

МОЙ ВЫБОР – АНГЛИЙСКИЙ

АНГЛИЙСКИЙ ЯЗЫК

Второй иностранный язык

Книга для учителя

11

класс

Учебное пособие
для общеобразовательных
организаций

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Книга для учителя содержит тематическое планирование, примерные ответы и рекомендации к устным упражнениям учебника и письменным заданиям, ключи к заданиям учебного пособия и рабочей тетради. Материалы книги для учителя способствуют достижению личностных, метапредметных и предметных результатов обучения согласно требованиям ФГОС среднего общего образования.

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Contents

Introduction to the Teacher	p.	4
Module 1	p.	8
Module 2	p.	20
Module 3	p.	32
Module 4	p.	43
Module 5	p.	55
Module 6	p.	67
Module 7	p.	78
Module 8	p.	90
All about Russia Key	p.	102
Fun Time Key	p.	105
Self-Check Key	p.	112
Word Formation Key	p.	114
Practice Test Key	p.	115
Student's Book Audioscripts	p.	117
Evaluations charts	p.	125
Workbook Key	p.	138
Presentation Skills Key	p.	153
Language Review Key	p.	160
Workbook Audioscripts	p.	162
Workbook Grammar Bank Key	p.	168
Workbook Vocabulary Bank Key	p.	173
Further Exam Practice Key	p.	176

Introduction

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

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

The course consists of:

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

COURSE COMPONENTS

Student's Book

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

Workbook

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

Teacher's Book

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

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

Teacher's Resource Pack and Tests

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

Class Audio CDs

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

IWB

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

ieBook

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

ELEMENTS OF THE COURSEBOOK

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

Each module contains the sections described below.

Reading

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

Vocabulary

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

Grammar

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

Speaking

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

Listening

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

Everyday English

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

Across Cultures section

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

CLIL section

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

Writing

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

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

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

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

Exam Practice section

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

Pronunciation

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

Study Skills

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

Extra Material:

At the end of the book, you will find:

All About Russia section

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

Practice Test

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

Fun Time

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

Self-Check

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

Wordlists

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

Irregular Verbs

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

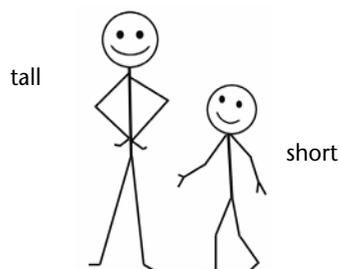
SUGGESTED TEACHING TECHNIQUES

A – Presenting new vocabulary

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

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

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



- *Flashcards.* Make flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.

- *Use of L1.* In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

B – Writing

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

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

C – Assigning homework

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

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

Commonly assigned homework tasks include:

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

D – Correcting students' work

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

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

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

E – Class organisation

- *Open pairs.* The class focuses its attention on two students doing the assigned task together. Use this technique to provide an example of how the task should be done.

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

F – Using the Student's Audio CD

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

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

STUDENTS' LANGUAGE PORTFOLIOS

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

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

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

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

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

TYPES OF LEARNING STYLES

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

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

EVALUATION

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

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

Initial Evaluation

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

Formative Evaluation

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

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

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

Cumulative Evaluation

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

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

ABBREVIATIONS

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

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

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

Module

1

Celebrations

Topic	
In this module, Ss will explore the topics of festivals celebrations and superstitions.	
Module page	5
Lesson objectives: Overview of the module, to listen for gist Vocabulary: Adjectives (<i>colourful, artistic, serious, disgusting, unusual, exciting, weird</i>)	
1a	6-7
Lesson objectives: To read for gist and specific information, to form nouns from verbs, to learn words often confused, to talk about festivals, to write about a festival in your country Vocabulary: Festivals & Celebrations (<i>sand sculptures, dress up as aliens, firework display, watch a parade, fabulous costumes, come alive</i>); Verb (<i>last</i>); Phrasal verb (<i>dress up</i>); Nouns (<i>theme, creature, sculptor, exhibition, alien, aluminium foil</i>); Adjective (<i>professional</i>); Phrase (<i>come alive</i>)	
1b	8-9
Lesson objectives: To revise/compare the present simple, the present continuous, and stative verbs, to learn the <i>-ing</i> form and the <i>to</i> -infinitive	
1c	10-11
Lesson objectives: To read for gist and specific information, to listen for specific information, to learn phrasal verbs with <i>keep</i> , to talk about Chinese New Year, to write a postcard about Chinese New Year celebrations Vocabulary: Verb (<i>symbolise</i>); Phrasal verbs (<i>keep away, tell off</i>); Nouns (<i>calendar, gathering, firecrackers, lantern, bad spirit, fortune</i>); Adjective (<i>bright</i>)	
1d	12
Lesson objectives: Buying a gift Vocabulary: Phrases (<i>Let's buy her a CD instead., She's not too keen on reading., How about a book?, Yes, that's a good idea., She'd like that.</i>); Making suggestions (<i>Let's ... How about ...? We could ...</i>); Agreeing (<i>Yes, that sounds like a good idea., Great.</i>); Disagreeing (<i>I don't think so.</i>); Noun (<i>top ten</i>); Phrasal verb (<i>keen on</i>); Adjective (<i>fussy</i>); Adverb (<i>hardly</i>)	
Across Cultures	13
Lesson objectives: To listen for gist, to read for specific information, to practise using prepositions, to talk about Arbor Day Vocabulary: Verbs (<i>coincide with, display</i>); Nouns (<i>outdoor activities, nature trails</i>); Adjective (<i>environmental</i>)	
CLIL TIME: PSHE	14
Lesson objectives: To read for gist, to talk about Remembrance Day Vocabulary: Verbs (<i>fight, honour</i>); Nouns (<i>war, honour, memorial, bugle, silence, poppy, battlefields</i>); Adjective (<i>pinned</i>)	
Writing	15
Lesson objectives: To read for gist, to learn about vivid descriptions, to write an article describing an event	
Exam Practice 1	16
Lesson objectives: To enable Ss to develop their Listening and Reading skills by listening for specific information and completing missing sentences, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Celebrations* and ask Ss to suggest what they think the module will be about. (*The module is about festivals, celebrations and superstitions*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
 - Ask questions to check the Ss' understanding.
- Answer Key**
- a sand sculpture (p. 6)*
Have you ever made/seen a sand sculpture? Would you like to make one? Why (not)?
- a lantern (p. 10)*
What do people use lanterns for? Have you got one in your house? How do you think lanterns are related to the Chinese New Year celebration?
- a flag (p. 14)*
Which countries' flags can you see on p. 14? How many different colours are there in the flag of Russia? What do the colours in your country's flag stand for?

Vocabulary

1 **Aim** To present adjectives used to describe festivals

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the L1 equivalents from Ss around the class. Help Ss by miming the meaning of each word.

(Ss' own answers)

- Direct Ss' attention to the pictures and elicit what Ss think the festivals may be like.
- Read out the example and then ask various Ss around the class to say similar sentences using the adjectives given for the remaining festivals.

Answer Key

*The Omaha Pow Wow seems to be a **colourful** and **unusual** festival.*
*Chinese New Year seems to be a **colourful** and **exciting** festival. It also looks **artistic**.*
*The Roswell UFO Festival seems to be a rather **weird** festival. The people look **serious**.*
*The Sand Sculpting Festival seems to be an **artistic** and **unusual** festival.*
*Bug Fest seems to be a **disgusting** festival.*

2 **Aim** To listen for gist and talk about festivals

- Play the recording – with pauses, if desired – and elicit which description (A-F) matches which festival (1-6).
- Ask various Ss around the class to use the information in the recording to talk about each festival.

Suggested Answer Key

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

Suggested Answer Key

La Tomatina is an unusual but fun festival that takes place every year on the last Wednesday of August. People have a strange fight in the streets.
The Omaha Pow Wow is a Native American festival. People come together to sing, dance and honour Native American culture.
Chinese New Year is an annual festival in late January or early February. There are street parades with dancers. Children receive envelopes containing money and friends and family meet to enjoy special dishes.
The Roswell UFO Festival lasts for four days every year in July. People dress up and take part in an alien costume competition.
The Sand Sculpting Festival in Australia lasts for three months. You can watch artists making beautiful sculptures in the sand.
Bug Fest is a festival that celebrates the insect world. There are interesting talks, displays, exhibits and other activities.

Background information

Buñol is a town in the east of Spain in the province of Valencia. It has a population of around 10,000 people. It is famous for its annual festival, *La Tomatina*, held on 29th August where around 40,000 people, from Spain and other countries, gather to throw 115,000 kg of tomatoes at each other.

The USA or the United States of America, is a large country that takes up most of North America. Canada is to the north and Mexico is to the south. It consists of 50 states and the capital is Washington DC.

Australia is a large country in the southern hemisphere, north of Antarctica and south of Indonesia. It has a population of 22.5 million people. The capital city is Canberra and the people speak English.

1a

1 **Aim** To introduce the topic, to predict the content of a text and to listen and read for gist

- Direct Ss' attention to the pictures and read out the options, explaining the meaning of any unknown words. Elicit which items Ss can see in which pictures.
- Direct Ss' attention to the headings and elicit what the blog entries are about. Play the recording. Ss listen and follow the text in their books to find out.

Answer Key

white horses – C dinosaurs – A aliens – B

Suggested Answer Key

A is about a festival in Australia where visitors can see sand sculptures.

B is about a festival where people dress up as aliens.

C is about a winter festival where visitors enjoy performances of traditional music, Russian folk dancing, games, arts and crafts and food.

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

Suggested Answer Key

last (v): to exist for a length of time

theme (n): subject

creature (n): an animal or other living being

ton (n): a weight measurement (1,000 kilos)

sculptor (n): a person who makes sculptures

exhibition (n): a public display

professional (adj): done by an expert

alien (n): a creature from outer space/another planet

dress up (phr v): to wear fancy dress

aluminium foil (n): a thin sheet of shiny metal foil used for wrapping food

folk dancing (n): traditional dances

troika sleigh (n): a Russian vehicle for travelling over snow drawn by three horses

come alive (phr): to be full of life

Background information

Melbourne is the second largest city in **Australia**. It is in the southeast of the country and it is the capital of the state of Victoria. It has a population of 4 million people and it dates from 1835.

New Mexico is a state in the southwest of the **USA**. The capital city is Santa Fe and the population is about 2 million people who speak English, Spanish or Navaho. Native Americans lived there for many centuries.

Moscow is the capital and the largest city of **Russia**. It has a population of 12 million people and it is famous for its Winter Festival.

2 **Aim** To read for specific information

- Read through questions 1-5, then give Ss some time to read the blogs again and match them to the questions.
- Check Ss' answers around the class.

Suggested Answer Key

- | | |
|----------------------------|------------------------|
| 1 Roswell UFO Festival | 4 Sand Sculpting |
| 2 Sand Sculpting Festival | Festival |
| 3 Moscow's Winter Festival | 5 Roswell UFO Festival |

3 **Aim** To read for general understanding

Give Ss some time to prepare their answers. Check Ss' answers.

Suggested Answer Key

- 1 Because you can see people and pets dressed up as aliens, enjoy a firework display and have fun.
- 2 There are dozens of events in lots of locations such as performances of traditional music, games, arts and crafts and food.

4 **Aim** To expand vocabulary

Give Ss some time to do the task. Explain that Ss are given the to-infinitive form of the verbs to look for, but the corresponding verbs in the text are in various verb forms, not necessarily the to-infinitive form. Check Ss' answers.

Answer Key

to continue: lasts (A, line 1.2), to give it a try: having a go (A, line 1.7)

to participate: take part (B, line 2.7), huge: massive (C, line 3.2)

lots of: dozens of (C, line 3.5)

5 **Aim** To consolidate new vocabulary from a text

Give Ss some time to match the words to make phrases they have seen in the texts. Check Ss' answers.

Answer Key

- | | | |
|------------|---------------|-------------|
| 1 sand | 3 firework | 5 fantastic |
| 2 dress up | 4 traditional | 6 come |

6 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | | |
|---------|-----------|---------|---------|
| 1 place | 2 include | 3 lasts | 4 alive |
|---------|-----------|---------|---------|

7 **Aim** To learn how to form nouns from verbs

- Read the theory aloud and draw Ss' attention to how the examples are formed.
- Ask Ss to find examples in the text and then allow Ss time to complete the task. Check Ss' answers on the board.

Answer Key

Examples from the text: exhibit – ion – exhibition, compete – ition – competition, locate – ation – location

Answer Key

- 1 invitations 3 performance
2 entertainment 4 Remembrance

8 **Aim** To distinguish between similar words

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

Answer Key

- 1 annual 3 organising 5 prizes
2 attracts 4 carve 6 part

9 **Aim** To make notes from a text and use the notes to talk about the topic

- Ask Ss to look at the text again and complete the table with information for each heading.
- Write the table on the board and complete it with the class. Ask various Ss around the class to use the completed table to talk about the festivals.

Answer Key

	A	B	C
name	Sand Sculpting Festival	Roswell UFO Festival	Moscow's Winter Festival
place	Melbourne Australia	New Mexico, USA	Moscow, Russia
time	end December to end April	early July	Mid-December to mid-January
activities	go to an exhibition, see sand sculptures, watch sculptors work, attend the Sand Workshop	dress up as aliens, watch a parade, see a firework display	enjoy performances of traditional music, Russian folk dancing, games, arts and crafts, food

Suggested Answer Key

- A The Sand Sculpting Festival takes place in Melbourne, Australia. It lasts from the end of December to the end of April every year. While you are there you can go to an exhibition and see sand sculptures, watch sculptors work and attend the Sand Workshop.
- B The Roswell UFO Festival takes place in New Mexico, USA every year in early July. While you are there, you can dress up as aliens, watch a parade and watch a firework display.
- C The Winter Festival takes place in Moscow, USA every year from mid-December to mid-January. While you are there you can enjoy performances of traditional music and Russian folk dancing, take part in games, do arts and crafts and taste different foods.



To develop critical thinking skills

- Give Ss time to write down which festival they would like to go to and why.
- Ask various Ss around the class to read what they have written to the class.

Suggested Answer Key

I'd like to go to the Sand Sculpting Festival because I think it would be amazing to see the huge sand sculptures./I'd like to go to the Roswell UFO Festival. I think it would be great because I like anything to do with aliens and UFOs./I'd like to go to the Winter Festival in Moscow because there are lots of fun events to take part in. I think it would be great to go on a troika ride.

10 **Aim** To compare two festivals

- Elicit a number of local festivals from Ss around the class and then elicit what happens there. Draw a table similar to the one in Ex. 9 and complete it with information from Ss.
- Give Ss some time to choose one of the festivals and compare it with one of the festivals from the texts. Then ask them to write a short paragraph.
- Ask various Ss around the class to read their paragraphs to the class. Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

In Russia, we have a festival called **The Magic Ice of Siberia**. Unlike the Sand Sculpting Festival in Australia, which lasts from the end of December to the end of April, this festival is from the 13th to 19th of January. We don't make sculptures with sand but with snow and ice. It is an international competition and it takes place on the banks of the Yenisei River in Krasnoyarsk. A lot of people attend this festival every year.

1b

- 1 **Aim** To compare the present simple and the present continuous and to revise stative verbs
- Go through the table and revise the present simple, the present continuous and their uses.
 - Elicit the L1 equivalents for the example sentences.

(Ss' own answers)

- 2 **Aim** To practise the present simple and the present continuous
- Give Ss time to read the text and complete the gaps.
 - Check Ss' answers.

Answer Key

- | | |
|----------------|---------------|
| 1 are having | 7 start |
| 2 is | 8 is |
| 3 are enjoying | 9 says |
| 4 are dancing | 10 are going |
| 5 are playing | 11 sleeps |
| 6 is taking | 12 are coming |

Background information

Venice: is a city in northern Italy. It has a population of over 270,000 people. It is built on small islands in a lagoon and canals run through the city. It is a popular tourist resort and it has a reputation as one of the most romantic cities in the world.

- 3 **Aim** To practise stative verbs
- Explain the task and give Ss time to complete the task.
 - Check Ss' answers and elicit the verb meanings.

Answer Key

- 1 a looks = appears
b is looking = is searching
- 2 a thinks = believes
b is thinking = is considering
- 3 a tastes = has a nice flavour
b is tasting = is testing
- 4 a has = owns
b is having = is holding
- 5 a feels = has the sensation of
b is feeling = is touching

- 4 **Aim** To practise the present simple and the present continuous
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 are you wearing, am going
2 are you going, am going
3 do the gondola races start, are meeting
4 is she doing, dresses, loves
5 am thinking, are you leaving

Background information

Halloween is an annual celebration held in the UK, Australia, USA and some other countries, every 31st October. Children dress up in scary costumes and go trick-or-treating. People carve jack-o'-lanterns, light bonfires and go to parties.

- 5 **Aim** To practise the present simple and the present continuous using personal examples

- Ss work in pairs and say sentences to each other using the present simple and the present continuous.
- Monitor the activity around the classroom and then ask some Ss to say their sentences to the class.

Suggested Answer Key

- I am having an English lesson now.
I often go to the park after school.
I am going to my friend's house tomorrow.
It is hot in the summer.
I am studying a lot these days.
It annoys me when my brother uses my things without asking.

- 6 **Aim** To revise the (to)-infinitive and the -ing form

- Go through the theory and revise the -ing form, the infinitive with to and the infinitive without to.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

- 7 **Aim** To practise the (to)-infinitive and the -ing form

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

Answer Key

- | | |
|------------------|-------------------------------|
| 1 to buy, buying | 3 to finish, calling, working |
| 2 go, to come | 4 to go, to visit |

- 8 **Aim** To practise the (to)-infinitive and the -ing form

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

Answer Key

- 1 a **charging**: recall doing it
b **to charge**: never forgets to do it
- 2 a **to drink**: made an effort to do it
b **drinking**: as a form of advice
- 3 a **eating**: has finished doing it
b **to eat**: stopped what she was doing in order to do it
- 4 a **talking**: continued doing it
b **to talk**: moved on to a new subject

9 **Aim** To practise the (to)-infinitive and the -ing form using personal examples

Explain the task and elicit a variety of answers from Ss around the class.

Suggested Answer Key

- I hate writing letters.*
- I want to know the time.*
- I like listening to rock music.*
- I don't mind going to the cinema.*
- I love playing the piano.*
- I don't like being ill.*
- My parents don't let me stay out late.*
- I can't talk to boring people at parties.*
- I enjoy taking summer holidays every year.*
- I can't stand running out of money.*
- I look forward to seeing the Pyramids in Egypt.*

10 **Aim** To practise the (to)-infinitive and the -ing form using personal examples

- Explain the task.
- Give Ss time to complete it and then ask Ss around the class to share their sentences with the rest of the class.

Suggested Answer Key

- 1 *I would love to have a pet.*
- 2 *I can't help having a messy room.*
- 3 *I try to help my mum around the house.*
- 4 *I avoid cooking dinner.*
- 5 *I'd rather watch TV in the evenings than go out and play football.*
- 6 *I can't stand doing the washing-up.*
- 7 *I hate waking up early.*
- 8 *It's not worth arguing with my dad; he never listens.*
- 9 *I miss going to my summer cottage.*
- 10 *I don't mind helping my little sister with her homework.*

1c

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

- Play the recording and direct Ss' attention to the pictures.

- Elicit what images are created in their minds while listening to the music, and how this makes Ss feel.
- Elicit answers from Ss around the class.

Suggested Answer Key

The music reminds me of China. I think people are celebrating a festival. I think everyone's having a great time and they all feel happy. I feel excited.

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

- Elicit what, if anything, Ss know about Chinese New Year.
- Elicit what they can guess about it from the pictures and how they think these are related to it.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I know that Chinese New Year starts with the New Moon and that it lasts for 15 days. During Chinese New Year, people decorate their homes with red lanterns. On New Year's Eve people eat together. Family and friends give children little red envelopes with money in them.

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

Suggested Answer Key

- calendar (n)**: a system organising the start, length, etc of the year
- gathering (n)**: a group of people that have come together
- firecrackers (n)**: small fireworks
- lantern (n)**: a lamp
- bright (adj)**: vibrant in colour
- keep away (phr v)**: to make sth not want to come near
- bad spirit (n)**: an evil presence
- tell off (phr v)**: to scold
- fortune (n)**: luck
- symbolise (v)**: to be a symbol for sth

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

- Refer Ss to the **Study Skills box** and check for understanding. Explain that a heading should summarise the main focus of the paragraph.
- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Then they read the text again and underline the key words in it too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Module 1

Answer Key

- A 6 (The Chinese New Year starts with the first new moon. The Chinese celebrate New Year with family gatherings, wonderful foods, firecrackers, lion dancers, street parades and lanterns.)
- B 4 (People decorate their homes with red banners and everyone wears red clothes. / Family and friends give little red envelopes.)
- C 5 (Children have a great time. / They eat lots of sweets. / Parents don't tell them off. / An old superstition says that a child that cries on New Year's Day cries every day of the coming year.)
- D 1 (The Chinese clean their houses to clear out any bad luck from the previous year. / People finish sweeping and cleaning before New Year's Day.)
- E 3 (The Chinese avoid using scissors or knives. / It is very unlucky to go to the hairdresser or even chop vegetables.)
- F 7 (The Chinese eat eight or nine dishes because these are lucky numbers.)

3 To consolidate new vocabulary

- Give Ss time to complete the phrases from the text.
- Check Ss' answers and then ask various Ss to use them to make sentences about Chinese New Year.

Answer Key

- 1 family 4 bring 7 coming 10 long
 2 street 5 off 8 chop
 3 keep away 6 badly 9 visit

4 To learn phrasal verbs with keep

- Read out the **Study Skills** box and point out that this is a useful tip for Ss to remember when learning phrasal verbs.
- Give Ss time to choose the correct particles for the phrasal verbs to complete the sentences.
- Check Ss' answers.

Answer Key

- 1 off 2 on 3 up

keep off: make sb stay away from
keep sb down: prevent sb from getting power
keep on: continue despite difficulties
keep out: make sb/sth stay away
keep up: continue

(Ss' own answers)

5 To make notes and summarise the topic

- Write the headings on the board and ask Ss to copy them into their notebooks.
- Elicit one or two notes to write under each heading, and then give Ss time to look through the text and make more notes under each heading.

- Ask various Ss to use their notes to present Chinese New Year.

Suggested Answer Key

NAME	TIME
Chinese New Year	new moon (late Jan, early Feb)
REASON	SUPERSTITIONS
to celebrate the start of a new year in the Chinese calendar	Eat lots of sweets to make new year 'sweet' Don't sweep houses on New Year's Day so as not to sweep out the good luck Don't tell children off or use scissors or knives Eat 8/9 dishes at large meal Give children little red envelopes with money inside

Suggested Answer Key

Chinese people celebrate the New Year with the first new moon. This is usually late January or early February. They celebrate the start of a new year in the Chinese calendar. The celebrations include a lot of superstitions. People eat a lot of sweets because they believe this makes the forthcoming year 'sweet'. They don't sweep their houses on New Year's Day so as not to sweep out the good luck. Chinese people don't tell off their children or use scissors or knives at this time, either. On New Year's Eve, people eat eight or nine different dishes at a large meal and family and friends give children little red envelopes with money inside.

To consolidate and expand the topic

Initiate a class discussion about Chinese New Year celebrations and superstitions and New Year celebrations and customs in your country. Make notes on the board next to the notes Ss did for Ex. 5.

Suggested Answer Key

New Year, 31st December, clean house, family gatherings, eat large meals, go to parties and festivals, dance, have a great time.

Superstitions: dinner table full of drinks and foods, do not lend or borrow money, wear something new, do not sweep the floor or go to bed early.

In my country, we celebrate New Year's Eve on 31st December and New Year's Day on 1st January. The Chinese celebrate New Year in late January or early February and it lasts 15 days. Before the New Year, we clean our houses and prepare a meal. We wear new clothes for prosperity, not necessarily red ones. We have a party on New Year's Eve with family and friends

waiting for the clock to strike midnight. Many people attend the fireworks and festivals in the city. When the clock strikes 12, we make a wish and keep it a secret. We don't go to bed early and we try to have a great time. We believe this brings good luck. Like the Chinese, we don't sweep the floor on New Year's Day so we don't sweep out the good luck.

6 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding.
- Explain to Ss that they should read each statement and underline the key words.
- Remind students that the key words will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and complete the task. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A F C F E T G T
B F D NS F NS

7 **Aim** To develop critical thinking skills

- Initiate a class discussion about superstitions and which ones Ss do/don't believe in.
- Give Ss some time to write a few sentences about why they do/don't believe in superstitions.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

I don't believe in superstitions. I believe that people made them up based on common sense. For example, the superstition about never walking under a ladder is logical. If someone is working up on that ladder, they could drop their tools and hurt somebody./I do believe in superstitions because I believe in good/bad luck. I have seen lots of things, good and bad, happen that can be related to superstitions. Also, I feel superstitions are part of our culture and we need to keep our traditions alive.

8 **Aim** To write a postcard

- Explain the task and the situation.
- Give Ss time to write their postcards, and then ask some Ss to read them out in class. Remind Ss that they should start with *Dear*+person's first name and sign off with their first name. Point out that postcards are informal in style so Ss should use everyday language, short verb forms and simple linkers (*and, or, but*, etc.)
- Write these headings on the board: place – name of celebration – activities – feelings.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

*Dear Pam,
I'm having a great time in China. It's the Chinese New Year so people are decorating their houses with red lanterns. Right now we are watching a parade. Tonight, we're going to eat a large meal with eight or nine different dishes and lots of long noodles. It's really exciting!
See you in a week.
Sheila*

1d

1 **Aim** To present situational language associated with buying a gift

Play the recording with pauses for Ss to repeat individually. Check Ss' pronunciation, intonation and use of stress rhythm.

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

- Elicit the topic of the dialogue (buying a friend a gift).
- Play the recording. Ss listen and follow the dialogue in their books to check.

Suggested Answer Key

The dialogue is about two people discussing what gift to buy for someone.

3 **Aim** To read for specific information

- Read out the questions in the rubric and allow Ss some time to read through the dialogue again and find the answers.
- Check Ss' answers.

Answer Key

*Katie suggests they buy Judy a book.
Katie and June finally decide to get Judy a CD.*

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

Suggested Answer Key

*hardly (adv): used to emphasise that sth is difficult to do
fussy (adj): picky, difficult to please
keen on (phr v): eager, like sth a lot
top ten (n): the top selling list*

4 **Aim** To learn synonymous phrases

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Module 1

Answer Key

- A *How's it going?* = *What are you up to?*
 B *I'm really looking forward to it.* = *I can hardly wait!*
 C *She's difficult to please.* = *She's very fussy.*
 D *She doesn't really like reading.* = *She's not too keen on reading.*
 E *Oh, I understand.* = *Oh, I see.*

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

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

(Ss' own answers)

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the classroom and then ask various pairs to act out the dialogue in front of the class.

b) **Aim** To practise role playing

- Explain the situation and tell Ss that they can use any ideas of their own to complete the task.
- Ss complete the task in pairs, then ask various pairs to read out their dialogues to the class.

Suggested Answer Key

June: *Let's give Judy her present now.*

Katie: *OK. You do it.*

June: *Happy birthday, Judy! Katie and I got this for you.*

We hope you like it.

Judy: *Oh, wow! A Beyoncé CD! Thanks. I love it!*

6 **Aim** To practise situational language through role-playing

- Explain the situation, and tell Ss that they can use the dialogue in Ex. 3, as well as any ideas of their own, to complete the task.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.

Student A

What shall we get Mum ...?
 (Ask for gift suggestions)

I don't think so. She ...
 (Disagree & give reason)

Yes. That sounds like a good idea.
 (Agree)

Great! She'd like that!
 (Agree again)

Student B

Let's get her ...
 (Make suggestion)

Oh. How about ...?
 (Make another suggestion)

We could get her ...
 (Suggest a specific type)

- Ss complete the task in pairs.
- Monitor the activity around the classroom and offer help if necessary, then ask various pairs to act out their dialogues in front of the class.

Suggested Answer Key

Nina: *What shall we get Mum for her birthday?*

Ben: *Let's get her a necklace.*

Nina: *I don't think so. She's not too keen on jewellery.*

Ben: *Oh, I see. She loves reading. How about getting her a book?*

Nina: *Yes, that sounds like a good idea.*

Ben: *We could get her the new Catherine Cookson one. It's in the top ten.*

Nina: *Great! She'd like that.*

Across Cultures

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

Direct Ss' attention to the pictures and the headings and elicit what Ss know about Arbor Day and Earth Day.

Suggested Answer Key

Arbor Day is a day when people celebrate trees by going out and planting some.

Earth Day is a day when people take part in different events to promote eco-friendly living and awareness of environmental issues.

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

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing from each sentence (a noun, a verb, an adjective, etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

1 *best (adjective- superlative)*

2 *their (possessive adjective)*

3 *recycling (gerund)*

4 *to promote (full infinitive)*

5 *started (verb in the past simple affirmative)*

6 *are participating (verb in the present continuous-affirmative)*

7 *take (modal plus bare infinitive without -to)*

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

Answer Key

coincide with (v): to happen at the same time as sth else

outdoor activities (n): activities happening outside

nature trails (n): a path for the public to walk on through a forest or in an area of natural beauty

display (v): to show to people/to exhibit

organization (n): a group of people with a purpose

promote (v): to support a cause

awareness (n): understanding

3 Aim To summarise the main idea of the texts

Read out the two sentences and elicit which one best summarises the main idea of the texts.

Suggested Answer Key

A chance to focus on the environment.

4 Aim To learn and practise prepositional phrases

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

Suggested Answer Key

1 about, with 2 for 3 about, of, on

5 Aim To think of activities to celebrate a festival

- Divide the class into groups and ask Ss to brainstorm for activities that they could do to celebrate Arbor Day.
- Encourage Ss to think of new ideas and not to just repeat the ideas in the text.
- Ask various groups to share their answers with the class.

Suggested Answer Key

My class could celebrate Arbor Day by planting trees around the school and town and asking people to join in. We could gather paper to be recycled. We could organise an Arbor Day Fair in the schoolyard. We could have a poster competition at school. We could organise a tree trivia quiz and give trees to winners.

6 Aim To make notes on a text and use them to present a summary

- Explain the task and ask Ss to copy the table into their notebooks. Ask them to read the table again and make notes to complete the table.
- Check Ss' answers on the board.
- Then ask various Ss around the class to use their completed tables to present Arbor Day and Earth Day to the class.

Suggested Answer Key

	New Zealand	Russia
Name	Arbor Day	Earth Day
Date	5th June	22nd April
Activities	people plant trees, hold poster competitions, take walks along nature trails; students display their environmental projects at school	organisations promote eco-friendly living and awareness of environmental issues; people learn about green energy, new forms of clean transportation, and eco-buildings; take part in outdoor activities, music concerts

New Zealanders celebrate Arbor Day on 5th June. They celebrate by planting trees, having poster competitions and taking walks along beautiful nature trails. Students also display their environmental projects at school.

Earth Day in Russia is on 22nd April. Organisations promote eco-friendly living and awareness of environmental issues. People have the chance to learn about green energy, new forms of clean transportation, and eco-building. They also take part in outdoor activities, and even music concerts!

CLIL TIME: PSHE

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

Read out the questions in the rubric and brainstorm with the class for answers.

Suggested Answer Key

Annual events that are important for a person to remember = birthdays, anniversaries of important events in their life.

Annual events that are important for a society to remember = religious holidays, national holidays, national events, etc.

Australians remember soldiers that have died in all wars since WWI.

Russians remember the victory over Nazi Germany since WWII.

2 Aim To read for lexico-grammatical structure

- Refer Ss to the Study Skills box and check for understanding. Explain to Ss that they should read the texts quickly to get the general meaning and then identify what is missing (i.e. a verb, pronoun).

Module 1

- Allow Ss some time to read the text again and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 have died (verb in the present perfect – affirmative)
- 2 pinned (past participle of the verb pin)
- 3 grew (verb in the past simple affirmative)
- 4 is known (verb in the passive present simple affirmative)
- 5 biggest (adjective- superlative)
- 6 to give (full infinitive)

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

Suggested Answer Key

honour (n): public praise and respect

honour (v): to show respect

fighting (v): battling, being in armed combat

memorial (n): a structure to remind people of sth important

bugle (n): a small trumpet-like instrument

silence (n): without any noise

pinned (adj): attached with a small pointed piece of metal to sth else

poppy (n): a delicate flower usually red in colour

battlefields (n): places where armies fight

victory (n): win

pride (n): a feeling of pleasure

veteran (n): an old soldier

praise the deeds (phr): to admire and appreciate heroic actions

wreath (n): a circle made from leaves/flowers

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

Read out the words/phrases in the list and then ask various Ss around the class to explain how these relate to Remembrance Day.

Suggested Answer Key

People in Australia celebrate Remembrance Day on **11th November**.

A musician plays *The Last Post* at the beginning of a **two-minute silence**.

A **bugler** plays the music at a Remembrance Day ceremony.

Many people died fighting on the battlefields during **World War I**.

People in Russia celebrate Victory Day on **9th May**.

Soldiers wear historical uniforms with special orange and black ribbons of **Saint George**.

Lots of **military parades** take place to celebrate Victory Day with the biggest happening in Moscow's Red Square.

4 **Aim** To personalise the topic

- Set the scene and elicit answers from Ss around the class.
- Give Ss time to write a few sentences, then ask some Ss to read their sentences to the class.

Suggested Answer Key

I feel very sad because war is senseless and many people lose their lives. We should respect and feel grateful towards all the soldiers who went to fight for our freedom. Without them the world would be a terrible place.

Background information

World War I was a major war in Europe from 1914-1918 between the UK, France and Russia (the Allies) against Germany, Hungary, Turkey and Bulgaria (the Central Powers). More than 9 million people died. The Allies won and the map of Europe changed forever.

World War II was a global war from 1918-1939 between more than 30 countries. More than 60 million people died. The Allies won and social structure, as well as politics, changed forever.

Writing

1 **Aim** To analyse a rubric and read for gist

- Allow Ss some time to read the rubric.
- Discuss the important information in the rubric (*i.e. who is writing to whom, what information should be included, how many words they should write*)
- Elicit the questions from the rubric and write them on the board.
- Ss read the email and try to find out if the questions have been answered.
- Elicit answers from the class.

Answer Key

All questions are answered in the text.

- a) **How do people get ready for the event?** To prepare for the carnival, people build a special Ice Palace for the festival's mascot, Bonhomme.
 - b) **What do people like doing there?** People enjoy sculpture making, canoe racing along the St Lawrence River, dog sled racing and, of course, watching the carnival parades with their brightly-decorated floats.
 - c) **What are you planning to do at the carnival?** I'm planning to dress up.
- Then, go through the **Study Skills** box and explain/elicit the meanings of the adjectives in the rubric.

- Give Ss some time to read the text and complete the task.
- Check Ss' answers.

Answer Key

- 1 traditional 3 cheerful 5 decorated
2 special 4 exciting 6 long

2 Aim To practise making a description more vivid using a variety of adjectives

- Read the rubric aloud and ask Ss to replace the adjectives in bold with others from the list.
- Give Ss some time to complete the task and then check Ss' answers.

Answer Key

good- wonderful, **nice-** beautiful, **happy-** lively, **nice-** delicious, **big-** huge

3 Aim To write an email describing an event

- Explain the task and draw Ss' attention to the paragraph plan.
- Allow Ss some time to complete the task.
- Ask various Ss to read their email to the class.
- Alternatively, set the task for homework.

Suggested Answer Key

Hi Joanna,
I'm glad to hear you want me to tell you about my favourite winter festival. It is an international arts festival called 'The White Nights Festival' celebrated during the season of the midnight sun in St Petersburg, Russia. It begins in May and ends in July.
To prepare for the festival people rehearse for performances. Also, many restaurants and hotels get ready to receive many tourists. During the festival, there are many exciting events, from concerts to ballet and opera performances. The performers are Russian and international musicians, singers, dancers and actors. I think it is one of the best festivals in the world! I really love going!
I am also planning to attend the Scarlet Sails parade and fireworks. It is a tradition attended with more than one million people! It's nice that you are starting at a new school after the holidays. Where is your new school? Is it close to your house? Are there any interesting classes you are attending this year?
Write back soon,
Mary

Background information

Quebec is a large province in east **Canada**. The capital is Quebec City and the population of almost 8 million people mainly speak French. The largest city is Montreal.

Exam Practice 1

1 Aim To prepare for the task

- Ss read the rubric and the statements. Elicit/explain any unknown vocabulary.
- Ask Ss to look at the underlined words and guess what the conversation might be about (*suggested answer- festivals, celebrations*).
- Then they read sentences 1-3 and try to match them with A-C.

Answer Key

- 1 B (*big feast= delicious meal*)
2 A (*traditional tunes= music*)
3 C (*long history= goes back centuries*)

2 Aim To listen for specific information

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

Answer Key

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

3 Aim To complete missing sentences

- Refer Ss to the **Study Skills** box and check for understanding. Explain to Ss that they should read the missing sentences and first identify the main point in each.
- Then, Ss read the text and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to read the text and fill in the gaps with the correct sentence.
- Elicit answers around the class.

Answer Key

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

Module 2

Strange but true!

Topic	
In this module Ss will explore the topics of mysterious creatures, coincidences and dreams.	
Module page	17
Lesson objectives: Overview of the module. Vocabulary: Feelings (<i>terrified, angry, sad, confused, excited, surprised</i>)	
2a	18-19
Lesson objectives: To read for gist and specific information, to form/use <i>-ing/-ed</i> adjectives, to learn words often confused, to talk about mysterious creatures, to write about a mysterious creature in your country Vocabulary: Verbs (<i>howl, wail, mount, dive, claim, capture</i>); Phrasal verb (<i>carry away</i>); Nouns (<i>beast, hound, otter, carving, tomb</i>); Adjectives (<i>legendary, unsuspecting, vicious</i>); Adverb (<i>apparently</i>); Phrase (<i>take the form of, humped back, capture images on video, look like, fall victim to</i>)	
2b	20-21
Lesson objectives: To revise/learn the past simple, the past continuous, used to and would, to learn the present perfect, to compare the present perfect and the past simple	
2c	22-23
Lesson objectives: To read for gist and specific information, to listen for specific information, to learn phrasal verbs with turn, to talk about coincidences, to write about a coincidence Vocabulary: Verbs (<i>predict, claim, crash, assassinate</i>); Phrasal verb (<i>turn up</i>); Nouns (<i>universe, insurance company, assassination, train track</i>); Adjectives (<i>coincidental, bizarre, wrecked, oncoming</i>); Phrases (<i>bizarre coincidence, unexplained force, spare parts, brave act</i>)	
2d	24
Lesson objectives: Describing a dream, to learn homophones Vocabulary: Sentences (<i>What's up?, I had a nightmare., What was it about?, That's weird., Huh? What do you mean? That sounds like a very vivid dream.</i>) Expressing surprise/interest (<i>I don't believe it!, Wow! Did you really?, Tell me more!, That's interesting/weird/strange, etc!, You're kidding/joking!, Unbelievable!</i>); Expressing confusion (<i>Huh?, What?, Where?, What are you talking about?, What do you mean?</i>)	
Across Cultures	25
Lesson objectives: To read and listen for specific information, to talk about dragons Vocabulary: Verbs (<i>found, fight, invade, remain, represent</i>); Nouns (<i>emblem, coat of arms, strength, power, will, pride</i>); Adjectives (<i>destructive, significant</i>); Phrases (<i>legendary protector, recognisable emblem, local rulers</i>)	
CLIL TIME: Literacy	26
Lesson objectives: To read for detailed comprehension, to write about a prehistoric animal Vocabulary: Verbs (<i>cross, occur, point, flap, stare, spot, claim, swing, march, focus</i>); Nouns (<i>incident, distance, tree ferns, pterodactyl, stork, reputation</i>); Phrases (<i>skim smoothly off, burst into laughter, come abreast, clap eyes on</i>)	
Writing	27
Lesson objectives: To read for structure, to learn about time linkers, to write a story Vocabulary: Verbs (<i>growl, howl</i>); Nouns (<i>bully, challenge</i>); Adjective (<i>tiny</i>); Phrase (<i>burst out laughing</i>)	
Exam Practice 2	28
Lesson objectives: To enable Ss to develop their Reading skills and read for specific information, to provide extra practice for the RNE exam	

►► **What's in this module?**

Read the title of the module *Strange but true!* and ask Ss to suggest what they think the module will be about. (*The module is about mysterious creatures, strange coincidences and dreams.*) Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

a quotation (p. 19)

What is a quotation? Why are they important to learn? What can a quotation be about?

a dictionary entry (p. 22)

How often do you use a dictionary? Do you use a dictionary in your L1? What information does a dictionary contain?

a short biography (p. 26)

What information do biographies include? Do you think it's helpful to know something about the author before you read a story? Why (not)?

Vocabulary

1 **Aim** To present exclamations and adjectives describing feelings

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

(Ss' own answers)

- Read out the adjectives and direct Ss' attention to the pictures. Give Ss time to match them to the pictures and make sentences.
- Check Ss' answers.

Answer Key

2 *Monica seems to be sad.*

3 *Ken seems to be angry.*

4 *Tony seems to be confused.*

5 *Greg seems to be terrified.*

6 *Mike seems to be surprised.*

2 **Aim** To personalise the topic

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

Suggested Answer Key

The last time I felt terrified was when I watched a horror film last Saturday.

The last time I felt angry was when I yelled at my sister for wearing my clothes last Saturday.

The last time I felt sad was when I heard about my friend's problem last week.

The last time I felt confused was when I did a difficult crossword on Tuesday.

The last time I felt excited was when I was on a ride at the funfair yesterday.

The last time I felt surprised was when I got a phonecall from my English pen-friend last week.

2a

1 **Aim** To introduce the topic

- Direct Ss' attention to the pictures and read out the descriptions.
- Explain/Elicit the meanings of any unknown words and then elicit which creature matches which description.

Answer Key

The creature in picture A looks like a horse and has got fins.

The creature in picture B has got a long neck and looks like a dinosaur.

The creature in picture C looks a bit like a dog and has got a long tail.

Suggested Answer Key

The Kelpie is green with red eyes. It looks like a horse and has got fins. It's also got sharp teeth.

The Morgawr is a green monster with sharp teeth. It's got a long neck and looks like a dinosaur.

The Dobhar-chú is brown with yellow eyes and sharp teeth. It looks a bit like a dog and has got a long tail.

2 **Aim** To predict the content of the text

- Elicit what, if anything, Ss know about the creatures in the pictures and elicit whether they think they really exist.
- Play the recording. Ss listen and follow the texts in their books to find out.

Suggested Answer Key

These creatures are legendary so they don't exist although people say they have seen the Dobhar-chú. The Dobhar-chú and the Kelpie are dangerous. The text doesn't give information about whether the Morgawr is dangerous or friendly.

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

- Give Ss time to read the texts again and match the texts to the statements.
- Check Ss' answers.

Answer Key

- | | |
|---------------|------------------------------|
| 1 the Morgawr | 4 the Kelpie, the Dobhar-chú |
| 2 the Kelpie | 5 the Morgawr |
| 3 the Kelpie | |

Background information

Scotland is a country that is part of the United Kingdom. It is in the north of the UK and its capital is Edinburgh. It has many lakes and mountains.

Cornwall, England is an area in the very south west of England. It is famous for its beautiful coastline. Cornwall has an interesting history and is still proud of its Celtic tradition.

Ireland is a large island west of the United Kingdom. It has a population of 4.6 million and its capital is Dublin. The official language is English, but some people speak Irish.

Loch Glenade is a large lake in the north of Ireland, known for its association with the mythical creature, the Dobhar-chú.

b) **Aim** To consolidate new vocabulary

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

Suggested Answer Key

legendary (adj): mythical

beast (n): monster

take the form of (phr): transform

howl (v): to sound like a dog; cry

wail (v): to sound as if you are suffering

unsuspecting (adj): unaware

mount (v): get on a horse

dive (v): to go below the surface of water

carry away (phr v): to take away

humped back (phr): a rounded lump on the back

capture images on video (phr): film on a video camera

vicious (adj): nasty and aggressive

look like (phr): seem

hound (v): dog

otter (n): a fish-eating mammal that lives near water

fall victim to (phr): become hurt or killed by sth

apparently (adv): it seems that

carving (n): an impression made in wood of sth

tomb (n): a grave that is above ground

- Elicit the synonyms from Ss around the class.

Answer Key

cry = howl, grave = tomb, cruel = vicious, unknowing = unsuspecting, mythical = legendary

4 **Aim** To consolidate new vocabulary

- Ask Ss to use their dictionaries and look up the meanings of the verbs in the list.
- Check Ss' answers then give them time to complete the sentences.
- Check Ss' answers.

Answer Key

- 1 *tricking* 3 *disappeared* 5 *fell*
 2 *warned* 4 *took, attacked* 6 *exist*

5 Aim To learn and practise collocations

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

Answer Key

- 1 *legendary* 3 *mount* 5 *fall* 7 *humped*
 2 *take* 4 *dive* 6 *sea* 8 *capture*

Suggested Answer Key

The Kelpie and Morgawr are **legendary creatures**.
 The Kelpie could **take the form of** a horse and trick people.
 He **mounted a horse** and quickly rode away.
 The monster **dived into the deep water** and disappeared.
 A lot of people **fell victim** to the beast.
 Morgawr looks like a sea serpent. It has a **humped back** like a camel.
 We **captured images** of the beast **on video**. Let's watch it.

6 Aim To distinguish between words with similar meanings

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

Answer Key

- 1 *transform, trick* 3 *capture* 5 *deep*
 2 *exists* 4 *fake*

7 Aim To form/use -ing/-ed adjectives

- Read the theory box aloud and explain the task.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 *bored* 3 *disgusting* 5 *surprising*
 2 *annoyed* 4 *confused* 6 *shocked*

8 Aim To talk about mysterious creatures

- Give Ss time to read the texts again and make notes under the headings.
- Ask various Ss to use their notes to present the creatures to the class.

Suggested Answer Key

The Kelpie is a legendary creature that lives in the lakes and rivers of Scotland and Ireland. It looks like a horse or a woman and it tricks travellers into riding it and then dives into the water and takes them away.
 The Morgawr is a legendary creature that lives in the sea around Cornwall. It looks like a sea serpent with a

humped back and a long tail. Some people say they have taken photos of it, but no one knows if it really exists.

The Dobhar-chú is a legendary creature from Ireland. It lives in and around lakes and looks like a cross between an otter and a dog. People say it killed a woman while she was washing clothes at the lake.

9 Aim To express a personal opinion

Ask various Ss around the class to say which creature they think is the most terrifying and why.

Suggested Answer Key

I think the Kelpie is the most terrifying because it can transform itself and it howls and wails and carries people away./I think the Morgawr is the most terrifying because it is a six-metre-long sea serpent and I'm afraid of snakes./I think the Dobhar-chú is the most terrifying. I'm afraid of dogs and the Dobhar-chú is half dog. Also, people say it has killed a woman!

10 Aim To research and present a legendary creature from your country

- Explain the task and ask Ss to use the Internet, encyclopaedias or other reference resources to look up information about a legendary creature from their country.
- Give Ss time to do their research and write a short paragraph and then ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

There is a legendary creature that comes from the north-east of Spain called the Basajaun. It looks like a man but it is big and hairy. It is two to three metres tall and it is very strong. It is not dangerous and it looks after the forest and protects the animals. People say it taught men how to be farmers.

Famous Quotation

Direct Ss' attention to the quotation and elicit what they think it means.

Suggested Answer Key

When we don't understand something we start to ask questions about it to try and understand it.

2b

1 Aim To present/revise the past simple and the past continuous

- Read out the sentences one at a time and elicit the verb tenses for the underlined words in each one.

Module 2

- Elicit the negative and interrogative forms of the two tenses. (*I didn't go. Did I go? I wasn't going. Was I going?* etc)

Answer Key

- past continuous
- past continuous
- past continuous
- past simple
- past simple
- past continuous, past simple

- Go through the uses a-f one at a time and elicit the matching tense. Elicit more examples from Ss.

Answer Key

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

Examples from the text: *fell victim, attacked, killed, was washing*

2 To practise the past simple and the past continuous

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

Answer Key

- did you do, woke, was shining, were singing, decided*
- called, went, wasn't, started*
- didn't you tell, was ringing, were sleeping, didn't want*

3 To present/revise used to/would

- Read out the theory box and the examples and elicit further examples from Ss around the class.
- Explain the task and read out the example.
- Give Ss time to use the remaining prompts to write sentences and then check Ss' answers.

Suggested Answer Key

- I didn't use to/wouldn't/didn't play with toy dinosaurs.*
- I used to wear/wore glasses.*
- I didn't use to/wouldn't/didn't walk to school.*
- I used to/would read comics/I read comics.*
- I used to live/lived in the countryside.*
- I used to/would go fishing/I went fishing.*
- I didn't use to drive/didn't drive a car.*

Over to you! Activating grammar

Start a story. Ss, one after the other continue it. The story is entitled: 'The monster'. Ss can base their story on Dobhar-chú.

T: *Last weekend my friends and I went for a walk by the lake.*

S1: *The sun was shining and the birds were singing while we were walking through the forest.*

S2: *When we reached the lake there was no one there.*

S3: *We decided to swim in the lake. etc*

Give Ss this list of verbs to help them.

sun shine – bird sing – walk and reach lake – swim – hear strange noise – beast appear – look like – get scared – start running.

4 To present/revise the present perfect

- Go through the theory box and explain the form and uses of the present perfect and the present perfect continuous.
- Direct Ss to the texts on p. 18 again and give them time to find examples of the present perfect/present perfect continuous.
- Check Ss' answers.

Answer Key

we've all heard, has mounted, you've all read, have you ever heard, they have seen, have photographed (present perfect)

we have been receiving (present perfect continuous)

5 To practise time words used with the present perfect

Give Ss time to complete the task and then check Ss' answers. Elicit how each time word is used.

Time expressions used with the **present perfect**:

- already** (normally in affirmative sentences)
You don't need to buy a newspaper. I have already bought one.
- yet** (normally in interrogative or negative sentences)
Have you heard the news yet?
The plane hasn't landed yet.
- just** (normally in affirmative sentences to show that an action finished a few minutes earlier)
Edward has just come in.
- ever** (normally in affirmative and interrogative sentences)
This is the best film I have ever watched.
Have they ever invited you to their house?
- never** (negative meaning)
Tristan has never been good at Maths.
George has never seen a play at the theatre.
- for** (= over a period of time)
They have lived in that house for nine months.

- **since** (= from a starting point in the past)
They have lived in that house since the beginning of the year.
- **recently** (normally in affirmative sentences)
She has recently bought a new car.
- **so far** (normally in affirmative statements)
I've typed three letters so far.

Answer Key

- | | | |
|-----------|---------|-------|
| 1 just | 4 since | 7 yet |
| 2 already | 5 ever | 8 for |
| 3 never | 6 since | |

6 Aim To practise the present perfect

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

Answer Key

- | | |
|-------------------|-------------------|
| 1 has run | 5 hasn't heard |
| 2 haven't spoken | 6 Have (you) seen |
| 3 hasn't flown | 7 have travelled |
| 4 haven't written | 8 has broken |

7 Aim To practise the present perfect

- Explain the task and read out the phrases and the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- Sarah is worried; she hasn't flown in a helicopter before.*
- Mark is tired; he has just finished painting his flat.*
- Tom and Betty are happy; their daughter has just had a baby.*
- Peter is sad; he has just got back from a holiday abroad.*

8 Aim To practise the present perfect & the present perfect continuous

- Elicit when we use the two tenses.
- Give Ss time to do the task. Check Ss' answers.

Answer Key

- Have you been digging*
- have never sailed*
- has been learning*
- has just finished*
- has been waiting*

9 Aim To compare the present perfect and the past simple

Read out the theory box and elicit further examples for each tense from Ss around the class.

(Ss' own answers)

10 Aim To practise the present perfect and the past simple

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

Answer Key

- | | |
|--------------------|-----------------|
| 1 have always been | 9 looked |
| 2 have ever read | 10 spotted |
| 3 have reported | 11 turned |
| 4 have heard | 12 ran |
| 5 have seen | 13 reached |
| 6 had | 14 told |
| 7 saw | 15 gave |
| 8 thought | 16 haven't been |

Over to you! Activating grammar

Write these time expressions on the board. Ask Ss to make sentences about themselves using them.
two days ago – last week – ever – never – since – yesterday – for – yet – already – last summer – yesterday evening.

S1: *I went to the museum two days ago.*

2c

1 Aim To introduce the topic

Refer Ss to the dictionary entry and then ask various Ss around the class to give examples of coincidences they have had or have heard of.

Suggested Answer Key

I was on holiday in the USA. I was walking down a street in a small town when I saw a friend from my hometown on the other side of the street. I couldn't believe it!

2 Aim To predict the content of the text

- Read out the words in the list.
- Direct Ss' attention to the people in the pictures. Elicit Ss' guesses as to how the words may relate to the people.

Suggested Answer Key

*Halley's Comet was passing the Earth when Mark Twain was born and again when he died.
John Wilkes Booth assassinated Abraham Lincoln.
James Dean was driving a Porsche when he died.*

3 Aim To read for lexico-grammatical structure

- Ss read the texts quickly to get the general meaning.

Module 2

- Explain to Ss that they should identify what is missing from each sentence (a noun, a verb, an adjective, etc.).
- Allow Ss some time to read the texts and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 *passes* (verb in the present simple – affirmative)
 - 2 *is coming* (verb in the present continuous – affirmative)
 - 3 *was driving* (verb in the past continuous – affirmative)
 - 4 *him* (direct object pronoun)
 - 5 *don't drive* (verb in the present simple – negative)
 - 6 *assassinated* (verb in the past simple – affirmative)
 - 7 *falling* (gerund)
- Refer Ss to the Check these words box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

bizarre coincidence (phr): an unusual event that happens by chance

turn up (phr v): appear unexpectedly

unexplained force (phr): power that can't be clearly understood

universe (n): cosmos

coincidental (adj): accidental

bizarre (adj): strange

predict (v): to say that sth will happen

insurance company (n): a financial institution that reimburses sb in case of loss under terms of contract

wrecked (adj): destroyed

spare parts (phr): parts of a machine that you can buy individually to replace old or broken ones

claim (v): insist sth is true

crash (v): to collide

assassinate (v): to kill an important person

assassination (n): the killing of someone important

oncoming (adj): approaching

train track (n): each of the metal tracks that a train runs on

brave act (phr): an action that requires courage

4 To consolidate new vocabulary

- Go through the **Study Skills** box. Allow Ss time to find the words. Check Ss' answers.

Answer Key

to face: experience

having influence/effect: causes

to foretell: predict

destroyed: wrecked

to murder: assassinate

approaching: oncoming

bold: brave

- Explain the task and give Ss time to complete it. Point out that they can find the phrases in the text.
- Check Ss' answers.

Answer Key

- | | | |
|----------------------|-----------------------|-------------------|
| 1 <i>unexplained</i> | 4 <i>mysteriously</i> | 7 <i>certain</i> |
| 2 <i>exact</i> | 5 <i>spare</i> | 8 <i>brave</i> |
| 3 <i>strange</i> | 6 <i>tracks</i> | 9 <i>oncoming</i> |

- Give Ss time to write their sentences and then ask various Ss around the class to read them out to the class.

Suggested Answer Key

Have you ever wondered if there is an **unexplained force** at work in the universe?

My mum often calls me **at the exact moment** that I'm trying to call her.

Have you ever **had a strange feeling** about something?

Why do you think James Dean's car **mysteriously disappeared**?

He sold parts of his car as **spare parts** to others.

Somebody pushed Lincoln's son towards the **train tracks**.

Booth's brother **saved him from certain death**.

Saving him from certain death was a **brave act**.

The **oncoming train** almost killed him.

5 To consolidate information in a text and express an opinion

- Read the rubric aloud and give Ss time to read through the texts again.
- Give Ss a further 3 minutes to write a few sentences expressing their opinion.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

I think the coincidence with Mark Twain is the most extraordinary because it is very unusual for a person to be born and die on the exact day Halley's Comet passes the Earth.

I think the coincidence with James Dean is the most extraordinary because Alec Guinness predicted that he would die in that car within a week and it happened. Also it was very strange that parts of the car may have caused other crashes.

I think the coincidence with Abraham Lincoln is the most extraordinary because I thought it was very unusual that two brothers could affect one family's life so much.

6 To learn phrasal verbs with turn

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

Answer Key

- | | | |
|-------------|---------------|--------------|
| 1 <i>up</i> | 2 <i>down</i> | 3 <i>out</i> |
|-------------|---------------|--------------|

turn up: appear

turn on: switch on ≠ turn off

turn down: (of volume) lower ≠ turn up
turn off: switch off ≠ turn on
turn out: prove to be

- Give Ss time to make sentences with the other particles.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 Could you **turn on** the TV, please?
- 2 **Turn off** the radio! I'm trying to study.
- 3 My keys finally **turned up** in the drawer.

7 Aim To learn and practise prepositional phrases

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

Answer Key

- | | | | |
|--------|------|---------|--------|
| 1 from | 3 to | 5 about | 7 from |
| 2 at | 4 in | 6 of | |

8 Aim To listen for specific information

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

Answer Key

- A 6 B 4 C 3 D 2 E 7 F 5

9 Aim To listen for gist and write a paragraph about a coincidence

- Explain the task and ask Ss to write down the words in the rubric.
- Play the recording and ask Ss to make notes.
- Give Ss time to write a short paragraph about the coincidence they heard about.
- Ask various Ss around the class to read out their paragraphs to the rest of the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

I was in Paris, France on holiday and I was out shopping. I came across a beautiful painting in an antique market and I wanted to get it, but it was a bit expensive. I noticed it belonged to a famous portrait painter so I bought it. I took it back to Southampton and hung it on my wall. One day my mother came to visit and saw the picture. She told me it was of my grandmother! The really weird thing was that my grandmother was never in France!

2d

1 Aim To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.

2 Aim To listen and read for specific information

- Elicit what Ss think the dialogue is about based on the sentences in Ex. 1.
- Ask Ss to read the sentence stems 1-3.
- Play the recording. Ss listen and complete the sentences.
- Check Ss' answers.

Suggested Answer Key

- 1 tired, sleep very well
- 2 she dreamt something was chasing her
- 3 fly

3 Aim To identify synonymous phrases in a situational dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

- A I had a bad dream. = I had a nightmare!
 B What happened? = What was it about?
 C How strange! = That's weird!
 D What are you talking about? = What do you mean?

4 Aim To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class.
- Pay attention to Ss' intonation and correct as necessary.

5 Aim To learn homophones

- Read the definition of homophones and explain the task.
- Give Ss time to do the task and ask them to write the pairs in their notebooks. Check Ss' answers.
- Play the recording with pauses for Ss to repeat chorally or individually. Then elicit the meanings of the words.

Answer Key

dear – deer, tail – tale, here – hear, no – know, write – right, one – won, our – hour, for – four, their – there

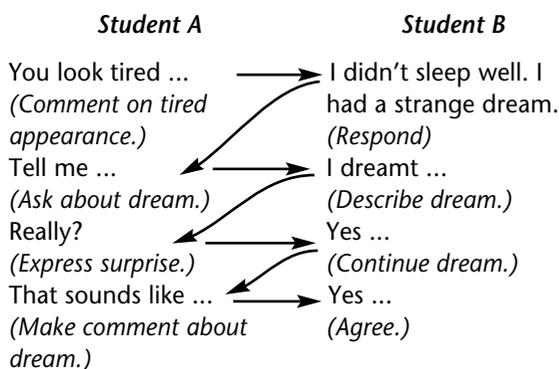
Module 2

Suggested Answer Key

dear – close to your heart, well-liked by you
 deer – an animal
 tail – part of an animal
 tale – a story
 here – in this place
 hear – listen to
 no – opposite of 'yes'
 know – have information about
 write – use a pen/pencil to produce words
 right – correct
 one – single
 won – defeated another
 our – possessive of 'we'
 hour – 60 minutes
 for – opposite of 'against'
 four – a number before five and after three
 their – possessive of 'they'
 there – opposite of 'here'

6 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use any ideas of their own to complete the task.
- To help Ss draw the following diagram on the board and elicit appropriate phrases from the language box. Write them on the board. Ss can refer to the diagram while doing the task.



- Ss complete the task in pairs using the language in the box.
- Monitor the activity around the class and then ask various pairs to read out their dialogues to the class.

Suggested Answer Key

Tom: You look tired. What's up?
 Ben: I didn't sleep well. I had a very strange dream last night.
 Tom: Tell me more!
 Ben: I dreamt some aliens kidnapped me!
 Tom: Really?
 Ben: Yes, they took me in their spaceship to their planet.
 Tom: You're joking! That sounds like a very vivid dream.
 Ben: Yes, it was. It was a nightmare.

Across Cultures

1 **Aim** To introduce the topic

- Read the title of the **Culture Corner** and elicit what a dragon is.
- Go through the list of adjectives and explain/ elicit the meaning of any unknown ones.
- Ask various Ss around the class to use three of them to describe a dragon.

Suggested Answer Key

I think dragons are **evil**, **destructive** and **fire-breathing**./I think dragons are **kind**, **helpful** and **protective**.

2 **Aim** To practise word formation

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

Answer Key

- | | |
|----------------------------|-------------------------|
| 1 protector (noun) | 4 strength (noun) |
| 2 wisdom (noun) | 5 beliefs (plural noun) |
| 3 recognisable (adjective) | 6 pride (noun) |

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

Suggested Answer Key

found (v): to start a company, a city, etc
legendary (adj): very famous for a long time
associated with (phr): connected with
coat of arms (n): a special design on a shield that identifies a family or organisation
recognisable emblem (phr): symbol readily associated with sth
invade (v): enter (a country) with an army
remain (v): stay
local rulers (phr): leaders of specific areas
significant (adj): important
represent (v): show, mean
strength (n): power
power (n): control over others
will (n): desire or determination to do sth
pride (n): a good feeling about sth you've done

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-------------|-------------|----------|
| 1 surrounds | 4 associate | 7 appear |
| 2 remains | 5 represent | |
| 3 invaded | 6 founded | |

4 **Aim** To talk about dragons

- Ask Ss to talk in pairs about the dragons in the text using the words in the rubric.
- Monitor the activity around the class and then ask various Ss to tell the class.

Suggested Answer Key

Kazan's coat of arms shows a dragon which people consider a legendary protector. There is a legend that says that the black dragon appeared after people set a hill on fire to kill a large number of snakes.

The Red Dragon of Wales shows the nation's pride in its culture. It is an emblem of Welsh culture. It has bat-like wings and an arrow-pointed tail.

Aim Project: To personalise the topic

- Initiate a class discussion about mythical creatures from your country and encourage various Ss around the class to tell the rest of the class about any that they know of.
- Alternatively, assign the task as written HW and ask Ss to do some research at home and write a short paragraph about a mythical creature from their country and read it to the class in the next lesson.

Suggested Answer Key

According to Russian legend, Baba Yaga is a fearsome, old woman witch with iron teeth. She does not have a broom but she can easily fly through the air. She lives in the forest and when a visitor enters her house, she asks them two questions. The only way not to be killed is to give the right answer.

Background information

Kazan is the capital and largest city of the Republic of Tatarstan, Russia. It has a population of over one million. The official languages are Tatar and Russian. It is between the Volga and Kazanka Rivers.

Wales is a country in the south west of the United Kingdom. It has a population of 3 million people. Its capital is Cardiff and the official languages are Welsh and English. The Welsh flag has a dragon on it.

CLIL TIME: Literature

1 **Aim** To introduce the topic

- Elicit what, if anything, Ss know about Sir Arthur Conan Doyle and the type of books he wrote.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

Sir Arthur Conan Doyle was a British writer who wrote short stories and the Sherlock Holmes detective novels.

2 **Aim** To read for specific information

- Ask Ss to read the questions and the possible answers.
- Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

- | | | | |
|---|-------------------|---|---------------------|
| 1 | 2 (lines 1 and 2) | 3 | 1 (lines 11 and 12) |
| 2 | 2 (line 3) | 4 | 3 (lines 12 and 13) |

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

Suggested Answer Key

cross (v): to go to the other side of something

incident (n): sth that happened

occur (v): to happen, take place

point (v): to indicate sth with an extended index finger

distance (n): the space between two end points

flap (v): to move arms or wings up and down like a bird

skim smoothly off (phr): to move just across the surface of sth

tree ferns (n): large plants with large frond leaves and no flowers

stare (at) (v): to look at sth continuously

spot (v): to notice sth

claim (v): to insist sth is true

pterodactyl (n): a large prehistoric bird-like creature

burst into laughter (phr): to suddenly start laughing

stork (n): a large bird with long legs and wings and a long beak

swing (v): to move sth in one direction with a curving motion

march (v): to walk briskly and purposefully like a soldier

come abreast (phr): come side by side

focus (v): to concentrate your attention on sth

reputation (n): the general opinion other people have of you

clap eyes on (phr): to see sth

3 **Aim** To express an opinion

- Initiate a class discussion about what the men saw. Encourage all members of the class to express their opinions.
- Also discuss the possibility of the existence of prehistoric creatures today.

Suggested Answer Key

I think the men saw a pterodactyl because they were visiting a lost world, as the title says. I don't think such creatures really still exist today.

4 **Aim** To research and write about a prehistoric creature

- Explain the task and refer Ss to the Internet using the search terms given. Alternatively, refer Ss to encyclopaedias or other sources of reference.
- Ask Ss to look up information about prehistoric creatures and write a paragraph about their chosen prehistoric animal.
- Check Ss' answers by asking various Ss to read their paragraph to the class.
- Alternatively, assign as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Triceratops was a large four-legged dinosaur with a large tail, a bony collar around its neck and three sharp horns on its head. It also had thick hard skin to protect it from other large dinosaurs.

Writing

1 **Aim** To understand the structure of a story

- Direct Ss to the writing **Tip** box and discuss it with Ss.
- Give Ss time to read the story then elicit which paragraph matches which function and write Ss' answers on the board. Explain the words in the **Check these words** box.

Answer Key

*Para 1 sets the scene, first presents the main characters
Para 2 presents events before the climax event
Para 3 contains the climax event
Para 4 describes the feelings of the main characters*

Suggested Answer Key

*tiny (adj): small
bully (n): person who uses their power to hurt/frighten people
burst out (v): to start making a noise (e.g. laughing)
challenge (n): a test
growl (v): (dogs) make a noise to show they are angry
howl (v): (dogs) make a long crying sound*

2 **Aim** To revise time linkers

- Elicit a variety of time linkers and write them on the board (e.g. *two hours later, then, next, suddenly, etc.*).
- Then ask Ss to look through the story again and find all the time linkers. Check Ss' answers.

Answer Key

As, That evening, Suddenly, As soon as, Just then

3 **Aim** To identify descriptive language

Explain the task. Ss in pairs find the adjectives. Check Ss' answers and then elicit the opposites.

Answer Key

*the weather: cold and foggy ≠ warm and clear
the village: tiny, safe ≠ large, dangerous
the forest: deep, dark, silent ≠ shallow, bright, noisy
the monster: horrible, giant, long (hair), bright (red eyes), huge (teeth) ≠ lovely, tiny, short, dull
the boys' feelings: scared, happy ≠ calm, unhappy*

4 **Aim** To listen for specific information

- Explain the task and play the recording.
- Ss listen and make notes.
- Ask Ss the questions in the plan and elicit answers from Ss around the class.

Suggested Answer Key

Para 1: The main characters were George and his friends Steven & Anthony. They were walking home one day and stopped outside a haunted house.

Paras 2-3: George went into the house at night to prove it wasn't haunted. He heard a thud and the battery in his torch died. He heard scratching sounds and he screamed.

Para 4: He saw it was only a family of cats. He found homes for them and kept one, which he named Spooky. He felt relieved and a bit foolish.

5 a) **Aim** To write a story

- Explain the task. Write the phrases from the **Useful language** box on the board. Ask Ss to copy them in their notebooks.
- Give Ss time to write their stories. Point out that they can use the plan from Ex. 4, the phrases from the **Useful language** box and their answers to Ex. 4 to help them.
- Check Ss' answers by asking various Ss to read out their stories to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

The Haunted House

My friends Steven and Anthony and I were walking home one day when we stopped outside the haunted house of Hill Street. I didn't believe in ghosts and told them this. They dared me to stay in the house for the whole night. Of course, I had to do it! That night, I went into the house through a broken window. It was very dark inside. Suddenly, I heard a loud sound. Then, the battery of my torch died. I screamed because I heard scratching sounds. When my eyes got used to the dark, I saw that a family of cats was hiding in a corner. They were more scared than I was. I decided to keep one cat and named it Spooky. I felt relieved, but a bit foolish.

Useful language for writing stories

Setting the scene
It was a cold/warm day last, Last month I was

Events
As we were walking, Suddenly, I/we saw/heard
Then,, As soon as we reached

Feelings
I felt terrified/scared etc., I was relieved.
I still couldn't believe it was over.
We started laughing.

b) **AIM** To practise proofreading

- Explain what mistakes Ss should be looking for.
- Ss may swap their story with a partner or check their own work.
- Go around the class and help Ss check their stories.

(Ss' own answers)

Exam Practice 2

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

- Ss read the rubric and the underlined words in the text (para.A).
- Explain that a heading should summarise the main focus of the paragraph.
- Discuss with the class which sentence best summarises the paragraph.
- Allow Ss some time to complete the task.
- Check Ss answers and ask them to explain their choice.

Answer Key

A 3

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

- Ss read the first paragraph again and choose the heading (1-8) that best matches the summary.
- Discuss with Ss what the headings are about and the reasons for their choice.

Answer Key

A

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

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Remind Ss that a heading should summarise the main focus of the paragraph.
- Then they read the text again and underline the key words in it too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Answer Key

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

Module 3

All things high tech

Topic	
In this module Ss will explore the topics of technology, computers and robots.	
Module page	29
Lesson objectives: Overview of module Vocabulary: Gadgets (<i>mobile phone, games console, tablet PC, robotic vacuum cleaner, MP3 player</i>); Features of gadgets (<i>a touch screen, headphones, a joystick, a keyboard, buttons, a keypad, a remote control</i>)	
3a	30-31
Lesson objectives: To read for gist and specific information, to form abstract nouns from adjectives, to learn words often confused, to talk about cybernetics, to write about a cyborg Vocabulary: Verbs (<i>identify, develop, allow, function</i>); Nouns (<i>fascination, flesh, disability, limb, brain, wire, nerve muscle, device</i>); Adjectives (<i>part-mechanical, part-biological, sophisticated, colour blind, artificial</i>); Phrase (<i>become a reality</i>)	
3b	32-33
Lesson objectives: To revise/learn future tenses, to learn time clauses	
3c	34-35
Lesson objectives: To read for comprehension, to listen for specific information, to learn phrasal verbs with <i>come</i> , to talk about teenagers and their gadgets, to write a survey and make a bar chart Vocabulary: Verbs (<i>demand, worry, rule</i>); Phrasal verb (<i>move up</i>); Nouns (<i>screenager, survey, addiction, effect, behaviour, passion, boot camp, treatment, balance</i>); Adjectives (<i>quick-thinking, multi-tasking, virtual</i>); Adverb (<i>constantly</i>); Phrases (<i>glued to, tools of communication, have an effect, psychological help, virtual world</i>)	
3d	36
Lesson objectives: Complaining about a faulty product Vocabulary: Sentences (<i>What seems to be the problem?, I think the lens is scratched., Can I have a look at it?, We'll have to send it away to be repaired., How long will it take?, We'll call you when it's ready.</i>) Describing problems (<i>I've got a problem with this ..., There's something wrong with ..., The ... doesn't work/is broken</i>); Responding (<i>What seems to be the problem?, What's the problem (exactly)?, It needs looking at/repairing., We'll have to send it away to have someone look at it.</i>)	
Across Cultures	37
Lesson objectives: To read for specific information, to write about robots Vocabulary: Verb (<i>interact</i>); Nouns (<i>sensor, cockroach, features, debris, humanity</i>); Adjective (<i>commercial</i>); Phrases (<i>humanoid robot, do impressions, make eye contact, hold a conversation, guided tours</i>)	
CLIL TIME: Design & Technology	38
Lesson objectives: To read for specific information, to give a presentation on computers and parts Vocabulary: Verbs (<i>interpret, generate</i>); Nouns (<i>circuit board, command centre, software, graphics, memory, port</i>); Adverb (<i>permanently</i>)	
Writing	39
Lesson objectives: To write an opinion essay	
Exam Practice 3	40
Lesson objectives: To enable Ss to develop their Listening skills by Listening for specific information, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *All things high tech* and ask Ss to suggest what they think the module will be about. (*The module is about technology, gadgets, computers and robots.*) Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

a bar chart (p. 34)

When do we use bar charts? What information do they contain? What other types of charts are there? (pie chart)

cyborgs (p. 30)

What are cyborgs? Do you know the difference between a cyborg and a robot? Do you think we will have cyborgs in the future?

robots (p. 37)

What sorts of robots exist today? How do we use them? Do you think robots will take over the world in the future?

Vocabulary

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

- Brainstorm with the class as many gadgets as Ss can think of and write them on the board.
- Ask Ss to copy them down into their notebooks.

Suggested Answer Key

mobile phone, MP3 player, GPS, digital camera, e-book reader, tablet PC, games console, etc

b) **Aim** To introduce new vocabulary

- Go through the list of features and explain/ elicit the meanings of any unknown words and then read out the example sentence.
- Elicit which gadgets have/haven't got the features in the list from Ss around the class.

Suggested Answer Key

- 1 *A mobile phone has got a (touch) screen, but it hasn't got a joystick.*
- 2 *A games console has got remote controls, but it hasn't got headphones. (Sometimes it's got a joystick.)*
- 3 *A tablet PC has a touch screen, but it hasn't got a remote control.*

- 4 *A robotic vacuum cleaner has got buttons and a remote control, but it hasn't got a screen.*
- 5 *An MP3 player has got buttons, a (touch) screen and headphones, but it hasn't got a joystick.*

2 **Aim** To present new vocabulary

- Play the recording. Ss listen and repeat. Check Ss' intonation and pronunciation.
- Go through the phrases and then elicit how we use the gadgets in the pictures.

Suggested Answer Key

- 1 *We use a mobile phone to call friends, send text messages, go online, download music and upload photos.*
- 2 *We use a games console to play games.*
- 3 *We use a tablet PC to download music, upload photos, read books, watch films and go online.*
- 4 *We use an MP3 player to listen to music.*
- 5 *We use a robotic vacuum cleaner to clean the carpets.*

Extension To describe a picture

- Ask Ss to work in pairs and take turns to describe one of the pictures to their partner. Ask Ss to use words/phrases from Exs 1 & 2.
- Monitor the activity around the class and then ask some Ss to describe a picture to the class.

Suggested Answer Key

In picture 1, there are three teenagers: one boy and two girls. The girl in the middle is holding what seems to be a smartphone, and they are all looking at the screen. The boy is pointing to the screen. They must be looking at something amusing, because they are all smiling.

In picture 2, there is a boy sitting in his living room or bedroom. It looks like he is playing a video game, because he is using a game console and we can see the game displayed on his TV screen.

In picture 3, there are three girls and one of them is holding a tablet PC. It looks like she is going online. She is wearing a yellow T-shirt. I think they are indoors. They are smiling and happy.

In picture 4, there is a man. He is sitting on his sofa at home and reading a book. He is wearing jeans and a T-shirt. He looks relaxed. On the floor there is a robotic vacuum cleaner. It is cleaning the carpet.

In picture 5, there is a man sitting on a bench with an MP3 player in his hand. He is looking at it and listening to music. He is outdoors in a park and he is wearing a red jacket, a black top and jeans. He looks calm and relaxed.

3a

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

- Direct Ss' attention to the dictionary definition and elicit what a cyborg is.
- Direct Ss' attention to the pictures and elicit how Ss think they are like a cyborg.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

A cyborg is a being which is part-mechanical and part-biological.

Suggested Answer Key

The Terminator is a cyborg in the sense that it is a machine that looks human and has living flesh on top of a metal skeleton.

Robocop is a cyborg in the sense that he has a robotic body with a human mind and human feelings.

Jesse Sullivan is a cyborg in the sense that he is human with robotic arms.

2 Aim To read for specific information

- Refer Ss to the **Study Skills** box. Read it aloud and point out that this advice will help Ss to complete the task successfully.
- Ask Ss to read the questions and the possible answers.
- Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

- 1 4 (para 2, lines 1-2)
- 2 1 (para 3, lines 1-3)
- 3 3 (para 3, lines 7-9)
- 4 2 (para 3, lines 11-13)
- 5 3 (para 4, lines 8-10)

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

Suggested Answer Key

fascination (n): the state of being very interested in sth

flesh (n): skin

part-mechanical (adj): having some machine parts

part-biological (adj): having some living parts

disability (n): a loss of ability because of a permanent injury to some part of the body

identify (v): to recognise

sophisticated (adj): advanced and very technical

limb (n): an arm or a leg

brain (n): the part of the body in the skull that controls the rest of the body

wire (n): a long thin piece of metal used to carry electrical signals

nerve (n): long thin fibre that sends messages from the brain to a part of the body

muscle (n): tissue that controls movement

develop (v): to design and produce

colour blind (adj): not able to see colours

device (n): a small machine

allow (v): to permit

artificial (adj): not genuine, fake

function (v): to perform an action

become a reality (phr): to exist in the real world, to become real

Background information

Star Trek was originally an American science-fiction TV series that ran from 1966-2001. Set in the 23rd century, it focuses on the adventures of the humans and aliens on board the Starship Enterprise space craft, as they explore space and try to keep intergalactic peace. There are now also several films.

Dr Who is a British science-fiction TV series that began in 1963 and is still popular today. At the centre of the story is The Doctor, an alien who can travel in time and use this ability to help people.

The Terminator is a 1984 science-fiction film, starring Arnold Schwarzenegger as a cyborg assassin sent back to earth from the future to kill a young woman. It was directed by James Cameron. There have been several sequels.

Robocop is a 1987 science-fiction film. It is set in the near future in Detroit. A police officer is mortally wounded and returns as a super cyborg cop, but he still has human feelings. It stars Peter Weller.

3 Aim To consolidate new vocabulary

- Go through the list of verbs and explain/ elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | |
|---------------------|-----------|
| 1 connect | 4 control |
| 2 develop, function | 5 become |
| 3 dream | |

4 Aim To learn about/practise forming nouns from adjectives

- Read out the theory box and the examples. Elicit further examples.
- Give Ss time to complete the task and then check Ss' answers on the board.

Answer Key

- | | |
|----------------|---------------|
| 1 generosity | 3 usefulness |
| 2 independence | 4 possibility |

5 Aim To learn/practise words with a similar meaning

- Ask Ss to look up the meanings of the three similar words in the rubric. Explain that all three words mean *not real*, but are used in different contexts.
- Then give Ss time to complete the collocations.
- Check Ss' answers. Alternatively, Ss can check their answers in their dictionaries.

Answer Key

- | | | |
|--------------|---------|---------------|
| 1 artificial | 5 fake | 9 false |
| 2 false | 6 fake | 10 fake |
| 3 artificial | 7 false | 11 artificial |
| 4 false | 8 false | 12 artificial |

6 Aim To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries to check the meanings of the words.
- Check Ss' answers.
- Explain/Elicit what the other word means.

Answer Key

- | | | |
|--------------|--------------|------------|
| 1 lost | 3 individual | 5 controls |
| 2 artificial | 4 allow | |

! *miss: feel sad because of the loss of sth/sb*
fake: not genuine
single: one
let sb do sth: permit; give permission
guide: show the way

7 Aim To consolidate/paraphrase information in a text

- Give Ss three minutes to write down a few sentences based on the ideas in the text about the positive consequences of cybernetics.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

Cybernetics will help people who have lost part of their body through an accident. A cybernetic arm or leg will allow the person to have more control than the artificial limbs available today. It will be almost like the real thing, so obviously people will have a better quality of life. They will be able to do all the things they could before.

8 Aim To expand the topic

- Explain the task and give Ss time to think of their own cyborg and write a description of it.

- Ask various Ss to read out their descriptions to the class.

Suggested Answer Key

My cyborg will be a human being who will have an artificial arm that looks and moves just like a normal arm and no one will be able to tell that it is mechanical. It won't be some strange creature, it will be a regular person who has lost a part of their body in an accident and who, with this cybernetic part, can live a normal life again.

3b

1 Aim To present/revise future tenses

- Go through the examples **1-10** and ask various Ss around the class to say the verb form in bold in each sentence.

Answer Key

- | | |
|-----------------|-----------------------|
| 1 future simple | 6 future simple |
| 2 future simple | 7 present continuous |
| 3 future simple | 8 present simple |
| 4 going to | 9 future simple |
| 5 going to | 10 present continuous |

- Direct Ss' attention to the meanings **A-J** and then match each verb tense to each meaning orally in class.
- Give/Elicit further examples if necessary.

Answer Key

- | | | | | |
|-----|-----|-----|-----|------|
| 1 B | 3 H | 5 C | 7 E | 9 A |
| 2 D | 4 J | 6 G | 8 F | 10 I |

2 Aim To practise future tenses

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

Answer Key

- 'll buy (prediction based on what we think)*
- 'll help (offer)*
- 're meeting (fixed arrangements)*
- will win (prediction based on what we think)*
- leaves (timetable)*
- 'll call (promise)*
- will be (prediction based on what we think)*
- 're going to break (prediction based on what we see)*
- 'll turn (on-the-spot decision)*
- 's going to rain (prediction based on what we see)*
- 'll drive (offer)*
- 'll be (threat)*
- lands (timetable)*
- is seeing (fixed arrangement in the near future)*
- 's getting (gradually developing situation)*

3 **Aim** To practise future tenses

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

Answer Key

1 A 3 C 5 A 7 C
2 B 4 B 6 B 8 A

4 **Aim** To present and practise the future continuous/future perfect

- Write on the board: This time next week we **will be flying** to India. Explain that the tense in bold is the **future continuous**. Elicit the form (*will + be + verb -ing*) and use (action in progress at a stated future time). *By next Monday we will have moved to China.* Explain that the tense in bold is the **future perfect**. Elicit the form (*will + have + past participle*) and use (action completed before another action in the future).
- Go through the theory box with Ss. Elicit equivalent forms in Ss' L1.
- Ss do the task. Check Ss' answers.

Answer Key

1 will not finish 5 will be sailing
2 will be flying 6 will have been
3 will be skiing 7 won't have finished
4 will have graduated

5 **Aim** To present time clauses

- Read through the theory and the example sentences in the theory box.
- Explain when we use/don't use a comma in time clauses.

6 **Aim** To practise tenses in time clauses

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

Answer Key

1 will/'ll do 4 will he be 7 will come
2 leave 5 will be
3 gets 6 arrives

7 **Aim** To practise time clauses and using commas in time clauses

- Explain the task and tell Ss they have to add commas where necessary. Refer Ss back to the theory box in Ex. 6 to help them.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 's (comma after ready)
2 hear (no comma)
3 goes (comma after goes)
4 get (no comma)
5 comes (no comma)
6 is (no comma)
7 'll send (comma after email)
8 installs (comma after program)

8 **Aim** To consolidate time clauses with a topic related quotation

- Read out the quotation and elicit the verb tenses for the gaps.

Answer Key

will begin ... will begin

- As an extension, discuss with Ss what the quotation means. Allow Ss three minutes to write a few sentences, then invite various Ss to read them to the class.

Suggested Answer Key

People program machines to perform in a specific way. Machines don't think, they just carry out instructions. If people stop thinking and only follow instructions, then there will be no progress in our lives.

Over to you! Activating grammar

Ask Ss to make sentences using appropriate future tenses about:

- their future plans and intentions
- their fixed arrangements in the near future
- future predictions based on what they think will happen
- a gradually developing situation
- sth they'll be doing this time next weekend
- sth they will have done by the end of next month

Suggested Answer Key

– *This summer we are going to travel abroad. (future plan/intention)*
– *I'm visiting my grandparents this weekend. (fixed arrangement in the near future)*
– *I think people will use public transport more often. (future prediction based on what we think will happen)*
– *The weather is getting colder and colder. (gradually developing situation)*
– *This time next weekend I'll be lying on the beach.*
– *I will have finished my project by the end of next month.*

3c

1 Aim To introduce new vocabulary

- Direct Ss' attention to the bar chart and explain that it shows the results of a survey of a class of pupils in Year 12 from a British high school about what gadgets they own.
- Explain that the different coloured bars relate to different gadgets and the numbers relate to the amount of students.
- Go through the phrases in the rubric and explain that each one refers to the percentage in brackets.
- Read out the example sentence and then give Ss time to make sentences with the rest of the phrases.
- Check Ss' answers around the class.

Answer Key

Most of Year 12 students at Blackhill High School have got a PC.

Half of Year 12 students at Blackhill High School have got a digital camera.

Some of Year 12 students at Blackhill High School have got a portable gaming device.

A third of Year 12 students at Blackhill High School have got a games console.

A few of Year 12 students at Blackhill High School have got an MP3 player.

Very few of Year 12 students at Blackhill High School have got a laptop.

2 Aim To personalise the topic

- Go through the phrases in the rubric, explain the task and read out the example.
- Ask various Ss around the class to say sentences using the gadgets in the bar chart in Ex. 1 and all the phrases in the rubric.

Suggested Answer Key

I've got a mobile phone. I always call and **text** my friends every day.

I've got a games console. I sometimes **play games** in the evenings.

I've got a portable gaming device. I often **play games** at the weekends.

I've got a PC. I often **surf the Net** and **do research** for my homework in the evenings. I sometimes **watch TV**, **go on social networking sites** and **play games** at the weekends.

3 Aim To predict the content of the text

Read the title of the text and the rubric aloud and elicit Ss' answers.

Suggested Answer Key

I think the title means teenagers spend too much time looking at their TV, computer or mobile phone screens.

4 Aim To complete missing sentences

- Ask Ss to read the missing sentences and first identify the main point in each.
- Then, Ss read the text and look for clues (eg. reference words he, it, etc.) or linking words.
- Allow Ss some time to read the text and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

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

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

Suggested Answer Key

screenager (n): a person who uses gadgets a lot

constantly (adv): all the time

glued to (past participle): stuck on

move up (phr v): change position to be higher

quick-thinking (adj): to have the ability to think fast

multi-tasking (adj): to have the ability to do many things at the same time

demand (v): to ask forcefully

tools of communication (phr): means to contact others

survey (n): a questionnaire given to a group of people to find out information about them

have an effect (phr): to affect sth or sb

worry (v): to be anxious or concerned about sth

addiction (n): the condition of not being able to stop doing sth which is often not good for you

effect (n): outcome

behaviour (n): the way a person acts

passion (n): an intense feeling of interest and liking

boot camp (n): a camp with strict rules and physical activities often used to try and change people's behaviour

psychological help (phr): treatment from a mental health specialist

treatment (n): medical or psychological attention

balance (n): a situation where all parts/factors are equal

virtual world (phr): a computer based online community interacting in an unrealistic environment.

rule (v): to control

THINK Aim To personalise & consolidate information in a text

- Give Ss three minutes to think about the questions and write their answers based on the text.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I think I am a screenager. I spend quite a lot of time either in front of the TV or in front of my PC. I also spend a lot of time texting my friends./No, I don't think I am a screenager. I don't watch much TV and I don't go online every day. I text my friends now and then, but not too much.

5 **Aim** To present & practise new vocabulary

- Ask Ss to look up the meanings of the verbs in the rubric in their dictionaries.
- Give Ss time to use them to complete the sentences.
- Check Ss' answers.

Suggested Answer Key

- | | |
|-----------|-----------------------|
| 1 log on | 5 log out, switch off |
| 2 upload | 6 download |
| 3 unplug | 7 install |
| 4 connect | |

6 **Aim** To learn phrasal verbs with come

- Explain the task and give Ss time to complete it.
- Ask Ss to check the phrasal verbs in their dictionaries, then check Ss' answers.

Answer Key

- | | |
|-------------|-----------|
| 1 across | 3 out |
| 2 down with | 4 up with |

come about: happen

come across: meet by chance

come down with: become ill

come down to: to accept a lower price

come out: publish

come off: carry out

come up to: approach

come up with: think of

- Give Ss time to make sentences with the other particles.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 Tom isn't sure how it **came about** that they chose him to be team leader.
- 2 In the end, the landlord **came down to** a lower price for the property.
- 3 John's plan really **came off** well.
- 4 A stranger **came up to** me on the street yesterday.

7 **Aim** To learn and practise prepositional phrases

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

Answer Key

- | | | |
|--------|------|--------|
| 1 with | 3 to | 5 with |
| 2 on | 4 in | |

8 **Aim** To listen for specific information

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

Answer Key

- | | | | | |
|-----|-----|-----|-----|-----|
| A 4 | B 6 | C 3 | D 5 | E 1 |
|-----|-----|-----|-----|-----|

9 **Aim** To conduct a survey and make a bar chart

- Explain the task and ask Ss to do a survey of their classmates to discover which of the gadgets in Ex. 1 they own and use their answers to make a similar bar chart.
- Ask various Ss to show their completed charts to the class and express their opinion as to whether their classmates are screenagers or not.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.
- To do their survey Ss should prepare a questionnaire as follows:

USING GADGETS

Age M/F

Which of these gadgets have you got? Tick (✓)

portable gaming device

digital camera etc

Ss collect the completed questionnaires and prepare a bar chart that shows the results.

3d

1 **Aim** To present new vocabulary

- Read out the sentences 1-6 and explain/elicite the meaning of any unknown vocabulary.
- Explain the example and then ask Ss around the class to match the sentences to the objects. Point out that multiple answers are possible for sentences 3, 5 & 6 because more than one object has features such as keys, batteries and a screen.

Answer Key

- 2 MP3 player/mobile phone
- 3 TV/mobile phone/laptop
- 4 TV
- 5 mobile phone/laptop
- 6 camera, mobile phone, MP3 player, laptop

- 2 a) **Aim** To present situational language and to predict the content of a dialogue
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
 - Pay attention to Ss' intonation and pronunciation.
 - Elicit what Ss think the problem is based on the sentences.

Suggested Answer Key

I think someone is taking a camera they bought back to the shop because the lens is scratched.

- b) **Aim** Listen and read for specific information
- Play the recording. Ss listen and follow the dialogue in their books and find out. Then Ss explain the words in the Check these words box.

Answer Key

Jane has bought a camera which seems to be faulty. She wants someone to fix the camera.

faulty (adj): broken, defective

lens (n): thin piece of glass used in cameras, etc

scratched (adj): marked

send sth away (v): to dispatch

no charge (phr): no cost

- 3 a) **Aim** To identify synonymous phrases in a situational dialogue
- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
 - Check Ss' answers.

Answer Key

A *What's wrong?* = *What seems to be the problem?*

B *May I examine it?* = *Can I have a look at it?*

C *You don't have to pay anything.* = *there's no charge*

D *We will contact you by telephone ...* = *We'll call you*

...

- b) **Aim** To translate situational language

Elicit the L1 equivalents from Ss around the class.

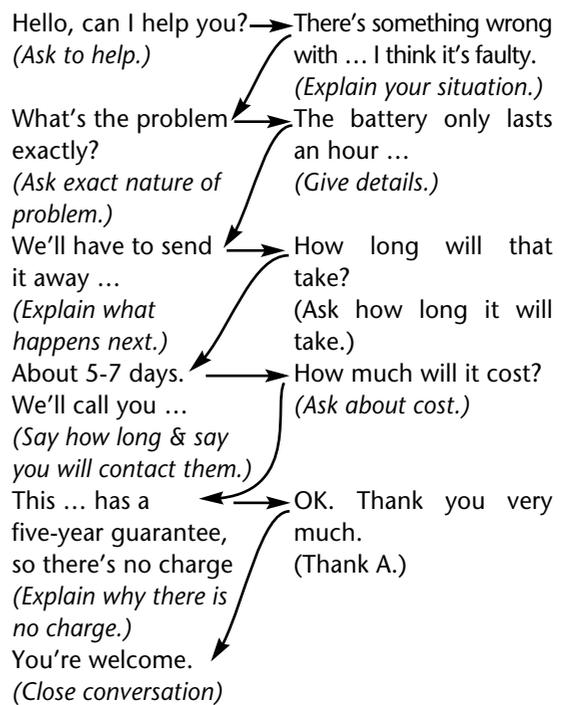
(Ss' own answers)

- 4 **Aim** To practise role playing

- Explain the situation. Remind Ss to use the useful language in the box to help them complete the task.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.

Student A

Student B



- Ss work in pairs and take turns being the shop assistant and the customer.
- Monitor the activity around the class and then ask various pairs to act out their dialogues for the class.

Suggested Answer Key

A: *Hello, can I help you, sir?*

B: *There's something wrong with this MP3 player. I bought it here last Thursday and I think it's faulty.*

A: *What's the problem exactly?*

B: *The battery only lasts an hour and it should last for 25 hours.*

A: *We'll have to send it away to have someone look at it.*

B: *How long will it take?*

A: *About five to seven days.*

B: *How much will it cost?*

A: *This MP3 player has a five-year guarantee, so there's no charge. We'll call you when it's ready.*

B: *OK. Great. Thank you very much.*

A: *You're welcome.*

Across Cultures

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

- Direct Ss' attention to the pictures and elicit Ss' guesses as to what they think they can do.

Module 3

Suggested Answer Key

I think RoboThespian can probably do many things such as talk and move like a real human.

I think the robot cockroach can look for things humans are not able to.

2 To read for lexico-grammatical structure

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

Suggested Answer Key

commercial (adj): that can be sold and bought

human feature (phr): a characteristic of a person

interact (v): to communicate

advanced (adj): sophisticated

provide (v): to give, to offer

blush (v): to become red in the face

eye contact (phr): two people looking directly at each other

shudder (v): to shake with disgust

miniature (adj): tiny

sensor (n): an instrument for discovering light, movement etc

debris (n): pieces of sth destroyed

- Ss read the texts quickly to get the general meaning and then identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text again and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

1 costs (verb in the present simple- affirmative)

2 recognising (gerund)

3 is taking (verb in the present continuous – affirmative)

4 our (possessive adjective)

5 have created (verb in the present perfect – affirmative)

6 is equipped (verb in the passive present simple affirmative)

7 trapped (verb in the past simple- affirmative)

3 To expand vocabulary

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

Answer Key

create: develop

act: perform

variety: a range of

shake: shudder

difficult: hard

save: rescue

4 To consolidate and compare information in the texts

- Explain the task and read out the example.
- Give Ss time to complete the task and then ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The British use their robot to inform people, whereas the Russians use their robot to detect obstacles.

The British use their robot to entertain, as it can sing and act, whereas the Russians use their robot to provide information to rescue teams in disaster hit areas to help save lives.

5 To personalise the topic

- Read out the question in the rubric and give Ss three minutes to write down their opinions.
- Ask various Ss to read out their sentences to the class.

Suggested Answer Key

RoboThespian from the UK sounds entertaining, but I think the robot cockroach is more interesting. Russia's robot sounds more advanced because of its miniature size, all of its sensors and its usefulness at helping locate survivors.

CLIL TIME: Design & Technology

1 To introduce the topic

- Direct Ss' attention to the picture and elicit answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

The motherboard is the largest circuit board in a computer. It contains the CPU, or Central Processing Unit and several cards including the video card, which generates the graphics, and the sound card, which controls the audio on the PC. A computer also has two kinds of memory: the RAM, which is like a short-term memory and the ROM, which holds permanent information.

2 To identify headings of paragraphs in a text

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Remind Ss that a heading should summarise the main focus of the paragraph.

- Then, they read the text again and underline the key words in it too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Answer Key

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

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

Suggested Answer Key

circuit board (n): an electronic circuit which is a thin board with wires and microchips on it

command centre (n): a place where all communications go and from which sth is controlled

interpret (v): to decide on the meaning of sth

software (n): computer programs

generate (v): to cause to begin and develop

graphics (n): pictures and images

memory (n): the ability to remember things

permanently (adv): lasting forever

port (n): door or entry/exit point

3 Aim To consolidate information in a text

- Ask various Ss around the class to present a computer's hardware using the diagram and the information in the text.

Suggested Answer Key

The motherboard is the biggest circuit board in a computer. It contains the CPU, which is the command centre and several cards. The video card generates the graphics and the sound card controls the audio on a computer. RAM is like short-term memory and ROM is the computer's permanent memory.

4 Aim To research and make a presentation on computer parts

- Direct Ss to the Internet, encyclopaedias or other reference resources (e.g. computer magazines, etc) to look up information about what components are inside a computer as well as the ones presented in 3f.
- Give Ss time to collect information and organise it.
- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Computers have a number of storage devices which we use with removable media such as: a CD ROM drive, which a computer uses to read information on a CD;

a CD writer, which a computer uses for both reading and writing data to and from a CD; a DVD ROM drive, which a computer uses to read information on a DVD; a DVD writer which a computer uses for both reading and writing data to and from a DVD; and a USB flash drive, which a computer uses to read and store information on a flash memory data storage device (also called a memory stick).

Writing

1 Aim To analyse a model opinion essay

- Refer Ss to the **Writing Tip** box and explain the structure of an opinion essay.
- Give Ss time to read the model essay and elicit the viewpoints that support the writer's opinion and the reasons/examples. Then elicit the opposing viewpoint.

Answer Key

Viewpoints: mobile phones are very important in emergency situations; mobile phones can be very convenient

Reasons/examples: if a student is walking to or from school and feels in danger, they can call for help; students who do after-school activities call their parents to come and get them, or let them know where they are

Opposing viewpoint: mobile phones distract students when they are in school

Reasons/examples: students spend their time texting instead of listening in class; ringtones interrupt lessons

Counter-argument: mobile phones can be beneficial in a classroom as a learning resource

2 a) Aim To analyse a rubric and prepare for the writing task

- Read the rubric aloud and then give Ss time to read the viewpoints and the reasons/examples.
- Elicit which viewpoints (A-C) match which reasons/examples (1-3).
- Check Ss answers.

Answer Key

A 2 B 1 C 3

b) Aim To identify supporting arguments/ counter-arguments and prepare for the writing task

- Read the opposing viewpoint aloud and then give Ss some time to read the statements.
- Elicit which are supporting arguments to the opposing viewpoint and which is the counter-argument.

Answer Key

A A supporting argument C supporting argument
 B counter-argument

3 **Aim** To write an opinion essay

- Write the sentences from the *Useful language* box on the board. Ask Ss to copy them in their notebooks. Point out that Ss can use these phrases when they write their essays.
- Give Ss time to write their essays using the prompts in Ex. 2 and the essay in Ex. 1 as a model.
- Check Ss' answers around the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Technology and Social Relationships

These days, many people communicate using technology. Teens, in particular, spend a lot of their time texting or socialising on networking sites and less time in real social relationships. Many people think that this can cause a number of problems.

In my opinion, people should stop using technology to replace real social relationships. In the first place, remote communication means that people don't know how to behave in face-to-face situations. For example, people aren't used to actually talking to someone. This means that they may be shy and not know what to say. Secondly, typing and texting can be impersonal and not let you express yourself well enough. It is difficult to show your feelings with written communication and messages can easily be misunderstood or misread.

On the other hand, some people feel that technology makes social communication easier. It allows us to send a text or email quickly and cheaply. Also, you have the opportunity to get to know people in different countries. However, I believe that technology can open people up to social bullying. For instance, it is easy to make a misunderstood comment or an inappropriate post. This can result in people insulting one another which may cause problems or hurt the other person's feelings.

In conclusion, I feel that we shouldn't allow technology to stop us from making real social relationships. We shouldn't replace real friends with virtual ones. While technology may make communication easier, it is no substitute for real-life conversations in face-to-face situations.

Useful language for writing opinion essays

Expressing opinion
In my opinion... ., I completely agree that, I strongly believe that

Giving examples/results
For example,, For instance,, This means they, By doing this, In this way,

Expressing opposing viewpoints
On the other hand, some people claim
However, some people feel

Expressing a counter-argument
However,, Nevertheless,, Even so

Concluding
To sum up/All in all, I feel, In conclusion, I think, All things considered, it seems to me that

Activity for weaker classes

Give Ss the above model taking out the topic sentences or the linkers. Ss suggest appropriate topic sentences, or complete the text with appropriate linkers.

Exam Practice 3

1 **Aim** To prepare for the task

- Refer Ss to the *Study Skills* box and check for understanding. Explain the task to the Ss.
- Ask Ss to read the interview and focus on the underlined words. Elicit/explain any unknown vocabulary.
- Ss complete the task individually. Then compare their answers with a partner.
- Invite Ss to read out their answers and say the words/phrases that helped them decide.

Answer Key

1-3

Suggested Answer Key

The words/phrases that help us decide are teaching kids/ be responsible.

2 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding. Remind students that the incorrect options will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and choose the correct answers. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

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



Module 4

Survival

Topic	
In this module Ss will explore the topics of accidents, disasters and survival stories.	
Module page	41
Lesson objectives: Overview of module, to listen for gist Vocabulary: Accidents & disasters (<i>train derailment, car crash, hurricane, boat sinking, explosion, house fire, flood</i>)	
4a	42-43
Lesson objectives: To read for gist, to read for specific information, to learn words often confused, to talk and write about a survival story Vocabulary: Verbs (<i>roll, flash, pelt, plunge, trace</i>); Nouns (<i>tale, windowpane, collarbone, bump, scratch, bruise, canopy, mosquito, lumberjack</i>); Adjectives (<i>injured, life-threatening, venomous, infested</i>); Phrases (<i>against all odds, lay eggs, sole survivor</i>)	
4b	44-45
Lesson objectives: To learn the past perfect, to compare the past perfect and the past simple, to learn conditionals and wishes	
4c	46-47
Lesson objectives: To listen and read for gist, to read for general comprehension, to learn phrasal verbs with <i>run</i> , to form nouns from verbs, to listen for specific information, to write about surviving in the wild Vocabulary: Verbs (<i>stay alive, endure, survive, break records, raise, trek, battle</i>); Nouns (<i>desert island, jungle, soldier, adventurer, terrain, dangerous feat, rehabilitation, peak, charity work, scorpion, dung</i>); Adjectives (<i>stranded, lost, former, inhospitable, remote, daring, rugged, venomous</i>); Phrases (<i>have what it takes, in aid of, push the limits, confront crocodiles, overcome challenges</i>)	

4d	48
Lesson objectives: Giving a witness statement; to pronounce /ʊ/, /u:/ Vocabulary: Sentences (<i>Did you see the accident?, Yes, I saw everything., I couldn't believe my eyes!, Can you come down to the station to make a full statement?</i>)	
Across Cultures	49
Lesson objectives: To listen and read for gist, to read for specific information, to write about dangerous animals in your country Vocabulary: Verbs (<i>measure, occur, sting, seek</i>); Nouns (<i>venom, antivenin, tentacles, medical treatment</i>); Adjectives (<i>fatal, slim, transparent</i>)	
CLIL TIME: PSHE	50
Lesson objectives: To listen and read for gist, to read for specific information, to give a presentation on a first-aid treatment Vocabulary: Verbs (<i>care, administer, adjust, prevent, choke, wave</i>); Nouns (<i>victim, principle, casualty, recovery position, airway</i>); Adjectives (<i>medical, unconscious, upright</i>); Phrase (<i>based on</i>)	
Writing	51
Lesson objectives: To write a third-person narrative Vocabulary: Verb (<i>glance</i>); Noun (<i>dive boat</i>); Adjectives (<i>colourful, underwater, shark-infested</i>); Phrases (<i>surface quickly, scream loudly, dangerously close, wait patiently, pass slowly, scared to death</i>)	
Exam Practice 4	52
Lesson objectives: To enable Ss to develop their Listening and Speaking skills by listening for specific information and asking five direct questions, thus providing extra practice for the RNE exam.	

Module 4

▶▶ What's in this module?

Read the title of the module *Survival* and ask Ss to suggest what they think the module will be about. (*The module is about accidents, disasters and survival stories.*) Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

dangerous animals (p. 46, 49, 51)

Can you name all these animals? How do they make you feel? Which ones bite and which ones sting? Which one would you least like to meet?

first aid (p. 50)

Do you know about first aid? What difference can knowing first aid make?

Vocabulary

1 To introduce new vocabulary

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' pronunciation and intonation.
- Elicit the L1 equivalents from various Ss.

(Ss' own answers)

2 To match headlines to accidents/disasters

- Explain the task and go through the headlines.
- Explain any unknown words and give Ss time to complete the task. Check Ss' answers and elicit whether there were survivors of each accident/disaster.

Answer Key

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

A – Yes
B – Yes
C – No
D – Yes
E – No
F – Yes
G – Yes

3 To listen for gist

- Explain the task. Play the recording.
- Ss listen and identify the event.

Answer Key

3 – boat sinking

4 To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class.

Answer Key

Yes, I have. There was a similar disaster in the Philippines. A typhoon caused bad weather at sea which overturned a ferry. There were less than 50 survivors and hundreds were missing.

4a

1 Aim To introduce the topic

Direct Ss' attention to the title of the article and the pictures. Play the recording and elicit Ss' guesses as to what they think the text is about.

Suggested Answer Key

I think the text is about a girl who fell out of an aeroplane into the jungle.

2 Aim To read for specific information

- Ask Ss to read the questions and the possible answers.
- Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

- 1 3 (para 2, line 3) 5 2 (para 5, lines 1-2)
 2 2 (para 3, lines 2-3) 6 3 (para 6, lines 2-3)
 3 2 (para 4, lines 4-5) 7 1
 4 4 (para 4, lines 5-7)

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

Suggested Answer Key

- injured (adj):** hurt
tale (n): a story
against all odds (phr): when sth seems impossible or very unlikely
roll (v): to turn slowly from side to side or around
flash (v): to shine brightly for a few seconds
pelt (v): to rain heavily
windowpane (n): the see-through part of a window usually made of glass
plunge (v): to fall fast
collarbone (n): a bone between the neck and chest
bump (n): a raised lump from an injury
scratch (n): a minor injury/tear to the surface of the skin
bruise (n): an injury to the skin caused by impact that appears black or purple
life-threatening (adj): relating to a situation that is dangerous and may kill you
trace (v): to track down and find
sole survivor (phr): the only person left alive after an accident/disaster
canopy (n): a covering created by the tops of lots of trees
mosquito (n): a small biting insect
venomous (adj): poisonous

- infested (adj):** full with a large number of unpleasant creatures
lay eggs (phr): to produce eggs
lumberjack (n): a person who cuts down trees

Background information

Lima is the capital city of Peru. It is located on the Pacific coast near the Rímac River. It has a population of almost 8 million people and was founded in 1535. **Pucallpa** is a city to the east of Peru. It is located on the Ucayali River in the Amazon Rainforest. It has a tropical climate and a population of around 200,000.

3 Aim To consolidate new vocabulary

- Go through the list of verbs and explain/ elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

- 1 to survive 4 strapped
 2 crashed 5 to escape
 3 flashed 6 to stay

4 Aim To consolidate new vocabulary

- Go through the list of words and explain/ elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 1 scratch 3 broken 5 bruise
 2 bump 4 cut

5 Aim To consolidate new vocabulary/ distinguish between words with a similar meaning

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Explain/Elicit why the other word is inappropriate in this context.

Answer Key

- 1 alone 4 injuries 7 alive
 2 hit 5 bite
 3 remember 6 sole

- lonely:** feeling of solitude
beat: hit many times
remind: to make sb remember sth
damages: physical, harm to an object (usu buildings)
sting: a small painful injury to the skin, usually caused by poisonous plant or insects
alone: on his own
living: not dead

6 **Aim** To consolidate new vocabulary

- Go through the list of words and explain/ elicit their meanings.
- Give Ss time to complete the phrases, referring to the text if necessary.
- Check Ss' answers.

Answer Key

1 odds	5 catch	9 lay
2 research	6 life	10 doubt
3 darkened	7 venomous	11 now
4 delicious	8 infested	

- Give Ss further time to make sentences using the completed phrases.

Suggested Answer Key

- 1 Juliane Köepcke survived a plane crash and 11 days in the jungle **against all odds**.
- 2 Volunteers should report to the **research station** when they arrive.
- 3 As night fell, the **sky darkened**.
- 4 It may look like **delicious fruit**, but actually it is poisonous.
- 5 Don't put your notebook next to the fireplace; it could **catch fire**.
- 6 I've never had any **life-threatening** injuries, thankfully.
- 7 There are many **venomous spiders** in the jungle.
- 8 The Florida Everglades are **infested with alligators**.
- 9 Some flies **lay eggs** in wounds and cause bad infections.
- 10 This is, **without a doubt**, the best book I've ever read.
- 11 I like to go to the theatre every **now and again**.

7 **Aim** To personalise the topic

- Give Ss time to think about the question in the rubric.
- Then ask Ss to tell their partner.
- Ask various Ss to share their answers with the class.

Suggested Answer Key

I'm scared because I'm all alone and it's starting to get really dark. I'm scared of what animals may be around and might attack me. I miss my family and I wonder if I will ever see them again. I hope I can find help soon.

8 **Aim** To write a summary of a survival story

- Explain the task and ask Ss to look through the Internet, newspapers, magazines and other sources of reference to find an article about a survival story.
- Give Ss time to find an article and write a summary of it and then ask Ss to share their stories with the class.

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

Suggested Answer Key

Alex Mboweni, a 12-year-old boy from Mozambique, got lost in South Africa's Kruger National Park after being separated from his parents. He survived an amazing eight days alone in the bush with wild animals, like lions, elephants and leopards, all around him. He slept next to an ant hill at night to keep warm and he drank water from a river. His parents called the police and went back to the park to look for him. They finally found him after calling his name from the top of a hill. They couldn't believe it when he walked out of the bush. He was weak but unharmed.

4b

1 **Aim** To present the past perfect/past perfect continuous

- Write on the board: *They **had left** before we reached the restaurant.*
- Explain that the underlined verb form is the past perfect. Elicit the form (*had + past participle*) and the use (action that happened before another one in the past). Explain that the negative/interrogative forms are: *They **hadn't left** .../Had they left ...?*
- Write on the board: *We **had been living** here for two years before we moved to Italy.*
- Explain that the underlined verb form is the past perfect continuous. Elicit the form (*had been + verb -ing*) and the use (action happening before another action in the past). Elicit the negative/interrogative forms (*They **hadn't been living** Had they been living ... ?*)
- Go through the theory in the Ss' books. Explain that we can use the past perfect continuous to talk about actions that had been happening in the past with results visible in the past.

Answer Key

Past Perfect: *had been hit, had caught, had plunged, had taught, had bitten, had laid, had survived, had kept her alive*

2 **Aim** To practise the past perfect/past perfect continuous

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Suggested Answer Key

- 2 *She had worked all night./She had been working all night.*
- 3 *They had won first prize.*

- 4 *He had been painting the house since morning.*
 5 *We had lost our way.*

3 **Aim** To practise the past simple and the past perfect

- Explain the task and read out the example.
- Give Ss time to complete the task in closed pairs.
- Check Ss' answers round the class.

Answer Key

- | | | |
|---------------------------|---------------------|---------------------|
| 1 <i>had been staying</i> | 5 <i>felt</i> | 9 <i>had waited</i> |
| 2 <i>had just got</i> | 6 <i>dived</i> | 10 <i>located</i> |
| 3 <i>was</i> | 7 <i>woke</i> | |
| 4 <i>heard</i> | 8 <i>had fallen</i> | |

4 **Aim** To practise past tenses

- Explain the task.
- Give Ss time to complete it.
- Ss compare their answers in pairs.
- Check Ss' answers around the class.

Suggested Answer Key

- had been walking, realised*
- spotted, had fallen*
- had taken, survived*
- had run, was*
- had he been hiding, found*
- had done, knew*

5 **Aim** To practise past tenses

- Explain the task.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers round the class.

Answer Key

- | | |
|--------------------------------|-------------------------|
| 1 <i>found</i> | 6 <i>left</i> |
| 2 <i>had been missing</i> | 7 <i>was</i> |
| 3 <i>contacted</i> | 8 <i>had worsened</i> |
| 4 <i>had not/hadn't called</i> | 9 <i>had run</i> |
| 5 <i>went</i> | 10 <i>had forgotten</i> |

6 **Aim** To present conditionals Types 0, 1, 2, 3

- Read through the theory and explain that we form a type 0 conditional with *if/when + present simple + present simple* and that we use it to talk about a situation that is always true or a law of nature.
- Explain that we form a type 1 conditional with *if/when + present simple + will/can + infinitive without to* and that we use it to talk about a situation that is possible in the future. Point out that *unless* means *if not*.
- Explain that we form a type 2 conditional with *if/when + past simple + would + infinitive without to* and that we use it to talk about an unreal situation in the present/ future.
- Explain that we form a type 3 conditional with *if/when + past perfect + would have + past participle*

and that we use it to talk about an unreal situation in the past.

- Read out the examples and explain the use of the comma.

7 **Aim** To practise conditionals 1, 2, 3

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

Answer Key

- | | |
|-----------------------|---------------------------------|
| 1 <i>stops</i> | 5 <i>would be</i> |
| 2 <i>would go</i> | 6 <i>hadn't stayed</i> |
| 3 <i>mix</i> | 7 <i>will not/won't go</i> |
| 4 <i>had listened</i> | 8 <i>wouldn't have survived</i> |

- Elicit what type of conditional each item is and whether there is a comma or not.

Answer Key

- type 1, comma after 'raining'*
- type 2, comma after 'you'*
- type 0, comma after 'yellow'*
- type 3, no comma*
- type 2, comma after 'alligator'*
- type 3, comma after 'cellar'*
- type 1, comma after 'tomorrow'*
- type 3, no comma*

8 **Aim** To practise conditionals

- Explain the task and read out the example.
- Give Ss time to complete the task and remind Ss to add commas where necessary.
- Check Ss' answers.

Answer Key

- If James hadn't brought the wrong map, they wouldn't have got lost.*
- If these mushrooms weren't poisonous, you could eat them.*
- If Tom hadn't forgotten to fill the tank, they wouldn't have run out of petrol.*
- If I had a phone, I would be able to/could call someone.*
- If you approach an alligator, it will attack.*

9 a) **Aim** To present wishes

- Go through the theory table. Elicit that we introduce wishes with *If only/I wish*. Direct Ss' attention to the verb forms in each sentence. Ask: *What tenses do we use to make a wish for the present?* (past simple). *What tense do we use to express regret about sth in the past?* (past perfect).
- Ask for Ss' equivalent structures in their L1 if any.

Answer Key

- past simple (wish in the present)*
past perfect (regret for the past)

Aim To practise wishes

Read the example, Ss work in pairs to do the task. Check Ss' answers.

Answer Key

- 2 I wish I had a laptop.
- 3 I wish my mother wouldn't always tell me what to do.
- 4 I wish I hadn't moved to Paris.
- 5 I wish I had gone to the party.

Over to you! Activating grammar

Ask Ss to write three sentences wishing for sth they would like to be different in the present; three regrets for the past giving reasons. Ss read their sentences to the class.

I wish I had some free time. If I had more free time, I'd join a gym.

I wish I hadn't lied to my friend. If I hadn't lied to my friend, she wouldn't have stopped talking to me.

4c

1 Aim To introduce the topic

Read out the questions in the rubric and elicit a variety of answers from Ss around the class.

Suggested Answer Key

If I got lost in the jungle, I would feel scared. I would try to find a river and follow it downstream to survive.

2 Aim To listen and read for gist

- Read the question in the rubric aloud.
- Elicit the answers around the class.

Answer Key

He is a born survivor because he has survived many dangerous situations and accomplished many dangerous feats in his lifetime. He is also the star of a TV programme called 'Born Survivor'.

3 Aim To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

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

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

Suggested Answer Key

stranded (adj): being trapped in a place with no way to leave

desert island (n): an island where no one lives in a remote place

lost (adj): not knowing where you are or how to get out

jungle (n): a large wild tropical forest

have what it takes (phr): to have the skills/abilities necessary to succeed in a certain situation

stay alive (phr): to not die, to survive

former (adj): used to be

soldier (n): a member of the armed forces

adventurer (n): sb who has adventures and does exciting things

endure (v): to experience sth difficult over a long period

inhospitable (adj): unpleasant

terrain (n): the physical features of an area

remote (adj): far away from everything

survive (v): to stay alive

dangerous feat (n): a great achievement that is full of danger

rehabilitation (n): a process of restoring health and well-being

break records (v): to get the best results in a particular activity

daring (adj): adventurous; taking risks

charity work (n): sth done to benefit needy people or causes

raise (v): to collect/manage to get money

in aid of (phr): for the benefit of

trek (v): to hike over rough land

rugged (adj): rough and uneven

confront crocodiles (phr): to face up to large reptiles that live in tropical areas near/in sources of fresh water

battle (v): to confront/fight against

venomous (adj): poisonous

scorpion (n): an insect-like animal that has claws and a tail that can sting

dung (n): faeces

push the limits (phr): to try to do difficult things that haven't been done before

overcome challenges (phr): to successfully deal with difficult situations

4 Aim To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete the task, referring back to the text and looking up the meanings of any unknown words in their dictionaries, if necessary.
- Check Ss' answers.

Answer Key

to survive – stay alive

encountered – confronted

achievements – feats

succeeded – accomplished
to do sth to help others – in aid of charity
made sth true – realised

5 **Aim** To personalise the topic

- Read the rubric aloud and give Ss time to prepare their answers.
- Then ask various Ss around the class to share their answers with the class.

Suggested Answer Key

I think I could do some of the things that Bear Grylls does in order to survive. I would definitely try to do as much as possible to stay alive, but I don't like to put myself in dangerous situations. I don't think I could drink water from elephant dung or eat venomous scorpions, though.

6 **Aim** To learn phrasal verbs with run

- Explain/Elicit the meaning of each phrasal verb.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 across 3 into
 2 after 4 out of

run off: go away

run across: meet by chance

run away with: escape with

run after: chase

run into: face (problems)

run up: accumulate

run down: (car batteries) go flat

run out of: have no more

- Give Ss time to make sentences with the other particles.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 The dog jumped onto the table, bit into the steak and **ran off** with it.
- 2 It's easy to let your imagination **run away with** you.
- 3 Don't waste your money or you will **run up** a huge debt.
- 4 The battery in my MP3 player has **run down**.

7 **Aim** To learn about and practise forming nouns from verbs

- Read the theory box aloud, explain/elicite the meanings of any unknown words and go through the examples.
- Explain the task and give Ss some time to complete it then check Ss' answers on the board.

Answer Key

- 1 advice 3 breath
 2 proof 4 bath

8 **Aim** To practise prepositional phrases

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

Answer Key

- 1 on 2 in 3 in 4 of 5 from

9 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding.
- Explain to Ss that they should read each statement and underline the key words.
- Remind students that the key words will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and complete the task. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

- A NS C T E F G T
 B F D T F NS

10 **Aim** To write a short text about surviving in the wild

- Explain the task and ask Ss to look on the Internet, in magazines or other resources for information about survival in the wild. Ss can also find videos on *YouTube*.
- Ss collect information and write a short paragraph.
- Ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

If you are in the wild, there are a number of things you can do to survive. You need shelter, water, warmth and food.

You should try to find a source of water such as a river, a stream, snow or ice. You could also find a way to collect rainwater or dew from plants.

You can start a fire with dry leaves, twigs and branches. The wood must be dry. You can make fire by rubbing sticks together.

For food, you can eat certain types of plants. If you are not sure which ones you can eat, then it is better not to eat them because you can get ill. You can eat most kinds of insects, such as ants and worms. You can also eat small animals, such as frogs and birds or hunt for larger ones like wild rabbits.

4d

1 Aim To present situational language and understand the speakers in a situational dialogue

- Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' pronunciation and intonation.
- Elicit which speaker (police officer/witness) says which sentence.

Answer Key

Did you see the accident? (police officer)
Yes, I saw everything. (witness)
I couldn't believe my eyes! (witness)
Can you come down to the station to make a full statement? (police officer)

2 Aim To listen and read for gist

- Direct Ss' attention to the pictures and elicit what each one shows (A – an accident involving a silver car, a wall and a bicycle, B – an accident involving a black car and a wall).
- Play the recording. Ss listen and follow the dialogue in their books and find out which picture the dialogue matches.

Answer Key

The dialogue matches picture B.

3 Aim To identify synonymous phrases in a situational dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

Were you a witness to the accident? – Did you see the accident?
Can you tell me what happened? – What happened?
I was shocked! – I couldn't believe my eyes!
I appreciate all your help. – Thank you.
Certainly. – Of course.

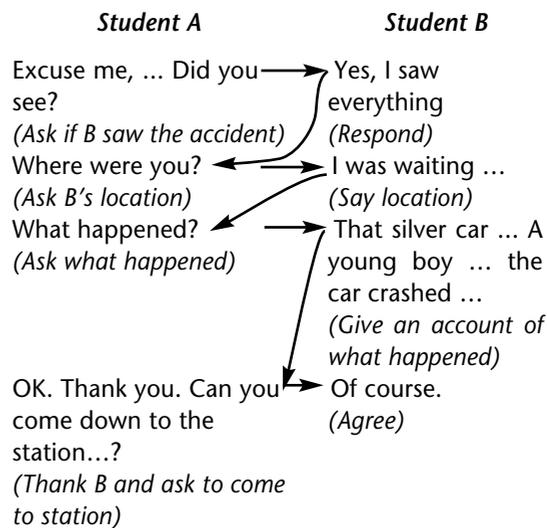
4 Aim To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class.
- Pay attention to Ss' pronunciation and intonation.
- Elicit the L1 equivalents for the sentences in Ex. 1.

(Ss' own answers)

5 Aim To practise role-playing

- Explain the situation. Direct Ss to picture A and ask them to work in pairs and act out a dialogue based on it.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



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

Suggested Answer Key

Police Officer: *Excuse me, sir. Did you see the accident?*
Witness: *Yes, I saw everything.*
Police Officer: *Where were you?*
Witness: *I was waiting at the bus stop across the street.*
Police Officer: *What happened?*
Witness: *That silver car was driving very fast down the street. A young boy on a bike was crossing the road. The car swerved to avoid hitting the boy and crashed into the wall.*
Police Officer: *OK, sir. Thank you. Can you come down to the station to make a full statement?*
Witness: *Of course.*

6 Aim To learn the pronunciation of /ʊ/, /u:/

- Ask Ss to copy the table into their notebooks. Model the sounds /ʊ/, /u:/. Play the recording. Ss listen and tick (✓) the correct box in the table.
- Then play the recording again with pauses for Ss to repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.

Answer Key

	/ʊ/	/u:/									
<i>pull</i>	✓		<i>loot</i>		✓	<i>full</i>	✓		<i>suit</i>		✓
<i>pool</i>		✓	<i>look</i>	✓		<i>fool</i>		✓	<i>soot</i>	✓	

Across Cultures

- 1 **Aim** To introduce the topic/read & listen for gist

- Direct Ss' attention to the pictures and read out the questions in the rubric.
- Elicit Ss' guesses around the class.

Suggested Answer Key

The pictures show a spider and a jellyfish. I know that some spiders and jellyfish can be dangerous. Venomous spiders live in forests and jungles. Jellyfish live in oceans and seas. They are dangerous because they can bite or sting you and they can be poisonous.

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

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

Suggested Answer Key

venomous (adj): poisonous

stumble upon (phr v): to find or come across sth by accident

measure (v): to be a particular length

gorge (n): a deep narrow valley

fatal (adj): causing death

antivenin (n): an antitoxin

transparent (adj): can be seen through

tentacles (n): thin, flexible arm-like body parts

sting (v): when an animal/insect injects poison into you

medical treatment (n): first aid/help for an illness/injury

- Ss read the texts quickly to get the general meaning and then identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text again and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

1 smaller (adjective- comparative)

2 living (gerund)

3 their (possessive adjective)

4 hunts (verb in the present simple – affirmative)

5 will keep (verb in the future simple – affirmative)

6 were washed (verb in the passive past simple affirmative)

7 most (adjective- superlative)

8 to kill (full infinitive)

9 yourself (reflexive pronoun)

10 is burning (verb in the present continuous – affirmative)

- 3 **Aim** To consolidate new vocabulary/ distinguish between words with similar meanings

- Explain the task. Give Ss time to complete it, using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 clear (clean: not dirty)

2 bite (scorpions sting)

3 transparent (translucent: has a glowing appearance)

4 chance (luck with)

- 4 **Aim** To consolidate new vocabulary

- Refer Ss to the **Study Skills** box and read it aloud.
- Explain the task and give an example of an adjective-noun collocation (*lethal bites*) and elicit more from various Ss and write them on the board.
- Then elicit sentences from Ss around the class using the collocations on the board.
- Continue until all collocations have been used.

Suggested Answer Key

warmer months, rocky gorges, medical attention, small flame, clear/warm waters, northern coast, blue-ish/transparent/box-shaped body, burning/bleeding wounds, most venomous creatures, professional/medical treatment

The karakurt spider lives in **rocky gorges** in the Astrakhan Region of Russia, but during **warmer months**, it can be found as far north as the Moscow Region. Its bite requires **medical attention**. However, if that's not possible, then a **small flame** to the bite will destroy the poison. Australian box jellyfish live in the **clear warm waters** off the **northern coast** of Australia. They have **blue-ish, transparent, box-shaped bodies** and over 200 **tentacles**. They are one of the world's **most venomous creatures**, so in case of a **burning or bleeding wound**, you must seek **professional medical treatment** immediately.

- 5 **Aim** To write about a dangerous animal from your country

- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to look up information about a dangerous animal from their country. Give Ss time to collect information and write a short text using the headings provided.
- Ask various Ss around the class to read their text to the class. Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

name: Siberian Pit Viper (Siberian moccasin)

description: it varies from brown to grey with a deep cavity between the eyes and nostrils

where to find: most common in Southern Russia, Northern Iran and Afghanistan

how dangerous they are: can cause pain, rapid heartbeat and breathing problems, death is not common

The Siberian Pit Viper

The Siberian Pit Viper, also known as the Siberian moccasin, is most commonly found in Southern Russia, Northern Iran and Afghanistan. Their colour varies from brown to grey with a deep cavity between the eyes and nostrils. The Siberian Pit Viper hunts mostly at night. If someone gets bitten by a Siberian Pit Viper, they should seek professional medical treatment immediately. It is not always deadly. However, a bite from a Siberian Pit Viper, is very painful and may cause rapid heartbeat and breathing problems.

CLIL TIME: PSHE

1 Aim To introduce the topic

Read the title aloud and elicit what Ss think it means.

Suggested Answer Key

First Aid means the immediate simple medical help you give to someone until professional help comes.

2 Aim To practise word formation

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

Answer Key

- | | |
|-----------------------|---------------------------|
| 1 medical (adjective) | 4 unconscious (adjective) |
| 2 treatment (noun) | 5 recovery (noun) |
| 3 injured (adjective) | 6 careful (adjective) |

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

Suggested Answer Key

medical (adj): related to treatment of illness and injury
care (n): treatment
victim (n): sb who is hurt/killed because of sb else
administer (v): to give medicine/medical assistance to sb
based on (phr): having the basis of
principle (n): a rule, code of conduct
unconscious (adj): without awareness, sensation
casualty (n): a person who is injured
recovery position (n): body position that helps unconscious people breathe
adjust (v): to move, change position
airway (n): passageway in a person that air is breathed through

prevent (v): to keep from happening
choke (v): to not be able to breathe because airway is blocked
wave (v): to shake your hand to say hello to sb
upright (adj): in a vertical position

3 Aim To consolidate new vocabulary/match synonymous phrases

- Explain the task. Give Ss time to complete it, using their dictionaries if necessary.
- Check Ss' answers.

Suggested Answer Key

person who has been hurt – victim, casualty
 to maintain – keeps
 case – instance
 to alter – adjust
 softly – gently

4 Aim To consolidate information in a text

- Direct Ss' attention to the sketches and the notes underneath and give Ss time to look through the text again.
- Ask various Ss to tell the class about the recovery position and how to use it.

Suggested Answer Key

To put a victim in the recovery position, first put the arm of the victim that is closest to you above their head. Next, place the other arm across their chest. Then, bend the victim's knee that is furthest from you in an upright position. Finally, roll the victim over on his/her side by pushing down gently on their knee.

5 Aim To present a first-aid treatment

- Direct Ss to the Internet, encyclopaedias or other reference sources to look up information about first aid. Ss can look for videos related to the topic on YouTube.
- Give Ss time to collect information and write their presentations.
- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

The Heimlich manoeuvre is a first-aid technique to use on a person who is choking. Only someone who knows how to perform it properly should attempt it. We use it when the person can't speak or cough because they have something blocking their airway. To perform it, you stand behind the victim and put one arm around them. The hand of this arm should be in a fist with the thumb just above the belly button. Grasp the fist with your other hand and make squeezing thrusts in a slightly upward motion. Repeat until the item that the victim is choking on comes out.

Writing

1 **Aim** To read for order of events

- Give Ss time to read the story and the events A-H.
- Ask Ss to put the events A-H in the correct order and then check Ss' answers.

Answer Key

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

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

Suggested Answer Key

colourful (adj): with many different colours
surface quickly (phr): to move out of the water very fast
dive boat (n): the boat that scuba divers travel on
scream loudly (phr): to shout with a loud voice
glance (v): to look quickly
underwater (adj): beneath water
shark-infested (adj): full of sharks
dangerously close (phr): near, very close
wait patiently (phr): to not be in a hurry
pass slowly (phr): to not go fast (of time)
scared to death (phr): to be very afraid, shocked

2 **Aim** To read for structure

Ask Ss to read the story again and identify the function of each paragraph. Explain that the climax event is the most important event in the story.

Answer Key

- 1 The writer sets the scene in paragraph 1.
- 2 The writer presents the events before the climax event in paragraph 2.
- 3 The writer presents the climax event in paragraph 3.
- 4 The writer comments on feelings or reactions in paragraph 5.

3 **Aim** To listen for a sequence of events

- Direct Ss' attention to the pictures and elicit what is happening in each one.
- Play the recording. Ss listen and put the pictures in the correct order according to the events in the story.

Answer Key

1 A 2 B 3 D 4 C

4 **Aim** To write a third-person narrative

- Go through the **Study Skills** box and explain that this information will help Ss to complete the task successfully.

- Elicit the adjectives/adverbs in the text for the nouns given.

Suggested Answer Key

cold water, dive boat, shark-infested waters, strange noise, surfaced quickly, screaming loudly, waited patiently, passed slowly

- Explain the task and give Ss time to write their story using the pictures in Ex. 3 and the paragraph plan, phrases and title given.
- Remind Ss to include a variety of adjectives and adverbs. Also remind Ss of the **Useful language for writing stories** box in Module 2: 2g (See T's book p. 31(T)).
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Lucky to survive

One cold **winter morning**, Sam and his brother Kevin drove up to the mountains to go **cross-country skiing** at a popular ski resort. Kevin was very excited because it was his first time skiing.

They were skiing along happily up and down the white snow-packed hills having a great time. Then, Kevin tried to do a ski jump off a **slope**, but he fell down hard on the ground.

Sam skied over to him but Kevin wasn't moving. He was **unconscious**. Sam pulled out a **mirror** from his backpack and used it **to signal for help**. He was really worried that they would be stuck on the mountain for the night.

Just then, he heard a noise. A **rescue helicopter arrived**. It airlifted them off the mountain and took the two boys to **hospital**.

Luckily, Kevin only had a bump on the head. Sam was relieved. They both knew if it wasn't for the mirror, Kevin could have died on the mountain.

Activity for weaker classes

Ask Ss to expand the following into full sentences.

- 1 Sam and Kevin/go cross-country skiing
- 2 Kevin/be excited/first time/skiing
- 3 Kevin/try ski jump but/fall down hard on the ground
- 4 Sam/pull mirror/and use it/signal for help
- 5 Sam/be worried
- 6 A helicopter/arrive/take them/hospital
- 7 Kevin/had a bump on head
- 8 Sam and Kevin/be relieved

Exam Practice 4

1 **Aim** To prepare for the task

- Refer Ss to the *Study Skills* box and check for understanding. Explain the task to the Ss.
- Ask Ss to read the dialogue. Elicit/explain any unknown vocabulary. Then ask Ss to read the statements and focus on the underlined words.
- Ss complete the task individually. Then, compare their answers with a partner.
- Invite Ss to read out their answers and say the words/phrases that helped them decide.

Answer Key

- A 3 (*Bob watched a documentary last night which was very interesting, but it doesn't say that this is his favourite type of programme.*)
 B 2 (*Ann was glad she didn't watch it.*)
 C 1 (*She watches the news every night.*)

2 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding.
- Explain to Ss that they should read each statement and underline the key words.
- Remind students that the key words will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and complete the task. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

- A F C T E NS G T
 B NS D F F T

3 **Aim** To ask five direct questions about a survival course

- Read the rubric with the Ss and explain the task. Explain any unknown vocabulary.
- Tell Ss that they should ask five questions to get more information about the survival course.
- Remind Ss that they should ask five direct questions and that they have 20 seconds to ask each question.
- Ss (in pairs) take turns and ask each other their questions.
- Invite a few groups to say their questions in front of the class.

Suggested Answer Key

- 1 *What dates are available for the course?*
- 2 *What activities are there?/What activities can you take part in?*
- 3 *Do you provide any equipment?*
- 4 *How many people are there per group?*
- 5 *How can I pay?/What are the payment options?*

The Arts

Topic	
In this module Ss will explore the topics of art, artists, dance and film.	
Module page	53
Lesson objectives: Overview of the module. Vocabulary: Visual art forms (<i>painting, drawing, sculpture, architecture, printmaking, ceramics, photography, filmmaking, animation</i>); Material (<i>stone/marble/wax/clay/wood; acrylics/ink & wash/oils/watercolours; chalk/charcoal/pen & ink/pencil</i>)	
5a	54-55
Lesson objectives: To read for specific information, to read for general comprehension, to learn words often confused, to form compound nouns, to talk and write about three artists Vocabulary: Verbs (<i>create, vary, accept, apply, (to) roam, raise, recreate</i>); Nouns (<i>blob of) chewing gum, blowtorch, lacquer, acrylic paint, trash, totem, foam, driftwood, seascape, awareness, nail, toothpick, cork, surface</i>); Adjectives (<i>discarded, miniature, ordinary</i>); Phrase (<i>in search of</i>)	
5b	56-57
Lesson objectives: To learn the passive form, the causative and reflexive pronouns	
5c	58-59
Lesson objectives: To listen and read for gist, to identify headings or paragraphs, to learn phrasal verbs with break, to learn prepositional phrases, to listen for specific information, to talk and write about a school Vocabulary: Verbs (<i>engage (in), fulfil, obtain</i>); Nouns (<i>approach, quest</i>); Adjectives (<i>innovative, unique, motivated, committed, agricultural</i>); Phrase (<i>core subject</i>)	

5d	60
Lesson objectives: To learn situational language; to act out a dialogue, to practise role playing, to learn the pronunciation of strong/weak forms of auxiliary verbs Vocabulary: Sentences (<i>Do you fancy going to ...?, Sorry, I can't make it., Sounds good!, No problem!, Alright then!, Count me in!</i>); Inviting (<i>Would you like to ...?, How about {going} ...?, Do you feel like ...?, Do you fancy ...?</i>); Accepting (<i>I'd love to., That sounds good/great!, Count me in!</i>); Refusing (<i>I'm afraid I can't., I'd love to, but ..., Sorry, but I can't make it</i>)	
Across Cultures	61
Lesson objectives: To describe pictures, to predict the content of a text, to practise word formation, to write about a traditional dance from your country Vocabulary: Verbs (<i>stomp, accompany</i>); Nouns (<i>rhythm, kneebell, fair, headdress, orchestra</i>); Adjective (<i>spirited</i>)	
CLIL TIME: Art & Design	62
Lesson objectives: To read for lexico-grammatical structure, to express a personal opinion, to give a presentation on an art style/movement Vocabulary: Verbs (<i>inspire, join, depict, perceive, express, influence</i>); Nouns (<i>movement, pioneer, figure</i>); Adjectives (<i>influential, exaggerated</i>); Phrase (<i>draw inspiration</i>)	
Writing	63
Lesson objectives: To analyse a rubric and read for gist, to identify and classify adjectives, to classify opinions, to write a review Vocabulary: Nouns (<i>science-fiction, defeat, ally, performance, CGI</i>); Adjectives (<i>fast-paced, convincing, spectacular, weak</i>); Phrase (<i>gain control of</i>)	
Exam Practice 5	64
Lesson objectives: To enable Ss to develop their Reading Skills by reading for lexico-grammatical structures, thus providing extra practice for the RNE exam.	

Module 5

►► What's in this module?

Read the title of the module *The Arts* and ask Ss to suggest what they think the module will be about. (*The module is about types of art and artists, music, dance and films*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

a film poster (p. 53 & p. 63)

What sort of films do you like? Do you watch films often? What's your favourite film?

an unusual painting (p. 54 & p. 62)

Do you like painting? Why (not)? Do you have a favourite artist? What kind of paintings do they paint? What's special about them? Why are these paintings unusual?

dancers (p. 61)

Can you dance? Do you like dancing? Do you know any traditional dances from your country? Do you think dance is an important art form? Why (not)?

3 To introduce passive forms

- Explain the task. Direct Ss' attention to picture 1 and read out the example.
- Ask Ss to make sentences for the remaining pictures and then check Ss' answers.

Answer Key

The Thinker was sculpted by Auguste Rodin.

Star Wars was directed by J.J. Abrams.

Sagrada Família was designed by Antoni Gaudí.

Vocabulary

1 To introduce new vocabulary

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' pronunciation and intonation.

2 To present art mediums/materials

- Explain the task and go through the lists of materials.
- Explain any unknown words and read out the example.
- Ss complete the task.
- Check Ss' answers.

Answer Key

Acrylics, ink & wash, oils or watercolours are used for painting.

Chalk, charcoal, pen & ink or pencil are used for drawing.

5a

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

- Direct Ss' attention to the pictures and elicit which picture shows which art form.
- Elicit/Explain that a mosaic is a piece of art made from small pieces of material.

Answer Key

The picture at the top of p. 54 shows a mosaic.
The picture at the side of p. 54 shows a painting.
The picture at the bottom of p. 55 shows a sculpture.

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

- Ask Ss if they can recognise the materials used in the art forms in the pictures.
- Play the recording. Ss listen and follow the text in their books and choose from the materials mentioned which ones are used in the pictures

Suggested Answer Key

Ben Wilson has used tiny blobs of chewing gum, lacquer and acrylic paints in his painting.
John Dahlsen has used flip flops in his sculpture. He also uses rubber, plastic lemonade bottles, foam, driftwood and plastic bags that he finds on the beaches of Australia in his art.
Saimir Strati has used cork in his mosaic.
He also uses nails, toothpicks, CDs, eggshells and paintbrushes in his art.

Background information

Albania is a country in Southeastern Europe. It borders Montenegro, Kosovo, FYROM and Greece. The capital city is Tirana and it has a population of almost 3 million people.

Guinness World Records is a reference book that is published every year and contains all the world records in human achievements and in the natural world. It was first published in 1955. It is edited by Craig Glenday and published by Jim Pattison Group.

Leonardo da Vinci was an Italian artist, architect, scientist, engineer and much more who lived from 1452-1519. He is considered to be one of the greatest painters of all time and his famous works include *Mona Lisa*, *The Last Supper* and *The Vitruvian Man*.

2 **Aim** To read for general comprehension

- Ask Ss to read the questions (1-5).
- Give Ss time to read the text again and complete the task and then check Ss' answers.

Suggested Answer Key

- 1 He uses tiny blobs of chewing gum, lacquer and acrylic paints.
 - 2 On pavements across the UK.
 - 3 Because he has roamed beaches to find waste material to make his works of art.
 - 4 He hopes to raise awareness about the environment.
 - 5 The fact that he uses everyday objects like corks, CDs, etc to create amazing mosaics.
- Refer Ss to the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Suggested Answer Key

- discarded (adj):** thrown away
miniature (adj): very small
create (v): make
(blob of) chewing gum (n): (a lump of) a type of sweet that you chew for a long time and never swallow
blowtorch (n): a handheld device with a hot flame
lacquer (n): a special liquid painted on sth that hardens to protect it and make it shiny
acrylic paint (n): a type of fast-drying, versatile paint
vary (v): to be different in size and shape
accept (v): to take willingly
trash (n): rubbish
apply to (v): to be relevant to sb/sth
roam (v): to wander aimlessly
in search of (phr): looking for
totem (n): a symbol of another thing
foam (n): soft rubber material used for mattresses and cushions
driftwood (n): pieces of wood that wash ashore
seascape (n): a scene with the sea
raise (v): increase
awareness (n): knowledge
ordinary (adj): normal, regular
nail (n): thin metal pin for joining wood
toothpick (n): thin piece of wood for cleaning teeth
cork (n): waterproof material used for sealing bottles
surface (n): the top part of sth
recreate (v): to make again

3 **Aim** To consolidate new vocabulary

- Go through the list of words and explain/elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- | | | |
|-------------|--------------|---------|
| 1 landscape | 3 paint | 5 works |
| 2 corks | 4 sculptures | |

4 **Aim** To consolidate new vocabulary

- Go through the list of verbs and explain/elicit their meanings.
- Give Ss time to complete the task and then check Ss' answers.

Module 5

Answer Key

- | | | |
|---------------|--------------|------------|
| 1 transformed | 4 roamed | 7 draw |
| 2 harden | 5 create | 8 sculpted |
| 3 earned | 6 exhibiting | |

5 **Aim** To learn words often confused

- Explain the task and give Ss time to complete it.
- Check Ss' answers. Explain/Elicit the meanings of the other words.

Answer Key

- 1 accepted (*except = apart from*)
- 2 scene (*seen = past participle of see*)
- 3 reminded (*remember = not forget*)
- 4 raise (*rise – takes no object = lift up*)
- 5 waste (*waist = part of body*)

6 **Aim** To learn about/practise forming compound nouns

- Read out the theory box and the examples.
- Elicit further examples from the text on p. 54.

Answer Key

blowtorch, passers-by, flip flops, driftwood, landscapes, seascapes, toothpicks, eggshells, self-portrait, paintbrushes

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

Answer Key

swimming pool, bedroom, haircut, birthday, cardboard, starlight, whitewash

7 **Aim** To consolidate/paraphrase information in a text

- Give Ss three minutes to write down two things about each artist in the text that interested/impressed them.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

I was impressed by Ben Wilson because of the material he uses for his art and because of how many pieces he has created.

I was impressed by John Dahlsen because he uses waste material for his works and because he is trying to send an important message to the world.

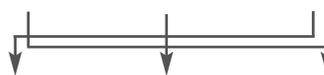
I was impressed by Saimir Strati because he uses everyday objects to create things and because he has four Guinness World Records.

5b

1 **Aim** To present the passive

- Ss books closed.
- Write on the board:

	Subject	Verb	Object
ACTIVE	<i>Jane</i>	<i>wrote</i>	<i>the poem.</i>



	Subject	Verb	Agent
PASSIVE	<i>The poem</i>	<i>was written</i>	<i>by Jane.</i>

Explain how we form the passive voice (*the verb 'to be' + past participle of the main verb*).

- Ask Ss to look at the sentence in the passive. Ask Ss: *What happens to the subject in the active voice? (It becomes the agent in the passive voice.) Ask: What happens to the object of the active voice? (It becomes the subject.)*
- Explain that we use the passive to talk about actions when the person who does the action is unknown, unimportant or obvious from the context; when the action is more important than the person who does it; in formal situations (*e.g. on signs, etc.*)
- Ss books open.
- Go through the different tense forms of the passive and read out the examples.
- Elicit all the passive forms in the text on p. 54 and write them on the board.

Answer Key

is heated, is added, is known, found, are transformed, are used, were used, made

2 **Aim** To practise the passive

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

- | | |
|---------------------|------------------|
| 2 are being held | 6 has been given |
| 3 has to be done | 7 was inspired |
| 4 will be presented | 8 had been asked |
| 5 was attended | |

3 **Aim** To practise the passive

- Explain the task and read out the example.
- Give Ss time to complete the task. Ask Ss to use the agent where necessary.
- Check Ss' answers.

Answer Key

- 2 \$10,000 was spent at the auction by John.
- 3 \$5,000 will be donated to the museum by a wealthy businessman.

- 4 A talent contest was being held by the art school all week.
- 5 The new art gallery will be appreciated by local people.
- 6 His room was painted with purple paint. (We omit **by him**).
- 7 A play is performed by the schoolchildren every year.
- 8 A portrait of the president will be painted before his visit. (We omit **by him**).

4 Aim To practise the passive

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

Answer Key

- 2 A Picasso painting was stolen last night.
- 3 The works in the art gallery will be finished by next year.
- 4 A Renoir painting was/has been sold for \$1 million.
- 5 A film about Dali will soon be made by Woody.
- 6 A young artist is to/will be awarded a prize by the Academy.

5 Aim To practise the passive/write a quiz

- Give Ss time to write quiz questions about different artists and works of art.
- To help Ss, write a list of artists and/or works of art on the board to give Ss some ideas.
- Ask Ss to swap their quiz with another S and try to answer the questions using the passive.
- Alternatively, assign the task as HW and tell Ss they may use the Internet, encyclopaedias or other reference books to look up information to help them write their quizzes and swap them in the lesson.

Suggested Answer Key

- Who was 'The Creation of Man' painted by? (Michelangelo)
 Who was The Lord of The Rings directed by? (Peter Jackson)
 Who was Oliver Twist written by? (Charles Dickens)
 Who was 'The Vitruvian Man' drawn by? (Leonardo Da Vinci)

6 Aim To present the causative

- Read the examples aloud and explain/ elicit that we form the causative with *have + object + past participle* and that we use the causative to talk about when we have something done for us by someone else.
- Read out the theory and go through the different tense forms.

7 Aim To practise the causative

- Explain the task and read out the example.
- Give Ss time to complete the task, then check Ss' answers.

Answer Key

- 2 Betty had her wedding dress made by a fashion designer.
- 3 Ken is having his photograph taken by Jenna.
- 4 I have had my hair dyed by the hairdresser.
- 5 We will have the invitations sent today.
- 6 John will have his trip to Rome organised by an art expert.
- 7 Harriet had her violin stolen last night.
- 8 Jude is having her book published next month.

8 Aim To present reflexive pronouns

- Read the list of reflexive pronouns. Elicit how they are formed (*my, you, etc + self*).
- Read the theory box aloud and explain/ elicit that we use reflexive pronouns to emphasise the pronoun in a sentence and with certain verbs (*behave, burn, cut, etc*) when the verb and the object of the sentence are the same.

9 Aim To practise reflexive pronouns

- Explain the task and read out the example.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

- | | | |
|-----------|------------|--------------|
| 2 myself | 4 yourself | 6 ourselves |
| 3 himself | 5 herself | 7 themselves |

Over to you! Activating grammar

Ask Ss to say three things:

- they can do/did/made themselves
- their family members/their friends did
- someone else did for them

Suggested Answer Key

- I can make pizza myself.
 My mum painted the fence herself yesterday.
 My dad baked a cake himself yesterday.
 I had my hair cut last Friday.
 I'll have my nails polished next week.

5c

1 Aim To introduce the topic/read & listen for gist

- Direct Ss attention to the title and the introductory paragraph.
- Read out the question in the rubric.
- Elicit Ss' guesses around the class, then play the recording.
- Ss listen and follow the text in their books to find out.

Answer Key

The text is about unusual schools.

6 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding.
- Explain to Ss that they should read each statement and underline the key words.
- Remind students that the key words will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and complete the task. Then they listen again to check their answers.
- *Optional* – Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A F C T E T G F
B T D NS F T

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

- Explain the task and write the headings on the board. Ask Ss to copy them into their notebooks.
- Elicit information from various Ss to write under the headings and write it on the board in note form. Ss copy the notes into their notebooks.
- Ask various Ss to use the notes to talk about one of the schools.

Suggested Answer Key

Name: The Olympic Reserve School

Location: Ekaterinburg, Russia

What is special about it: Students do more sports than lessons. Train for four to six hours every day to fulfil dreams of competing in Olympics.

What students can do there: Receive advanced training, balance essential core subjects with extra time to train.

The **Olympic Reserve School** is in Ekaterinburg, Russia and gives students the opportunity to do more sports than lessons. They balance essential core subjects with extra time to train. Every day, they train for four to six hours and receive advanced training to fulfil their dreams of competing in the Olympics.

8 **Aim** To write an email about a school

- Explain the task and give Ss time to complete it, then check Ss' answers.
- Alternatively, set the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

what/where it is: Quest to Learn – New York City, USA

what is special about it: students solve problems through educational and electronic games

why I like it: it is a fun and interactive way to learn

To: Sara@mailme.com
From: John@mailme.com
Subject: 1 fun school

Dear Sara,
Hello! Thanks for your last email telling me about your school; it sounds really interesting. My school is great! It's called Quest to Learn and it's right here in New York City.

To begin with, it's not a normal school. We have classes and subjects like most schools, but the way we learn is different. We play electronic and educational games that teach us about the subject and about how to solve problems.

Students are actually excited to come to school. The challenges are difficult and yes, we do fail, but then we keep trying until we figure it out. It's a great way to learn!

I hope you're having a great week.

Write back soon!

Yours,
John

5d

1 **Aim** To present situational language and understand its function

- Play the recording. Ss listen and repeat chorally or individually. Pay attention to Ss' pronunciation and intonation.
- Explain what the words invite, accept, refuse mean, read out the sentences and elicit the function of each one.

Answer Key

invite: Do you fancy going to ...?

accept: Sounds good!, No problem!, Alright then!, Count me in!

refuse: Sorry, I can't make it.

2 **Aim** To predict the content of a dialogue and listen and read for gist

- Direct Ss' attention to the posters and elicit what each one is about (*an exhibition and a concert*).
- Play the recording. Ss listen and follow the dialogue in their books and find out which event the dialogue is about.

Suggested Answer Key

I think it is about the exhibition at the Marner Museum.

3 **Aim** To act out a dialogue

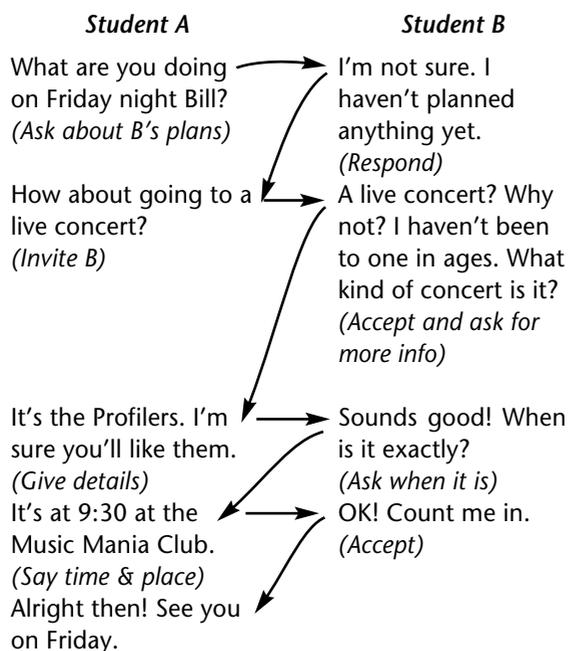
- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.

Module 5

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

4 **Aim** To practise role playing

- Explain the situation. Direct Ss to the useful language box and tell them they can use these phrases in their dialogue.
- Remind Ss to use phrases from the dialogue and the information in the other poster to help them complete the task.
- Ss work in pairs and take turns inviting and accepting/refusing.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



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

Suggested Answer Key

- A: What are you doing on Friday night, Bill?
 B: I'm not sure. I haven't planned anything yet.
 A: How about going to a live concert?
 B: A live concert? Why not? I haven't been to one in ages. What kind of concert is it?
 A: It's the Profilers. I'm sure you'll like them.
 B: Sounds good! When is it exactly?
 A: It's at 9:30 at the Music Mania Club.
 B: OK! Count me in.
 A: Alright then! See you on Friday.

5 a) **Aim** To learn the pronunciation of strong/weak forms in auxiliary verbs

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation. Emphasise the strong forms.

b) **Aim** To identify weak/strong forms of auxiliaries

- Read out the theory box and play the recording.
- Ss listen and point out the weak and strong forms.

Answer Key

- 1 Have (w) have (s) 2 Does (w) does(s)

Across Cultures

1 **Aim** To introduce the topic and describe pictures

- Direct Ss' attention to the pictures and read out the phrases.
- Explain/Elicit the meanings of any unknown words and then ask various Ss to describe the pictures.

Suggested Answer Key

Picture A shows men dressed in **white trousers and white shirts** with hats with flowers on. They are walking along and they are **playing accordions and pipes**. They also have knee bells on their legs. Picture B shows women dressed in **brightly-coloured dresses** with **headdresses** in their hair called kokoshniks. They are dancing accompanied by music.

2 **Aim** To predict the content of a text

- Read the question aloud.
- Elicit Ss answers around the class.

Answer Key

Picture A is from England and Picture B is from Russia.

3 **Aim** To practise word formation

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

Answer Key

- | | |
|-------------------------|---------------------------|
| 1 various (adjective) | 4 traditional (adjective) |
| 2 colourful (adjective) | 5 dancers (noun) |
| 3 people (noun) | 6 mainly (adverb) |

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

Suggested Answer Key

- rhythm (n):** beat
knee bell (n): a tiny bell worn across the knee
fair (n): an entertaining event
spirited (adj): very energetic
headdress (n): a decorative headgear
stomp (v): to put down your foot with noise
accompany (v): (of an orchestra) to play music for sb to sing or dance
orchestra (n): a group of musicians playing together

4 Aim To consolidate new vocabulary and find synonymous words/phrases in a text

- Explain the task and read out the words/phrases.
- Give Ss time to look through the texts again and complete the task, then check Ss' answers.

Suggested Answer Key

- beats:** rhythms
thin branches: sticks
to mix or join together: combine
having energy and determination: spirited
walking or dancing with heavy steps: (fancy) stomping
already decided: fixed

5 Aim To consolidate information in a text

Explain the task and elicit a variety of answers.

Suggested Answer Key

- I have learnt that morris dancing is a traditional dance from England. The dancers wear traditional clothes and play musical instruments. They dance in spring.*
I have learnt that the Barynya Dance is a traditional folk dance from Russia. The dancers wear traditional clothes and dance to the sound of guitars, violins and accordions.

6 Aim To talk and write about a traditional dance from your country

- Explain the task and explain any unknown words in the headings (e.g. choreography = the dance steps).
- Give Ss time to collect information and write a short text using the headings provided.
- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

- Name:** Kamarinskaya
Region: Russia
Music: violin, balalaika, concertina
Clothes: brightly-coloured costumes
Choreography: hops, walks heel-brush steps, knee bending

Kamarinskaya is a traditional Russian folk dance that is based on a repeated melody. The men tend to wear black trousers and different coloured shirts. The female dancers wear brightly-coloured dresses and a hat called a kokoshnik. The dancing has no fixed choreography and consists mainly of hops, walks, heel-brush steps and traditional Russian knee bending. The dancers are often accompanied by the sound of balalaikas, violins and concertinas.

CLIL TIME: Art & Design

1 Aim To introduce the topic

Brainstorm with the class for different art movements.

Suggested Answer Key

Cubism, Neo-Classicism, Modernism, Minimalism, Realism, Symbolism, Surrealism

2 Aim To identify features and the style of paintings

- Direct Ss' attention to the paintings explain/elicit the meanings of any unknown words in the rubric.
- Elicit answers to the questions.

Answer Key

The picture on the left has dull colours, human figures and common shapes. It is in the style of Cubism.
The picture on the right has bright, contrasting colours. It is in the style of Expressionism.

3 Aim To read for lexico-grammatical structure

- Ss read the texts quickly to get the general meaning and then identify what is missing (i.e. a verb, pronoun).
- Allow Ss some time to read the text again and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- most original (adjective – superlative)
- was pioneered (verb in the passive, past simple affirmative)
- quickly (adverb)
- have taken (verb in the present perfect simple affirmative)
- developed (verb in the past simple affirmative)

Module 5

- 6 to show (to – infinitive)
- 7 stronger (adjective – comparative)
- 8 them (object pronoun)

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

Suggested Answer Key

movement (n): a group of people who share the same ideas

influential (adj): had a great effect on sth

inspire (v): to make sb want to do sth

pioneer (n): the first person to do sth in a certain field

join (v): to come together with others in a group

draw inspiration (phr): get enthusiasm which gives you new ideas

depict (v): to show

perceive (v): to see sth in a certain way

figure (n): the human form

exaggerated (adj): when sth seems larger, bigger or more than it is

express (v): to show how you feel

influence (v): to have the power to affect other people

4 To consolidate information in a text

- Ask Ss to write the headings in their notebooks.
- Give Ss time to read through the texts again and make notes under the headings.
- Ask various Ss to talk about each style using their notes.

Suggested Answer Key

Style: Cubism

Characteristics: uses shapes such as cubes and rectangles, dull colours e.g. grey and brown, make sth look like it has been taken apart and then put back together again

Artists: Picasso, Braque, Delaunay, Gris

In Cubism, painters used shapes such as cubes and rectangles and dull grey and brown colours. They made something look like it had been taken apart and then put back together again. Painters such as Pablo Picasso, Georges Braque, Robert Delaunay, and Juan Gris used this style.

Style: Expressionism

Characteristics: painters used bright colours and exaggerated faces and figures in their paintings to express their view of the world around them

Artist: (Van Gogh and Munch - influenced style) Wassily Kandinsky

In Expressionism, painters used bright colours and exaggerated faces and figures in their paintings to express their view of the world around them. Painters such as Vincent van Gogh and Edvard Munch greatly influenced this style. Wassily Kandinsky was a leading figure.

5 To express a personal opinion

Give Ss time to think about which style of painting they prefer and why and then ask various Ss to tell the class.

Suggested Answer Key

I find Cubism more appealing because I like the way it shows a different way of looking at the world./I find Expressionism more appealing because the painters try to show their feelings and the paintings often have bright colours.

6 To research and make a presentation on a style of art

- Direct Ss to the Internet, encyclopaedias or other reference sources to look up information about styles of art.
- Give Ss time to collect information and write their presentations.
- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Impressionism began in the 19th century. Painters used small dabs of pure colour instead of broad brush strokes. They wanted to make the colour look more natural and to better show how they perceived their subject. They used different visual angles and types of light to achieve different perspectives on ordinary subjects. Painters such as Claude Monet, Edgar Degas, Camille Pissaro and Pierre-Auguste Renoir used this style.

Writing

1 To analyse a rubric and read for gist

- Allow Ss some time to read the rubric.
- Discuss the important information in the rubric (i.e. who is writing to whom, how long the letter should be, what information should be included, how many words should they write).
- Elicit the questions from the rubric and write them on the board.
- Ss read the letter and try to find out if the questions have been answered.
- Elicit answers from the class.

Answer Key

All questions are answered in the text.

Have you seen a good film recently? I've seen some great films recently. I especially liked Star Wars.

What was it about? It is about the Galactic Empire trying to gain control of the galaxy thirty years after its previous defeat.

Why do you recommend it? I definitely recommend this film because of the acting and special effects.

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

Suggested Answer Key

- science-fiction (n):** stories about imaginary events
- gain control of (phr):** to get the power to govern sth
- defeat (n):** failure to succeed
- ally (n):** sb who supports you in a fight/war
- fast-paced (adj):** moving quickly
- convincing (adj):** realistic
- performance (n):** acting, dancing, singing etc
- CGI (n):** (movie industry – computer – generated Imagery) animated graphics produced by a computer and used in films or on TV
- spectacular (adj):** incredible
- weak (adj):** lacking strength

2 Aim To identify and classify adjectives

- Read out the list of adjectives. Explain/Elicit the meanings of any unknown ones and then write the headings on the board.
- Elicit which adjectives go under which heading and write them on the board. Ask Ss to copy the completed table into their notebooks.

Answer Key

- negative:** weak
- positive:** great, brave, fast-paced, excellent, convincing, stunning, spectacular

- Ask Ss to look back through the review and find the nouns that the adjectives describe.

Answer Key

great films, brave allies, fast-paced film, excellent acting, convincing performances, stunning special effects, spectacular CGI, weak plot

3 Aim To classify opinions

Read the sentences aloud and elicit which express positive and which express negative opinions.

Answer Key

1, 2, 3 positive 4 negative

4 Aim To write a review

- Write the phrases/sentences from the Useful language box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Explain the task and give Ss time to write their review of a film they have seen recently using the review in Ex. 1 as a model.

- Remind Ss to include a variety of adjectives.
- Check Ss' answers. Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dear Sheila,
 Hi! Thanks for your letter. I've seen some good films lately. I especially liked *The King's Speech*. *The King's Speech* is a great historical drama about how King George VI of Britain overcomes a terrible speech impediment with the help of a very odd speech therapist. It is directed by Tom Hooper and stars Colin Firth, as King George, Helena Bonham Carter as Queen Elizabeth and Geoffrey Rush as Lionel Logue. The story begins with an embarrassing speech over live radio where the king was unable to speak properly. Elizabeth then finds an Australian speech therapist, Logue, who uses unusual methods to help him. They become friends and together they prepare for the king's most important speech at the start of WWII. I definitely recommend it as this touching film is wonderful and the acting is excellent. Colin Firth gives a spectacular performance. You are going to love it. Have to go now.
 Yours,
 Janet

Useful language for writing film reviews

Title, Type, Cast, Director
 ... is a science fiction/fantasy/historical drama etc, about It is directed by It stars (name of actor) as

Plot
 The story begins when/is about The plot is thrilling.

General comments
 The sound effects/special effects are amazing. The (actor) gives an amazing performance. The actors give a brilliant performance. The acting is excellent. The script is exciting. The film is filled with suspense. The directing is superb. The soundtrack is fantastic.

Recommendation
 I definitely recommend this film. You are going to love it. It will keep you on the edge of your seat. Don't miss it.

Exam Practice 5

1 **Aim** To prepare for the task

- Read the rubric aloud. Make sure Ss understand the task.
- Ask Ss to read the sentences and the answer choices. Remind them that they should pay attention to the words before and after each gap.
- Give Ss some time to complete the task. Then, ask them to identify if each sentence tests Lexis or Grammar.
- Check Ss answers around the class.

Answer Key

1 2 - L 2 2 - L 3 3 - L 4 2 - G

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

- Refer Ss to the *Study Skills* box and check for understanding. Remind them that the task tests both lexis and grammar.
- Ss read the text quickly to get the general meaning.
- Ss read the answer choices. Then, they read the text again and fill in the gaps with the correct word. Remind them that they should pay attention to the words before and after each gap.
- Allow Ss some time to complete the task.
- Invite Ss to read out different parts of the text and check their answers.

Answer Key

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

Helping hands

Topic		6d	72
In this module Ss will explore the topics of social problems, charity work, community service, and emergency services.		Lesson objectives: To listen and read for specific info, to act out a dialogue, to identify synonymous phrases, to practise role playing, to learn to pronounce /aɪ/, /ɔɪ/ Vocabulary: Sentences (<i>Which service?, What number are you calling from?, Where is the fire?, Please stay on the line.</i>)	
Module page	65	Across Cultures	73
Lesson objectives: Overview of the module. Vocabulary: Social problems (<i>famine, war, poverty, homelessness, unemployment, disease, illiteracy, racial discrimination</i>)		Lesson objectives: To complete missing sentences, to develop critical thinking skills, to write about 'voluntourism' in your country Vocabulary: Verbs (<i>care for, look after, participate, take part in</i>); Nouns (<i>refuge, primate, conservation, species, elk, lynx, agriculture, preservation</i>); Adjectives (<i>abused, continuous</i>)	
6a	66-67	CLIL TIME: History	74
Lesson objectives: To predict the content of a text, to complete missing sentences, to learn phrasal verbs with look, to learn prepositional phrases, to form verbs from nouns & adjectives, to talk and write about three people who helped charity by doing sth special Vocabulary: Verbs (<i>honour, persist, raise, encourage</i>); Nouns (<i>spotlight, awareness, objective, feat, charity, ankle, poverty, inspiration, assistance, determination, ambition, fund</i>); Adjectives (<i>solo, incredible</i>); Adverb (<i>physically</i>); Phrases (<i>break a record, overcome obstacles</i>)		Lesson objectives: To practise word formation, to give a presentation about UNESCO Vocabulary: Verbs (<i>strive, defend, found, fund</i>); Phrasal verb (<i>wipe out</i>); Nouns (<i>government, poverty, development, headquarters, diversity</i>); Adjectives (<i>allied, universal, fellow, humanitarian</i>); Phrases (<i>promote peace, standard of living, reduce inequalities, cultural heritage</i>)	
6b	68-69	Writing	75
Lesson objectives: To learn the comparative and superlative, to learn clauses of purpose and result		Lesson objectives: To read for structure, to analyse a rubric, to identify supporting arguments, counter – arguments, to write an opinion essay Vocabulary: Verb (<i>progress</i>); Phrasal verb (<i>carry out</i>); Nouns (<i>process, computer simulation, breakthrough</i>); Phrases (<i>be subjected to, have an effect on</i>)	
6c	70-71	Exam Practice 6	76
Lesson objectives: To read for gist, to read for specific information, to summarise a text, to listen for specific information, to write a summary of a text Vocabulary: Verbs (<i>earn, benefit</i>); Nouns (<i>companion, status, Golden Retriever, affection, retirement home</i>); Adjectives (<i>blind, obedient, agile</i>); Phrases (<i>significant role, serve the community, call into service, human victim, victim of war</i>)		Lesson objectives: To enable Ss to develop their speaking skills by comparing and contrasting two photographs, thus providing extra practice for the RNE exam	

Module 6

▶▶ What's in this module?

Read the title of the module *Helping hands* and ask Ss to suggest what they think the module will be about. (*The module is about charity work, volunteers and social problems*). Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

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

Answer Key

emergency services (p. 72)

What number do you dial for the emergency services in your country? How many emergency services do you have? Have you ever needed to call them?

service dogs (p. 70)

What are service dogs? How do they help people? Do you have a dog or any other pet at home?

a joke (p. 71)

Do you find this joke funny? What makes a joke funny? What's your favourite joke? Tell the class.

Vocabulary

1 **Aim** To introduce new vocabulary

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' pronunciation and intonation.

2 **Aim** To listen for specific information

- Explain the task. Play the recording.
- Ss listen and identify which social problem each person talks about.

Answer Key

Sophie – war

Richard – famine

Mary – homelessness

3 **Aim** To personalise the topic

Elicit answers to the questions in the rubric from various Ss around the class.

Suggested Answer Key

I think poverty and famine are the most serious problems because these are two basic needs. We need to make sure everyone has enough to eat and a decent place to live so that people will have better lives.

6a

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

Direct Ss' attention to the quotation and explain/ elicit the meanings of any unknown words then elicit what Ss think it means.

Suggested Answer Key

Its message is for people to believe in themselves and feel confident enough to try things. People should realise nothing is impossible provided they do their best.

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

- Direct Ss' attention to the picture and the title of the text.
- Elicit how the quote may be related to the text.

Answer Key

Katie Spatz rowed solo across the Atlantic and raised money and awareness for a charity. She hopes that her achievement will encourage others.

2 **Aim** To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words he, it, etc. or linking words).
- Allow Ss some time complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

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

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

Suggested Answer Key

honour (v): to show respect for sb

in the spotlight (phr): in the public eye

solo (adj): alone, by oneself

incredible (adj): amazing, fantastic

awareness (n): knowledge of

objective (n): aim, goal

feat (n): a difficult achievement

charity (n): an organisation that raises money to help people in need

ankle (n): the joint at the foot and the leg

poverty (n): the state of being very poor/having no money

inspiration (n): a feeling that gives sb creative ideas

assistance (n): help

persist (v): keep trying

determination (n): the quality of deciding to do sth and not letting anything stop you

3 **Aim** To match headings to texts

- Go through the headings and explain/ elicit the meanings of any unknown words.
- Check Ss' answers.

Answer Key

Katie – Rowing for Water, Girl Raises record Amount for Charity

Chris – Reaching the Sky for Others, Mountain Adventure

Luke – Crossing the Channel for Charity

Background information

The Atlantic Ocean is the second largest of the world's oceans. It is located between North & South America, Europe, Africa and Antarctica.

Senegal is a country in western Africa. The population is 13 million. The capital is Dakar and the official language is French. There are often severe droughts here.

Guyana is on the northern coast of south America. The capital is Georgetown and the official language is English.

The English Channel is the part of the Atlantic Ocean that separates England and France. It is 560 km/350 miles long and from 33 km/21 miles to 240 km/150 miles wide. Many people swim across it for charity at the narrowest part.

Sierra Leone is in western Africa. The capital is Freetown and the population is 5 million. The main industry is diamond mining but the country is very poor.

4 **Aim** To consolidate new vocabulary

Give Ss time to complete the task and then check Ss' answers. Tell Ss that learning words that collocate will help them use the language in a natural way.

Answer Key

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

5 **Aim** To consolidate new vocabulary

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

Answer Key

- | | |
|-----------------|---------------|
| 1 feats | 4 funds |
| 2 ambition | 5 poverty |
| 3 determination | 6 inspiration |

6 **Aim** To practise phrasal verbs with look

- Give Ss time to complete the phrasal verbs. Elicit/ Explain meaning of each phrasal verb.
- Check Ss' answers.

Answer Key

- | | | |
|--------|---------|-----------|
| 1 into | 3 after | 5 out for |
| 2 up | 4 for | |

look after: take care of

look into: investigate

look up: find a word in a dictionary/a phone number in a directory, etc

look over: examine quickly

look around: walk around and see

look back: think about an event in the past

look for: search for

look out for: pay attention

- Give Ss further time to make sentences using the other particles.

Suggested Answer Key

- 1 Sarah is **looking after** her brother for the afternoon while her mum goes shopping.
- 2 Can you **look** my homework **over** and tell me if it's correct, please?
- 3 They **looked around** lots of houses before they found one they liked.
- 4 **Looking back**, last year was terrible.
- 5 John wants to **look for** a new job.

7 **Aim** To practise prepositional phrases

- Explain the task. Ss complete the task. Tell Ss that learning words with prepositions will help them use the language in a natural way.
- Check Ss' answers.

Answer Key

- | | | | |
|------|------|-----------|------|
| 1 in | 2 in | 3 to, for | 4 to |
|------|------|-----------|------|

8 **Aim** To learn and practise forming verbs from nouns/adjectives

- Read out the theory and explain the task.
- Direct Ss' attention to the words in the list.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

- | | |
|-------------------------|--------------|
| 1 encourages/encouraged | 4 strengthen |
| 2 shorten | 5 empower |
| 3 specialises | |

9 **Aim** To consolidate information in a text/To personalise the topic

- Direct Ss back to the text and elicit what each person did for charity from various Ss.
- Ask various Ss if they would do sth similar or not and ask them to give reasons.

Answer Key

Katie rowed across the Atlantic Ocean and raised over \$70,000 for the Blue Planet Run Foundation.

Chris climbed up Mount Kilimanjaro and raised £163,000 for Childreach International.

Luke swam across the English Channel and raised £7,885 for Macmillan Cancer Support and Planting Promise.

Suggested Answer Key

I would do something similar to help charity such as run a marathon or climb a mountain. I think charities need our help.

10 **Aim** To expand the topic and express an opinion/To develop critical thinking skills

- Explain the task and give Ss time to think about the questions in the rubric and prepare their answers.
- Ask various Ss to read their answers to the class.

Suggested Answer Key

I think Katie was motivated to help others and fulfil a personal ambition at the same time.

I think Chris probably was motivated by his school as there were 60 students involved altogether.

I think Luke may have been motivated by personal reasons. Perhaps someone he knows has been affected by cancer.

I think anyone could do something amazing for charity if they had the right motivation. It is our responsibility to help those in need and not expect help from governments only. If we all join in, we can make our world a better place to live in.

6b

1 **Aim** To present the comparative/superlative

- Read the theory box and the examples aloud. Elicit that we use *than* in the comparative and *the ... of/in* (to refer to places) in the superlative.
- Elicit the spelling rules for the comparative/superlative. Focus Ss' attention on the irregular forms.
- Then ask Ss to look back at the text on p. 66 and find examples.
- Elicit answers from various Ss.

Answer Key

One syllable adjectives ending in *-e* take *-r* in the comparative and *-st* in the superlative. (*wide – wider – widest*)

Two syllable adjectives ending in *-y* change the *-y* to *-i* and add *-er/est*. (*easy – easier – easiest*)

Adjectives ending in a stressed vowel between two consonants double the final consonant and then take *-er/-est*. (*big – bigger – biggest*)

Adjectives with more than two syllables take *more/most + adjective* to form their comparative/superlative forms.

Adjective/ Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
much/many/ a lot of	more	the most
little	less	the least
far	farther/further	the farthest/furthest

Answer Key

Examples from the text:

Comparative: *kinder, more generous, more important*

Superlative: *the youngest, highest*

2 **Aim** To practise comparative/superlative forms

- Explain the task and give Ss time to complete it in closed pairs. Remind Ss that they will need to add extra words (e.g. *more, most, than, the*).
- Check Ss' answers around the class.

Answer Key

- | | |
|------------------------------|-------------------------------|
| 1 <i>better than</i> | 6 <i>more satisfying than</i> |
| 2 <i>the poorest</i> | 7 <i>the most generous</i> |
| 3 <i>more difficult than</i> | 8 <i>the richest</i> |
| 4 <i>the most inspiring</i> | 9 <i>the most helpful</i> |
| 5 <i>the least</i> | 10 <i>windier than</i> |

3 **Aim** To practise comparative/superlative forms

- Explain the task.
- Give Ss time to complete it. Ss compare their answers in pairs.
- Check Ss' answers round the class.

Answer Key

- | | | |
|---------------|----------------|------------------|
| 1 <i>than</i> | 5 <i>of</i> | 9 <i>too</i> |
| 2 <i>the</i> | 6 <i>a bit</i> | 10 <i>enough</i> |
| 3 <i>in</i> | 7 <i>in</i> | 11 <i>enough</i> |
| 4 <i>very</i> | 8 <i>much</i> | 12 <i>too</i> |

4 **Aim** To practise the comparative/superlative in a cloze text

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

Answer Key

1 B 3 C 5 B 7 B
2 B 4 C 6 B 8 A

5 **Aim** To present clauses of purpose and result

- Go through the theory table and read the examples aloud.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

6 **Aim** To practise clauses of purpose

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

Answer Key

- 1 Jane collected plastic bottles to raise money.
- 2 They use tablets in order to clean the dirty water.
- 3 He used an old solar panel so as to provide electricity to the village.
- 4 The dogs searched the rubble to find survivors.
- 5 She became a volunteer so that she could help others.
- 6 We built a new shelter for the homeless so that they would have a place to sleep.

7 **Aim** To practise clauses of result

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

Answer Key

1 such 3 so 5 so much
2 such 4 so

8 **Aim** To practise making comparisons

- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit answers from various Ss around the class. Invite Ss to use ideas of their own if they want to.

Suggested Answer Key

My sister is **kinder** than my brother.
I am the **fastest** runner in my class.
My mum drives **more slowly** than my dad.
Tina is **more energetic** than me.
Mary is **more patient** than Lyn.
Paula works **more quickly** than David.
Tom is **more hardworking** than Ian.
Lisa is the **most generous** person I know.

Over to you! Activating grammar

Ask Ss to compare themselves to their friends/family members. Ss write five sentences. Ask Ss to read their sentences to the class.

Suggested Answer

I'm younger than my brother.
I'm not as patient as my dad.
I'm the youngest in my family.
I'm taller than my friend, Bob.
I'm not as hard working as my friend Steve.

6c

1 **Aim** To introduce the topic

- Read out the questions in the rubric and elicit a variety of answers from Ss around the class.

Suggested Answer Key

I have a pug dog. It is small and brown. It is loyal, friendly and obedient. I love my dog. He is my best friend./I haven't got a pet. I would like to have a small dog. It would be fun.

2 **Aim** To read for gist

- Ask Ss to look at the pictures, then elicit how they are related to the question in the rubric.
- Elicit Ss answers using the pictures to help them. Then, play the recording for Ss to check if their answers were correct.

Answer Key

Dogs are man's best friend. They make great guide dogs. They can rescue people in natural disasters and they provide affection and comfort to people as a form of therapy.

- As an optional extension, ask Ss to describe the pictures.

Suggested Answer Key

The picture at the top left shows a woman walking a dog. The woman is holding an umbrella and is wearing sunglasses. I think she is blind so the dog is guiding her. The picture at the bottom left shows a man and a dog in the snow. The dog is digging in the snow. I think he is looking for something. I think the man is training the dog to rescue people. The picture at the bottom right shows a woman working on a laptop sitting in front of a fireplace. A dog is sitting next to her. She looks relaxed.

3 **Aim** To read for specific information

- Ask Ss to read the questions and the possible answers.
- Elicit/Explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

- 1 2 (introductory para, lines 2-3)
 2 4 (para 1, lines 4-6)
 3 3 (para 2, lines 2-4)
 4 3 (para 3, lines 6-8)
 5 3

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

Suggested Answer Key

significant role (phr): an important part
serve the community (phr): help the people who live in an area
call into service (phr): to be asked to help people
companion (n): sb you spend time with/who keeps you company
earn (v): to get; to win sth through merit or hard work
status (n): position in a group or society
blind (adj): unable to see
benefit (v): to be of help to sb
human victim (phr): a person who has been killed or injured
obedient (adj): following orders, doing what sb else tells them
agile (adj): fit and flexible
Golden Retriever (n): a large breed of dog that has a yellow coat and a friendly temperament
affection (n): pleasant feelings of liking sb/sth
retirement home (n): a place where old people live and are cared for
victim of war (phr): a person who gets injured or killed in a conflict between two countries/states

4 **Aim** To make notes on a text and give a summary

- Direct Ss to the **Study Skills** box and explain that this advice will help Ss to complete the task successfully.
- Give Ss time to read the text again and make notes of the key points.
- Then ask various Ss around the class to use their notes to give a summary of the text to the class.

Suggested Answer Key

Dogs make great companions, helpers, trackers, guides and more.
 Guide dogs – since ancient times, judge heights and widths, Labradors often chosen – good nature
 Rescue dogs – smell human victims from 400-500 metres, German Shepherd most popular breed
 Therapy dogs – gentle, reduce stress, improve health, Golden Retriever is good choice.

Suggested Answer Key

Dogs make great companions, helpers, trackers, guides and more. Guide dogs have helped people since ancient times. They must judge heights and widths well to help blind people get around. Labradors are often chosen because of their good nature.
 Rescue dogs can smell human victims from 400-500 metres away. The German Shepherd is the most popular breed for this work.
 Therapy dogs are gentle and they have been shown to reduce stress and improve people's health. A Golden Retriever is a good choice for this role.

5 **Aim** To listen for specific information

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

Answer Key

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

6 **Aim** To write a short summary of a text

- Direct Ss' attention to the **Study Skills** box again.
- Tell Ss to use their notes from Ex. 5 and write a short summary of the text.
- Check Ss' answers.
- Alternatively, set the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Dogs make great companions, helpers, trackers, guides and more. Guide dogs have helped people since ancient times. They must judge heights and widths well to help blind people get around. Labradors are often chosen because of their good nature.
 Rescue dogs can smell human victims from 400-500 metres away. The German Shepherd is the most popular breed for this work.
 Therapy dogs are gentle and they have been shown to reduce stress and improve people's health. A Golden Retriever is a good choice for this role.

6d

1 Aim To present emergency services

- Read out the services 1-4 and the emergencies A-D and explain/elicite the meanings of any unknown words.
- Read out the example. Ss match the items. Check Ss' answers.

Answer Key

D 1 C 2 B 3 A 4

*I'd call the fire service if there was a house fire.
I'd call the police if there was a burglary.
I'd call an ambulance if someone was having a heart attack.*

2 a) Aim To present situational language

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which service the call is to (the fire service).

b) Aim To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and find out which emergency service the dialogue is to.

Answer Key

The fire service

3 Aim To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class.

4 Aim To identify synonymous phrases

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

*Can you please tell me your phone number? – What number are you calling from?
Please hold the line. – Please stay on the line.
Can I have your address? – What's the address, please?*

5 Aim To pronounce /aɪ/, /ɔɪ/

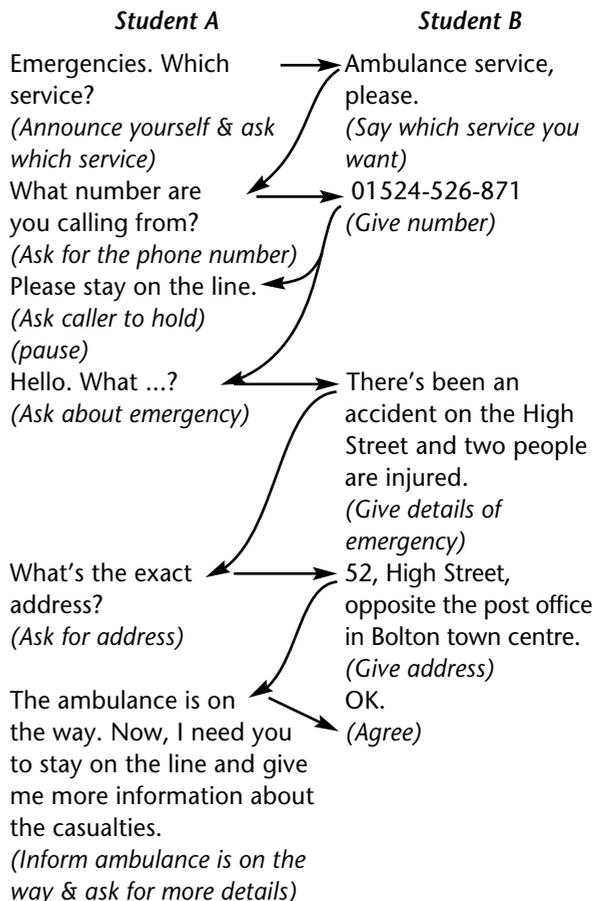
- Model the sounds /aɪ/ and /ɔɪ/.
- Play the recording. Ss listen and tick the correct boxes.
- Play the recording again with pauses for Ss to repeat chorally or individually.

Answer Key

	/aɪ/	/ɔɪ/		/aɪ/	/ɔɪ/
line	✓		kite	✓	
fly	✓		boil		✓
point		✓	toy		✓
boy		✓	buy	✓	

6 Aim To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- To help Ss draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board, Ss can refer to the diagram while doing the task.



Module 6

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

Suggested Answer Key

A: Emergencies. Which service?

B: Ambulance service, please.

A: What number are you calling from?

B: 01524-526-871

A: Please stay on the line.... Hello. What is the emergency?

B: There's been an accident on the High Street and two people are injured.

A: What's the exact address?

B: 52, High Street, opposite the post office in Bolton town centre.

A: The ambulance is on the way. Now, I need you to stay on the line and give me more information about the casualties.

B: OK.

Across Cultures

1 To introduce the topic

- Direct Ss' attention to the pictures and read out the title.
- Elicit Ss' guesses as to what the title means, then play the recording.
- Ss listen and follow the text in their books and to find out.

Suggested Answer Key

I think the title is a mix of the words 'volunteer' and 'tourism' and so I think the title is connected to volunteering and tourism.

2 To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words he, it, etc. or linking words.)
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

A 5 B 3 C 7 D 1 E 4 F 6

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

Suggested Answer Key

refuge (n): a safe place to go for protection from violence

sanctuary (n): a place people/animals go to be safe

abused (adj): having received cruel and violent treatment

primate (n): a large ape

conservation (n): the act of protecting wildlife

species (n): a group of organisms that can breed together

elk (n): a large deer

lynx (n): a wild cat that has pointed ears and a short tail

agriculture (n): farming

3 To consolidate new vocabulary

- Explain the task. Give Ss time to complete it, using their dictionaries if necessary.
- Check Ss' answers and elicit what part of speech each one is (e.g. verb, noun, adjective, etc.).

Answer Key

care for – to look after (phrasal verb)

exotic – unusual (adjective)

in the field of – studying (noun)

abused – ill-treated (adjective)

take part in – participate (verb)

preservation – protection (noun)

all year round – continuous (adjective)



To develop critical thinking skills

- Read the **THINK!** box aloud and give Ss time to think about the question, prepare their answers and write a few sentences. Remind Ss to give reasons to support their opinions.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

Yes, I think 'voluntourism' is a good way to help and protect animals. Volunteers, who give up their holiday time to help a good cause, learn how to protect animals and learn to appreciate our natural world.

4 To write about 'voluntourism' in your country

- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to look up information about places where people can spend their holidays volunteering to help protect wildlife in their country. Ss can find videos on YouTube.
- Give Ss time to collect information, make notes under the headings provided and then write a short text.
- Ask various Ss around the class to read their text to the class.
- Alternatively, assign the task as HW and ask Ss to read their texts in the next lesson.

Suggested Answer Key

Name: Leopardoviy Wildlife Refuge

Place: Russia

What people can do there: create firebreaks

The Leopardoviy Wildlife Refuge is one of the few places the Amur leopard calls home. There are less than 50 Amur leopards left in the world, so it is important to protect their sanctuaries. One major threat to their sanctuary is fire. Volunteers can help by creating firebreaks. A firebreak is a piece of land without trees or plants so a fire can't spread. This helps preserve the area so the leopards will be safe.

CLIL TIME: History

1 Aim To introduce the topic

- Read the title aloud and elicit what Ss think it means and what, if anything, they know about UNESCO.
- Elicit a variety of questions from Ss around the class and write the three best ones on the board.

Suggested Answer Key

It's an international organisation connected to the United Nations. I think it protects historic sites and helps to solve social problems.

Suggested Answer Key

- 1 What does UNESCO stand for? 3 Who by?
2 When was it set up?

Answer Key

- 1 United Nations Educational, Scientific and Cultural Organisation.
2 1945
3 The United Nations

2 Aim To practise word formation

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

Answer Key

- 1 countries (noun) 5 diversity (noun)
2 universal (adjective) 6 expression (noun)
3 education (noun) 7 historic (adjective)
4 development (noun)

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

Suggested Answer Key

- allied (adj):** joined in a formal agreement
government (n): the people who make the laws for a country
wipe out (phr v): to remove completely
poverty (n): the state of being completely poor
development (n): the advancement/improvement of sth
headquarters (n): the main offices of a company/organisation
strive (v): to try hard to achieve sth
promote peace (phr): encourage people to be peaceful
defend (v): to take actions to protect sb/sth
diversity (n): the differences between a group of people/things
standard of living (phr): the level of comfort and wealth that people live in
reduce inequalities (phr): to make unfair differences smaller in a group of people.
cultural heritage (phr): the traditions, historic buildings, music and language of a country
found (v): to start a company/organisation
fund (v): to provide money for sth

3 Aim To consolidate new vocabulary

- Explain the task. Give Ss time to complete it, referring back to the text and using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- 1 allied 4 promote 7 freedom
2 became 5 defend 8 historic
3 economic 6 cultural 9 standard

- Give Ss time to write sentences about UNESCO using the phrases and check Ss' answers around the class.

Suggested Answer Key

- 1 UNESCO was started by a group of **allied governments**.
2 The **idea** of improving education **became popular** after WWII and more and more people started showing interest.
3 UNESCO believes education is the key to social and **economic development**.
4 UNESCO tries to **promote peace** and stop wars.
5 UNESCO also tries to **defend human rights** and not let people be treated cruelly.
6 UNESCO tries to protect the **cultural heritage** of countries around the world.
7 UNESCO promotes **freedom of expression** so that people can have the right to express their thoughts, freely.
8 UNESCO has helped protect many **historic monuments** such as the Acropolis in Athens, Greece.
9 The work of UNESCO has done a lot to **improve the standard of living** for people all around the world.

However, if we only donate internationally, there is nobody helping out at home. That is, most people only have a certain amount of money that they can donate and if it all goes abroad, their local community will suffer.

All in all, while it is true that people all over the world need our help, I believe it is best to start at home. If everyone helps their own community, then the people that get help can turn around and help someone else. Eventually, the world will be a far better place.

Exam Practice 6

1 **Aim** To prepare for the task

- Refer Ss to the **Study Skills** box and check for understanding.
- Ss complete the task individually. Remind Ss that some words may go into more than one gap. Then, they compare their answers with a partner.
- Invite Ss to read out their answers and say the words/phrases that helped them decide.

Suggested Answer Key

- | | |
|-------------------------|-------------|
| 1 both | 4 whereas |
| 2 However | 5 in common |
| 3 In contrast to/Unlike | |

2 **Aim** To compare and contrast two photographs

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

Suggested Answer Key

In these two pictures, I can see an adult doing voluntary work with children. In both pictures, the adult is helping them. In the first picture, a woman is helping children with art work. It looks like they are drawing pictures. However, in the second picture, a man is helping children with sports. He is probably their football coach. In the first picture, they are inside. It looks like they are in a classroom. Whereas in the second picture, they are outside and it appears to be a warm sunny day. I believe that the adults in both pictures enjoy helping kids improve their talents. Personally, I would prefer to volunteer as a football coach rather than an art teacher. I love sport and I enjoy being outdoors so coaching football would give me an opportunity to combine these. In contrast, I wouldn't choose to be an art teacher because I am not very good at drawing and I don't like spending time indoors.

Challenges

Topic	
In this module Ss will explore the topics of dangerous, unusual and traditional jobs.	
Module page	77
Lesson objectives: Overview of the module Vocabulary: Jobs (<i>secret service agent, construction worker, marine biologist, coal miner, police officer, bank clerk, air traffic controller</i>); Work duties (<i>study ocean life; help customers in a bank; protect very important people; help build houses, factories, roads, etc; investigate crime and uphold the law; dig coal out of the ground; organise the flow of air traffic at airports</i>); Qualities (<i>fit, courageous, able to work in stressful situations, intelligent, responsible, fit, calm, curious, patient, able to pay attention to detail, brave, discreet, trustworthy, organised, careful, able to follow instructions, quick thinking, excellent communication skills</i>)	
7a	78-79
Lesson objectives: To listen and read for gist, to read for specific information, to form verbs with prefixes, to talk and write about a dangerous job Vocabulary: Verbs (<i>disable, motivate, disarm, react</i>); Nouns (<i>battle, bomb squad, police force, device, crab, frozen waters, accomplishment</i>); Adjectives (<i>ideal, focused</i>); Phrases (<i>put your life on the line, under pressure, trust your instincts</i>)	
7b	80-81
Lesson objectives: To learn modals and modals of deduction, to learn adjectives, order of adjectives and adverbs	
7c	82-83
Lesson objectives: To listen and read for gist, to read for specific information, to learn phrasal verbs with <i>turn</i> , to learn prepositional phrases, to listen for specific information, to talk about an aquanaut, to write about <i>Aquarius</i> Vocabulary: Verbs (<i>anchor, monitor, squeeze, distort, affect, reduce</i>); Phrasal verb (<i>turn into</i>); Nouns (<i>dip, marine biologist, research station, seabed, aquanaut, scuba gear, bunk, link, pressure, mash, fizz, mission, marine life</i>); Adjectives (<i>ingenious, wireless, squeaky, isolated</i>); Adverb (<i>gradually</i>); Phrases (<i>submarine structure, beneath the surface, extreme conditions</i>)	
7d	84
Lesson objectives: Discussing career options; to learn the pronunciation of heteronyms Vocabulary: Sentences (<i>Have you decided what you'd like to study ...?, I'm still not sure what's best for me., How are you doing in Biology and Chemistry?, I usually get top marks., Have you thought about studying Marine Biology?, That sounds interesting., That's what I'm here for.</i>)	
Across Cultures	85
Lesson objectives: To listen and read for gist, to read for specific information, to write about a traditional job from your country Vocabulary: Verbs (<i>maintain, witness, light</i>); Phrasal verb (<i>carry out</i>); Nouns (<i>coal, gas, source, copper, urn, lamplighter, craftsman, metalworker</i>); Phrase (<i>bring back to life</i>); Adjective (<i>primary</i>)	
CLIL TIME: US History	86
Lesson objectives: To listen and read for gist, to read for specific information, to give a presentation on a person who overcame great difficulties Vocabulary: Verbs (<i>cope, defend, devote, withdraw, elect</i>); Nouns (<i>Braille, support, suffrage, pacifism, workers' rights, vision, nutrition, civil liberties, stroke</i>); Phrase (<i>regain sight</i>)	
Writing	87
Lesson objectives: To write a letter of application Vocabulary: Nouns (<i>position, degree, feeding, volunteer, welfare, curriculum vitae, reference</i>); Adjectives (<i>hardworking, stray, dedicated, reliable</i>); Phrases (<i>be in charge of, general care</i>)	
Exam Practice 7	88
Lesson objectives: To enable Ss to develop their Reading skills by reading for specific information and for Lexical-grammatical structures, thus providing extra practice for the RNE exam.	

►► **What's in this module?**

Read the title of the module *Challenges* and ask Ss to suggest what they think the module will be about. Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
 - Ask questions to check Ss' understanding.
- Answer Key**
- a job advertisement (p. 87)*
Where can you see job adverts? What are they about? What job would you like to do? Why?
- a tea urn (p. 85)*
What is a tea urn? What is it made of? Do you have one in your house?
- dangerous jobs (p. 78)*
What dangerous jobs can you see? Can you think of any other dangerous jobs? Why do you think people do dangerous jobs?

An air traffic controller organises the flow of air traffic at airports.

3 **Aim** To match jobs to character qualities

- Explain the task and go through the phrases.
- Explain any unknown words by giving examples, miming the meaning or giving opposites/synonyms and read out the example.
- Ss complete the task.
- Check Ss' answers.

Answer Key

A secret service agent needs to be fit, courageous and able to work in stressful situations.
A police officer needs to be intelligent, responsible, fit and calm.
A marine biologist needs to be curious, patient and able to pay attention to detail.
A coal miner needs to be careful, patient, fit and brave.
A bank clerk needs to be discreet, trustworthy and organised.
A construction worker needs to be careful, responsible and able to follow instructions.
An air traffic controller needs to be intelligent and quick-thinking with excellent communication skills.

Vocabulary

1 **Aim** To introduce new vocabulary for jobs

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' pronunciation and intonation.
- Elicit which jobs are shown in the pictures.

Answer Key

Picture 1 – air traffic controller
Picture 2 – coal miner
Picture 3 – construction worker
Picture 4 – marine biologist

2 **Aim** To present new vocabulary for job descriptions

- Explain the task and go through the phrases.
- Explain any unknown words and read out the example.
- Ss complete the task.
- Check Ss' answers.

Answer Key

A construction worker helps build houses, factories, roads, etc.
A marine biologist studies ocean life.
A coal miner digs coal out of the ground.
A police officer investigates crime and upholds the law.
A bank clerk helps customers in a bank.

7a

1 Aim To introduce the topic

- Ask Ss to brainstorm for as many dangerous jobs as they can think of in one minute.
- Ask Ss to compare their lists with their partners.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

soldier, firefighter, deep-sea diver, acrobat, logger, pilot, miner, stuntman.

2 Aim To listen and read for gist

Direct Ss' attention to the pictures and elicit what the jobs are and what they may have in common.

Answer Key

Picture A shows a bomb disposal expert and Picture B shows a crab fisherman. Both these jobs are very dangerous.

Background information

Charleston County is a region in the state of South Carolina in the eastern United States. Its administrative centre is the city of Charleston. It has a population of around 330,000 people and it dates from 1901.

Alaska is the largest state in the USA. It is separated from the rest of America because it is to the north-west of Canada. America bought it from the Russians in 1867. The capital is Juneau, but the largest city is Anchorage. Large parts of Alaska are wilderness.

The Bering Sea is to the north of the Pacific Ocean near Alaska and Siberia. It covers an area of 2 million km². It was named after a Danish navigator who was the first person to navigate and explore it in 1728.

3 Aim To read for lexico-grammatical structure

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing from each sentence (*a noun, a verb, an adjective etc.*).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 *had known* (verb in the past perfect simple – affirmative)
- 2 *comes* (verb in the present simple – affirmative)
- 3 *is called* (verb in the passive present simple – affirmative)

- 4 *them* (object pronoun)
- 5 *staying* (gerund)
- 6 *doesn't worry* (verb in the present simple – negative)
- 7 *most dangerous* (adjective – superlative)
- 8 *has been fishing* (verb in the present perfect continuous – affirmative)
- 9 *to work* (full infinitive)
- 10 *asked* (verb in the past simple – affirmative)

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

Suggested Answer Key

- put your life on the line** (phr): to risk your life to do sth
ideal (adj): perfect
battle (n): a fight, struggle
disable (v): to stop sth from working
motivate (v): to give inspiration to do sth
bomb squad (n): a small group of specialised police officers
police force (n): an official organisation that makes sure people obey the law
disarm (v): to stop a bomb from going off
device (n): a mechanical/electrical object for a specific purpose
under pressure (phr): to be in a stressful situation
focused (adj): concentrated on sth
crab (n): a sea creature with a hard shell and pincers
frozen waters (n): bodies of water that are very cold and have ice in them
trust your instincts (phr): to be confident in your natural impulses
react (v): to act in response to sth
accomplishment (n): an achievement

4 Aim To read for specific information

- Explain the task and ask Ss to read the sentences 1-4.
- Give Ss time to read the text again and mark them accordingly.
- Check Ss' answers.

Answer Key

- 1 T (Text A, lines 5-7) 3 F (Text B, line 8)
- 2 T (Text A, line 13) 4 F (Text B, lines 16-17)

5 Aim To consolidate new vocabulary

- Read out the words/phrases in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to look through the text and complete the task. Check Ss' answers.

Answer Key

- | | |
|------------------------------|------------------------------|
| <i>not to lose</i> – win | <i>dangerous</i> – hazardous |
| <i>to inspire</i> – motivate | <i>difficult</i> – harsh |
| <i>to order</i> – command | <i>feelings</i> – instincts |

6 **Aim** To expand the topic

- Read the rubric aloud and give Ss some time to think about the question and formulate their answers.
- Ask various Ss to read their answers to the class.

Suggested Answer Key

I think it's the challenge and the sense of accomplishment that comes with success that motivates people to do dangerous jobs. Also, I think when the job involves saving people's lives, the sense of satisfaction that comes from helping people motivates people too.

7 **Aim** To consolidate new vocabulary

- Go through the lists of words and give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

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

8 **Aim** To consolidate new vocabulary

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

Answer Key

1 to work 4 face 7 commands
2 Trust 5 disarm 8 motivates
3 to stay 6 worries

9 a) **Aim** To present forming verbs with prefixes

- Read out the theory box and the examples.
- Elicit further examples from the text on p. 78.

Answer Key

disable, disarm, react

b) **Aim** To practise forming verbs with prefixes

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

Answer Key

1 disobey 3 resend 5 misspelled
2 overslept 4 encouraged

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

- Read the rubric aloud and give Ss three minutes to prepare their answers.
- Ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

Sergeant Patrick Morris disarms bombs and Captain Sig Hansen fishes for Alaskan crabs.

I think Captain Sig Hansen's job is the most dangerous because he works with dangerous machinery in dangerous conditions. Only 70 men in the world can do his job./I think Sergeant Morris's job is the most dangerous because he works with explosive devices that could blow him up.

11 **Aim** To write about a dangerous job

- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to look up information about a dangerous job. Ss can also find videos on YouTube.
- Give Ss time to collect information and write a short text.
- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Being a miner is the most dangerous job in the world. They go deep underground and take out coal, precious metals and minerals from the earth. They have to work with dangerous machinery in dangerous conditions. Mining accidents are still quite commonplace and miners can be trapped underground.

7b

1 **Aim** To present modals

- Explain the task and ask Ss to read the sentences 1-10 and the definitions A-J.
- Give Ss time to complete the task and then check Ss' answers. Explain that was able to can be used to refer to a specific ability in the past.

Answer Key

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

2 **Aim** To practise modals

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

Answer Key

1 have to 5 should 9 might
2 didn't have to 6 might not 10 can
3 can't 7 have to
4 mustn't 8 may not

3 **Aim** To practise modals

- Explain the task. Point out that Ss should pay attention to the given sentences as they contain paraphrases that will help Ss decide on the correct modals. Do item 1 with Ss. *No one is allowed to = mustn't.*
- Give Ss time to complete the task.
- Check Ss' answers round the class.

Answer Key

- 1 You **mustn't** enter this area.
- 2 John **should** tidy his room.
- 3 Mr Jones **may/might** like your idea.
- 4 You **can** take the day off.
- 5 Brian **must/has to** finish the report by Friday.
- 6 You **don't have to/don't need to** work on Saturday.
- 7 He **can** use PowerPoint.
- 8 Employees **must be** on time.
- 9 You **mustn't** park here.
- 10 You **ought to/should** see a lawyer.

Over to you! Activating grammar

Ask Ss to write sentences about what:

- they **have to/must** do at school
- they **mustn't** do at school.
- they **can/can't** do well.
- they **don't need** to do this weekend.

Ss write two sentences about each situation. Ask Ss to read their sentences to the class.

Suggested Answer

- We have to be at school by 8.30.
 We have to wear a uniform.
 We mustn't talk in class.
 We mustn't eat in class.
 I can sing very well.
 I can dance very well.
 I can't drive a car.
 I can't cook.
 I don't need to wake up early this weekend.
 I don't need to go to football practice this weekend.*

4 **Aim** To practise modals

- Explain the task and give Ss time to complete it. Ss compare their answers in closed pairs.
- Check Ss' answers round the class.

Answer Key

- | | | |
|-----------|-----------|-----------------|
| 1 have to | 4 have to | 7 don't have to |
| 2 must | 5 mustn't | 8 should |
| 3 can | 6 can | |

5 **Aim** To present modals of deduction

Ask Ss to read the sentences aloud and then elicit the L1 equivalents.

(Ss' own answers)

6 **Aim** To practise modals of deduction

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

Answer Key

- | | | |
|---------|------------|---------|
| 1 must | 3 must/may | 5 can't |
| 2 can't | 4 must/may | |

7 **Aim** To practise making deductions

- Direct Ss' attention to the picture and the phrases in the box.
- Give Ss time to complete the task, then check Ss' answers.

Suggested Answer Key

- She must be tired. She may be upset.
 It can't be fun. She must be at work.
 She can't be at home.*

8 **Aim** To present adjectives/order of adjectives and adverbs

- Read the theory box aloud and explain what adjectives do and where they go in a sentence (*They describe nouns. They go before a noun or after the verb to be.*)
- Revise the order of adjectives. Explain that we don't normally use more than three adjectives to describe a noun.
- Explain what adverbs do and what they describe. (*They describe verbs and adjectives. They describe manner, degree, place, time and frequency.*)
- Quickly revise each category of adverbs by writing the category on the board and eliciting examples from Ss around the class. (e.g. **manner** – quickly, slowly, etc; **degree** – extremely, slightly, etc; **place** – there, upstairs, etc; **time** – today, tomorrow, etc; **frequency** – often, always, etc)
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

- 1 Peter is never late for work. (*late = adjective, never = adverb of frequency*)
- 2 They left quickly. (*quickly = adverb of manner*)
- 3 She finishes work early on Fridays. (*early = time adverb, on Fridays = time adverb*)
- 4 He came to the meeting very early last Monday. (*early = time adverb, very = adverb of degree*)
- 5 A firefighter's job is dangerous but it pays quite well. (*dangerous = adjective, well = adverb of manner, quite = adverb of degree*)

9 **Aim** To practise order of adjectives

- Explain the task and go through the example.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

- 2 nice red woollen
- 3 rectangular brown leather
- 4 small square wooden
- 5 modern round metallic

Over to you! Activating grammar

Ask Ss to describe objects around them using three adjectives for each object.

Suggested Answer

Tony has got a rectangular blue plastic pencil case.
Ann has got a nice small green notepad.

7c

1 **Aim** To predict the content of the text and listen and read for gist

Direct Ss' attention to the picture and go through the words in the **Check these words** box and explain/ elicit the meanings of the words or ask Ss to use their dictionaries and look them up.

Answer Key

- dip (n):** the action of going/putting sth in and out of liquid quickly
marine biologist (n): sb who studies sea creatures and their environment
ingenious (adj): clever
research station (n): a place for scientific research
submarine structure (phr): a building below the surface of the sea
anchor (v): to secure sth in the water with a heavy object connected to a chain
seabed (n): the bottom of the sea or ocean
beneath the surface (phr): underwater
aquonaut (n): a scientist who stays in an underwater habitat
scuba gear (n): underwater breathing apparatus
bunk (n): a bed built in to the wall
wireless (adj): without wires, using electronic/radio signals
link (n): (Internet) connection
monitor (v): to watch over
pressure (n): an application of force put on some surface by water or an object
turn (sth) into (phr): to change in form or appearance
mash (n): a soft mass of food
squeeze (v): to press together with force
distort (v): to deform, alter

- fizz (n):** bubbles, gas
affect (v): to produce a change in sth
squeaky (adj): high pitched
mission (n): an assignment to carry out specific tasks
gradually (adv): at a slow pace
reduce (v): to make smaller in size/amount
marine life (n): animals/organisms that live in the sea
isolated (adj): alone; away from others
extreme conditions (phr): difficult/hard circumstances

- Elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think the text is about a marine biologist, his work at a research station and what his job involves.

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

- Ss read the text quickly to get the general meaning.
- Explain to Ss that they should identify what is missing from each sentence (a noun, a verb, an adjective etc.).
- Allow Ss some time to read the text and fill in the gaps with the correct grammatical form of the words in the brackets.
- Play the recording. Ss listen and check their answers.

Answer Key

- 1 working (gerund)
- 2 were (verb in the past simple affirmative)
- 3 to take (full infinitive)
- 4 be sent (the bare infinitive in passive voice)
- 5 will turn (verb in the future simple- affirmative)
- 6 better (adjective- comparative)

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

- Give Ss some time to think about the question and write their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

The Aquarius Reef Base is near Florida, USA. Food must be taken underwater in special containers or it will turn to mash. NASA has used the base to train astronauts.

4 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task, looking up the meanings of any unknown words in their dictionaries, if necessary.
- Check Ss' answers.

Answer Key

changes: affects
lessened: reduced

Module 7

clever: ingenious
regularly: continually
prepare: train
checked: monitored
little by little: gradually

5 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task and write their sentences.
- Check Ss' answers.

Answer Key

1 marine 3 wireless 5 extreme
2 research 4 fizzy 6 dark

Suggested Answer Key

- 1 **Marine biologists** can study the seabed from the Aquarius Reef Base.
- 2 The Aquarius Reef Base is a **research station** for scientists to study marine life.
- 3 Aquanauts can access **wireless links** from the base.
- 4 **Fizzy drinks** like Coke, lose their fizz when they are brought so far underwater.
- 5 Future astronauts can go to the Aquarius Reef Base to get used to **extreme conditions**, as life there isn't ordinary.
- 6 Aquanauts sometimes have to go outside **in the dark of night** carrying torches to be able to see.

6 **Aim** To learn phrasal verbs with turn

- Explain the task and give Ss time to complete it.
- Explain the meaning of each phrasal verb. Check Ss' answers.

Answer Key

1 to 2 up 3 down 4 into

turn to: go for help

turn down: reject

turn up: appear

turn into: change into

turn off: switch off ≠ turn on

- Give Ss time to make sentences with the other particles.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 I can't **turn down** this opportunity; it seems too good to be true.
- 2 Do caterpillars **turn into** butterflies?
- 3 **Turn off** the lights before you leave.
- 4 Hannah didn't **turn up** to the party last night; she was ill.

7 **Aim** To learn and practise prepositional phrases

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

Answer Key

1 of 2 off 3 in 4 At

8 **Aim** To listen for specific information

- Ss read the statements in the rubric and check for understanding.
- Explain to Ss that they should read each statement and underline the key words.
- Remind students that the key words will be mentioned in the conversation in some way.
- Play the recording once. Ss listen and complete the task. Then they listen again.
- *Optional-* Ss compare answers with a partner and then listen again to check.
- Check Ss' answers around the class.

Answer Key

A NS C F E T G F
B F D NS F T

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

- Explain the task and give Ss three minutes to think about the question and prepare their answers.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I have a simple lifestyle. I live in a house. I get up and go to school everyday and I spend time with my family and friends. An aquanaut has a difficult lifestyle. He/She lives underwater and has to cope with problems to do with the water pressure. He/She lives in extreme and isolated conditions.

10 **Aim** To develop research skills

- Explain the task and direct Ss to the website provided.
- Give Ss time to collect information and then ask various Ss to present it to the class. Ask Ss to rephrase the information.
- Alternatively, set the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Scientists live at the Aquarius Reef Base for ten-day periods. It is in the Florida Keys National Marine Sanctuary. The Aquarius Reef Base is the only underwater lab that has people working inside it. It has been used since 1992.

Background information

Wilmington, North Carolina is a city in the eastern United States. It is also a port and sits on the Cape Fear River. It has a population of over 100,000 people and it is a centre for TV and film production.

Florida is a US state in the southeast of America. The state capital is Tallahassee, but the largest city is Jacksonville. It has a population of over 18 million people and it is famous as a tourist destination and for its nickname 'the sunshine state'.

NASA stands for National Aeronautics and Space Administration. It is a branch of the United States government that is responsible for the space program and aeronautics and aerospace research.

7d

1 Aim To present situational language and identify the speakers

- Explain what a career guidance counsellor does (*advises Ss on possible careers that may suit their character and abilities*).
- Ask Ss to read the sentences and elicit who may say each one.
- Play the recording. Ss listen and find out.

Answer Key

Have you decided what you'd like to study...? – counsellor

I'm still not sure what's best for me. – student

How are you doing in Biology and Chemistry? – counsellor

I usually get top marks. – student

Have you thought about studying Marine Biology? – counsellor

That sounds interesting. – student

That's what I'm here for. – counsellor

2 Aim To identify synonymous phrases in a situational dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

I understand – I see

What results are you getting in...? – How are you doing in ...?

Congratulations! – Well done!

Don't mention it. – You're welcome.

I'm only doing my job. – That's what I'm here for.

Note Aim To explain singular nouns

Read the **Note** box aloud and elicit an example in the dialogue (*Physics*). Ask Ss if there are similar rules in their country.

3 Aim To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class.

4 Aim To learn the pronunciation of heteronyms

- Explain that heteronyms are words that are spelt the same way but have different meanings and different pronunciation.
- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit the two meanings of each word and then give Ss time to write sentences using them.
- Check Ss' answers.

Answer Key/Suggested Answer Key

minute /ˈmɪnɪt/: sixty seconds

*I will be ready in a **minute**!*

minute /ˈmɪnɪtʃ/: very small

*There's a **minute** amount of cinnamon in this cake.*

live /lɪv/: inhabit

*I **live** in Hamburg.*

live /laɪv/: alive/broadcast as it happens

*Some fishermen use **live** worms as bait.*

*I went to a **live** concert last week.*

tear /teə/: pull in pieces/rip

*Be careful! You'll **tear** your jeans!*

tear /tɪə/: water from the eyes when you cry

***Tears** ran down her face as she watched the sad film.*

read /ri:d/: to look at something written and understand what it means

*I like to **read** thrillers.*

read /red/: past tense of read – I **read** a great mystery last week.

use /ju:s/: the purpose of sth

*This pocket knife has many **uses**.*

use /ju:z/: to put into service

*Can I **use** your pencil?*

close /kləʊs/: being near

*Stay **close** by me or you could get lost.*

close /kləʊz/: to shut

*Please **close** the window.*

Across Cultures

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

- Direct Ss' attention to the pictures and elicit what the professions are (*lamplighter & craftsman*).
- Elicit whether Ss think they still exist.

Answer Key

Yes, they both still exist.

2 **Aim** To practise word formation

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

Answer Key

- | | |
|---------------------------|-------------------------|
| 1 brightly (adverb) | 6 people (noun) |
| 2 unnecessary (adjective) | 7 famous (adjective) |
| 3 cities (noun) | 8 creative (adjective) |
| 4 traditional (adjective) | 9 beautiful (adjective) |
| 5 cloudy (adjective) | |

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

Suggested Answer Key

coal (n): a black, substance from the earth that is burned as fuel

gas (n): natural gas from the earth burned as fuel

primary (adj): main, important

source (n): origin, where we get sth

maintain (v): take care of

witness (v): to see

urn (n): a large metal container for making tea or coffee

copper (n): a red-brown metal used for making wire or pipes

metalworker (n): sb whose job is to create things using metal

craftsman (n): a worker who makes beautiful or practical objects by hand

Background information

William Murdoch was a Scottish engineer and inventor who lived from 1754 to 1839. He invented a type of steam engine and gas lighting. He discovered that burning coal gas gave off the most light and he worked out a way to produce and capture the gas and used it to light his house. His method was used to light factories and then streets later on.

Prague is the capital and largest city of the Czech Republic in Central Europe. It sits on the Vltava River and has a population of about 1.3 million people. It is a historic city and a popular tourist destination.

Nazar and Ivan Lisitsyn's father, Feodor Ivanovich Lisitsyn, had a factory. It was mostly used to make weapons. Feodor thought too many factories made guns, so in his spare time he made other things out of copper and taught his sons to do the same. Soon after, Nazar and Ivan started making samovars.

3 **Aim** To consolidate new vocabulary and find synonymous words/phrases in a text

- Explain the task and read out the words/phrases in the lists.
- Give Ss time to look through the texts again and complete the task.
- Check Ss' answers.

Answer Key

kitchen devices-kitchen appliances, main-primary, places where products are manufactured- factories, lighting up-illuminating, artists-craftsmen, keep in good condition-maintain

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

- Explain the task and elicit a variety of answers from Ss around the class.

Suggested Answer Key

William Murdoch discovered that coal gas burned brightly.

Street lamps used to be lit by lamplighters.

The earliest known Russian samovar was made out of copper by a pair of brothers.

The craftsmen of Tula still make the best samovars in Russia.

5 **Aim** To write about a traditional job from your country

- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to look up information about a traditional job from their country.
- Give Ss time to collect information and write a short text using the headings provided.

- Ask various Ss around the class to present their information to the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Name of profession: spoon carver

Job description: using tools, the carver makes spoons out of wood

Clothing: no special clothing

Other interesting information: dates back 1000 years in Russia; in 1912, 18,000 craftsmen made 200,000,000 spoons; Semenov College now offers a spoon carving class

People have been carving spoons out of wood in Russia for over 1,000 years. At times, entire families would take part in the process. This was especially true in the Nizhny Novgorod Province. Spoon carving was such a popular job that in 1912 alone, more than 18,000 people were involved in its process. That year, they carved 200 million of them. Today, it is not such a popular job. However, to renew interest in this tradition, Semenov College now offers a class to train students in the art of spoon carving.

CLIL TIME: US History

1 Aim To introduce the topic

- Elicit what, if anything, Ss know about Helen Keller.
- Brainstorm with the class for various questions.

Suggested Questions

- 1 Where was she from?
- 2 What did she accomplish?
- 3 Why is she famous?

2 Aim To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

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

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

Suggested Answer Key

cope (v): to deal with/handle (problems)

regain sight (phr): to be able to see again

Braille (n): a system of reading & writing that consists of raised dots that blind people feel with their fingers

support (n): the act of promoting/ helping a cause

suffrage (n): the right to vote

pacifism (n): a belief in non-violence

workers' rights (n): laws that protect workers from being taken advantage of

vision (n): sight

nutrition (n): the process of taking food in the body and getting the nutrients from it

defend (v): to protect

civil liberties (n): basic human rights (e.g. freedom from torture, right to life, freedom from slavery, right to a fair trial, etc)

devote (v): to spend most of your time & energy doing sth

stroke (n): a burst blood vessel in the brain that causes damage to the body and even death

withdraw (v): to step back from a situation

elect (v): to select sb for a public position

3 Aim To consolidate new vocabulary and find synonymous words/phrases in a text

Explain the task and read out the words/phrases in the lists. Give Ss time to look through the texts again and complete the task. Check Ss' answers.

Answer Key

caught = contracted

to employ = to hire

help = support

previously = once

intention = aim

established = founded

4 Aim To develop critical thinking skills

- Give Ss time to read through the text again and answer the question in the rubric giving reasons.
- Ask various Ss to tell the class.

Suggested Answer Key

Helen Keller was a 'woman of courage' because she overcame difficulties to make great accomplishments. She also fought for things she believed in, like civil liberties and women's suffrage.



To personalise the topic

Give Ss time to think about the question and prepare their answers and then ask various Ss to tell the class.

Suggested Answer Key

Yes, I'd like to have met Helen Keller. I think she would have been a very inspiring person to listen to. I think it would have been interesting to ask her about her life. She shows that you can overcome any obstacle if you work hard and believe in yourself.

5 **Aim** To expand the topic

Explain to Ss that there are a lot of people who have overcome difficulties. (e.g. *Beethoven {deaf}, Franklin D. Roosevelt {polio}, Thomas Edison {deaf}, Louis Braille {blind}, etc.*) Collect information and assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

*Ludwig Van Beethoven, one of the best composers of all time, began going deaf when he was only 23 years old. He didn't let his hearing loss stop him, though. He continued to compose music until his death at the age of 49. He created his best works as he was losing his sense of hearing, including **The Storm, The Eroica and For Elise**. Just before he died, he composed what is probably his most beloved work, the **Ninth Symphony**.*

Writing

1 **Aim** To present & analyse a model letter

- Refer Ss to the writing **Tip** box and explain the structure of a letter of application.
- Elicit when we write a letter of application (*either to apply for a job or for a course*).
- Elicit what the letter is about (*a wildlife biologist's job*)
- Give Ss time to read the letter and match the paragraphs 1-5 to the elements A-E.
- Check Ss' answers.

Answer Key

A 5 B 1 C 3 D 2 E 4

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

Suggested Answer Key

position (n): a job
advertised (pp): announced through the media
degree (n): a qualification from university
feeding (n): giving food to sb/sth
general care (phr): looking after in different ways
volunteer (n): a person who gives their time freely to do sth
be in charge of (phr): to be responsible for sth/sb
stray (adj): (of an animal) homeless; without an owner
dedicated (adj): sb who spends a lot of time doing sth they enjoy very much
welfare (n): the health and well-being of sb/sth
reliable (adj): trustworthy and dependable
curriculum vitae (n): a document that lists sb's skills, qualifications and other details to help them get a job
reference (n): a letter from a sb (e.g. a past employer) about your character and abilities

2 **Aim** To identify and match formal and informal phrases

- Read out the list of formal phrases 1-8 and give Ss time to find the equivalent informal ones in the letter.
- Check Ss' answers.

Answer Key

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

3 **Aim** To write a letter of application

- Explain the task. Write the phrases/sentences in the **Useful language** box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Explain the task and give Ss time to write their letter of application for one of the jobs in the advert using the letter in Ex. 1 as a model.
- Remind Ss to include formal language.
- Read the advert, then ask Ss to make notes under each paragraph heading. Ss do the task.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer

Dear Sir/Madam,
 I am writing to apply for the position of web designer, which was advertised in the Daily Telegraph on Tuesday, 2nd August.
 I have a degree in Computer Science from the University of London and I have recently completed a Master's degree in Web Design. I can also speak Spanish very well.
 I have been working part-time as a web designer for the last three months. I have set up ten websites already. I consider myself a dedicated and hardworking person. I am very creative and I pay great attention to detail. I am also reliable and I work well, both alone and as part of a team.
 I would be grateful if you would consider me for the position. Please find enclosed my curriculum vitae and two references. I am available for an interview at your convenience and I can be contacted anytime. I look forward to hearing from you.
 Yours faithfully,
 Mario Banda

Useful language for writing letters of application

Reason for writing
 I am writing to apply for the position of ... which was advertised in
 With reference to your advertisement in ..., I am interested in applying for the position of

Qualifications/Experience
 I am a student at, I have a degree in, I am studying for a Master's degree in, I have no experience in, Although I have no experience, I feel that I would be suited for the post.

Personal qualities
 I am reliable/hardworking/careful., People say I am

Availability/Contact details
 I would be grateful if you would consider me for the position., I am available for an interview at your convenience., I can be contacted at ..., or by telephone on, I look forward to hearing from you.

Extra Activity for weaker classes

Give Ss the model answer in Ex. 3 with gaps (see underlined words/phrases). Give the underlined words/ phrases in a list and ask Ss to use these words/phrases to complete the letter.

Exam Practice 7

1 **To complete missing sentences**

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key
 A 1 B 3 C 6 D 7 E 5 F 4

2 **To practise word formation**

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

Answer Key

1 motivated (adjective)	5 exciting (adjective)
2 workers (noun)	6 references (noun)
3 safety (noun)	7 Finally (adverb)
4 dangerous (adjective)	8 application (noun)

Module 8

Life & living

Topic	
In this module Ss will explore the topics of advertising, education and shopping.	
Module page	89
Lesson objectives: Overview of the module. Vocabulary: Advertising (<i>pop-up ads, classifieds, billboard, celebrity branding, sandwich board, video ad, neon signs, logo, skywriting, moving adverts, SMS advert</i>)	
8a	90-91
Lesson objectives: To listen and read for gist, to read for specific information, to learn phrasal verbs with carry, to learn words often confused, to form adjectives from verbs, to talk and write about advertising Vocabulary: Verbs (<i>escape, notice, pop, tempt, endorse, target</i>); Phrasal verb (<i>count on</i>); Nouns (<i>advert, tune, limits, aroma, fabric softener, fantasy, sense, comfort, meadow</i>); Adjectives (<i>irritating, artificial</i>); Phrases (<i>be aware of, cunning trick, have sth in mind, get stuck, sleep soundly, star quality, hidden trap</i>)	
8b	92-93
Lesson objectives: To learn reported speech, reported statements, reported questions, reported orders, indirect questions, reporting verbs	
8c	94-95
Lesson objectives: To listen and read for gist, to read for specific information, to learn prepositional phrases, to listen for specific information, to act out an interview, to write about the importance of a university education Vocabulary: Verbs (<i>research, socialise, communicate</i>); Nouns (<i>social media, smart devices, touch-screen technology, tablet, smartphone, digital native, exposure, awareness</i>); Adjective (<i>alien</i>); Phrases (<i>concerned about, come of age</i>)	
8d	96-97
Lesson objectives: To learn relatives, exclamations, <i>some/any/no/every</i> & compounds, question tags and clauses of concession	

8e	98
Lesson objectives: Bargaining, to learn intonation in echo questions Vocabulary: Sentences (<i>How much do you want for this?, Good choice!, Sorry, but that's too much for me., Would you settle for £ 85?, I can't go below £ 100., You drive a hard bargain., That's my final offer., It's a deal.</i>)	
Across Cultures	99
Lesson objectives: To listen and read for gist, to read for specific information, to give a presentation on coins Vocabulary: Verbs (<i>reflect, represent, remain, feature</i>); Phrasal verb (<i>put together</i>); Nouns (<i>attempt, Royal Coat of Arms, Royal Shield, denomination, special occasions</i>); Adjectives (<i>upright, commemorative</i>)	
CLIL TIME: PSHE	100
Lesson objectives: To listen and read for gist, to read for specific information, to write a list of your weekly spending Vocabulary: Verbs (<i>adjust, reduce, prioritise</i>); Phrasal verbs (<i>cut back</i>); Nouns (<i>tip, expenses, habits, income, savings</i>); Phrases (<i>manage money, set a budget, money management, long-term goals, spending pattern</i>)	
Writing	101
Lesson objectives: To write an opinion essay	
Exam Practice 8	102
Lesson objectives: To enable Ss to develop their Reading and Speaking skills by reading for lexis-grammatical structures and by giving a two-minute talk about hobbies thus providing extra practice for the RNE exam.	

▶▶ **What's in this module?**

Read the title of the module *Life & living* and ask Ss to suggest what they think the module will be about. (*The module is about people's lifestyles.*) Go through the topic list and stimulate a discussion to prompt Ss' interest in the module.

Find the page numbers for

- Explain/Elicit the meaning of any unknown words, then Ss find the page numbers for the items listed.
 - Ask questions to check Ss' understanding.
- Answer Key**
- a credit card (p. 101)*
How do people use credit cards? Have you ever shopped online? What type of products do people buy online?
- a flea market (p. 98)*
What do you think you can buy at a flea market? Have you ever been to a flea market? Do you know any famous flea markets?
- coins (p. 99)*
What coins do you use in your country? What is special about them?

Vocabulary

1 **Aim** To introduce new vocabulary

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' pronunciation and intonation.
- Elicit which forms of advertising the pictures show.

Answer Key

- | | |
|-----------------|---------------|
| 1 logo | 5 skywriting |
| 2 moving advert | 6 SMS advert |
| 3 billboard | 7 classifieds |
| 4 neon signs | |

2 **Aim** To expand the topic

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

Suggested Answer Key

To me, an advert is successful if it is simple, stays in the back of someone's mind and is surprising.

3 **Aim** To personalise the topic

Elicit answers to the questions in the rubric and ask various Ss around the class to describe their favourite advert.

Suggested Answer Key

My favourite advertisement was one for Nike. It was a large metal frame put on a running path in the park. On the lower right hand corner of the frame, it had the word 'Run' and the 'Nike' logo. It looked like a billboard with a positive message about being fit. I liked it because it was very simple and clever, and because it was designed to stay in the back of people's minds, motivating them to stay active.

8a

1 **Aim** To introduce the topic and listen and read for gist

- Ask Ss to look at the pictures and elicit what they are about (People who are advertising different products. The first picture shows George Clooney, an American actor advertising OMEGA watches, the other one shows a girl advertising beauty products).
- Read the question in the rubric aloud and elicit a variety of answers from Ss around the class.
- Play the recording. Ss listen and follow the text in their books and find out.

Answer Key

Advertising companies use catchy jingles, product associations and celebrity endorsements to persuade people to buy something.

2 **Aim** To read for specific information

- Ask Ss to read the questions and the possible answers.
- Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

1 2 (para 2, lines 2-3) 3 3 (para 4, lines 1-2 & 5-6)
2 4 (para 3, lines 2-5) 4 1 (para 5, lines 2-4)

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

Suggested Answer Key

escape (v): to get away from sb/sth
advert (n): an announcement about a product or event
notice (v): to see, to pay attention to sth
be aware of (phr): to know about sth
cunning trick (phr): a clever way of deceiving people
have sth in mind (phr): to think about sth in particular
get stuck (phr): to be unable to move
irritating (adj): annoying
tune (n): a song or piece of music
pop (v): to go somewhere quickly
limits (n): the boundaries of sth
aroma (n): a fragrance, smell
fabric softener (n): a liquid used for washing clothes to make them soft and smell nice
artificial (adj): fake, false, not real
fantasy (n): fiction

tempt (v): to make sb want to do sth
sense (n): each of the physical abilities (sight, smell, hearing, taste and touch)
sleep soundly (phr): to rest without disturbance; get a good night's sleep
comfort (n): the state of being physically relaxed and contented
meadow (n): a pretty field with grass and flowers
endorse (v): to publicly support sth
star quality (n): the glamour that celebrities have
count on (phr v): to rely on
target (v): to try to appeal to or affect sb
hidden trap (phr): a concealed trick intended to deceive sb

Background information

George Clooney is a famous actor born in Lexington, Kentucky. He's also famous for his humanitarian work. Some of the films he has played in are: *Ocean's Eleven Twelve/Thirteen*, *Syriana*, *Good Night and Good Luck*.

Ludwig van Beethoven was a German composer and pianist. He is one of the most influential composers of all time. Some of his most famous works are: the *Moonlight* and *Waldstein* sonatas, *Fidelio* Copera, the *Ninth Symphony* etc.

3 **Aim** To consolidate new vocabulary

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

Answer Key

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

4 **Aim** To consolidate new vocabulary

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

Answer Key

1 stuck 2 tempt 3 count on 4 target

5 **Aim** To practise new vocabulary/distinguish between words with a similar meaning

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

Answer Key

1 mind 3 aware 5 matter
2 trouble 4 soundly

6 **Aim** To practise phrasal verbs with carry

- Give Ss time to complete the phrasal verbs. Explain the meanings of each of the phrasal verbs.
- Check Ss' answers.

Answer Key

1 on 2 out 3 off 4 through

carry over: continue to exist

carry on: continue

carry out (threat/task/instruction): do

carry through: complete despite difficulties

carry off: do sth successfully; win

- Give Ss further time to make sentences using the other particles.

Suggested Answer Key

- 1 The organisational skills Samantha uses at work carry over into her home life.
- 2 Tom was given the responsibility to carry through the changes at work.
- 3 Jack felt bad, but he couldn't carry on lending his brother money.
- 4 The plan is simple so we should be able to carry it off.

7 Aim To learn and practise forming adjectives from verbs

- Read out the theory and explain the task.
- Direct Ss' attention to the words in brackets and give them time to complete the task.
- Ss complete the task. Check Ss' answers around the class.

Answer Key

1 accessible 3 excellent 5 considerate
2 believable 4 creative

8 Aim To consolidate information in a text

- Direct Ss' back to the text and elicit how advertisers try to attract people's attention.
- Give Ss time to look back through the text and then ask various Ss to tell the class.

Suggested Answer Key

Advertising companies use jingles, product associations and celebrity endorsements to attract people's attention.

9 THINK Aim To expand on the topic and express an opinion

- Explain the task and give Ss time to think about the question in the rubric and prepare their answers.
- Ask various Ss to read their answers to the class.

Suggested Answer Key

I think adverts can influence me to buy different things. When I see my favourite celebrity advertising something, it makes me want to buy that thing. Also, a clever advert that stays in my mind can make me think about one product more than another when I am shopping. I don't think adverts can influence me because I don't care about having the same things that celebrities have and I

know they get paid a lot of money to advertise a whole load of different things. When I go shopping, I buy the things I need and the things I can afford, not what the advertisers tell me to buy.

8b

1 Aim To present reported speech

- Read the theory box and the examples aloud.
- Explain that we use reported speech to talk about what sb said without using the actual words.
- Elicit the tense changes from direct speech to reported speech from various Ss.

Answer Key

We change the tenses in direct speech to reported speech as follows:

present simple – past simple

present continuous – past continuous

will – would

past simple – past perfect

present perfect – past perfect

We also change some other words and time expressions:

now – then

today – that day

tomorrow – the next day

yesterday – the day before

next week – the following week

ago – before

this/these – that/those

come – go

2 Aim To present say and tell

- Go through the theory box with Ss.
- Give Ss time to complete the task and then check Ss' answers.

Answer Key

1 said 3 said 5 said 7 said
2 told 4 told 6 said 8 tell

3 Aim To practise reported statements

- Explain the task.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers round the class.

Answer Key

- 1 The customer said that the coat was very expensive.
- 2 Karen said that she had seen a great advert for Benetton the day before.
- 3 Dee and Jane said that they were going shopping at Harrods the following week.
- 4 They said that they would meet me/us at 2 pm.
- 5 Harriet said that she had been to Poland the year before.

Module 8

- 6 Linda said that John had never owned a house.
- 7 The man said that he had paid for the laptop with his credit card.
- 8 Frank said that he would pay for it the next day.

4 **Aim** To practise changing reported speech to direct speech

- Explain the task.
- Give Ss time to complete it. Ss in pairs compare their answers.
- Check Ss' answers round the class.

Answer Key

- 1 "I'm going to make a TV commercial," David said.
- 2 "We want to buy Jack a birthday present," they said.
- 3 "I absolutely love this perfume," Jane said.
- 4 "I don't like this shop very much," she said.
- 5 "I'll buy you lunch tomorrow," Paula said.
- 6 "I have to get some money from the bank," Brian said to Mary.
- 7 "I've removed the tag," the sales assistant said.
- 8 "I've been to this shopping mall once," he said.

5 a) **Aim** To present reported questions

- Go through the theory table and read the examples aloud.
- Explain/Elicit that when the direct question starts with a question word, we begin the reported question with the same question word; when the direct question starts with a modal or auxiliary verb then the reported question begins with *if* or *whether*; when the direct question is a yes/no question then the reported question begins with *if* or *whether*.

Answer Key

When the direct question starts with a question word, we begin the reported question with the same question word.

When the direct question starts with a modal or auxiliary then the reported question begins with *if* or *whether*.

When the direct question is a yes/no question then the reported question begins with *if* or *whether*.

b) **Aim** To practise reported questions

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

Answer Key

- 1 He asked how much that was.
- 2 They asked if/whether they could eat in there.
- 3 Jane asked what the price included.
- 4 He asked if/whether they were leaving that night.
- 5 She asked if/whether they had gone out.
- 6 I asked when the shops closed.

6 a) **Aim** To present reported orders/requests

Ask various Ss to read out the examples and then explain/elicite how we report orders/requests.

Answer Key

We report orders/requests with *tell + sb + (not) to -infinitive*.

We report requests with *ask + sb + (not) to -infinitive*. Requests usually include the word 'please'.

b) **Aim** To practise reported orders/requests

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

Answer Key

- 1 He told us not to touch the exhibits.
- 2 He asked us to give him our card.
- 3 He asked me to help him.
- 4 He told me not to tell her.
- 5 He asked us to show him the way.

7 **Aim** To present and practise indirect questions

- Read out the theory box. Focus Ss' attention on the examples.
- Point out the word order in indirect questions (eg. *subject + verb*).
- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit answers to check. Point out that there are a number of possible answers.

Suggested Answer Key

- 2 I'd like to know how much the ticket is.
- 3 I wonder if there are any tickets left.
- 4 Can you tell me if I can pay by credit card?
- 5 Do you know if/whether formal dress is required?
- 6 I wonder who they are.

8 **Aim** To practise using reporting verbs

- Read out the theory box.
- Explain the task and give Ss time to complete it and then elicit answers from various Ss around the class.

Answer Key

- 1 She apologised for being late.
- 2 He promised to give me some money.
- 3 He refused to pay for that.
- 4 Bob advised me to take that back to the shop.
- 5 She suggested going to the mall.
- 6 He complained that it was very noisy in there.
- 7 He invited Jim to his party.
- 8 He agreed to be there.

Over to you! Activating grammar

Work in groups of three. Two students talk about sth (one exchange). The third student reports the exchange to another group.

Suggested Answer

A: *I haven't seen Peter lately.*
 B: *He's in Spain.*
 C: *Ann said that she hadn't seen Peter lately. Bob said that Peter was in Spain.*

8c

1 Aim To introduce the topic and listen and read for gist

- Ask Ss to read the title and the introduction to the text. Elicit answers from Ss as to what they think the text is about.
- Play the recording. Ss listen and follow the text in their books and find out the answer to the question in the rubric.

Suggested Answer Key

The text is about how technology and social media have become an important part of this generation's everyday life.

2 Aim To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

A 5 B 4 C 1 D 6 E 2

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

Suggested Answer Key

alien (adj): unknown
smart device (n): a modern digital gadget
digital native (phr): sb born in our times when modern electronic devices are common
permanently (adv): always
exposure (n): the chance to experience new ideas, technology etc
concerned (about sth) (adj): worried about sth
come of age (phr): to become an adult
awareness (n): knowledge and understanding of a subject
socialise (v): to spend time with friends

3 Aim To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete the task, referring back to the text. Ss compare their answers.
- Check Ss' answers round the class.

Answer Key

always – permanently
cheerfully – happily
out of this world – alien
erased – deleted
started – created
stayed in touch – communicated
uncommon – unusual

Famous Quotations

Direct Ss' attention to the quotations and read them aloud. Elicit what they mean from various Ss around the class.

Suggested Answer Key

It's not a question of if you are using social media, but how you are using it.

4 Aim To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete the task, referring back to the text and check in their dictionaries if necessary.
- Check Ss' answers round the class.

Suggested Answer Key

1 concerned	4 socialise
2 devices, social	5 increase
3 online	6 digital

5 Aim To practise prepositional phrases

- Explain the task and give Ss time to complete it, checking in their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 with 2 to 3 on 4 about

6 Aim To listen for specific information

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

Answer Key

Speaker A - 4	Speaker C - 3	Speaker E - 2
Speaker B - 5	Speaker D - 1	

7 **Aim** To act out an interview based on the text

- Explain the task. Divide the class into pairs and assign roles.
- Ask Ss to read the text again and in pairs prepare questions and answers.
- Elicit some of the questions (*How did you come up with this idea? How did people learn about your site? etc*)
- Ss act out an interview between David Tew and an interviewer in closed pairs. Monitor Ss' performance and help if necessary.
- Invite various pairs to act out their dialogues in front of the class.

Suggested Answer Key

Interviewer: Today, I'm talking with someone who studies teenagers and how they use technology. Some of his findings may surprise you. Welcome to our show, David.

David: Hello. Thank you for having me.

Interviewer: So, David, tell us about what you found out during your research.

David: Well, some of it isn't so surprising. For example, teenagers are more likely to do research online rather than searching through books in a library.

Interviewer: That makes sense. Did you find out anything else interesting?

David: Yes. Teenagers protect their privacy more than you would expect. In fact, they send messages using apps that erase the message soon after the teen sends it.

Interviewer: So you're saying that they use these apps more often than sending messages through, say, Facebook?

David: Exactly. This younger generation not only knows their way around the Internet, but they also know how to protect themselves while using it.

Interviewer: That's great. Thank you for being with us today, David.

David: You're welcome.

8 **Aim** To develop critical thinking skills

- Explain the task and give Ss a few minutes to write a few sentences on the importance of a university education.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I believe that a university education is very important for a couple of reasons. Firstly, most employers will only consider applicants that have finished university. Secondly, in order to gain access to the most up-to-date information and methods of how to do something, university is the best place to go to. It prepares you for the career you want to have.

8d

1 **Aim** To present relatives

- Read the theory box and the examples aloud.
- Explain that we use relatives (*who, which, whose, when, where, why*) to introduce relative clauses to identify the noun in the main clause.
- Explain/Elicit that we use **who/that** instead of subject pronouns to talk about people; we use **which/that** to talk about objects or animals; we use **whose** instead of possessive adjectives to talk about possession and we use **where/when/why** to talk about place/time/reason.
- Explain the difference between defining and non-defining relative clauses (*e.g. defining = give essential information, non-defining = give extra information*).
- Write on the board: *The man who lives next door is a pianist.* Explain that the underlined clause cannot be omitted as it defines who the man is (*the one who lives next door – defining relative clause, not put in commas*). *Mr Jones, who lives next door, is a pianist.* Explain that the underlined clause can be omitted as it gives further information about Mr Jones (*non-defining relative clause, put in commas*).
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

2 **Aim** To practise relatives

- Explain the task. Do item 1 with Ss.
- Give Ss time to complete the task and then check Ss' answers round the class.

Answer Key

- 1 *Isn't that the café **where** they filmed *Amelie*? (defining – no commas)*
- 2 *The advert **which** won the award was filmed near my house. (defining – no commas)*
- 3 *Ben is the boy **whose** mother is an actress. (defining – no commas)*
- 4 *That is the actor **who** starred in *The Tourist*. (defining – no commas)*
- 5 *George Clooney, **who** is in the Nespresso adverts, is very handsome. (non-defining)*
- 6 *Mr Harris, **who** came up with the idea for the shop, is Canadian. (non-defining)*
- 7 *The photographs **which** I took in Hollywood have been developed. (defining – no commas)*
- 8 *August is the month **when** she was born. (defining – no commas)*
- 9 *Amy, **who** works at the advert agency, is my cousin. (non-defining)*
- 10 *That's the reason **why** he loves Italy so much. (defining – no commas)*

3 Aim To practise relative clauses

- Explain the task. Do item 1 with Ss.
- Give Ss time to complete it in closed pairs.
- Check Ss' answers round the class.

Answer Key

- 1 Alfred Hitchcock, who made over fifty films, was a film director. (non-defining)
- 2 Mark, whose father is shooting the advertisement, phoned me today. (non-defining)
- 3 That is the shop where they sell autographed memorabilia. (defining)
- 4 I met a girl last night whose mother is a well-known actress (defining)
- 5 My mum gave me her wedding dress, which belonged to her mother. (non-defining)
- 6 Emily, whose mum is a singer, invited me to a private concert. (non-defining)
- 7 Brad Pitt, who starred in Ocean's Eleven, is a philanthropist. (non-defining)
- 8 That's the restaurant where all the dishes are named after actors. (defining)

Over to you! Activating grammar

Ask Ss to make sentences about the following using relative pronouns/adverbs.
nurse – cinema – hospital – artist – school – zoo – hotel – last Monday.

Suggested Answer
*A nurse is a person who looks after sick people.
 A cinema is a place where we can watch a film.
 A hospital is a place where injured people are taken., etc.*

4 Aim To present exclamations

Read the theory box aloud and model the examples to help Ss understand. Ask Ss to read the examples aloud.

5 Aim To practise exclamations

Explain the task and give Ss time to complete it. Ask Ss to compare their answers. Check Ss' answers round the class.

Suggested Answer Key

- | | | |
|-----------|----------|------------|
| 1 How | 5 How | 9 How |
| 2 What an | 6 What a | 10 What an |
| 3 What | 7 How | |
| 4 How | 8 What | |

6 Aim To present and practise some/any/no/every & compounds

- Read the table aloud. Explain/Elicit meaning.

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

Answer Key

- | | |
|-------------|-------------------------|
| 1 anywhere | 5 someone |
| 2 anyone | 6 anyone, no one/nobody |
| 3 somewhere | 7 everywhere |
| 4 anything | |

7 Aim To present question tags

- Explain that question tags are short questions at the end of statements to check the information.
- Read out the theory box and ask Ss to write the examples in their notebooks.

8 Aim To practise questions tags

- Explain the task and give Ss time to write the correct question tags for each sentence.
- Check Ss' answers.
- Play the recording. Ask Ss to listen and check if the intonation is rising or falling and tick the appropriate box.
- Play the recording again with pauses for Ss to repeat chorally or individually.

Answer Key

- | | |
|----------------|--------------|
| 1 hasn't he? | 4 isn't he? |
| 2 doesn't she? | 5 didn't he? |
| 3 will they? | 6 did she? |

	↗	↘
1		✓
2	✓	
3	✓	
4		✓
5		✓
6		✓

Over to you! Activating grammar

Ss work in pairs. One S says a sentence, the other adds an appropriate question tag.

Suggested Answer
 A: *Peter is late, ...*
 B: *... isn't he? Sandy can't sing ...*
 A: *... can she?, etc.*

9 Aim To present and practise clauses of concession

- Read out the theory box.
- Explain the task and read out the example.
- Give Ss time to complete the task and then elicit answers to check.

Answer Key

- 2 Despite singing/the fact that they sang well, they didn't win the competition.
- 3 Despite the fact that the hotel was very expensive/the hotel being expensive, it was worth it.
- 4 Although there was heavy traffic, we were in time for the meeting.
- 5 In spite of trying hard/the fact that he tried hard, he didn't make it.
- 6 Even though she ran as fast as she could, she missed the train.

8e

1 **Aim** To present situational language

- Play the recording with pauses for Ss to repeat chorally or individually.
- Check Ss' pronunciation and intonation.

2 **Aim** To listen and read for gist and understand the speakers in a situational dialogue

- Direct Ss back to the sentences in Ex. 1 again and elicit who might say each one (the customer or the stallholder).
- Play the recording. Ss listen and follow the dialogue in their books and find out who says what.

Answer Key

How much do you want for this? – customer
 Good choice. – stallholder
 Sorry, but that's too much for me. – customer
 Would you settle for £85? – customer
 I can't go below £100. – stallholder
 You drive a hard bargain. – stallholder
 That's my final offer. – customer
 It's a deal. – stallholder

3 **Aim** To identify synonymous phrases in a situational dialogue

- Read out the phrases and give Ss time to find alternative phrases in the dialogue that have a similar meaning.
- Check Ss' answers.

Answer Key

How much does this cost? – How much do you want for this?
 This is what I can do. – I'll tell you what.
 It's too expensive for me. – Sorry, but that's too much for me.
 Is £85 OK with you? – Would you settle for £85?
 I can't pay more than that. – That's my final offer.

4 **Aim** To act out a dialogue

- Play the recording again. Ss listen and then take roles and act out the dialogue in closed pairs.
- Monitor the activity around the class and then ask various pairs to act out the dialogue in front of the class. Ask Ss to sound as natural as possible.

5 **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue.
- Remind Ss to use phrases from the dialogue to help them complete the task.
- To help Ss, draw the following diagram on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.



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

Suggested Answer Key

A: Hello. How much do you want for this?
 B: Good choice! It's £50.
 A: How much? That's expensive!
 B: It's a bargain! You won't find it cheaper anywhere else.
 A: Sorry, but that's too much for me.
 B: I'll tell you what, I'll let you have it for £45.
 A: Would you settle for £30?
 B: I couldn't do that. I'd be selling at a loss. I can't go below £40.
 A: I'll give you £35. That's my final offer.
 B: You drive a hard bargain, don't you? Well, OK. It's a deal.
 A: Great! Here you are.

6 **Aim** To learn and practise intonation in echo questions

- Read the theory box aloud and explain that echo questions are questions that repeat all or part of what the other person just said to ask for clarification, to show surprise or to express irony.
- Model the examples and emphasise the rising intonation.
- Play the recording. Ss listen and repeat chorally or individually.

Across Cultures

1 **Aim** To introduce the topic and read and listen for gist

Direct Ss' attention to the pictures and elicit what, if anything, Ss know about British coins.

Suggested Answer Key

British coins come in 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 denominations.

They are all different shapes and sizes. On one side, they have the portrait of the queen and on the other side, they have a different design. They have recently been redesigned.

2 **Aim** To complete missing sentences

- Ss read the text quickly to get the general meaning.
- Ss read the answer choices. Then, they read the text again and fill in the gaps with the correct word. Remind them that they should pay attention to the words before and after each gap.
- Allow Ss some time to complete the task.
- Invite Ss to read out different parts of the text and check their answers.

Answer Key

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

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

Suggested Answer Key

attempt (n): an effort to do sth

reflect (v): to represent

Royal Coat of Arms (n): an image of a shield with emblems used as a symbol of the identity of a country or family

Royal Shield (n): part of the official coat of arms of the UK

represent (v): to symbolise

upright (adj): in a vertical position

remain (v): to stay

in circulation (phr): being used by people

denomination (n): the value of a coin or banknote

be worth sth (phr): to have a particular value in money
feature (v): to have as sth important, to include
commemorative (adj): in honour of sb/sth

3 **Aim** To consolidate new vocabulary/ distinguish between words with similar meanings

Explain the task. Give Ss time to complete it, using their dictionaries if necessary. Check Ss' answers.

Answer Key

Text A: effort – **attempt**, typical – **standard**, stand for – **represent**

Text B: money – **currency**, snake – **serpent**, releases – **issues**

4 **Aim** To identify similarities/differences

- Explain that Ss should compare the two sets of coins in order to find similarities/differences.
- Point out that Ss can use too, as well, Both ... and to describe similarities, or but, on other hand, whereas to describe differences.
- Ss quickly read the texts to prepare their answers.
- Elicit answers from various Ss.

Suggested Answer Key

There are 8 British coins and 8 Russian coins. All the British coins have the portrait of the Queen on one side. The 1, 5, 10 and 50 Kopeck coins all have St George on one side and the 1, 2, 5 and 10 Ruble coins have the national coat of arms.

5 **Aim** To give a presentation on coins from the text

Explain the task and give Ss time to study one of the coins in the text and then present them to the rest of the class.

Suggested Answer Key

The one pound coin is quite interesting. Matthew Dent designed it and the UK began making them a few years ago. However, his design goes back to 2005. The "heads" side has the head of the Queen wearing a crown. The "tails" side has the shield of the Royal Arms. The Royal Mint's Advisory Committee chose Mr Dent's design from a competition. After that, the Queen and the Chancellor gave their approval.

CLIL TIME: PSHE

1 **Aim** To introduce the topic; to personalise the topic; to listen and read for gist

- Initiate a class discussion about money and elicit how many Ss in the class have a budget/ savings plan and how it helps them manage their money.
- Play the recording. Ss listen and follow the text in

their books. Then check if Ss' answers match the information in the text.

Suggested Answer Key

I usually spend my money on social activities, like going to the cinema or a fast-food restaurant with my friends. I don't have a budget, but I save some money every week for emergencies and long-term goals. I think a budget can help you be more conscious of not wasting money.

2 To identify headings of paragraphs in a text

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Remind Ss that a heading should summarise the main focus of the paragraph.
- Then, they read the text again and underline the key words in it, too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Answer Key

A 2 B 5 C 3 D 1

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

Suggested Answer Key

manage money (phr): to control how you spend your money

tip (n): a small piece of advice

set a budget (phr): to design a spending plan

expenses (n): money that is spent on sth

cut back (phr v): to reduce (spending)

money management (n): a system of how money is spent and saved

long-term goals (phr): future aims, or aims that take a long time to accomplish

adjust (v): to regulate

income (n): money that is earned

savings (n): an amount of money that is put aside for emergencies or big expenses

reduce (v): to decrease

prioritise (v): to put in order of importance

spending pattern (phr): the way that sb usually spends money

3 To develop critical thinking skills

- Explain the task and ask Ss to write the headings into their notebooks and then write down everything they spend each week. They should write the item and the amount under each heading.
- Ask Ss to talk in pairs about what they spend and whether they think any of it is a waste of money.
- Monitor the task around the class.

Suggested Answer Key

Food: snacks €5, drinks €5, lunches €15, fast food €10

Transport: bus fares €3.50

Entertainment: cinema €8, DVDs €3, magazines €2.50

I think I spend too much money on food. I could make a packed lunch at home. I also like to go out to eat with my friends a lot. I don't spend much on transport. I think I spend an average amount on entertainment. I think I should start saving. I don't have a savings plan right now.

Writing

1 To introduce the topic and identify the purpose of writing

- Read the question in the rubric aloud.
- Give Ss some time to read the essay and elicit answers.
- Ask Ss to give the reasons for their choices.

Answer Key

The writer agrees with the statement that the future of shopping is online. He/she thinks that online shopping is by far the best way of getting what you need. It is quick, convenient and offers a variety of choice at any time of the day.

2 To read for structure

Ask Ss to identify the function of each paragraph.

Answer Key

Paragraphs 2 & 5 contain the writer's opinion.

Paragraph 3 contains the opposing opinion.

Paragraph 4 contains the counter-argument.

3 To present and match linkers

Give Ss time to read the essay again and elicit the functions of the linking words in bold. Then, elicit synonymous ones from various Ss around the class.

Suggested Answer Key

In my opinion – To my way of thinking

Firstly – To start with

Secondly – What is more

On the other hand – However

However – Nonetheless

In addition – Furthermore

All in all – In conclusion

It seems to me – As far as I'm concerned

4 To listen for main points/ideas, to make notes

Play the recording. Ss listen and make notes. They list the viewpoints, the opposing viewpoint and counter-argument with reasons and examples.

Suggested Answer Key

Viewpoints: Teenagers are not responsible enough to have credit cards.

Reasons/Examples: 1) They are too young to understand the idea of credit and will end up spending money they don't have.

2) If they don't fully understand how a credit card works and they overuse it, they will run up a lot of debt.

Opposing viewpoint: A credit card can help teach teenagers about the responsibility of taking care of their money.

Reasons/Examples: In that way, they learn to manage their money.

Counter-argument: There are other ways of learning to be responsible of taking care of your money.

Reasons/Examples: Some of the ways to do this is by having a debit card or keeping a budget.

5 **Aim** To write an opinion essay

- Write on the board the phrases/sentences in the **Useful language** box. Ask Ss to copy them in their notebooks and use them when they write their essays.
- Tell Ss to use their answers from Ex. 4, the plan and the essay in Ex. 1 as a model to help them complete the task. Remind them to include a variety of linkers.
- Give Ss time to write their essay and then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Nowadays, more and more people use credit cards when they go shopping. However, should teenagers have them, too?

In my opinion, teenagers owning a credit card could lead to negative results. Firstly, they may not be mature enough to keep their spending under control. They may develop a poor attitude which won't help them to learn how to manage money well. What is more, paying by credit card may make spending seem unreal. When teens cannot see their money spent, they may run up big debts without realizing it.

On the other hand, a credit card could come in handy for some teens. In the first place, it can teach them responsibility with money. They must watch their spending and make sure they can pay the bill every month.

However, there are also other ways to learn how to be responsible of taking care of your money. For instance, you can have a debit card or keep a budget.

All in all, while some teenagers would like to have a credit card, it seems to me that they are too young to be able to handle such a responsibility. They need to come of age first and then get a credit card when they're ready or only if it's necessary.

Useful language for writing opinion essays

Stating the topic

These days (more and more) ... , Should ... ? , Is there a reason to ... ?

Introducing opinion/viewpoints/opposing viewpoint/counter-argument

In my opinion ... , Firstly ..., Furthermore ... , On the other hand ... , However ... , In addition

Concluding opinion

In conclusion ... , It seems to me

Exam Practice 8

1 **Aim** To complete missing sentences

- Ss read the text quickly to get the general meaning and the missing sentences to identify the main point in each.
- Then, Ss read the text again and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to complete the task and fill in the gaps with the correct sentence.
- Play the recording. Ss listen and check their answers.

Answer Key

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

2 **Aim** To present a photo to your friend

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

Suggested Answer Key

I've chosen photo number 1. This is a photo I took a few months ago. It was in the middle of August, towards the end of our summer holidays. The picture was taken just after our last basketball tournament. We didn't win that tournament but we got 3rd place. The people in the picture are some of my best friends and we played in a summer league together. As you can see from the photo, we had just finished playing. We were discussing about how much fun we had in the tournament. Also, since our summer holidays were coming to an end, we started sharing stories about our hopes for the upcoming year. We are all going to different colleges in autumn and probably won't see each other again until the winter break. That is why we took the picture. We didn't know if we would all be together again like that for a while. I decided to show this picture to you because I know how much you wanted to be there, too, but you had to work. That is why, during the winter holiday, we will take another one with everyone and you will be in it too!

1 The Ural Mountains

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

- Elicit what Ss know about the Ural Mountains. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

Suggested Answer Key

The Ural Mountains extend from Kazakhstan in the south and continue north to Russia. They separate Asia and Europe. Many minerals are found in these mountains including copper, gems, gold, iron, platinum, and quartz.

- 2  To identify headings of paragraphs in a text

- Ss read the text quickly and focus on the main idea.
- Ss read the headings and underline the key words. Remind Ss that a heading should summarise the main focus of the paragraph.
- Then, they read the text again and underline the key words in it, too.
- Allow Ss some time to match the headings to the paragraphs.
- Invite Ss to read out paragraphs with their headings and explain the reason(s) they chose them.

Answer Key

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

- 3   To consolidate and expand on information in a text

- Read the rubric aloud.
- Allow a few minutes for Ss to read the text again and say three things they knew and three things they have learnt from the text.
- Invite Ss to share their answers with the rest of the class. Then, ask if there is something else they would like to know about the Ural Mountains.

Suggested Answer Key

I knew that the Ural Mountains were huge (2,500 km long). I also knew that they separate Asia and Europe and that they had many minerals in them.

I didn't know about Russia's largest national park, the Yugyd Va National Park. The text also taught me that the famous Fabergé eggs had gems from these mountains. Lastly, I didn't know that so many battles took place on these mountains.

I would like to know if people have ever attempted to walk the entire length, like they do in the USA with the Appalachian trail which is 3,500 km long.

Project

- 4  To write about the Caucasus Mountains or the Kolyma Mountains

- Ss work in groups and collect information from the internet, encyclopaedias or other reference books and makes notes under the headings: *name, location, description* and *history*. Then, they write a paragraph about them.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

Name: the Caucasus Mountains

Location: between the Black and Caspian seas; on border of Asia and Europe

Description: Mount Elbrus (5,642 meters) is its highest point; entire area is 440,000 km²

History: Caucasus from the ancient Greek name *Kaukasos*; popular migration route for over 2,000 years and now widest variety of spoken languages than any area of its size

*The Caucasus Mountain area is not only massive (over 440,000 km²) but it is also home to a wide array of different languages. The mountain range extends from the Black Sea to the Caspian Sea and serves as an unofficial border between Asia and Europe. Its highest point, Mount Elbrus, rises 5,642 meters. The name Caucasus comes from the ancient Greek name, **Kaukasos**. Its name is not the only thing ancient about this area; people have been using it as a migration route for over 2,000 years. This has had an effect on its inhabitants as today, it has the widest variety of spoken languages than any area of its size.*

Name: the Kolyma Mountains

Location: northeastern Siberia

Description: separates the Sea of Okhotsk and the Kolyma Lowland; gold is mined in the Kolyma River; most extreme climate in the world after Antarctica

History: sparsely inhabited until gold was found in the late 19th century

The Kolyma Mountains were a secret to most of the world. Only a few thousand locals knew about it, perhaps because of its harsh climate. This area has the most extreme climate in the world after Antarctica. This could be because of its location, as it can be found in northeastern Siberia, separating the Sea of Okhotsk from the Kolyma Lowland. This location was kept a secret until late in the 19th century when a treasure trove of gold was discovered. Shortly after that, people came to the region hoping to get rich.

2 A Shopper's Dream

- 1  To introduce the topic and predict the content of the text
- Elicit what Ss know about GUM. Ask the questions in the rubric and elicit Ss' guesses.
 - Ss read the text in their books and check if their guesses were correct.

Suggested Answer Key

GUM is in Moscow, Russia. More specifically, it is in the Red Square. GUM opened in the 19th century. It offers the top brands from Russia, Europe, and America.

- 2  To read for specific information
- Ask Ss to read the questions and the possible answers.
 - Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
 - Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
 - Check Ss' answers around the class.

Answer Key

- 1 3 (para 1, lines 6-7)
 2 2 (para 2, lines 7-9)
 3 4 (para 3, lines 6-8)
 4 4 (para 4, lines 6-8)
 5 1 (para 5, lines 5-9)

- 3  To consolidate vocabulary and information in a text

Read out the names and numbers in the list and then ask various Ss around the class to explain how these are related to GUM.

Suggested Answer Key

GUM is situated in Moscow's Red Square.
 The GUM building was completed in 1893.
 It was built by architect Alexander Pomerantsev and engineer Vladimir Shukhov.
 St Pancras has a similar glass roof and steel framework as GUM.
 GUM contained 1,200 different stores.
 In 1953, GUM reopened as a department store once again.

Project

- 4  To write about a famous department store in your country
- Ss' work in groups and collect information from the internet, encyclopaedias or other reference books to write a paragraph about a famous department store in their country. Then, they compare it with the GUM department store.
 - Ask various groups to read their paragraphs to the class.

Suggested Answer Key

Another famous department store in my country is TSUM. Originally, this name meant Central Department Store. Today it means Central, Universal, Stylish. Similar to GUM, it was built in the 1800s. However, it is actually 36 years older than GUM as it was built in 1857. Strangely enough, both stores had the same engineer: Vladimir Shukhov. Of course, the owners were different. Two men from Scotland named Archibald Merrilees and Andrew Muir created the store. Back then, it was called Muir and Merrilees. Another thing these two stores have in common is that they both closed at one point. GUM closed in 1928, and TSUM closed in 1900, because of a fire. However, it reopened 8 years later. It has been a success ever since. Today it is one of the biggest department stores for fashion in all of Eastern Europe.

3 The Hermitage Museum

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

- Elicit what Ss know about the Hermitage museum. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

Suggested Answer Key

I think Catherine the Great first lived there. She loved art and amassed quite a collection that is now on display in the museum.

- 2  To complete missing sentences

- Ask Ss to read the missing sentences and first identify the main point in each.
- Then, Ss read the text and look for clues (eg. reference words *he, it*, etc.) or linking words.
- Allow Ss some time to read the text and fill in the gaps with the correct sentence.
- Check Ss answers around the class.

Answer Key

A 4 B 3 C 7 D 6 E 2 F 5

- 3   To consolidate and expand on information in a text

- Read the rubric aloud.
- Allow a few minutes for Ss to read the text again and say three things they have learnt from the text and which is the most interesting out of the three.
- Invite Ss to share their answers with the rest of the class.

Suggested Answer Key

I learned that the Hermitage Museum has one of best art collections in the world. I also learned Catherine the Great started the collection herself. Lastly, and this is

what I found the most interesting, I learned that it would take over a decade to see every piece in the collection!

Project

4  **To write about another impressive museum in their country**

- Ss' work in groups and collect information from the internet, encyclopaedias or other reference books about an impressive museum in their country, and make notes under the headings: *name, location, history and exhibits*. Then, they write a paragraph about it.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

Name: The State Russian Museum

Location: St Petersburg, Russia

History: 1st museum of Russian art; opened on March 19, 1898

Exhibits: largest collection of Russian art in the world; over 400,000 exhibits: some dating back to the 10th century

If you want to see the most impressive and largest collection of Russian art in the world, then you should visit The State Russian Museum in St Petersburg. When it opened on March 19, 1898, it was the first museum dedicated to Russian art. The impressive collection, over 400,000 pieces, includes work dating back to the 10th century. It also has artwork by famous painters such as: Aivazovsky, Bryullov, Serov and Shishkin. This is one museum that is not to be missed.

4 The Trans-Siberian Railway

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

- Elicit what Ss know about the Trans-Siberian Railway. Ask the questions in the rubric and elicit Ss' guesses.
- Ss read the text in their books and check if their guesses were correct.

Suggested Answer Key

I know that the railway is really long, about 9,000 km. I know it extends from Moscow to Asia. I've never travelled on this train, but I hope to one day soon! Tsar Alexander II was the one who ordered it to be built.

2  **To read for specific information**

- Ask Ss to read the questions and the possible answers.
- Elicit/explain any unknown vocabulary. Ask Ss to underline the key words in each.
- Give Ss some time to read the text again and complete the task. Remind Ss that the incorrect options will be mentioned in the text in some way.
- Check Ss' answers around the class.

Answer Key

- | | | | | | |
|---|---|---------------------|---|---|---------------------|
| 1 | 3 | (para 1, lines 1-7) | 4 | 4 | (para 4, lines 2-3) |
| 2 | 2 | (para 2, lines 2-3) | 5 | 1 | (para 5, lines 2-3) |
| 3 | 4 | (para 3, lines 5-7) | | | |

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

- Read the rubric aloud.
- Allow a few minutes for Ss to read the text again and find the answers to the questions in the rubric.
- Invite Ss to share their answers with the rest of the class.

Suggested Answer Key

The Trans-Siberian Railway is famous because it is the longest stretch of railway on earth. It has helped Russia by opening up the region of Siberia for the use of its natural resources. Also, it has helped to ship products across Siberia by connecting eastern and western Russia.

4 Project

 **To write about the places the Trans-Siberian train passes through**

- Ss work in groups and collect information from the internet, encyclopaedias or other reference books to write a paragraph about the route of the Trans-Siberian railway.
- Ask various groups to read their paragraphs to the class.

Suggested Answer Key

Hi, my name's Vladimir. Imagine a train ride that takes you through ten time zones and covers over 9,000 kilometres. This is the Trans-Siberian Railway. Passengers get to see a wide variety of scenery from their compartments. To begin with, most people choose to start in Moscow and travel almost 6,000 kilometres East to Beijing. The train goes through scenic Siberia with its beautiful forests and rivers for the first five days. On the fifth day, passengers wake up to the sights of the impressive Lake Baikal. You may have heard of it. It is 1,600 meters deep, so it is the deepest freshwater lake in the world! The train continues on to the city of Naushki at the Russian border. That night, it enters into Mongolia with its grassy landscapes. The next morning, passengers wake up in Ulan Bator, the coldest capital city in the world. Passengers that wish to disembark, can stay warm indoors while visiting the many museums, or brave the cold and go skiing or snowboarding at the ski centre. That evening, the temperature and the terrain changes as the tracks lead through the Gobi Desert. Late at night, the train ventures into Erlan, China. The passengers wake up on the seventh day with a view of the Chinese mountains. They can see the Great Wall off in the distance. That afternoon, the train reaches the exciting city of Beijing. Does anyone have any questions?... Thank you for listening.

Fun Time 1

1 **Aim** To consolidate vocabulary from the module

Give Ss time to complete the crossword, then check Ss' answers. Elicit the hidden word.

Answer Key

- | | | |
|----------------|----------|---------------|
| 1 firework | 3 mascot | 5 costumes |
| 2 celebrations | 4 parade | 6 fairy tales |

Hidden word: floats

2 **Aim** To consolidate and test knowledge and vocabulary from the module

Give Ss time to complete the quiz referring back to the module as necessary. Check Ss' answers and elicit the correct answers for the false items.

Answer Key

- 1 T
- 2 F (It's every May 9th.)
- 3 F (It starts in late January or early February.)
- 4 T
- 5 T
- 6 F (It celebrates trees.)
- 7 F (It's on Arbor Day.)
- 8 T
- 9 T
- 10 T

3 **Aim** To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module, think of quiz questions and compile their quiz.
- Ss can exchange their quizzes with other pairs.

Suggested Answer Key

- 1 The Omaha Pow Wow takes place in the USA. (T)
- 2 The exhibition at the Sand Sculpting Festival begins daily at 9 am. (F – It opens at 10 am.)
- 3 The Woodskills Festival is an annual celebration. (T)
- 4 People participate in gondola races at 9 pm. during the Redentore Festival. (T)
- 5 Chinese people enjoy street parades during Chinese New Year. (T)
- 6 Arbor Day is only for schoolchildren. (F – It's for everyone.)

4 **Song** **Aim** To predict the content of a song

- Read the rubric aloud.
- Elicit what Ss think the song might be about.
- Play the recording. Ss listen and follow the song in their books and find out.

Suggested Answer Key

The song is about having fun with friends and family during celebrations.

5 **Aim** To listen for specific information

Play the recording. Ss listen and follow the song in their books and answer the question.

Answer Key

The singer says that a good party includes good friends, bright colourful lights, music, dancing, lots of games, food and fireworks.

6 **Aim** To give a song a title

Elicit appropriate suggestions from various Ss around the class.

Suggested Answer Key

Party Time!

Game

Play in teams. Say a word related to festivals and celebrations. The other team makes a sentence using it. Each correct answer gets a point. The team with the most points is the winner.

Team AS1: firework

Team BS1: There's a spectacular firework display tonight. Don't miss it, dress up.

Team AS2: Children dress up as aliens and watch the parade.

Fun Time 2

1 **Aim** To consolidate vocabulary from the module

- Explain the task and tell Ss they may refer back to the module if necessary.
- Give Ss time to complete the puzzle then check Ss' answers.

Answer Key

- | Across | Down |
|-------------|------------|
| 1 sad | 2 angry |
| 4 terrified | 3 confused |
| 6 surprised | 5 excited |

2 **Aim** To test and consolidate information learnt in the module

- Give Ss time to read the quiz and think of the answers. Tell Ss they may refer back to the module if necessary.

Fun Time Key

- Check Ss' answers and elicit the correct answers for the false statements.

Answer Key

- 1 F (It's from Scotland.)
- 2 T
- 3 F (It's a lake.)
- 4 T
- 5 F (He had a son named Robert.)
- 6 T
- 7 F (He was born in 1835.)
- 8 F (It's from Wales.)
- 9 T
- 10 F (He was an author.)

3 **Aim** To write a quiz

Allow Ss time to prepare a quiz. Ss swap their quizzes and mark the sentences *T* (true) or *F* (false).

Suggested Answer Key

- 1 The Dobhar-chú is from Cornwall. (F – It's from Ireland.)
- 2 The Morgawr looks like a sea serpent. (T)
- 3 The Kelpie always transforms into a horse. (F – It usually takes the form of a horse.)
- 4 Mark Twain was from the USA. (T)
- 5 Halley's Comet passes the Earth every 65 years. (F – 75-80 years.)
- 6 In 1960 James Dean's car disappeared. (T)
- 7 Abraham Lincoln was the 6th President of the USA. (F – 16th)
- 8 John Wilkes Booth killed Robert Lincoln. (F – He killed Abraham Lincoln.)
- 9 King Harold Gormsson was from Iceland. (F – He was from Denmark.)
- 10 Y Ddraig Goch is a bat. (F – It's a dragon with bat-like wings.)

4 **Song Aim** To predict the content of a song and listen for specific information

- Read through the words in the list and explain/ elicit their meanings. Elicit Ss' guesses as to what the singer's dream is about.
- Play the recording. Ss listen and follow the song in their books and find out.

Suggested Answer Key

The singer's dream is about monsters.

5 **Aim** To personalise the topic

Elicit a variety of answers from Ss around the class.

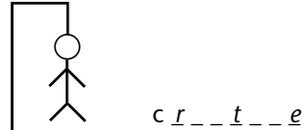
Suggested Answer Key

Yes, I do./No, I don't.
In my nightmares a big black dog, chases me and tries to bite me. It's very scary.

Game

Hangman

In teams choose words from the *Word List* for Module 2 and play hangman.



Fun Time 3

1 **Aim** To consolidate vocabulary from the module

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

Answer Key

Across	Down
2 video	1 motherboard
4 ROM	3 RAM
6 sound	5 CPU

2 **Aim** To consolidate and test knowledge and vocabulary from the module

Give Ss time to complete the quiz referring back to the module as necessary. Check Ss' answers and elicit the correct answer for the false items.

Answer Key

- 1 F (He looks like a machine, but he has a human mind and human feelings.)
- 2 T
- 3 T
- 4 T
- 5 F (They are in China.)
- 6 F (Some scientists believe it would be possible in the future.)
- 7 T
- 8 T
- 9 F (It is the permanent memory.)
- 10 F (CPU is the brain of the computer.)

3 **Aim** To consolidate and test knowledge and vocabulary from the module

Ss, in pairs, prepare their quiz. Ask pairs to swap papers and do the quiz.

Suggested Answer Key

- 1 A cyborg has only artificial parts. (F – It has both biological and artificial parts.)
- 2 An eyeborg helps colour blind people identify colours. (T)

- 3 *Robocop is a cyborg police officer. (T)*
- 4 *Screenagers hate watching TV. (F – They are glued to the TV.)*
- 5 *Facebook is a social networking site. (T)*
- 6 *Americans enjoy interacting with robots. (F – The British enjoy interacting with robots.)*
- 7 *The cockroach robot is 30 centimetres long. (F – It's about 10 centimetres long.)*
- 8 *CPU is the brain of the computer. (T)*
- 9 *The computer has one type of memory. (F – It has two main types; ROM and RAM.)*
- 10 *The BIOS is inside the computer. (T)*

4 **Aim** To predict the content of a text and listen for specific information

- Explain/Elicit the meanings of the words then elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and answer the question in the rubric.

Answer Key

The singer will be happy if he/she hears from his/her online friend.

5 **Aim** To personalise the topic

Read the rubric aloud. Give Ss time to think about their answers to the questions and write their sentences. Ask various Ss to read out their answers to the class.

Suggested Answer Key

I communicate with my friends in person and by using technology. I use my mobile phone to send and receive text messages and I use my PC to chat to my friends, play games with them and share pictures with them.

Fun Time 4

1 **Aim** To consolidate collocations from the module

- Explain the task and give Ss time to match the words to make collocations/phrases.
- Tell Ss that they may look back through the module to help them if necessary. Check Ss' answers.

Answer Key

*recovery position
catch fire
plane wreckage
life-threatening injuries
realise a dream
keep alive
emergency services*

*charity work
overcome challenges
medical treatment*

- Give Ss time to use the phrases to make sentences. Elicit sentences from various Ss.

Suggested Answer Key

*The woman put the unconscious man in the **recovery position**.*

*Don't leave clothes next to the portable heater, they can **catch fire**.*

*Amazingly, a few survivors were found next to the **plane wreckage**.*

*Thankfully, I have never had any **life-threatening injuries**.*

*I **realised a dream** by visiting Pompeii last summer.*

*To **keep alive** on a desert island, you must find a way to have clean drinking water.*

*If you see an accident, you should call the **emergency services**.*

*We should all try and do some **charity work**.*

*Bear Grylls knows how to **overcome challenges**.*

*You should seek **medical treatment** if an Australian box jellyfish bites you.*

2 **Aim** To test and consolidate information learnt in the module

- Give Ss time to read the quiz and mark the statements as true or false.
- Tell Ss that they may look back through the module for the information if necessary,
- Check Ss' answers around the class.

Answer Key

- 1 T
- 2 F (*The male is 4 to 7 mm long. The female is 7 to 15 mm long.*)
- 3 T
- 4 F (*The box jellyfish comes from Australia.*)
- 5 F (*A box jelly fish has one-metre-long tentacles.*)
- 6 T
- 7 T

3 **Aim** To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module, think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair of Ss and then report back to the class.

Suggested Answer Key

1 *Juliane Köepcke had nothing to eat for the 11 days while she was lost in the rainforest. (F – She had a box of sweets.)*

2 *She suffered from fatal injuries after the plane crash. (F – She had a broken collarbone, a bump on the head, a deep cut in her leg and some scratches and bruises.)*

- 3 Bear Grylls climbed Mount Everest when he was 23 years old. (T)
- 4 He raised over \$3 million for children's charities. (F – He raised over \$1 million.)
- 5 The karakurt spider is mostly active in the morning. (F – It's active at night.)
- 6 Sharks are responsible for the most deaths in Australia. (F – Australian box jellyfish cause more deaths than sharks do.)
- 7 First aid is based on the 3 'Ps'. (T)

4 **Song**  To predict the content of the song

- Read through the words in the list and explain/ elicit their meanings and elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and follow the song in their books and check if their guesses were correct.

Answer Key

The song is about getting through difficult times with the help of a friend.

5 **AIM** To discuss the attitude of the singer

Explain/Elicit the meanings of optimistic/pessimistic (*seeing things as mostly positive/seeing things as mostly negative*). Elicit the singer's attitude (*positive*) and ask various Ss around the class to provide justifications from the song.

Suggested Answer Key

The singer sounds optimistic because they believe that you can overcome anything with the help of a friend.

Game

What would you do if ...?

Ss think of unusual situations to ask about. One S asks their question and two other Ss answer it. The class votes for the best answer. The winner asks the next question.

- S1: What would you do if you were a snake?
 S2: I'd bite you.
 S3: I'd hide in the forest.

Fun Time 5

1 **AIM** To expand knowledge on artists

Give Ss time to do the quiz, then check their answers.

Answer Key

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

2 **AIM** To test and consolidate information learnt in the module

- Give Ss time to read the quiz and decide if each statement is true or false. Tell Ss they may look back through the module if necessary.
- Check Ss' answers around the class, then elicit the corrections for the false statements.

Answer Key

- 1 T
- 2 T
- 3 F (It is in Bali, Indonesia.)
- 4 T
- 5 F (He creates sculptures.)
- 6 F (It comes from England.)
- 7 T
- 8 F (He influenced Expressionism.)
- 9 F (Vincent Van Gogh painted The Starry Night.)
- 10 F (It is directed by J.J. Adams.)

3 **AIM** To write a quiz

- Explain the task and ask Ss to work in pairs. Give Ss some time to look back through the module, think of quiz questions and compile their quiz.
- Ask Ss to exchange their quiz with another pair, do it and then report back to the class.

Suggested Answer Key

- 1 The Thinker was created by Vincent Van Gogh. (F – It was created by Auguste Rodin.)
- 2 Sagrada Família is a painting. (F – It is a building.)
- 3 Ben Wilson uses corks to make his creations. (F – He uses chewing gum.)
- 4 John Dahlsen is Australian. (T)
- 5 MOBA is in England. (F – It is in the USA.)
- 6 Barynya dancers are often accompanied by a full orchestra. (T)
- 7 Morris dancers play instruments. (T)
- 8 Georges Braque was a Cubist artist. (T)
- 9 Wassily Kandinsky was Russian. (T)
- 10 Star Wars: The Force Awakens is a drama film. (F – It's a science-fiction adventure.)

4 **Song**  To introduce the topic and listen for specific information

Elicit a variety of answers to the questions then play the recording for Ss to listen and say what the singer does.

Suggested Answer Key

When I have too much on my mind I go for a walk.

Answer Key

The singer listens to music.

5 **Aim** To personalise the topic

Elicit how the singer feels, then ask various Ss to tell the class how music makes them feel.

Answer Key

Music makes the singer feel untroubled and happy.

Suggested Answer Key

Music makes me feel the same as the singer. It helps me forget all my problems./Music is nice but it doesn't make me forget my problems.

- 6 *There are bears and elks at the Peace River and Ranch. (F – tigers, leopards, wolves and primates.)*
- 7 *There are tigers and leopards at the Great Baikal Trail Centre. (F – seals, bears and lynxes.)*
- 8 *UNESCO has 293 member states. (F – 193 member states.)*

4 **Song** **Aim** To predict the content of the song

- Read through the words in the list and explain/ elicit their meanings and elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and follow the song in their books and check if their guesses were correct.

Answer Key

The song is about people who are less fortunate than we are.

5 **Aim** To discuss the content of a song

- Elicit the suggestions/message in the song and ask various Ss around the class to share their opinions with the rest of the class about whether they agree or not and why.

Answer Key

The song's message is that we should share what we have with people who don't have enough money and food.

Suggested Answer Key

Yes, I do. I think we should all help other people and try to make everyone's lives better.

Fun Time 6

1 **Aim** To consolidate vocabulary from the module

- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the sentences.
- Check Ss' answers. As an extension discuss the meaning of each quotation.

Answer Key

- | | | |
|----------|----------|------------|
| 1 living | 3 fear | 5 strength |
| 2 change | 4 prison | 6 service |

2 **Aim** To test and consolidate information learnt in the module

- Explain Give Ss time to read the quiz and mark the statements as true or false.
- Tell Ss that they may look back through the module for the information if necessary.
- Check Ss' answers around the class.

Answer Key

- | | |
|-----------|-----------------|
| 1 T | 5 T |
| 2 F (999) | 6 F (5 million) |
| 3 T | 7 T |
| 4 T | 8 F (1945) |

3 **Aim** To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair of Ss and then report back to the class.

Suggested Answer Key

- 1 *Katie Spatz rowed from Senegal to Guyana. (T)*
- 2 *The English Channel is 33 km across. (T)*
- 3 *Dogs can hear better if they shut their inner ears. (T)*
- 4 *German Shepherds make good therapy dogs. (F – Golden Retrievers.)*
- 5 *The coastguard is an emergency service. (T)*

Game

Put a list of adjectives on the board. Ss in teams make sentences using the adjectives in the correct comparative/superlative forms. Each correct sentence gets 1 point. The team with the most points is the winner.

Suggested list of adjectives:

generous, good, poor, difficult, easy, noisy, bad, many, little, satisfying, rewarding, helpful, big, heavy, small, slow

Team AS1: Peter is more generous than his brother.

Fun Time 7

1 **Aim** To consolidate vocabulary from the module

- Give Ss time to complete the sentences by reading the clues and guessing the jobs.
- Check Ss' answers.

Answer Key

- 1 *secret service agent*
- 2 *crab fisherman*
- 3 *construction worker*
- 4 *bank clerk*
- 5 *marine biologist*
- 6 *career guidance counsellor*
- 7 *coal miner*
- 8 *metalworker*
- 9 *lamplighter*
- 10 *aquonaut*

2 Aim To test and consolidate information learnt in the module

- Give Ss time to read the quiz and mark the statements as true or false.
- Tell Ss that they may look back through the module for the information if necessary,
- Check Ss' answers around the class.

Answer Key

- 1 T
- 2 F (*He discovered coal gas burned brightly when lit.*)
- 3 T
- 4 F (*It is about 20 metres below.*)
- 5 T
- 6 F (*She became deaf at about 19 months old.*)
- 7 T
- 8 F (*Tea has become Russian's favourite drink.*)
- 9 F (*There is only one so far.*)
- 10 F (*It is used by scientists.*)

3 Aim To test and consolidate information learnt in the module

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair of Ss and then report back to the class.

Suggested Answer Key

- 1 *There are 70 crab fishermen in the world. (T)*
- 2 *A bomb disposal expert's suit weighs 60 kg. (F – It weighs 40 kg.)*
- 3 *Astronauts and aquanauts have the same food. (T)*
- 4 *Only six people can sleep in Aquarius. (T)*
- 5 *You can see lamplighters in London. (F – in Prague)*
- 6 *By the end of the 19th century there were only eight samovar factories. (F – There were over seventy.)*
- 7 *Lamplighters were reintroduced in 2000. (F – 2002)*
- 8 *Helen Keller was from Texas. (F – She was from Alabama.)*
- 9 *Helen Keller was born in 1880. (T)*
- 10 *Helen Keller's teacher used to be blind. (T)*

4 Aim To predict the content of the song

- Read through the words in the list and explain/ elicit their meanings and elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and follow the song in their books and check if their guesses were correct.

Answer Key

The song is about being brave and facing challenges.

5 Aim To discuss the content of a song

- Elicit the suggestions/message in the song and ask various Ss around the class to share their opinions with the rest of the class about whether they agree or not and why.

Answer Key

The song's message is that we should take on challenges and not to be afraid of them.

Suggested Answer Key

I think it is important for people to take risks in life, but I don't think that dangerous careers are for everyone.

Game

Play in teams. One team says the name of a job, from the module, the other describes what a person does in this job. Each correct answer gets 1 point. The team with the most points wins.

Team AS1: lamplighter

Team BS1: They light street lamps – bomb disposal expert

Team AS2: They disarm bombs. etc

Fun Time 8

1 Aim To introduce advertising logos/expand the topic of the module

- Explain/Elicit the meanings of any unknown words in the rubric.
- Ask Ss to study the logos and then discuss the questions in the rubric with a partner.
- Elicit answers from Ss around the class and then ask Ss to read the statements 1-6.

Suggested Answer Key

A The FedEx logo has a hidden white arrow in it, to suggest speed.

B The Amazon logo has an arrow and a smile in it. The arrow goes from a to z suggesting that they have everything and it is also in the shape of a smile, which suggests satisfaction.

- C The Carrefour logo has a big white letter C in it which represents the company's name. It also has two arrows going in opposite directions.
- D The Formula One logo has a number 1 in it, which conveys that it is first or a winner.
- E The LG logo has a Pac-Man in it, which suggests electronic fun.

2 **Aim** To test knowledge learnt in this module

- Give Ss time to read the quiz and mark the statements as true or false.
- Tell Ss that they may look back through the module for the information if necessary,
- Check Ss' answers around the class.

Answer Key

- 1 F (Beethoven said it.)
- 2 F (It isn't unusual to see a three-year old using a tablet.)
- 3 F (Matthew Dent designed the latest British coins.)
- 4 F (The harp represents Northern Ireland.)
- 5 T
- 6 T
- 7 T
- 8 F (All British coins have the portrait of the Queen on one side.)

3 **Aim** To write a quiz

- Explain the task and ask Ss to work in pairs.
- Give Ss some time to look back through the module and think of quiz questions and compile their quiz.
- Ss can exchange their quiz with another pair of Ss and then report back to the class.

Suggested Answer Key

- 1 The Internet can be used to do homework assignments. (T)
- 2 If you set a budget, you will be more likely to waste money. (F – You will be more likely to save money.)
- 3 British coins are all the same size. (F – They all differ in size.)
- 4 Matthew Dent redesigned British coins 40 years ago. (F – He redesigned them a few years ago)
- 5 Celebrities can earn a lot of money doing adverts. (T)
- 6 The new £1 shows a harp. (F – It shows the whole Royal Shied.)
- 7 Messages sent with snapchat disappear after a while. (T)
- 8 It's a good idea to save 10% of your income. (F – 20%)

4 **Song Aim** To predict the content of the song

- Read through the words in the list and explain/ elicit their meanings and elicit Ss' guesses as to what the song is about.
- Play the recording. Ss listen and follow the song in their books and check if their guesses were correct.

Answer Key

The song says money can't buy the best things in life – family, friends and health.

5 **Aim** To discuss a song and personalise the topic

Elicit what the singer says are the best things in life and then elicit Ss' personal opinions about what they think the best things in life are.

Answer Key

The singer thinks the best things in life are family, friends and health.

Suggested Answer Key

I agree with the singer. I think the best things in life are the personal relationships we have with our family and friends. I also think that good health is definitely one of the best things in life and we don't realise it until we don't have it.

Game

Play in teams. Teams pretend to be leaving messages on the teacher's answering machine. Each team leaves two messages. The other team reports the messages to the teacher. Swap roles and continue the game.

Team A S1: Hi! It's Peter. Mark won't come today.

BUZZ

Team A S2: Hi! It's Ann. Are we sitting a test tomorrow?

Teacher: Did you take my message?

Team B S1: Peter said that Mark wouldn't go that day.

Team B S1: Ann asked if they were sitting a test the next day.

Self-Check 1

- 1 1 honour 5 symbolise 9 celebrate
 2 display 6 alive 10 label
 3 dress up 7 keen
 4 last 8 outdoor
- 2 1 for 2 away 3 on 4 away 5 on
- 3 1 hold 6 are you meeting
 2 Are you going 7 is Rob tasting
 3 smell 8 is looking
 4 does Julia do 9 are travelling
 5 think 10 am thinking
- 4 1 to go 5 giving 9 helping
 2 dancing 6 to take part 10 to close
 3 holding 7 wear
 4 to come 8 writing
- 5 1 Let's 4 How about
 2 That sounds like a good idea 5 What are you up to
 3 We could

Self-Check 2

- 1 1 legendary 5 spare 9 breathe
 2 reputation 6 bizarre 10 humped
 3 universe 7 march
 4 act 8 tracks
- 2 1 into 2 of 3 out 4 to 5 up
- 3 1 heard 3 Did he tell 5 was swimming
 2 grabbed 4 were you doing
- 4 1 has been 4 has he been working
 2 has been living 5 has never seen
 3 discovered
- 5 1 What's up? 4 What do you mean?
 2 What was it about? 5 That's weird!
 3 Tell me more!

Self-Check 3

- 1 1 install 5 develop 9 addiction
 2 passion 6 disability 10 affect
 3 artificial 7 advanced
 4 hooked 8 virtual
- 2 1 across 2 in 3 out 4 in 5 of
- 3 1 as soon as 3 will help 5 leave
 2 comes 4 until
- 4 1 will send 6 are going to spill
 2 will be driving 7 will have reached
 3 am going 8 will open
 4 starts 9 will help
 5 will have cooked 10 is going to rain

- 5 1 There's something wrong with
 2 What seems to be the problem
 3 Can I have a look
 4 How long will it take

Self-Check 4

- 1 1 prevent 5 flashed 9 breaking
 2 struck 6 choke 10 lay
 3 push 7 confront
 4 stay 8 to overcome
- 2 1 after 2 out of 3 on 4 into 5 in
- 3 1 had been wandering, spotted 4 knew, had taught
 2 had just got, heard 5 felt, had survived
 3 had been camping, decided
- 4 1 got 6 won't succeed
 2 would take 7 hadn't hurt
 3 will light 8 would you do
 4 wouldn't have gone 9 had
 5 had taken 10 snows

- 5 1 Did you see the accident?
 2 What exactly happened?
 3 What happened next?
 4 Certainly.

Self-Check 5

- 1 1 earned 5 sculpture 9 accepted
 2 still 6 dream 10 awareness
 3 waved 7 innovative
 4 waste 8 rhythm
- 2 1 into 2 in 3 down 4 on 5 for
- 3 1 The works are exhibited at the new art gallery.
 2 The new museum will be opened by the mayor.
 3 Watercolours were used for this painting.
 4 The young artist has been inspired by Van Gogh's paintings.
 5 The sculpture must be finished by next week.
- 4 1 yourself 3 myself 5 himself
 2 themselves 4 herself
- 5 1 ... had my hair cut yesterday.
 2 ... had his wallet stolen last night.
 3 ... has had her portrait painted (by an artist).
 4 ... is having his house designed (by an architect).
 5 ... will have the painting delivered.
- 6 1 Do you feel like going to an exhibition?
 2 What time is it?
 3 I'm afraid I can't make it at 7:30.
 4 That sounds good.
 5 All right then.

Self-Check 6

- 1 1 *determination* 5 *overcome* 9 *disaster*
 2 *headquarters* 6 *funds* 10 *difference*
 3 *sanctuary* 7 *assistance*
 4 *awareness* 8 *guide*
- 2 1 *in* 3 *after* 5 *with*
 2 *to* 4 *for*
- 3 1 *so* 3 *such* 5 *so*
 2 *enough* 4 *so as not to*
- 4 1 *the poorest* 6 *the most popular*
 2 *more difficult than* 7 *the least*
 3 *the most generous* 8 *better*
 4 *more understanding than* 9 *the most inspiring*
 5 *the worst* 10 *wealthier than*
- 5 1 *Which service?*
 2 *What number are you calling from?*
 3 *Please hold the line.*
 4 *Can I have your address please?*

Self-Check 7

- 1 1 *maintain* 5 *withdraw* 9 *mission*
 2 *motivate* 6 *gradually* 10 *pressure*
 3 *squeaky* 7 *defend*
 4 *support* 8 *elect*
- 2 1 *tea* 5 *wireless* 9 *highly*
 2 *primary* 6 *extreme* 10 *research*
 3 *marine* 7 *civil*
 4 *rights* 8 *fizzy*
- 3 1 *might not* 3 *should* 5 *mustn't*
 2 *Can* 4 *don't have to*
- 4 1 *a large black leather briefcase*
 2 *a small red plastic box*
 3 *a priceless ancient gold coin*
 4 *a tall young Polish lady*
 5 *a long red woollen scarf*
- 5 1 *I'm still not sure what's best for me.*
 2 *Congratulations!*
 3 *That sounds interesting.*
 4 *Don't mention it!*

Self-Check 8

- 1 1 *social* 5 *coat* 9 *represent*
 2 *endorse* 6 *degree* 10 *manage*
 3 *come* 7 *expenses*
 4 *savings* 8 *increase*
- 2 1 *deal* 5 *hard bargain* 9 *limits*
 2 *devices* 6 *socialise* 10 *cunning*
 3 *soundly* 7 *senses*
 4 *exposure* 8 *budget*
- 3 1 *which* 3 *who* 5 *whose*
 2 *when* 4 *where*
- 4 1 *He said (that) that was a great advert.*
 2 *Laura asked if we/I would see Jane.*
 3 *She asked what time the show started.*
 4 *Karen, said (that) Jane had never had a credit card.*
 5 *James told me/us not to waste my/our money.*
- 5 1 *everywhere* 3 *What* 5 *Although*
 2 *anyone* 4 *didn't*
- 6 1 *b* 2 *a* 3 *c* 4 *d*

Word Formation Teacher's Guide

Aim To practise word formation

- Ss read each sentence and try to understand the general meaning.
- Allow Ss some time to identify what is missing (a noun, a verb, an adjective etc.).
- Refer Ss to the theory on pg. WF1 and explain the use of prefixes, suffixes etc. Remind Ss to check if the gap must be filled by an adjective in its opposite form or a noun in its plural form.
- Give Ss some time to complete the task.
- Elicit ideas and encourage Ss to justify their choices.

Answer Key

1 antiseptic	29 dishonest	57 information
2 narrative	30 logical	58 admiration
3 extinction	31 defrost	59 valuable
4 telephonist	32 student	60 theft
5 accessible	33 illegal	61 director
6 neighbourhood	34 activates	62 powerful
7 considerate	35 engineer	63 impatient
8 ripen	36 non-stop	64 harmful
9 overestimated	37 irrelevant	65 coordinate
10 typist	38 dizziness	66 application
11 postgraduate	39 worthless	67 reservation
12 interview	40 endangered	68 classical
13 thought	41 loyalty	69 disappointment
14 musician	42 particularly	70 decompose
15 solution	43 administrator	71 appointment
16 Laughter	44 unreliable	72 expensive
17 asleep	45 punctuation	73 choice
18 silence	46 assistant	74 consideration
19 advertisement	47 celebration	75 instructions
20 multicultural	48 disembarked	76 healthy
21 threaten	49 unlucky	77 behaviour
22 urgency	50 overflow	78 misunderstood
23 rearrange	51 librarian	79 decision
24 singer	52 famous	80 inventor
25 headmaster	53 impossible	
26 tricky	54 choreography	
27 liar	55 qualifications	
28 stylish	56 elegance	

Practice Test

Listening Task 1

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

Listening Task 2

- | | | | | |
|---|-----|------|-----|-----|
| 2 | A F | C T | E T | G F |
| | B F | D NS | F T | |

Listening Task 3

- | | | | | |
|---|-----|-----|-----|-----|
| 2 | 1 2 | 3 3 | 5 2 | 7 1 |
| | 2 2 | 4 2 | 6 3 | |

Reading Task 1

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | A 4 | C 1 | E 7 | G 2 |
| | B 8 | D 6 | F 5 | |

Reading Task 2

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

Reading Task 3

- | | | | | |
|---|-----|-----|-----|-----|
| 1 | 1 2 | 3 4 | 5 4 | 7 1 |
| | 2 3 | 4 2 | 6 2 | |

Writing Task 1

1 Suggested Answer

Dear Brenda,

Thank you for your letter. I also saw an interesting documentary this week. It was about a small island off the coast of Scotland and all the amazing wildlife that live on it and in the sea around it. It was fascinating to see how the people on the island lived with the animals. It was great.

I enjoy watching factual programmes like the documentary but I think I prefer watching fiction. I'm a big fan of films, especially science-fiction films, and I watch at least one a week.

I love fancy dress parties. Whose fancy dress party are you going to? What are you going to wear? Did you buy a present? I hope you have a good time at the party, write back and tell me about it.

Take care,

Amy

Writing Task 2

1 Suggested Answer

It is important for children to get a good education, but some people disagree on what that means. While a large number of people think that schools should concentrate on academic subjects, a growing number suggest that creative subjects play a vital role in any student's education.

In my opinion, it is important for children to learn creative subjects at school. Firstly, some children who are not as good at academic studies may have a talent for art and have a chance to shine in creative ones.

Secondly, art can be taught at any age. Therefore, even when children have not mastered the skills of reading and writing, they can be given a voice through art. Moreover, drawing teaches hand-eye coordination which can help with writing skills.

On the other hand, people would argue that children should focus on core subjects such as Maths, languages and the sciences because that is what they will need to get into university and find a job.

Despite all the above, art does offer an opportunity for students to develop creative problem solving skills which can help them in academic subjects by allowing them to look at and assess problems from a different perspective. These skills can be invaluable in later life.

All in all, while core subjects are important for students, I believe it is more important that children get a well-rounded education that includes both academic subjects, such as Maths and Science, and the arts. This way they will get the best possible start in life.

Grammar & Vocabulary Task 1

- | | | | |
|---|------------|-------------|----------|
| 1 | 1 working | 4 has grown | 7 better |
| | 2 bought | 5 to design | |
| | 3 was used | 6 are built | |

Grammar & Vocabulary Task 2

- | | | | |
|---|-------------|-----------|---------------|
| 2 | 1 survivor | 3 failure | 5 mountainous |
| | 2 wonderful | 4 finally | 6 amazing |

Grammar & Vocabulary Task 3

- | | | | | |
|---|-----|-----|-----|-----|
| 3 | 1 4 | 3 1 | 5 4 | 7 1 |
| | 2 4 | 4 2 | 6 4 | |

Speaking Task 2

1 Suggested Answer

- 1 What are the dates of the festival?
- 2 How many bands are playing?
- 3 Which is the most famous band performing at the festival?
- 4 Where can you buy tickets for the festival?
- 5 How much do the VIP tickets cost?

Speaking Task 3

2 Suggested Answer

I've chosen photo number 1. This is a photo I took last summer. It was in the middle of July, during my summer holidays. The picture was taken during a trip to China with my family. It was my first time in China and, as you can see in the photo, I visited the Great Wall. It was one of the highlights of my trip! On the day I took the photo, the weather was beautiful! The sun was shining and, of course, the view was incredible! As my parents and I were walking along the wall, I stopped to admire the beauty ahead of me, thinking of this sight's amazing historic significance. I got my camera ready and took this snapshot. I keep it

in my album collection with all of my favourite photos from different trips, because China was by far one of the best trips I've ever been on! I decided to show this picture to you because I know how much you love travelling and visiting scenic places. I think this is an ideal location for someone like you who appreciates the beauty and history of different countries.

Speaking Task 4

3 Suggested Answer

In these two photographs, I can see two paintings. In the first painting, I can see a man tied to a hot-air balloon who is pointing towards the sky. There is also another man in the background who is tied to another hot-air balloon. In the second painting, I can see three knights on horses in the middle of the forest. The first painting might be in a gallery or even in someone's house. The second one looks like it is in an art gallery or a museum.

Both paintings are trying to bring a message across to the public, possibly a message of bravery.

These paintings are two examples of different ways of expressing art. The first painting seems to represent a more modern art movement with an abstract meaning, whereas the second painting is in a natural setting and could represent a more traditional type of art movement. Personally, I would prefer to look at paintings which are more abstract, since they have a unique character and can be interpreted in any way by the person who is observing them.

Module 1

➤ Exercise 2 (p. 5)

- A** An annual festival that begins on the first new moon in late January or early February, this festival is fun for everyone, with firecrackers, lion dancers and street parades. Young children receive envelopes containing money, and friends and family meet to enjoy special dishes which include long noodles, a food that brings good luck.
- B** Looking for fun? Come to 'the land down under' to enjoy the sun, the sand and the sea. Watch as artists work to make beautiful sculptures out of tons and tons of sand. The festival lasts for three months, so come for a weekend, or come for the whole summer!
- C** Messy, but very good fun, this festival takes place every year on the last Wednesday of August. Tourists and locals alike take to the streets, where for one hour they take part in a strange 'fight' with tons of tomatoes.
- D** If you're looking for a celebration that is simply 'out of this world', this is one that you cannot miss! The festival lasts for four fun-filled days every year in July. Why not get dressed up and participate in the Alien Costume Competition? Even if you don't win, it's sure to be a blast.
- E** If you don't like things that creep, crawl and fly, perhaps you should give this festival a miss. An annual event, this celebration of the insect world is a one-day event that is full of interesting talks, displays, exhibits and other activities.
- F** A festival that can be enjoyed by both Native Americans and non-Native Americans, people come together to sing, dance, and honour Native American culture. During the festival, there is usually a competition where the prize goes to the best dancers. These festivals can last for a day, or sometimes even a week.

➤ Exercise 6 (p. 11)

Nathan: Hey, Daniel! Do you realise what the date is today?

Daniel: Yeah, of course I do. It's Friday the thirteenth.

Nathan: And what's more, there's a full moon tonight. Do you still want to go out?

Daniel: Ha, ha! You sound a bit frightened, Nathan. Look, they're only silly superstitions. Really, there's nothing to worry about.

Nathan: I know you're right, but watching all those scary films makes me think they're real.

Daniel: Well, take your lucky charm with you, then.

Nathan: Oh, you mean my rabbit's foot. OK, but don't you have a lucky charm?

Daniel: No, I don't believe in them. I just make sure that I don't break any mirrors or walk under any ladders, and then I know I'm alright.

Nathan: See, Daniel! You are superstitious.

Daniel: No, I'm not. I'm just sensible.

Nathan: Come on, then. Let's go before something happens.

➤ Exercise 2 (p. 16)

- A** I knew all about Halloween of course and celebrated that back in the States, but I had no idea about Bonfire night. When I was in Kent though, my friends explained it to me. They told me all about Guy Fawkes and the history of the night. It's fascinating and I can understand now why fireworks and large bonfires play such a large part in the celebrations. It's important to remember big events in history and celebrate your culture.
- B** If you want to have a good time at the end of the year, you definitely have to come to Scotland! Here in Scotland we have our own name for New Year's Eve: Hogmanay. We do similar things to other people around the world, like set off fireworks, but we also have our own traditions such as first-footing. This is where people go round to their friend's house after midnight to wish them good luck! They also bring gifts and food.
- C** Every year the Chinese community hold a huge festival in central London to celebrate the Chinese New Year. It's actually the biggest Chinese New Year party outside of Asia! I go with my friends and we join thousands of party goers to celebrate the event. This year they have a huge stage in Trafalgar Square again, with lots of music, dancing and singing. My favourite things at the festival are the colourful dragon dancers and the martial arts displays.
- D** Many people believe that Halloween is an American creation. It's true that it has become a huge celebration in the States but actually it comes from right here in Scotland. It started as the Celtic festival of Samhain. The Celts believed that spirits could walk among them on this night so they dressed up as ghosts and demons to disguise themselves. They also carried lanterns to keep the evil spirits away. Children still continue the tradition to this day.
- E** Adults often tell teenagers to think about their future. But, how many of us know what we want to do with our lives at fifteen or sixteen? That is why, work experience can really help. For a few weeks, teenagers get the chance to spend time in a working environment. You can try different tasks, and talk to people at work about their jobs. It offers a lot of benefits and can help teenagers find what their talent really is. The only problem is that students have to work for free!
- F** Pancake Day, is a feast day that happens the day before Lent begins. Traditionally, people made pancakes to use up their eggs and butter because these foods weren't allowed during the forty days of Lent. The pancakes are thin, flat cakes that are cooked in a frying pan and covered in sugar and lemon juice and they're delicious. We even have pancake races where people have to run while flipping their pancakes. My neighbour's really good at it. She usually wins.

Module 2

➤ Exercise 8 (p. 23)

Speaker A

Last Christmas, I went to the city centre. I was having a lot of trouble deciding what to get my twin sister Liz as a present. I was walking down a street when I saw a little clothes shop. Inside, I found a blue and green polka-dot dress that I thought would be perfect for Liz, so I bought it. Here's the amazing part: on Christmas Day my sister gave me the same dress as a present! We were stunned. We not only look alike but apparently have the same taste in clothes too!

Speaker B

It was always a dream of mine to visit New York City. So, I was thrilled when my boss sent me there on a business trip. I was staying at a hotel in the city centre. On my second day there, the lady at the reception desk handed me a letter with my name on it: Andrew J. Barrett. The strange thing was that the letter wasn't for me at all. It turned out that another man named Andrew J. Barrett was staying at the hotel just before I arrived, and he had been in the same room as me.

Speaker C

A strange occurrence happened to me on holiday. I visited Los Angeles and stayed at a five-star hotel which was a treat. I brought light clothes with me as the weather in Los Angeles is usually mild and never seems to drop below 10°C. One night, I dreamt that it was snowing outside. It was so vivid that when I woke up, I went to look out of the hotel window – and I was in absolute awe when I pulled the curtains back to see that everything outside was white! It turns out there had been a big snowstorm overnight!

Speaker D

I had a unique experience last year while on holiday. I went shopping and I was in a queue at a clothes shop when I saw a girl who looked just like me. She had long black hair, bright green eyes and a mole on her cheek in the same place that I have one. She must have noticed the resemblance too, because she kept staring at me. When she opened her purse to pay, I managed to get a look at her driver's licence. To my amazement, her name was Stacy too!

Speaker E

I went to London on holiday and stayed at a hotel near the city centre. In one of the drawers of my bedside table I found some mail and several items which had the name Pete Tannin on them. This was strange because I had a friend named Pete Tannin who was a basketball player. Two days later I called Pete to see if he had stayed at the same hotel in London. Pete said that he had but before I could say anything, he said that he had stayed in a hotel in Paris two days before and found a tie in a drawer in his room, with my name on it!

Speaker F

I was on holiday in Paris with my husband. We went shopping as we wanted to buy some nice things for our

relatives back home. We were browsing in a bookshop and I picked up a book that was a particular favourite of mine when I was a young girl. Actually my parents had given me a copy of the same book as a gift I had some wonderful memories of it. My husband took the book and opened it. On the inside cover it had my name and address on it, in my handwriting. It was my very own book from all those years ago!

➤ Exercise 9 (p. 23)

Policeman: We've all had strange coincidences and unusual things happen to us, and today we're inviting callers to tell us the most unusual ones that they have ever experienced. Here on the line is our first caller, Jill Calhoun. How are you, Jill?

Jill: I'm fine, thank you.

Radio Host: So Jill, tell us your story. Where were you when it happened?

Jill: Well, that's the funny thing. I was in France on holiday. It was my first time in Paris and I really wanted to go to the antique markets.

Radio Host: Uh huh ...

Jill: So, I was looking through all the old furniture when I noticed a painting of a beautiful young woman. I loved the painting, but it was a bit expensive. I looked at the signature and noticed that the painting had been done by a famous English portrait painter, so I decided that it was worth buying, plus I was strangely drawn to the picture. I took the painting back with me to Southampton and hung it in my living room. Here's where it gets weird. My mother came to visit me and was stunned when she saw the painting. The woman in the picture was my grandmother! The weirdest part is, my grandmother had never been to France. We still, to this day, have no clue how it got all the way to that antique market in Paris!

Radio Host: Oh my, I've never heard of anything so uncanny. Let's take our next caller, calling from ...

➤ Exercise 4 (p. 27)

My friends Steven and Anthony were talking about the old mansion on the top of the hill that everyone said was haunted. I made the mistake of saying that I didn't believe in ghosts. The next thing I knew, I was accepting a dare to go into the house at night, alone, and not come out until the morning. I was scared, but I had to prove to them that ghosts didn't exist.

As far as I could remember, nobody had ever lived in the old house. Some said that a terrible accident happened there a long time ago. All the doors and windows had boards covering them, but one of the windows was open. As I slipped into the house, I noticed all the old dusty furniture. The floors were creaky and it was almost pitch black. Luckily, I had a torch.

As I was walking down a long hallway, I heard a loud thud. I froze. Suddenly the battery in my torch died. I was left in the dark with only the pale light of the moon coming through the open window. I was about to start walking again when I heard loud scratching sounds, like claws scraping against the wooden floors. I screamed.

As it turns out, that was the scariest part of my night. After a minute, I saw five pairs of green eyes coming towards me; it was a cat and her kittens. I felt relieved and a bit foolish for being so terrified by a few cats. In the end, I was able to find homes for all of the kittens and I kept the mother cat for myself; I named her Spooky.

Module 3

➤ Exercise 8 (p. 35)

Speaker A

I left my hometown after college and I've lived abroad ever since. Of course, I lost contact with all my schoolmates. I've been so busy working and time goes by so quickly that, I never found the time to go back. Then, one day one of my colleagues suggested that I sign up for one of these social networking sites I never imagined the rest. Suddenly I was texting and getting emails from these guys I went to school with 30 years ago. I couldn't believe they even remembered me not to mention searched for me online.

Speaker B

I was not very familiar with new technology gadgets. In the beginning I found my new smart phone really hard to use. After a while, though, I got the hang of it and I came to really enjoy it, because it allowed me to stay in constant contact with my friends. Before I knew it, I was sending up to fifty messages a day, mostly gossip to be honest. I used to wake up in the middle of the night wanting to message people. People started getting annoyed with me, so I had to do something. I guess I understood that I needed help.

Speaker C

I'm not going to lie – I have chatted in the past, but only to see what it was all about. When I'm online, I'm usually just checking out sites and reading stuff. I like reading up on history and I love reading travel blogs, but I'm definitely not keen on all those gossip or social networking sites. If I need to get in touch with a friend I usually send a text a message. I'd say I'm more of a 'text person', and even then only when I need to.

Speaker D

I don't understand why everyone is making such a fuss. I mean everybody should choose what they want to do in their own free time, and I don't see where the problem is if I don't feel like going out. Besides, lots of kids, like me spend time in their bedroom and it's not like I'm doing anything wrong. I am a good student and do my homework and I don't have any problems at school. So, where's the problem if I spend an hour or two every night surfing the Internet and chatting with my friends? I am still getting good grades.

Speaker E

If I had to choose my favourite gadget, it would definitely be my tablet! It's compact so I can carry it anywhere. I sometimes use it to play games, listen to music or chat with my family and friends online. But I mostly use it for my schoolwork as it answers all my questions by surfing online and doing research. In a few words, I would describe it as a huge transportable library.

➤ Exercise 2 (p. 40)

Now we are ready to start.

Presenter: Good morning, and here we are with our special program for families where we discuss Internet safety. Our guest today is Jill Sanders. She's the president of Cyber Wise, an internet safety organization she founded 20 years ago. Jill welcome to the show.

Jill Sanders: It's great to be here.

Presenter: Jill, what motivated you to focus your energy on the issue of internet safety?

Jill Sanders: Well, we started this organization at the advent of the Internet because we saw that people had begun exploiting the Internet even before it had become common. And so we knew that kids would be early adopters and we wanted to get out in front of the problem.

Presenter: How easy is it for children to stumble across inappropriate things on the Internet?

Jill Sanders: It's possible that children may sometimes come across things which are inappropriate for their age and stage of development. But there are things responsible parents can do to make it a less traumatic experience. They can use filters to block this content and prepare their child by showing them the best ways to avoid it. It isn't easy being a parent these days and many of them are forced into learning technical stuff and doing research on things they don't really understand.

Presenter: So, what's a parent supposed to do about this?

Jill Sanders: Well, parents need to play a more active role in their kids' cyber activities and they have to protect their children while using the Internet. Kids are more skilled at using new technologies so they are a few steps ahead of their parents. So, parents need to stay up to date, and they need to understand what the dangers are, and then implement the safety measures that are vital to make sure their children are using the Internet safely.

Presenter: Can you give us an example?

Jill Sanders: Well, if a child is on a social network, then their parents need to be there too. It is best that parents have experience with that network prior to their child joining so they can be the one showing how to use it. Parents get into trouble when they are clueless with how something works and make rules for the child that don't make sense. They lose their credibility that way!

Presenter: Why do parents seem to be so clueless about the Internet and kids?

Jill Sanders: Because parents use the computer totally different. They use it for work or to plan a holiday whereas kids use it all the time. It's alien for parents, so it's pretty hard to be in charge of something that is difficult to comprehend. And it's moving so fast.

Presenter: What kind of safety risks are there for children online?

Jill Sanders: Well, one of the most dangerous things is giving out personal information. Parents need to make sure that their child understands that once the information is out there, it is public. Children are putting out information of themselves by posting pictures and videos online that may put them at risk of being approached by a

bad person. I try to teach parents to stay involved and read what their children are posting. If their children won't let them see what they are posting I advise parents to turn off the Internet. Also kids need to understand that they shouldn't be talking to strangers. If they don't know someone in real life and they meet them online, they can't be sure of their identity.

Presenter: Okay. And my final question. What kind of strains can arise between children and parents because of Internet usage?

Jill Sanders: Well, that depends on the age of the child. Most teenagers believe that the Internet is a right and not a privilege. One of the biggest mistakes parents make is not asserting their authority. So, it's important that parents put boundaries on the use of the computer and the Internet and explain to them that it is a privilege. But the real key is building a relationship of trust around the use of the Internet as well as having open and honest lines of communication.

Presenter: I see. Well, thank you for the meaningful discussion and for coming on the show.

Jill Sanders: My pleasure.

Module 4

➤ Exercise 3 (p. 41)

Newsreader: Good evening. Welcome to the six o'clock news and the main story tonight ... A passenger ferry carrying over 500 people has capsized off the coast of Turkey in the Aegean Sea. The cause of the disaster is still under investigation, though initial reports suggest that mechanical failure of the rear door may be to blame. Hundreds of people have been rescued and no deaths have been reported as yet. We will bring you updates and more details as we get them throughout the programme.

➤ Exercise 9 (p. 47)

Dave: Did you see Only The Fit Survive last night, Henry?

Henry: Unfortunately I did. My big brother loves it so I had to watch it. I really don't understand why everyone thinks it's so great.

Dave: What do you mean?

Henry: Well, you can tell it's fake. I mean, do you think the guy ... what's his name? ... Wolf ... do you think he actually sleeps in trees and eats animal dung?

Dave: Of course he does. You can see him doing it – and after all, that's the whole point of the show.

Henry: I'm telling you, it's all staged. He doesn't really do all those things.

Dave: I don't agree with you. Besides, he is an expert in survival techniques and everyone knows that.

Henry: I'm not denying he is, but it is a TV show after all ...

Dave: Anyway, even if he doesn't do everything, it's a great show and I think people can learn a lot of important tips from it.

Henry: Yes, that's true, I suppose. I mean I even learned a few things myself.

Dave: Sure! I think that's why people watch it.

Henry: You think so? I reckon most people watch it for fun. It's entertainment. I mean the presenter guy, Wolf, does

some pretty funny things ... He must be mad to eat some of the stuff he eats, or to sleep inside a dead animal ...

Dave: No he's not! You've got it all wrong, Henry. It's meant to be an educational documentary with an element of entertainment; its main purpose is not to have fun but to educate people. Maybe one day you'll have to use some of his tips to stay alive.

Henry: Maybe ... as I said, you can learn things from him, but I still say what he does is all fake. It's TV, Dave. It's not reality. And there are much better programmes on TV.

Dave: I don't think so. I've never seen anything as good. Anyway, I can't change your mind. Let's agree to disagree.

Henry: OK.

➤ Exercise 3 (p. 51)

It was a cold, clear winter morning as Simon and his younger brother Charlie rode the ski lift up the snow-covered mountain. Their plan was to go cross-country skiing along a track that twisted and turned through the forest, leading slowly downhill to the bottom of the ski lift. Reaching the top, they strapped on their skis and set off. It was a perfect day for skiing. Everything was covered in a soft layer of sparkling white, and all they could hear was the crunch of their skis. After half an hour or so, they reached a part of the track which ran along the side of a steep slope. Simon stopped, and went to stand at the edge of the track, looking out over the whole valley far below.

Charlie was about to join him, when suddenly the soft snow Simon was standing on began to slide. Simon gave a shout of surprise as he plunged head-first down the slope, coming to rest more than ten metres below. Charlie hurried down to his brother's side. Simon was unconscious, but he was breathing normally and he wasn't bleeding; still, Charlie knew Simon could die in the snow without first aid and rescue.

Charlie knew he had to get help. There was no mobile telephone signal on the side of the mountain, so Charlie took out a little signal mirror in his pack. Aiming at the bottom of the ski lift, he used the sunlight to flash a signal – three steady flashes, the international call for help – again and again, for what seemed like hours.

In fact, it was only about 15 minutes before a rescue helicopter arrived, and Simon was soon on his way to hospital. That evening, Charlie was sitting next to his brother's hospital bed when Simon opened his eyes and said, "Hey, Charlie ... where am I?" When he saw that Simon was all right, Charlie was so happy that his eyes filled with tears and he couldn't speak. He squeezed his brother's hand, thankful that the terrifying fall had caused nothing more than minor injuries.

➤ Exercise 2 (p. 52)

Janet: Hey Martin, what's that you're reading?

Martin: It's a book called Surviving Disasters. One of the stories is about the huge earthquake in Haiti.

Janet: Oh, the one that hit Port-au-Prince in 2010? I remember hearing about it on the news. It was a terrible earthquake. Most of the city was destroyed!

Martin: Yeah, it was really bad. The book tells stories about

people who survived these kinds of disasters. In Port-au-Prince, a man named Wismond Exantus was trapped for eleven days in the rubble before being rescued.

Janet: That's incredible! How did he stay alive?

Martin: He was at work when the earthquake happened. He was a clerk in a small grocery shop inside of a hotel. When the ground started shaking, he dived under a desk. His quick thinking saved his life. The building collapsed around him, but the desk prevented the debris from crushing him.

Janet: That must have been terrifying! Can you imagine being surrounded like that, with the crashing noises and the heavy pieces of the building falling all around you? And then everything going dark and when the dust settles, you realise you're trapped? I can't think of anything more frightening!

Martin: I agree! But Wismond knew that the rescuers could take a long time to find him, so he tried not to panic. He was really brave. He knew he was going to survive no matter what.

Janet: Eleven days is a really long time. What did he do for food and water? Could he get to the food in the shop?

Martin: Yes, he survived on the fizzy drinks, crisps and sweets that he could reach from under the desk. It wasn't the most nutritious food, but it kept him alive!

Janet: Wow, he's really lucky! And how did the rescuers eventually find him?

Martin: Every day, he called for help until his throat hurt, but he didn't hear any signs of life outside. Then, on the eleventh day, someone heard him and they cleared away the debris until they found him.

Janet: Wow. He must've been so thankful to be found!

Martin: I'm sure he was very thankful. And I think surviving something like this gives someone an advantage in life.

Janet: What do you mean by that?

Martin: Well, surviving a disaster probably makes you braver. People who've gone through something like that probably have no problem facing challenges in their life.

Janet: Hmm... I've never thought of it that way, but you may be right.

Module 5

➤ Exercise 6 (p. 59)

Ruth: Hi, Arthur. How was your trip to New York? Isn't it a great city?

Arthur: Yes, it's amazing! I had the time of my life.

Ruth: Good! Did you have time to visit the museums?

Arthur: Of course! The Museum of Modern Art was definitely the best.

Ruth: Do you think so? I know it's a fantastic museum but The Metropolitan Museum of Art is much better, don't you think?

Arthur: Ah ... it wasn't my favourite. I agree with you that it is a great museum, but it is a bit conventional for me. You know, it has got lots of old paintings and sculptures like the ones you can see in London or Paris.

Ruth: I see your point. So, what did you like most about The Museum of Modern Art?

Arthur: It's hard to choose, but I know that I found Francis Bacon's portrait fascinating.

Ruth: Really? I know he was an excellent artist, but I really find his works spooky. I don't like that kind of art.

Arthur: I understand, but he intrigues me ... and I loved Max Ernst's stuff ... and oh ... Picasso's Woman by a Window is something else, isn't it? I think they both had a very original way of portraying the human figure.

Ruth: Yes, they were pretty exceptional artists, but I am not really into their style.

Arthur: What did you like when you were there?

Ruth: Andy Warhol of course. I think he was truly a unique artist.

Arthur: Are you serious? OK, maybe he made one or two good paintings, but he was hardly a talented artist. I mean, I'm not sure if drawing women's shoes is art.

Ruth: Yes, it is. It is called still life and his works are very unique and poetic. You know, he's very appreciated. A lot of people come to the museum just to see his works. Actually, that is why I went there.

Arthur: Still life? It's not exactly the most impressive type of art. Anyway, I suppose art is very subjective.

Ruth: Of course it is.

Arthur: Anyway, I loved the museum so the next time I go back I will take another look at his works. Who knows? Maybe they'll grow on me...

Ruth: I hope so ...

Module 6

➤ Exercise 2 (p. 65)

Sophie: For me, it's the worst social problem that the world has to deal with these days. There should be a way to sort things out through discussion and compromise rather than with violence. Millions of people have died throughout history in wars started for political reasons and not only is it a gross waste of human life it also rarely solves anything in the end.

Richard: In my opinion, there is no excuse for it in today's society. There is more than enough food and resources in the world for everyone, but it is all controlled by a small percentage of the people. We see developed countries in North America and Europe that have an excess of food, a ridiculous amount of wastage and an obesity problem. Then we see underdeveloped countries in Africa and Asia that cannot produce enough food to feed their own population and where one drought or crop failure can be a catastrophe. It's so unfair!

Mary: These days too many people are living on credit and borrowing more money than they can possibly repay. They have loans and credit cards and home loans that they can't afford. Then it only takes something like a change in interest rates, illness, or even an unexpected bill to push their debt to unmanageable levels and make them lose their homes. I'm afraid that in the current economic climate more and more people will find themselves on the streets.

➤ Exercise 5 (p. 71)

Speaker A

We mostly have German Shepherds but we sometimes use other breeds like Labradors. We look for them very

carefully and monitor them regularly to make sure that they are suitable for the job. For the first 10 months the puppies learn basic obedience and commands like sit, stay and come and learn social skills. Then, at ten months we decide if they are good enough to continue with us. Only the best carry on because there must be no doubt about their abilities to work in partnership with their handler. An officer's life could depend on it.

Speaker B

My life has totally changed. Before I was afraid to leave the house unless I had my mum or dad with me, but now I can go out on my own. I trust Rover 100% and he has given me more confidence. In fact, I look forward to going out now because I know nothing will go wrong thanks to his training. He is my eyes now and he enjoys walking as much as I do. We have totally bonded and he needs me just as much as I need him. I'd be lost without him.

Speaker C

We've rescued about fifty so far. A lot of them have been badly treated and we had to re-train them. It was like putting them through canine therapy but it worked. It's amazing when you see them learn to trust people again and showing affection. We usually keep them here for about six months before we find them new homes but the worst cases stay here with us. We also organise visits from schools to try to educate the children on how to treat animals. And the dogs get some satisfaction from that as well.

Speaker D

We've seen a lot of positive results with this programme. Many of our patients didn't react well to conventional medicine at all and we were desperate to find a way to help them. That's when one of the staff members suggested Pet Reach. Now we have daily visits and the results are impressive. The animals are very affectionate and the patients respond well to that. They take comfort from them. The patients seem to open up and some have actually made a full recovery after a few weeks. It's changed their lives.

Speaker E

It is a job, but I really do it because I love animals. I never had a pet growing up so I guess I'm making up for that now. I usually walk about five a day, all different breeds, and we go for a long walk each time. It's good exercise for me as well. They've become my friends and they're sensitive to how you're feeling. That's why some places use them to treat sick people. I feel like they want to take care of me when I'm ill, which I love them for.

Speaker F

Things definitely changed that day. I didn't know what was happening when the building came down. I still can't believe I had been lying there for three days. I know I was hurt but I kept praying that someone would find me. I was starting to get desperate, preparing to say goodbye to everyone I loved when I heard Buddy sniffing, then his

nose appeared through a hole in the rubble. He obviously smelled me because he started barking and I heard shouts. That's when I knew I would see my family again.

Module 7

➤ **Exercise 8 (p. 83)**

Interviewer: Sergeant Davis, earlier you told us that you've been doing this job now for over thirty years. So, is this the only job you've had?

Sergeant Davis: Well, when I first left school I joined the army and they trained me as an explosives technician, but I quickly realised that it wasn't for me. I learned a lot there, especially about explosions and fires. I just felt that I would prefer to use my physique and skills to help people rather than to blow things up and so on ... so I left and joined the fire brigade here in London where I began to train with some of the best.

Interviewer: So how old were you then?

Sergeant Davis: I was still only 21 when I joined.

Interviewer: Today, you are, of course, a bit older. Do you find the pace a little difficult sometimes?

Sergeant Davis: Obviously I am not a fit as I was then, but I rarely feel tired. I simply love doing what I do and wouldn't dream of doing anything else. And to be honest, OK, the younger guys take care of me in dangerous situations. We all watch out for each other here.

Interviewer: What is the most dangerous situation you have been in?

Sergeant Davis: There have been many dangerous moments and it would be difficult to measure their levels of danger. Sometimes we can be inside a burning building when the roof starts falling in around us and it's pretty scary, but we try to avoid such situations and so we are trained to prevent them, but sometimes things happen, you know. But, I don't think I've ever felt that my life was at risk because we regularly train for these situations.

Interviewer: So what is the most difficult part of your job?

Sergeant Davis: I think you can imagine that it is very difficult to fail to save someone and there have been moments when I was very depressed because of this. But, it passes and I know that we save a lot more than we lose so it is worthwhile.

Interviewer: So have you ever considered leaving?

Sergeant Davis: Honestly, yes, but only for very short moments. I once thought that I should retire early and do something less challenging, but at the end of the day, I don't think I would want to do anything else. You know, there is great job satisfaction here despite the ups and downs.

Interviewer: I am sure there is. You guys do a great job. Thank you for talking to me.

Sergeant Davis: You're welcome.

Module 8

➤ **Exercise 6 (p. 95)**

Speaker A

I love studying here because there are some really great

professors in my department who are experts in their field. I can ask any questions and get thorough answers. The university library is also a great resource for doing research. If you want to learn about something in great detail, university is the best place to go.

Speaker 2

In this day and age, many employers expect you to have a degree. If you don't have one, you will not even be considered for the job. So, no matter what positive qualities you possess, not having a degree seriously limits your chances of being employed, especially in any skilled professions.

Speaker 3

With the recent increase in tuition fees, university studies are becoming impossible to pay for. It's tough to know that when you finish your studies, you will have to find a job with a huge debt already hanging over you.

Speaker 4

Studying for a degree is important for your future career but you should also take advantage of your time as a student to make new friends and explore new pastimes. Student clubs are a great and inexpensive way to meet people and learn new skills and sports. Studying away from home is also where a lot of young people get their first taste of independence, better preparing them for when they join the workforce.

Speaker 5

My friend has a degree in political science and right now he is working as a waiter. So, I don't think a degree guarantees you your dream job. If you want to work in a specific profession, it's all about having experience.

➤ **Exercise 4 (p. 101)**

- A:** I don't think teenagers are responsible enough to have credit cards. They are too young to understand the idea of credit and will end up spending money they don't have because it doesn't seem like real money. So, when it comes time to pay off the amount they owe, they won't be able to.
- B:** I know what you mean. There's also the interest that is charged on late payments with credit cards. If teenagers don't understand fully how they work, they will run up a lot of debt.
- A:** And that will give them a bad credit rating which can affect their ability to get a loan or buy a house in the future, even if they settle their debts.
- B:** That's all true, but having a credit card can help teach teenagers about the responsibility of taking care of your money which is a good thing.
- A:** It is, and it's very important that teenagers learn to manage their money, but there are other ways that they can do this like having a debit card or keeping a budget. I think either of these is better than having a credit card.

Practice Test

➤ **Exercise 1**

Speaker A

This is nothing like going on holiday or travelling overseas. I've always wanted to work as a teacher in India. I knew that it would be challenging to teach English to primary children there and that I would face a number of challenges living in a different country, but I didn't know it would change the way I looked at things. For example, it wasn't until I travelled to India that I realised how much I loved learning about people and places that are so different to what I know.

Speaker B

My aunt, Becky Jones, is an international volunteer. She has been working abroad for the last 15 years. Working in different environments and cultures gave her the chance to grow both personally and professionally. She also started a blog about her work as a way to keep her family and friends up-to-date, which detailed the difficulties and challenges she faced volunteering in third world countries. It was very helpful for me when I decided that I wanted to give it a go.

Speaker C

When I volunteered abroad, I learned how to care about myself, the world and everyone around me more. My confidence was boosted through my experience as I travelled alone. When I returned home I felt confident that I had made a worthwhile contribution to a community that valued my support. Seeing the world while volunteering has made me more aware of my life and has left me hungry for more adventures which I intend to make.

Speaker D

Teaching in Africa is the best thing I ever did. I know it sounds odd, but living in a third world country – even for a few months - truly helped me understand how much we take for granted back home. For example, having water just coming out of the tap or the shower head when we want it, or switching on an electrical appliance at any time of day. Seeing the hardship and how others live with limited food, water and shelter was truly a life-changing experience.

Speaker E

When working overseas, you will have the opportunity to see things you wouldn't normally see, and do things you've never done before. You may be asked to help out at medical clinics, track endangered animal species, teach children in orphanages new games or even build houses. Exploring a new culture and learning new abilities not only enriches you as an individual, but also adds valuable life experience that will stay with you in whatever you do in the future.

Speaker F

I've never followed the news too closely, but after volunteering in third world countries I find myself

searching for these countries in news headlines and wanting to stay informed about events there. I believe it's important to be aware of what's going on beyond our own borders. Volunteering abroad inspired me to be more proactive about following the news, which in turn has led me to be more concerned about certain social issues and share what I know when I talk with friends and relatives.

➤ **Exercise 2**

Steve: Hi Jack! You weren't at football practice yesterday? Were you ill?

Jack: Hi Steve! No, I wasn't. I had a bit of an accident.

Steve: What happened?

Jack: Well, I was running to get to class on time when I fell and sprained my wrist.

Steve: Oh no! Does it hurt?

Jack: Not anymore. It really hurt when I fell so I went to see the school nurse.

Steve: What did she say?

Jack: She didn't think I had broken it, but she called my mother and told her to take me to the hospital to get an x-ray just to be sure. The doctor at the hospital confirmed it was just a sprain and put a bandage on. He told me I have to rest it for a few days.

Steve: Does that mean you'll miss the championship game on Friday?

Jack: I'm afraid so. The doctor told me not to play for a while until my wrist heals completely or I'll make it worse.

Steve: Oh, that's terrible. You're one of the best players on the team! Have you told the coach yet?

Jack: Well, my mother called him and told him about my injury. But I don't think he knows that I won't be able to play on Friday. I'm afraid to tell him the bad news.

Steve: I'm sure you are.

Jack: So, how was football practice yesterday anyway? Did you do any drills?

Steve: Yeah, the coach made us do some warm up exercises. Then he split the team in two groups and got us to pass the ball around and take shots at the keeper. You know, I feel better prepared for Friday's game now.

Jack: You're a good striker. I'm sure you'll score! And I'll be there to cheer you on even if I can't play.

➤ **Exercise 3**

Presenter: Hello everybody and welcome to our radio art programme! Today, we're going to talk to a well-known artist Emilio Perez. Hello, Emilio, good to see you today and thanks for coming.

Emilio Perez: Hi! It's nice to be here.

Presenter: Emilio, when did you become interested in art?

Emilio Perez: Well, I've been interested in art in one form or another since I was a child. When I was younger I used to love drawing, painting and building things. I didn't take any art courses in high school but I did enjoy making things in woodwork. I even built a handmade guitar as a class project. I also loved photography. I used to take pictures of my family and friends all the time. But my artistic career started after high school.

Presenter: What happened then?

Emilio Perez: Well, I decided to go to art school. I applied to a local college but I was told I'd need to submit a portfolio. I didn't have one so I drew a few pencil sketches and sent them in. They weren't very good because they were done in a few hours. My portfolio was rejected. I felt like a failure. A few months later, I applied to another college. I met with the Dean of the design school and did some drawings for him so I might be considered for admission. Once he saw my designs, I was immediately accepted. I worked very hard in college and loved every minute of it. When I graduated I started producing my own works of art.

Presenter: So, what motivates you?

Emilio Perez: I guess I'm motivated by the desire to create as many interesting art forms as possible. I enjoy making sculptures and love to have lots of them in my studio. I also enjoy seeing how my art affects people in positive ways. It's rewarding to see people smile when they see my work. It's also great to get comments from collectors saying they enjoy having my art in their homes or offices. My current ambition is to display my work in as many art museums as I can so it can be available to a wide audience.

Presenter: What advice can you give to budding artists?

Emilio Perez: First, they have to decide what they want to accomplish with their art. If they want to become famous artists, they should be ready to work hard and make many sacrifices. Due to the level of difficulty in making a living as an artist, I would strongly suggest they find another source of income, especially at first. If they are still at school or college, they should try to learn things to help their career such as taking art classes and courses in marketing or accounting that will make running their own business easier. They have to get used to living with a huge amount of uncertainty as to where their next job will come from. It can be done if they have a certain level of talent, drive and self-motivation. New artists have to experiment in different ways to find the most satisfying form of self-expression and they should take any criticism that comes their way and work on it. But the key is that they should do what they feel passionate about. It will always show in their work.

Presenter: How did your art works become famous?

Emilio Perez: It's a combination of things and took quite a few years to happen. Having my work in museums and on television played a small role. But the launching of my website was the major factor. It helped me get my work into newspapers and magazines worldwide and gave me global recognition.

Presenter: Finally, what are you working on now and what are your plans for the future?

Emilio Perez: I am currently finishing a new sculpture for an interior space. I have done several different styles of abstract sculptures and modern paintings in the past, so I'm familiar with the style. I also plan on experimenting in new areas of creative expression including cartoon drawing for a film in the future. It will be a new challenge for me that I'm looking forward to.

Presenter: I see. Thank you very much, Emilio.

Emilio Perez: My pleasure.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form	Module 1
Go through Module 1 and find examples of the following. Use the code to evaluate yourself.	
<ul style="list-style-type: none"> • talk about festivals 	
<ul style="list-style-type: none"> • talk about Chinese New Year celebrations 	
<ul style="list-style-type: none"> • buy a gift 	
<ul style="list-style-type: none"> • make suggestions 	
<ul style="list-style-type: none"> • talk about Arbor Day and Earth Day 	
<ul style="list-style-type: none"> • talk about respect for those who gave their lives for freedom 	
Go through the corrected writing tasks. Use the code to evaluate yourself.	
<ul style="list-style-type: none"> • compare a festival to one in my country 	
<ul style="list-style-type: none"> • write about superstitions 	
<ul style="list-style-type: none"> • write a postcard describing the Chinese New Year celebrations 	
<ul style="list-style-type: none"> • write an email describing an annual event 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• talk about feelings	
• talk about mysterious creatures	
• talk about bizarre coincidences	
• describe a dream	
• talk about dragons	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about a mysterious creature in my country	
• write about a coincidence	
• write about a prehistoric animal	
• write a story	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • talk about gadgets 	
<ul style="list-style-type: none"> • talk about cybernetics & cyborgs 	
<ul style="list-style-type: none"> • talk about 'screenagers' in my class 	
<ul style="list-style-type: none"> • complain about a faulty product (describe problems & respond) 	
<ul style="list-style-type: none"> • talk about robots in the UK and Russia 	
<ul style="list-style-type: none"> • talk about the computer and its parts 	

Go through the corrected writing tasks. Use the code to evaluate yourself.

<ul style="list-style-type: none"> • write about how cybernetics will improve people's lives 	
<ul style="list-style-type: none"> • write a survey and make a bar chart 	
<ul style="list-style-type: none"> • write an opinion essay 	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• talk about accidents & disasters	
• talk about how I would feel being lost in a jungle	
• give a witness statement	
• talk about first-aid treatment	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a summary of a survival story	
• write about how to survive in the wild	
• write about a dangerous animal in my country	
• write a third-person narrative	

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• talk about visual art forms	
• talk about artists	
• talk about incredible schools	
• invite, accept/refuse an invitation	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write what impressed me about three artists	
• write an email describing your school	
• write a short text about a traditional dance in my country	
• write a short text about a style of art	
• write a letter reviewing a film	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.

• talk about social problems	
• talk about what three people did to help people in need	
• talk about 'man's best friend'	
• call the emergency services	
• give a presentation on UNESCO	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write about helping people in need	
• write a summary of a text	
• write a short text about a place for 'voluntourism' in my country	
• write an opinion essay	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form Module 7

Go through Module 7 and find examples of the following. Use the code to evaluate yourself.	
• talk about challenging jobs	
• talk about dangerous and unusual jobs	
• compare my lifestyle to an aquanaut's lifestyle	
• discuss career options	
• talk about a person who overcame difficult challenges	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write about a dangerous job	
• write about the Aquarius Reef Base	
• write a short paragraph about a traditional job in my country	
• write a letter of application	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 8

Go through Module 8 and find examples of the following. Use the code to evaluate yourself.

• describe my favourite advert	
• talk about how advertisers try to attract people's attention	
• act out an interview about teenagers and technology	
• bargaining	
• talk about British coins	
• compare and contrast British coins to Russian coins	
• talk about my spending habits	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write my opinion on whether adverts influence my choices	
• write about the importance of a university education	
• write an opinion essay	

Progress Report Cards

Progress Report Card			
..... (name) can:	Module 1		
	very well	OK	not very well
talk about festival			
talk about Chinese New Year celebrations			
buy a gift			
make suggestions			
talk about Arbor Day and Earth Day			
talk about respect for those who gave their lives for freedom			
compare a festival to one in my country			
write about superstitions			
write a postcard describing the Chinese New Year celebrations			
write an email describing an annual event			

Progress Report Card			
..... (name) can:	Module 2		
	very well	OK	not very well
talk about feelings			
talk about mysterious creatures			
talk about bizarre coincidences			
describe a dream			
talk about dragons			
write about a mysterious creature in my country			
write about a coincidence			
write about a prehistoric animal			
write a story			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
talk about gadgets			
talk about cybernetics & cyborgs			
talk about 'screenagers' in my class			
complain about a faulty product (describe problems & respond)			
talk about robots in the UK and Russia			
talk about the computer and its parts			
write about how cybernetics will improve people's lives			
write a survey and make a bar chart			
write an opinion essay			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
talk about accidents & disasters			
talk about how I would feel being lost in a jungle			
give a witness statement			
talk about first-aid treatment			
write a summary of a survival story			
write about how to survive in the wild			
write about a dangerous animal in my country			
write a third-person narrative			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
talk about visual art forms			
talk about artists			
talk about incredible schools			
invite, accept/refuse an invitation			
write what impressed me about three artists			
write an email describing your school			
write a short text about a traditional dance in my country			
write a short text about a style of art			
write a letter reviewing a film			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
talk about social problems			
talk about what three people did to help people in need			
talk about 'man's best friend'			
call the emergency services			
give a presentation on UNESCO			
write about helping people in need			
write a summary of a text			
write a short text about a place for 'voluntourism' in my country			
write an opinion essay			

Progress Report Card

..... (name) can:	Module 7		
	very well	OK	not very well
talk about challenging jobs			
talk about dangerous and unusual jobs			
compare my lifestyle to an aquanaut's lifestyle			
discuss career options			
talk about a person who overcame difficult challenges			
write about a dangerous job			
write about the Aquarius Reef Base			
write a short paragraph about a traditional job in my country			
write a letter of application			

Progress Report Card

..... (name) can:	Module 8		
	very well	OK	not very well
describe my favourite advert			
talk about how advertisers try to attract people's attention			
act out an interview about teenagers and technology bargaining			
talk about British coins			
compare and contrast British coins to Russian coins			
talk about my spending habits			
write my opinion on whether adverts influence my choices			
write about the importance of a university education			
write an opinion essay			

1a

1 a)

E	V	E	N	T	T	H	I	L	R	F	B
J	B	E	X	H	I	B	I	T	I	O	N
T	R	A	D	I	T	I	O	N	A	L	V
T	F	V	F	E	S	T	I	V	A	L	Z
C	P	L	T	C	B	P	B	B	H	R	C
D	M	I	H	D	R	L	Y	N	H	P	U
W	T	Z	E	B	T	C	K	L	O	Z	L
J	H	U	M	H	T	V	X	U	Q	Q	V
V	N	H	E	H	O	M	G	G	G	A	B
P	E	R	F	O	R	M	A	N	C	E	D
D	T	U	J	I	I	H	W	Q	W	J	B
P	N	A	S	L	E	D	G	E	Z	O	L

FESTIVAL PERFORMANCE EXHIBITION EVENT
SLEDGE TRADITIONAL THEME

- b) 1 theme 4 sledge 7 exhibition
2 festival 5 event
3 performance 6 traditional

- 2 1 d 2 e 3 a 4 c 5 b

- 3 1 keep 3 crashed 5 come
2 dress up 4 lasts 6 take

- 4 1 celebrate 3 annual 5 display
2 prize 4 pulling 6 creatures

- 5 1 c 2 e 3 a 4 b 5 d
1 carve a statue 4 brings good luck
2 attracts people 5 organise a competition
3 cash prize

- 6 1 place 3 hold 5 live
2 gathered 4 alive

- 7 1 performance 5 celebration
2 competition 6 organisation
3 invitations 7 gatherings
4 Remembrance 8 entertainment

- 8 1 traditional music 4 folk dancing
2 fabulous costumes 5 live performances
3 take place

(Suggested Answer)

You can hear lively traditional music at the festival.
People wear fabulous costumes at the festival.
The festival takes place in June every year.
People take part in folk dancing during the festival.
People also attend musical performances.

1b

- 1 1 is cooking 5 holds
2 organise 6 attracts
3 is dancing 7 does the race start
4 are performing 8 dress up

- 2 1 is 5 am sitting 9 love
2 am having 6 am watching 10 is looking
3 are 7 have 11 are going
4 is running 8 smells

- 3 1 are you leaving, is
2 are you doing, am looking
3 Do you like, tastes
4 Are you going, am flying
5 does Jill visit, sees
6 never dances, hates
7 are you going, Do you need
8 Are you visiting, am going
9 does the bus leave
10 Does he work, teaches
11 are you wearing, smells
12 are these, belong

- 4 1 are you smelling 6 tastes
2 is having 7 is tasting
3 has 8 is thinking
4 believes 9 are going
5 wants 10 think

- 5 1 come 6 to concentrate
2 waiting 7 tidy
3 dancing 8 to go
4 helping 9 have
5 being 10 seeing

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

7 (Suggested Answer)

I like going to the cinema.
I dislike working long hours at the office.
I can't stand being on a packed bus.
I don't mind giving up my seat on a bus for an old person.
I enjoy tasting different types of food.
I love dancing; it helps me relax.

1c

- 1 1 3 3 1 5 3 7 2
2 1 4 4 6 1

- 2 1 T 2 NS 3 F 4 T 5 F 6 NS

- 3 Down Across
1 SUPERSTITION 1 SCISSORS
2 BANNER 3 GIFT
4 FORTUNE 6 FIRECRACKER
5 PARADE 7 NOODLES

- 4 1 celebrate 3 coming
2 behave 4 symbolise

- 5 a) 1 c 2 e 3 d 4 a 5 b

b) (Suggested Answer)

I hope I have good luck this year, last year I was very unlucky.

Long noodles symbolise long life in China.

My lucky numbers are 5 and 7.

I am going to a family gathering at the weekend.

Tonight there will be a full moon.

6 1 off 2 in 3 on 4 up 5 off

7 1 2 2 1 3 3 4 3 5 2

8 1 Spring Festival 4 performances
2 May 5 firework display
3 exciting activities

1d – CLIL TIME

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

1 nature trails 4 painful memories
2 green energy 5 local businesses
3 environmental project

2 1 organisation 3 symbol 5 pride
2 battlefields 4 visitors

3 1 in 2 with 3 on 4 for 5 on

4 1 display 3 march 5 gather
2 promote 4 fighting 6 honour

5 1 How about 4 Yes, that sounds
2 I don't think so like a good idea
3 Let's 5 Great

6 (Suggested Answer)

A: Hello, Jane. What are you doing here?

B: I'm looking for a birthday present for Sally.

A: Oh, me too. Why don't we get something together?

B: OK! How about getting her a skirt?

A: I don't think so. She's got loads of clothes.

B: I guess you're right. Lets get her a DVD, then.

A: Yes, that sounds like a good idea.

B: We could get her the new *Twilight* film. Sally likes the book very much.

A: Great. She'll love that!

Writing

1 1 D 2 B 3 C 4 A

2 1 amazing 4 lively 7 fast
2 colourful 5 huge 8 exciting
3 decorated 6 crowded

3 (Suggested Answer)

1 In Russia, there are cultural festivals, arts festivals, dance festivals, poetry festivals, film festivals and more.

- 2 I'm planning to go to the White Nights Festival.
- 3 The festival takes place in St Petersburg and runs from May through July.
- 4 People can watch performances of classical ballet, opera and attend music events. They can also enjoy a series of carnivals and watch the Scarlet Sails celebration on the River Neva.

4 (Suggested Answer)

Dear Mark,

It's lovely to hear from you! I hope you have a wonderful time at the festival. There are lots of annual festivals in my country. There are cultural festivals, arts festivals, dance festivals, poetry festivals, film festivals and more. They are a lot of fun!

I am planning to go the White Nights Festival this year. It takes place in St Petersburg and runs from May through July. It is an international arts festival and millions of people from Russia and the rest of the world come to enjoy the different events.

People can watch performances of classical ballet, opera and attend music events. They can also enjoy a series of carnivals and watch the Scarlet Sails celebration which takes place on the River Neva.

Tell me about this carnival parade you're going to. Where is it taking place? Do people dress up? What can you see and do there?

Write back and let me know!

Yours,

Dmitri

2a

1 1 terrified 3 sad 5 surprised
2 angry 4 confused

2 1 legendary 4 hound 7 fall
2 fascinating 5 attacked
3 Legend 6 transform

3 1 shallow 3 fake 5 amusing
2 boring 4 kind

4 1 c 2 d 3 e 4 f 5 a 6 b
1 mysterious creature 4 unsuspecting travellers
2 humped back 5 long tail
3 fascinating stories 6 sea serpent

5 1 tricks 5 mounted 9 howling
2 claims 6 take 10 wailing
3 exist 7 warned
4 attacked 8 fell

6 1 sighting 3 exists 5 passed
2 fake 4 captured 6 deep

7 1 c 2 a 3 e 4 b 5 d

8 (Suggested Answer)

- 1 They're visiting the tomb of Tutankhamun tomorrow.
- 2 My gran used to read me tales about mythical creatures when I was little.
- 3 People say that Cornwall is home to Morgawr, the legendary sea monster.
- 4 The creature quietly approached the unsuspecting travellers and attacked them.
- 5 I think the crocodile is one of the most vicious animals in the world.

- 9 1 confusing 3 disgusting 5 shocked
2 annoying 4 surprised

10 (Suggested Answer)

I was out walking with my friend James and I saw a strange creature cross the field in front of me. It had big green eyes and long black fur and was moving very quickly. I ran to the field to see what it was, but there was nothing there. I asked James what it could be, but he didn't see it!

2b

- 1 1 were fishing, saw
2 were you doing
3 started, appeared
4 was getting, arrived
5 didn't hear, was watching
6 were playing, found
7 was sleeping, arrived
8 did it happen
- 2 1 had 6 were standing 11 looked
2 was waiting 7 reached 12 saw
3 arrived 8 let go 13 was walking
4 got on 9 got off 14 noticed
5 were 10 couldn't 15 was staring

3 (Suggested Answer)

- 1 I used to play video games when I was ten.
- 2 I used to have long hair when I was ten.
- 3 I didn't use to drive a car when I was ten.
- 4 I didn't use to play tennis when I was ten.
- 5 I wouldn't watch horror films when I was ten.

- 4 1 Have you seen 4 has written
2 hasn't lived 5 has gone
3 have been 6 has never had

- 5 1 never 3 ever 5 yet
2 just 4 for 6 since

- 6 1 has gone
2 haven't seen, hasn't finished
3 Have you been waiting, have been
4 have been digging
5 has lost
6 haven't tasted
7 have you been studying

- 7 1 had 5 did they go
2 haven't heard 6 has never read
3 have gone 7 has been working
4 Have you ever had 8 have been playing

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

9 (Suggested Answer)

I was reading my book when I heard a scream, so I walked over to the window and saw a girl who was running down the street. Then I heard some boys laughing, they were chasing the girl down the road with a big spider!

2c

- 1 1 people 3 Suddenly 5 childhood
2 situation 4 researchers 6 interesting

- 2 1 'already seen'
2 they are remembering something from their past
3 been interested in Déjà vu
4 in the back of someone's mind
5 sees a certain thing before the other eye

- 3 have the feeling – sense ordinary – common
recollection – memory present – current
feeling – sensation

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

- 1 unexplained force 4 brave act
2 strange feeling 5 exact moment
3 bizarre coincidence

- 5 1 claim 3 saved 5 pushed
2 assassinate 4 predicted 6 disappeared

- 6 1 at 2 from 3 to 4 about 5 of

- 7 1 down 2 up 3 up 4 off 5 out

8 (Suggested Answer)

- 1 Parts of the wrecked car were sold.
- 2 The actor mysteriously knew that Dean would die.
- 3 In 1960, the car disappeared.
- 4 The boy nearly fell in front of an oncoming train.
- 5 Mark Twain predicted his death.
- 6 Halley's Comet only passes Earth every 75 to 80 years.

- 9 Speaker 1 C Speaker 3 B
Speaker 2 A Speaker 4 E

- 10 1 beautiful 4 giant morgawr
2 was shining 5 disappeared
3 heard

2d – CLIL TIME

- 1 1 of 3 with 5 to 7 To
2 on 4 of 6 at 8 on
- 2 1 marched 4 fought 7 surrounded
2 protect 5 breathe 8 invaded
3 flew 6 founded
- 3 1 represent 3 coat 5 burst
2 powerful 4 pride 6 emblem
- 4 1 What's up? 4 You're joking!
2 What was it about? 5 That was exciting!
3 Wow! Did you really?

5 (Suggested Answer)

A: Hello Jenny. You don't look happy. What's up?
B: Oh, I had a dream last night.
A: What was it about?
B: I won the lottery!
A: Wow! Did you really?
B: Yes, I won so much money I couldn't spend it all!
A: You're joking!
B: No, it's true! Well at least it was true in my dream.
A: That was exciting!
B: Yes. But it was only a dream!

Writing

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

- 2 1 2, 3 2 4 3 1 4 5

3 Almost straight away
The next morning
A few days later
When (we got home)
While (looking at the pictures)
When (we got to)
Later (we asked our Dad)

4 **the village:** ghostly
people: old
clothes: old-fashioned
the hotel: small
the buildings: ruined

5 1 a short story
2 people who read the school magazine
3 b

6 (Suggested Answer)

1 Last summer we went to a seaside village.
2 My brother and I decided to explore a cave.
3 We went into the cave and it was very dark.
4 We heard some strange noises coming from the pool.

- 5 We felt very nervous.
6 A huge monster appeared from the water.
7 We ran out immediately.
8 We felt relieved that we managed to escape.

7 (Suggested Answer)

Last summer we went on holiday to a lovely seaside village. I went with my brother and my parents. One day, it was hot and sunny and my brother and I decided to explore a cave on the beach. We went into the cave and it was very dark. It was quite scary but also quite exciting. There was a big pool in the cave and we were throwing stones into it for fun. Just then, we heard some strange noises coming from the pool. We didn't know what it was and we felt very nervous. Suddenly, a huge monster appeared from the water. It was a strange green sea creature with a long neck and it made a terrifying sound. We ran out of the cave immediately screaming and yelling. We felt very scared. We ran all the way back to the hotel and told our parents what had happened. Of course they didn't believe us, but we knew what we saw was real. We felt relieved that we managed to escape.

3a

- 1 1 joystick 4 keyboard
2 remote control 5 touch screen
3 headphones 6 keypad
- 1 headphones 4 keyboard
2 touch screen 5 remote control
3 joystick

2

S	K	E	L	E	T	O	N
Y	S	Y	I	E	E	X	E
K	M	E	M	Y	E	Y	R
E	L	L	B	E	T	L	V
B	R	A	I	N	H	M	E
M	U	S	C	L	E	M	E
Y	E	H	O	A	E	E	Y
N	E	E	U	I	V	T	U

SKELETON BRAIN MUSCLE EYELASH LIMB TEETH NERVE EYE

- 3 1 function 4 control 7 identify
2 attached 5 guide 8 design
3 become 6 developed
- 4 1 disability 3 wire 5 fascination
2 reality 4 human
- 5 1 c 2 a 3 e 4 f 5 b 6 d
1 human mind 4 colour blind
2 artificial limbs 5 science-fiction story
3 normal life

- 6 1 generosity 3 complexities 5 possibility
2 freedom 4 silence 6 happiness

- 7 1 allow 3 controls 5 artificial
2 different 4 lost

8 (Suggested Answer)

I saw the film *I, Robot*. The robots in that film had two arms, two legs and a head. Their faces were very humanlike and expressive. Their functions were to help humans in all sorts of jobs, but in the film the robots developed human emotions.

3b

- 1 1 She is going to plant flowers.
2 She is going to eat pizza.
3 He is going to send an SMS.
4 She is going to buy a camera.
- 2 1 'm thinking 4 am going to travel
2 is going to rain 5 are you meeting
3 I'll have 6 will post
- 3 1 will turn 4 will help
2 will rule, will have 5 will turn
3 am going to visit 6 is going to buy
- 4 1 is going to buy 6 will be flying
2 will upload 7 will do
3 will have moved 8 are going to switch off
4 will be eating 9 will be swimming
5 will have reached 10 will have completed
- 5 1 gets 3 will send 5 will they build
2 finishes 4 get

6 (Suggested Answer)

- 1 I am going to buy a car next year.
2 I am going to travel abroad after university.
3 I'm meeting Sara later.
4 I'm travelling to Spain next week.
5 I think people will have robots to do the housework in the future.
6 I think there will be flying cars in the future.

- 7 1 gets, will start 3 comes 5 is
2 will give, leave 4 telephones

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

3c

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

- 2 1 They use it to explore the seabed.
2 It collects samples using a robotic limb.
3 By using a joystick and a video monitor.
4 99% of the sea floor in the world.
5 A network of robotic vehicles and laboratories on the seabed.

- 3 1 c 2 d 3 f 4 e 5 a 6 b
1 recent survey 4 virtual world
2 chat online 5 quick thinking
3 move up 6 negative effects

- 4 1 demand 4 am going to upload 7 connect
2 install 5 switch off 8 log on
3 worry 6 to download

- 5 1 up 2 to 3 on 4 with 5 across

6 (Suggested Answer)

I use the Internet every day. I text my friends on my mobile phone every day. I watch TV every afternoon. I sometimes play video games but not very often.

- 7 1 2 2 3 3 1 4 3 5 3

- 8 1 it will affect 4 Prosthetic limbs
2 blind people 5 tiny robots
3 chips

3d – CLIL TIME

- 1 1 tower 3 speakers 5 keyboard
2 screen 4 mouse 6 wire

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

- 3 1 provides 3 holding 5 access
2 interact 4 serve 6 interprets

- 4 1 memory 3 motherboard 5 reminds
2 generates 4 ports

- 5 1 I've got a problem with
2 What seems to be the problem?
3 Can I have a look?
4 How long will it take?
5 Can I have your name and number, please?
6 OK, we'll contact you when it's ready.

6 (Suggested Answer)

- A: Hello. Can I help you?
B: Yes, please. I've got a problem with my mobile phone and I only bought it recently.
A: What seems to be the problem?
B: The camera isn't working.
A: I see. We'll have to send it away to have someone look at it.
B: How long will it take?

- A: About two weeks.
 B: Oh, all right then.
 A: Can I have your name and number, please?
 B: Yes, sure. It's Adam Cawley and my number is 020 7554 4124.
 A: OK, we'll contact you when it's ready.
 B: That's great! Thank you for your help!
 A: You're welcome.

Writing

1 A 3 B 5 C 4 D 1 E 2

2 1 Furthermore 4 In my opinion
 2 Firstly 5 All in all
 3 On the other hand

3 1 B 2 C 3 A

4 (Suggested Answer)

Statements 1 and 3 are supporting arguments.
 Statement 2 is the counter-argument to the viewpoint.

5 (Suggested Answer)

Robots have become more and more advanced in recent years, especially in the workplace. But will these advancements ever lead to them replacing real people?

In my opinion, robots can never take the place of real people. Firstly, robots cannot think for themselves. They only react according to their programming. Therefore, they cannot act independently or come up with new thoughts and ideas. Secondly, they cannot provide real companionship. A robot does not have a personality and therefore cannot interact in a relationship with a person. Moreover, robots can never replace people where personal interaction is vital such as in the role of a teacher. Children need to learn moral values and robots cannot reason or understand these concepts.

On the other hand, there are certain jobs that robots are suitable for that people are not. Bomb disposal units can use robots to disarm bombs without the risk to human life. Furthermore, they can carry out search operations in locations that are dangerous to humans, again saving human lives.

However, in most of these situations the robots still require a human operator to guide them. This means that the human element is still important no matter how advanced the robot.

All in all, even though robots have improved a lot over recent years and now have an important role to play in our lives, they ultimately cannot replace human beings.

4a

1 a) 1 house fire 5 plane crash
 2 flood 6 car crash
 3 explosion 7 boat sinking
 4 train derailment

b) 1 train derailment 2 explosion

2 1 scratch 3 bump 5 cut
 2 collarbone 4 bruise

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

1 plane wreckage 4 search plane
 2 rescue crew 5 life-threatening
 3 passenger ferry 6 sole survivor

4 1 caught 4 lay 7 crashed
 2 flashed 5 plunged 8 survive
 3 darkened 6 escape

5 1 injuries 4 alone 7 sole
 2 alive 5 bites
 3 hit 6 remember

6 1 jungle 5 doubt 9 infested
 2 Lightning 6 odds 10 screaming
 3 downstream 7 canopy
 4 venomous 8 pelted

7 I was scared in case I got bitten by a venomous snake. I became even more scared as the sky began to darken. The river was infested with crocodiles. I felt like screaming all the time but I didn't. After two days, I had a lot of mosquito bites. However, I was lucky to be alive.

4b

1 1 had done, went
 2 arrived, had left
 3 had been working, decided
 4 had been walking, came
 5 found, had been searching
 6 had been waiting, decided
 7 got/had run

2 2 He was dehydrated because he hadn't drunk water in two days.
 3 Her family was worried because she hadn't come home.
 4 He couldn't call for help because the battery in his phone had died.
 5 She was lost because she had wandered from the path.

3 1 had bought 4 had been working
 2 had been waiting 5 had spent
 3 had already prepared

- 4 1 had been 7 saw 13 had burst
 2 struck 8 got up 14 flooded
 3 had travelled 9 went 15 could not
 4 went 10 yelled 16 had slept
 5 woke up 11 came
 6 were 12 saw

- 5 1 had used, wouldn't have got
 2 had been
 3 were, would ask
 4 won't be, explain
 5 had listened, wouldn't have made
 6 had worked, would have succeeded

6 (Suggested Answer)

- 1 had reserved a table.
 2 would call an ambulance.
 3 would have gone to the beach.
 4 had bought tickets in advance.
 5 would have gone on holiday.
 6 would refuse.

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

4c

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

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

- 3 1 stay 7 accomplished
 2 overcome 8 demonstrated
 3 broke 9 succeed
 4 confront 10 survive
 5 push 11 endure
 6 realised

- 4 1 out 3 after 5 across
 2 into 4 over

- 5 1 breath 3 advice 5 achievement
 2 proof 4 bath

- 6 1 on 3 from 5 in
 2 in 4 from 6 on

- 7 1 2 2 2 3 1 4 3

- 8 1 rainforests 3 have poison 5 ten humans
 2 skin 4 cut

4d – CLIL TIME

- 1 1 B 2 A 3 A 4 B 5 A

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

- 1 long tentacles 4 first aid
 2 venomous spider 5 severe pain
 3 medical care

- 3 1 unconscious 3 victims 5 airway
 2 priority 4 waved 6 adjusted

- 4 1 Yes, I saw everything.
 2 What happened?
 3 Did you notice the registration number?
 4 Certainly.

5 (Suggested Answer)

- A: Hello, sir. Did you see the accident?
 B: Yes, I saw everything. It was awful.
 A: What happened?
 B: I was waiting at the bus stop when I saw the truck come around the corner. It skidded on the ice and it crashed into the wall.
 A: Can you come down to the station and give an official statement?
 B: Certainly. I'd be happy to.

Writing

- 1 1 went 8 found
 2 knew 9 were shaking
 3 set off 10 (were) holding
 4 was blowing 11 dropped
 5 were heading 12 had floated
 7 broke 13 spotted
 6 tried

- 1 B, C, D 2 D, E 3 A

- 2 A 3 C 1 E 6 G 9 I 2
 B 4 D 5 F 8 H 7

3 (Suggested Answer)

Last weekend, Peter and Steve went on a fishing trip to a seaside fishing village. Although the weather was a bit chilly, they were very excited. No one knew it would turn out to be a disaster.

4 (Suggested Answer)

They rented a boat and sailed away. They expected to catch a lot of fish. Suddenly, the weather turned bad. It started raining heavily and the sea was very rough. They were scared and the boat was rocking a lot. Then a huge wave hit the boat and it broke in two. They were in the water. They tried to stay afloat. They were afraid they would not survive. A little while later, they saw a fishing boat. It came to rescue them and pulled them out of the water. They were so relieved and happy to be safe and on their way home.

5 (Suggested Answer)

Last weekend, Peter and Steve went on a fishing trip to a seaside fishing village. Although the weather was a bit chilly, they were very excited. No one knew it would turn out to be a disaster.

They rented a boat and sailed away. They expected to catch a lot of fish.

Suddenly, the weather turned bad. It started raining heavily and the sea was very rough. They were scared and the boat was rocking a lot.

Then a huge wave hit the boat and it broke in two. They were in the water. They tried to stay afloat. They were afraid they would not survive.

A little while later, they saw a fishing boat. It came to rescue them and pulled them out of the water. They were so relieved and happy to be safe and on their way home.

5a

- 1 a) 1 photography 4 painting
2 ceramics 5 drawing
3 sculpture 6 animation

b) (Suggested Answer)

My favourite art form is painting because I can see the world through the artist's eyes.

- 2 1 landscapes 4 artist 7 works
2 totem 5 blobs 8 marble
3 driftwood 6 harden

- 3 1 drew 4 sculpted 7 exhibits
2 roams 5 depict 8 express
3 pioneered 6 perceive

- 4 1 scene 4 waste 7 transform
2 raise 5 remind 8 entered
3 accepted 6 harden

- 5 1 b 2 c 3 a 4 e 5 d

- 1 acrylic paints
2 everyday objects, environmental message
3 life-size sculptures
4 flower designs

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

- b) 1 flipflops 5 filmmaking
2 whiteboard 6 toothpic
3 landscape 7 paintbrush
4 watercolours 8 chewing gum

7 (Suggested Answer)

- 1 marble 6 pen
2 wax 7 chalk
3 clay 8 watercolours
4 stone 9 oils
5 charcoal 10 wash

5b

- 1 1 was attended 4 was made
2 is housed 5 will be exhibited
3 has to be finished 6 has just been stolen

- 2 1 The statue was stolen from the town hall.
2 The museum is visited by millions of tourists every year.
3 The new arts centre will be opened by the mayor.
4 The contract has to be signed by him.
5 Most of the paintings have been sold.
6 £1 million has been donated to the art school by a rich businessman.

- 3 1 by 2 with 3 with 4 by 5 by

- 4 1 was founded 5 was established
2 are found 6 was housed
3 were collected 7 was opened
4 was accepted 8 is visited

- 5 1 A priceless museum piece was stolen last night.
2 The Queen's statue will be erected in the town square.
3 A national art competition has been won by a local boy.
4 The Art Festival was cancelled due to bad weather.
5 The National Museum will be closed for renovation.

- 6 1 Dave is having his portrait painted.
2 I will have the house painted by Peter.
3 Paula is having her sculptures exhibited by an art gallery.
4 Jane had her hair cut yesterday.
5 Harriet had her purse stolen last night.
6 Laura was having her nails done.
7 They have had their house designed by a well-known architect.
8 She is having her trees trimmed.

- 7 1 yourself 3 herself 5 himself
2 myself 4 ourselves 6 itself

8 (Suggested Answer)

- 1 I can bake a cake by myself.
2 Lyn can fix her bicycle herself.
3 David makes his furniture himself.
4 I can do all my English homework myself.

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

5c

- 4 1 higher 5 will remind
2 showing 6 noticed
3 to raise 7 has exhibited
4 are wasting 8 used

- 2 1 Paul Villinski 3 Henrique Oliveira
2 Henrique Oliveira 4 Paul Villinski
- 3 1 works 3 motivated 5 donated
2 engage 4 collects
- 4 **Across** **Down**
2 SEASCAPE 1 EXHIBITION
5 MINIATURE 3 EXPRESS
6 SCULPTURE 4 DISCARD
7 PORTRAIT
- 5 1 in 2 to 3 of 4 from 5 for
- 6 1 into 2 down 3 in 4 out
- 7 1 T 2 T 3 F 4 F 5 NS
- 8 1 dances 3 was also used 5 artistic
2 performed 4 to take part

5d – CLIL TIME

- 1 1 violin 3 bells 5 accordion
2 pipe 4 guitar 6 drums
- 2 1 c 2 e 3 a 4 b 5 d
1 folk dance 4 common shapes
2 spring festival 5 art movement
3 coloured dress
- 3 1 bright 3 greatly 5 original
2 natural 4 leading
- 4 1 to depict 3 pioneered 5 performed
2 drew 4 inspired 6 perceives
- 5 1 Do you fancy going to an exhibition?
2 I'd love to.
3 Sorry, but I can't make it at 8 pm.
4 That sounds good.
5 All right, then.

6 (Suggested Answer)

- A: Hi, Russell. Have you got any plans for Friday evening?
B: Not really.
A: Do you fancy going to a live concert of *The Deadly Drums* at the Bee Hive?
B: I'd love to. What time is it?
A: I'm going at 8:30 pm.
A: Sorry, I can't make it at 8:30 pm.
B: No problem. We can go a bit later. It doesn't start till 10 pm. How about 9 pm?
A: That sounds good.
B: I'll pick you up.
A: All right. I'll see you then.

Writing

- 1 1 B 2 A 3 D 4 C
- 2 1 exciting, fast-paced 4 excellent
2 clever 5 fantastic
3 spectacular

3 (Suggested Answer)

Film review	
Type	science-fiction adventure
Acting	convincing fantastic
Plot	fast-paced weak
Special effects	stunning great

- 4 1 P 2 P 3 N 4 P 5 N

5

Title of film	Gnomeo & Juliet
Type	Animated adventure
Director	Kelly Asbury
Cast	James McAvoy, Emily Blunt, Ashley Jensen, Michael Caine, Maggie Smith, Matt Lucas, Jason Statham and many more
Plotline	Two gnomes from opposing gardens fall in love causing all sorts of problems

Comments	Acting is excellent. The soundtrack is fantastic and made up of Elton John songs. It has an action-packed and interesting plot.
Recommendation	A must-see.

- 6 *Gnomeo & Juliet* is an animated adventure film. It is directed by Kelly Asbury and the cast includes James McAvoy as Gnomeo, Emily Blunt as Juliet and many more famous stars including Ashley Jensen, Michael Caine, Maggie Smith, Matt Lucas and Jason Statham. The story begins when two gnomes from opposing gardens fall in love. This causes all sorts of problems. The film is full of action. The plot is interesting and the acting is excellent. The soundtrack is fantastic, too, and is made up of Elton John songs. Don't miss it. This film is a must-see.

6a

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

- 2 1 honoured, raise 5 stung
2 accomplish 6 rough
3 encouraged 7 persisted
4 inspiration 8 need
- 3 1 c 2 e 3 b 4 a 5 f 6 d
1 encourage people 4 break a record
2 overcome obstacles 5 raise awareness
3 personal goal 6 make a difference
- 4 1 to overcome 3 go 5 persisted
2 rowed 4 deserve 6 honoured
- 5 1 charity 4 ambition 7 objective
2 poverty 5 feat 8 obstacles
3 inspiration 6 assistance
- 6 1 shorten 4 familiarise
2 empower 5 encourage
3 specialises
- 7 1 for 2 in 3 to 4 to
- 8 1 up 2 after 3 out for 4 into 5 for

9 (Suggested Answer)

I believe that homelessness is the most serious social problem. It makes me feel very sad when I see people living on the streets. They arrived at this situation because of losing their jobs, having financial troubles or family problems. We can help by giving food or our old clothes to the homeless. We can also give our time at homeless shelters. They always need volunteers to cook, clean or just to talk to the people who live on the streets.

6b

- 1 1 the most amazing 5 older than
2 the least 6 the best
3 more difficult than 7 farther
4 the worst 8 more excited than
- 2 1 very 3 much 5 than
2 enough 4 much 6 too
- 3 1 B 3 A 5 A 7 C 9 B
2 C 4 C 6 A 8 B 10 C
- 4 2 They held a concert in order to raise money for charity.
3 They are planning to dig a well so that the villagers have clean water.
4 The students raised money for the tsunami survivors.
5 He closed the door so as to keep the heat in.
6 The doctor gave them his number so that they could call him.

- 5 1 so 2 such 3 so 4 such 5 so

6 (Suggested Answer)

My sister is the most generous person I know.
I was so tired that I fell asleep on the sofa.
It was such a lovely day that we went swimming.
The weather on Tuesday was worse than on Monday.

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

6c

- 1 1 2 3 3 5 1 7 3
2 1 4 3 6 2 8 4
- 2 1 The United Nations General Assembly started International Volunteer Day.
2 It celebrates volunteers.
3 People organise rallies, parades, community volunteering projects, environmental awareness projects and free medical care programmes on International Volunteer Day.
4 It helps by making people aware of organisations' and volunteers' contributions at local, national and international levels.
5 You can get more information online.
- 3 1 role 3 ancient 5 sense
2 earned 4 nature 6 obedient
- 4 1 d 3 h 5 g 7 a
2 c 4 f 6 e 8 b
1 human being 4 natural disaster
2 popular breed 5 excellent nose
3 guide dog
- 5 1 bumped 3 open up 5 serve
2 provide 4 sniffed 6 benefit
- 6 1 2 2 3 3 2 4 1
- 7 1 an idea 3 war 5 emergencies
2 1859 4 services 6 the community

6d – CLIL TIME

- 1 1 permanent 3 under 5 catch
2 care 4 clearance
- 2 1 emergency 3 ambulance 5 coastguard
2 inequalities 4 sanctuary 6 species
- 3 1 d 2 c 3 f 4 b 5 a 6 e
- 4 1 wipe out 4 strives 7 founded
2 became 5 standard
3 key 6 freedom

- 5 1 Which service?
2 Please hold the line.
3 Can I have your address, please?
4 What number are you calling from?

6 (Suggested Answer)

Operator: Hello. Which service?
Boy: Police, please.
Operator: Please hold the line.
Police: Hello. What's the emergency?
Boy: There's a man breaking into the house next door.
Police: Can I have your address, please?
Boy: 65 Winston Drive. Can you send someone quickly?
Police: Yes. Help is on the way. What number are you calling from?
Boy: It's 0161 566 8976.
Police: OK, thank you. Now, what does the man look like?

Writing

1 (Suggested Answer)

The writer's opinion is that freedom of the press is a right that everyone in a civilised society should fight for.

2 (Suggested Answer)

Viewpoints/reasons:

- 1 People have a right to know the truth.
- 2 Journalists and news agencies should be free to investigate and report the news.

Opposing viewpoint:

Journalists have been known to take advantage of this freedom and intrude in people's private lives.

Counter-argument:

Without a free press, some important stories might have been kept secret.

- 3 1 The final year of school can be tiring for students, both mentally and physically. As a result, students sometimes need to take a break.
2 While it is important for young people to get a good education, they also need to relax and enjoy being young.
3 Just as young people learn a lot when at school, so too they can learn valuable lessons from life.

4 (Suggested Answer)

Statements 2, 3 and 4 are the supporting viewpoints. Statements 1 and 5 are the opposing viewpoints.

Counter-arguments:

- 1 Young people can return to their studies with more energy and enthusiasm making them more productive.
- 2 Managing their own finances and coping with difficult situations will better equip young people to deal with their studies in a more practical way.

5 (Suggested Answer)

The final year of school can be tiring for students, both mentally and physically. As a result, some students need to take a break before continuing their studies. But is this a good idea?

In my opinion, it is a positive experience for young people to take a year out from their studies before starting higher education. Firstly, it provides a great opportunity for them to gain some work and life experience. This enables young people to become more mature and independent, and learn how to deal with difficult situations. Secondly, this better equips them to make decisions about their future as they are better informed about the outside world.

On the other hand, going back to their studies after a year could prove difficult, as students may have to relearn how to cope with the demands and more rigid routine of studying.

However, living in the outside world gives students the opportunity to develop new skills that aren't taught in the classroom. These new skills can help them process the information they learn at university in a different way. Therefore, they won't have to go back to their old studying methods to cope with the coursework.

All in all, while it is important to get a good education at school, students can also learn valuable lessons from life. I believe that taking a year out is a great way for young people to recharge their batteries and prepare themselves better for university.

7a

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

- b) 1 coal miners 3 police officer
2 bank clerk

- 2 1 intelligent 3 discreet 5 stressful
2 skills 4 detail 6 trustworthy

- 3 1 crew 4 skilled 7 instincts
2 harsh 5 battle 8 pressure
3 sense 6 team

- 4 1 motivated 4 Disarming 7 stay
2 face 5 commanded 8 put
3 to worry 6 to react

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

- 1 fishing boat 4 ideal job
2 frozen waters 5 under pressure
3 protective suit 6 police force

- 6 1 flow 4 defuse
2 dig 5 study
3 investigating 6 weighs

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

- 8 1 overcharged 4 deforested
2 rearrange 5 (have) misunderstood
3 disagree 6 encourages

7b

- 1 1 can't 4 Could 7 need to
2 must 5 have to 8 must
3 mustn't 6 might

- 2 1 mustn't/can't
2 don't have to/needn't/don't need to
3 must/have to
4 should/ought to
5 must
6 Could/Can
7 shouldn't/ought not to

- 3 1 may/might be late for work today.
2 must/have to wear a safety helmet.
3 mustn't/can't park here.
4 may/can take a ten-minute break.
5 can speak four languages.
6 should/ought to talk to the boss first.
7 must/have to leave now.
8 needn't/don't have to/don't need to work late today.
9 can't answer all the customers' questions.
10 Can/Could I take the day off tomorrow?

- 4 1 a fancy brand new sports car
2 a pair of expensive Italian leather shoes
3 a nice little old lady
4 a beautiful old French wooden armchair
5 a juicy big red apple
6 a well-known American rock band

5 (Suggested Answer)

- 1 I've got a small square blue exercise book.
2 I've got a new round white rubber.
3 I've got a pretty pink cotton pencil case.
4 I've got an expensive black leather diary.
5 I've got an old rectangular blue plastic lunchbox.

- 6 1 F 3 T 5 D 7 T
2 P 4 M 6 M 8 F

- 7 1 must 5 can't
2 must 6 may/might/could
3 can't 7 must
4 must 8 may/might/could

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

7c

- 1 1 exciting 4 frighten 7 interactive
2 movement 5 daily 8 unlimited
3 ensure 6 happiness

- 2 1 He is a thrill engineer/a ride designer.
2 When designing a ride, Paul considers the physical reactions of the riders, their emotions and the safety of the ride.
3 How people react to different experiences.
4 They will be interactive, responding to the rider and his or her emotions.
5 For the thrill of danger.

- 3 1 c 2 e 3 d 4 a 5 b
1 wireless link 4 marine biologist
2 research station 5 extreme conditions
3 scuba gear

- 4 1 mission 4 squeaky 7 anchor
2 seabed 5 pressure 8 gradually
3 affect 6 monitored 9 located

- 5 1 off 2 to 3 down 4 up 5 in

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

- 7 1 often 4 must have
2 damage 5 be very cautious
3 high-tech gadgets

7 – CLIL TIME

- 1 1 d 2 e 3 b 4 a 5 c
1 primary source 4 kitchen appliances
2 civil liberties 5 workers' rights
3 tea urn

- 2 1 devoted 4 awarded 7 defend
2 withdraw 5 was elected 8 maintain
3 witnessed 6 support

- 3 1 out 2 with 3 To 4 in 5 for

- 4 1 I'm still not sure what's best for me.
2 Well done!
3 That sounds interesting.
4 That's what I'm here for.

5 (Suggested Answer)

- A: So, what would you like to study at university?
B: I don't know. I'm still not sure what's best for me.
A: What kind of job do you think you might be happy doing?
B: I think I'd like a job where I could help people.
A: How are you doing in Maths and English?
B: Very well. I usually get top marks.

- A: Well done! How about studying Law? You could perhaps become a lawyer or a judge.
 B: That sounds interesting. It might suit me. Thank you.
 A: Not at all. That's what I'm here for.

Writing

1 A 3 B 2 C 1 D 5 E 4

2 a) A 3 B 1 C 2

b) B 1

Dear Mr Smith/ Yours sincerely (full name)

3 1 b 2 d 3 c 4 e 5 a

- 4 1 graduated 5 consider
 2 to apply 6 enclosed
 3 speak 7 contacted
 4 completed 8 look forward

5 (Suggested Answer)

Dear Sir/Madam,
 I am writing to apply for the position of part-time salesperson, which was advertised on Summerjobs.com on Friday, 16th January.
 I am currently studying for a degree in Literature at London University.
 I have worked part-time as a sales assistant in a supermarket and in a clothes shop. I also speak French, German and Spanish fluently.
 I consider myself to be a friendly, patient and sociable person. I am also honest and hardworking.
 I would be very grateful if you would consider me for this position. Please find enclosed my curriculum vitae and two references. I am available for an interview at your convenience and can be contacted anytime. I look forward to hearing from you.
 Yours faithfully,
 Peter Smith

8a

1 1 raise 3 escape 5 feature
 2 stay 4 tempt 6 creates

2 1 c 2 a 3 f 4 e 5 d 6 b
 1 artificial worlds 4 sandwich board
 2 irritating tunes 5 cunning tricks
 3 pop-up ads

3 1 softeners 3 traps 5 comfort
 2 aroma 4 meadow 6 aware

4 1 endorsing 4 noticing 7 sleeping
 2 popping into 5 get 8 stay
 3 count 6 target

5 1 trouble 3 mind 5 soundly
 2 aware 4 matter

6 1 responsible 3 enjoyable 5 accessible
 2 creative 4 different 6 considerate

7 1 on 2 through 3 off 4 on 5 out

8 1 pop-up 4 cunning 7 fabric
 2 celebrity 5 annoying 8 soft
 3 neon 6 best

9

Advertising	
Tricks used	jingles, celebrities, artificial worlds
Types	pop-up ads, neon signs, billboard
Products	fabric softener, perfume, soft drinks
Verbs	sell, endorse, advertise

8b

1 1 told 3 told 5 said
 2 said 4 tell 6 told

- 2 1 She said that she couldn't find her credit card anywhere.
 2 Moira said that Ken had gone to the bank.
 3 Julie said that she really loved that advert.
 4 He told the cashier that he would pay in cash.
 5 She said that it was far too expensive for her.
 6 Bill told us that he had never borrowed money.
 7 They told me that they were going shopping later that day.
 8 Larry said that he had just won £1000.
 9 They said that they were looking forward to seeing them.
 10 She said that the advert had convinced her to buy the product.

- 3 1 "I'll let you have the guitar for £150," said the salesman.
 2 "I'm going to buy a new car," said Johnny.
 3 "I can't stand this jingle," she said.
 4 "I've just opened my first bank account," said Mel.
 5 "I don't want to have a credit card," he said.
 6 "I'll give you some money later," my mum told me.
 7 "I've already overspent this month," she said.
 8 "TV commercials annoy me," Harold said.

- 4 1 The bank clerk told me to fill in that form.
 2 The bank manager told me not to tell anyone my PIN.
 3 The receptionist told me to go that way.
 4 He told me to sign the contract on each page.
 5 He told me to take the first street on the left.
 6 She told me not to shout.

- 5 1 haven't you 5 isn't it 9 have they
 2 doesn't she 6 won't he 10 would you
 3 didn't he 7 did she
 4 didn't they 8 isn't he

6 (Suggested Answer)

- 1 Although it was a luxurious holiday, I didn't enjoy it.
- 2 Despite the fact that people liked the advert, the product didn't sell well./Despite people liking the advert, the product didn't sell well.
- 3 Even though he apologised, she didn't forgive him./She don't forgive him even though he apologised.
- 4 They shot the scene despite the bad weather./Despite the bad weather, they shot the scene.
- 5 In spite of the fact that he worked twelve hours a day, he didn't finish the job./In spite of working twelve hours a day, he didn't finish the job.
- 6 He went jogging although it was raining./Although it was raining, he went jogging.

- 7 1 B 4 B 7 C 10 C 13 A
 2 C 5 A 8 B 11 B 14 B
 3 C 6 A 9 B 12 C

8d – CLIL TIME

- 1 1 c 2 e 3 d 4 a 5 b
 1 final offer 4 hard bargain
 2 spending patterns 5 money management
 3 commemorative coins
- 2 1 feature 4 cut back 7 set
 2 remained 5 reflects 8 prioritise
 3 stand for 6 issues
- 3 1 income 3 coat 5 special
 2 goals 4 savings 6 expenses
- 4 1 How much is this vase?
 2 That's a bit expensive, isn't it?
 3 I'm afraid I can't afford it.
 4 That's my final price.

5 (Suggested Answer)

- A: Hello. Can I help you?
 B: Yes. How much do you want for this bag?
 A: £50.
 B: That's a bit expensive, isn't it?
 A: It's a bargain!
 B: I'm sorry, but the price is way too high for me.
 A: I'll tell you what, I'll let you have it for £45.
 B: I'm afraid I can't afford it. Would you settle for £30?
 A: That would be selling at a loss.
 B: Maybe I could give you £35 for it.
 A: Listen! I'll make it £40. That's my final price.
 B: Oh, all right then. I'll take it.

Writing

1 a: Advertising is necessary in today's society.

- 2 Moreover – Secondly
 All things considered – All in all
 To begin with – Firstly
 As far as I'm concerned – In my opinion
 Yet – On the other hand/However
 Nonetheless – However/On the other hand
 To my way of thinking – It seems to me

3 a) a – 5 b – 5 c – 0

b) c: counter-argument

4 (Suggested Answer)

Studying abroad: Is it a good idea?

Studying abroad has become more and more popular in recent years, especially with young adults. But is continuing your education in another country a good idea?

In my opinion, studying abroad can be beneficial. Firstly, students get to experience a whole new culture that can be very different from their own. Seeing how other people live can be an education in itself. In addition, studying abroad encourages independence. Being away from home and looking after themselves can really help to build their self-confidence.

On the other hand, students may encounter various challenges. To begin with, they may experience culture shock, and feel confused and anxious about things, such as the different customs and food, especially if you they are in a country where they don't speak the language. Also, they may feel lonely and homesick and long to see their friends and family back home.

However, students have the unique opportunity to make friends, which can help them feel less isolated and make their stay more enjoyable.

To sum up, while there are some negative points to studying abroad, it can give students the chance to become more mature and open-minded. It seems to me that all students can benefit from an experience like this one.

Teacher Guidelines

Teaching students how to prepare a presentation is a lot like teaching them how to write a composition. You can follow these steps:

Step 1

Decide on the presentation topic. Remember to take into account the situation and the target audience. It is also important to decide on the type and purpose of the presentation, as this will determine the style and the language used.

Step 2

Divide the class into work groups, so that they can collaborate and give each other feedback as they create the presentation. You can help them decide which role each student will take: for instance, who will do the research? Who will write the presentation? Who will look for visuals, quotations etc?

Step 3

Tell the students to read the texts assigned or brainstorm for ideas, and make notes in their notebooks.

Step 4

Remind your students about the importance of a well-organised presentation, which consists of an introduction, main body and conclusion. At this point, students should start organising their notes into spidergrams or diagrams.

Step 5

Have the students start working on the content of the presentation (expanding their spidergrams/diagrams into paragraphs), using appropriate opening, closing and feedback (if applicable) techniques and including visuals, music, quotations etc.

Step 6

Ask students to write their presentation script and submit it to you for feedback. Check for language (correct use of grammar and lexis), clear organisation of ideas, appropriacy, style and flow. .

Step 7

Encourage students to use presentation software (such as PowerPoint® or Keynote®) if they wish to support and highlight their points and make their whole presentation more lively.

[In most types of presentation software, there are functions that help with the flow of the presentation. Students can include some animation but should maintain consistency from slide to slide (the same colours, logo, types of animation etc on each slide). Warn students about an excess of annoying effects. They can also write a few notes under each slide to help them talk about their topic.]

Step 8

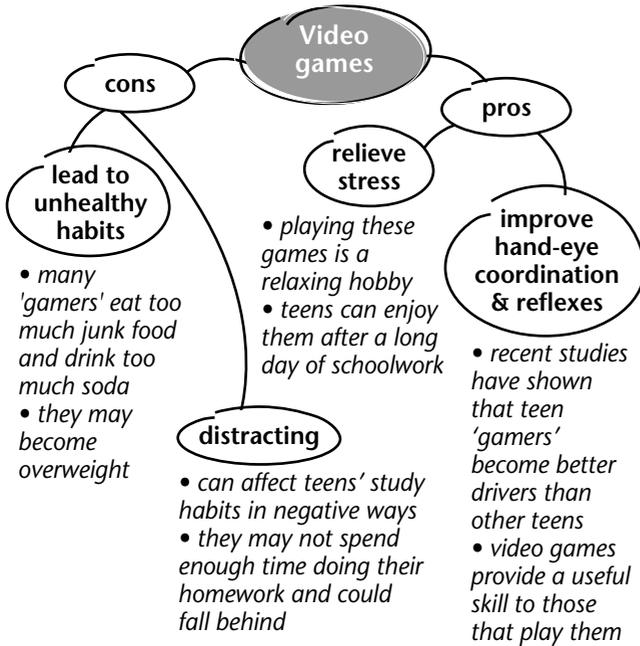
Show how important it is for students to rehearse first, in front of a mirror, family members, friends and/or you. One of the best methods is by filming themselves. This will help them feel more confident when delivering the final presentation in front of an audience. Make sure you remind them of the useful dos and don'ts while giving a presentation (p. 5).

Students are now ready to deliver their presentation.

NOTE: You can decide how many and which presentations your students will prepare and present in front of an audience, depending on their level and the number of teaching hours.

Presentation Skills 1 – Teens & Technology

1



2 **Opening technique:** asking a rhetorical question
Closing technique: using a quotation

3 **Feedback technique:** open discussion

4 b)

<ul style="list-style-type: none"> • find information on the Internet; help with homework • finish assignments quickly, easily and accurately 	P
<ul style="list-style-type: none"> • unhealthy habits; not getting enough exercise • may become unfit and even overweight 	C
<ul style="list-style-type: none"> • take up too much time; pay too much attention to gadgets • may not spend enough time with family and friends 	C
<ul style="list-style-type: none"> • communication & entertainment; digital TV & music, talk to friends by texting • save time and money; easy and fun 	P

5 a) A 1 B 2

b) A 2 B 1

6 Ss should look for pictures of teens using gadgets.

7 **Suggested answer**



Good afternoon. My name's Alex Smith. Listen to this sound. ... It's a ringing mobile phone. This sound is now a part of our everyday life. Of course, there are both pros and cons to using gadgets like mobiles, especially for teens.

First of all, let's discuss the benefits of having gadgets. For one, they are helpful because we can use them to find information. As an example, look at this picture. This girl is searching the Internet to help her with her homework. As a result, her assignment will be completed quickly, easily and accurately. In addition, gadgets are great for communication and entertainment. For instance, these days we watch digital TV, listen to digital music and talk to friends by texting. With smartphones, all these things can be done on one device! This saves time and money and makes communication and entertainment easy and fun.

Now let's talk about the drawbacks to gadgets. Firstly, gadgets can affect teens' behaviour negatively. One example of this is when teens pay too much attention to their gadgets. The result is often that they don't spend enough time with their family and friends. Furthermore, using gadgets can lead to teens developing unhealthy habits such as not getting enough exercise. As a consequence, they may become unfit or even overweight.

In the end, gadgets are incredibly useful, but they can also contribute to bad habits and teens should limit the time they spend on them. Bottom line, although 89% of teens say gadgets make their lives easier, it's best to use them in moderation.

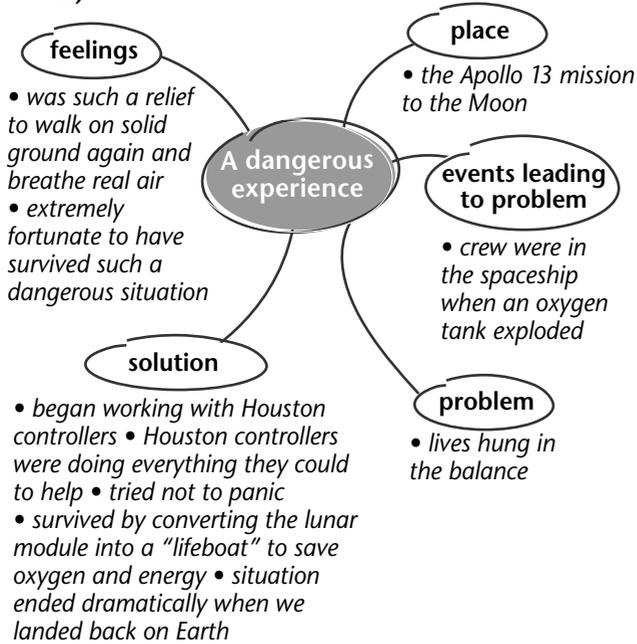
In groups of 3, talk about teens and their gadgets. Do you think the benefits out-weigh the drawbacks? ...

Is there anything you would like to ask me? ... Thank you for your attention.

Presentation Skills 2 – Against all Odds

1 a) Type of presentation: informative

b)



2 **Opening technique:** setting the scene and stimulating emotions

Closing technique: using a quotation

3 b)



4 a) Introduction: A

Conclusion: B

b) A 2

B 1

5 **Suggested answer**

- As English writer Julian Barnes said, "I have an instinct for survival, for self preservation."

6 Ss should look for pictures of a jungle.

7 **Suggested answer**

Host (teacher): Today, I'd like to welcome Juliane Köepcke. Hello, Juliane! Can you tell us about your experience?

Juliane Köepcke: Good morning! When I was 19 years old, I was in a plane crash and it was the most frightening experience of my life.

It all started when I boarded a plane to fly from Lima, Peru, to Pucallpa. At first, everything seemed fine, but then the plane was hit by lightning! The wing was on fire, and the last thing I remember is falling through the air before I passed out. When I came to, I was in the middle of the jungle. That's when I realised I was the only survivor of the crash.

I knew that rescue planes wouldn't be able to see me through the thick, leafy trees overhead, so I kept moving until I found a river. I survived by drinking water from the river and eating some sweets that had fallen from the plane during the crash. I walked along the river for nine days before I found a hut to rest in. Then, two days later, I was finally rescued when three lumberjacks found me. I was so relieved to see them, and when I finally saw my father again, I was overjoyed to be alive and well.

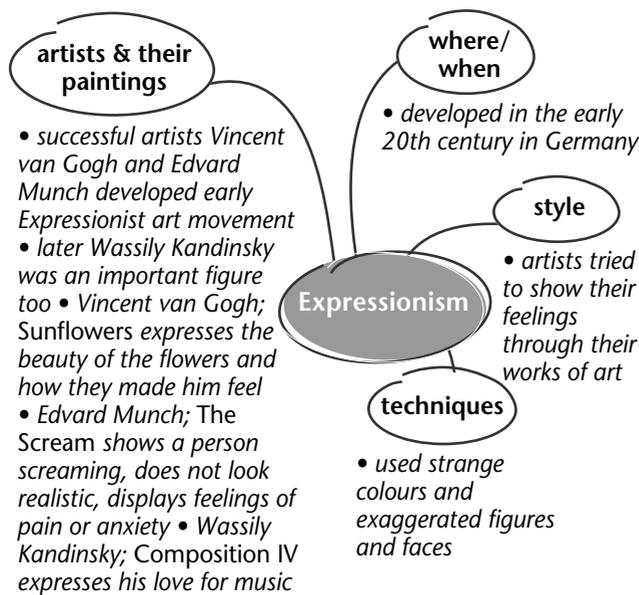
To sum up, my experience of surviving not only a plane crash but eleven days in the jungle was terrifying, but I didn't give up! On average, aeroplanes are hit by lightning once per year. While my flight was one of the unlucky few that resulted in a crash, I know that I'm extremely lucky to be alive today.

If there are any questions, I'd be happy to answer them. ... Thanks, everyone!

Host (teacher): Thank you Juliane for sharing your experience with us. After the break, another amazing story ...

Presentation Skills 3 – Art Movements

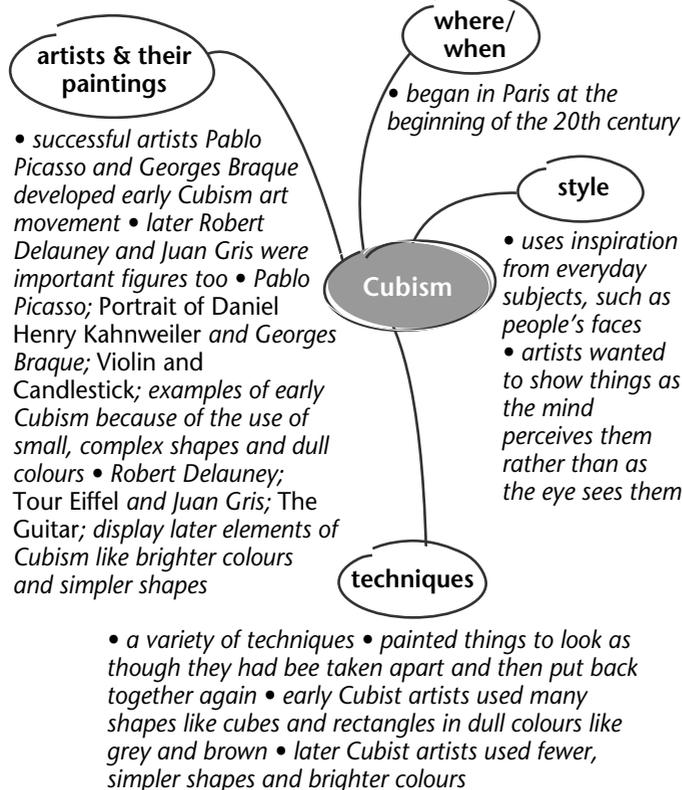
1



2 **Opening technique:** using a quotation
Closing technique: asking a rhetorical question

3 a) **Feedback technique:** polling questions
 b) **Alternative feedback technique:** open discussion
 OK, let's hear from you! Which Expressionist artist's painting do you like most? ... Why? ...

4 b)



5 a) **Introduction:** A **Conclusion:** B

b) A 1 B 2

6 Ss should look for pictures of Picasso's *Portrait of Daniel Henry Kahnweiler*, Braque's *Violin and Candlestick*, Delauney's *Tour Eiffel*, Gris' *The Guitar* or other paintings by these artists.

7 **Suggested answer**

Hello, everyone! I'm Ms Potts. Have a look at this interesting painting. The shapes are unusual and the colours are not very bright, but there is something special about it, isn't there? This painting is an example of Cubism, one of the most important art movements in history.

Cubism began in Paris at the beginning of the 20th century. It is a style of art that uses inspiration from everyday subjects, such as people's faces. The artists wanted to show things as the mind perceives them rather than as the eye sees them. They used a variety of techniques to do this. They painted things to look as though they had been taken apart and then put back together again. Early Cubist artists used many shapes like cubes and rectangles in dull colours like grey and brown. Then, later Cubist artists used fewer, simpler shapes and brighter colours.

Successful artists that developed the early Cubism art movement include Pablo Picasso and Georges Braque. Later, Robert Delauney and Juan Gris also became important figures in the movement. Let's have a look at some of the paintings by these talented artists. This is *Portrait of Daniel Henry Kahnweiler* by Picasso and this is *Violin and Candlestick* by Braque. As you can see, they are clearly examples of early Cubism because of the use of small, complex shapes and dull colours. Here we have a painting called *Tour Eiffel* by Delaunay, and this is *The Guitar* and it was painted by Gris. They display later elements of Cubism like brighter colours and simpler shapes.

All in all, Cubism is a fascinating art movement that takes shapes and colours to create interesting interpretations of everyday things. It was one of the most important art movements of the 20th century as it was very influential to many later art movements.

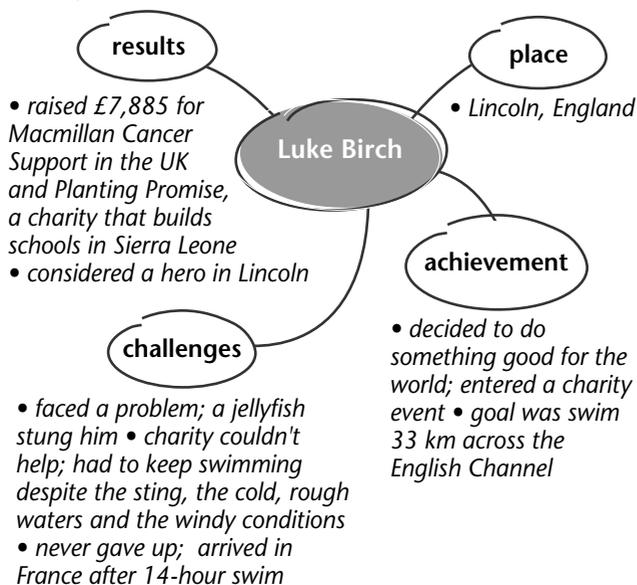
I'm going to ask you questions. If the answer is 'yes' raise your hand, but don't if the answer is 'no'. First question: did Picasso paint in the later Cubist style? ... No, he painted in the early Cubist style! Next question: in early Cubism, did artists use dull colours? ... Yes, they did! Good! Last question: did later Cubist artists use complex shapes? ... No, they didn't! They used simple shapes. Great work, everyone!

If anyone has a question for me, I'd be happy to answer. ... Thanks for listening!

Presentation Skills 4 – An Award Ceremony

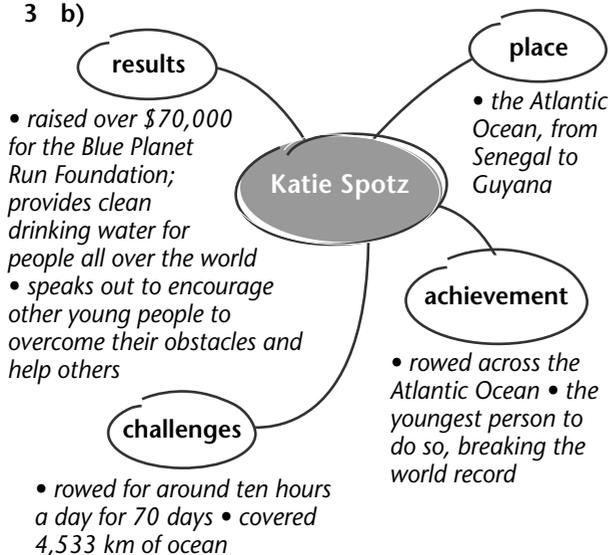
1 a) **Purpose of presentation:** to narrate and to communicate

b)



2 **Opening technique:** using a quotation
Closing technique: asking a rhetorical question

3 b)



4 a) **Introduction:** A **Conclusions:** B, C

b) A 1 B 3 C 2

5 **Suggested answer**

• As Katie Spatz herself once said, "My hope is to make people realise that they're capable of much more than they think."

6 **Suggested answer**

Hello! I'd like to welcome you all to the annual 'Changing the World' Award ceremony. I'm Ellie Trainer, and it's an honour to present this award to such an amazing young woman.

Have you ever done something extreme to raise money for charity? ... Well, Katie Spatz took on an incredible challenge in order to do exactly that!

Katie rowed across the Atlantic Ocean from Senegal to Guyana. When she did this, she became the youngest person to do so, breaking the world record. Of course, she faced difficult challenges in her journey. She rowed for around ten hours a day for 70 days! Altogether, she covered 4,533 km of ocean.

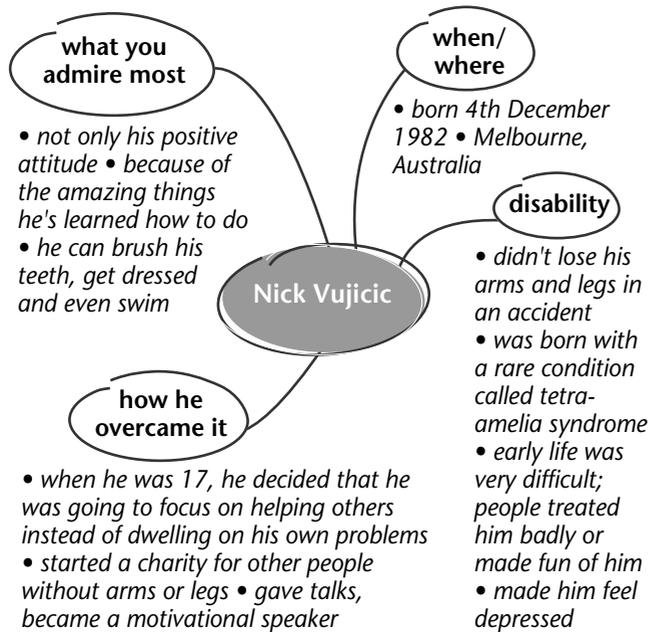
As a result of her participation, Katie raised over \$70,000 for the Blue Planet Run Foundation. The goal of this charity is to provide clean drinking water for people all over the world. Now, Katie speaks out to encourage other young people to overcome their own obstacles in life and do what they can to help others.

In conclusion, Katie's amazing journey rowing across the Atlantic Ocean is an inspiration to us all. What if everyone had the courage to do something as incredible as Katie did? What if we all were brave enough to go the extra mile to help others? Wouldn't the world be a better place?

Would everyone please welcome Katie up to the stage to say a few words? ...

Presentation Skills 5 – People of Courage

1

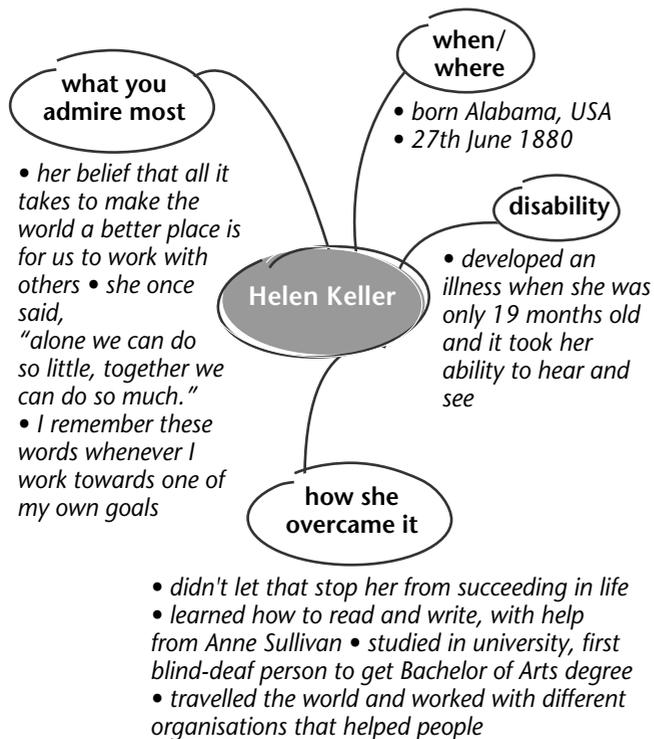


2 **Opening technique:** using visuals & stimulating emotions

Closing technique: asking a 'what if' question

3 **Feedback technique:** open discussion

4 b)



5 a) **Introduction:** A

Conclusion: B

b) A 1

B 2

6 a) **Feedback technique:** a Y/N game

b) **Alternative feedback technique:** focus group
OK, now get into groups of 3 and talk about what you admire most about Helen Keller.

7 Ss should look for images of Helen Keller.

8 **Suggested answer**

Good morning. My name's Claire Fernley. Picture a young girl sitting alone. She can't see or hear, but she doesn't let that limit her. In fact, this girl will grow up to become one of the most important women of the 20th century: Helen Keller.

Helen Keller was born in Alabama, USA, on 27th June 1880. She developed an illness when she was only nineteen months old and it took her ability to hear and see. However, she didn't let that stop her from succeeding in life. She learned how to read and write using Braille with help from her teacher, Anne Sullivan. She went to university and in 1904 she became the first blind-deaf person to get a Bachelor of Arts degree. Later, she travelled the world and worked with different organisations that helped people.

What I admire most about Helen Keller is her belief that all it takes to make the world a better place is for us to work with others. As she once said, "alone we can do so little, together we can do so much." I try to remember these words whenever I work towards one of my own goals.

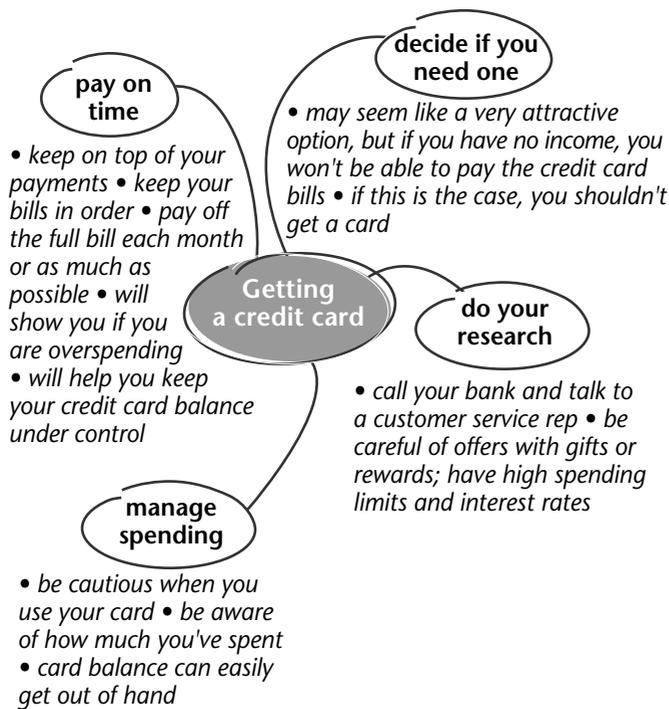
To summarise, Helen Keller was an amazing person who didn't let her disabilities stop her. Doesn't someone who overcame so many obstacles deserve to be remembered and honoured?

How many of you agree that Helen Keller deserves our respect? Raise your hands. ... Excellent!

Would you like to ask me any questions? ... Thanks for listening.

Presentation Skills 6 – Money Matters

1

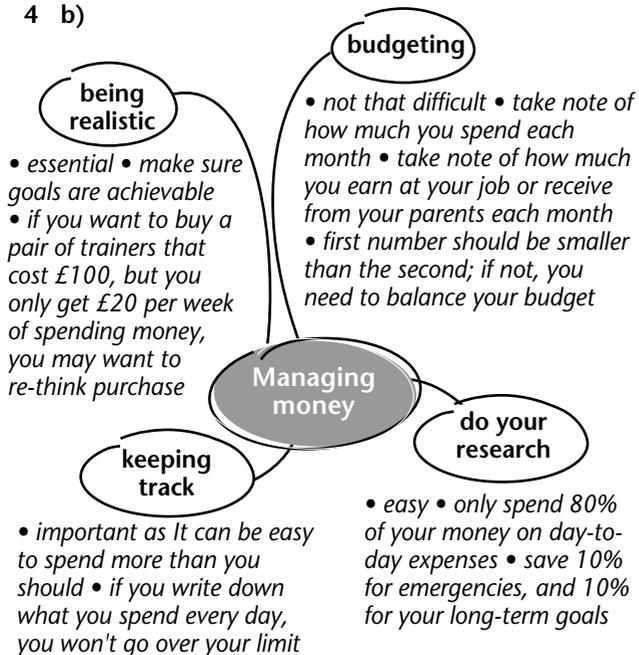


2 **Opening technique:** addressing the audience
Closing technique: making a statement

3 a) **Feedback technique:** focus groups

b) **Alternative feedback technique:** open discussion
All right, I want to hear from you! Which tip do you think is the most important to remember when getting a credit card? ... Why? ...

4 b)



5 a) **Introduction:** A

Conclusion: B

b) A 2 B 1

6 **Suggested answer**

• As Oscar Wilde once said, "When I was young I thought that money was the most important thing in life; now that I am old I know that it is."

7 Ss should look for pictures of people budgeting, banking and/or spending wisely.

8 **Suggested answer**

Hi! My name is Betty Moore and I'm a financial adviser. Between 65 and 70% of their spending money is given to teens by their parents. But that doesn't mean teens shouldn't learn how to manage money. Let's talk about some ways to make money go further each month!

To manage money wisely, you first need to budget. You may think it's complicated, but it's not that difficult. You can make a budget by taking note of how much you spend each month. Then, take note of how much you earn at a part-time job or receive from your parents each month. The first number should be smaller than the second. If not, you need to balance your budget accordingly.

Saving is also an important part of managing money. It's easy! Start by only spending 80% of your money on day-to-day expenses. Save 10% of your money for emergencies like if you break your mobile phone, and 10% for your long-term goals such as saving for university.

It's important to keep track of your spending, as well. It can be easy to spend more than you should. But, if you write down what you spend every day, you won't go over your limit!

Finally, being realistic about what you can and cannot afford is essential. You need to make sure your goals are achievable. For instance, if you want to buy a pair of trainers that cost £100, but you only get £20 per week of spending money, you may want to re-think your purchase!

To sum up, there are lots of things you can do to manage your money more wisely. Speaking of money, an investor went to his advisor and asked, "Is my money all gone?!" "No, it's not gone," replied the advisor. "It's just with someone else now!" Of course, I'm sure that if you manage your money wisely, this won't happen to you!

How can we manage our money? The initial letters will help you.

B-udgeting
S-aving
K-eeping track
B-eing realistic
Excellent!

Do you have any questions for me? ... Thank you for your time.

Language Review 1

1a

1 1 c 2 a 3 e 4 b 5 d

2 1 attracts 3 to watch 5 takes
2 to dress up 4 comes

1c

3 1 d 2 c 3 e 4 a 5 b

1 street parade 4 good luck
2 lucky number 5 long life
3 family gathering

4 1 last 3 behave 5 tell
2 chop 4 keep away

Across Cultures

5 1 c 2 d 3 a 4 e 5 b

CLIL TIME

6 1 war 3 signals 5 tune
2 crowd 4 honour

Prepositions & Phrasal verbs

7 1 for 3 in 5 on
2 on 4 in

Language Review 2

2a

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

1 take the form of 4 fall victim
2 mounted a horse 5 capture images
3 deep water 6 looks like

2c

2 1 spare 4 tracks 7 certain
2 exact 5 brave 8 strange
3 wrecked 6 insurance

Across Cultures

3 1 recognisable 3 breathe 5 legendary
2 coat 4 evil

CLIL TIME

4 1 burst 3 pointed 5 skimmed
2 occurred 4 flapped

Prepositions & Phrasal verbs

5 1 about 3 up 5 at
2 to 4 about

Language Review 3

3a

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

1 vacuum cleaner 4 part-mechanical being
2 normal lives 5 human feelings
3 artificial eye

3c

2 1 camp 3 world 5 survey
2 effect 4 tool 6 chatting

Across Cultures

3 1 to serve 3 are developing 5 recognising
2 provide 4 interact

CLIL TIME

4 1 board 3 programs 5 ports
2 centre 4 generates 6 controls

Prepositions & Phrasal verbs

5 1 with 3 in 5 out
2 on 4 with

Language Review 4

4a

1 1 darkened 4 survived 7 kept
2 crashed 5 strapped
3 caught 6 escape

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

4c

3 1 broken 3 charity 5 stranded
2 realised 4 former 6 raise

Across Cultures

4 1 clear 3 chance 5 seek
2 transparent 4 sting

CLIL TIME

5 1 casualty 3 unconscious 5 recovery
2 airways 4 upright 6 principles

Prepositions & Phrasal verbs

6 1 into 3 over 5 out of
2 in 4 on 6 from

Language Review 5

5a

1 1 acrylic 4 earned 7 exhibits
2 works 5 requests 8 transforms
3 raise 6 roam

5c

2 1 d 2 a 3 b 4 c 5 e

1 still life 4 core subjects
2 agricultural activities 5 interactive software
3 teaching approaches

Across Cultures

- 3 1 stomped 4 were waving 7 brightly-
2 accompanies 5 rhythm coloured
3 expressive 6 traditional 8 performing

CLIL TIME

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

Prepositions & Phrasal verbs

- 5 1 down 3 in 5 on
2 into 4 of

Language Review 6**6a**

- 1 1 honoured 3 deserves 5 make
2 broke 4 to overcome 6 to encourage

- 2 1 local 4 live 7 true
2 drinking 5 personal 8 rough
3 raise 6 charity

6c

- 3 1 natural 4 breed 7 earn
2 mental 5 significant
3 Guide 6 retirement

Across Cultures

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

- 5 1 exotic 3 preservation
2 abused 4 sanctuary

CLIL TIME

- 5 1 headquarters 4 Freedom 7 Poverty
2 standard 5 conference
3 promote 6 heritage

Prepositions & Phrasal verbs

- 6 1 for 3 to 5 after
2 up 4 to

Language Review 7**7a**

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

- 1 protective suit 4 police force
2 frozen waters 5 fishing boat
3 bomb squad

- 2 1 trust 3 under 5 stay
2 sense 4 put 6 work

7c

- 3 1 marine 4 extreme 7 seabed
2 isolated 5 station 8 monitor
3 squeaky 6 dip

Across Cultures

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

CLIL TIME

- 5 1 had earned 4 elect 7 withdrew
2 supports 5 devoted 8 to cope
3 was awarded 6 defended

Prepositions & Phrasal verbs

- 6 1 off 3 down 5 At
2 in 4 about

Language Review 8**8a**

- 1 1 c 2 e 3 b 4 a 5 d

- 1 irritating tune 4 fabric softener
2 advertising company 5 cunning tricks
3 soft drinks

- 2 1 escape 3 tempt 5 matter
2 stuck 4 endorse

8c

- 3 1 socialise 3 digital 5 exposure
2 alien 4 social 6 touch screen

Across Cultures

- 4 1 c 2 d 3 e 4 a 5 b

- 1 standard 3 attempt 5 represent
2 remain 4 upright

CLIL TIME

- 5 1 add 3 to adjust 5 to manage
2 setting 4 to reduce

Prepositions & Phrasal verbs

- 6 1 out 3 on 5 in
2 with 4 back

Module 1

➤ Exercise 7 (p. 9)

Presenter: Good morning, and welcome to our special programme for teens about different activities going on in the city at the moment. Today we have Ingrid in the studio to talk about an event that's taking place this week. Hello, Ingrid!

Ingrid: Hi.

Presenter: So Ingrid, tell us about the event.

Ingrid: It's an amazing arts festival with so many different shows, from plays and performance arts to street comedy and live concerts with some amazing bands. There is something for everyone. You can even get involved in some of the performance art pieces, which is a lot of fun.

Presenter: That does sound like fun. What has been your highlight so far?

Ingrid: I think everything has been brilliant but I suppose the best thing for me is the live concerts. I really enjoy the pop music and the traditional music groups but my favourite has to be the rock bands. There has been such a great atmosphere at all the gigs.

Presenter: They sound like fun.

Ingrid: They are, and there are still lots more to see. I'm going to a concert tonight with my friends at the high school before the parade.

Presenter: Parade?

Ingrid: Yes, there's a fancy dress parade that starts at the Town Hall and goes all the way down the High Street to the sports field where they will judge the fancy dress competition and crown the festival queen.

Presenter: There's a festival queen?

Ingrid: Oh yes. And the entrants aren't just from around here. Girls from all over the country come to compete. Last year's winner was from the city though, and she will present the crown to this year's queen.

Presenter: And are you planning to dress up for the parade?

Ingrid: Of course. All my friends have costumes. One of them is wearing an astronaut's suit and another is going as an alien.

Presenter: So, what about you? What costume are you wearing?

Ingrid: Well, I've got an eye patch and a parrot for my shoulder and everything. So, what do you think?

Presenter: Well, best of luck with the competition.

Ingrid: Thanks, but I'm not really that bothered about winning, it's just a bit of fun.

Presenter: For anyone listening that's interested, the festival still has two days to run and you can find out more information at their website: www.kinglandsfestival.com. Thanks for coming in to talk to us Ingrid.

Ingrid: My pleasure.

Module 2

➤ Exercise 9 (p. 17)

Speaker A

I had a dream that I was a knight in a castle and I was making my way through the forest when I met an old

man. He stopped to talk to me, but turned around suddenly. He pointed up into the sky and there was a huge green dragon flying in the air. All of a sudden, I was on its back and we were soaring through the sky, over the tree-tops and back towards the castle. It was the best dream I have ever had.

Speaker B

I had this really weird dream once. In the dream I was in my house, only it wasn't my real house it was a giant castle. It was the most bizarre place ever and everyone and everything in the dream was weird. There were lots of unusual creatures, like flying dragons, dinosaurs and huge birds. There was even this creature that was half man and half fish. The whole dream was set in a fantasyland. It was weird but fun.

Speaker C

I would say it was more like a nightmare actually. I was walking through a strange forest at night. I was lost and afraid. After a while, I came across a pair of old women. They were sitting on a broken tree trunk and they called me over. I was really frightened and I didn't want to stop. Then, suddenly a helicopter appeared above me and a man threw me a rope. Then, I remember flying through the clouds and I woke up.

Speaker D

In my last dream a huge dinosaur was chasing me through a forest. I kept running until I came to a cliff. I turned around and saw the giant creature coming towards me. I closed my eyes and covered my head. When I looked again, I was standing alone in the middle of a large field. I had no idea how I got there and there was no sign of the dinosaur. It was the scariest dream I have ever had. I hope I don't have it a second time.

Module 3

➤ Exercise 7 (p. 25)

Interviewer: If you've just joined us we're talking to Miss Blake, a teacher from our very own Bridgeway Academy. Now, Miss Blake, we've been talking about new teaching methods but what about the role that new technology plays in the classroom?

Miss Blake: New technology is changing the way our children learn. For example, at Bridgeway Academy we are taking part in a new and exciting project called 'Fire and Ice'. It's a scheme that connects students living in the northern hemisphere with those in the southern hemisphere. By using the latest computer technology, our pupils will be able to share a classroom with students from another country on the other side of the world.

Interviewer: Wow! That sounds exciting. Is this the first time schools have taken part in this project?

Miss Blake: No. The first 'Fire and Ice' project took place in 2006 involving schools in Brazil, Mozambique and Canada. They worked together online, using web conferencing. The aim was for each school to come up with an idea which

could help combat climate change in their area.

Interviewer: Like what?

Miss Blake: Well, for example, in Brazil, some pupils decided that they were going to grow organic vegetables and in Canada one school campaigned to stop parents from leaving their cars running while they waited for their children to come out of school.

Interviewer: What a great idea, and it benefits the whole community.

Miss Blake: Yes, plus Elluminate, the company behind the project, realised that this technology can break down all kinds of barriers besides making learning more enjoyable for schoolchildren. Health care workers and other professionals can use it to communicate with each other and exchange knowledge, too. At the same time, they will gain skills using the new technology itself.

Interviewer: It sounds like it has come a long way from where it started.

Miss Blake: It has. 'Fire and Ice', now works with over 7 million teachers and pupils in 170 different countries. So, when you are studying the effects of drought in your Geography lesson, you will be able to talk to schoolchildren with first-hand experience. Climate change, pollution and poverty are global issues and, with this new technology, we can have global discussions.

Interviewer: Well, that's all we have time for today. Thank you for talking to us today, Miss Blake, and good luck with the project.

Miss Blake: Thank you.

Module 4

➤ Exercise 7 (p. 33)

Presenter: Next on our holiday special we have Gerard Brown, a wilderness expert and guide. Welcome to the show Gerard.

Gerry Brown: Thank you, and please, call me Gerry.

Presenter: OK, Gerry. Now, adventure holidays have become very popular recently with more and more people heading out into the wilderness in spite of the risks. What would you say to these people?

Gerry Brown: Well, I think there's nothing better than getting back to nature, but there are a few things you have to think about before you go. It's important for people to know basic survival skills such as how to build a fire and a shelter or how to find water and make it safe to drink.

Presenter: But couldn't you just carry a tent and supplies with you?

Gerry Brown: You could, but you don't want to weigh yourself down too much. Plus, there's a chance that you could lose things or leave them behind when you go home and that contributes to pollution in our forests. Also, a heavy pack can lead to an injury and that's not something you want especially if you're lost in the wilderness.

Presenter: Speaking of getting hurt, what do you do if that happens?

Gerry Brown: Prevention is always better. You should always wear appropriate clothing and footwear. If you're properly prepared, then it shouldn't happen. But, there are always

accidents and physical injuries are a big risk when you're in the wild. They have to be dealt with as quickly as possible. If you can, contact the emergency services right away. If you can't, it's important to stay calm. Panic only makes a situation worse.

Presenter: Is it a good idea to carry a first-aid kit with you?

Gerry Brown: It's a very good idea. It's also a good idea to include a whistle and flare in the kit to attract attention. When you're hurt, you need help quickly so these items could potentially save your life. After that, the most important thing is to stay warm because being cold can affect your ability to think clearly. That's why you need to learn how to build a fire and shelter.

Presenter: Well, you've definitely given me something to think about. Thanks for coming in to talk to us, Gerry.

Gerry Brown: My pleasure.

Module 5

➤ Exercise 7 (p. 41)

A: So how was the visit to the museum Nigel?

B: Fantastic! We had a great time.

A: Good! What did you like most about it?

B: That's a difficult question. There are so many amazing things to see. I was really impressed by the expressionist painters but I have to say that I definitely prefer cubism to all the others.

A: I would agree with you on that. And how about the others? Did they like it too?

B: Sure! It was funny though because no two of us liked the same style. Ryan loved the seascapes but was really disappointed that he couldn't take photographs.

A: Ryan never leaves his camera at home...

B: I know, but this time he had to leave it at the entrance and he wasn't impressed. Anyway! Let's see. Moira was really funny. You won't be surprised to hear that she spent the whole morning in the portraits room before she realized time was up and we were leaving; she was simply fascinated by them and she drew some excellent sketches of the paintings.

A: She is a pretty good artist herself.

B: Definitely!

A: How about Kevin and Lindsay?

B: They spent most of their time arguing over which style was more unique, impressionism or expressionism. Of course, Kevin likes impressionism but prefers expressionism as he says it is more subjective while Lindsay is a big fan of the way impressionists depict ordinary subjects.

A: Sounds like you had a pretty interesting time.

B: Yeah, you can say that again.

Module 6

➤ Exercise 6 (p. 49)

Presenter: Good afternoon ladies and gentlemen. On our show today, we are going to talk about volunteer programs for wildlife conservation. With us is Helen Clark, an experienced volunteer and someone who is passionate about sharing her experiences with us. Helen, welcome to

the show.

Helen: Thank you for having me!

Presenter: First of all, we'd like to know how you became a volunteer.

Helen: Well, I had always been interested in doing volunteer work. Two years ago, I had been working for a large advertising firm in the UK. I liked my job so when I was first made redundant I was very upset. Luckily, a month or so before I had found myself out of a job, I had been told about a volunteer project to help with elephant conservation in Kenya.

Presenter: Lucky you! So, what did you have to do there as part of your job as a volunteer?

Helen: Well, the Mwaluganje Elephant Sanctuary, where I was to be staying, was built in an attempt to offer the elephants a haven away from illegal hunting. What was required of most volunteers was to protect these creatures from harm and feed them. In my case, what was needed was someone with a background in advertising who could promote awareness of this sanctuary in Africa and attract visitors, and their money, to the sanctuary. I had the right credentials and so a very short time later, I found myself living and volunteering my skills there.

Presenter: Sounds interesting! And, have the living conditions improved for these elephants ever since this organisation was established?

Helen: Of course! In what came as a pleasant surprise to myself, and the sanctuary's organisers, over 200 families volunteered to turn over their land to be used as a habitat for elephants. What this pleasant turn of events meant, was that many elephants had their lives saved.

Presenter: That's great! What do the locals think of this sanctuary?

Helen: It has benefited them a lot! They can now earn a living, not by killing the elephants for their ivory, which some used to sell, but by managing the sanctuary and earning money from the tourism that the sanctuary has attracted. It's been over a year since I came to Kenya, and the sanctuary and the elephants are flourishing.

Presenter: It seems like you're really happy with what you're doing.

Helen: Absolutely! It makes me incredibly proud that the volunteer work done by myself and hundreds of others has resulted in a place where the greatest beast on earth can live and roam safely and freely.

Presenter: We're glad to hear that! Thank you sharing your experience with us.

Helen: It's been my pleasure!

Module 7

➤ Exercise 6 (p. 57)

Bill: Hi Jane! What are you doing?

Jane: Oh hi, Bill. I'm looking for a present for my Dad. He's coming home this weekend.

Bill: Oh, cool! But, where's he been?

Jane: He's a long distance truck driver, so he's been away for the last month working.

Bill: But there's so much snow and ice! Aren't most of the

roads in Northern Canada and Alaska closed at this time of year?

Jane: I think so. But my dad works as an ice trucker. He doesn't drive on the roads. Instead, he drives on frozen lakes. That's the only way to reach some small towns in the winter.

Bill: Really? That's amazing.

Jane: Yeah. He delivers food and medical supplies and other essential things to people in these isolated areas. There's no other way to reach them. So he's got an important job, but Mum and I still worry about him all the time.

Bill: I guess it must be kind of dangerous. I mean, those huge trucks are heavy. And the ice can crack, can't it?

Jane: Well, yeah. But Dad's done a training course, so he knows what to do. He always drives slowly and carefully, and he knows never to panic. He says it can be really stressful, though, because he can hear the ice cracking beneath his truck. He says that a lot of drivers turn back the first time they try it. But they never drive alone. There are always at least two trucks driving together so they can help each other, if necessary.

Bill: But if it's so dangerous, why does he do it?

Jane: Well, it's a very well-paid job. He earns more in a few months than he would in a year working in an office. I think he kind of likes the adventure, too.

Bill: But I guess the lakes will be starting to melt soon, when the weather gets a bit warmer.

Jane: Yes, that's why he's coming home now. I can't wait to see him.

Module 8

➤ Exercise 7 (p. 65)

Speaker 1

Honestly, I think it is a great advert. It tells a story and I think it is appealing to the audience. The idea is clever and the actors are really convincing. It's probably the most humorous advert I've ever seen. It definitely beats all those boring ads with silly people jumping around and smiling stupidly.

Speaker 2

When I see the advert coming on I usually leave the room and go and make a cup of coffee or something. It just gets under my skin. I mean the idea is really not original, but most of all it's the jingle I can't stand. It's just the same few irritating sounds over and over again ... I don't know, maybe twenty times. No, I can't stand it.

Speaker 3

I would never have heard of this product if I hadn't seen the advert on TV, and totally by chance too. I bought it and I must say I've not been disappointed. I'd tried all sorts of products I'd seen advertised before and none of them worked. As far as I am concerned there is a lot of false advertising that goes on so I don't usually trust what I see in TV commercials; but this time it was exactly how it said in the advert.

Speaker 4

It's simply ridiculous! I can't believe that people are paid to produce such rubbish. I mean ... four-year-old children could probably come up with a better idea to sell a product. It's nonsense to see actors hopping around the place like idiots with no message or relation to the product whatsoever. I really don't get it. To say it is ridiculously childish is an understatement.

Speaker 5

When I saw it for the first time I didn't know what to make of it. I didn't know what it was trying to sell but then I understood that the idea is very clever and artistic, and I think this kind of advert certainly appeals to young people. The best thing about it is the music choice. It really grows on you so you go around all day long with the tune in your head. It's perfect.

Further Exam Practice**➤ Exercise 1 (p. 148)****Speaker A**

I've been in the police force for 15 years now. There are ups and downs when it comes to my job, however I really couldn't imagine myself doing anything else. I think it all started when I was a young lad. I loved watching action movies and seeing how the good guy always won. I wanted to be that good guy and play an important role in fighting crime in my city and helping out the citizens. It can be quite dangerous, but I get an adrenaline rush from it all! I wouldn't be able to do this job, otherwise.

Speaker B

I work as a surgeon at a very big hospital in the city centre. The schedule can be grueling and I have to do overtime when necessary. There are certain risks to the work I do, so I always need to be 100% focused whenever I'm performing surgery. Thankfully, so far, all my surgeries have been successful. It's a huge responsibility to take someone's life in your own hands. But, I love the perks that come with this profession; the pay is excellent and I get great satisfaction from helping people. They make up for all the hard effort I put into everything I do.

Speaker C

I had a job at a fast food restaurant, and seriously had had enough. Then, I saw an ad in the paper for an audition as a stuntman. I couldn't say no to an exciting opportunity like that. As an expert in extreme sports, martial arts and a few acting roles here and there, I finally managed to land a few roles as a stuntman in some of Hollywood's most successful films. My roles usually involve driving cars over fire, jumping out of high buildings or even doing fight scenes. Some people think my job is insane, but for me, the hazardous aspects of my profession are normal. I'm prepared for anything!

Speaker D

My job involves a lot of travelling in the open waters. A lot

of my friends could never do what I do, but I don't mind it. It's an exciting job that you can learn a lot from. Being a deep sea fisherman, however, has its benefits and drawbacks. I sometimes have to stay on a fishing boat for weeks at a time and cope with extreme weather conditions. I'm satisfied with the money I make, although it could be better for all the risks and dangers I have to face. My friends ask me why I do it. I think it's the sense of freedom I feel being out at sea and in the fresh air!

Speaker E

I'm a security guard at a bank in my town. We've never faced any serious dangers or difficulties; however, we always need to be on the lookout in case something happens. You just never know, each day is different! It's my job to make sure our customers feel safe whenever they come in and make their transactions. I also have to be alert and focused, so that I can deal with an issue immediately. My family thinks my job is dangerous, but regardless of what they think, I enjoy what I do and the risk that comes with it.

Speaker F

I'm a firefighter, and although we don't put out fires every day, my job involves a lot of risk and difficulty. Not only do I have to extinguish fires, but I also have to respond to any given emergency situation. We work for the community. The important aspect of our job is for our locals to feel secure, so I'm always glad to protect them and get the job done well. I enjoy what I do and the action that comes with it. I'm very energetic and benefit from everything this job has to offer. I wouldn't change it for the world!

➤ Exercise 2 (p. 148)**Speaker A**

I'm a big fan of modern art. I love the Tate Modern Art Gallery in London. I think they have so many interesting and innovative paintings, sculptures and installations. I also enjoy hearing about new and exciting breakthroughs in art, however, when it comes to the art of music I think nothing sounds better than the likes of Beethoven, Mozart and Bach. Hearing their sublime music transports me to another world. I can't get enough of it.

Speaker B

I love to dance. I mean, I'm no professional but I'm quite a good mover. I think it's severely underrated. It fills me with awe to see people float through the air or weave a magical web of intricate footwork. And the dancers themselves are extraordinary. They are so talented. I love all types of dance. Modern dances like rock'n'roll and break dancing and classical ballet and ballroom. I find them all a joy to watch.

Speaker C

After I left art school I wasn't sure what I was going to do. I mean, a degree in art doesn't really qualify you to do much except paint or sculpt something. Don't get me

wrong, I loved the experience and my technique improved enormously, but I think students should be aware of how it impacts their future when they leave so they can plan ahead. I was lucky. I found a position in a gallery and I really enjoy my job.

Speaker D

This is my thing. People painting or drawing things the way they interpret them not the way they actually appear. I fully appreciate the talent and skill that goes in to painting realistic scenes and classical portraits, but I just find them a little lacking. I prefer an artist to use their imagination and 'create' something rather than reproduce it. That's why I love the works of Dali and Picasso so much. They are out of this world.

Speaker E

I think it's important to learn about all areas of art from painting and sculpture to dance and music. It broadens the mind and encourages people to be more creative in their everyday lives. I also think it's vital that children learn about it. We want to encourage children to reach their full potential and creative thinking can help in other areas such as Science and English. This will help them with classroom projects in other subjects.

Speaker F

I was never good at drawing at school. I couldn't get the hang of it and I never learnt to play a musical instrument although I am a big fan of all types of music. So I guess you could say I wasn't very artistic at school. It's since I left that I discovered I had a talent for making films. I just seem to be able to tell stories that people want to hear. I know some people might not call it art but I think it's very creative.

➤ **Exercise 3 (p. 148)**

Bradley: Hi, Amalia. How are you?

Amalia: Hey, Bradley. Have you been shopping?

Bradley: Yes, I have. Check out my new phablet.

Amalia: You're new what? What on earth is a phablet?

Bradley: It's really cool. It's a cross between a tablet and a mobile phone. It does everything a tablet does and you can make calls on it.

Amalia: Really? What's next a mobatch? A watch that's also a mobile phone. We'll be seeing people walking down the street listening and talking to their wrists.

Bradley: You can already get one of those but they're called smartwatches. I got one a couple of months ago. It's like a wearable computer.

Amalia: Haven't you got enough gadgets already. I mean you've got a laptop, a tablet, a smartphone, a digital camera and a smartwatch. What do you need a phablet for? Surely you don't need that many gadgets, not to mention how much they must have cost you.

Bradley: I don't know. I just like having the latest technology. I think it's important to keep up-to-date.

Amalia: Well I think people rely too much on technology these days. People are so busy checking their social media

accounts that they don't seem to have the time to talk to each other anymore. I think it's quite sad that young people especially don't get out more and meet their friends.

Bradley: I suppose you're right, but social media does allow you to keep in touch with friends on the other side of the world.

Amalia: But you can use the telephone and actually talk to them.

Bradley: If you use skype on your computer, you can see them as well. I often talk to my aunt and uncle in Australia. Without technology I would never see them.

Amalia: OK. I don't think I could live without my computer and the Internet but you only need one device for that, not the amount you have.

Bradley: I suppose you have a point.

➤ **Exercise 4 (p. 149)**

Jack: Hi, Lauren! How was your holiday in France?

Lauren: It was fantastic, Jack! We got back a few days ago.

Jack: Did you visit Paris?

Lauren: Not only Paris; we visited the French Riviera, too. It was stunning there! We actually stopped at a beautiful medieval old town called Menton, where a local festival was taking place. It was the highlight of my trip!

Jack: Really? What kind of festival?

Lauren: Well, believe it or not, it was a lemon festival. It was the first time I'd ever seen something like that before. It was full of large statues, all made from citrus fruit.

Jack: Wow! So, why is it called the lemon festival when there's other citrus fruit, too?

Lauren: Menton is actually famous for its delicious lemons. That's why they named it after that particular fruit. I suppose they just add other citrus fruits to make the displays look more interesting and colourful. You'd be surprised how much detail they put into these sculptures. Over 300 professionals use 145 tonnes of citrus fruit to create them.

Jack: Sounds amazing! And what did you do there?

Lauren: Well, we watched a parade with citrus-themed floats, where marching bands, dancers and costumed entertainers made the festival come alive. There was also an exhibition in the Biovès Gardens. That was a showstopper for me! The citrus fruit sculptures were gigantic! Some can be up to 10 metres tall and use as much as 15 tons of fruit! They also had a specific theme – famous landmarks from around the world. I spent more than an hour wandering around and looking at the detail put into these works of art.

Jack: Lucky you! Did you take any photos?

Lauren: Of course I did. The photos of the night-time displays were the best. Everything was lit up and looked so beautiful! I can show them to you if you like.

Jack: Sure, I'd love that.

Lauren: Oh, I also brought you back a gift.

Jack: Really? What did you bring me?

Lauren: A small lemon tree that you can plant in your garden. I got one for myself, too.

Jack: Thanks! We will be able to make our own lemonade when they grow.

Lauren: I know, and lemon pie, too!

➤ Exercise 5 (p. 149)

Presenter: Hello and welcome to our show. Today we are talking about good causes and what we can all do to help them. With me in the studio is Peter Berkov, a student at nearby St Petersburg State University. Welcome to the show, Peter.

Peter: Thank you, it's good to be here.

Presenter: So Peter, tell me. Why did you come to St Petersburg?

Peter: Well, my father is from the city so I've been here a number of times visiting relatives and I just love it here. So when it came time to choose what and where to study I jumped at the chance to do a course here. And I've got no regrets. It's been brilliant so far. The only difficulty has been being away from my parents.

Presenter: Since you started studying you have become involved in a volunteer organisation helping children. How did that happen?

Peter: Like I said, I've been missing my parents since I got here so my relatives have been trying to cheer me up. They've introduced me to all their friends and one of them, Nicolas, is a volunteer at the non-governmental organisation, Children of St Petersburg. He told me that they are always looking for bilingual volunteers so I went along and the rest is history.

Presenter: What does the NGO do?

Peter: The organisation believes that every child must get an education and, to that end, they provide cultural and educational programs for children of people from other countries. The idea behind it is that it's easier for someone to learn a language if they get to know the culture of the country. So they understand Russian by understanding the Russian culture which will help them when they go to school here.

Presenter: That sounds like a very worthwhile cause.

Peter: It is. You can only imagine what it's like moving to a new country with a new language and new customs, not knowing anyone. I've had a little experience with that, coming here to study, but at least I could speak Russian. I learnt when I was a child. And I've got my relatives here.

Presenter: It must be difficult for the children.

Peter: You have no idea. Some of the kids are so nervous when they first come to us. They don't know what to expect. It's really rewarding to see them progressing and becoming more confident but the best thing is seeing the smile on their faces when they get something right. It gives you a real sense of achievement, you know that you have made a difference.

Presenter: What do you do at the organisation?

Peter: There are a lot of different jobs in the organisation. We have teachers, people who distribute leaflets, psychologists, car drivers, tour guides, interpreters and many more. I'm studying IT, so I work with the computers there. They are always looking for more people. And even if you don't have the time to volunteer they are also looking for new places to use as classrooms. So if you know about a spare room in your local library or school, you can let them know by emailing or calling them. You just have to

remember that classrooms have to have tables and chairs and access to a WC.

Presenter: Well, thanks for coming in to talk to us today, Peter. It was very interesting to hear about the good work you do.

Peter: It was my pleasure.

Grammar Bank 1

- 1 1 A: Are you going
B: is driving
2 A: draws
B: wants
3 A: does the train
leave
4 A: are you going
B: Do you need
- 5 A: does she do
B: works
6 A: are you sitting
B: am waiting
7 A: are studying
B: want
8 A: am thinking
B: think, is meeting
- 2 1 a smells (= has the aroma)
b are you smelling (= are you sniffing)
2 a are having (= are throwing a party)
b have (= possess)
3 a am tasting (= am trying)
b tastes (= has the flavour of)
4 a fits (= it's the right size)
b are fitting (= are installing)
5 a appears (= seems)
b are appearing (= are performing)
- 3 1 am writing 6 carve 11 appears
2 are sitting 7 grow 12 are setting up
3 are waiting 8 weigh 13 are watching
4 takes 9 begins 14 are going
5 is 10 receives 15 Are you doing
- 4 2 to be working 4 to have been having
3 to have finished 5 to be
- 5 1 seeing 4 A: to buy
2 A: decorating B: get, reading
B: have 5 A: help
3 going B: tidying
- 6 1 C 2 A 3 B 4 A 5 C 6 A
- 7 1 a to tell (= remember)
b going (= not recall)
2 a playing (= finish doing sth)
b to buy (= stop temporarily to do sth else)
3 a drinking (= do sth as an experiment)
b to be (= attempt, do your best)
4 a inviting (= feel sorry about)
b to inform (= be sorry to)
5 a to lock (= not forget)
b meeting (= don't recall)
- 8 1 play 3 winning 5 to do
2 competing 4 represent

Grammar Bank 2

- 1 2 A: Was Peter reading a book at 4 o'clock in the afternoon?
B: No, he wasn't. He was sending a message.
3 A: Was Christine writing a letter at 4 o'clock in the afternoon?
B: No, she wasn't. She was reading a book.

- 4 A: Was Poppy playing computer games at 4 o'clock in the afternoon?
B: No, she wasn't. She was sitting on the sofa.
5 A: Was Lisa eating a sandwich at 4 o'clock in the afternoon?
B: No, she wasn't. She was playing the guitar.

- 2 1 was talking, rang 3 was sleeping
2 woke up, got dressed, 4 was falling, was blowing
went 5 visited
- 3 1 woke up 12 was not floating
2 was shining 13 was pushing/pushed
3 was blowing 14 got
4 was 15 was moving/moved
5 called 16 pulled
6 headed for 17 managed
7 jumped 18 hit
8 set off 19 went
9 were having 20 opened
10 got 21 was lying
11 broke out

- 4 2 He didn't use to/wouldn't send emails.
3 He used to/would read books.
4 He didn't use to speak Spanish.
5 He used to/would travel a lot.
6 He used to have a cat.
7 He used to/would work part-time as a waiter.
8 He used to have long hair.

- 5 1 A: haven't been 4 A: Have you just
B: haven't been arrived
2 've (have) just taken B: have been
3 A: 've (have) just 5 A: haven't seen
finished B: 've (have) just come
B: haven't even
started

- 6 1 've (have) been sleeping 4 've (have) been
2 Have you ever visited studying
3 has been working 5 haven't seen
- 7 1 've (have) been 4 have gone to
2 has gone to 5 have (never) been to
3 've (have) been in
- 8 1 've (have) just returned 4 saw
2 spent 5 screamed
3 've (have) never been 6 've (have) seen

- 9 1 interested 3 boring 5 confusing
2 surprising 4 frightened

Grammar Bank 3

- 1 1 will start (a future prediction based on what we believe or imagine will happen – after the verb 'expect')

- 2 is getting (a changing situation)
 3 are going to fall off (a prediction based on what we see)
 4 A: am going to buy (intention/plan)
 B: 'll come (on-the-spot decision)
 5 leaves (timetable)

- 2 1 are you doing 5 'll (will) probably get
 2 am meeting 6 'll (will) ask
 3 am visiting 7 'll (will) see
 4 am going

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

- 4 1 go out 4 arrive
 2 will have finished 5 'll (will) introduce
 3 get 6 will be swimming

Grammar Bank 4

- 1 1 had failed 5 had passed
 2 had been waiting 6 had been talking
 3 had already left 7 had broken
 4 had been working 8 had been walking

- 2 1 A: was 3 A: happened
 B: had just failed B: fell, broke
 2 A: didn't go 4 A: looked
 B: had been B: had been studying
 planning

- 3 1 go 4 snows 7 would stay
 2 take 5 had listened 8 had told
 3 would call 6 had

- 4 1 will you do 3 was/were 5 would you do
 2 had come 4 were 6 hadn't been

Grammar Bank 5

- 1 1 will be held
 2 was set up
 3 was painted
 4 Have the letters been typed
 5 are not allowed
 6 was the Guernica painted
 7 A: Have the paintings been delivered
 B: will be delivered
 8 must be handed in
 9 A: is this place used for
 B: are held
 10 is expected
 11 were delivered

- 2 1 by 2 by 3 by 4 with 5 by 6 by

- 3 1 was committed 6 have been interviewed
 2 is believed 7 has been caught
 3 were involved 8 had been/were donated
 4 was/has been reported 9 is hoped
 5 were/had been stolen 10 will be caught

- 4 A The Fine Art collection was stolen from the Harris Museum.
 B The Contact Theatre will be closed down next month.
 C A new gallery will be opened by the Mayor tomorrow.
 D The concert was called off (by the organisers) due to bad weather.
 E The Art Gallery robbers still haven't been caught.

- 5 2 had it made
 3 had it drawn
 4 haven't had it repaired
 5 has had her hair cut
 6 have had the cover changed
 7 are having a new road built
 8 am having it fixed/are going to have it fixed
 9 had his passport stolen
 10 should have it checked
 11 had their house burgled
 12 have already had the house cleaned

- 6 2 He has had his concert tickets bought for him.
 3 He has had his bike repaired.
 4 She was having her leaking tap fixed.
 5 He will have a website for his company set up.

- 7 1 myself 3 herself 5 ourselves
 2 himself 4 themselves 6 herself

- 8 1 C 4 B 7 B 10 A 13 C
 2 B 5 A 8 B 11 B 14 B
 3 B 6 A 9 A 12 C

Grammar Bank 6

1 a)

Adjective	Comparative	Superlative
nice	<i>nicer</i>	<i>the nicest</i>
patient	more patient	the most patient
bad	worse	the worst
clever	cleverer/more clever	the cleverest/ the most clever
serious	more serious	the most serious
heavy	heavier	the heaviest
calm	calmer	the calmest
hot	hotter	the hottest
young	younger	the youngest
generous	more generous	the most generous

- b) 2 the most generous 7 the hottest
 3 heavier 8 the calmest
 4 the worst 9 more patient
 5 worse 10 the youngest
 6 more serious

Workbook Grammar Bank Key

- 2 1 more carefully 5 more quickly
 2 (the) hardest 6 further/farther
 3 the most serious 7 less
 4 more 8 (the) best
- 3 2 A: Mount Kilimanjaro is higher than Mount Kenya.
 B: No, Mount Kenya is the highest mountain in Africa.
 3 A: Asian elephants are larger than African elephants.
 B: No, African elephants are the largest animals on land.
 4 A: *Twilight* is more popular than *Harry Potter*.
 B: No, *Harry Potter* is the most popular book series of the last 15 years.
- 4 1 better 5 most
 2 the most amazing 6 more usefully
 3 more unusual 7 the greatest
 4 interested
- 5 1 C 2 B 3 C 4 B 5 C 6 B
- 6 2 soon enough 5 too old 8 too cold
 3 too expensive 6 enough room 9 too short
 4 early enough 7 too early 10 too young
- 7 1 to 4 so that 7 in order not
 2 so that 5 so as not to 8 so to
 3 in order to 6 so that
- 8 2 He wants to get a university degree so as to improve his career prospects.
 3 She went abroad so that she could join a volunteer programme.
 4 He uses humour to hide his nervousness.
 5 Write down your PIN so that you don't/won't forget it.
- 9 1 so 3 so 5 so 7 such a
 2 such an 4 so 6 so 8 so
- 10 2 He was driving carelessly and as a result he crashed into a tree.
 3 There were such a lot of people at the restaurant that we couldn't get a table.
 4 There are so few concert tickets left that we'll be lucky to find any.
 5 Her advice was so good that it helped me solve my problem.
 6 They had so much luggage that they couldn't carry it.
- 2 2 needn't stay after work
 3 might drop by later
 4 was able to do his assignment last night
 5 can't be at the library
 6 can't do all this work by himself
 7 Shall I show you how to use this
 8 must be at work on time
 9 should see a doctor
 10 Can I go now
- 3 2 can/could
 3 didn't need to/didn't have to
 4 should/ought to
 5 couldn't
 6 could/may/might
- 4 2 ... must be at work.
 3 ... may be preparing for a meeting.
 4 ... can't be on a break.
 5 ... must be a student.
 6 ... may be in the library.
 7 ... may be doing research for a project.
 8 ... must have been working hard.
- 5 2 a cute, small, black and white
 3 a new, Italian, leather
 4 a blue, plain, denim
 5 a small, black, plastic
 6 an old-fashioned, rectangular, leather
- 6 1 wonderful (Adj) 5 sadly (Adv)
 2 slowly (Adv) 6 drastic (Adj)
 3 well (Adv) 7 possible (Adj)
 4 carefully (Adv) 8 gracefully (Adv)
- 7 1 really 3 very 5 very
 2 pretty 4 quite
- 8 2 This company rarely hires inexperienced people.
 3 There's a lot of noise outside./Outside, there is a lot of noise.
 4 They left their house in a hurry at noon.
 5 Suddenly, everyone grew completely quiet.
 6 The scientist worked hard in his laboratory all through the night.
 7 Jason angrily stared at me./Jason stared at me angrily.

Grammar Bank 7

- 1 2 f – don't have to 5 a – mustn't
 3 c – should 6 e – had to
 4 b – May

Grammar Bank 8

- 1 1 A: say 2 A: said 3 A: tell 4 A: say
 B: told B: told B: said B: telling
- 2 1 ... Jenny (that) he would let her have that antique vase for € 200.
 2 ... George (that) he still owed her the money she had lent him two weeks before.
 3 ... (that) she had opened a savings account.
 4 ... us (that) they would do their shopping online.

- 5 ... Nick (that) she didn't understand why celebrities got paid so much to advertise products.
 6 ... Joe (that) she was saving money to buy a laptop.
 7 ... Andrew (that) Paul had been trying to call him all day the day before/the previous day.
 8 ... me (that) she hadn't called them since she had left the Monday before.
- 3 2 She said to/told them (that) the bank had approved their home loan.
 3 He said (that) they were going the wrong way so they needed to go back.
 4 Lisa said (that) she had been studying for her history exam all night.
 5 Nina said to/told the salesman (that) she would give him her credit card number.
 6 Bill said to/told us (that) he had studied law in London.
- 4 2 didn't have ("I don't have your camera.")
 3 was taking ("I'm taking out a student loan next month.")
 4 would bring ("We will bring you a new one within the week.")
- 5 1 ... if Alice/she had taken out a loan before.
 2 ... if it had been an easy process.
 3 ... which bank Alice/she had gone to.
 4 ... what documents someone needed to apply for a loan.
 5 ... how long it would take Alice/her to pay off her loan.
- 6 1 if they have caught the burglars.
 2 when you did your first ad?
 3 how I can find out the truth.
 4 why companies choose celebrities to promote their products?
 5 if celebrities promote products more effectively.
 6 if you are planning to take part in more ads?
- 7 1 Nathan suggested that they (should) have the party at their house./Nathan suggested having the party at their house.
 2 Mum asked me not to put my feet on the table.
 3 Anna asked Peter not to tell Sam she had broken his MP3 player.
 4 The teacher ordered the students to stop talking.
- 8 1 Linda said (that) she could go to the bank on Friday.
 2 Chris said (that) John must be thrilled with the news.
 3 Sam said (that) I didn't need to/didn't have to hand in the report the next/following day.
 4 Angela said (that) they might move to a bigger house.
 5 Ann said (that) I didn't have to/didn't need to work the next/following day.
- 9 1 exclaimed 3 insisted 5 admitted
 2 advised 4 demanded
- 10 2 d – Sally denied taking/having taken my iPod.
 3 f – He wondered what to do.
 4 a – Bob explained to me how to burn a CD.
 5 c – He apologized for lying/having lied to her.
 6 e – He boasted about being the best player in the team./He boasted that he was the best player in the team.
- 11 2 ... to him about his never paying attention to her./ ... that he never paid attention to her.
 3 ... whether to apply for that job.
 4 ... me not to let that ad fool me.
 5 ... us that the bank manager would get in touch with us.
 6 ... me to be more confident.
- 12 2 ... threatened to take the shop owner to court if he/she didn't replace the faulty phone.
 3 ... allowed me to stay at my friend's house that night.
 4 ... accused Henry of stealing/having stolen his idea.
 5 ... admitted (to) breaking/having broken his promise to Mary.
 6 ... forbade us to watch TV till midnight.
- 13 1 who/that 3 which/that 5 whose
 2 where 4 (the reason) why
- 14 2 car whose windows were smashed belongs to my history teacher
 3 town where the San Fermin festival is held is in the north of Spain
 4 reason why she had an argument with Dylan remains a mystery
 5 laptop he bought on sale is faulty
- 15 2 A stage is a place where people give performances.
 3 A koala is an animal which/that is native to Australia.
 4 A nurse is a person who/that looks after patients in a hospital.
 5 Picasso is the artist who/that painted Guernica.
 6 A stopwatch is a device which/that measures time with great precision.
- 16 2 who/that – D
 3 which/that – D
 4 , where Lord of the Rings was filmed, – ND
 5 why – D
 6 , which was composed by Andrew Lloyd Webber, – ND
 7 , who is very keen on computers, – ND
 8 which/that – D
 9 who/that – D
 10 where – D
 11 which/that – D
 12 , which is a famous landmark in London, – ND

Workbook Grammar Bank Key

- 17 1 What a 2 A: such a 3 A: What 4 such
B: so B: How
- 18 1 some 3 any 5 anything
2 everyone 4 No 6 everywhere
- 19 1 everything 7 some
2 some 8 any
3 no 9 Anything
4 every 10 no one/nobody
5 anyone/anybody 11 nothing
6 everyone/everybody
- 20 1 didn't they 6 aren't they 11 does he
2 has she 7 doesn't he 12 will/won't you
3 hasn't he 8 will you
4 aren't I 9 is it
5 does he 10 will you/won't you
- 21 1 B 2 A 3 A 4 B 5 A 6 B
- 22 2 a) He didn't seem to mind despite the fact there was a lot of noise.
b) Although there was a lot of noise, he didn't seem to mind.
- 3 a) John is an excellent footballer in spite of rarely going to games.
b) John is an excellent footballer, yet he rarely goes to games.
- 4 a) No matter how much Tim practices, he can't improve his guitar playing skills.
b) Tim practices very much, however, he can't improve his guitar playing skills.

Vocabulary Bank 1

Festive Time

- 1 1 A 3 F 5 H 7 E
2 G 4 C 6 B 8 D
- 2 1 tell 3 take 5 parades 7 memorial
2 have 4 hold 6 race 8 fancy
- 3 1 d 3 g 5 i 7 a 9 c
2 f 4 j 6 e 8 b 10 h
- 4 1 make 3 sing 5 wear 7 throw
2 give 4 crown 6 watch 8 light
- 5 1 float 4 costumes 7 custom
2 treats 5 crackers 8 trick or
treat
3 fireworks 6 decorations
- 6 1 at 3 on 5 of 7 to
2 in 4 of 6 with
- 7 1 **carnival**: wear fancy dress, paint your face, watch street parades
2 **birthday party**: blow out candles, give presents, sing a birthday song
3 **music festival**: buy tickets, play on the main stage, see and hear a live band

Vocabulary Bank 2

Feelings

- 1 1 happy 4 sad 7 angry
2 surprised 5 confused 8
embarrassed
3 relieved 6 terrified 9 tired
- 2 1 f 3 h 5 b 7 e
2 g 4 d 6 a 8 c
- 3 1 P 3 P 5 N 7 N
2 N 4 N 6 P 8 N
- 4 1 sad 4 terrified 7 worn out
2 relieved 5 confused
3 excited 6 surprised

Animals

- 5 1 mane 7 wing 13 horn
2 teeth 8 beak 14 hair
3 hoof 9 feathers 15 body
4 neck 10 claws 16 scales
5 tail 11 fin 17 eye
6 back 12 flipper
- 6 1 c 2 f 3 d 4 b 5 e 6 a

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

Vocabulary Bank 3

Computer parts

- 1 1 remote control 5 speakers
2 keyboard 6 mouse
3 touch screen 7 joystick
4 headphones 8 button
- 2 1 motherboard 4 audio card 7 modem
2 memory 5 software 8 port
3 video card 6 hardware
- 3 1 C 2 A 3 B 4 C 5 B

Using a computer

- 4 1 scan pictures 5 print documents
2 download music 6 do research
3 chat online 7 send emails
4 play computer games 8 share files & resources
- 5 1 upload 3 send 5 save 7 post
2 go 4 surf 6 press 8 restart
- 6 1 scratched 5 poor 9 blurry
2 broken 6 mute 10 missing
3 flickering 7 sound
4 dying 8 error

Robotics

- 7 1 assemble machinery 6 guard homes
2 help during surgery 7 drill underground
3 handle chemicals 8 load cargo
4 do household chores 9 explore space
5 fight fire 10 dispose of bombs
- 8 1 vacuum 4 lift 7 interact
2 programmed 5 developing
3 obey 6 designed
- 9 1 of 3 by 5 on 7 for 9 to
2 with 4 with 6 with 8 to 10 on

Vocabulary Bank 4

Survival

- 1 1 earthquake 10 war
2 explosion 11 oil spill
3 flood 12 fire
4 plane crash 13 volcanic eruption
5 boat sinking 14 hurricane
6 drought 15 shipwreck
7 tsunami 16 tornado
8 train derailment 17 avalanche
9 road accident

Workbook Vocabulary Bank Key

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

- 3 1 experienced 5 sought 9 lay
2 survived 6 kept 10 made
3 took 7 plunged 11 escaped
4 stayed 8 caught

- 4 1 on 3 for 5 of 7 on
2 of 4 from 6 to 8 from

- 5 **bite:** dog, mosquito, squirrel, fly, spider, snake, ant
sting: bee, jellyfish, wasp, scorpion

Accidents

- 6 1 speeding 5 swerved 9 injured
2 went 6 collision 10 suffering
3 lights 7 crashed 11 registration
4 screeching 8 damaged

- 7 1 turn 4 suspended 7 scratched
2 hurt 5 rush 8 skid
3 reversed 6 registration 9 statement

- 8 2 d 3 c 4 b 5 a

(Suggested answers)

- 2 Ben ran into unexpected problems because of the snow.
3 She gave up trying to start the car.
4 He drove into the garage and switched off the engine.
5 When it ran out of water, the engine overheated.

Vocabulary Bank 5

Art

- 1 1 sculptor 6 dancer
2 painter 7 actor
3 fashion designer 8 musician
4 animator 9 photographer
5 film director
- 2 1 exhibits 5 watercolours 9 clay
2 instrument 6 awards 10 sculpture
3 landscapes 7 pioneer
4 sketch 8 gallery
- 3 1 works 4 rhythm 7 show
2 scene 5 miniature
3 designer 6 raise
- 4 1 f 2 b 3 e 4 a 5 d 6 c
- 5 1 interesting 3 excited 5 stunning
2 amazed 4 satisfying 6 amused
- 6 1 draw 5 film 9 to display
2 distribute 6 develops 10 designed

- 3 compose 7 illustrate
4 sculpts 8 perform

- 7 1 leader 5 works 9 shapes
2 inspiration 6 method 10 viewers
3 portraits 7 canvases
4 collection 8 changed

- 8 1 to 2 of 3 on 4 at 5 on

Vocabulary Bank 6

Social Issues

- 1 1 war 8 immigration
2 household waste 9 overpopulation
3 pollution 10 unemployment
4 homelessness 11 poverty
5 child labour 12 racial discrimination
6 illiteracy 13 famine
7 deforestation
- 2 1 overpopulation 4 climate change
2 Homelessness 5 water shortage
3 child labour 6 famine

- 3 1 historical 3 labour 5 illegal
2 habitats 4 medical 6 shelter

- 4 1 promote 4 overcome 7 reduce
2 raise 5 defend 8 prevent
3 serves 6 break 9 earned

- 5 1 emergency 3 unemployment 5 illiteracy
2 treatment 4 labour 6 war

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

- 7 1 after 3 in 5 out for
2 for 4 up 6 on

- 8 1 to 3 to 5 to 7 to
2 with 4 for 6 in 8 for

Vocabulary Bank 7

Jobs

- 1 1 B 5 J 9 A 13 M
2 P 6 N 10 K 14 O
3 H 7 E 11 L 15 G
4 I 8 F 12 D 16 C
- 2 1 g 3 a 5 c 7 j 9 f
2 i 4 e 6 d 8 b 10 h
- 3 1 earn 4 fired 7 promoted
2 salary 5 experience 8 research
3 part-time 6 retire

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

6 (Suggested Answer)

lion tamer: careful, fit, daring, quick-thinking, courageous
performer: careful, fit, talented, imaginative
veterinarian: careful, organised, responsible
inventor: careful, analytical, patient, organised, responsible, imaginative
bomb disposal expert: careful, daring, responsible, quick-thinking, courageous
scientist: analytical, organised, responsible
secret agent: careful, discreet, patient, trustworthy, responsible, quick-thinking, courageous
dog walker: careful, fit, responsible
author: talented, sensitive, imaginative
cashier: careful, discreet, trustworthy, organised, responsible
composer: talented, sensitive, imaginative

- 1 A performer has to be talented and fit.
- 2 A veterinarian has to be careful and responsible.
- 3 An inventor has to be imaginative and organised.
- 4 A bomb disposal expert has to be courageous and quick-thinking.
- 5 A scientist has to be analytical and trustworthy.
- 6 A secret agent has to be careful and discreet.
- 7 A dog walker has to be careful and responsible.
- 8 An author has to be talented and imaginative.
- 9 A cashier has to be trustworthy and careful.
- 10 A composer has to be imaginative and sensitive.

- 7 1 find out 3 turn up 5 carry out
 2 send in 4 turn down
- 8 1 for 3 in 5 at
 2 under 4 at 6 in

Vocabulary Bank 8

Advertising

- 1 1 classifieds 5 celebrity branding
 2 neon sign 6 billboard
 3 banner 7 skywriting
 4 moving adverts
 Pop-up ads, posters and SMS adverts are not in the pictures.
- 2 1 attracted 4 targeted 7 tempted
 2 looked 5 reduced 8 stayed
 3 raised 6 featured
- 3 1 e 2 c 3 a 4 b 5 f 6 d
 1 free delivery 4 clever tricks
 2 sandwich board 5 false advertising
 3 advertising company 6 shopping habits

Money

- 4 1 credit card 5 cash machine
 2 coins 6 purse
 3 banknotes 7 currency
 4 cheque 8 till
- 5 1 d 2 f 3 a 4 c 5 b 6 e
- 6 1 amounts 3 deposit 5 track
 2 savings 4 card
- 7 **rich:** prosperous, wealthy, well-off
poor: broke, penniless

Education

- 8 1 school report 4 primary school
 2 degree 5 university
 3 lecturer 6 nursery school
- 9 **Advertising:** mobile advert, jingle, sandwich board, marketing, video ad, e-commerce, TV commercials
Money: balance, wallet, interest, counterfeit banknotes, till
Education: subjects, headmaster, chapter, tutor, college, student, boarding school, syllabus, tuition, comprehensive school
- 10 1 advertised 4 lend 7 graduated
 2 endorsed 5 spends 8 study
 3 appeal 6 withdrew 9 passed
- 11 1 in 3 on 5 at 7 in
 2 of 4 to 6 into 8 in

Listening

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

Reading

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

Grammar and Vocabulary

- 1 1 was designed 5 most
2 includes 6 its
3 became 7 suffered
4 located
- 2 1 exposure 3 children 5 sociable
2 productive 4 definitely 6 distractions
- 3 1 1 3 3 5 4 7 2
2 3 4 2 6 1

Speaking

- 1 1 What are the exact dates for the festival?
2 How much is the entrance ticket?
3 What activities and events take place?
4 What different city tours are there?
5 What accommodation is available?

2 (Suggested answer)

The first picture seems to me like a ballet performance, while the second picture shows an art exhibition. Both pictures express art; they are two forms of art which are exposed to the public in order to offer entertainment. In the first picture, the dancers, which look like ballet dancers, are on stage and are performing a dance number in front of a large audience. This type of performance is usually lively and attracts a number of people. In the second picture, there is a woman looking at some, what seem to be, modern paintings. She is the only person standing there and is quietly trying to understand what these paintings represent. An art gallery is, of course, a quiet area where people can observe works of art at their own pace, whereas a live performance is

loud and people usually react at the end by cheering and clapping. After a live performance, the artists are more aware of the public's appreciation of their work, whereas during an art exhibition, an artist may never know how their work has affected the public. Personally, I would choose to attend a dance performance, because I find art exhibitions quite boring. I prefer live entertainment and seeing art come alive in front of my eyes. Others may prefer looking at a simple painting, which may also come alive for them- not physically, but in their mind. It really just depends on what each person considers art and what expresses them more as an individual.

3 (Suggested answer)

I've chosen photo B. This is a photo I took last month at one of the beaches in my area. The picture was taken on a Sunday when a group of locals, including myself, took part in a beach clean-up day. It was the first time I had ever participated in volunteer work and it was a very enlightening experience for me. As you can see in the photo, we are all gathered at the beach. We had brought our own gloves and rubbish bags and made sure that we had plenty of drinking water with us, because we knew it was going to be a long day. All of us worked really hard to clear up the rubbish along the coast and managed to get rid of more than forty bags of rubbish! I keep this photo of this special day in my album because it reminds me of how proud I felt of the efforts and the dedication my team showed in making a small difference to our planet.

I decided to show this picture to you because I want to encourage more and more people to become eco-friendly and to give volunteering a try. It really changes you as a person and teaches you how important our planet is and how we need to take environmental issues more seriously.