He must be in great emotional distress because of his sister's death, and he probably thinks Hamlet is responsible for it.
   2 Hamlet and Horatio seem to be discussing a letter that Horatio is reading. Perhaps it has to do with Hamlet's journey to England. Now that he is back, he probably wants to inform Horatio about what happened while he was away.

While Reading

2 (Suggested Answers)
   1 Gertrude is scattering flowers on Ophelia's coffin, weeping. She wishes Ophelia were Hamlet's wife and not dead.
   2 Laertes loved his sister so much that he can't stand seeing her in a coffin. He thinks that the one to blame for her death is Hamlet, who is also responsible for Polonius' death. For this reason he becomes furious with Hamlet and attacks him.
   3 Hamlet is trying to prove his love for Ophelia, which he claims is much deeper than Laertes'.
   4 Hamlet becomes so passionate in his argument with Laertes that Claudius thinks this is another sign of his madness and asks the courtiers to pull them apart. He then urges Laertes to be patient until they arrange their plan to kill Hamlet. Even at a moment of grief and mourning his mind is still preoccupied with the implementation of his plan.
   5 On his way to England Hamlet feels there is something wrong since he knows that in reality his two childhood friends are Claudius' spies. What he finds in their bags is Claudius' letter to the King of England, who is asked to have Hamlet executed.
   6 Hamlet exchanges Claudius' letter with another one he has devised himself and sealed with his father's royal seal so that no one can tell the difference. In the new letter the King of England is asked to have the messengers, that is Rosencrantz and Guildenstern, executed instead of Hamlet.

After Reading

3 (Suggested Answers)
   1 Although Rosencrantz and Guildenstern could not have known about the content of Claudius' letter to the English King, they are guilty of spying on Hamlet and of contributing, even without knowing it, to his death. This justifies, in a way, Hamlet's desire to take revenge on them. On the whole, they are Claudius' pawns lacking a personality of their own, since they always do as they are commanded.
   2 Hamlet's attitude towards Laertes changes at the end of the episode. He regrets having been violent to him since he now feels they have something important in common. They both want to take revenge for their fathers' deaths. This is what brings him closer to Laertes, whose determination strengthens Hamlet too and makes him ready to take action. Therefore, what Hamlet will probably do next is fulfil the promise he has given to his father.

Think! A good friend is someone who is always willing to help and support you when you need them. A good friend is a good listener, someone you can talk to and seek advice. They are trustworthy and reliable, and would rather be sincere than make things appear better than they are in order not to hurt you. A good friend must be sensitive to your feelings and stand by you in difficult situations the same way he must share your happy moments.

Episode 12

Before Reading

1 (Suggested Answers)
1 Hamlet and Laertes are fighting a duel. Emotions vary. Laertes and Claudius must be anxious to put their plan into practice and achieve their goal, that is to kill Hamlet. Gertrude and Horatio must be worried about Hamlet, even though this is supposed to be a friendly fight. Hamlet himself may not be aware of Laertes' real intentions; still he will certainly try to do his best to beat his opponent.
2 Judging from the second picture, the play is going to have a tragic end involving bloodshed. Everyone seems to be dead apart from Horatio, who is kneeling beside Hamlet, probably trying to share his agony.

While Reading

2
1 challenged
2 shakes
3 madness
4 sharpened
5 scores
6 instead
7 exchange
8 blame
9 plunges
10 story

After Reading

3 (Suggested Answers)
When the play ends, it is not obvious whether Fortinbras will restore public confidence in the government and bring back a feeling of well-being in Denmark. However, he clearly represents a strong-willed leader. In contrast to weakened and conniving Claudius lying dead before him, Fortinbras appears to be a strong character and, therefore, a capable ruler. Also in contrast to corrupted Claudius, Fortinbras seems to have high moral principles as he acknowledges Hamlet's ethics and pays a special tribute to him: he orders Hamlet to be carried away like a soldier. On the whole, though the country's future is still uncertain, Fortinbras appears a promising king.

Think! A good leader should be interested in his country's progress and not use their position as a means to achieve his personal aspirations. They must be able to ensure the people's well-being and safety from external threats. A good leader must have good judgment and foresight so that they can plan ahead. Also, they must be in command, making people not lose heart in times of crisis.

Final Comprehension Quiz

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

Overview

(Suggested Answers)

1 The conflict of man versus man is always prevalent throughout Hamlet. All characters plot against each other and want to take revenge on others. Some outstanding examples are Claudius' and Hamlet's hatred for each other as well as Laertes' and Hamlet's duel. The Norwegian King's plans of war are also indicative of the conflict of man versus man. The conflict of man versus himself is equally prevalent throughout the play, mostly represented by Hamlet's inner struggle. His ambivalence toward action, his indecision and self-reproach show he is at war with himself. Finally, the man versus nature conflict reveals how weak man is opposed to nature. When Hamlet meets the ghost at the battlements, Horatio warns him about the sea and the cliffs, which might prove dangerous. Death is also a proof of the control the natural order of things has over man, as we can tell from Ophelia's drowning and Hamlet's awe in the cemetery.

2 Throughout the play, Hamlet appears to be more reflective than active as a character. His thoughtful nature makes him always delay action, a policy which proves instrumental in the outcome of the story. Hamlet does not find the courage to take revenge for his father, even when the opportunity is right before him. The fact that he constantly delays killing Claudius seriously affects the plot of the story, since it results in a series of fatal events which would have otherwise been prevented. The first time he decides to get over his indecision he ends up acting rashly and kills Polonius, whose murder triggers conspiracy and plotting inside the castle. If Hamlet was active from the beginning, perhaps there wouldn't be so much bloodshed and the story would not end so tragically.

3 The characters that betray or disappoint Hamlet are:
Claudius – He killed Hamlet's father and married his mother.
Gertrude – She hardly mourned her husband's death and hastily married Hamlet's uncle.
Rosencrantz and Guildenstern – They follow the King's commands and spy on Hamlet.
Laertes – He joins Claudius and plots with him against Hamlet.

Polonius – He spies on Hamlet.
Ophelia – She betrays Hamlet by losing her faith in him.

All the above characters make Hamlet feel disillusioned and disappointed. They make him feel confined in a prison and the only way to escape is by avenging every traitor. This brings about feelings of hatred and disgust, which turn out to be fatal.
The only character who stands by Hamlet throughout the play is Horatio. He accompanies Hamlet to the battlements and warns him about potential danger. He takes an oath not to betray Hamlet's secret. He watches the King's reaction during the actors' performance in the castle and assures Hamlet of Claudius' guilt. Horatio is the one Hamlet confides in when he comes back from the journey to England. Finally, Horatio proves to be most loyal when he expresses his wish to drink the poisoned wine in order to die with his lord. He is the only one who can alleviate Hamlet's suffering and distress and make him calmer and more reasonable.

4 Both Ophelia's and Gertrude's deaths are accidental, which makes both women victims. Ophelia died after Hamlet renounced his love for her, in his attempt to appear mad, and after he killed her father, mistaking him for the King. Gertrude died after she drank the poisoned wine Claudius had prepared for Hamlet. Therefore, the men who they both trusted so blindly and heavily depended on caused the two women's deaths. However, their different character also determines and differentiates the way each one died. Although it is not clear whether Ophelia accidentally drowned or committed suicide, her innocent romantic nature makes her death appear to be innocent and romantic as well, as the young woman had been emotionally charged before she drowned. Gertrude, on the other hand, is in a way more responsible for her tragic end because throughout the play she lacked the courage to face the truth.

5 Whether Hamlet would have made a good leader if he had lived is ambiguous, judging from his actions throughout the play. On the one hand, what mostly characterises him as a person is his indecision and lack of courage, as he tends to be reflective rather than active. An indecisive and inactive leader is certainly not one to trust and depend on in times of crisis, when people need someone to encourage and motivate them to take action. On the other hand, what also distinguishes Hamlet is his morality and ethics, elements that form an integral part of a good leader's personality. Regardless of whether they can counterbalance the lack of bravery, they contribute to a country's well-being since they safeguard people against corruption and dishonesty.

6 The castle of Denmark is a "prison" full of plotters and spies. The first one to start spying is the King himself, who asks Rosencrantz and Guildenstern to watch Hamlet closely and find out about his strange behaviour. Later on, Claudius and Polonius spy on Hamlet and Ophelia when the two of them meet. During the actors' performance, Hamlet and Horatio spy on Claudius to see what his reactions are and immediately after that Hamlet, "hovering in the shadows", spies on Claudius while the latter is praying. When Hamlet meets Gertrude in her room, Polonius hides behind a wall hanging and listens to their conversation. After Polonius' murder, Rosencrantz and Guildenstern are again commanded to accompany Hamlet to England and see that the English King has Hamlet executed. Finally, in the cemetery Hamlet and Horatio hide back and watch as the funeral procession enters. On Hamlet's part, one may say that spying is justified since he has to protect himself against the King's plotting. In every other case, however, spying indicates an evil act that can only have tragic consequences.

7 Hamlet represents the archetype of the modern hero. Apart from being the most easily recognisable Shakespearean hero, he is also the most contemporary one. He is a character people of today can identify with, as we face the same issues and share the same ambivalence. What troubles Hamlet is also what concerns modern people, as his problems are situated in the context of family and state. Loss of a parent, remarriage, betrayal, depression, lack of morals, war, political ambition, corruption, wickedness, friendship, honesty, plotting, revenge are issues that make Hamlet remarkably modern as a character.

Discuss in groups

(Suggested Answers)

- An alternative title for the story could be: Hamlet's Revenge.
- A different ending for the story could be that Hamlet kills Claudius and becomes King; he marries Ophelia and sends Polonius somewhere to live as a hermit. This is a happier ending than Shakespeare's as justice is served and Hamlet's mother is free from her guilt and dishonour.
- My favourite character in Hamlet is Horatio because he is a loyal and supportive friend who stays out of trouble but remains close to Hamlet in his time of need.
- I dislike Claudius because he is evil, conniving and power hungry; he will stop at nothing to get what he wants. He has killed his own brother and is after his own nephew too. He is so calculating and greedy that he deserves to die brutally.
- The story teaches us about loyalty and honesty and also about the lack of these morals. It is also concerned with a major issue, prevalent in every society throughout history that of political corruption and excessive ambition.

(Suggested Answer)

Back in 1925, there was a family of landowners in rural Ireland. It was a poor, underdeveloped country where land was still the chief means to financial freedom. The family were the Careys, and young James was the only son. His father, whom he loved dearly and had always been very close to, had just died under mysterious circumstances, and his mother had quickly remarried a man who had offered her financial security as long as he controlled both her and her estates. Therefore, young James had lost everything his father would have left to him. His new stepfather, who was not so kind and generous, even though he spoke to others about his love and fondness towards his stepson, now ordered him about. James, who was still mourning his father's death, remained distant and somewhat cold towards his stepfather and his mother, for remarrying so quickly.

One day not so long after his father's death and mother's remarriage, one of James' friends, Peter, told him about something he had uncovered somewhere in a remote area of the farm. He took James to see what appeared to be a murder weapon that had recently been used, judging from the blood on it. Immediately James and Peter realised that the father's death must have been due to murder rather than natural causes, as it was first believed. James started to contemplate who might have done this to his father. He became very troubled and neglected his life and people around him. His depression became so marked that one day his stepfather openly questioned him about it and they got into an argument. James rashly accused his stepfather of having a hand in his father's death and keeping what was rightfully due to him. By the manner in which his stepfather spoke and treated him, it seemed obvious that he hadn't been as innocent as he had made everyone believe.

One night, James had a dream in which he saw his stepfather murder his father. He told his friend, Peter, who also didn't trust the new person in James' life. He urged James to approach his mother with what he knew. James' mother brushed off his accusations, telling him they were nonsense. Then one day, a near fatal accident occurred on the farm, and it almost killed James. When his friend looked at the evidence at the scene afterwards, he informed James and they both agreed that something needed to be done quickly or James' and his mother's life might be in danger.

James and Peter decided to go to the local constable, who listened to them but also brushed it off as nonsense, as James' stepfather was a pillar of society and they had no real evidence either. They realised that without something to connect the stepfather with the death of the father they could do nothing. One evening, as James' mother began to contemplate the possibility that her husband might have been murdered, she took several sleeping pills to help her calm her nerves so she could sleep. The stepfather noticed this and slyly threw extra pills in the water when she wasn't looking; he then woke her up to have her take more in the middle of the night, when she was too groggy to be aware of what was happening. James had a strange feeling and went to his mother's room, just in time to see what his stepfather was doing. Catching him in the act, he rushed in to save his mother, but confronted his stepfather. They quarrelled, as the stepfather tried to fake a story, but James carried his mother out of the room and to the local doctor.

When the constable became aware of this new evidence, he took action by accusing the stepfather of attempted murder against the mother. While in custody, the stepfather admitted that he had murdered the father, remained in jail throughout his trial and was subsequently incarcerated for life. James' mother recovered and returned to the family residence to see her son regain control of the family estate.

Topics For Further Discussion

(Suggested Answers)

Episode 1

1 Claudius takes great pains to balance the situation to his benefit by using his words very carefully. On the one hand, he mourns his brother's recent death and on the other he celebrates his marriage to his dead brother's wife. These two contradictory facts are likely to cause public disapproval. However, Claudius aims at two things: appealing to popular sentiment, by remembering his brother, and proving that he is ready to take on his new role as King, by marrying the Queen. Moreover, he appears to take decisive action by securing Denmark's safety against Norway. Regardless of whether he makes a good or bad impression, Claudius certainly appears to be confident and in command.

2 The kind of balance Claudius tries to achieve is unnatural. Throughout his speech he uses contradictory words and ideas. Even if the common people are convinced, because they need something to believe in after their old king's death, it seems unlikely that Hamlet will be convinced too. To him, it is unthinkable how the sorrow of losing a brother can be balanced with the happiness of marrying a dead brother's wife. When Claudius assumes a fatherly role toward him, Hamlet's disbelief in the new king is even greater. He knows that the real motive behind Claudius' affection and advice is to keep Hamlet under control since he is the legitimate heir to the throne.

3 Hamlet feels devastated by his father's death and betrayed by his mother's remarriage. On the one hand, his deep sorrow and disgust make him feel that the world is not worth living in. On the other hand, his mother's dishonesty affects his opinion about womanhood in general. The way he reacts reveals a highly intelligent and particularly sensitive man, the only honest character in the royal court and the only person of high morals, who feels offended by injustice and dishonesty.

4 The atmosphere presented at the beginning of the episode is rather ominous. There is a general sense of uncertainty and anxiety as a beloved king has died and the throne has been inherited not by his son but by his brother. There is still grief for the old king's death, and the presence of a new king who lacks experience cannot guarantee a secure future for the country. This threatening atmosphere is heightened at the end of the episode by the ghost's appearance. The ghost indicates that something about the old king's death has upset the balance of things. It shows there is something wrong and unnatural in Denmark that makes the country's future dark and frightening.

Episode 2

1 Hamlet strongly disapproves of Claudius' behaviour and criticises it. The fact that the King is celebrating instead of mourning his brother's death is humiliating not only for him but also for the country he rules. It is a sign of thoughtlessness, which makes Denmark and its people seem shameless and corrupted. The bad impression Hamlet has of Claudius at the beginning of the story is gradually getting worse and eventually turns into hatred when the ghost reveals that the old king was murdered by the new one. It is only natural for a son who has lost a father so unjustly to have feelings like these.

2 From the beginning, Horatio appears to be an educated, intelligent person. He is realistic and has good judgment, as he estimates things before taking action, which contrasts with Hamlet's tendency to take rash decisions. Horatio warns Hamlet about the possibility of danger when they see the ghost and urges him to be careful. Moreover, he proves to be a loyal, reliable friend. He accompanies Hamlet to the battlements as he is concerned about his friend's safety. When the ghost disappears, Horatio is very worried about Hamlet and takes an oath not to reveal anything to anyone. On the whole, Horatio seems to be more practical whereas Hamlet tends to have a more romantic approach to things.

3 Hamlet seems extremely sensitive to the issue of his mother's remarriage. The fact that it's hardly been two months since his father's death and she has married again, and to his uncle, makes Hamlet feel offended and betrayed. His special bond with his mother has broken and his hurt feelings have turned into disgust and even hatred for her. He thinks his mother is evil and he doesn't seem to differentiate her from the villainous King. His father's ghost, on the other hand, appears more sympathetic towards Gertrude. It doesn't want Hamlet to make her suffer because it believes that deep down she is aware of her fault, and this is adequate punishment.

Episode 3

1 Laertes respects and loves his father Polonius. Before he asked the King'spermission to return to France, he had asked his father's, and now that he is leaving he has been given his father's blessing and advice. This proves a strong relationship between them. Similarly, Hamlet holds a great respect for his dead father, whose death he has sworn to avenge. However, Laertes' family state is healthier than Hamlet's, as Laertes shares a strong bond with both his father and his sister. The death of Hamlet's father, on the contrary, has created a state of loss and alienation. Hamlet's attitude towards his mother has changed dramatically and Claudius will never take the place of his real father.

2 As far as Ophelia is concerned, Polonius appears to be caring and protective, proving that there is a strong bond between father and daughter. However, he is in a position of authority over Ophelia and treats her as though her judgment and her feelings are irrelevant and insignificant. Polonius is an influential and trusted person in the royal court, as his encounter with the King and Queen proves. He is present when Claudius hears the good news about Fortinbras and he does not hesitate to confide to the King and Queen that Hamlet is mad because of his daughter. However, he takes care to be likeable to the King and Queen, and by doing so he appears both intelligent and cunning. This is also obvious in his encounter with Hamlet, whose speech makes Polonius doubt his madness.

3 As the play develops, Claudius seems to lose his initial composure. Underneath his façade of confidence lie nervousness and fear. The King is deeply concerned about Hamlet, who he sees as a threat since he is the legitimate heir to the throne. Therefore, Claudius' position as King is shaky, and he must take pains to maintain his power. To accomplish this he does not hesitate to use Rosencrantz and Guildenstern, two supposedly dear friends of Hamlet, and actually turn them into spies. Hamlet's sudden change, now that he is pretending to be mad, can prove dangerous and must be dealt with.

Episode 4

1 Rosencrantz and Guildenstern are manipulated by the King so that he can achieve his goal. This makes them seem very weak as characters. They lack personal will and initiative and are turned into pawns in Claudius' game. Their blind obedience to the King makes them look servile, and their weak personality is also evident in their encounter with Hamlet. They seem afraid to speak for fear that they might say something wrong and, when Hamlet uncovers their real motives, they change the subject of discussion. Rosencrantz and Guildenstern are so alike that they appear entirely undifferentiated from each other throughout the play.

2 Throughout the play Hamlet struggles to put his desire for revenge into action. His indecisiveness and lack of courage are closely linked to his thoughtful nature, which prevents him from taking action. At the end of this episode he is impressed by the actor's passionate acting and emotional speech over something imaginary, just a play. This is what makes Hamlet overwhelmed with frustration. He cannot accept the fact that he, who has a strong motive, remains inactive while the actor shows such passion for nothing, just a play. This incident causes his frustration to eventually turn into lust for revenge for his father's murder.

Episode 5

1 Immediately after his encounter with the ghost, Hamlet starts putting on a show of madness to hide the fact that he is plotting against his uncle. However, his conversation with Ophelia makes one wonder if he is simply pretending. His unstable behaviour is so passionate that it does not seem fake at all. Hamlet says the opposite of what is true and contradicts Ophelia. His hatred for his mother has made him despise women in general and use hard language against them. He accuses women of exploiting and fooling men and tells Ophelia she must become a nun and not a bride. Hamlet's rage leaves Ophelia totally devastated and his madness is too convincing to seem fake.

Episode 6

1 Horatio sharply contrasts with Rosencrantz and Guildenstern as far as friendship is concerned. He is a true friend, always willing to help Hamlet, who trusts him completely. He is honest and moral, sharing Hamlet's sense of injustice caused by the King, and very reliable due to his good judgment and advice. Rosencrantz and Guildenstern, on the other hand, do not deserve to be called Hamlet's friends. In reality they are his spies guided by the King. They are such weak characters that they can be easily manipulated; therefore they are the perfect means for Claudius to implement his plans.

2 So far Claudius has been presented as a calculating, ambitious politician manipulating others to stay in power. In this episode, though, he shows signs of human feeling as he is filled with remorse. This is the first time he has realised and acknowledged his guilt. It is the first time he has appeared not as a monster but as a person regretting his sins and asking for forgiveness. It is impossible not to feel sorry for him as his act of kneeling and praying reduces him from a king to a common man. However, his change is only superficial. Deep down he is still the man he used to be. Even when asking for forgiveness, he is not willing to abandon the prizes of his crime: his crown, his ambition and his queen, and this makes him all the more immoral and evil.

3 The play performed at the court is what determines the course of events for the royal family. Both Claudius and Hamlet are strongly affected by it, though in a different way. Claudius is badly shaken after the performance, as his fears for Hamlet are confirmed. His composure breaks down completely and his guilty conscience even fills him with remorse. He can't stand witnessing the exact representation of his crime. He feels humiliated to have his secret revealed this way and blunders out of the room in panic. His first priority at the moment is to send Hamlet away. Hamlet, on the other hand, has had his suspicions of Claudius confirmed by the play. The King's reaction has proved his guilt, and this has made Hamlet determined to fulfil his father's wish and take revenge.

Episode 7

1 As the scene of Hamlet's encounter with his mother progresses, Gertrude goes through several states of feeling. At the beginning, she is very strict towards Hamlet, addressing him in a proud, hostile way and accusing him of offending Claudius. Her anger soon turns into fear and panic when her son raises his voice threateningly. Immediately after that, she becomes shocked and upset when Hamlet kills Polonius, and then desperate when he criticises her strongly for showing disrespect to his father by remarrying. Next, Gertrude seems disbelieving when Hamlet talks to the ghost, and, finally, she appears regretful and willing to take her son's part by promising not to reveal his secret. This sequence of different feelings indicates that Gertrude's reactions and behaviour are strongly affected by the men surrounding her, a fact that makes her a rather weak character and, therefore, not very trustworthy.

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2 Gertrude's encounter with Hamlet shows her inability to think and feel on her own, and her tendency to let men guide her emotions and actions. This has been obvious since the beginning of the play. Whenever we see her express her opinion, her words echo Claudius' beliefs. She seems not to have a personality of her own but, instead, to exist through men. This makes her a similar character to Ophelia, who is also heavily dependent on men and led by them. However, Ophelia's much younger age makes her appear more innocent and naïve whereas Gertrude seems to be more of a victim and much weaker as a character.

3 Hamlet's thoughtful nature is what troubles him throughout the play since it prevents him from taking action. His tendency to reflect on things and be passive rather than active is what determines his personality. He is always faced with the dilemma of thought and action and never manages to solve it. He can be decisive and indecisive, kind and cruel, calm and outraged at the same time. His trouble choosing between thought and action is illustrated in this episode by Polonius' death. Hamlet hesitated to take revenge and kill Claudius even when the opportunity was before him. Now that things are not so clear, he chooses to act without thinking and ends up killing the wrong person.

Episode 8

1 As she is guided by men, Gertrude adopts Hamlet's point of view in her encounter with him and promises not to betray his secret. She seems willing to take his side and help him after realising her mistake to marry Claudius. Exactly the same reason, her dependence on men, makes her break her promise the moment she sees Claudius. This time she shares the King's point of view, according to which Hamlet is dangerous, and she presents her son as a madman who killed innocent Polonius. Gertrude seems to act according to her interest each time but by revealing her son's secret she pushes Claudius to plan Hamlet's execution.

2 This episode highlights Claudius' evil character, as he proves to be a conniving king only interested in fulfilling his political ambitions. The first thing he is worried about when Gertrude tells him about Polonius' murder is his own safety. Instead of worrying about his wife, who could have been in danger, he only cares about himself, thinking that if he had hidden instead of Polonius, he

would be dead now. Also, the moment he finds out about this incident, he starts thinking of a way to cover things up so that it doesn't look like a political crisis to his people. He immediately sends Rosencrantz and Guildenstern to find Polonius' body and loses no time in getting everything ready for Hamlet's journey to England. The real reason why he sends Hamlet away is because he feels threatened by him, and not because he wants to protect him. However, what mostly signifies Claudius' wickedness is the command he gives the King of England to kill Hamlet.

3 So far Hamlet has been considered a sensitive young man whose reflective nature prevents him from taking action and, therefore, avenging his father's murder. However, he now appears to have a violent side. Polonius' death represents a rash, murderous action like Claudius' one when he murdered Hamlet's father. Hamlet, of course, did not commit murder out of ambition like Claudius, and Polonius was not totally innocent like Hamlet's father. However, the result is the same: death that costs someone their father. Even after the crime, Hamlet does not seem to feel guilt or remorse. Instead, he behaves very excitedly and anxiously. He fools Rosencrantz and Guildenstern, does not hide his hostility toward Claudius and sounds happy to be leaving for England. His ironic wit and his excitement are combined in such a way that he appears very close to real madness.

Episode 9

1 A country's well-being is affected by those who govern it. Whether the people are going to live in prosperity or misery highly depends on those in power. Claudius is a corrupted ruler, and, as a result, Denmark is corrupted too. This corruption is illustrated by a series of ominous events that create a darkened atmosphere throughout the episode. The first signs of corruption are visible in Ophelia's madness, which is caused by two other gloomy events: Hamlet's exile and Polonius' death, followed by a secret burial, another sign that indicates corruption. The darkened atmosphere is heightened by the common people's reaction to all these events. Everyone in the country feels disturbed and they are whispering and murmuring among themselves. As a result, Laertes' return is accompanied by a short rebellion of the people. Another event that signifies corruption is Claudius' evil plan to kill Hamlet, but the most tragic event in the episode is Ophelia's drowning.

2 Throughout the play, Laertes' character is sharply contrasted to Hamlet's. Although they have both lost a father and want revenge, they are very different characters. Hamlet is reflective and has difficulty acting. Even when he is given the opportunity to kill Claudius, he has second thoughts believing it is not the right moment to act. Laertes, on the other hand, is active and has no time for thought. The moment he hears about his father's death, he comes back from France swearing revenge. It is only when the King assures him of his innocence that Laertes calms down, but, still, he cannot remain inactive. He wants the guilty one to be punished. His desire for revenge is so strong that he doesn't hesitate to become Claudius' accomplice in his plan to kill Hamlet.

3 It has already been demonstrated how dependent on men Ophelia is. She suppresses her feelings for Hamlet out of respect for her father and brother. After Polonius' sudden death and Hamlet's exile she finds herself without the men she loves most. This abrupt loss literally drives her mad, as she loses her support and guidance in life. She is too innocent and too pure to face life on her own and she now feels unstable. Her madness is due to external pressures. She does not pretend to be mad in order to achieve an end, which is what differentiates her insanity from Hamlet's. Hamlet pretends to be mad in order to plot against Claudius. Therefore his insanity is different from Ophelia's.

Episode 10

1 The two gravediggers represent a humourous type of character found in Shakespeare's plays. They are typical examples of common people whose wit acts as a foil to the language of their superiors. Their jokes and clever language set a comic tone in the episode and lighten the atmosphere. However, they are also macabre since the action takes place in a cemetery, a place associated with death. More importantly, the topics raised in this episode are of extreme seriousness. Ophelia has drowned but it is questionable whether she is entitled to a proper burial, and Hamlet is concerned about death and physical decay. All this sets a tragic tone in the episode.

2 From an early stage in the play, Hamlet seems preoccupied with death. What troubles him initially is the afterlife. He thinks that it is our fear

for the unknown that makes us live and bear our miseries. This time, he is concerned with physical decay and the inevitability of death. He is shocked when he sees Yorick's skull and remembers the King's jester. He imagines physical characteristics, such as lips, that have now decayed and vanished. The thought that everyone's body sooner or later will decompose appals him. No one can escape decay, no matter how important or noble they are. On the whole, Hamlet appears very respectful towards the dead.

3 There is a dilemma posed in this episode that signifies a matter of religious and moral importance. It is not clear whether Ophelia should be given a proper burial since it is not clear whether she committed suicide or she accidentally drowned. If she has willingly killed herself, she is not allowed to be given a proper burial as this would be unholy for the dead. Suicide is considered a sin; therefore the one committing it must be punished. Instead of having prayers read to them, they must be hit with stones. In Ophelia's case, however, such things have been overlooked due to her position in the court. Being the daughter of Polonius, the King's chief advisor, she is being treated with leniency. As a result, Ophelia is being taken to her resting place with a funeral service.

Episode 11

1 Hamlet's uncontrolled behaviour during Ophelia's funeral is due to love. This is highly ironic if one calls to mind Hamlet's behaviour in his encounter with Ophelia when she was alive. The passionate way in which he spoke to her then was also close to real madness. However, the end he wanted to achieve was different. In his encounter with Ophelia, Hamlet deliberately appeared to be mad and convinced her he didn't love her. At Ophelia's funeral, Hamlet appears to be raving mad as well; he even threatens Laertes and turns violent on him. However, this time he struggles to convince everyone of the opposite: that he loved Ophelia more than anyone and he is willing to do anything to prove his love for her. This time his madness seems genuine and not part of a plot.

2 What unites Claudius and Laertes is their desire to kill Hamlet, each one for his own reasons. Claudius feels threatened by him. Despite the tragedies that are taking place in his kingdom, he remains interested only in maintaining his power, and the only way to secure his position as King is to get rid of Hamlet. Laertes wants to avenge his father's death and, likewise, wishes Hamlet to be dead. These reasons are good enough for them to become partners in crime. On the other hand, Hamlet and Horatio share the strong bond of deep friendship. Neither uses the other as a means to an end. Horatio is Hamlet's companion, the one he can rely on for help, support and advice. In contrast to Laertes, who is Claudius' pawn in his murderous game, Horatio is regarded as a trustworthy friend of good judgment.

Episode 12

1 Before his duel with Laertes, Hamlet seems to have undergone a mental transformation. He appears far more peaceful now and not obsessed with carrying out his plan for revenge. He is even reconciled to the idea of death, a matter that always seemed to trouble him earlier in the play. He now sees death as something natural and unavoidable, so he is no longer afraid of it. His anger and madness have given way to calmness and reasoning. As a result, Hamlet appears sympathetic to others. He regrets being violent to Laertes and asks him for forgiveness. Even Hamlet's death matches the ideal of morality he has represented throughout the play. He killed Polonius, so his death seems like a fair punishment.

2 Action in the final scene sharply contrasts with action in the rest of the play. All the tension accumulated so far triggers a series of violent events, and justice finally prevails. Although the scene is rather macabre, with characters dropping one after the other, it only seems right that the play should end this way. Everyone gets what they deserve according to their actions. Claudius is punished for his crimes, and Laertes is justly killed with his own wickedness after taking his revenge. Likewise, Hamlet takes his revenge by killing Claudius but he is also punished with death for killing Polonius. Meanwhile, he watches his mother die as well. However, even Gertrude's death seems fair since she betrayed her son and was instrumental in Hamlet's death. Finally, Rosencrantz's and Guildenstern's execution represents a harsh but fair punishment, as the two of them were traitors. Overall, the feeling created in the last scene is that of balance and justice rather than distress.

Unit 1a – Reading Skills

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

1 nuclear family
2 only child
3 maternal grandmother
4 birth rates
5 family hierarchy
6 arranged marriage
7 dull moment
8 Poor behaviour

2 1 a 3 a 5 a 7 b
2 b 4 b 6 a 8 b

3 1 reputation
2 in-laws
3 foster
4 engaged
5 priority
6 divorced
7 widow
8 stroll

4 2 nephew
3 cousin
4 grandson
5 sister-in-law
6 widower
7 twin sister
8 ex-husband
9 stepmother
10 half-brother

Unit 1b – Listening & Speaking Skills

1 1 showing
2 picking
3 popular
4 break
5 concern
6 telling
7 blame

2 1 apple 2 blood 3 trousers 4 sheep

3 1 a 2 b 3 b 4 b 5 a

4 1 sister
2 clothes
3 compliment
4 permission
5 common
6 limits

Unit 1c – Grammar in Use

1 1 belongs
2 have known
3 reads
4 haven't visited
5 starts
6 is cleaning
7 've been listening
8 have owned
9 is becoming
10 've been waiting
11 loves
12 need

2 1 every morning
2 recently
3 at the moment
4 before
5 for
6 Every summer
7 tonight
8 yet
9 How long
10 always

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

4 1 is to open
2 is due to arrive
3 are bound to be
4 is about to leave
5 is sure to come

5 1 were, was trying
2 got, had already started
3 was driving, came
4 had been skiing
5 was walking, started
6 had won
7 had been working, quit
8 was preparing, rang

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

7 1 exciting film I've ever
2 the last time we saw
3 first time he's broken
4 is sure to get
5 he would go
6 has been studying

8 1 to 2 of 3 for 4 to 5 about

9 1 up with
2 across
3 over
4 down with
5 into

Unit 1d – Literature

1 1 temptation
2 unselfishness
3 ashamed
4 scarlet
5 finer
6 devoted
7 drowsy
8 envious
9 on credit
10 in return
11 sternly
12 plucking
13 spoil
14 bothered

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

3 1 swarm
2 pack
3 sack
4 set
5 flock
6 herd
7 handful
8 bunch
9 gang

Unit 1e – Writing Skills

1

Appearance	Personality	Hobbies
of medium height	energetic	ice skating
straight nose	optimistic	scuba diving
piercing eyes	outgoing	cooking
casual clothes	sensitive	tennis
tanned	arrogant	sailing

2 (Suggested Answers)

2 Paul is easy-going. However/On the other hand, he can sometimes be bossy.
3 Tina is both hardworking and kind.

4 Frank is cheerful but/although he tends to be hot-tempered at times.
5 Jane is reliable. On the other hand/However, she can be quite impatient.
6 Lizis helpful but/although she is rather stubborn at times.

3 2 He cooks delicious meals. They have many different flavours and everybody enjoys every bite. (taste)
3 She wears a sweet-smelling perfume. It has a beautiful fragrance of garden flowers. (smell)
4 Suzy's hair is soft and silky. She can run her fingers through it easily. (touch)
5 Tanya has a beautiful singing voice that charms everyone. (sound)

4 A 2 B 5 C 1 D 4 E 3

Unit 1 – Vocabulary Practice

1

1	experienced	5	filtering
2	remove	6	had
3	wastes	7	taking
4	brought up	8	preserve

2

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

1	concrete jungle	5	coal mines
2	fireworks display	6	household chores
3	working class	7	running water
4	culturally diverse	8	chimney sweeps

3

1	pollutants	4	entertainment
2	servants	5	community
3	neighbourhood	6	Racism

4

1	decades	4	peace	7	sign
2	forty/40	5	free		
3	global warming	6	one-off		

Spotlight on Exams

1

A	6	C	2	E	4
B	7	D	1	F	5

2

1	3	3	3	5	2	7	2
2	2	4	1	6	4		

Unit 2a – Reading Skills

1

1	overwhelmed	6	Nutritious
2	grin and bear it	7	relieve
3	positive	8	out of hand
4	essential	9	keep things in perspective
5	lighten the load		

2

1	shrugged	4	blushed	7	shook
2	stamped	5	tapped	8	folded
3	trembled	6	clenched		

3

1	in a nutshell	6	Take it easy
2	is under a lot of stress	7	off my chest
3	lost her temper	8	getting me down
4	pulling my hair out		
5	keep you on your toes		

Unit 2b – Listening & Speaking Skills

1

1	on	4	fit	7	out
2	influence	5	let	8	say
3	It'sno big deal	6	come		

2

1	give in	3	discourage	5	resist
2	persuade	4	dissuade	6	influence

3

1	sevens	3	million	5	half
2	hundred	4	two		

4 1 a 2 b 3 b 4 a

5

1	2	3	1	5	3	7	2
2	1	4	3	6	1		

Unit 2c – Grammar in Use

1 2 That's the girl whose dog bit me.
3 Sally is married to a man who is a journalist.
4 That's the woman whose husband works with my sister.
5 Alex spilt a glass of milk which was on the coffee table.
6 Beth is watching her daughter who is playing in the park.

2

1	who, B	3	who, B	5	which, B
2	where, A	4	which, A	6	who, B

3 2 Those who are caught littering will be fined. (D, cannot be omitted)
3 The play that/which Frank and I saw last night was wonderful. (D,can be omitted)
4 My cat, whose name is Sugar, is a Siamese. (ND, cannot be omitted)
5 Dana, who works at Barclays Bank, is Swedish. (ND,cannot be omitted)
6 The DVDthat/which you lent me yesterday is damaged. (D,can be omitted)
7 He doesn't know the reason why/that she left without saying a word. (D,can be omitted)
8 The university that/which he is attending has a good reputation. (D,can be omitted)
9 When my son was born was the happiest day of my life. (D,can be omitted)
10 My sister, who is three years older than me, lives in Australia. (ND,cannot be omitted)

4 2 Jill closed the door so as not to disturb the baby.
3 He is renovating his house with a view to selling it later.
4 This is washing powder for washing delicate fabrics.
5 Jim took a map with him in case he got lost.

5 1 such a
2 so
3 so
4 such an
5 so
6 such
7 so
8 so

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

7 1 due to
2 on account of
3 because of
4 because
5 since
6 the reason why

8 2 He had difficulties parking the car as he was an inexperienced driver./As he was an inexperienced driver, he had difficulties parking the car.
3 Jason couldn't sleep because of the noise./ Because of the noise, Jason couldn't sleep.
4 Now that summer holidays are here, we can relax./We can relax now that summer holidays are here.
5 I can't text Rick since I haven't got his mobile number./Since I haven't got Rick's mobile number, I can't text him.
6 The citizens of Dartford were distressed, for a new factory was to be built in their town.

9 1 on 3 off 5 down
2 up 4 up with

10 1 on 3 to 5 on
2 about 4 on

Unit 2d – Literature

1 1 takes her side
2 Threats
3 bewildered
4 obedient
5 dreading
6 accustomed to
7 inflictions
8 rummaged
9 affection

2 1 By 3 at 5 down
2 of 4 to 6 for

3 a 1 dislike
2 helpless
3 presence
4 intention
5 predominate
6 dependant

b 1 intention
2 predominate
3 dislike
4 helpless
5 dependant
6 presence

4 1 immediately
2 shortly
3 instinctively
4 frequently
5 Suddenly
6 strongly

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

Unit 2e – Writing Skills

1 B 6 C 5 D 2 E 3 F 1

2 a 1 informal 2 semi-formal

b A 2 B 1

3 1 Jeff
2 Thought I'ddrop you a line
3 'd like to come
4 , what luck, I was
5 all you have to do is
6 I'dlove for you to make it.
7 you have any questions
8 just
9 Write back soon,
10 Bob

Unit 2 – Vocabulary Practice

1 1 fundraise
2 volunteering
3 preserves
4 tray
5 consumers
6 dump
7 delivered
8 biodegradable

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

1 concentrated form
2 problem-solving skills
3 cloth bags
4 spinal cord
5 cut back
6 nervous system

3 1 washing
2 products
3 reusable
4 Transportation
5 Pollution
6 recyclable
7 confidential
8 donations

4 1 central 3 electrical 5 body
2 nerve 4 experience 6 sensory

5 1 confidential 4 parents 7 tomorrow
2 bullying 5 teacher
3 2 months 6 trained

Spotlight on Exams

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

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

Unit 3a – Reading Skills

1 1 pickpocket 3 vandals 5 mugging
2 kidnapping 4 burglary

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

3 thief, culprit, bank robber, shoplifter, fraudster

4 1 found guilty
2 pay a fine
3 went to court
4 got off with a warning
5 prison sentence
6 broke the law
7 do community service
8 made off

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

Unit 3b – Listening & Speaking Skills

1 1 have no right
2 do our bit
3 take responsibility for
4 stand up for our rights
5 have the right to
6 have a responsibility to

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

3 1 b 2 a 3 b 4 a

4 1 B 2 A 3 C

Unit 3c – Grammar in Use

1 1 apologise 5 eating 9 reading
2 to apply 6 going 10 to be
3 shouting 7 to buy 11 visiting
4 to play 8 raise 12 reserve

2 1 to stay 6 tidying 11 to get
2 booking 7 to meet 12 eating
3 asking 8 winning 13 meeting
4 to ring 9 quitting 14 to visit
5 to rest 10 to tell

3 1 B: I'd love to join you but I can't. I need to study for an exam tomorrow.
2 A: I love listening to pop music.
B: Me too! I'm looking forward to going to the Ladytron open-air concert next week. Are you going?
3 A: Do you think we have enough information to start the project now?
B: I think it'd be worth doing some more Internet research first.

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

5 (Suggested Answers)
1 to visit Spain and France.
2 getting up early.
3 to get a job after school rather than go to university.
4 dance very well.
5 staying up late at night.
6 speak Italian fluently.

6 1 B 3 C 5 A 7 B
2 C 4 B 6 C 8 B

7 2 b 4 a 6 b 8 b
3 b 5 a 7 a

8 1 back 3 up with 5 on
2 away 4 down

9 1 with 3 for 5 into
2 against 4 of

Unit 3d – Literature

1 1 chattered 5 porch 9 pleaded
2 tombstone 6 ravenously 10 pointed
3 soaked 7 muttered
4 shiver 8 steeple

2 1 at 3 in 5 of
2 by 4 to 6 about

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

1 growled 4 seized 7 tilted
2 smothered 5 tremble 8 limping
3 licked 6 glared

4 throat, teeth, chin, cheeks, head, shoulders, eyes, lips

5 1 expectations 4 fearful
2 helplessness 5 powerfully
3 earnestly 6 threatening

Unit 3e – Writing Skills

1 a (Suggested Answer)

There is a prevailing belief that school uniforms hinder a student's freedom of expression and individuality. As a result, students are unable to

reveal their personality through their clothing. Moreover, school uniforms are often described as uncomfortable and unfashionable.
Despite these things, the writer stresses the importance of school uniforms by explaining that uniforms make it easy for students to decide what to wear and they save parents money.
In conclusion, the writer believes that uniforms do not hurt pupils' individuality or need for self expression. Furthermore, the writer feels that uniforms introduce a sense of belonging and help build school spirit.

b 1 Firstly
2 Moreover, In addition to this, Furthermore
3 On the other hand, Nevertheless
4 For instance, for example
5 In conclusion

2 (Suggested Answers)

1 One point of view in favour of this argument is that many people nowadays do not realise that they spend more time interacting with their computer screen than with actual human beings. What is more, when this fact is pointed out to them, they see nothing wrong with it.
2 Firstly, because volunteer work makes one focus on others rather than oneself, it develops the kind of values that are needed in society today. By helping others, one learns that there are great benefits from selfless acts.
3 One major advantage of this is that it will lessen the amount of time they spend watching television or playing on the computer. Many children spend far too many hours each day staring at a screen. After-school activities reduce this 'screen-time'.

3 1 ending, C
2 beginning, A
3 ending, B
4 beginning, C

Unit 3 – Vocabulary Practice

1 1 civilisations
2 morally
3 opportunity
4 tablets
5 depicts
6 agreements
7 violated
8 harbour
9 life-size replica
10 concern

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

b 1 symbolic monument
2 organic foods
3 huddled masses
4 achievable targets
5 political views
6 litter collections
7 human rights
8 Social class

3 1 rechargeable
2 injustices
3 regardless
4 protection
5 environmental
6 cruelties
7 Disposable
8 Declaration

4 1 at
2 in
3 off
4 from
5 On
6 to

Spotlight on Exams

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

Unit 4a – Reading Skills

1 1 hypothermia
2 odds
3 irresistible
4 willpower
5 agonising
6 Miraculously
7 bold
8 edge

2 1 hurts
2 unconscious
3 internal
4 painful
5 injury
6 narrow

3 1 leg, finger
2 arm, knee, eye
3 hip, skull, collarbone
4 back, head, neck

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

1 broke his leg
2 reached the summit
3 grow weak
4 save John's life
5 pitch black
6 stiff neck
7 sprained her ankle

Unit 4b – Listening & Speaking Skills

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

2 1 the weather
2 flies
3 colour
4 feet

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

4 1 b 2 a 3 b 4 a

5 1 Johnson
2 runny
3 slight
4 cough syrup
5 25th
6 2

Unit 4c – Grammar in Use

1 a 1 are/is convinced
2 is/are writing
3 was/were expected
4 was/were being treated
5 has/have persuaded
6 will be delivered

b 2 were treated 5 will be delivered
3 were expected 6 has persuaded
4 is writing

2 1 The old cinema will be pulled down by demolition workers tomorrow.
2 We were asked to sign the contract by the company employee.
3 (cannot be written in the passive because the verb 'to be' in this sentence takes no direct object)
4 Strange behaviour was exhibited by the snakes at the city zoo before the earthquake.
5 The invitations haven't been written by Tina yet.
6 Diana's wedding dress is going to be made by a famous designer.
7 (cannot be written in the passive because the verb 'arrive' in this sentence takes no direct object)
8 Sylvia's eyes are being checked by the optician.

3 1 a with 3 a with 5 a by
b by b by b with
2 a by 4 a with
b with b by

4 1 A The periodic table was invented by the chemist Dmitry Medeleev.
2 C Paper was first made by the Egyptians.
3 A The first plane was flown by the Wright brothers in 1903.
4 C Thanksgiving is celebrated in North America.
5 B Pelmeni is a Russian dish made with minced meat.

5 2 a: She is reported to be in France.
b: It is reported that she is in France.
3 a: Mobile phones are thought to be dangerous for children.
b: It is thought that mobile phones are dangerous for children.
4 a: He is believed to have inherited a fortune.
b: It is believed that he has inherited a fortune.

6 2 Jennifer has just had her bandages removed (by a nurse).
3 Benjamin will have his eyes checked (by the optician).
4 I am going to have my hair cut (by the hairdresser) tomorrow.
5 We are going to have our roof repaired next week.

7 (Suggested Answers)
1 should have it cut.
2 is having her teeth cleaned.
3 is having it fixed.
4 are having it painted.
5 is having her cut cleaned.

8 2 She managed to get them to come to the party.
3 I'll have him take me to the airport.
4 Mum and Dad made us stay at home.
5 I'll try to get Jane to lend me her digital camera.
6 Jenny is going to have *Jimmy's* cater her party.
7 They made us leave immediately.
8 I can't believe he got them to go on the expedition.

9 1 through 3 away 5 on
2 ahead 4 into

10 1 for 3 of 5 from
2 for 4 in 6 to

Unit 4d – Literature

1 1 glimpsed 4 strung 7 fetch
2 hail 5 admitted
3 row 6 drown

2 a 1 fumbled 4 dawdled 7 stomped
2 crawled 5 sprinted
3 crept 6 wandering

b crawled

3 1 description 3 wonderful 5 exciting
2 illness 4 handful 6 eventually

4 1 at 2 upon 3 of 4 of 5 with

5 1 informed 4 skiff 7 speck
2 obeyed 5 convinced 8 groped
3 passage 6 expedition

Unit 4e – Writing Skills

1 1 cautiously 4 rapidly 7 soothing
2 narrow 5 distressed 8 gladly
3 minor 6 noticed

2 hot – touch
full of cuts – sight, touch
arid air – touch
bitter milky sap – taste
juice slowly trickle down – touch
gurgling belly – sound
heart thumping wildly – sound
roaring sound – sound
massive cloud of dust – sight

3 1 shouted 3 approaching 5 shot up
2 gazed 4 demanded 6 flickering

4 2 Standing side by side, they marched on confidently.
3 Delighted, Mary let out a sigh of relief.

4 Trembling with fear, the children pushed open the door of the haunted house.
5 Thrilled, Betty jumped for joy.
6 Worried, she decided to call the police.

5 a 1 rushed out of the house
2 the police sirens wailing
3 he dashed for the stairway
4 flung him to the ground

b (Suggested Answer)
"Officers, something is wrong with my wife. The hospital called me and that's why I raced here. Please help me find her," Brian gasped. The officers helped Brian to his feet and, together, they all raced up the stairs. With the help of the hospital staff, Brian soon found his wife's room. As he opened the door, he heard the sound of a baby crying. He ran to his wife and glanced down at the baby in her arms. 'It's a boy!' she cried. Brian grasped his son's tiny hand and, as he bent down to kiss his forehead, knew it was the happiest day of his life.

Unit 4 – Vocabulary Practice

1 1 established
2 embers
3 fertilisers
4 commemorating
5 columns
6 resource
7 overcrowded
8 aquatic
9 pavement
10 hosepipe

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

1 around the clock
2 ill health
3 bone dry
4 water pollution
5 under control
6 filthy conditions

3 1 for 3 at 5 of 7 from
2 after 4 in 6 in 8 to

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

5 Speaker 1 = B
Speaker 2 = F
Speaker 3 = C
Speaker 4 = A
Speaker 5 = D

Spotlight on Exams

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

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

Unit 5a – Reading Skills

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

1 foster home
2 waiting list
3 fixed address
4 sleeping bags
5 running water
6 soup kitchen

2 1 historic
2 Cosmopolitan
3 abandoned
4 well-lit
5 posh
6 capital
7 shanty

3 1 squat
2 pedestrianised
3 make ends meet
4 self-esteem
5 market
6 office
7 boom
8 cramped

4 1 excited 3 proud 5 confused
2 anxious 4 delighted 6 lonely

Unit 5b – Listening & Speaking Skills

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

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

3 1 roof 2 sink 3 path 4 drain

4 A 2 C 3 E 3 G 1
B 2 D 1 F 1

Unit 5c – Grammar in Use

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

b 1 4 3 7 5 2 7 8
2 5 4 3 6 6 8 1

2 2 mustn't/can't
3 have to
4 needn't
5 must

3 A 2 On an aeroplane, you mustn't smoke during the flight.
3 On an aeroplane, you needn't take hand luggage in the flight cabin.

B 1 In the supermarket, you mustn't open goods before you buy them.
2 In the supermarket, you must pay for all items at the checkout.
3 In the supermarket, you needn't use a basket.

4
1 needn't have tidied
2 didn't need to take
3 needn't have called
4 needn't have rushed
5 didn't need to wait
6 didn't need to buy

5 (Suggested Answers)
1 Next time you want to borrow something of mine, you should ask me first.
2 You should/ought to have called me.
3 You should/ought to have read the test manual.

6 2 b 3 b 4 a

7 1 up 2 up 3 without 4 in

8 1 beyond 3 of 5 of
2 in 4 at

Unit 5d – Literature

1 1 greenhouse 3 cottage 5 shed
2 stable 4 hall 6 manor

2 1 tended 3 thriving 5 pasture
2 fate 4 ornamental 6 estate

3 1 apprehension 4 representative
2 troublesome 5 assistance
3 residential 6 descendant

4 1 for 3 off 5 of
2 by 4 from 6 with

5 1 emerald 4 in full view
2 fell in 5 in sight
3 by hook or by crook 6 gazing

Unit 5e – Writing Skills

1 1 in order to 4 strongly
2 As a result, 5 Finally,
3 Despite the fact that

A Introduction
B Additional services and bigger buses
C More bus routes
D Underground system
E Conclusion

2 A 1 The aim of this report is
2 encourage
3 get involved

B 1 To sum up,
2 creating additional
3 deal with

3 a Events: pet adoption day;
seminars for children/adults 'How to care for pets'

Facilities: build animal shelters/provide temporary accommodation;
animal parks for pet owners

Services: provide certified dog trainers;
free spaying and neutering;
make available pet sitters/dog walkers

Rules/
Regulations: stricter laws against animal abuse;
insist on walking dogs with a lead

b (Suggested Answer)

Events
More people need to be encouraged to open up their home to a stray. Holding pet adoption days, where people can also attend pet care seminars, would be a great way to get people interested in adopting a stray animal.
Facilities
It is a sad fact that our city has inadequate animal care facilities and services. Special parks for pets could be built so owners have somewhere to take their pets for exercise. Animal shelters could be constructed to house our city's strays until suitable homes have been found for them.
Services
There are many ways of tackling the problem of stray animals wandering our city streets. Firstly, City Council can use taxpayers' money to spay and neuter all the strays on the street. They can also provide a free spaying and neutering service to all pet owners. In addition, City Council can encourage the ownership of pets by providing free pet sitters, dog walkers, and certified dog trainers.
Rules/Regulations
For those people who refuse to care for their pets properly or who indirectly increase the number of strays on our streets, new laws are necessary. The rules governing animal abuse should also be tightened and the use of a lead when dog walking must be made compulsory.

Unit 5 – Vocabulary Practice

1 1 detached 4 terraced
2 flats 5 semi-detached
3 bungalow

2 1 village 3 recreation 5 pretty
2 Victorian 4 poverty

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

1 child labour
2 made up my mind
3 shanty town
4 set up the business
5 traffic congestion
6 Urban sprawl
7 national parks

4 1 worthless
2 prospect
3 loan
4 commuters
5 surrounded by
6 alarmed
7 vast
8 enrich
9 railings

5 1 with 2 to 3 of 4 by/to

Spotlight on Exams

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

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

Unit 6a – Reading Skills

1 1 solar system, A
2 galaxy, C
3 satellite, A
4 planet, B
5 moon, C
6 comet, B

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

1 radio waves
2 broadcast a message
3 communication signals
4 extraterrestrial life
5 human race
6 high-tech hunt

3 1 telescopes
2 beam
3 laser
4 orbit
5 signal
6 cosmos

4 1 shred
2 all the same
3 intentionally
4 analyse
5 point out
6 sit around
7 face the fact
8 convinced

Unit 6b – Listening & Speaking Skills

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

2 1 gutter 3 running 5 shred
2 hit 4 broadcast

3 1 b 2 a 3 a 4 b

4 1 devil 3 sweet 5 forked
2 wall 4 riddles 6 mind

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

Unit 6c – Grammar in Use

1 1 said 3 asked 5 tell
2 told 4 says 6 ask

2 1 B asked him what time his plane landed.
2 A said that she had to study that night.
3 E asked her where had she found them.
4 F told Alex to go away.
5 C said that he had heard that the Chinese restaurant in Camden street was really good.
6 D asked her if I could give her a lift.

3 2 "We can meet on Friday."
3 "Can I borrow your car?"
4 "You don't need to work late this evening."
5 "I will call you tomorrow."
6 "You must/have to do your homework now."
7 "We might go to the cinema tonight."
8 "Will you help me carry the boxes?"

4 (Suggested Answers)

1 The doctor advised Carol to get more exercise.
2 Dad allowed me to go on the school trip.
3 I promised to tell Emma the truth.
4 Lizzie's mother warned her not to touch the iron.
5 Mrs Evans insisted on seeing her lawyer.
6 Mark accused Katie of lying to him.

5 2 They boasted that they could beat any football team.
3 He offered to help me with my homework.
4 She denied having lost my DVD.
5 She begged me to forgive her.
6 He complained that his soup was too cold.
7 He suggested going away for the weekend.
8 He explained that he had missed the train because he had forgotten to set his alarm clock.

6 2 He warned me not to touch those wires.
3 He denied ever having seen the man before.
4 He promised to help me clean my room.
5 He refused to give me any more money.
6 He asked me to do him a favour.
7 He complained about having a splitting headache.
8 He threatened to shoot if I didn't raise my hands.
9 He agreed to help me clean the fence.
10 He suggested going for a walk in the park.

7 2 that 4 of 6 he (2nd)
3 me 5 me

8 1 that we meet/meeting
2 had already typed
3 to be
4 why she wanted
5 (to) having lied/lying
6 to help me
7 Alex to water

9 1 into
2 round
3 back
4 over
5 down
6 out of

10 1 of
2 on
3 to, for
4 of
5 about

Unit 6d – Literature

1 1 shook
2 stumbled
3 licked
4 trotting
5 commanded
6 pants

2 1 b
2 b
3 a
4 b
5 a
6 a
7 b
8 b

3 1 remainder
2 comforted
3 twitches
4 sharp
5 drags on
6 attention
7 breed
8 whining

4 1 in
2 out
3 with
4 down
5 down

5 1 decisively
2 fiercely
3 apprehensively
4 gently
5 seriously
6 unexpectedly

Unit 6e – Writing Skills

1 1 However
2 What is more,
3 To start with,
4 in favour of
5 Although

2 A ending – quotation
B beginning – rhetorical question
C ending – addresses the reader directly

3 a (Suggested Answers)

1 Secondly, you can travel directly to your destination with ease. In addition, a car is very useful in case of an emergency.

2 Students also lose motivation and become passive learners. Moreover, they seem to forget that a computer should be used as an educational tool and not as a form of entertainment.

3 It also broadens our world view and makes us realise how precious our planet is and that we must take care of it. Furthermore, through space exploration advanced communication systems have been developed.

b A 2 B 3 C 1

(Suggested Answers)

In conclusion, although there are many points against owning a car, I believe that it has become a modern commodity, we cannot live without. After all, as the Canadian philosopher, Marshall McLuhan, once said, "the car has become an article of dress without which we feel uncertain, unclad and incomplete."

To sum up, I believe that although there are significant advantages to having computers in the classroom, teachers should always direct students' learning. After all, as the Cofounder of Microsoft, BillGates said, "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important."

In conclusion, I believe that the drawbacks of space exploration are not as many as compared to the advantages. What is more, since we do not know what the future brings, we must not close what might be a needed door in the future. In the words of Konstantin Tsiolkovsky, "the Earth may be the cradle of humankind but one cannot live in the cradle forever."

Unit 6 – Vocabulary Practice

1 1 efficient
2 Take your pick
3 mate
4 whistling
5 peaks
6 Drilling
7 conveyed
8 breed

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

b 1 sea mammal
2 modern technology
3 air mail
4 awarded a medal
5 smoke signals
6 sound waves

3 1 historical
2 operations
3 Environmentalists
4 agreements
5 equipment
6 population
7 islanders
8 descendant

4 1 faint
2 drastic
3 occupation
4 invasions
5 stranded
6 revive
7 fluently
8 intense

Spotlight on Exams

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

Unit 7a – Reading Skills

1 1 perseverance
2 defeated
3 insurmountable
4 Perspiration
5 Self-doubt
6 rejected
7 Banish

2 1 best
2 dashed
3 pin
4 given up

3 1 come
2 longs to
3 overcome
4 move
5 make
6 achieved

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

Unit 7b – Listening & Speaking Skills

1 1 hand in
2 dropped out
3 win
4 apply for
5 enrolled
6 graduated
7 do
8 attend
9 completed
10 studying

2 1 position
2 prospectus
3 qualifications
4 fees
5 colleagues
6 subject

3 1 a
2 b
3 b
4 a
5 b

4 1 teach
2 learn
3 dream
4 carry
5 beat

5 1 Spanish
2 evening
3 Thursday
4 8 pm
5 May
6 website

Unit 7c – Grammar in Use

1 1 If
2 Unless
3 Unless
4 If
5 unless
6 If

2 2 wins
3 were
4 had followed
5 go
6 would have tried
7 hasn't
8 leave
9 could
10 run

3 2 Were I you, I would apply for the job.
3 Should I see Terry, I'll tell him to call you.
4 Had they bought a map, they wouldn't have got lost.

4 2 If Mark was careful, he wouldn't have crashed his car into a tree.
3 If they had slept well last night, they wouldn't be tired now.
4 If Annie had done her homework, her teacher wouldn't get angry with her.
5 If Robert worked hard, he would have been promoted.

5 1 see
2 go, will/can you buy
3 had finished, would have come
4 would you go, had
5 were, would take
6 would have failed, hadn't helped

6 1 hadn't broken down
2 had been caught
3 had
4 did
5 could have passed
6 saw
7 moved
8 hadn't said
9 hadn't lied
10 were

7 1 could go
2 wouldn't play
3 were
4 hadn't missed
5 had
6 had answered
7 wouldn't give/ hadn't given
8 hadn't forgotten
9 had bought
10 would stop

8 2 I wish Martha wouldn't always nag at me. (desire for sb's behaviour to change)
3 I wish I hadn't argued with my parents yesterday. (regret about a past event)
4 I wish I wasn't on a diet (so I could eat chocolate). (unreal situation in the present)
5 I wish Nick wouldn't always forget to lock the door when he leaves. (desire for a situation to change)
6 I wish it would stop raining. (desire for a situation to change)

9 1 off
2 out
3 through
4 off
5 on

10 1 from
2 into
3 in
4 in

Unit 7d – Literature

1 1 trap
2 triumph
3 aim
4 worth
5 fools
6 forced
7 tools
8 loss
9 unforgiving
10 master

2 1 on
2 for
3 to
4 up
5 about
6 after
7 on

3 1 courageous
2 imaginative
3 thoughtful
4 uncomplaining
5 tolerant
6 respectful
7 productive

4 1 the common touch
2 keep her head
3 twisted
4 stoop
5 impostors
6 will
7 heap
8 worn-out
9 winnings
10 virtues

Unit 7e – Writing Skills

1 1 I'm writing about
2 at the moment I'm doing my A levels
3 I really want
4 are great for this job
5 Here is
6 It'd be great to hear from you

2 1 D beginning, formal
2 E ending, informal
3 B ending, formal
4 C beginning, formal
5 A ending, formal

3 (Suggested Answers)

2 Can you please tell me the qualifications of the teachers at your school?
3 I would like to know, how much your fees are.
4 I would appreciate it if you could tell me what sort of facilities your school offers.
5 Could you please tell me when you are holding your Open Day?

Unit 7 – Vocabulary Practice

1 1 disabled
2 outspoken
3 save up
4 jokes
5 targets
6 extinction
7 volunteered
8 endanger
9 wise
10 behaviour

2 1 war
2 earn
3 research
4 work
5 deadlines
6 meet

3 1 gown
2 meagre
3 one-on-one
4 carried away
5 scraping by
6 interactive

4 1 off
2 up
3 from
4 through
5 to
6 with

5 1 awareness
2 website
3 membership
4 adopt
5 certificate

Spotlight on Exams

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

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

Unit 8a – Reading Skills

1 1 remote
2 worshipped
3 invaders
4 Offerings
5 feat
6 consult
7 unique
8 preserved
9 invisible
10 properties

2 1 miss
2 ruins
3 inhabited
4 lost, mystery
5 carve
6 honour

3 Across
1 mountain ranges
3 Valley
5 Lake
7 hot spring

Down
2 dam
4 glacier
6 Grasslands
8 canal

Unit 8b – Listening & Speaking Skills

1 1 check-in desk
2 passport control
3 conveyor belt
4 duty-free shop
5 departure lounge
6 departures board

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

b 1 jet lag
2 aisle seat
3 hand luggage
4 boarding pass
5 cabin crew
6 air-traffic control

3 1 b 2 a 3 a 4 a 5 b

4 1 A 2 A 3 C

Unit 8c – Grammar in Use

1 2 do we
3 are we
4 did I
5 can I
6 am I

2 2 he had gone did we realise our bags had been stolen
3 did they run out of food, but drink too
4 had he boiled the kettle than the doorbell rang
5 did Graham notice that he had forgotten to take his wallet
6 are you to go out after dark
7 had he felt so happy
8 did the boys apologise for the trouble they had caused
9 has the restaurant been so busy
10 I known it was going to rain, I wouldn't have gone to the concert

3 1 is
2 was
3 have
4 like
5 is
6 contain
7 is
8 looks
9 suit
10 is
11 was
12 is

4 1 is/has been
2 does not interest
3 are
4 is growing
5 is not
6 become/will become
7 meet
8 has wanted

5 2 Too much, A little
3 Several, Any, Too many
4 many, several
5 None, Too much, A little
6 many, a few, a couple of

6 1 whole
2 No one
3 any
4 any
5 A few
6 many
7 all
8 all
9 no
10 either
11 Some
12 anyone

7 1 is nothing wrong
2 speak to anyone
3 Helen and Claude are from
4 of my students like
5 of the aeroplanes are
6 the whole afternoon.
7 Andrew nor Sarah is
8 wasn't anyone
9 of them
10 dogs nor pigs can

8 1 out
2 off
3 in
4 over
5 on

9 1 with
2 with
3 of
4 of
5 by

Unit 8d – Literature

1 1 attempted
2 assumed
3 became of
4 driven
5 Byway of admiration
6 split
7 ran back in fright
8 At length
9 fastened
10 spied

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

3 1 gust of wind
2 snow flake
3 ray of sunshine
4 bolt of lightning
5 clap of thunder
6 hailstones
7 drop of rain

4 1 storm
2 bolt
3 thunder
4 shine
5 clouds

5 1 astonishment
2 admiration
3 excessively
4 directly
5 readers
6 uneasiness

Unit 8e – Writing Skills

1 1 poor
2 vibrant
3 powerful
4 inexpensive
5 icy
6 perfect
7 enjoyable
8 huge

2 Picture B

bustling streets	sight/sound
busy people	sight
constant buzz	sound
amazingly tall buildings	sight
car horns beeping	sound

(Suggested Answer)
The bustling streets of Bangkok attacked my senses. There was a constant buzz of noise – car horns beeping, people shouting, loud music playing – and a mad mix of smells in the air. Car exhaust fumes blended with the delicious aromas from street vendor stalls. People were busy. It seemed that few walked calmly. When I stopped in the middle of it all and bent my head back to look up, I saw a skyline of amazingly tall buildings reach far into the blue sky.

Picture C

salty air	smell/taste
vivid tropical colours	sight
radiant sun	touch/sight
gentle sea breeze	touch
swaying tall palm trees	sight

(Suggested Answer)
I lay on the beach marvelling at the vivid tropical colours in this little piece of paradise. I could feel the heat from the radiant sun penetrating my skin. As I licked the salty air from my lips and watched the tall palm trees swaying lazily in the gentle sea breeze, the stress of the past months fell from my shoulders.

Unit 8 – Vocabulary Practice

1 1 yawn
2 depictions
3 convention
4 sneeze
5 bridge the gap
6 legacy
7 contribution
8 punctuality

2 1 for
2 in
3 with
4 from
5 as
6 of
7 into
8 of

3 1 composition
2 successfully
3 artist
4 preservation
5 beautiful
6 tourist
7 dangerous
8 universal

4 1 looting
2 sculpted
3 officially
4 concentration
5 excavation

Spotlight on Exams

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

2 1 tourist
2 Constructions
3 invaders
4 continuous
5 simply
6 eventually
7 defensive

Module 1

1b – Ex. 4 (p. 5)

Radio Host: Welcome back to 'Family Troubles' with me, your tough-talking agony aunt, Aunt Alice. Caller 2, you're on the air.
Caller: Hi Alice. My name's Holly. I'm calling from Richmond in South London.
Radio Host: Hello Holly. Welcome to the programme. So ... tell us about your problem.
Caller: Well, it's my little sister, Kelly. She's always going into my room without asking and taking my clothes. It's driving me crazy!
Radio Host: Have you asked her to stop?
Caller: Of course! But she just doesn't listen to me!
Radio Host: You know, Holly, if your sister likes your clothes that obviously means she thinks you have great style and very good taste! Take it as a compliment. Why don't you tell your sister that she can wear some of your clothes but she has to ask for your permission first. That way, she won't go into your room without asking you.
Caller: I suppose I could. But I still don't like that she wears my favourite clothes!
Radio Host: Well, let me tell you what I did with my sister when we were young. We had a common drawer where we both agreed to put everyday clothes that we didn't mind sharing. But we agreed that anything that wasn't in that drawer was special and so totally off limits.
Caller: I guess I could try that ...
Radio Host: Yes, try it and tell me how it goes.
Caller: OK. Thanks Aunt Alice!
Radio Host: My pleasure. And to all your other listeners out there with family troubles, keep those calls coming in! Caller 3, you're on the air ...

Vocabulary Practice – Ex. 4 (p. 10)

Ben: Hi Joe! What are you doing?
Joseph: Hi! I'm just filling out a form to become a member of Greenpeace.
Ben: Greenpeace? They're that environmental group, aren't they?
Joseph: Yes. That's right.
Ben: I don't know much about them to tell you the truth.
Joseph: Don't you? Well, I've just been reading on their website that they've been around for over 3 decades, have almost 3 million members and have a presence in over 40 countries around the world.
Ben: Really? Remind me what kind of campaigns they're involved in again.
Joseph: Well, they campaign to protect the world's oceans and forests, stop global warming, encourage sustainable trade ... and campaign for peace and disarmament ... things like that.
Ben: Wow! Really worthwhile causes. Maybe I should think about becoming a member ...
Joseph: You definitely should. In fact ... why don't you sign up now?
Ben: I guess I could. But how much does it cost?
Joseph: Nothing! It's completely free to join. But you can give them a donation of course. I think I'm going to give them a one-off donation of £50, but you can also sign up for monthly donations. They accept these from as little as £3 per month.
Ben: Wow. There's no joining fee ... OK! You've convinced me! Stay on their webpage. I'm going to join up too.
Joseph: Great!

Module 2

2b – Ex. 5 (p. 13)

Melanie: What's up, Sally? You look really stressed!
Sally: I don't know. I just feel like everything's getting on top of me at the moment. I'm really worried about the Science test next week ... I'm way behind in my Maths project ... and things at home aren't very good lately ...
Melanie: OK. First things first. We can study for the Science test together if you want. We've got the whole weekend to study which is plenty of time. And my older sister can help you with your Maths project. She's really good at Maths. But what's happening at home? Can I help?
Sally: Well, I haven't told anyone yet ... but I think my parents are getting a divorce.
Melanie: Oh, Sally, I'm sorry! You should have told me! I thought you had been looking a little sad, recently. How are you and your brother coping?
Sally: Not very well. Neither of us wants Mum and Dad to split up. We're trying to convince them to work things out ... but it doesn't look like they're going to.
Melanie: Oh Sally, I know exactly how you're feeling. When my parents divorced, it was horrible. But the thing to remember is, it doesn't mean they love you any less or will be any less a part of your life.
Sally: I know ... but the thought of not being able to see my Dad every day is horrible ...

Melanie: But who says you won't?! You don't know what's going to happen. Maybe your Dad will find a place really close to your house and then you'll be able to see him any time you want.
Sally: I guess you're right ... You know, I'd forgotten your parents were divorced. I would have come to you earlier if I'd remembered because I really need to talk to someone who understands.
Melanie: Of course you do! Look, I have a music lesson after school today but why don't you come round to my house tomorrow after school? That way, we can talk properly.
Sally: Really? I'd love to.
Melanie: Great. I'll see you in the cafeteria at lunchtime and we can arrange it then.
Sally: OK! Thanks, Melanie. You're a great friend!

Vocabulary Practice – Ex. 5 (p. 18)

Helpline: Hello. Youth Helpline. You're talking to Amanda.
Caller: Hmm, Hello ... I ... I ... Oh, I don't know if I can do this ...!
Helpline: It's OK. Take a deep breath and relax. This call is strictly confidential. You don't even need to tell me your name. I'm just here to help. So, relax. And just start speaking when you are ready.
Caller: Thanks ... it's just ... I'm calling because I don't know who else I can talk to ...
Helpline: That's why I'm here. Do you want to tell me what's wrong?
Caller: I ... I ... I'm being bullied by a girl at school.
Helpline: Has it being going on for long?
Caller: Yes. More than two months ...
Helpline: And why haven't you wanted to tell anyone about it?
Caller: Because the girl who's bullying me said if I tell anyone she'll give me real problems. I want to tell my parents ... but I know it'll just make things worse ...
Helpline: You know, the only way to stop bullies is to inform an adult. The best people to tell are your teachers at school because they are all trained in this area. They know exactly how to stop bullying. And what's more, they know how to do it without the bully ever finding out that someone has told on them. Is there a teacher who you trust at school who you think you could talk to?
Caller: Well, I do like my French teacher a lot ...
Helpline: Well, why don't you ask if you can talk to her after school tomorrow? You can tell her exactly what's happening, that you're scared, and she will take matters from there.
Caller: OK, maybe I will ...
Helpline: Please do. And will you call me tomorrow to tell me how things went? I would really like that.
Caller: OK, I will. Thanks for listening to me.
Helpline: My pleasure. And don't worry. Everything will get better once you tell your teachers.
Caller: Thanks Amanda.

Spotlight on Exams – Ex. 1 (p. 19)

Presenter: With us in the studio today is counselling psychologist Dr James Smith. Dr Smith is here to talk about peer pressure. Dr Smith, welcome to the programme.
Psychologist: Thank you. Well, there are two types of peer pressure - good peer pressure and bad peer pressure. Good peer pressure is when your friends persuade you to do something positive that you maybe didn't have the courage to try. It can also be your friends convincing you not to do something because it is not in your best interest. Bad peer pressure, on the other hand, is when your peers persuade you to experience or do something that you don't want to do.
Presenter: So, are teens a good or a bad influence on other teens, overall?
Psychologist: Now, most of the time, our peers have an extremely positive influence on our lives. Their influence is not positive and negative in equal measure. The trick is learning to reduce the negative impact they sometimes have.
Presenter: Why are some teens unable to resist peer pressure?
Psychologist: Teens give in to bad peer pressure for many reasons. Perhaps they want to be liked by a person they admire. Perhaps they don't want to be the only person not doing something. Sometimes it can just be because they don't want to be teased by the 'cool' crowd.
Presenter: So how can teens avoid peer pressure?
Psychologist: Well, firstly, they can start by learning to feel comfortable saying 'no'. With good friends you should never have to explain why it is you don't want to do something. Secondly, there is no need to avoid situations where you'll be asked by strangers to do things you don't want. Simply think ahead of time about what you can say. For example, if you are going to a party and know you'll be offered alcohol there, a good line to have in your head is something like, 'Sorry, but I can't. I'm in training".
Presenter: How do teenagers today compare with teens in the past?

Psychologist: These days, teens have to deal with a lot more pressure than in the past. This is because they are hit with unrealistic images of beauty, celebrity and success every single day on the TV,in magazines, in newspapers etc. Trying to live up to these impossible ideals and cope with peer pressure is very tough for teens.
Presenter: What advice do you give young people?
Psychologist: I tell the teens who come to see me that becoming an adult means knowing when to go along with the crowd and when to be independent. I tell them not to worry. That sooner or later they will have the confidence they need to listen to their inner voice in difficult situations, rather than listen to others.
Presenter: Any final words, Dr Smith?
Psychologist: I want to end by saying that one of the most important factors in every young person's life is their peers. This is especially true during the teenage years because it is at this time that the influence of one's peers begins to get greater than that of one's family.
Presenter: Thank you, Dr Smith.
Psychologist: My pleasure.

Module 3

3b – Ex. 4 (p. 21)

Speaker A: Every day, we go to school, we learn and then we go home. But I think it's important for students to remember that while we're there, we all share certain responsibilities. For example, if we see someone getting bullied, we should tell a teacher. Bullying is horrible and we should never tolerate it. People mustn't be allowed to get away with something so nasty. Bringing incidents of bullying to an adult's attention will certainly help reduce, if not eliminate, this appalling phenomenon.

Speaker B: I've just been to a lecture about how to be a 'green' citizen. It was full of tips about the things all of us can do to help the planet. Many of the tips – such as taking shorter showers and not leaving electrical appliances on standby – I knew already. But there were some interesting suggestions such as eating less meat and planting shade trees in your garden. Both seem interesting ideas but I need further information. I'd better do some research to find out what's involved before I give up my favourite barbecue restaurant or fill my garden with tall trees!

Speaker C: Terms like 'global warming' and 'melting ice caps' have been around for many years. To be honest, though, I always thought that global warming wasn't really a problem. It seemed to me that people were worrying about nothing. But when my daughter came back from school one day and told me what she had learned about it at school, I was worried. I now realise that global warming is a complex problem that affects every single aspect of our lives. That's why I've joined a local environmental organisation and I help out as much as I can.

Module 4

4b – Ex. 5 (p. 29)

Nurse: Good morning, Waterston Surgery …
Tanya: Oh, hello. My name is Tanya Holden. I'm a patient of yours. I wonder if I could book an appointment to see my doctor, please.
Nurse: Of course, Miss Holden. What's your doctor's name?
Tanya: It's Doctor Johnson.
Nurse: Thompson?
Tanya: No, Johnson. That's J-O-H-N-S-O-N.
Nurse: Ah, OK! Thank you. And what is your reason for booking the appointment? We need to know if you are experiencing any symptoms.
Tanya: Well, I have a slight temperature, runny nose and a persistent cough that seems to be getting worse. I don't know if I should be taking any cough syrup or not.
Nurse: It is a dry cough?
Tanya: No, I have a lot of mucous and I'm coughing up phlegm.
Nurse: Mrs Holden, avoid cough syrup at the moment because we do want you to cough up the phlegm and not have it build up inside. I was going to give you an appointment tomorrow, the 25th June, at 2 pm but I can squeeze you in between patients in one hour. Can you make it by 3 pm?
Tanya: Yes, certainly. Thank you.
Nurse: My pleasure. See you then.

Vocabulary Practice – Ex.5 (p. 34)

Radio Host: Welcome back, listeners. For those of you who have just joined us, we're discussing water pollution. Caller 1, you're on the air.
Caller 1: Hello. I know it's only a small gesture but whenever I mow my lawn, I always dispose of my grass clippings carefully because if they wash into a storm drain they can really affect the quality of the water.
Radio Host: Caller 2, you're on the air.
Caller 2: I would do something to help but is there any point? I can't stop water pollution on my own, so why should I bother to do anything? Change only happens if lots of people do the same thing.
Radio Host: Caller 3, you're on the air.
Caller 3: Hello. Every month, my class at school goes on a litter drive at our local lake where we spend the whole afternoon picking up rubbish. The good thing is, not only are we helping to prevent water pollution but we're keeping the lake area nice and pretty! Radio Host: Caller 4, you're on the air.
Caller 4: I don't wash my car in the street. I go to the car wash at my local petrol station. It costs me a bit more, but I read somewhere that petrol stations have to dispose of their waste water carefully. If you wash your car on the street all the detergent just ends up in a river or stream. Unfortunately, not many people know things like this. I think the government has to do more to educate people.
Radio Host: Caller 5, you're on the air.
Caller 5: Hi. I do my best to stop water pollution so when I see people doing things like pouring hazardous chemicals or detergents down a drain, it drives me crazy! I think anyone who deliberately pollutes our environment should be taken to the nearest police station.

Spotlight on Exams – Ex.2 (p. 35)

Jill: Good morning, doctor.
Doctor: Good morning, Jill. What seems to be the problem?
Jill: Well, as you can see, my eyes are very red. They also feel itchy. Oh, and I have a runny nose, too!
Doctor: Yes, indeed. Let me ask you a few questions while I examine you. When did your symptoms start? And would you say you feel better or worse when you are outside?
Jill: My eyes started bothering me last week. And my nose, ... well, it started running a few days ago. As for whether I feel better outside ... well, funny you should ask. I definitely feel worse when I am at home. Doctor: Hmm. So that eliminates hay fever and seasonal allergies. It sounds to me like there is something in your home that is causing your symptoms. Have you moved house recently or bought any new carpets or pets?
Jill: Well, I did buy a puppy a couple of weeks ago. Do you think I'm allergic to it?
Doctor: Well, not the puppy itself. I suspect that what's bothering you is not your dog, but the dead skin cells that fall off your dog.
Jill: On no! Is there anything I can do? I don't want to get rid of my puppy!
Doctor: You won't have to. Just make sure your puppy stays out of your bedroom and if you have carpets in your house, get rid of them. Wooden floors are best and you must mop them regularly.
Jill: OK. I'll do what you say. I hope it works.
Doctor: If it's the dead skin cells that are causing your symptoms, it will work. And I am pretty sure it is. But just to be on the safe side I'd like to give you an allergy test to confirm that you are not allergic to anything else.
Jill: Oh. Will it hurt?
Doctor: Not really. I will make a few tiny scratches on your skin and place a different drop of liquid on each scratch. If you are allergic to the liquid, your skin will develop a red, itchy area.
Jill: Oh. That sounds alright.
Doctor: Good. Do you have time to do it now?
Jill: Yes. I don't have any other appointments to go to this morning.

Module 5

5b – Ex. 4 (p. 37)

Bob: Good morning, Frank. Painting so early in the morning? That's a surprise! I was just coming round to see if you wanted to join me for a jog.
Frank: Hi, Bob. Well, I wouldn't call it a good morning. Some kids graffitied all over my garage door last night and that's why I'm standing here with a paintbrush in my hand. I want to paint over the mess before my wife sees it. It'll only upset her.
Bob: Oh, I see. What bad luck.
Frank: Indeed! Has it happened to you, yet?
Bob: Yet? What do you mean ... 'yet'?
Frank: Well, The Thompsons had their fence graffitied a couple of days ago. And I ran into Joe Smith last night at the petrol station and he told me that his garage door was graffitied last week.
Bob: Oh, that's awful. I had no idea we had such a problem on our hands!
Frank: Well, we do. And we're going to have to think about what we can do to stop it.
Bob: Hmm. Maybe we could install surveillance cameras ...
Frank: Well, the same thought occurred to me this morning but I don't think people in the street will go for the idea. It'll be too costly.
Bob: Yes, maybe you're right. Well, what about a neighbourhood watch scheme, then? My brother started one up in his street a few months ago and he tells me that it's been quite effective in cutting crime.
Frank: Hey! That's a great idea! Do you think the other neighbours would go for it?
Bob: I don't see why not. Look, why don't we have a meeting at my place tonight to discuss the idea? I can pop round to the Thompsons and Smiths now to tell them to come over to my house about 6-ish.
Frank: OK, great. And as soon as I've finished here, I'll walk round the rest of the street and tell everyone.
Bob: Good. That's sorted then. Now … do you need a hand painting that door?
Frank: Thanks, Bob, it's fine. I've almost finished.
Bob: OK. Well, see you tonight at 6, then.
Frank: Great. Enjoy your jog.

Spotlight on Exams – Ex. 1 (p. 43)

What will houses be like in the future? Well, to start with, people won't need keys to get into them. They will simply place their hand on a panel on the front door and a computer will scan their hand print. If the print is recognised, the front door will open and a voice will welcome them home.
What about cleaning? Well, in the future, people won't need to do it! Floors, windows and other household surfaces will be self-cleaning, leaving people with more time to have fun. And how will clothes be washed? Well, not with water! Washing machines will use sound waves to 'shake' dirt off clothes.

What will bathrooms be like? Well, they will check for health problems. When people brush their teeth, a tiny computer inside their toothbrush will tell them if they have a bad tooth that needs repairing at the dentist. When people look in their bathroom mirror, a computer will tell them if they need to visit an eye doctor.

Kitchens of the future will have exciting new features, too. For example, fridges and cupboards will 'speak' to the cook: their digital voices will suggest ideas for meals according to what food is inside them. And, when supplies of a product are running low, computers in fridges and cupboards will order replacements from the supermarket using the Internet.

Living rooms will be different too. For instance, the size and shape of living rooms won't be fixed in the future. Sliding walls will enable people to make their living room larger or smaller. Curtains won't be needed either, as windows will turn from clear to dark at the touch of a button. And dual screen TVs will mean that people can watch different programmes at the same time from the same one TV screen.

What about bedrooms? Well, when bedroom wardrobes are opened, a computer screen will display the weather forecast and also images of what clothes each family member might like to wear. When people look into their bedroom mirror, messages will appear on the mirror telling them if it is time to get a haircut and so on. And music systems will ask what piece of music people want played whenever they walk into their bedroom.

Finally, when people go away on holiday they will be able to operate everything in their home via their laptop. They will be able to water their plants, feed their pets, open the garage door for a delivery – anything they want – all just by pressing on their laptop keypad.

Module 6

6b – Ex. 5 (p. 45)

Speaker A: The paper's delivered to my doorstep each morning. I quickly skip the headlines over my coffee and cereal. If I have time during the rest of the day I'll read some of the articles more carefully, but I usually don't. That means I rely on the evening news on TV to fully catch up on the latest stories. Still, I love my morning ritual, even if it means that the paper goes to the recycling bin virtually unread!

Speaker B: I've subscribed to several e-papers. Every day, I sit at my desk during my lunch hour and read the online versions of major newspapers. This is more convenient for me, as I get to read different newspapers but I don't have to carry them around with me. Can you imagine the weight I'd have to carry if I bought five newspapers every day! It's good for the environment too, as it saves on paper!

Speaker C: I never buy a newspaper any more. I used to get one every day but I would only read the sports section and not read anything else. Now, I can always rely on a colleague to take a look at their paper when they've finished reading it. I mean, what's the point of paying for a whole paper when I'm only interested in reading a couple of pages from it, right?

Speaker C: I'm always on the run so I don't really have time to read a newspaper, whether it's a printed or an online version. But it's not only a matter of time. The truth is that I've never been really keen on reading about what's happening in the world. Every morning, I see lots of people on the train as I'm going to work with their heads buried deep in their broadsheets. Not me. I put on my headphones and catch up on the news while listening to my favourite radio station.

Speaker E: My friends sometimes make fun of me because I always read the gossip section of a newspaper first. I also buy my favourite tabloid every day and read everything in it, from the first to the very last page! I really enjoy immersing myself into the lifestyles of the rich and famous. What is my favourite singer up to? What did the popular stars wear on the red carpet? Silly as it may sound, I just have to know!

Speaker F: It's said that the printed press is dying out and, if that's true, I'm not surprised. Of course it's very important to keep ourselves informed on what is going on in the world. However, I find reading the newspaper so incredibly dull. It's just words and some pictures on a piece of paper. I prefer watching or listening to the news. The pictures and sounds that accompany the broadcasts really grab my attention, while reading just makes me want to fall asleep!

Module 7

7b – Ex. 5 (p. 53)

A: Good morning. Walker College. How may I help you?
B: Good morning. I'm interested in signing up for a language course this summer. What do you have on offer?
A: We have classes in French, Italian, German and Spanish.
B: I was thinking about learning Italian.
A: Have you studied the language before?
B: No, I'm a beginner.
A: Very well. Would you prefer daytime or evening classes?
B: Evening. I'm at work during the day.
A: We run beginners' classes every night, from Monday to Friday. Which would you prefer?
B: Mondays would be best. What time do the classes start?
A: At 5.30 p.m., except on Thursdays when they start at 8 pm.
B: Ah! In that case, Thursdays would be best as I don't finish work until six. When does the course begin?
A: The summer term starts on Monday May 3rd, so the first class for the Thursday group will be on the 6th.
B: That's great. Do I have to come to the college to enrol?
A: No, it's possible to do so over the phone. Do you have your credit card details handy?
B: I'm afraid I don't.
A: Not a problem. You can also enrol online via our website. The address is www.walkercollege.ac.uk/enrol.
B: Perfect. I'll do that. Thank you for your help.
A: You're welcome.
B: Goodbye.
A: Goodbye.

Vocabulary Practice – Ex. 5 (p. 58)

Tommy: Hi, Paolo! I haven't seen you for a while. What have you been up to?
Paolo: I've just joined the Dian Fossey Gorilla Fund.
Tommy: What's that?
Paolo: Do you remember that film, *Gorillas in the Mist*?
Tommy: The one about a woman who tried to protect gorillas from poachers?
Paolo: That's right. Well, I saw it on TV the other night and it made me realise that I'd like to do something to help.
Tommy: What kind of work does the Dian Fossey Gorilla Fund do?
Paolo: Well, they're committed to gorilla protection, field research, education and awareness.
Tommy: That sounds really exciting. How did you find out about them?
Paolo: It was easy. I just went to their website: www.gorillafund.org.
Tommy: Sounds simple. Does it cost much to join?
Paolo: To become a member costs $30. With that you get a calendar, membership card and journal.
Tommy: That's good value.
Paolo: It is. But you can also pay more to become what they call a 'Supporter', 'Sponsor' or 'Gorilla'.
Tommy: 'Gorilla' membership sounds interesting. What is it?
Paolo: Well, for $250 you get to adopt a mother and baby gorilla. And you are sent a colour photograph and certificate to prove it.
Tommy: $250 is a lot of money.
Paolo: You're right. But it's for a good cause.

Spotlight on Exams – Ex. 1 (p. 59)

Speaker A: I've never wanted to be anything but an actress. It's a tough life and I know that few people make a living from it, but acting is my passion. The parents of some of the kids in my acting class tell them to keep acting as their hobby. That they shouldn't think of it as a potential career. But my parents say that I should go with my heart. I really appreciate the fact that they say I should do what I love for a career. Even if it means that my life won't perhaps be as easy as it would be if I pursue a more traditional career path.

Speaker B: My Mum and Dad own a restaurant ... one of the most popular restaurants in the city, actually. They started it when I was little and I spent all my summers helping them out in it when I was growing up. For a few years now, they've been thinking about expanding the business ... opening up two or three more eateries in different parts of the city. That's why I chose to do business studies at university. I'm in my final year now and I really can't wait to start working with them. I want to put everything I've learnt into making our business become even more successful!

Speaker C: I want to be a singer. Not one of those manufactured pop stars that get their break into the industry because of some reality TV show, but someone who makes it because they genuinely have talent. People tell me that I have a shot. They say I have something special ... Nevertheless, I know that there are thousands of kids like me who dream of the same thing. That's why I'm not taking any chances. I'm pursuing a singing career in my spare time but I'm studying accounting at university. That way, if I don't make it, I'll be able to fall back on a more guaranteed career.

Speaker D: There have been doctors in my family for generations. Two of my grandparents are doctors, my mother is a doctor and my brother is studying to be a doctor. I suppose that a background like this pushes you in one of two directions: either you are completely turned off by medicine or you want to become part of it. I feel the latter. Like my mum and brother, I have never considered becoming anything else but a doctor. Next year I'm starting medical school ... and I can't wait!

Speaker E: For years, I was certain that I wanted to be an engineer. Maths was always my best subject at school and it seemed the obvious choice to join my father and uncle in the family business. But in my final year of school, I went to a lecture on cosmology with one of my friends. I was fascinated by what I heard in the lecture, so I started reading up on the subject. I soon realised that there was nothing else I wanted to do with my life. Now I am in the middle of a Physics degree at university, not an Engineering degree!

Speaker F: Should you pursue a career in which you have some natural talent? I think so. That's why I want to be a fashion designer. It's the area where I feel – and have been told – I have real talent. But I know how competitive the industry is. I know I will only succeed if I have drive and determination. I know it's never just talent that gets you where you want to be but the ability to keep going no matter how many setbacks you have. Luckily I think I have this determination. I never take 'no' for an answer!

Module 8

8b – Ex. 4 (p. 61)

1 A: Sir! My suitcase hasn't come out on the conveyor belt. What am I going to do? What if it's been lost?
B: Don't panic, madam. I doubt your suitcase has been lost. It's probably just been put on an incorrect flight, or is still at the airport you departed from. If you go to the 'Lost Baggage' desk over there, you can give the lady all the details. She will track down your suitcase and will have it delivered to your hotel when it arrives.
A: OK. Thank you, sir.

2 I work for Qantas as a flight attendant. It's a great job but it can get pretty tiring, especially when you're working the long-haul flights. I would say that one of the keys to the job is flexibility. If the thought of working holidays doesn't appeal to you for example, the job isn't for you. Also, although it is true that you get to fly to many glamorous destinations, you usually spend several years flying the less glamorous routes before you are put on the more exciting ones. But I can tell you from experience that it's well worth the wait!

3 I absolutely agree with you! I was there last month on holiday and I couldn't believe how much the prices had gone up since my previous visit. I'm not one to watch the pennies as you know, but I really resented paying two, three, sometimes four times the price of what we pay in this country to visit their museums and eat out. I think they're going to be in for a drop in tourist numbers soon, because I really don't know how the average family can afford to holiday there now. I'm certainly not sure I'll be holidaying there again any time soon.