

# City Stars 7

## Teacher's Book

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# Introduction to the Teacher

*City Stars 7* is a modular secondary-level course for learners studying British English at intermediate level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes.

*City Stars 7* consists of six modules. Each module consists of nine units plus Skills sections.

## COURSE COMPONENTS

### Student's Book

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

### Teacher's Book

The Teacher's Book contains Teacher's Notes which provide step-by-step lesson plans and suggestions about how to present the material. This book also includes a complete Key to the exercises in the Student's Book and the audioscripts of the listening material.

### Class Audio CDs

The Class Audio CDs contain all the recorded material which accompanies the course. This includes the dialogues and texts in the Listening and Reading sections, as well as model dialogues, Pronunciation/Intonation section, and the material for all listening tasks.

### Student's Audio CD

The S's Audio CD contains the main texts or model dialogues in the Reading sections of the Student's Book and the Pronunciation/Intonation tasks.

## ELEMENTS OF THE COURSEBOOK

Each module begins with a modular page that contains: a brief overview of what will be covered in the module, pictures and words/phrases related to the theme of the module, and exercises to practice the vocabulary presented.

**Each module contains the following sections:**

### Vocabulary

Pictures are employed to introduce Ss to the vocabulary of each module. Vocabulary is practised through various types of exercises. A particular feature of the book is the teaching of collocations, which helps Ss remember vocabulary items as parts of set expressions. (See *Student's Book Ex. 4, p. 21*)

### Grammar

- The grammar items of each module are presented by means of clear and concise theory boxes.
- **Grammar exercises and activities** reinforce Ss' understanding of these items. There is also a Grammar Reference section at the back of the Student's Book that offers more details.

### Listening tasks and Speaking practice

- Ss can develop their **listening skills** through a variety of tasks. These tasks employ the vocabulary and grammar practised in each module, in this way reinforcing understanding of the language taught in the module.
- **Controlled speaking activities** have been carefully designed to allow Ss guided practice before leading them to **freer speaking activities**.

### Pronunciation/Intonation

Pronunciation activities help Ss recognise sounds and reproduce them correctly. Intonation activities help Ss improve their intonation patterns.

### Everyday English

These sections provide practice in real-life communication. Standard expressions and language structures associated with realistic situations are extensively practised.

### Study Skills

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

### Reading texts

These texts or situational dialogues practise specific reading skills such as skimming, scanning, intensive reading for specific purposes, understanding text structure, and so on. The texts are usually exploited in four stages:

- a warm-up activity to intrigue students
- top-down activities (scanning and reading for gist)
- bottom-up activities (reading for detailed understanding)
- oral reproduction (Ss outline the main points of the text)

## Writing

The writing sections have been carefully designed to ensure that Ss systematically develop their writing skills.

- A model text is presented and thoroughly analysed, and guided practice of the language to be used is provided.
- The final task is based on the model text and follows the detailed plan provided.
- All writing activities are based on realistic types and styles of writing such as letters, emails, descriptions, postcards, and reviews.

## Culture Corner & Curricular sections

Each module contains a Culture Corner and a Curricular section.

- In each **Culture Corner**, Ss are provided with culture information and read about aspects of English speaking countries that are thematically linked to the module. Ss are given the chance to process the information they have learned and compare it to the culture of their own country.
- Each **Curricular section** enables Ss to link the themes of the module to a subject from their school curriculum, thus helping them contextualise the language they have learned by relating it to their own personal frame of reference. Lively and creative tasks stimulate Ss and allow them to consolidate the language they have learned throughout the module.

## Moscow Culture & Russia sections

These sections contain cultural information about aspects of Russia and its capital city and are thematically linked to the module.

## Skills sections & Language in Use & Revision section

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. The games in the Teacher's Book enable Ss to use the new language in an enjoyable way, using the format of a team competition, and promoting humanistic learning.

The material has been designed to help Ss learn new language in the context of what they have already mastered, rather than in isolation. In the Skills sections, the students are able to practise all four language skills through exam type tasks.

## Grammar Reference section

This section offers full explanations and review of the grammar structures presented throughout the book. It can be used both in class and at home to reinforce the grammar being taught.

## Writing Bank

This section provides preparation of the writing task types as they are presented in the Student's Book. It contains theory, plans, full-length model compositions and useful language to help Ss produce successful pieces of writing.

## American English – British English Guide

An **American English – British English Guide** outlines and highlights differences between the two main international varieties of English.

## Irregular Verbs

This provides students with a quick reference list for verb forms they might be unsure of at times.

## Word List

A complete **Word List** contains the new vocabulary presented in each unit, listed alphabetically, with a phonetic transcription of each word.

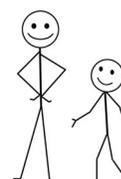
## SUGGESTED TEACHING TECHNIQUES

### A Presenting new vocabulary

Much of the new vocabulary in *City Stars 7* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 7, Ex. 2.*)

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

- **Miming**. Mime the word you want to introduce. For instance, to present the verb **sing**, pretend you are singing and ask Ss to guess the meaning of the word.
- **Synonyms, opposites, paraphrasing, and giving definitions**. Examples:
  - present the word **strong** by giving a synonym: "powerful"
  - present the word **strong** by giving its opposite: "weak"
  - present the word **weekend** by paraphrasing it: "Saturday and Sunday"
  - present the word **famous for** by giving its definition: "very well-known (person or thing)"
- **Example**. Examples place vocabulary into context and consequently make understanding easier. For instance, introduce the words **city** and **town** by referring to a city and a town in the Ss' country: "Rome is a city, but Parma is a town."
- **Sketching**. Draw a simple sketch of the word or words you want to explain on the board. For instance:



- **Flashcards.** Flashcards made out of magazine or newspaper pictures, photographs, ready-made drawings, and any other visual material may also serve as vocabulary teaching tools.
- **Use of L1.** In a monolingual class, you may explain vocabulary in the Ss' native language. This method, though, should be employed in moderation.
- **Use of Dictionary.** In a multilingual class, Ss may occasionally refer to a bilingual dictionary.

The choice of technique depends on the type of word or expression. For example, you may find it easier to describe an action verb through miming than through a synonym or definition.

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

Alternatively, go through the list of words after Ss have read the text and ask Ss to explain the words using the context they appear in. Ss can give examples, mime/draw the meaning, or look up the meaning in their dictionaries.

## B Choral and individual repetition

Repetition will ensure that Ss are thoroughly familiar with the sound and pronunciation of the lexical items and structures being taught and confident in their ability to reproduce them.

Always ask Ss to repeat chorally before you ask them to repeat individually. Repeating chorally will help Ss feel confident enough to then perform the task on their own.

## C Listening and Reading

You may ask Ss to read and listen for a variety of purposes:

- **Listening and reading for gist.** Ask Ss to read or listen to get the gist of the dialogue or text being dealt with. (*See Student's Book, Module 1, p. 8, Ex. 3a. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Listening and reading for detail.** Ask Ss to read or listen for specific information. (*See Student's Book, Module 1, p. 10, Ex. 2b. Ss will have to read or listen to the text on page 10 for a second time in order to do the task. They are looking for specific details in the text and not for general information.*)

## D Speaking

- Speaking activities are initially **controlled**, allowing for guided practice. (*See Student's Book, Module 1, p. 18, Ex. 4 where Ss use the same structures to ask for and give personal details.*)
- Ss are then led to **free** speaking activities. (*See Student's Book, Module 1, p. 9, Ex. 7 where Ss are invited to present a job to the class, provided with the necessary lexical items and structures.*)

## E Writing

All writing tasks in *City Stars 7* have been carefully designed to closely guide Ss to produce a successful piece of writing.

- Always read the **model text** provided and deal with the tasks that follow in detail. Ss will then have acquired the necessary language to deal with the final writing task. (*See Student's Book, Module 1, p. 19.*)
- Make sure that Ss understand that they are writing for a **purpose**. Go through the writing task in detail so that Ss are fully aware of **why** they are writing and **who** they are writing to. (*See Student's Book, Module 1, p. 19, Ex. 1/4. Ss are asked to write a cover letter.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student's Book, Module 1, p. 19, Ex. 4.*)
- It would be well-advised to actually complete the task orally in class before assigning it as written homework. Ss will then feel more confident with producing a complete piece of writing on their own.

## F Projects

- When dealing with project work, it is necessary to prepare Ss well in class before they attempt the writing task at home.

## G Assigning homework

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

Commonly assigned tasks include:

- Copy** – Ss copy an assigned extract;
- Dictation** – Ss learn the spelling of particular words without memorising the text in which they appear;
- Vocabulary** – Ss memorise the meaning of words and phrases or use the new words in sentences of their own;
- Reading Aloud** – Assisted by the S's CDs, Ss practise at home in preparation for reading aloud in class;
- Project** – After they have been prepared in class, Ss complete the writing task.
- Writing** – After thorough preparation in class, Ss are asked to produce a complete piece of writing.

## H Correcting students' work

All learners make errors – it is part of the learning process. The way you deal with errors depends on what the Ss are doing.

- **Oral accuracy work:**  
Correct Ss on the spot, either by providing the correct answer and allowing them to repeat, or by indicating the error but allowing Ss to correct it. Alternatively, indicate the error and ask other Ss to provide the answer.
- **Oral fluency work:**  
Allow Ss to finish the task without interrupting, but make a note of the errors made and correct them afterwards.
- **Written work:**  
Do not over-correct; focus on errors that are directly relevant to the point of the exercise. When giving feedback, you may write the most common errors on the board and get the class to attempt to correct them.

Remember that rewarding work and praising Ss is of great importance. Post good written work on a display board in your classroom or school, or give "reward" stickers. Praise effort as well as success.

## I Class organisation

- **Open pairs**  
The class focuses its attention on two Ss doing the set task together. Use this technique when you want your Ss to offer an example of how a task is done. (See Ex. 4 on p. 18 of the Student's Book.)
- **Closed pairs**  
Pairs of Ss work together on a task or activity while you move around offering assistance and suggestions. Explain the task clearly before beginning closed pairwork. (See Ex. 5 on p. 13 of the Student's Book)
- **Stages of pairwork**
  - Put Ss in pairs.
  - Explain the task and set time limit.
  - Rehearse the task in open pairs.
  - In closed pairs, get Ss to do the task.
  - Go around the class and help Ss.
  - Open pairs report back to the class.

## • Group work

Groups of three or more Ss work together on a task or activity. Class projects or role play are most easily done in groups. Again, give Ss a solid understanding of the task in advance.

## J Using the Student's Audio CD

Dialogues, texts and Pronunciation sections are recorded on the Student's Audio CD. Ss have the chance to listen to these recordings at home as many times as they want to improve their pronunciation and intonation.

- S listens to the recording and follows the lines.
- S listens to the recording with pauses after every sentence/exchange. S repeats as many times as needed, trying to imitate the speaker's pronunciation and intonation.
- S listens to the recording again. S reads aloud.
- All listening tasks in the Workbook are also included in the Student's CD.

## K Using L1 in class

Use L1 in moderation and only when necessary.

## ABBREVIATIONS

Abbreviations used in the Student's Book and Teacher's

T	Teacher	p(p).	Page(s)
S(s)	Student(s)	e.g.	For example
HW	Homework	i.e.	That is
L1	Students' native language	etc.	Et cetera
		sb	Somebody
Ex(s).	Exercise(s)	sth	Something

# Starter

## Objectives

**Lesson Objectives:** To revise vocabulary for transport, places in a city, household chores, food/drinks, cooking methods and natural disasters; to practise everyday English

**Vocabulary:** Transport (*plane, bus, underground, ferry, bike, car, motorbike, taxi*); Places in a city (*block of flats, petrol station, post office, traffic lights, tunnel, bungalow, semi-detached house, road sign, hospital, cottage, library, bus stop, bus lane, detached house, community centre*); Household chores (*do the washing-up, lay the table, mop the floor, iron the clothes, dust the furniture, make the bed, take out the rubbish, Hoover the carpets*); Food & drinks (*fruit and vegetables, dairy products, meat, fish, drinks, tomatoes, yogurt, chicken, orange juice, cauliflower, bread, salmon, grapes, rice, lamb, milk, eggs, cherries, tuna, tea, peppers*); Cooking methods (*pour, add, beat, slice, chop, stir, melt*); Natural disasters (*drought, flood, earthquake, forest fire, tornado, tsunami, hurricane*)

### 1 **Aim** To revise/practise means of transport

- Read the means of transport aloud and elicit an explanation for each one from various Ss around the class (e.g. *you fly in a plane*).
- Give Ss time to complete the task and then check Ss' answers.

#### Answer Key

1 *plane*                      3 *taxi*                      5 *bike*  
2 *underground*      4 *ferry*                      6 *car*

### 2 **Aim** To revise/categorise vocabulary for places in a city

- Explain the task and ask Ss to copy the table into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

#### Answer Key

<b>Types of Home</b>	<i>block of flats, bungalow, semi-detached house, cottage, detached house</i>
<b>Features of a Town/City</b>	<i>traffic lights, tunnel, road sign, bus stop, bus lane</i>
<b>Public Services/Facilities</b>	<i>petrol station, post office, hospital, library, community centre</i>

### 3 **Aim** To revise household chores

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

#### Answer Key

1 *dust*      3 *iron*      5 *take out*      7 *do*  
2 *make*      4 *lay*      6 *mop*      8 *hoover*

- As an extension ask Ss to say what household chores they have to/don't have to do at home. e.g. *I have to make my bed and lay the table, but I don't have to dust the furniture.*

### 4 **Aim** To revise/categorise vocabulary for food & drinks

- Explain the task and ask Ss to copy the web diagram into their notebooks.
- Give Ss time to complete the task and then check Ss' answers on the board.

#### Suggested Answer Key

**fruit and vegetables:** *tomatoes, cauliflower, grapes, cherries, peppers*

**dairy products:** *yogurt, milk*

**meat:** *chicken, lamb*

**fish:** *salmon, tuna*

**drinks:** *orange juice, tea*

**other:** *bread, rice, eggs*

### 5 **Aim** To revise/practise collocations

- Go through the gapped phrases 1-10 and explain/elicit the meanings of any unknown words.
- Give Ss time to complete the phrases with the verbs in the list and then check Ss' answers around the class.

#### Answer Key

1 *grow*      4 *raise*      7 *miss*      10 *make*  
2 *patrol*      5 *stuck*      8 *lose*  
3 *put up*      6 *try*      9 *show*

### 6 **Aim** To revise/practise collocations

- Go through the lists of words and explain/elicit any that Ss are unsure of the meanings of.
- Give Ss time to match the words to make phrases and then check Ss' answers around the class.

#### Answer Key

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

**7** **Aim** To revise/practise vocabulary for cooking methods

- Read out the verbs in the list and then give Ss time to read the recipe and fill in the gaps with the appropriate verb.
- Check Ss' answers.

**Answer Key**

1 *slice*    3 *stir*    5 *beat*    7 *chop*  
 2 *add*    4 *melt*    6 *pour*

**8** **Aim** To revise vocabulary for natural disasters

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

**Answer Key**

1 *tsunami*    3 *drought*    5 *forest fire*  
 2 *earthquake*    4 *flood*

**9** **Aim** To identify appropriate responses to everyday English expressions

- Explain the task.
- Allow Ss some time to complete it.
- Check Ss' answers.
- As an extension, ask pairs of Ss to act out the exchanges.

**Answer Key**

1 *a*    3 *b*    5 *b*    7 *a*    9 *a*  
 2 *b*    4 *a*    6 *b*    8 *a*    10 *b*

# Work & Play

## Topic

In this module Ss will explore the topic of jobs, job qualities, careers, sports and hobbies.

## Modular page

7

**Lesson objectives:** Overview of module

**Vocabulary:** Jobs (*camp counsellor, surgeon, judge, firefighter, storm chaser, shop assistant, flight attendant, police officer*); Job descriptions (*make sure people obey the law, follow and photograph tornadoes, put out fires, look after passengers on a plane, help customers, supervise children at a camp, apply the law in court, operate on people*); Job-related adjectives (*dangerous, demanding, interesting, well paid, easy, difficult*)

## 1a Hard & Work

8-9

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn adverbs of manner, to paraphrase a text

**Vocabulary:** Work (*9-5, shifts, at the weekends, long hours, work on their own, work with a team, get paid well, low wages*); Character adjectives (*brave, organised, creative, caring, patient, annoyed, polite*); Verbs (*beat, risk, parachute, drop*); Phrasal Verb (*put out*); Nouns (*duty, training, fire zone, face mask, helmet, backpack*); Adjectives (*elite, fit, padded*); Adverb (*bravely*); Phrases (*tough job, remote areas*)

## 1b Hobbies

10-11

**Lesson objectives:** To listen and read for gist, to read for specific information, to revise the Present Simple and Present Continuous, to learn stative verbs, to talk and write about a hobby

**Vocabulary:** Hobbies (*ghost hunting, robot building, tornado chasing, metal detecting, UFO hunting*); Verbs (*involve, investigate, analyse, spot*); Phrasal Verbs (*take up, find out*); Nouns (*strange object, planet, meteor, military plane, explanation, sighting, hotspot, rooftop, hillside, camcorder, telescope, device*); Adjectives (*fascinated, curious, enthusiastic, patient*); Adverb (*mostly*); Phrases (*interview witness, record information*)

## 1c Culture Corner

12

**Lesson objectives:** To read for specific information

**Vocabulary:** Verbs (*earn, offer*); Nouns (*cash, waiting tables, delivery, cashier, customer service, campus, camp counsellor, internship, profession, experience, clerk*); Adjectives (*part-time, available*); Phrase (*average wage*)

## 1d Everyday English

13

**Lesson objectives:** A job interview, intonation in questions

**Vocabulary:** Sentences (*Please have a seat., Tell me a little about yourself., Why do you think you'll be a good shop assistant?, Well, I think I'm hardworking and honest., Do you have any experience in this type of work?, Here's a letter of recommendation., I can start immediately., Thank you very much for your time.*)

## 1e Adventure Sports

14-15

**Lesson objectives:** To listen for specific information, to read for gist, to read for specific information, to act out an interview, to talk and write about an imaginary experience

**Vocabulary:** Sports (*mountain biking, street luge, motor cross, speed skiing, windsurfing, freediving, paragliding, rock climbing, white water rafting*); Verbs (*dive, shrink, bark*); Phrasal verb (*carry on*); Nouns (*surface, air tank, wetsuit, goggles, monofin, flipper, mermaid, champion, lungs, meditation, distraction, environmental campaign*); Adjective (*final*); Phrases (*deep breath, hold a record, double in size, come naturally, hold her breath, totally silent*)

## 1f Voluntary Work

16-17

**Lesson objectives:** To read for general comprehension, to make comparisons, to learn infinitive & -ing forms, to practise key word transformations

**Vocabulary:** Voluntary work (*take care of orphans, teach English, help protect an endangered species, build houses*); Verbs (*participate (in), protect, conserve, monitor, improve*); Nouns (*volunteer work, unpaid work, charity, non-profit organisation, orphan, endangered species, project, community, conservation, wildlife research, effort*); Adjective (*practical*); Phrase (*develop skills*)

## 1g Skills

18

**Lesson objectives:** To listen for key information, to ask for/give personal details, to write a CV

**Vocabulary:** Student jobs (*video game tester, lifeguard, secret shopper, dishwasher, delivery person, gardener, babysitter, dog walker*); Personal questions (*How old are you?, Are you married or single?, What qualifications do you have?, What kind of experience do you have?, What are your hobbies and interests?*)

**1h Writing**

19

**Lesson objectives:** To write a cover letter

**1i Curricular: PSHE**

20

**Lesson objectives:** To read for gist, to give a presentation on a career

**Vocabulary:** Verbs (*suit, comfort, agree (on)*); Nouns (*key, skills, interest, blanket, mood, engineer, electrician, social worker, psychologist, film director*); Adjectives (*useful, spontaneous, down-to-earth*); Phrase (*by myself*)

**Moscow Culture 1**

21

**Lesson objectives:** To listen and read for gist, to read for specific information, to expand the topic and express a personal opinion, to develop creativity and critical thinking skills

**Lesson objectives:** Phrasal Verb (*carry out*); Nouns (*framework, quest game, competence, training, aspect*); Adjectives (*leading, worthwhile*); Phrase (*career guidance*)

**Skills 1**

22-23

**Lesson objectives:** To listen for specific information, to read for cohesion and coherence, to describe photos, to practise word formation, to write a letter of application

**Russia 1**

24

**Lesson objectives:** To listen and read for gist; to read for specific information, to write about your favourite sport

**Vocabulary:** Nouns (*diving, lake, destination, natural beauty, biodiversity, host, flora, fauna, dive, sheet of ice, entrance, exit point*); Verbs (*surface, dive*); Adjectives (*freshwater, salty, invisible*); Adverb (*truly*)

**► What's in this module?**

Read the title of the module, *Work & Play* and ask students to predict the content of the module (*the module is about different kinds of jobs and careers*). Go through the contents list and initiate a discussion on what Ss will learn in the module.

**Vocabulary****1 Aim To present new vocabulary**

- Draw Ss' attention to the pictures.
- Play the recording.
- Ss listen and repeat chorally and/or individually.

**2 Aim To present job descriptions**

- Draw Ss' attention to the sentences.
- Ask Ss to read the job descriptions and think about which jobs have which responsibilities.
- Read the example out loud. Elicit similar sentences from Ss around the class, using the job titles and descriptions.

**Answer Key**

- A A camp counsellor supervises children at a camp.  
 B A surgeon operates on people.  
 C A judge applies the law in a court.  
 D A firefighter puts out fires.  
 E A storm chaser follows and photographs tornadoes.  
 F A shop assistant helps customers.  
 G A flight attendant looks after passengers on a plane.  
 H A police officer makes sure people obey the law.

**3 Aim To introduce job-related adjectives**

- Explain the task and read the example aloud.
- Allow Ss time to write a few sentences. Check Ss' answers.
- Alternatively, write camp counsellor on the board and ask various Ss to give their opinions using the adjectives. Repeat with the other jobs on the list.

**Suggested Answer Key**

- A police officer's job is dangerous because they deal with people who don't obey the law.  
 A shop assistant's job is easy because they do the same thing every day.  
 A camp counsellor's job is interesting because they work with children.  
 A surgeon's job is well-paid because they operate on people.  
 A judge's job is difficult because they have to apply the law.  
 A firefighter's job is dangerous because they put out fires.  
 A flight attendant's job is demanding because they have to look after lots of passengers on a plane.

## OVER TO YOU!

**Aim** To personalise the topic

- Draw Ss' attention to the 'OVER TO YOU!' section and ask them to talk about their parents' jobs, then to think about what jobs they'd like to do and why.
- Encourage Ss to use adjectives from the list to justify their job choices.
- Ask various Ss to tell the class which job they'd like to do, and why.

**Suggested Answer Key**

*My dad is a teacher and my mum is a police officer. They find their jobs interesting although I believe my mum's job is a bit dangerous. I would like to be a police officer because I think it would be interesting and well-paid.*

- As an extension, ask Ss to describe picture A, then describe this person's daily work routine.

**Suggested Answer Key**

*Picture A shows a camp counsellor playing a game with some kids. It's summertime because all of them are wearing summer clothes. A camp counsellor wakes up early in the morning. He makes sure all the kids he is responsible for are present at breakfast. Then he supervises the kids and plays games with them until lunchtime. He has a rest, then he participates in various activities with the kids until dinner. He makes sure all the kids are in bed, then he goes to sleep.*

1 **a** Hard at work

## Vocabulary

1 a) **Aim** To brainstorm for topic-related vocabulary

- Set a time limit of one minute and ask Ss to write down as many jobs as they can think of.
- Check Ss' answers on the board and ask Ss to copy the list into their notebooks.

**Suggested Answer Key**

*doctor, lawyer, vet, nurse, police officer, writer, secretary, painter, etc*

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

- Draw Ss' attention to the pictures (A-F) and ask them to read the corresponding job titles.
- Ask Ss around the class what kind of things they think each person does in their job.
- Read the questions in Ex. 1 and explain any unfamiliar vocabulary.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

*An artist works on his/her own.*

*A sports coach works with a team.*

*A taxi driver works shifts/on their own/at the weekends.*

*A nurse works long hours/shifts/with a team.*

*A secretary usually works 9-5.*

*A smokejumper works with a team.*

*A(n) artist/sports coach/smokejumper is paid well.*

*A nurse/secretary/taxi driver gets low wages.*

2 **Aim** To introduce character adjectives

- Explain the task and ask Ss to use the jobs from the pictures to complete the sentences.
- Ask Ss to think carefully about what kind of qualities each person/worker must have.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class and check Ss' answers.

**Answer Key**

1	smokejumper	5	sports coach/taxi driver/
2	secretary/sports coach		secretary/nurse
3	artist	6	taxi driver/secretary/
4	nurse		nurse

## Reading

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

- Read the **Study Skills** box aloud and point out the importance of key words when predicting the content of a text.
- Ask Ss to read the list of words and phrases, and explain that they relate to the text on page 9.
- Allow Ss time to read the list, and ask them to predict what the text is about.
- Elicit suggestions from Ss around the class.
- Play the recording and ask Ss to follow in their books and check.

**Suggested Answer Key**

*I think the text is about smokejumpers, what they do at work and what equipment they use.*

- Explain/Elicit the meaning of words in the **Check these words** box.

**Suggested Answer Key**

**tough job (phr):** work that is difficult or challenging

**beat (v):** to defeat sb/sth

**elite (adj):** the most distinguished, skilled (people of a group)

**risk (v):** to endanger or allow the possibility of harm

**remote areas (phr):** places that are not inhabited or are not easily accessible

**bravely (adv):** without fear, courageously

**parachute (v):** to jump out of a plane or helicopter with a parachute to help you reach the ground safely

**put out (phr v):** to extinguish sth, often a fire



**Suggested Answer Key**

*I would love to be a smokejumper. I think it is a fantastic job because you get to help save people and forest animals, and you also do something exciting. I wouldn't like to work as a smokejumper. I think it is very dangerous and scary. I wouldn't like to work long hours in difficult conditions.*

**BACKGROUND INFORMATION**

West Yellowstone is a town in Montana next to Yellowstone National Park.

# 1

## b Hobbies

**Vocabulary**

1 a) **Aim** To present vocabulary for hobbies

- Explain that a hobby is an activity that we do for enjoyment in our spare time.
- Ask Ss to think of as many hobbies as they can and to make a list, then compare it with their partner. Elicit answers.

**Suggested Answer Key**

*model making, stamp/coin collecting, jewellery making, reading, hiking, skateboarding, etc*

b) **Aim** To introduce unusual activities

- Draw Ss' attention to the pictures, and play the recording. Play the recording again, with pauses for Ss to repeat individually or chorally.
- Ask Ss if they know any of the activities, and ask them to make suggestions about what each activity involves.
- Ask Ss which activity they would choose to do and why. Also ask which activity they wouldn't like to do and why.

**Suggested Answer Key**

*I have heard of all of these hobbies, but I don't do any of them. I would like to try metal detecting some day. I think it would be fun and I might find buried treasure. I wouldn't like to try ghost hunting because I think it would be quite scary.*

**Reading**

2 a) **Aim** To read for gist

- Explain the task and ask Ss to read only the title and the introduction to answer the question.

- Play the recording and ask Ss to follow in their books.

**Suggested Answer Key**

*Nick's hobby involves investigating and recording information about UFO sightings.*

- Explain/Elicit the meaning of words in the **Check these words** box.

**Suggested Answer Key**

*fascinated (adj): interested in sth*

*strange object (n): unusual thing*

*planet (n): a large object like the Earth that moves around a star*

*meteor (n): a piece of rock or metal from space that makes a bright light in the sky when it enters the Earth's atmosphere*

*military plane (n): a plane or aircraft that is used by the military*

*curious (adj): wanting to learn more*

*explanation (n): the reason for sth*

*involve (v): to consist of, include*

*mostly (adv): most of the time, mainly*

*investigate (v): to observe and make inquiries about sth*

*sighting (n): the act of (briefly) seeing sth*

*interview witness (phr): to ask sb questions who is present when sth happens and has seen sth that may be of use*

*analyse (v): to examine, make notes and look carefully at sth*

*hotspot (n): a place where action or events take place*

*rooftop (n): the outside surface of the roof of a building*

*hillside (n): slope of a hill*

*record information (phr): to make notes about details about a specific thing or event*

*camcorder (n): a portable video camera*

*telescope (n): a scientific magnifying instrument which allows sb to see stars and other activity in space*

*device (n): an invention, often a machine*

*take up (phr v): to start doing an activity as a hobby*

*enthusiastic (adj): excited about*

*patient (adj): able to wait without becoming annoyed*

*find out (phr v): to discover*

*spot (v): to see sth*

b) **Aim** To read for specific information and summarise a text

- Ask Ss to read the text and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from Ss and check as a class.

**Answer Key**

1 *He is fascinated by the possibility of life on other planets (line 3)*

2 *investigate sightings (line 12)*

3 *camcorders, cameras, telescopes and other devices (lines 16-17)*

4 *to be enthusiastic and patient (line 24)*

- Ask Ss to imagine that they are Nick and to use words from the **Check these words** box to think of things to say about their hobby.
- Allow Ss time to write down a few sentences.
- Ask various Ss to talk about UFO hunting to the class.

#### **Suggested Answer Key**

*I am fascinated by the possibility of life on other planets, and my hobby is UFO hunting. I look for strange objects in the sky. Most of the time they are meteors or military planes, but not always. I like to find explanations and investigate sightings. I watch for UFOs on rooftops and hilltops, and record information. I use camcorders, cameras and other devices. If you are enthusiastic and patient, you can take up UFO hunting, too. You may spot something!*

3 **Aim** To practise new vocabulary

- Draw Ss' attention to the sentences, and ask Ss to complete them with appropriate words depending on their opinion.
- Allow Ss time to complete the task.
- Ask various Ss to read their sentences to the class.

#### **Suggested Answer Key**

- 1 *I find UFO hunting exciting because there are many UFOs out there and we can't explain what they are.*
- 2 *I don't like ghost hunting because I don't believe in ghosts.*
- 3 *My hobby is metal detecting because I find a lot of old coins and other interesting things.*

## Grammar

4 **Aim** To compare the Present Simple and the Present Continuous

- Draw Ss' attention to the grammar box.
- Focus on the Present Simple form, and explain that we use it to talk about permanent states, facts, habits, routines and timetables. Read the examples for each usage aloud.
- Point out the time expressions (*every day, on Mondays, often*) that we use with the present simple.
- Read the Present Continuous uses (*actions happening now or around the time of speaking, future arrangements and temporary situations*) and examples aloud to the class.
- Point out the time expressions (*now, at the moment, at present*) that are used with the present continuous.
- Ask Ss to read the text again and find examples of present simple and present continuous forms.
- Check Ss' answers as a class.

#### **Answer Key**

**Present Simple:** *tries, are, see, 'm, want, does, ... involve, investigate, interview, analyse, go, record, etc*  
**Present Continuous:** *is moving, are going out, are thinking, are waiting for*

5 **Aim** To practise the Present Simple and the Present Continuous

- Explain the task, and tell Ss that they must use present simple or present continuous and the words in brackets to complete the sentences and exchanges.
- Allow Ss time to complete the task.
- Elicit answers from various Ss around the class.
- Check Ss' answers.

#### **Answer Key**

- 1 *do you hang out, go, watch*
- 2 *does Pete spend, surfs, reads*
- 3 *are you doing, am painting*
- 4 *is Jane, is preparing, is going*
- 5 *Are you coming, am meeting*

6 **Aim** To present stative verbs

- Draw Ss' attention to the grammar box.
- Explain that stative verbs are usually only used in the Present Simple form as they describe a state, thought or feeling rather than an action or event. Give examples.
- Explain that some stative verbs are used in the Present Continuous form, but the meaning of the verb changes. Read the example from the box aloud.
- Explain the task and allow Ss time to complete it.
- Elicit answers from Ss around the class.

#### **Answer Key**

- 1 *believes*
- 2 *does not/doesn't understand*
- 3 *am seeing (which means is meeting), Do you want*
- 4 *loves*
- 5 *is tasting (which means is trying), smells*
- 6 *are you looking (which means is staring at)*

7 **Aim** To practise the Present Simple and Present Continuous forms in a personalised context

- Explain the task and tell Ss that they should use their own answers to complete the sentences.
- Ask Ss to pay attention to the time expressions used in each sentence.
- Refer Ss back to the grammar box if necessary.
- Check Ss' answers as a class.

#### **Suggested Answer Key**

- 1 *am going to a football game*
- 2 *stay in on a Saturday night*

- 3 *come around to my house*
- 4 *am doing my homework*
- 5 *am going to London*
- 6 *stay in bed late at the weekend*

## Speaking & Writing

### 8 **Aim** To write about your hobby

- Explain the task, and tell Ss to answer the questions first and then use their answers to write a short paragraph about their hobby.
- Allow Ss time to complete the task.
- Ask various Ss to read their paragraphs to their partners.

#### Suggested Answer Key

- 1 *underwater photography*
- 2 *scuba diving to take photographs of marine life*
- 3 *most weekends*
- 4 *yes – scuba equipment and underwater cameras*

*My hobby is underwater photography. It involves scuba diving to take photographs of marine life. I practise my hobby almost every weekend. I always go with friends. I have lots of equipment. I have all my own scuba diving gear and two underwater cameras and one underwater video recorder.*

## 1c Culture Corner

### 1 **Aim** To introduce the topic

- Read the questions in the rubric.
- Start a discussion about part-time jobs and what kinds of jobs students do.
- Ask Ss about jobs, and write a list of suggested jobs on the board.

#### Suggested Answer Key

*Most university students have part-time jobs such as waiter/waitress or delivery person.*

## Reading

### 2 a) **Aim** To predict content of a text

- Draw Ss' attention to the pictures and ask them what kind of jobs they show and what other jobs they think American students have.
- Write Ss' suggestions on the board.
- Play the recording and ask Ss to follow in their books and check.

#### Answer Key

*waiter, delivery person, cashier, customer service, research assistant, teaching assistant, camp counsellor, lab assistant, research assistant, computer lab assistant, office clerk.*

- Explain/Elicit the meaning of words in the **Check these words** box.

#### Suggested Answer Key

**cash (n):** money in notes and coins  
**part-time (adj):** (of work) lasting for only a few hours  
**earn (v):** to get money in return for work  
**average wage (phr):** the estimated amount of money people get paid across a group  
**waiting tables (n):** what sb does as a waiter or waitress, including taking orders and clearing tables  
**delivery (n):** the bringing of goods to sb  
**cashier (n):** sb who works with a cash register  
**customer service (n):** a company department responsible for helping customers with questions or complaints  
**available (adj):** free  
**campus (n):** an area that contains the main buildings of a university or college  
**camp counsellor (n):** sb who works at a camp, organising events and supervising children  
**internship (n):** a programme for students or graduates to acquire practical career training  
**profession (n):** occupation  
**experience (n):** knowledge or skill in a particular job/activity  
**clerk (n):** an office worker  
**offer (v):** to propose, to give

### b) **Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Ask Ss to correct the false statements.

#### Answer Key

- 1 *F (60% of all university students work.)*
- 2 *NS*
- 3 *F (They get free room and board.)*
- 4 *NS*
- 5 *T (The job can often be low-paid or even unpaid.)*

### 3 **Aim** To present synonyms

- Explain the task and remind Ss that synonyms are words with the same meaning.
- Read the list of words aloud and allow time for Ss to read the text and find the synonyms.
- Write the list on the board, and elicit answers from Ss around the class.
- Write the words from the text next to their synonyms and ask Ss to copy the pairs into their books.

#### Answer Key

- 1 *ideal*                      3 *graduate*              5 *assistant*
- 2 *average*                      4 *room and board*

4 **Aim** To consolidate information in a text/  
To develop critical thinking skills

- Explain the task, and allow Ss time to think of which job they would like to do and why.
- Allow Ss time to write a short paragraph.
- Ask various Ss to read their paragraphs to their partners.
- Do a class vote for the jobs in the text to see which is the most popular.

**Suggested Answer Key**

*I would prefer to work outdoors, perhaps as a camp counsellor. I like working outdoors and especially with anything related to sports. I think a camp counsellor is a great job because you organise sports and other activities and have fun.*

5 **Aim** To compare the topic with Ss' own country

- Explain the task, and allow time for Ss to think about the differences or similarities between the jobs university students do in the USA and the jobs university students do in Ss' own country.
- Ask Ss to write a few sentences.
- Ask various Ss to share their thoughts and read their sentences to the class.

**Suggested Answer Key**

*I think that in my country students do more or less the same jobs that students in the USA do. They mostly work as waiters and delivery people, but they also work in shops and supermarkets as cashiers.*

## 1d Everyday English

1 **Aim** To read for specific information

- Draw Ss' attention to the two adverts, and allow time for Ss to read them.
- Ask Ss what job is being advertised in each advert and who should apply for it.
- Elicit answers from Ss around the class.

**Answer Key**

A – waiter/waitress, hardworking and reliable people  
B – shop assistant, friendly and energetic people

*Students or other people seeking part-time work should apply.*

2 a) **Aim** To introduce situational language and understand the role of the speakers

- Explain that the dialogue in the task is between an interviewer and job applicant.

- Read the phrases aloud and ask Ss to follow in their books.
- Play the recording for Ss to repeat.
- Ask Ss which of the speakers they think says each of the phrases.
- Draw two columns, labelled 'Interviewer' and 'Job applicant' on the board. Put the phrases according to Ss' suggestions in the appropriate columns.

b) **Aim** To listen and read for context and confirmation

- Play the recording and ask Ss to follow in their books.
- Check Ss' answers as a class, and circle the phrases in the correct columns on the board. Rewrite incorrectly-placed phrases in the correct columns.

**Answer Key**

**Interviewer:** *Please have a seat. Tell me a little about yourself. Why do you think you'll be a good shop assistant? Do you have any experience in this type of work?*

**Job applicant:** *Well, I think I'm hardworking and honest. Here's a letter of recommendation. I can start immediately. Thank you very much for your time.*

3 **Aim** To present synonymous phrases

- Ask Ss to read the dialogue again and suggest which sentences match those in the list.
- Elicit answers for each sentence.
- Explain that there are often two or more ways of saying the same thing.
- Check Ss' answers as a class.

**Answer Key**

*Sit down, please. – Please have a seat.*

*I'd like to find out about you. – Tell me a little about yourself.*

*I understand. – I see.*

*You will hear from me. – I'll be in touch.*

### Intonation

4 **Aim** To practise intonation when asking different kinds of questions

- Read the information in the box aloud.
- Ask Ss which of the questions in the exercise they expect to have rising intonation, and which they expect to have falling intonation.
- Play the recording.
- Play the recording again with pauses so Ss can repeat each word individually or chorally.

**Answer Key**

1 falling 2 rising 3 rising 4 falling

## Speaking

5 **Aim** To act out a dialogue

- Divide the class into pairs and explain the task. Tell Ss that the dialogue should be about A, the waiter/waitress job from Ex. 1.
- Go through the plan and ask Ss to follow it in their dialogue.
- If they need extra help, refer Ss back to Ex. 2. Tell them to use the same format for their dialogue.
- Ask various Ss to act out their dialogue in front of the class.

**Suggested Answer Key**

A: Good morning. I'm Sam Brown.

B: Nice to meet you, Sam. Please have a seat.

A: Thank you.

B: So, Sam, tell me about yourself.

A: Well, I'm a student and I'm looking for a part-time job to help pay for university.

B: I see. Why do you think you'll be a good waiter?

A: Well, I'm hardworking and reliable and I like working with the public. People tell me I'm a friendly and helpful person.

B: Do you have any experience in this type of work?

A: Yes. I worked part-time in a café last summer. Here's a letter of recommendation.

B: Oh, that's great! If we offer you the job, when can you start?

A: I can start immediately.

B: OK. I think that's all I need to know. I'll be in touch.

A: Thank you very much for your time.

# 1 e Adventure sports

## BACKGROUND INFORMATION

**Adventure sports** (or extreme sports, as they are often called) are sports that have a higher level of danger, excitement and required skill than regular sports.

Adventure sports have become increasingly popular since the 1990s, with a wide range of sports taking place in the water, on land and in the air. Classic examples are windsurfing, kiteboarding, street luge and rock climbing. Participants need to be fit and be trained in the specific sport, as well as have the appropriate safety equipment.

## Vocabulary

1 a) **Aim** To present new vocabulary

- Draw Ss' attention to the pictures, and read the list of adventure sports aloud.
- Explain the task and allow Ss time to complete it.
- Play the recording for Ss to check their answers.
- Play the recording again for Ss to repeat the words individually or chorally.

**Answer Key**

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

b) **Aim** To categorise vocabulary

- Write *land*, *water* and *air* on the board in three columns.
- Ask Ss to look at the pictures again and ask them which of the sports you can do on land, on water and in the air.
- Elicit answers from Ss around the class, and write their suggestions under the appropriate columns on the board.

**Answer Key**

**Land:** mountain biking, street luge, motocross racing, speed skiing, rock climbing

**Water:** windsurfing, free diving, white-water rafting

**Air:** paragliding

2 **Aim** To practise using new vocabulary

- Ask Ss which of the adventure sports they have done before.
- Ask Ss which of the sports they would like to do, by having a class vote and keeping a tally of how many Ss would like to do each sport.
- Tell Ss to think about why they would like to do their chosen sport.
- Draw Ss' attention to the list and encourage them to think of their own reasons why they want to try the particular sport.
- Divide the class into pairs and ask them to speak to their partner about which sports they have done before, which sport they would like to do and why.
- Select pairs around the class to share their ideas.

**Suggested Answer Key**

*I have tried paragliding before. I really want to try white-water rafting because I like spending time outdoors and I want to try something thrilling.*

## Listening

### 3 **Aim** To listen for specific information

- Explain the task and ask Ss to look again at the list of adventure sports.
- Play the recording.
- Elicit answers from Ss around the class.
- Play the recording again and ask Ss which words helped them to identify the sport.
- Check answers as a class.

#### Answer Key

- A *paragliding*                      C *mountain biking*  
B *windsurfing*

## Reading

### 4 **Aim** To read for gist

- Ask Ss to read only the title and the first sentence of each paragraph in the text.
- Ask Ss what they think the text is about and write their ideas on the board.
- Play the recording and ask Ss to follow in their books.
- Refer back to the board and tick the correct suggestions.

#### Suggested Answer Key

The text is about a woman who does freediving.

### 5 **Aim** To read for specific information

- Explain the task, and tell Ss that they must choose the best answer depending on what's written in the text.
- Allow Ss time to read the questions, the possible answers and the text again.
- Elicit answers from Ss around the class and ask them for evidence from the text to justify their answers.
- Check Ss' answers as a class and correct mistakes.
- Explain/Elicit the meaning of the words in the **Check these words** box.

#### Answer Key

- 1 C line 4                              3 B lines 10-12  
2 A line 9                              4 C lines 15-17

#### Suggested Answer Key

**final (adj):** last

**deep breath (phr):** the act of inhaling deeply to completely fill your lungs with air

**dive (v):** to plunge into water head first

**carry on (phr v):** to continue

**surface (n):** the top edge of sth

**hold a record (phr):** to have the best result that has ever been achieved

**air tank (n):** a metal canister filled with compressed air that divers use to breathe underwater

**wetsuit (n):** a tight-fitting suit that is worn by divers in the sea

**goggles (n):** tight-fitting glasses that are used to protect eyes

**monofin (n):** a single flipper that fits both feet, like a fish's tail

**flipper (n):** shoe-like footwear with long paddles extending from the toes which help with underwater swimming

**mermaid (n):** a mythical creature which is half-woman, half fish and lives in the sea

**champion (n):** sb who is the best at sth they do and has won competitions/awards for it

**lungs (n):** the organs in our body which are like bags and inflate and deflate as we breathe

**shrink (v):** to get smaller

**double in size (phr):** to become twice as big

**come naturally (phr):** to be easy to do because it feels natural

**meditation (n):** a state of focus, quietness and stillness

**hold her breath (phr):** to inhale, and not breathe out, but hold the air in her lungs

**distraction (n):** sth that draws sb's attention away from sth they are doing

**bark (v):** (of dogs) to make a short loud noise

**totally silent (phr):** completely without noise

**environmental campaign (n):** a plan or operation with goals and measures to help the environment

### 6 **Aim** To practise new vocabulary

- Explain the task and point out that Ss must use the correct form of some of the words.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Check Ss' answers as a class.

#### Answer Key

- 1 *shrink*                      3 *totally silent*      5 *champion*  
2 *held her breath*      4 *air tank*              6 *goggles*

### 7 **Aim** To introduce antonyms

- Explain the task and tell Ss that the words given are antonyms (or opposites) of the words in bold in the text.
- Allow Ss time to reread the text and match the antonyms.
- Write the list of provided words on the board and the words in bold in a separate list.
- Ask various Ss to approach the board and draw lines to match the antonyms.
- Check Ss' answers, and ask Ss to complete them in their books.

#### Answer Key

- 1 *shrink*                      3 *busy*                      5 *dangerous*  
2 *new*                        4 *terrific*                6 *deep*

## Speaking &amp; Writing

8 a) **Aim** To act out an interview

- Explain the task, and tell the Ss that they should prepare an interview with questions and answers.
- Ask Ss to use the information and vocabulary from the text in their interview.
- Divide the class into pairs and allow time for Ss to prepare.
- Ask various Ss to act out their interviews in front of the class.

**Suggested Answer Key**

A: How long can you hold your breath?

B: I can hold my breath for up to five minutes.

A: How do you manage to hold your breath for so long?

B: I think my years of practising yoga and meditation have helped me to relax and use my lungs to their full potential.

A: How do you feel when you are freediving?

B: I feel totally comfortable. I love the silence. etc.

b) **Aim** To consolidate information in a text/ To develop critical thinking skills

- Ask Ss to imagine that they are Sara and they are swimming underwater.
- Tell Ss to write a few sentences about the experience and specifically what they can see and how they feel, referring to the text as necessary.
- Allow Ss time to complete the task.
- Select various Ss to read their sentences to their partners or the class.

**Suggested Answer Key**

I can see dark blue water all around me. There are some fish, too. I feel calm, relaxed and happy. I love how peaceful it is under the water. I feel great!

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

**Suggested Answer Key**

All these activities can be part of a volunteer holiday.

2 **Aim** To read for specific information

- Ask Ss to read the sentences 1-5.
- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers.

**Answer Key**

1 NS    2 T    3 F    4 NS    5 T

- Refer Ss to the **Check these words** box and elicit/ explain the meanings of any unknown words. Alternatively, ask Ss to look up their meanings in the dictionaries.

**Suggested Answer Key**

**volunteer work (n):** working for free for a good cause

**unpaid work (n):** work without wages

**charity (n):** an organisation that helps needy people

**non-profit organisation (n):** an organisation that does not aim to make any money

**orphan (n):** a child whose parents are dead

**endangered species (n):** a plant/animal in danger of dying out

**project (n):** a task that requires a lot of effort

**community (n):** a group of people living in the same area

**develop skills (phr):** to gain useful knowledge and abilities

**practical (adj):** hands-on

**participate (in) (v):** join in

**conservation (n):** protection of wildlife

**wildlife research (n):** studying plants/animals

**protect (v):** to look after

**conserve (v):** to help sth last a long time

**monitor (v):** to watch and check sth

**effort (n):** trying hard to do sth

**improve (v):** to make sth get better

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

Elicit answers to the question on the rubric from Ss around the class.

**Answer Key**

Educational projects – teaching English & Maths

Construction projects – building schools

Conservation projects – doing wildlife research or

protecting endangered animals

4 **Aim** To consolidate new vocabulary

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

1 **f** Voluntary work

## Vocabulary

1 a) **Aim** To present new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording.
- Ss listen and repeat chorally and/or individually.

b) **Aim** To predict the content of a text and read for gist

- Elicit Ss' guesses about how the activities can be related to a volunteer holiday.

**Answer Key**

- |              |             |            |
|--------------|-------------|------------|
| 1 non-profit | 4 volunteer | 7 foreign  |
| 2 improve    | 5 community | 8 research |
| 3 difference | 6 monitor   |            |

**Grammar**

5 **Aim** To practise infinitive and -ing forms

- Revise infinitive & -ing forms.
- Give Ss time to complete the task and then check Ss' answers.
- Refer Ss to the Grammar Reference section.

**Answer Key**

- |               |           |              |
|---------------|-----------|--------------|
| 1 to starting | 3 working | 5 go         |
| 2 to do       | 4 to find | 6 to working |

6 **Aim** To practise (to) infinitive and -ing forms using personal examples

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

**Answer Key**

*My brother would love to get a top job.  
My best friend doesn't want to start his own business.  
I hope to get a summer job this year.  
My sister hates dressing smartly.  
Tomas doesn't mind working in an office.  
My dad is used to working in an office.*

7 **Aim** To revise comparative forms

- Read the examples aloud and elicit what type of comparisons each sentence makes from Ss around the class.
  - 1 - to compare two people/things
  - 2 - to compare three or more people/things
  - 3 - to show something is/isn't similar in some way
  - 4 - to show something is increasing
  - 5 - to show the degree of difference between things
- Elicit further examples in the text from various Ss.

**Answer Key**

*more and more, more, brighter than*

8 **Aim** To practise comparisons

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

**Answer Key**

- |                    |                   |          |
|--------------------|-------------------|----------|
| 1 more interesting | 4 the most tiring | 7 easier |
| 2 the least        | 5 the happiest    |          |
| 3 harder, harder   | 6 more, better    |          |

9 **Aim** To practise key word transformations

- Read the rubric aloud and then give Ss time to write new sentences using the word in bold.
- Ask various Ss around the class to read their sentences aloud.

**Answer Key**

- 1 good at organising
- 2 had difficulty writing
- 3 looking forward to going
- 4 is not as good

10 **Aim** To personalise the topic

- Give Ss three minutes to write a few sentences in answer to the question in the rubric.
- Ask various Ss around the class to share their answers with the class.

**Suggested Answer Key**

*I would like to go on a volunteer holiday to teach children English/to help build schools in poor villages/to help conserve wildlife.*

**1g Skills**

**Vocabulary**

1 a) **Aim** To present new vocabulary

- Draw Ss' attention to the pictures.
- Play the recording, and ask Ss to follow in their books.
- Play the recording again with pauses for Ss to repeat individually or chorally.

b) **Aim** To personalise the topic

- Ask Ss which jobs are popular in their country and write a list on the board.
- Take a class vote to see which Ss would like to do each job. Keep a tally next to each job.
- Ask Ss to think about why they would like to do their selected job.
- Repeat the vote for jobs from the list that Ss wouldn't like to do. Keep a similar tally in a different colour.
- Ask Ss why they wouldn't like to do those jobs.

**Suggested Answer Key**

*Working as a delivery person is a popular job for students in my country.  
I would like to be a video game tester because I love video games. I wouldn't like to be a gardener. I think it would be very tiring.*

2 **Aim** To present a text type and to read for cohesion and coherence

- Draw Ss' attention to the text.
- Ask Ss what they think this is and what it is used for. Elicit answers from Ss around the class.
- Explain the gap-fill task and allow time for Ss to complete it. Ask Ss around the class to say which missing word goes where.
- Check Ss' answers.

**Answer Key**

It is a CV.

It is for a job application.

- |              |                     |
|--------------|---------------------|
| 1 Degree     | 5 Waitress          |
| 2 University | 6 Shop              |
| 3 grades     | 7 Interests         |
| 4 Lifeguard  | 8 travelling abroad |

### Listening

3 **Aim** To listen for key information

- Explain the task and read out the *Study Skills* box.
- Ask Ss to read the list of names and the jobs. Elicit what each job is about.
- Play the recording. Ss listen and match. Play the recording again with pauses for Ss to check their answers.
- Check Ss' answers.

**Answer Key**

- 1 D      2 G      3 E      4 C      5 A

### Speaking

4 **Aim** To practise asking for personal details

- Explain the task and draw Ss' attention to the questions in the box.
- Refer Ss back to the text in Ex. 2 for answers.
- Divide the class into pairs and allow time for Ss to ask and answer.
- Ask various pairs to act out their interview in front of the class.

**Suggested Answer Key**

A: How old are you, Ruth?

B: I'm 22.

A: Are you married or single?

B: I'm single.

A: What qualifications do you have?

B: I have a degree in English Literature and French.

A: What kind of experience do you have?

B: I worked as a lifeguard, a waitress and a shop assistant.

A: What are your hobbies and interests?

B: I enjoy learning foreign languages, swimming, scuba diving and travelling abroad.

5 **Aim** To practise writing in a specific style

- Explain the task to Ss.
- Remind Ss to use the CV in Ex. 2 as a model.
- Allow Ss time to complete the task.
- Ask various Ss to read their CVs aloud to the class.

**Suggested Answer Key**

**CV**

**Boris Martin**

6 Elm Street

35163, Aurora

New Zealand

*bmartin@gmail.com*

Date of birth: 06/04/1994

**Education**

2009-2012

Secondary School, Aurora

**Work Experience**

Summer 2012

Waiter, Dave's Restaurant, Aurora

Summer 2011

Lifeguard, Aurora Community Centre, Aurora

**Hobbies & Interests**

Swimming, hiking and reading crime novels.

## 1 Writing

1 **Aim** To read for gist and to identify a writing style

- Ask Ss to read the letter.
- Draw Ss' attention to the question in the rubric, and elicit answers from around the class.

**Answer Key**

To apply for a job

2 **Aim** To read for specific information

- Read through the list and ask Ss to read the letter again and make a note of which points are included. Remind Ss to write which paragraphs the information appears in.
- Give Ss time to complete the task.
- Check Ss' answers.

**Answer Key**

Items included: 1, 3, 6, 7

1 – paragraph 3

6 – paragraph 2

3 – paragraph 4

7 – paragraph 1

**3** **Aim** To present formal and informal language

- Draw Ss' attention to the **Writing Tip** and read through the tips for formal writing.
- Explain that Ruth's letter uses formal writing, and give Ss a few minutes to identify and underline some of the formal phrases.
- Explain that the informal phrases in the list have a meaning similar to the formal phrases in bold in the text.
- Give Ss time to match the phrases.
- Elicit answers from Ss around the class.

**Answer Key**

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

**Writing**

**4** **Aim** To write a cover letter

- Draw Ss' attention to the advert and explain that they should write a letter applying for this job.
- Ask Ss to follow the plan presented.
- Refer Ss back to the **Writing Tip** and ask them to use a formal style in their letters. Write the sentences in the **Useful Language** box on the board and ask Ss to copy them into their notebooks and use them to write their letters.
- Refer Ss to **Writing Bank 1** for more information.

**Useful language for writing cover letters**

**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 ... .

I consider myself to be ... .

**Availability/Contact details**

I am available for an interview ... .

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.

- Ask Ss to write 120-150 words and to check their writing using the advice in the **Study Skills** box (read it aloud and explain if necessary).
- Ask various Ss to read their letters to the class.

**Suggested Answer Key**

*Dear Sir/Madam,*

*I am writing to apply for the position of part-time shop assistant which was advertised in the Daily Gazette on 27th May.*

*I am 18 years old and studying English at university. I feel that a part-time job at a bookshop would be of great value to me.*

*I worked in a small bookshop two years ago and in the local library for two months last summer.*

*I consider myself to be a very hardworking and enthusiastic person. I enjoy working with the public and am very friendly and helpful.*

*Please find enclosed a copy of my CV. I am available for an interview at any time. I look forward to your reply.*

*Yours faithfully,*

*Lisa Brown*

**1** **i** **Curricular: PSHE**

**1** **Aim** To introduce the topic

- Read the dictionary definition of *career* to the class.
- Ask the class why they think it's important to choose the right career.
- Write Ss' ideas and suggestions on the board.

**Suggested Answer Key**

*It is important to choose the right career because if you do something that you like and enjoy your work, then you will be happy in life.*

**2 a)** **Aim** To predict the topic of a text

- Ask various Ss what kind of career they'd like to have.
- Write Ss' ideas on the board to identify a range of 'dream jobs' and chosen careers.
- Allow Ss time to complete the quiz.
- Write A, B and C (quiz results) on the board and do a class vote to see how many students belong to each category.

**Suggested Answer Key**

*I would like to become a vet.*

**b)** **Aim** To analyse a quiz result

- Ask how many Ss agree with their quiz results and how many don't agree.
- Elicit reasons as to why the Ss agree or don't agree with their results.

*(Ss' own answers)*

- Explain/Elicit the meaning of words in the **Check these words** box.

### Suggested Answer Key

**key (n):** important element

**suit (v):** to match

**skills (n):** special abilities

**interest (n):** sth that sb is curious or enthusiastic about

**useful (adj):** effective/practical

**blanket (n):** a thick covering used on beds to keep people warm

**comfort (v):** to make sb feel better

**mood (n):** emotion

**by myself (phr):** alone

**agree (on) (v):** to have the same opinion of sth as sb else

**spontaneous (adj):** acting on impulse

**down-to-earth (adj):** logical

**engineer (n):** sb who plans, constructs and manages an engineering project (e.g. building, machine operating, etc)

**electrician (n):** sb who works with electrics

**social worker (n):** sb who works with people and social problems

**psychologist (n):** sb who provides emotional therapy and is involved with testing and research concerning the mind

**film director (n):** sb who oversees the filming of a film and tells the actors what to do

- c) **Aim** To expand the topic and express a personal opinion

- Read the rubric aloud and allow Ss three minutes to consider the question and formulate their answers.
- Ask various Ss to share their answers with the class.

### Suggested Answer Key

Yes, I do. For example, it is obvious that creative or artistic people make better fashion designers, interior designers or film directors./No, I don't. I think anyone can do whatever they want if they study hard and work hard.

- 3 **Aim** To practise new vocabulary

- Explain the task and tell Ss to use words only from the **Check these words** box.
- Allow Ss time to complete the task.
- Check Ss' answers.

### Answer Key

1 down-to-earth 3 spontaneous 5 by myself  
2 skills 4 engineer

- 4 **Aim** To research and present further ideas about a career

- Explain the task and ask Ss to think about a career that suits them.

- Give Ss time to collect information using the Internet or other resources and ask various Ss to present their chosen career to the class.

### Suggested Answer Key

I would like to become a History teacher. To be a good History teacher, you need to have a passion for history and enjoy sharing this knowledge with others. You also need to be very communicative and patient with students. A History teacher's duties include preparing lessons, delivering lessons and correcting papers. History teachers earn reasonably good wages.

## Moscow Culture 1

### Listening & Reading

- 1 **Aim** To introduce the topic through personal questions

Elicit answers from Ss around the class and ask them to justify their answers.

### Suggested Answer Key

I would like to be an architect because I find this job really interesting and I think it will suit my personality. I'm quite creative as I often develop original ideas and I am excellent at Art and drawing.

- 2 **Aim** To predict the content of a text; to listen and read for gist

- Direct Ss to the title of the text and the photo. Then, elicit suggestions from Ss around the class.
- Play the recording and ask Ss to follow the text in their books and find out.

### Suggested Answer Key

In Moscow, there are various projects to help students decide on their future career and find out all about their future job. Some of them are the following: Young Experts, Travel to the City of Experts, Moscow pupil's Saturdays and Professional Environment.

- Explain/Elicit the meaning of the words in the **Check these words** box.

### Suggested Answer Key

**carry out (phr v):** to do sth

**career guidance (phr):** advice given to sb to help them decide what job they want to do

**framework (n):** a set of ideas or facts that provide support for something

**quest game (n):** a game in which people search for sth as a group

**leading (adj):** most important

**worthwhile (adj):** useful

**competence (n):** sb's ability to do sth

**training (n):** the process of learning the skills that you need for a particular job

**aspect (n):** a particular part of sth

### 3 **Aim** To read for specific information

- Ask Ss to read the text again and answer the questions.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Correct any mistakes and explain correct answers.

#### Answer Key

- 1 Young Experts and Travel to the City of Experts
- 2 Travel to the City of Experts
- 3 Moscow pupil's Saturdays
- 4 Moscow pupil's Saturdays
- 5 Travel to the City of Experts
- 6 Professional Environment
- 7 Moscow pupil's Saturdays
- 8 Travel to the City of Experts, Moscow pupil's Saturdays and Professional Environment
- 9 Young Experts

## Speaking & Writing

### 4 **Aim** To expand the topic and express a personal opinion

- Ask Ss to work in pairs in order to discuss the topic and exchange their views.
- Invite pairs of Ss to talk in front of the class.

#### Suggested Answer Key

A: I think it's very important to get professional advice on your future career.

B: Really, why?

A: Because, the more advice you get, the easier it will be to decide what you want to do. This way you will have more information about all the different careers you could do.

B: Will that make it easier for you to choose your perfect career?

A: Yes. It will make it a lot easier. What do you think?

B: Well, by asking for professional advice it helps you learn important life skills.

A: That sounds really great!

### 5 **Aim** To develop creativity and critical thinking skills

- Explain the task and ask Ss to prepare their notes.
- Allow time for Ss to complete their work.
- Ask various Ss to read their notes to the class.

#### Suggested Answer Key

*I would like to learn about the professional education in the medical profession.*

*I would like to meet a successful doctor and experienced health professionals at the event.*

*I would like to ask them: What skills and competences does a person need to join this profession?*

*What training is necessary to be an excellent doctor?*

## Skills 1

### Listening

#### 1 **Aim** To prepare for a listening task

- Ask Ss to read the rubric and then think of problems related to different jobs and make notes.
- Ask Ss to compare their answers with their partner and then check Ss' answers on the board.

#### Suggested Answer Key

*Nurse – headache, swollen ankles, sore feet*

*Painter – backache, stiff neck, etc*

#### 2 **Aim** To listen for specific information

- Play the recording. Ss listen and complete the task. Play the recording again with pauses for Ss to check their answers.
- Check Ss' answers.

#### Answer Key

*Speaker 1 – B*

*Speaker 3 – D*

*Speaker 5 – C*

*Speaker 2 – A*

*Speaker 4 – F*

#### Suggested Answer Key

1 *40-hour week, after hours, at weekends, paperwork endless*

2 *dream job, new place, 24/7, 12-hour shifts, aching feet, headaches*

3 *slight risk, always follow safety procedures*

4 *neck and shoulder pain*

5 *vocalist, my voice*

### Reading

#### 3 a) **Aim** To read for gist

- Ask Ss to look at the title of the text and the picture and then skim read the text to get the gist of what it is about.
- Elicit answers.

#### Answer Key

*The text is about a family of stunt people.*

#### b) **Aim** To read for specific information

- Explain the task to Ss.
- Ask Ss to read the text again.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

**Answer Key**

1 NS    2 T    3 T    4 T

**Speaking**4 a) **Aim** To make and justify a decision

Give Ss time to read the rubric and then ask Ss to work in pairs and take turns to complete the task. Monitor the activity around the class and then ask various Ss to report their decisions and reasons to the class.

**Suggested Answer Key**

*If I were you, I would choose between being a babysitter and being a lifeguard. I wouldn't work in a supermarket as a cashier because although it is a responsible job and you would meet lots of people, you would probably have to work shifts and it would be very boring and repetitive work. Also, you would be stuck indoors all the time.*

*I think babysitting would be a good job because you are very good with children. Also, you would probably only have to do it in the evenings so you would have most of your days free. On the other hand, you may not have the opportunity to earn very much money.*

*Therefore, I think you should go for a job as a lifeguard. You are very good at sports and so you have the swimming ability needed. Also, you get to spend the whole summer on the beach. Finally, you would have all your evenings free and I think it would be good experience for the future. It would also be good to have a position of responsibility like this on your CV.*

b) **Aim** To analyse a model answer

- Play the recording. Ss listen and say which job the speaker chooses and why.
- Elicit if Ss agree with the speaker.

**Answer Key**

*The speaker chooses the lifeguard job because she thinks that it would be a good match to her friend's skills, it would be more enjoyable to be on the beach than indoors in the summer. Also, she thinks it would be good to have such a position of responsibility on her CV for the future.*

**Grammar**5 **Aim** To complete a text and check for lexico-grammatical correctness

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

**Answer Key**1 comes    4 to make    7 to go  
2 Finding    5 earlier  
3 will help    6 to take on**Writing**6 **Aim** To analyse a rubric, make notes and write a letter of application

- Explain the task and ask Ss to read the rubric and make notes under the headings: *where you saw the advert, why you think you could be a good chef* and *questions about the course*.

**Suggested Answer Key**

*where you saw the advert* – Daily Gazette 28th April, I want a career as a chef

*why you think you could be a good chef* – hardworking, love of food, quick learner, kitchen assistant in café, worked at a snack bar

*questions about the course* – Please send me an application form & details of the enrolment requirements? What is course content and length?

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

**Suggested Answer Key**

Dear Sir/Madam,

*I would like to apply for the chef training course which I saw advertised in the Daily Gazette on 28th April as I am very interested in pursuing a career as a chef.*

*I am currently working as a part-time kitchen assistant at a local café. I also worked at a snack bar last summer. I love food and I consider myself to be hardworking and enthusiastic. I am also a quick learner.*

*Please could you send me an application form and details of the course content? I would also like to know the length of the course and the enrolment requirements.*

*Thank you very much. I look forward to hearing from you.*

*Yours faithfully,*

*John Smith*

## Russia 1

**Reading & Listening**1 a) **Aim** To introduce the topic

- Read the questions in the rubric.
- Start a discussion about the area and what lives there.
- Write a list of suggested answers on the board.

**Suggested Answer Key**

Many different animals, including the Baikal Seal live there.

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

- Ask Ss to look at the pictures and ask what they know about ice diving.
- Elicit how to ice dive in Lake Baikal.
- Write Ss suggestions on the board.
- Play the recording. Ss follow in their books and check.

**Answer Key**

You cut a large hole in the ice as an entrance and exit point.

**2 Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.
- Ask Ss to correct the false statements.

**Answer Key**

- 1 F (... freshwater lake)
- 2 T
- 3 NS
- 4 T
- 5 F (... beauty of the ice that covers the lake in winter.)
- 6 F (... to help them find their way back to the hole.)

**3 Aim** To consolidate new vocabulary

- Refer Ss to the Check these words box and explain/Elicit the meaning of the words or ask Ss to look them up in their dictionaries.

**Suggested Answer Key**

**diving (n):** an underwater sport/activity using special breathing equipment

**freshwater (adj):** containing water that is not salty

**lake (n):** a large body of water surrounded by land

**destination (n):** the place where someone is going

**truly (adv):** really, genuinely as stated

**natural beauty (n):** attractive quality or feature found in nature

**biodiversity (n):** many different types of plants and animals in their natural environment

**host (n):** an area where certain plants and animals live

**flora (n):** plants which grow in a specific area

**fauna (n):** animals which live in a specific area

**invisible (adj):** not able to be seen

**dive (n):** the act of going underwater using special breathing equipment

**sheet of ice (n):** a large area of frozen water covering the surface of sth

**surface (v):** to come up from under the water

**entrance (n):** the opening or way to come or go into a place

**exit point (n):** the opening or way to leave a place

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

**Answer Key**

- |                   |                 |
|-------------------|-----------------|
| 1 freshwater lake | 3 sheets of ice |
| 2 invisible       | 4 host          |

**4 Aim** To consolidate information learnt from a text

- Explain the task and ask Ss to look back through the text and write down some notes.
- Give Ss time to complete the task and then ask some Ss to present their answers to the class.

**Suggested Answer Key**

- prepare dive carefully, can be dangerous
- cut a large hole in the ice to enter and exit
- draw lines in the ice that they can see from underwater
- when everything is ready and safe, they dive in

An ice diver in Lake Baikal must prepare the dive carefully because it can be dangerous. First, they cut a large hole in the ice to use to enter and exit. They also draw lines in the ice that they can see from underwater to make sure they can get back to the hole. When everything is ready and safe, they dive in!

**5 Aim** To personalise the topic

- Explain the task to Ss.
- Tell Ss to answer the questions in the rubric and use the answers to write their paragraph.
- Allow Ss time to complete the task.
- Ask various Ss to read their paragraphs to the class.

**Suggested Answer Key**

My favourite sport is ice hockey. I practise every day after school for 2 hours. I am on the school team. In the winter, I practise at the ice rink behind the school. At the weekends, I play ice-hockey with my friends on the frozen pond near my house. In the summer, I play field hockey.

## Culture and Stories

### Topic

In this module Ss will explore the topics of cultural activities and experiences, stories, films, books and travel.

### Modular page

25

**Lesson Objectives:** Overview of the module

**Vocabulary:** Cultural activities (*taking a guided tour of a museum, attending a rock concert, having a ballet lesson, reading a classic novel, practising playing the flute, watching traditional dancing*)

### 2a Seeing the world

26-27

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn the Past Continuous affirmative, to listen for specific information and sequence of events

**Vocabulary:** Travel experiences (*He got caught in bad weather., He made friends with the locals., He caught the wrong bus., He tried some spicy food., He travelled on an oxcart., His backpack got stolen., He went on a boat trip and got seasick., He got bitten by mosquitoes.*); Verbs (*head back to, buzz around, bite, share, grab*); Phrasal Verbs (*end up, pass by, run after*); Nouns (*culture, experience, adventure, sack, long-tail boat, bush, passport, embassy*); Phrase (*in the middle of nowhere*)

### 2b Times change

28-29

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn the Past Continuous negative, interrogative & short answers, to compare the Past Continuous and the Past Simple, to describe a series of events

**Vocabulary:** Verbs (*calculate, respond, fade*); Nouns (*brainchild, argument, search engine, commitment, popularity, criticism, investor, performance, headquarters*); Adjectives (*user-friendly, complicated, frustrating, catchy, neat*); Past participle (*inspired*); Phrase (*a fair amount*)

### 2c Culture Corner

30

**Lesson Objectives:** To listen and read for gist, to read for specific information, to write a short text about a popular musician in your country

**Vocabulary:** Nouns (*string, sensation, social media, lyrics, icon, pop culture*); Adjectives (*phenomenal, outrageous, reigning*); Phrase (*play by ear*)

### 2d Everyday English

31

**Lesson Objectives:** Expressing opinions, intonation when expressing feelings

**Vocabulary:** Sentences (*What was it like?, It was fantastic!, The dancers were amazing!, Did you enjoy it?, Not really., It was nothing special.*)

### 2e Amazing performances

32-33

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn used to, to summarise a text

**Vocabulary:** Verbs (*gather, gallop, reveal*); Phrasal verb (*start out*); Nouns (*ancient times, lantern, ribbon, kaleidoscope, crowd, acrobatics, emotion, whip, somersault, loyalty, bravery, warrior, cruelty*); Adjectives (*hanging, grand, fiery, sharp, high-pitched, wild*); Phrase (*fall in love with*)

### 2f Haunted buildings

34-35

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn the past perfect and past perfect continuous, to practise key word transformations

**Vocabulary:** Verbs (*explore, found, wander, march*); Phrasal verbs (*stand out, find out*); Nouns (*ancient wall, medieval cathedral, cobbled street, ghost, shield, spear, ghostly attraction*); Adjectives (*haunted, historic, fascinating, spooky, terrified*); Phrase (*go missing*)

### 2g Skills

36

**Lesson Objectives:** To read a bar graph, to listen for specific information, to talk about reading habits

**Vocabulary:** Types of books (*classic novel, crime thriller, non-fiction, biography, horror, adventure, romance, science fiction, fantasy*)

### 2h Writing

37

**Lesson Objectives:** To write a story

**2i Curricular: ICT 38**

**Lesson Objectives:** To listen and read for gist, to read for specific information, to write about a social network

**Vocabulary:** Verbs (*post, personalise, browse, interact, expand, promote*); Nouns (*social networking site, connection, user-friendly interface, profile, login name, contact, community, media, blogger, trend*); Adjectives (*straightforward, independent, tight-knit*)

**Moscow Culture 2 39**

**Lesson Objectives:** To read for detailed understanding, to tell the history of Moscow metro, to present interesting facts about a few metro stations in Moscow, to develop research skills

**Vocabulary:** Verb (*cope with*); Nouns (*citizen, plaque, bomb shelter, rush hour, peak hours, venue*); Adjectives: (*significant, numerous, annual, fully-integrated*); Phrase (*passenger flow*)

**Skills 2 40-41**

**Lesson objectives:** To listen for key information, to read for gist and key information, to give a talk, to write a story

**Russia 2 42**

**Lesson Objectives:** To learn/review shapes, to listen and read for gist, to read for specific information, to talk and write about the balalaika

**Vocabulary:** Nouns (*folk music, balalaika, string, salon, solo concert, orchestra, exhibition, upper class, identity*); Verbs (*perform*); Adjective (*national*); Phrasal Verb (*look down on*); Shapes (*triangular, square, rectangular, round, oval*); Phrase (*take seriously*)

**▶▶ What's in this module?**

Read the title of the module *Culture & Stories* and ask Ss to suggest what they think the module will be about (*the module is about cultural activities and experiences*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

**Vocabulary**

1 **Aim** To present vocabulary for cultural activities

- Ask Ss to look at the phrases A-F and then the pictures 1-6. Elicit which phrase matches which picture.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally or individually.

**Answer Key**

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

2 **Aim** To practise the Past Continuous

- Explain the task and read out the example. Point out that the verb forms in the examples are in the Past Continuous. Elicit the form *I/he/she/it + was + verb -ing/I/we/you/they + were + verb -ing*. Explain that we use this tense to talk about actions which were happening at a certain time in the past.
- Elicit the remaining answers from various Ss.

**Answer Key**

- 2 They were taking a guided tour of a museum.
- 3 She was practising playing the flute.
- 4 They were watching traditional dancing.
- 5 They were having a ballet lesson.
- 6 They were attending a rock concert.

**OVER TO YOU!**

**Aim** To personalise the topic

Elicit answers to the question from various Ss.

**Suggested Answer Key**

*Last weekend I watched some traditional dancing. It was fascinating.*

# 2a Seeing the world

## Vocabulary

- 1 a) **Aim** To present new vocabulary related to travel experiences
- Direct Ss' attention to the pictures 1-8 and read out the gapped descriptions.
  - Go through the phrases in the rubric and explain/ elicit the meanings of any unknown words.
  - Give Ss time to complete the sentences under the pictures.
  - Play the recording. Ss listen and check their answers, then repeat the completed sentences chorally or individually.

### Answer Key

- |              |              |              |
|--------------|--------------|--------------|
| 1 got caught | 4 tried      | 7 went on    |
| 2 made       | 5 travelled  | 8 got bitten |
| 3 caught     | 6 got stolen |              |

- b) **Aim** To talk about travelling experiences
- Explain the task and read out the example exchange.
  - Give Ss time to talk in pairs about any of the travelling experiences they have had following the example.
  - Monitor the activity around the class and then ask some pairs to tell the class.

### Suggested Answer Key

- A: I once got my backpack stolen in Egypt. I never got it back. What about you?  
 B: I once caught the wrong train and ended up in London.

## Reading

- 2 **Aim** To predict the content of the text and read for gist
- Direct Ss' attention to the pictures 1-8 again and elicit Ss' guesses about what happened to John.
  - Play the recording. Ss listen and follow the text on p. 27 and check.

### Answer Key

John caught the wrong bus in India. He travelled on an oxcart, got caught in bad weather and got bitten by mosquitoes. In Thailand he got his backpack stolen.

## BACKGROUND INFORMATION

**Chicago, USA**, is the largest city in the US state of Illinois. It lies beside Lake Michigan and two rivers. The city attracts millions of tourists every year.

**Delhi, India**, is the second-largest city by population in India. It is located on the banks of River Yamuna, and it is the capital city of India.

**Agra, India**, is located on the banks of River Yamuna, and it is densely populated. It attracts a lot of tourists every year who visit to see the Taj Mahal and Agra Fort.

**Phi Phi Islands, Thailand**, are six islands of amazing natural beauty which are popular tourist destinations for people who want to go diving or kayaking or visit the islands' caves.

- 3 **Aim** To read for specific information.

- Give Ss time to read the text again and complete the sentences.
- Check Ss' answers around the class.

### Answer Key

- 1 the Taj Mahal in Agra ... a small village in the middle of nowhere (lines 5-6)
  - 2 oxcart (lines 7-8)
  - 3 four hours (line 11)
  - 4 seasick (line 15)
  - 5 a monkey stole his backpack (lines 18-19)
- 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

**culture (n):** the customs, ideas and art of a society/era  
**experience (n):** sth that a person felt, saw or took part in  
**adventure (n):** an exciting or unusual experience  
**end up (phr v):** to eventually arrive  
**in the middle of nowhere (phr):** in a place far away from large cities or towns  
**pass by (phr v):** to go past sth or sb  
**sack (n):** a big bag used for storing or carrying large amounts of sth  
**head (back to) (v):** to go back to  
**buzz (around) (v):** (of insects) flying around sth or sb and making a noise  
**bite (v):** (of an insect) to make a hole in your skin  
**share (v):** to divide food, money, goods etc and give part of it to sb else  
**long-tail boat (n):** a boat found in Thailand

**grab (v):** take or seize sth quickly  
**bush (n):** large plant with branches but smaller than a tree  
**run after (phr v):** to chase after sth or sb  
**passport (n):** official document you need to enter or leave a country  
**embassy (n):** the building that represents a government in a foreign country

**4** **Aim** To consolidate new vocabulary and distinguish between words often confused

Explain the task and elicit the correct word in each sentence. Explain/Elicit why the other option is inappropriate.

**Answer Key**

- 1 shared (divide: split in two)
- 2 caught (grab: hold abruptly)
- 3 biting (bees sting)
- 4 blowing (puff: exhale smoke)
- 5 reach (arrive in/at)

**Grammar**

**5** **Aim** To present the Past Continuous (affirmative)

- Go through the table with Ss and explain the Past Continuous. Explain that we form the past continuous affirmative with *was/were + the base form of the verb + -ing*.
- Go through the spelling rules on the board and give further examples.
- Direct Ss back to the text on p. 27 and elicit all past continuous forms.

**Answer Key**

*I was travelling, was passing by, I was sitting, we were heading, it was raining, mosquitoes were buzzing, he was smiling and laughing, I was visiting, the wind was blowing, I was feeling, monkeys were running, I was feeding.*

**6** **Aim** To practise the Past Continuous

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

**Answer Key**

- |               |               |
|---------------|---------------|
| 1 was riding  | 4 were buying |
| 2 were taking | 5 was writing |
| 3 was taking  |               |

**Speaking**

**7** **Aim** To personalise & practise the Past Continuous

- Ss talk in pairs and make sentences using the prompts and the Past Continuous.
- Ask various pairs to read out their sentences.

**Suggested Answer Key**

*At 9 o'clock last night, I was doing my homework.  
 Yesterday morning, I was helping my mum with the housework.  
 At 10 o'clock this morning, I was studying in the library.*

**Listening, Speaking & Writing**

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

- Explain the task and ask Ss to read through the events A-E.
- Play the recording. Ss listen and order the events.
- Check Ss' answers.

**Answer Key**

A 5      B 2      C 4      D 1      E 3

**b)** **Aim** To write a short account of a story based on a listening task

- Explain the task and play the recording again if necessary.
- Give Ss time to write a short summary of the events in the listening task.
- Ask various Ss to read out their accounts to the rest of the class.

**Suggested Answer Key**

*I was travelling in Ecuador and I decided to go on a kayaking trip. At first it was great then the river started moving faster. My kayak hit a rock and I fell out into the river. Suddenly, I saw a crocodile in the water; it was swimming closer to me! I was screaming. Then I realised it was just a branch. I was so relieved.*

**Aim** To consolidate information in a text

- Give Ss three minutes to write a few sentences about their favourite story from p. 27.
- Ask various Ss to read out their sentences to the class.

**Suggested Answer Key**

*I enjoyed the adventure where John visited the Phi Phi Islands. The long-tail boat journey didn't sound like much fun, but I really liked the part where a monkey took his bag. It made me laugh.*

**2b** Times change**Reading & Speaking**

- 1 **Aim** To introduce the topic and listen and read for gist

- Elicit a brief explanation of Google (*a popular search engine*). Ask Ss to guess how it got started.
- Play the recording. Ss listen and follow the text in their books to find out.

**Answer Key**

*It got started in 1998 by two college students, Larry Page and Sergey Brin, at Stanford University.*

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

- Ask Ss to read the questions 1-5 and then give Ss time to read the text again and mark them accordingly.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

1 F (lines 3-4) 3 F (lines 11-12) 5 T (lines 25-26)  
2 F (line 6) 4 F (lines 20-21)

- 3 **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**

**brainchild (n):** an idea or invention sb thinks of

**argument (n):** a disagreement

**search engine (n):** a computer programme that searches for web pages that contain certain words on the Internet

**commitment (n):** a promise to do sth

**user-friendly (adj):** easy to use

**complicated (adj):** complex, difficult to understand

**frustrating (adj):** annoying because you cannot do anything about the problems sth causes

**popularity (n):** the quality of being liked by a lot of people

**calculate (v):** to work out

**a fair amount (phr):** quite a lot

**criticism (n):** negative comments

**investor (n):** sb who gives money to fund a project for a share of the profits

**catchy (adj):** easy to remember

**inspired (pp):** getting ideas and a sense of enthusiasm from sth

**neat (adj):** tidy, ordered

**performance (n):** the way sth does its job

**headquarters (n):** the head offices of a company or organisation

**respond (v):** to reply

**fade (v):** to slowly become less

- Ask Ss to use words from the **Check these words** box to complete the sentences.
- Check Ss' answers around the class.

**Answer Key**

1 user-friendly 3 frustrating 5 criticism  
2 catchy 4 headquarters

- 4 a) **Aim** To summarise a text

Ask various Ss around the class to tell a summary of the text to the rest of the class.

**Suggested Answer Key**

*Larry Page and Sergey Brin invented Google. They met at Stanford University in 1995. They decided to create a search engine that listed results according to their popularity. They thought of the name because it is like googol (one followed by 100 zeros). They set up their office in a friend's garage in 1998 and Google went online. In 2000, they introduced 10 foreign language versions. Today Google handles a billion search requests per day.*

- b) **Aim** To expand/personalise the topic

- Give Ss time to prepare their answers.
- Ask various Ss around the class to read their sentences to the rest of the class.

**Suggested Answer Key**

*There are other search engines like Bing and Yahoo so I think people would use them. I think they would find it inconvenient and they would be happy to get Google back.*

**Grammar**

- 5 **Aim** To present the Past Continuous (negative, interrogative & short answers)

- Read the table aloud and elicit how we form the negative in the Past Continuous (*wasn't/ weren't + the base form of the verb + -ing*). Elicit how we form the interrogative in the Past Continuous (*was/were + personal pronoun + base form of the verb + -ing*) and short answers (*Yes/No + personal pronoun + was/ wasn't*).
- Drill Ss using the examples in the table.

- 6 **Aim** To practise the interrogative and full answers in the Past Continuous

- Explain the task and read out the example.
- Ss complete the task and then check Ss' answers by asking various Ss to read their questions and answers aloud.

**Answer Key**

- 2 Were search engines listing results according to popularity before Google? No, they weren't. They were listing them according to the number of times the search term appeared on a page.
- 3 Were Larry and Sergey working from their house in 1998? No, they weren't. They were working from their friend's garage.
- 4 Were people using Google in 1998? Yes, they were.

7 **Aim** To practise the Past Continuous interrogative using personal examples

- Explain the task and read out the example.
- Give Ss time to complete the task in pairs and then check Ss' answers by asking pairs to ask and answer in front of the rest of the class.

**Suggested Answer Key**

- 2 A: Were you walking in the park last Sunday afternoon?  
B: No, I wasn't. I was doing my homework.
- 3 A: Were you chatting on the phone an hour ago?  
B: No, I wasn't. I was sitting in my Maths lesson.
- 4 A: Was your friend eating dinner at 8 o'clock last night?  
B: No, he/she wasn't. He/She was chatting on the phone.
- 5 A: Were your parents working last Saturday morning?  
B: No, they weren't. They were shopping.

8 **Aim** To compare the Past Continuous and the Past Simple

- Read the theory aloud and explain when we use the Past Continuous (*for actions happening at a specific time in the past and for two actions happening at the same time in the past and for a past action happening when another action interrupted it*) and when we use the Past Simple (*for completed actions in the past and for actions which happened one after the other in the past*).
- Elicit examples from the text on p. 28.

**Answer Key**

**Past Continuous**

**actions happening at a specific time in the past:** in 1995 while they were studying  
**a past action happening when another action interrupted it:** while they were developing their search engine they realised

**Past Simple**

**completed actions in the past:** they met in 1995  
**actions which happened one after the other in the past:** Larry and Sergey set up their office ... and Google went online

9 **Aim** To practise the Past Continuous and the Past Simple

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

**Answer Key**

- |                |               |                |
|----------------|---------------|----------------|
| 1 launched     | 6 expanded    | 11 didn't stop |
| 2 was studying | 7 faced       | 12 became      |
| 3 wanted       | 8 insisted    |                |
| 4 decided      | 9 was working |                |
| 5 signed up    | 10 was using  |                |

**Speaking & Writing**

10 **Aim** To describe a series of events

- Explain the task and give Ss time to prepare their answers.
- Ask various Ss to read out their answers to the class.

**Suggested Answer Key**

*I was studying at Harvard University and people were asking for a website with students' profiles so I decided to do something about it. I launched Facebook in 2004. Some senior students said that I stole ideas from them when I was working on a similar project with them, but this didn't stop me.*

**2c Culture Corner**

1 **Aim** To present the topic and listen and read for gist

- Read the words in the list aloud and elicit Ss' guesses as to how they are related to Lady Gaga.
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

Manhattan – where she is from  
Germanotta – her surname  
Bach – her musical inspiration  
Britney Spears – a successful artist she has written songs for  
Twitter – a social media site she uses to promote herself and chat with fans  
Tisch School of Performing Arts – where she studied

2 **Aim** To read for specific information

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers round the class.

**Answer Key**

- 1 *the piano*
  - 2 *Britney Spears and The Pussycat Dolls*
  - 3 *She set up her own website and used her MySpace, Twitter, YouTube and Facebook profiles to promote her music.*
  - 4 *She uses outrageous costumes, wigs and make-up.*
- 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**

**string (n):** a collection/number of things in a row  
**sensation (n):** sth that causes great excitement  
**phenomenal (adj):** very unusual/extremely successful in a surprising way  
**play by ear (phr):** to be able to listen to a piece of music and then play it  
**outrageous (adj):** very shocking  
**social media (n):** tools for interaction with other people  
**lyrics (n):** the words to a song  
**reign (v):** to rule over others  
**icon (n):** a symbol of sth  
**pop culture (n):** (abbrev of popular culture) all the ideas, attitudes, images etc. related to the everyday lives of people living in a society (especially influenced by the mass media)

**BACKGROUND INFORMATION**

**Johann Sebastian Bach** (1685-1750) was a German composer. Some of his works include: *the Brandenburg Concertos, the Goldberg Variations* and others.  
**Britney Spears** was born in 1981 in McComb, Mississippi, USA. She started singing at an early age. Some of her most popular songs are: *Toxic, Everytime* and *Blackout*.  
**The Pussycat Dolls** is an American pop group. Some of their most popular songs are: *Don't cha, Beep, Jai Ho* and *Buttons*.

- 3 **Aim** To expand the topic and consolidate information in a text

- Explain the task and give Ss time to look through the text again and prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*I think Lady Gaga is an icon of today's pop culture because social media sites are a big part of today's pop culture and she was smart enough to use them to promote her music and become famous.*

- 4 **Aim** To collect information and write a short text on a popular musician from your country

- Explain the task and refer Ss to the Internet, teen/music magazines and other reference sources to collect information.
- Ask Ss to copy the headings into their notebooks, make notes under them and use them to write their text.
- Give Ss time to write their text and then ask them to read it to their partner.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**Dima Bilan**

*A very popular musician in my country is Dima Bilan. He has had many No. 1 hits and has won many awards.*  
*Dima Bilan was born in 1981 in Karachay-Cherkessia. His real name is Victor Nikolaevich Belan. When he was young he used to sing songs and recite poems at school. He attended the famous Gnesin Academy of Music and can play the accordion and the piano.*  
*Dima launched his first single in 2003 but people really started to notice him after he took part in the 'Jurmala' contest. He came in fourth and everyone really enjoyed his performance.*  
*In 2008, Dima Bilan won first prize for Russia in the Eurovision song contest with 'Believe'. Since then he has released his first English album and has acted in Russian films and TV serials. His unique style and wonderful voice make this talented young person one of Russia's most loved and popular celebrities.*

**Activity for weaker classes**

Read the answer in the Suggested Answer Key aloud then ask Ss to write a few sentences about Dima in three minutes.

**2d Everyday English**

- 1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit what sort of performance Ss last saw and whether they enjoyed it or not and ask some Ss to tell the class.

**Suggested Answer Key**

*The last performance I saw was a ballet called 'Swan Lake'. I really enjoyed it.*

2 a) **Aim** To present situational language

- Play the recording. Ss listen and repeat chorally or individually.
- Elicit the function of each sentence as given in the rubric and check Ss' answers as a class.

**Answer Key**

**ask for an opinion:** *What was it like? Did you enjoy it?*

**express a positive opinion:** *It was fantastic! The dancers were amazing!*

**express a negative opinion:** *Not really. It was nothing special.*

b) **Aim** To listen and read for specific information

Play the recording. Ss listen and follow the dialogue in their books and answer the questions in the rubric.

**Answer Key**

*Julie went to the ballet and she thought it was fantastic.*

*Mark watched a film on TV, but didn't really enjoy it.*

3 **Aim** To identify synonymous phrases in a 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**

*Of course! – Yes, sorry!*

*What did you think of it? – What was it like?*

*Did you have a good time? – Did you enjoy it?*

*It wasn't great. – It was nothing special.*

**Intonation**

4 a) **Aim** To practise intonation when expressing feelings

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

b) **Aim** To learn intonation when expressing feelings

- Explain the task and then play the recording.

- Ss listen and check the box next to which emotion the speaker is expressing in each case.
- Play the recording again, check Ss' answers. Then ask Ss to repeat chorally or individually.

**Answer Key**

1 a → 2 a ↗ 3 b → 4 a ↗

**Speaking**

5 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the types of performances from Ex. 1 to complete the task.
- Ss complete the task in pairs using the diagram.
- Monitor the activity around the class and then ask various pairs to act out their dialogues for the class.

**Suggested Answer Key**

A: *Hi John – it's Jane. I tried calling you on Saturday night but you didn't answer your phone.*

B: *Oh, hi John! Yes, sorry! I was at a pop concert.*

A: *Really? What was it like?*

B: *It was fantastic! The music was amazing! What did you do on Saturday?*

A: *Oh, I went to a play.*

B: *Did you enjoy it?*

A: *Yes, it was fantastic! Listen, do you want to go to the cinema later?*

B: *Sure!*

**2e Amazing performances**

**Reading**

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

- Direct Ss' attention to the pictures and ask them to read the title of the blog and the first and last sentences.
- Elicit what Ss think Chinese opera is like.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.

**Suggested Answer Key**

*I think Chinese opera involves singing and dancing with bright costumes and incredible make-up.*

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

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

**Answer Key**

- |                 |                        |
|-----------------|------------------------|
| 1 B lines 9-10  | 4 D lines 26-29, 36-38 |
| 2 C lines 18-19 | 5 B lines 42-43        |
| 3 A lines 22-23 |                        |

- 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**

- ancient times (n):** periods from the distant past  
**hanging (adj):** suspended in the air by some means  
**lantern (n):** a type of lamp  
**grand (adj):** impressive  
**start out (phr v):** to begin  
**fiery (adj):** bright  
**ribbon (n):** narrow strip of material  
**kaleidoscope (n):** sth made of different or changing patterns and colours/a tube-like toy that you look through to see different patterns of light made by pieces of coloured glass and mirrors  
**sharp (adj):** high, clear & easy to hear  
**high-pitched (adj):** at the top end of the musical scale  
**crowd (n):** large group of people  
**gather (v):** to come together  
**fall in love with (phr):** to start liking another adult and being romantically attracted to them  
**acrobatics (n):** difficult physical acts often seen in a circus  
**emotion (n):** strong feeling  
**gallop (v):** to run like a horse  
**whip (n):** a stick with a leather end usually used to hit a horse  
**somersault (n):** a rolling jumping movement that turns the whole body  
**reveal (v):** to show or make sth known  
**loyalty (n):** the quality of showing support for sth/sb  
**bravery (n):** the ability to do things with courage  
**warrior (n):** a person skilled in fighting  
**wild (adj):** untamed/uncontrolled  
**cruelty (n):** unkind behaviour

b) **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

- temporary:** there for a short time  
**stand out:** be clear  
**carry:** be heard  
**reveals:** shows

**brehtaking:** amazing & impressive  
**for me:** something I like

3 **Aim** To consolidate new vocabulary

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

**Answer Key**

- |           |            |           |            |
|-----------|------------|-----------|------------|
| 1 actors  | 3 costumes | 5 stages  | 7 lighting |
| 2 curtain | 4 props    | 6 scenery |            |

**Grammar**

4 a) **Aim** To learn *used to*

- Read the theory box and the examples aloud and elicit further examples from Ss around the class.
- Explain that we use *used to* to talk about actions that happened regularly in the past but don't happen any more and that we form the affirmative with *personal pronoun + used to + main verb*, the negative with *personal pronoun + didn't use to + main verb* and interrogative with *did + personal pronoun + use to + main verb*.

**Answer Key:** *used to wear, used to sing*

b) **Aim** To practise *used to*

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

**Answer Key**

- 2 Women didn't use to perform.
- 3 They used to perform in outdoor theatres.
- 4 The actors used to wear masks.
- 5 The actors didn't use to wear make-up.

5 **Aim** To practise *used to* using personal examples

- Explain the task and read out the example.
- Give Ss time to write their sentences then ask various Ss to tell the class their sentences.

**Suggested Answer Key**

- When I was 10, I used to ride everywhere on my bike.  
 When I was 10, I used to play outside in the garden.  
 When I was 10, I didn't use to speak English.  
 When I was 10, I didn't use to wear glasses.*

**Speaking & Writing**

6 **Aim** To make notes on a text and summarise it

- Write the headings on the board, ask Ss to copy them into their notebooks and give Ss time to make notes under each heading.
- Elicit notes for each heading from various Ss and write them on the board. Choose various Ss to use either their notes or the notes on the board to give a summary of the text to the class.

**Suggested Answer Key**

**costumes:** fiery reds, ribbons of gold and silver, kaleidoscope of colour, used to wear bright colours to stand out in the dark

**singing:** unusual, strange, very sharp & high-pitched, style was ancient, like this so voices could carry over crowds

**actors:** didn't just sing, they did incredible acrobatics & dancing too, used their faces and whole bodies to show story and their emotions, train hard from an early age

**stage props/scenery:** not a lot because actors use symbols to tell the story instead

**make-up:** incredible, different colours to show different meanings and characteristics

In Chinese opera, the actors' costumes are bright with fiery reds and ribbons of gold and silver. They are like a kaleidoscope of colour! They used to wear bright colours in the past to stand out in the dark in the streets.

The singing in Chinese opera is very strange and unusual. The actors sing in a very sharp and high-pitched style. This style is also very ancient. The performers sang like this so that their voices could carry over the crowds.

The actors train hard from an early age. They do incredible acrobatics and dancing. They use their faces and their whole bodies to act out the story and show their emotions.

There aren't a lot of stage props and scenery in Chinese opera because the actors use symbols to tell the story instead.

The actors' make-up is also incredible. The different colours show different meanings and characteristics.

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

- Give Ss a three-minute time limit to write a few sentences recommending Chinese opera.
- Ask various Ss to read their sentences aloud to another group or to the class.

**Suggested Answer Key**

1 People should attend the Chinese opera because it's different. It isn't just singing, it includes amazing dancing and acrobatics, too.

- 2 It's like going back in time because the actors wear the same costumes, have the same make-up and even sing like they did in the original street opera years ago.
- 3 Chinese opera is very colourful and exciting.

**2f Haunted buildings**

**Reading & Speaking**

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

Direct Ss' attention to the pictures and read out the descriptions 1-4. Explain/Elicit the meanings of any unknown words and then elicit which picture matches which description.

**Answer Key**

A 3      B 2      C 4      D 1

b) **Aim** To predict the content of the text through sound effects

Play the recording. Ss listen and guess the content of the text. Elicit answers from Ss around the class.

**Suggested Answer Key**

I think the text is about a man who is working in a place when he sees an army of ghosts.

c) To listen for confirmation and gist

- Play the recording. Ss listen and check their answers and get a general understanding of the text.
- 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**

**haunted (adj):** relating to a place where ghosts appear

**explore (v):** to look around a place

**historic (adj):** important in history

**found (v):** to officially start a town/city/organisation

**fascinating (adj):** very interesting

**ancient wall (n):** very old structure made of stone or brick that separates/surrounds an area/room

**medieval cathedral (n):** a large church dating from between 476 -1500

**wander (v):** to roam, walk around aimlessly

**cobbled street (n):** an old street with a surface made of stones

**ghost (n):** a spirit

**march (v):** to walk in a group (usu soldiers)

**spooky (adj):** scary, haunted

**stand out (phr v):** to be noticeable

**shield (n):** a large piece of metal that a soldier carries to protect himself

**spear (n):** a long weapon made of wood with a pointed metal end

**terrified (adj):** very scared

**find out (phr v):** to discover sth you didn't know

**go missing (phr):** to disappear

**ghostly attraction (n):** sth which makes people want to go to a place which is considered to be filled with spirits of dead people

4 wandering (wonder: to ask yourself questions about sth)

5 walks (march: walk, mostly for soldiers)

6 haunted (ghostly voice or echo)

7 story (history: the study of past events considered together)

8 carrying (bring: to take sth with you)

9 noticed (observe: watch carefully the way sth happens)

10 terrified (afraid: feeling afraid)

**2 Aim** To read for structure and order of events

- Ask Ss to read the events A-F and give Ss time to read the text again and complete the task.
- Check Ss' answers and then give Ss time to use their answers to tell a summary of the text to their partners.
- Monitor the activity around the class and then ask some Ss to tell a summary to the class.

**Answer Key**

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

**Suggested Answer Key**

Harry Martindale, a plumber, went to work in the cellar of the Treasure's House. He heard a strange noise like a trumpet coming from the wall. A horse with a Roman soldier on it walked through the wall. He couldn't believe his eyes. Then twenty Roman soldiers marched through in pairs, carrying shields and spears. Harry saw the men had no legs and he ran out of the cellar.

**3 Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases and write sentences using them.
- Check Ss' answers around the class.

**Answer Key**

1 city                      3 medieval              5 ghost  
2 ancient                  4 cobbled

**Suggested Answer Key**

I went on a city tour of London once; it was amazing. In York there are ancient city walls, a medieval cathedral and cobbled streets. I think ghost stories are too scary.

**4 Aim** To practise new vocabulary

- Give Ss time to complete the task using their dictionaries to check.
- Check Ss' answers around the class.

**Answer Key**

1 historic (historical: connected with the study of things in the past)  
2 popular (typical: usual)  
3 founded (create: make)

**Grammar**

**5 Aim** To present the Past Perfect and the Past Perfect Continuous

- Go through the table and explain that we form the Past Perfect with **had + past participle** and we use it to talk about an action that happened before another action in the past or an action that finished in the past with results visible in the past.
- Explain that we form the Past Perfect Continuous with **had been + verb + -ing** and we use it to talk about an action that was in progress for a period of time before another action in the past or for an action which was in progress and then finished in the past with a visible result in the past.
- Elicit examples from the text in Ex. 2.

**Answer Key**

had been, had heard, hadn't noticed, had gone

**6 Aim** To practise the Past Perfect and the Past Perfect Continuous

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

**Answer Key**

1 had finished                      5 hadn't slept  
2 hadn't taken                      6 Had she been crying  
3 had already arranged              7 had been living  
4 had been working

**7 Aim** To practise past tenses

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

**Answer Key**

1 decided                              9 tried  
2 had been travelling              10 had got stuck  
3 felt/were feeling                  11 opened  
4 arrived                              12 appeared  
5 had                                      13 was walking  
6 went                                    14 singing  
7 had been lying                      15 ran  
8 heard                                    16 went

**8 Aim** To practise key word transformations

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

**Answer Key**

- |                               |                    |
|-------------------------------|--------------------|
| 1 after he had had            | 4 had been working |
| 2 had closed by the time      | 5 hadn't taken     |
| 3 until they had been waiting | a compass          |

## 2g Skills

### Vocabulary

**1 a) Aim** To present types of reading material/To read a bar chart

- Direct Ss' attention to the bar chart and the types of reading material.
- Go through the list of phrases and read out the example.
- Elicit sentences from various Ss about each type of reading material based on the bar chart.

**Answer Key**

*A lot of people prefer reading magazines.  
Half of the people prefer reading comics.  
Forty per cent of the people prefer reading websites.  
Twenty per cent of the people prefer reading newspapers.  
A few of the people prefer reading e-books.*

**b) Aim** To personalise the topic

Ask various Ss to answer the questions in the rubric and tell the class.

**Suggested Answer Key**

*I prefer reading newspapers. I read every day.*

**2 a) Aim** To present types of books

- Play the recording. Ss listen and repeat chorally or individually.
- Ask various Ss to tell the class which types of books they enjoy reading.

**Suggested Answer Key**

*I enjoy reading crime thrillers.*

**b) Aim** To personalise the topic

Ask Ss to tell the class about their favourite book.

**Suggested Answer Key**

*I enjoy reading fantasy novels. My favourite book is Breaking Dawn by Stephenie Meyer. It's about a relationship between a vampire and a human.*

### Listening

**3 Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-6.
- Play the recording. Ss listen and check them as true or false. Play the recording again with pauses for Ss to check their answers.
- Check Ss' answers.

**Answer Key**

- 1 F    2 T    3 F    4 T    5 T    6 F

### Speaking

**4 a) Aim** To read out a dialogue

Play the recording. Ss listen and then take roles and act out the dialogue in closed pairs.

**b) Aim** To act out a dialogue

- Explain the task and go through the prompts and explain/elicit the meanings of any unknown words.
- Ss work in pairs and use the prompts and their own ideas to act out a dialogue like the one in Ex. 4a replacing the words in bold with the prompts and useful language in the box.
- Monitor the activity around the class and then choose various pairs to act out their dialogues in front of the rest of the class.

**Suggested Answer Key**

*A: What are you reading, Tony?*

*B: It's an adventure novel called The Lost Symbol by Dan Brown.*

*A: What's it about?*

*B: It's about a historian who must follow an ancient symbol.*

*A: Is it good?*

*B: No, it isn't that good, really. I don't really like it.*

*A: What are you reading Angela?*

*B: It's a fantasy novel called Clockwork Angel by Cassandra Clare.*

*A: What's it about?*

*B: It's about a teenager who tries to save the world.*

*A: Is it good?*

*B: Yes, it's fantastic. I'm really enjoying it.*

**5 Aim** To talk about reading habits

- Ask Ss to read the questions 1-4 and then ask their partners to answer them.
- Ask various Ss to tell the class about their partner's reading habits.

**Suggested Answer Key**

*Anna often reads crime thrillers. She reads every day in the afternoons on the bus, on her way home from school. The last book she read was a crime thriller called Ice Core by Matt Whyman. It's about a teenage computer hacker who gets put in a prison in the Arctic for something he didn't do. He tries to escape to clear his name.*

## 2h Writing

**1 Aim** To analyse a rubric

Read the rubric aloud and elicit answers to the questions.

**Answer Key**

*I should write a story. It should be a first-person narrative.*

**2 Aim** To analyse a model story

Give Ss time to read the story, then elicit answers to the questions.

**Answer Key**

- 1 *The writer sets the scene by introducing the time and place where the story is set, who the main characters are and the weather.*  
*characters – Ben & Danny*  
*place – Holroyd Castle*  
*time – one afternoon, last winter*  
*weather – freezing cold and starting to rain*
- 2 *The climax event is when they realised their guide was a ghost.*
- 3 *In the end, the characters felt very shocked and scared.*

**3 a) Aim** To present a Writing Tip

Read the **Writing Tip** and the example aloud.

**b) Aim** To identify adjectives in a story

- Direct Ss back to the story to find the adjectives that describe the nouns in the list.
- Check Ss' answers.

**Answer Key**

*the rooms – dark, cold*  
*the castle – huge and empty*  
*the floor – stone*  
*the man – tall*  
*the man's clothes – old-fashioned*  
*the workman – friendly*  
*the guide – helpful*

**c) Aim** To identify adverbs in a story

Elicit all the adverbs in the story from Ss around the class.

**Answer Key**

*quickly, slowly, luckily, excitedly*

**4 Aim** To practise using adjectives and adverbs

- Explain the task and give Ss time to replace the simple adjectives and adverbs in the texts with the more descriptive ones in the list.
- Check Ss' answers by reading the paragraphs aloud and eliciting the correct adjective/adverb for each gap from Ss.

**Answer Key**

- |            |             |              |
|------------|-------------|--------------|
| 1 chilly   | 4 heavily   | 7 terrifying |
| 2 relaxing | 5 extremely | 8 horrible   |
| 3 roaring  | 6 quickly   |              |

**5 a) Aim** To listen for specific information, structure and sequence of events

- Play the recording, twice if necessary. Ss listen and answer the questions in the plan.
- Check Ss' answers.

**Answer Key**

**Para 1:** *Ben and his friends, in Rio de Janeiro, going to Mardi Gras, sunny*

**Paras 2 & 3:** *Ben went for water, lost his friends, got pulled onto a stage, joined in the dancing, saw himself on a big screen, his friends found him, Ben won the prize for best dancer.*

**Para 4:** *They all went back to the hotel. Everyone was tired but happy.*

**b) Aim** To write a story

- Explain the task and give Ss time to write their story using the answers in Ex. 5a. Then ask various Ss to read their stories aloud.
- Remind Ss to use a variety of adjectives and adverbs. Refer Ss to **Writing Bank 2** for more information.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**The Best Dancer by Ben Smith**

*Last year, my friends and I went on holiday to Rio de Janeiro for Mardi Gras. It was a beautiful, sunny day and we all dressed up in fantastic, bright costumes and went out on the busy streets.*

*I stopped to buy some cold water and I lost my friends. I looked for them, but everyone was in similar costumes and it was too difficult. Suddenly, someone grabbed my hand and pulled hard and before I knew it I was on a stage! Everyone was singing and dancing and I couldn't help joining in. I was having a fantastic time and then I saw there was a huge screen by the side of the stage. I was on TV!*

*Luckily, my friends saw me on the screen and met me as I climbed down from the stage. We were all laughing so much! Just then, there was an announcement for a prize for the best dancer and to my surprise, it was me!*

*We got back to the hotel later that night, feeling tired but happy. We all had a fantastic time.*

## 2i Curricular: ICT

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

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

#### **Suggested Answer Key**

*I text my friends and I chat to my friends on Facebook.*

### b) **Aim** To listen and read for gist

- Read the question aloud and then play the recording.
- Ss listen and follow the text in their books and find out.

#### **Answer Key**

*Social networking sites allow us to see our social connections, interact with them and share music, photos and videos with them.*

### 2 a) **Aim** To read for specific information

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

#### **Answer Key**

- To see our friends and interact with them through a user-friendly interface.*
- You can look up old friends, make new friends and share music, photos and videos with them. You can also join groups based on your interests or hobbies, favourite TV shows or music.*
- Just create and post a personal profile.*
- You can add as much personal information as you want e.g. name, age, sex, location, interests, etc.*
- Search the network for your friends, invite offline friends to join, search your friends' connections for anyone else you'd like to add.*

- Personal community sites e.g. Facebook, media sharing sites (photos & videos) e.g. YouTube, music sharing sites e.g. Last.FM and blogger community sites e.g. Livejournal*
- They want to promote their brand.*

### b) **Aim** To consolidate vocabulary and information in a text

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**

**social networking site (n):** an online service that allows people to connect with their friends

**connection (n):** relationship

**user-friendly interface (n):** easy to use system of interaction

**post (v):** to put sth on the Internet

**profile (n):** a collection of personal information relating to one person online

**login name (n):** a username

**personalise (v):** to make sth more personal

**contact (n):** a person you know

**browse (v):** to look through, search

**interact (v):** to communicate

**straightforward (adj):** simple and easy to understand

**expand (v):** to make bigger

**community (n):** a group of people who are similar in some way or share similar interests

**media (n):** images, photos, films, videos etc

**blogger (n):** a person who writes a web log

**trend (n):** fashion

**independent (adj):** freestanding, separate

**promote (v):** to encourage the popularity of sth to spread/ increase

**tight-knit (adj):** very close

- Then ask Ss to talk in pairs about social networking.
- Monitor the activity around the class and then ask some pairs to report back to the class.

#### **Suggested Answer Key**

*Social networking is what we do on websites like Facebook and Twitter. We connect with our friends and other people who may share the same interests. All you have to do is create a profile and personalise it and then browse the network for your contacts. It's quite straightforward and it's a great way to expand your community.*

### 3 **Aim** To express a personal opinion on the topic

- Give Ss some time to think about the question and prepare their answers in groups.
- Ask various groups around the class to share their answers with another group or the rest of the class.

**Suggested Answer Key**

*I think social networks have become so popular because computers and technology have become a major part of our everyday life. Many young people these days spend a lot of time online and so it makes sense that they would interact with their friends online too to talk about and share videos, website and music that they have found on the Internet.*

**4** **Aim** To give a presentation on a social network

- Explain the task and ask Ss to work in groups.
- Direct Ss to the Internet to find out more information about a social network.
- Ss collect information and present it to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

**Suggested Answer Key**

*Twitter is a social networking and microblogging site. Users can send and read messages called 'tweets'. These messages cannot be longer than 140 characters and they are public. Members can follow each other without being friends or knowing the person personally, so it is a great way for fans to follow their favourite celebrities and a good way for people to promote themselves or their brand. The service is free and has 190 million users.*

# Skills **2**

## Listening

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

- Read the rubric aloud and ask Ss to read the questions 1-4 and the possible answers.
- Elicit what Ss think the dialogue will be about.

**Suggested Answer Key**

*I think the dialogue will be about reading a book.*

**b)** **Aim** To listen for key information

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

**Answer Key**

1 B      2 A      3 B      4 C

## Reading

**2 a)** **Aim** To read for gist

- Ask Ss to read the title and the first sentence in each paragraph.
- Elicit what the text is about from various Ss

around the class.

**Answer Key**

*The text is about the Kungur Ice Cave in Russia.*

**b)** **Aim** To read for specific information

- Ask Ss to read the sentences 1-5.
- Allow Ss time to read the text and do the task.
- Check Ss' answers around the class.

**Answer Key**

1 T      2 NS      3 F      4 NS      5 T

**3** **Aim** To practise word formation

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Give Ss time to read the text and complete the task.
- Check Ss' answers.

**Answer Key**

1 originates      3 interesting      5 testing  
2 natural      4 oldest

## Speaking

**4 a)** **Aim** To prepare for a speaking task

- Read the rubric aloud and explain the task to Ss.
- In pairs, Ss think of words/phrases related to the topic.
- Ss write the words and the answers to the prompts from the rubric in their notebooks.

**b)** **Aim** To give a short talk about a topic

- Ss use their notes and the phrases in the Useful Language box to present their talk to their partner.
- Monitor the activity around the class and then ask various Ss to present their talk to the class.

**Suggested Answer Key**

*I use several social networking sites. I usually log in to Facebook in the evening and Twitter in the morning.*

*Social networking is popular because it helps us stay in contact with friends and family who live far away. We can also connect with people who have the same interests as us. There are many activities you can do, such as: send messages, play games, chat, exchange videos and many more.*

*However, there are some disadvantages to social networking. Many people spend too much time sitting in front of the computer screen. This is very unhealthy because they aren't getting any exercise.*

Others can get very addicted to social networking sites. This is serious because they have to be connected to the sites all the time. Their lives revolve around these sites and they even stop socialising with their real friends and sometimes their families, too!

There are also many dishonest people on social networking sites. You have to be careful so they don't trick you and use your personal information to commit crimes or even steal money from you.

In conclusion, I would like to say that I believe social networking sites are great. If you are careful, and don't become addicted or give out your personal information, they can be a great form of entertainment and communication.

David sat shaking with fear while I went to investigate. I soon realised that the 'bear' he heard was just Peter who was snoring really loudly! David felt really silly and when we woke Peter up, he was so embarrassed; he didn't know he snored so loudly!

We were still laughing about it the next morning when we woke up. That was until we saw that all our food had been eaten and we saw some large paw prints in the ground around the tents. We stopped laughing and felt relieved that we hadn't realised that there actually had been a bear in our camp.

## Moscow Culture **2**

### Writing

5 a) **Aim** To prepare for a writing task

- Read the rubric aloud and then play the recording. Ss listen and copy, then make notes for each question in the paragraph plan in their notebooks.
- Check Ss' answers.

#### Suggested Answer Key

The main characters were the narrator and his friends David and Peter. They were on a camping trip in the forest.

The weather was sunny.

They told scary stories around the campfire and then went to bed. David woke up in the night because he thought he heard a bear. It was Peter snoring. They laughed and went back to sleep.

In the end they woke up in the morning and found their food was gone and there were bear prints around the camp.

They felt relieved that they hadn't known that there really was a bear in their camp.

b) **Aim** To write a story

- Give Ss time to write their story using the notes they made in Ex. 5a.
- Check Ss' answers.

#### Suggested Answer Key

##### A Strange Experience by John Smith

Last summer, on a sunny weekend, my friends David, Peter and I went on a camping trip in the forest.

Peter and I had been camping before, but it was the first time for David. He was excited but nervous, too. That night we sat around the campfire telling stories and trying to scare each other with tales of wolves and bears in the forest. After a while we went to bed. Then, in the middle of the night, I was woken up by David. He looked white when he came running into my tent insisting that there was a bear close to our tents!

### Listening & Reading

1 **Aim** To introduce the topic through personal questions

- Elicit answers from Ss around the class.

#### Suggested Answer Key

I usually catch the bus to school every day. I think it is very convenient because it is quite cheap and fast.

- Explain/Elicit the meaning of the words in the **Check these words** box.

#### Suggested Answer Key

**cope (with) (v):** to be able to solve a problem

**citizen (n):** sb who lives in a country

**significant (adj):** important

**numerous (adj):** many

**plaque (n):** a flat, metal sign which tells people sth important about a place

**bomb shelter (n):** a place which keeps anybody inside it safe from danger

**annual (adj):** happening every year

**passenger flow (phr):** the number of people who go through a given area during a period of time

**rush hour (n):** the busiest time of day when people are travelling to and from work

**incredibly (adv):** very

**fully-integrated (adj):** being joined together in every possible way

**peak hours (n):** the busiest time of day

**venue (n):** a place where sth happens

2 **Aim** To predict content

- Elicit what Ss know about the metro in Moscow.
- Ask them to write in their notebooks a few things they would like to learn about it.
- Play the recording, Ss listen and follow the text in their book to see if they can find the things they would like to learn.

**Suggested Answer Key**

*I know that the metro in Moscow is quite old and it has been changed a few times to add new stations. I would like to learn: When did they start building it? When did the Moscow Central Circle open? How many stations are there today?*

**3 Aim** To read for general understanding; to tell the history of Moscow metro

- Ask Ss to read the text again and make notes under the years in the rubric. Then based on their notes Ss should tell the history of Moscow metro.
- Invite various Ss around the class to tell the summary of the history of Moscow metro.

**Suggested Answer Key**

**1875:** beginning of the history of Moscow metro

**1931:** authorities decide to build the metro

**1935:** first metro line: Sokolnicheskaya

**1938:** second line (from Teatralnaya to Sokol) was opened

**1941-1945:** despite the war, seven new stations were added

**2000-2010:** 18 more stations

**2016:** Moscow Central Circle was opened

**Speaking & Writing**

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

- Give Ss three minutes to write in their notebooks four things that impressed them in the text.
- Ask various Ss to read out their sentences to the class.

**Suggested Answer Key**

*I was impressed that Mayakovskaya station, which was designed by Alexey Duskin, is one of the most beautiful stations in the network. Also, I was impressed by the fact that the stations were used during wartime as shelter and could fit up to 500 people. Another thing which I found impressive was that all of Moscow metro stations have free Wi-Fi. Finally, I was impressed by the fact that the metro holds first place in Europe for passenger flow, with the time between trains during rush hour just 90 seconds.*

**5 Aim** To present interesting facts about a few metro stations in Moscow; to develop research skills

- Allow Ss time to look up information on the Internet. Ask them to work in groups in order to prepare their work.
- Remind them to use photos to illustrate their work.
- Invite Ss to give their presentations to the class.

**Suggested Answer Key**

*Moscow's metro is one of the most beautiful metros in the world and there are many interesting facts about it. Many of its stations are sites of cultural heritage such as the Krasnopresnenskaya, Novoslobodskaya and Kievskaya stations. During World War II when people used the stations as bomb shelters, some of them had shops and hairdressers in them. Kurskaya metro even had its own library. Some of the stations have changed their names many times, like Alexandrovsky Sad station. It has had more names than any other station. It has been called "Comintern," "Imeni Komintern," "ulitsa Komintern," and from 1946-1990 was known as "Kalininskaya." In 1990 for several days the station was named "Vozdvizhenka." Another interesting fact about Moscow metro is that it has the first station to be built on a bridge – Vorobyovy Gory station. It's also one of the longest stations in the metro.*

# Russia **2**

**Reading & Listening**

**1 Aim** To introduce the topic

- Play the recording.
- In pairs, Ss discuss the questions in the rubric.
- Monitor activity around the class.
- Ask various Ss to tell their answers to the class.

**2 a) Aim** To present vocabulary for different shapes

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

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

- Ask Ss to look at the picture and elicit what shape it is and what they know about the balalaika and Vasily Vasilievich Andreyev.
- Play the recording. Ss listen and follow the text in their books.

**Suggested Answer Key**

*The balalaika is a musical instrument. It has a triangular shape. Vasily Vasilievich Andreyev made the balalaika popular.*

**3 Aim** To read for specific information

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

**Answer Key**

- 1 *The balalaika is triangular-shaped.*
  - 2 *In the 17th century.*
  - 3 *They looked down on it and considered it a toy.*
  - 4 *When he was working in the music salons of St Petersburg.*
  - 5 *Andreyev's balalaika orchestra performed at the world exhibition in Paris.*
- 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**

**triangular (adj):** having three straight sides and three angles

**string (n):** a long thin piece of nylon or wire that is used to make sounds when an instrument is played

**look down on (phr v):** to believe that sb/sth is beneath you or inferior

**take seriously (phr):** to consider that sth is important

**salon (n):** room where popular people would meet (in the past)

**perform (v):** to play an instrument for an audience

**solo concert (n):** a performance by one person

**orchestra (n):** a group of musicians who play together

**exhibition (n):** a showing of goods or works of art

**upper class (n):** the people in society with the most influence and status

**national (adj):** being typical of a particular country

**identity (n):** the distinct characteristics of a place

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

Elicit a variety of answers from around the class.

**Suggested Answer Key**

*The balalaika is from the 17th century. Many wealthy people looked down on it.*

*Vasily Vasilievich Andreyev created an orchestra with balalaikas of different sizes.*

*The orchestra performed at the World Exhibition in Paris in 1889.*

**5 Aim To research and expand on information from the text**

- Explain the task to Ss.
- Refer Ss to the Internet, encyclopaedias or other sources of reference.
- Give Ss time to collect their information and write their paragraph, then ask various Ss to present it to the class.
- Alternatively, assign the task as HW and ask Ss to present their paragraphs in the next lesson.

**Suggested Answer Key**

*The balalaika usually has three strings.*

*For many years, the balalaika was played by Skomorokhs to entertain people.*

*In Russian folklore, you can often find bears playing the balalaika.*

*One story says that the balalaika was originally made from a pumpkin. If you quarter a pumpkin, you get the triangular balalaika shape!*

## Mother Nature

### Topic

In this module Ss will explore the topics of weather, travel, outdoor activities and types of accommodation.

### Modular page

43

**Lesson objectives:** Overview of the module

**Vocabulary:** Extreme weather (*a storm, a blizzard, a hurricane, a heatwave, thick fog*)

### 3a Wild places

44-45

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn/revise future tenses, to talk and write about Antarctica

**Vocabulary:** Weather (*snow & ice: blizzard, snowstorm, hail, sleet; wind: tornado, gale, breeze; rain: storm, flood, heavy rain, shower, drizzle; sun & clouds: sunshine, sunny spells, light clouds, heavy clouds*); Temperature (*boiling hot, hot, warm/mild, chilly/cold, freezing cold*); Verbs (*set, warn, drop, rise, adapt*); Nouns (*research station, continent, scenery, seal, humpback whale, marine biologist, survey, newcomer, survival course, ski-doo, sledge, crack*); Adjectives (*scientific, mild*); Past participle (*covered*); Phrase (*can't wait*)

### 3b Extreme outdoors

46-47

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn conditionals type 0 & 1, to talk and write about extreme activities

**Vocabulary:** Extreme activities (*wok racing, river bugging, volcano surfing, quad racing, bungee jumping, ice climbing, kite surfing, extreme ironing*); Verbs (*erupt, speed, compete, melt, control*); Nouns (*craze, ash, slope, world championship, competitor, tip, bottom, rest, rapids, webbed gloves*); Adjectives (*weird, protective*); Adverb (*backwards*)

### 3c Culture Corner

48

**Lesson objectives:** To listen and read for gist and specific information, to write a web page about an area of natural beauty in your country

**Vocabulary:** Verb (*hike*); Phrasal Verb (*run through*); Nouns (*trail, scenery, step, footpath, natural beauty, deer, moose, raccoon, coyote, bobcat, pile, hut, special offer*); Adjectives (*stunning, rocky*); Phrases (*make it, get lost*)

### 3d Everyday English

49

**Lesson objectives:** Booking accommodation, learning stress in compound nouns

**Vocabulary:** Accommodation (*hotel, youth hostel, self-catering apartment, ski lodge, bed & breakfast*); Sentences (*How can I help you?, I'd like to book a room, please., Single, please., How much is it per night?, Does that include breakfast?, What name, please?, We look forward to seeing you.*)

### 3e Climate change

50-51

**Lesson objectives:** To read and listen for gist, to read for specific information, to talk and write about global warming, to write about the effects of global warming

**Vocabulary:** Verbs (*surround, trap, melt, vanish, cover, starve, drown, reduce*); Phrasal Verbs (*heat up, turn up*); Nouns (*global warming, fault, fossil fuel, greenhouse gas, blanket, trouble, climate, report, polar ice caps, wave, drought, energy-saving bulb, expert*); Adjectives (*low-lying, coastal, serious, extinct, unpredictable*); Phrases (*under threat, in great danger*)

### 3f Survivors

52-53

**Lesson objectives:** To read for gist, to read for cohesion and coherence, to learn conditionals types 2 & 3, to learn wishes, to summarise a story

**Vocabulary:** Camping Equipment (*map, compass, rope, sunscreen, life jacket, sleeping bag, insect repellent, penknife, torch, tent, first aid kit, lighter, rucksack*); Verbs (*crash into, crawl, suck, sweep, bounce, surface, suffer from, spot*); Phrasal Verbs (*set off, scare off, pick someone up*); Nouns (*wilderness, rafting, horror, shore, shelter, branch, signal, pilot, rescue helicopter*); Adjectives (*terrifying, fast-flowing, alight*); Adverb (*overhead*)

### 3g Skills

54

**Lesson objectives:** To talk about outdoor leisure activities, to describe a picture, to listen for specific information

**Vocabulary:** Outdoor leisure activities (*go paintballing in a forest, do aqua aerobics, go bird watching in a nature reserve, play in the park, go zip-lining through the jungle*)

**3h Writing 55**

**Lesson objectives:** To write a semi-formal email asking for information

**3i Curricular: Geography 56**

**Lesson objectives:** To listen and read for gist, to read for detailed understanding, to give a presentation on caves

**Vocabulary:** Verbs (*crawl, abseil*); Nouns (*hole, limestone, chalk, lava, acidic rain, cliff, glacier, formation, species, millipede, crab, scorpion, crayfish, rafting*); Adjectives (*natural, dark, blind*)

**Moscow Culture 3 57**

**Lesson Objectives:** To read for detailed understanding, to develop thinking skills, to develop creativity, to develop research skills, to design an environmental project

**Vocabulary:** Verbs (*update, identify, achieve*); Nouns (*vegetation, conservation project, bush, landscape, cartographer, state, diversity*)

**Skills 3 58-59**

To listen for specific information, to read for specific information, to make decisions, to discuss a set topic, to practise word formation, to write a story.

**Russia 3 60**

**Lesson objectives:** To listen and read for gist, to read for specific information, to complete a table, to give a talk about the Taiga

**Vocabulary:** Nouns (*biome, climate, level, photosynthesis, cone, growth, moose, increase, deforestation, decade*); Verbs (*drop, reach, adapt, absorb, slide, encourage, host*); Adjectives (*coniferous, subarctic, humid*); Phrase (*take measures*)

► **What's in this module?**

Read the title of the module Mother Nature and ask Ss to suggest what they think the module will be about (*the module is about weather, travel, outdoor activities and geography*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

**Vocabulary**

**1 Aim To present vocabulary for extreme weather**

- Ask Ss to look at the pictures 1-5, and then play the recording.
- Ss listen and repeat chorally or individually.

**2 Aim To listen for specific information**

- Explain the task and play the recording. Point out that Ss may not hear all the words from Ex. 1, but more of a definition of the weather phenomena and should listen carefully for key words (*e.g. strong winds = hurricane, etc.*).
- Ss listen and complete the sentences.
- Play the recording again to check Ss' answers.

**Answer Key**

- 1 a hurricane    3 a blizzard    5 a heatwave  
2 thick fog    4 a storm

**3 Aim To describe a photograph**

- Give Ss time to choose a picture and describe it using the prompts given.
- Choose various Ss to describe the picture of their choice to the class. Encourage them to speculate information they cannot see in the pictures. Continue until all pictures have been described.

**Suggested Answer Key**

- 1 This picture shows a city, perhaps in the UK. It is probably autumn or winter. There is a storm. The sky is full of dark clouds and there is lightning striking all around. I think the people are all indoors, keeping away from the storm. They probably feel glad to be safe inside. People probably feel scared when there is such a storm.
- 2 I think this place may be Russia in the winter. There is a blizzard and it is snowing heavily. People are wearing thick clothes, hats, scarves and gloves to keep warm. Some people are carrying umbrellas. They are walking in the streets. They seem to be going about their business despite the bad weather.
- 3 I think this place may be the Caribbean because of the tropical trees. It could be summertime, because that is when hurricanes happen. The picture shows a hurricane and the wind is

*blowing so hard that the trees are bending. There are no people in the picture because they are probably all indoors or safe underground. I think people probably feel scared when hurricanes happen.*

4 *This picture shows a city skyline. It might be in South America, such as Mexico City. It must be summer, because the sun is shining very brightly and there are no clouds. It seems to be very hot. There is a heatwave. The people must be indoors with the air-conditioning on, and wearing shorts and T-shirts. I think they probably feel uncomfortable.*

5 *This picture shows a lighthouse. It must be on the coast – somewhere maybe in Scotland or Canada. It might be winter. There is thick fog and the lighthouse keeper is shining the light out to sea to warn any ships.*

**Activity for weaker classes**

Read out the descriptions, 1-5, from the *Suggested Answer Key* in a muddled order. Ss match each description to the corresponding picture.

**OVER TO YOU!**

**Aim** To personalise the topic

- Elicit answers to the question from various Ss. Then give Ss time to complete the sentences.
- Ask various Ss to read their sentences aloud.

**Suggested Answer Key**

*Heatwaves and storms are common in my country.*

*Today, the weather is very hot and sunny.*

*Tomorrow, I think it will be the same – hot, dry and sunny.*

**3a Wild places**

**Vocabulary**

1 **Aim** To present new vocabulary

- Direct Ss' attention to the weather and temperature chart and play the recording.
- Ss listen and repeat chorally or individually.
- Elicit which weather conditions are usual in which seasons in their country.

**Suggested Answer Key**

*... There are sometimes gales, but not tornadoes. In summer it can get boiling hot with lots of sunshine. In the spring and autumn it is usually mild with some showers, light clouds and sunny spells.*

**Reading & Listening**

2 a) **Aim** To predict the content of the text and listen and read for gist

- Direct Ss' attention to the text. From the title, elicit where Matt is and Ss' guess as to what they think it's like there.
- Play the recording. Ss listen and follow the text on p. 44 to find out.

**Suggested Answer Key**

*Matt is in Antarctica. I think he is there for research of some kind. I think it is very cold but very beautiful there.*

b) **Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences as true or false giving reasons.
- Check Ss' answers. As an extension, ask Ss to correct the false statements.

**Answer Key**

- 1 F (It's summer right now, so the weather is quite mild!)
- 2 T – the sun never sets in the summer
- 3 F (the wildlife is incredible)
- 4 T – sun won't rise at all
- 5 F (As a marine biologist.)
- 6 T – all the newcomers are going ... we're going to camp
- 7 T – survival course for a week
- 8 F (a week)

- 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**

- scientific (adj):** relating to science
- research station (n):** place where research is carried out
- continent (n):** single huge land mass (e.g. Africa, Europe, etc)
- mild (adj):** not extreme
- set (v):** (for the sun) to go below the horizon
- scenery (n):** landscape
- seal (n):** sea mammal that breeds on land
- humpback whale (n):** large endangered sea mammal
- warn (v):** to make aware of danger
- drop (v):** (for the temperature) to get lower
- rise (v):** (for the sun) to go above the horizon
- marine biologist (n):** person who studies animals that live in water
- adapt (v):** to adjust to different conditions
- survey (n):** a detailed investigation
- can't wait (phr):** long to
- newcomer (n):** recent arrival
- survival course (n):** lessons about staying alive
- ski-doo (n):** type of transport used in snowy areas (like a jet ski for snow)

**sledge (n):** transport usu pulled by dogs over snow  
**crack (n):** narrow opening  
**covered (pp):** having a layer of sth on top

**3 Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |            |        |
|------------|------------|--------|
| 1 research | 4 marine   | 7 sets |
| 2 freezing | 5 survival |        |
| 3 humpback | 6 drop     |        |

**4 Aim** To consolidate new vocabulary

Direct Ss' attention to the underlined words in the text and elicit their opposites in the list.

**Answer Key**

- |                             |                       |
|-----------------------------|-----------------------|
| coldest – hottest           | incredible – ordinary |
| driest – wettest            | rise – set            |
| mild – intense              | busy – idle           |
| weird – common              | deep – shallow        |
| freezing cold – boiling hot |                       |

**5 Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Check Ss' answers around the class.

**Answer Key**

- |          |         |              |
|----------|---------|--------------|
| 1 rises  | 3 drop  | 5 threatened |
| 2 warned | 4 adapt |              |

**Grammar**

**6 Aim** To practise future tenses

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

**Answer Key**

- am going (plan)
- will put (on-the-spot decision)
- will give (offer)
- will you be (information about the future), get (time clause)
- am visiting (fixed arrangement)
- does the plane take off, takes off (timetable)

**Speaking & Writing**

**7 a) Aim** To consolidate information learnt from a text

- Explain the task and ask Ss to look back through the text and make notes under the headings in their notebooks.

- Give Ss time to complete the task and then ask some Ss to tell the class.

**Suggested Answer Key**

**What I knew:** I knew that it was cold there and I knew that seals and penguins live there.

**What I've learnt:** I learnt that the sun doesn't set in summer or rise in winter. I learned that humpback whales live there and that people travel on ski-doo's.

**b) Aim** To write an email based on information in a text

- Explain the situation and the task.
- Give Ss time to write their email.
- Ask various Ss to read their email to their partner or to the class.

**Suggested Answer Key**

Dear Ian,

Hi! How are you! I'm having an amazing time here in Antarctica, but it's freezing cold. I've just come back from a week-long survival course. It was amazing! We travelled by ski-doo's and sledges and we camped in the snow. We learnt what to do if we fall down a crevasse, too. That was a bit scary. I was worried that there might be a blizzard like the one on my first day here, but luckily, there wasn't. Write soon.

Take care,  
Matt

**Writing**

**8 Aim** To give a presentation on Antarctica

- Ask Ss to work in groups and give them time to collect information from the Internet, encyclopaedias, school textbooks or other sources of reference and write about Antarctica.
- Ask some Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Answer Key**

Antarctica has the coldest climate on Earth. The lowest temperature ever recorded was -89.2°C/-128.6°F. It is also extremely dry, and only gets an average of 166 mm/6.5 in of rain each year. The snow doesn't melt and it becomes an ice cap.

Antarctica doesn't belong to any country and 47 countries signed a treaty to promise it will be used only for scientific research. Thirty countries have research stations there with about 4,000 people doing research in the summer and 1,000 people in winter.

# 3b Extreme outdoors

## Vocabulary

1 **Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the pictures (A-H).
- Read out the equipment descriptions (1-8) and explain/elicite the meanings of any unknown words.
- Elicit which equipment matches each picture.
- Play the recording for Ss to check their answers, and then ask various Ss to say a sentence about each extreme sport.

**Answer Key**

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

**Suggested Answer Key**

You need a Chinese frying pan, a helmet and ladles to go wok racing.

You need an ironing board and an iron to do extreme ironing.

You need an ice axe and boots with metal spikes to go ice climbing.

You need a four-wheeled motorbike and a helmet to go quad racing.

You need a board and protective clothing to go volcano surfing.

You need a surfboard connected to a kite to go kite surfing.

You need an elastic rope to go bungee jumping.

## Reading

2 a) **Aim** To predict the content of a text and read for gist

- Direct Ss to the subtitles of the three texts and elicit what, if anything, Ss know about them and what is involved in them.
- Give Ss time to read the text and find out.

**Suggested Answer Key**

In volcano surfing, you use a board to surf down the side of a volcano. To go faster you have to sit down on your board.

In wok racing you speed down an icy track in a wok with ladles on your feet. To go faster, you warm the bottom of your wok before you start.

In river bugging, you use an inflatable armchair, webbed gloves and flippers to speed along a river. To go faster, you go backwards.

b) **Aim** To read for lexico-grammatical correctness

- Explain the task and give Ss time to read the text and choose the correct word for each gap.
- Tell Ss to try each of the options before deciding on the one that fits best.
- Check Ss' answers. Ask Ss to justify their answers.

**Answer Key**

- 1 B (have to)
- 2 D (perfect for sth)
- 3 D (there is = exists)
- 4 A (win a match/race/championship, beat an opponent, come first = win, earn money/reputation, admiration)
- 5 D (want + to infinitive)
- 6 A (what = the thing which)

- 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**

**weird (adj):** strange and unusual

**craze (n):** a popular activity

**erupt (v):** (of a volcano) to throw out rocks and lava

**ash (n):** powder that is left after sth has burnt

**protective (adj):** protecting you from harm

**slope (n):** side of a hill

**speed (v):** to move fast

**world championship (n):** competition that is open to people around the world

**competitor (n):** person who enters a race or competition

**tip (n):** hint

**bottom (n):** the lowest part of sth

**compete (v):** to take part in a competition

**melt (v):** to change to liquid form because of heat

**rest (n):** relaxation

**rapids (n):** fast flowing part of river

**control (v):** to direct the action of sth

**webbed gloves (n):** gloves that have the fingers joined together with material

**backwards (adv):** in reverse

3 **Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |           |           |
|------------|-----------|-----------|
| 1 erupt    | 4 track   | 7 rapids  |
| 2 clothing | 5 compete | 8 control |
| 3 slopes   | 6 melt    |           |

## Grammar

4 **Aim** To practise present types 0/1 conditionals

- Read the examples aloud and explain that we use type 0 conditional to talk about a fact of nature or a general truth.
- Explain that we form type 0 conditional with a when/if-clause and a main clause. Explain that we always use the present simple tense in type 0 conditional.
- Explain that we use type 1 conditional to talk about things that are likely to happen in the future.
- Explain that we form type 1 conditional with an if-clause and a main clause. Explain that we always use the present simple tense in the if-clause and the future simple tense/an imperative/can, may, should + base form of the verb in the main clause.

5 **Aim** To practise type 0 conditional

- Explain the task and read out the example.
- Then give Ss time to write type 0 conditional sentences.
- Check Ss' answers.

**Answer Key**

- 2 If you do river bugging backwards, you go faster.
- 3 If/When I exercise, I feel better.
- 4 If you put an inflatable object in water, it floats.
- 5 If/When you heat water, it boils.
- 6 If we go out on a hot day without sunscreen, we get sunburnt.

6 **Aim** To practise type 1 conditional

- Explain the task.
- Then give Ss time to write type 1 conditional sentences.
- Check Ss' answers.

**Answer Key**

- 1 don't wear, will get
- 2 like, won't enjoy
- 3 will have, use
- 4 wear, won't be able
- 5 shouldn't try, knows

7 **Aim** To practise 0/1 conditionals

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

**Answer Key**

- 1 drops (type 0)
- 2 will love (type 1)
- 3 trains (type 1)
- 4 go (type 0)
- 5 don't have, can't go (type 0)
- 6 rusts (type 0)

8 **Aim** To practise 0/1 conditionals using personal examples

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

**Suggested Answer Key**

- 1 Unless I watch what I eat, I will gain weight.
- 2 If the weather gets cold, I will turn the heat up.
- 3 If I study late in the evening, I will get tired.
- 4 Unless my friends arrive in time, we will be late for the cinema.
- 5 Snow melts when it gets hot.

## Speaking &amp; Writing

9 **Aim** To compare and contrast three sports

- Explain the task and play the recording. Give Ss five minutes to complete the task.
- Check Ss' answers by asking various Ss to tell the class.

**Suggested Answer Key**

Volcano surfing, river bugging and wok racing all involve travelling downwards. They all involve travelling in or on a piece of equipment and they all require protective clothing. Volcano surfing involves heat while the other two involve cold. Wok racing and river bugging are water sports, but volcano surfing takes place on dry land. None of them are activities that I would do because they are too dangerous./All of them are activities I would like to do because they are exciting.

## 3c Culture Corner

1 **Aim** To predict the content of a text and listen and read for specific information

- Explain the task and ask Ss to read through the statements (1-5) and guess if they are true or false.
- Play the recording. Ss listen and read to find out the answers.
- Check Ss' answers and then ask various Ss to correct the false statements.

**Answer Key**

- 1 F (Only 1 in 4 people can make it all the way.)
- 2 F (It runs through 14 states.)
- 3 T
- 4 T
- 5 F (There are lots of campsites and shelters along the trail.)

- 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**

**trail (n):** a path or route through an area of land that people follow

**hike (v):** to walk over fields and hills in the countryside

**stunning (adj):** beautiful; amazing

**scenery (n):** natural landscape

**step (n):** a stride

**make it (phr):** to get to the end of a journey

**footpath (n):** a path that people can walk along

**run through (phr v):** to traverse, cross an area

**natural beauty (n):** the beauty of nature

**rocky (adj):** covered with rocks

**deer (n):** a forest animal with four legs and antlers

**moose (n):** a large forest animal similar to a deer

**raccoon (n):** a small grey forest animal

**coyote (n):** a wolf-like animal that lives in the mountains

**bobcat (n):** a large cat-like animal that lives in the mountains

**get lost (phr):** to lose your way and not know how to get home

**pile (n):** a stack or a number of items on top of each other

**hut (n):** a small wooden shelter

**special offer (n):** a product offered at a lower price than usual

2 a) **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

**all the way:** the whole distance

**incredible:** amazing

**avoid:** keep away from

**harmless:** not dangerous

**getting lost:** not finding your way

**piles:** heaps

**guide:** show the way

b) **Aim** To identify animals/To consolidate new vocabulary

- Direct Ss' attention to each picture in turn, and elicit Ss' guesses as to what each animal is called.
- Point out that the animals' names are also in the **Check these words** box.

**Answer Key**

1 raccoon 2 moose 3 bobcat 4 coyote

3 **Aim** To consolidate new vocabulary

- Refer Ss to the **Check these words** box again for the words to complete the task.
- Check Ss' answers.

**Answer Key**

1 stunning

3 make it

2 special offer

4 get lost

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

- Refer Ss to the **Check these words** box again and give Ss time to tell their partners three things they remember from the text.
- Monitor the activity around the class and then ask various Ss to tell the class.

**Suggested Answer Key**

The Appalachian Trail is very long and runs through 14 states. You can see lots of wild animals along the trail. Some are harmless, such as a moose or raccoon, but some are dangerous, such as a coyote or a bobcat. You can also camp at lots of places along the route and sometimes they have special offers.

5 **Aim** To write about a beautiful area in your country

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about an area of natural beauty in their country.
- Ss collect information under the headings and write a short web page, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

(Ss' own answers)

# 3d Everyday English

1 **Aim** To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which types of accommodation any Ss have stayed in and when and what they thought of them. Ask some Ss to tell the class.

**Suggested Answer Key**

I stayed at a hotel last year when I went on holiday with my parents. It was very nice. Last summer, I stayed at a youth hostel with my friends. I didn't like sharing a room or making my bed.

2 a) **Aim** To present situational language

- Play the recording. Ss listen and repeat chorally or individually.

- Pay attention to Ss' intonation and pronunciation.

**b) Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and answer the questions (1-4).
- Check Ss' answers.

**Answer Key**

- 1 a single room                      3 two nights  
2 £85 per night                      4 3rd floor

**3 Aim** To identify synonymous phrases in a 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**

*May I help you? – How can I help you?  
I want to make a reservation. – I'd like to book a room.  
Do you want a room for two people or for one person? – Do you want a double or a single room?*

**Intonation**

**4 Aim** To practise stress in compound nouns

- Read the theory aloud and explain that a compound noun is a noun made up of two other words (e.g. blackboard, swimming pool) which can be either all one word or two words but has one meaning.
- Play the recording, with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

**Speaking**

**5 Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the dialogue in Ex. 2b to help them complete the task.
- Ss complete the task in pairs using the plan.
- Monitor the activity around the class and then ask various pairs to act out their dialogues to the class.

**Suggested Answer Key**

*A: Hello. Sea View Apartments. How can I help you?  
B: Hello. I'd like to book an apartment, please.  
A: Certainly. When for?  
B: 12th April for five nights.  
A: Do you want one, two or three bedrooms?  
B: I'd like three bedrooms, please.*

*A: Let me check what we have available ...Yes, we have one available.*

*B: Great. How much is it per night?*

*A: It's £140 per night.*

*B: OK. Can I book it then, please?*

*A: Certainly. What name, please?*

*B: Jane Smith.*

*A: Your confirmation number is 4823. We look forward to seeing you.*

*B: Thank you. Goodbye.*

# 3e Climate change

**Reading**

**1 Aim** To introduce the topic

- Direct Ss' attention to the diagram and ask them to read the definition.
- Elicit what Ss think causes high temperatures. Tell them to follow the logic of the diagram to explain the process.

**Suggested Answer Key**

*Energy from the sun heats the Earth. The land and the sea radiate heat. Power plants, car exhausts and burning fossil fuels give off carbon dioxide. It goes into the atmosphere and traps heat, so temperatures get higher.*

**2 Aim** To predict the content of a text and read and listen for gist

- Direct Ss' attention to the pictures.
- Read the rubric aloud and elicit Ss' guesses to the questions.
- Play the recording. Ss listen and follow the text in their books and find out.

**Suggested Answer Key**

*Life on the planet will be more difficult, as global warming can make the polar ice caps and mountain glaciers melt and sea levels rise. Animals are in danger of losing their habitats and may become extinct. The weather will be more unpredictable and extreme. To help, we can cycle or walk or take a bus instead of using a car, use energy-saving light bulbs, and put on more clothes to keep warm instead of turning up the heat.*

**3 Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 NS  
2 T – whole countries ... vanish  
3 F (is melting three times faster than just a few years ago)

- 4 NS  
 5 T – are in great danger  
 6 T – When sea temperatures rise ... atmosphere

- 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**

- global warming (n):** rise in Earth's temperatures due to heat trapped in atmosphere  
**heat up (phr v):** to get hotter  
**fault (n):** responsibility, blame  
**fossil fuel (n):** a fuel such as coal, oil and gas that comes from under the ground after millions of years  
**greenhouse gas (n):** gas responsible for the greenhouse effect e.g. CO<sub>2</sub>  
**surround (v):** to be all around sth  
**blanket (n):** covering  
**trap (v):** to stop sth escaping  
**trouble (n):** problem or difficulty  
**melt (v):** to turn to liquid because of heat  
**climate (n):** the weather conditions in an area  
**report (n):** sth that gives information  
**polar ice caps (n):** thick layer of ice covering areas in polar regions  
**vanish (v):** to disappear  
**low-lying (adj):** (of land) near or below sea level  
**wave (n):** raised mass of water on the surface of water  
**coastal (adj):** located near the sea  
**under threat (phr):** in danger  
**cover (v):** to make a layer over the surface  
**serious (adj):** important and worrying  
**in great danger (phr):** at great risk  
**starve (v):** to suffer/die from lack of food  
**drown (v):** to die under the water  
**extinct (adj):** (of a species) not existing any more  
**drought (n):** long period without rain  
**unpredictable (adj):** impossible to judge what may happen  
**reduce (v):** to lessen sth  
**energy-saving bulb (n):** a light bulb that uses less energy than a usual one  
**turn up (phr v):** to increase  
**expert (n):** specialist

**4 Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

- heating up:** getting warmer  
**surround:** be all around sth  
**traps:** catches  
**vanish:** disappear  
**under threat:** in danger  
**starve:** die from hunger  
**become extinct:** die out

- frequently:** often  
**unpredictable:** changeable  
**reduce:** make smaller

**5 Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the **Check these words** box and give Ss some time to complete the text with these words.
- Check Ss' answers.

**Answer Key**

- |                    |                   |
|--------------------|-------------------|
| 1 fossil fuels     | 7 low-lying       |
| 2 greenhouse gases | 8 vanish          |
| 3 heat up          | 9 in great danger |
| 4 trouble          | 10 extinct        |
| 5 polar ice caps   | 11 droughts       |
| 6 melting          |                   |

**Speaking & Writing**

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

- Give Ss a three-minute time limit to write a few sentences about global warming.
- Ask various Ss to read their sentences to the class.

**Suggested Answer Key**

Global warming is a big problem for our world because the planet is in danger. The polar ice caps are melting and the sea levels are rising. Countries may be lost under water and animals like the arctic polar bear will become extinct if we do not do something to stop it. Also, sea temperatures affect the weather and make it more unpredictable and extreme.

**7 Aim** To look at a topic from another point of view

- Read the rubric aloud.
- Give Ss a three-minute time limit to prepare their answers.
- Ask various Ss to tell the class.

**Suggested Answer Key**

I think they would tell us that they can no longer live in the places they need to because they are now flooded or dry. They would say that their waterholes have dried up and that the ice caps have melted. They would say that they don't have enough to eat because it's too hot for the plants to survive. Other animals would say that their hunting grounds are underwater.

**8 Aim** To give a presentation on the effects of global warming

- Explain the task and divide the class into small groups.

- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about other effects of global warming.
- Ss collect information and write a short text, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

### Suggested Answer Key

*Global warming and climate change can have a serious effect on the weather. There will be more forest fires because of the higher temperatures. There will be more cyclones and tornadoes because of the warmer air and the sea levels will also make more coastal flooding happen. More rain in certain areas can cause soil erosion, and so some areas of land will become deserts, especially in Africa. In other areas, more rain will cause constant flooding.*

## 3f Survivors

### Vocabulary

- 1 a) **Aim** To introduce the topic
- Direct Ss' attention to the pictures.
  - Play the recording with pauses for Ss to listen and repeat chorally or individually.
- b) **Aim** To consolidate new vocabulary
- Explain the task and read out the example.
  - Read through the uses in the rubric and elicit which object matches each one from various Ss around the class.

### Answer Key

*If there were lots of mosquitoes, you would need insect repellent.  
If it was freezing cold, you would need a sleeping bag.  
If you wanted to light a fire, you would need a lighter.  
If it was boiling hot, you would need sunscreen.  
If you wanted to go sailing, you would need a life jacket.  
If you got lost, you would need a map and a compass.*

### Reading

- 2 a) **Aim** To predict the content of the text and read for gist
- Read the title of the text aloud and give Ss time to read the introduction and the words in the **Check these words** box.
  - Elicit Ss' guesses as to what the text is about.

### Suggested Answer Key

*The text is about a trip in the wilderness that went wrong.*

### b) **Aim** To read for cohesion and coherence

- Allow Ss some time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

### Answer Key

- 1 A (river bounced, Blake, hit, head)
- 2 E (get warm soon – made a shelter)
- 3 B (problem – river, too wide)
- 4 D (“You look ...” Blake said – “You don’t look ...” Neil replied.)

- 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

**wilderness (n):** an area of natural land that is not used by people

**rafting (n):** travelling down a river in an inflatable raft

**terrifying (adj):** very scary

**set off (phr v):** to start out on a journey

**horror (n):** a feeling of great shock and fear

**crash into (v):** to collide with sth

**fast-flowing (adj):** (of a body of water) moving fast

**crawl (v):** to move along on your hands and knees or stomach

**suck (v):** to draw sth towards it with a strong force  
**sweep (v):** (of the wind/sea, etc) to move sth quickly along

**bounce (v):** to hit a surface and move upwards away from it

**surface (v):** to come from underwater to the air

**suffer (from) (v):** to be badly affected by an illness or ailment

**shore (n):** the place where a body of water meets the land

**shelter (n):** a building/covering to protect people from bad weather

**branch (n):** a part of a tree which has leaves, flowers or fruit on

**scare off (phr v):** to make sth go away from fear

**alight (adj):** on fire/burning

**signal (n):** a sign/message to sb

**overhead (adv):** above

**pilot (n):** a person who flies an aircraft

**spot (v):** to see from afar

**rescue helicopter (n):** an aircraft with a specialised crew that saves people from difficult situations

**pick someone up (phr v):** to collect sb from somewhere

### 3 **Aim** To learn/consolidate new vocabulary

Direct Ss' attention to the words in bold and give them time to complete the task. Check Ss' answers.

### Answer Key

**set off** – started, **surfaced** – arose, **made their way** – walked towards, **scare off** – frighten, **strength** –

physical energy, **lack** – shortage, **overhead** – in the sky, **picked him up** – collected him, **replied** – answered

4 **Aim** To consolidate new vocabulary

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

**Answer Key**

- |           |           |           |
|-----------|-----------|-----------|
| 1 crashed | 3 crawled | 5 lost    |
| 2 horror  | 4 sucked  | 6 spotted |

**Grammar**

5 **Aim** To present conditional types 2 & 3 and wishes

- Read out the examples and explain that we form the type 2 conditional with *if + past simple + would + bare infinitive* and we use it to talk about imaginary situations in the present of future or to give advice.
- Explain that we form the type 3 conditional with *if + past perfect + would have + past participle* and we use it to talk about imaginary situations in the past.
- Explain that we use *wish/if only + past simple* to talk about sth we wish was true in the present and *wish/if only + past perfect* to talk about sth we regret/wish was different in the past.
- Elicit examples from the text in Ex. 2a.

**Answer Key**

*If the water hadn't been so fast-flowing, they would have been able to crawl onto the ice ...*

*If he built a signal fire, any planes flying overhead would hopefully see him.*

*"If only I hadn't left my father!"*

6 **Aim** To practise conditionals

- Explain the task and give Ss time to complete the task.
- Check Ss' answers.
- Elicit what type of conditional each sentence is.

**Answer Key**

- |                          |                           |
|--------------------------|---------------------------|
| 1 hadn't grabbed, type 3 | 4 would go, type 2        |
| 2 did, type 2            | 5 wouldn't go, type 2     |
| 3 had been, type 3       | 6 would have died, type 3 |

7 a) **Aim** To practise wishes

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

**Answer Key**

- 2 *I wish/If only I had brought my coat.*  
 3 *I wish/If only I hadn't gone hiking in the rain, then I wouldn't have got ill.*

- 4 *I wish/If only we had a lighter to light a fire.*  
 5 *I wish/If only I hadn't eaten so much, I wouldn't have got stomachache.*  
 6 *I wish/If only I didn't have to work this weekend, I could go camping with my friends.*

b) **Aim** To practise wishes/regrets using personal examples

Give Ss time to complete the task and then elicit answers from Ss around the class.

**Suggested Answer Key**

*I wish I had a lot of money.*

*I wish I had a big house.*

*If only I hadn't failed my Maths test.*

*If only I hadn't lost my keys.*

**Speaking & Writing**

8 **Aim** To summarise a story

- Play the recording again while Ss listen and follow the text in their books.
- Give Ss time to use the words in the **Check these words** box and prepare their summary.
- Ask various Ss around the class to tell their summary to the class.

**Suggested Answer Key**

- 1 *Blake Stanfield and his father Neil went rafting in Alaska.*  
 2 *They left on a warm day in June 2003.*  
 3 *Unfortunately their raft crashed into a huge wall of ice.*  
 4 *The two men fell into the water.*  
 5 *Blake helped his dad out of the river and started a fire.*  
 6 *Neil was suffering from hypothermia.*  
 7 *Blake left his dad alone to find help.*  
 8 *Blake lit a signal fire which helped a rescue helicopter to find him and his dad.*

9 **Aim** To write how you would feel in an imaginary situation

- Explain the task and the situation and give Ss three minutes to prepare their answers.
- Ask various Ss around the class to share their answers with their partners or with the rest of the class.

**Suggested Answer Key**

*I feel scared and alone. I wish we hadn't fallen into the river and lost all our supplies. I'm worried about Blake. I wish he hadn't left me here alone. I hope he finds help and comes back soon.*

# 3g Skills

## Vocabulary

- 1 a) **Aim** To present new vocabulary and listen for confirmation
- Direct Ss' attention to the pictures and the phrases.
  - Go through the pictures and elicit the appropriate verb for each gapped phrase.
  - Play the recording. Ss listen and check. Play the recording again, with pauses for Ss to repeat chorally or individually.

### Answer Key

1 go 2 do 3 go 4 play 5 go

- b) **Aim** To personalise the topic

Ask various Ss to answer the questions in the rubric and tell their partner.

### Suggested Answer Key

*I'd like to try paintballing and zip-lining. They look really exciting. I wouldn't like to try aqua aerobics or bird watching. They look boring.*

## Speaking

- 2 **Aim** To complete a description
- Read the **Study Skills** box aloud and explain that this tip will help them to complete such a task successfully.
  - Explain the task and go through the phrases in the list, explaining/eliciting the meanings of any unknown words.
  - Give Ss time to complete the task, and then check Ss' answers.

### Answer Key

1 a young boy	6 freezing cold
2 the boy's father	7 warm winter clothes
3 at a ski resort	8 behind them
4 sunny	9 ski lodge
5 snow	10 a lot of fun

- 3 **Aim** To describe a picture

- Explain the task and give Ss time to take turns and describe the picture to their partner.
- Monitor the activity around the class and offer assistance as necessary.
- Ask some Ss to describe the picture to the class.
- Read the questions aloud and elicit answers from various Ss.

## Suggested Answer Key

*It is a warm sunny day and two girls are in the park. They are wearing shorts and T-shirts and are sitting on a blanket. They are smiling and playing cards. There are two boys behind them playing football. They look like they are relaxing and having fun. I think they feel happy.*

- I think the friends are enjoying themselves because they like spending time together outside on a lovely day in the park.*
- It is very important for me to spend time relaxing with my friends because it's how I forget about school and any problems I have. It's nice to have fun. I feel less stressed.*
- I tried paintballing in a forest. It was really good fun, we wore special clothes and goggles and carried guns that were full of paint. There were two teams and we fired paint at each other and tried to win the game. It was tiring, but I had a great time.*

## Listening

- 4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the questions (1-5) and the possible answers.
- Play the recording. Ss listen and choose the correct answers.
- Check Ss' answers. Play the recording again with pauses for Ss to check their answers.

### Answer Key

1 B 2 B 3 C 4 A 5 C

# 3h Writing

- 1 a) **Aim** To analyse adverts

Direct Ss' attention to the adverts and elicit answers to the questions in the rubric.

### Answer Key

- A advertises an activity weekend in the forest. It includes the date, the activities, age limit and who to contact for more information.*
- B advertises a sailing weekend. It includes who to contact for more information.*

- b) **Aim** To match phrases from different writing styles

- Explain the task and give Ss time to match the informal and semi-formal phrases.
- Check Ss' answers by reading the phrases aloud and eliciting the correct matching phrase for each one from Ss.

**Answer Key**

- A 1 Dear Mr Smith,
- B 5 Kind regards
- C 2 I am very interested in joining you on the trip.
- D 4 I look forward to hearing from you.
- E 3 What other activities will be available?

2 **Aim** To identify examples of semi-formal style in an email

- Read the **Writing tip** aloud and draw Ss' attention to the example elements included.
- Direct Ss back to the email to find any similar elements.
- Check Ss' answers.

**Answer Key**

The email includes a polite greeting, (Dear Mr Smith), polite language and a respectful tone (I have just read, I would like to ask, etc), and full forms (I am, I would like, etc).

**Writing**

3 **Aim** To write a semi-formal email asking for information

- Explain the task and give Ss time to write their email, using advert B, the prompts and the plan to help them.
- Write the phrases/sentences in the following Useful Language box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Refer Ss to **Writing Bank 3** for more information.

**Useful language for semi-formal email asking for information**

**Opening remarks/Reason for writing**  
 I read your advertisement for ...  
 I am interested in ...

**Asking for information**  
 Firstly, when/what/how ...?  
 Also, how much ...?  
 Secondly, what ...?  
 I would like to know ...?  
 Could you please tell me ...?

**Closing remarks**  
 Thank you very much ...  
 I look forward to your reply/hearing from you.

- Remind Ss to use semi-formal style.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Dear Mr Brown,  
 I read your advertisement for the sailing weekend and I am very interested in joining you on the trip. However, I would like to ask you a few questions about it.  
 Firstly, when exactly is the weekend going to take place? Also, how much does the weekend cost?  
 Secondly, your advert mentions that teaching will take place in small groups. I would like to know how many people will be in each group. Also, you mention comfortable accommodation, but can you tell me what type of accommodation we will stay in?  
 Thank you very much for your time. I look forward to hearing from you.  
 Kind regards,  
 Katy Green

**3i Curricular: Geography**

1 **Aim** To introduce the topic and listen and read for specific information

- Elicit what Ss know about caves.
- Elicit various questions about points that Ss would like to know, and write them on the board.
- Play the recording. Ss listen and follow the text in their books and see if they can answer their questions.
- Check Ss' answers on the board.

**Suggested Answer Key**

I know that caves form over thousands of years and you can usually see them in mountains or along coastlines. They are made of different types of rock.

- 1 What types of caves are there? (ice, sea, limestone, chalk, salt, lava)
- 2 What sort of minerals can caves have? (calcite)
- 3 What sorts of creatures live in caves? (fish, spiders, millipedes, crabs, scorpions, crayfish)

2 **Aim** To read for specific information

- Ask Ss to read the headings (A-E) and then give them time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 E      2 D      3 A      4 B
- 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**

**natural (adj):** related to nature/not artificial

**hole (n):** an opening

**limestone (n):** a type of rock

**chalk (n):** a type of soft white rock

**lava (n):** the rock that comes from a volcano

**acidic rain (n):** rain with a low pH value that can erode soft rock

**cliff (n):** a vertical mass of rock

**glacier (n):** a large body of ice formed thousands/millions of years ago

**formation (n):** sth that is formed

**species (n):** type (related to life forms)

**millipede (n):** an insect with many legs

**crab (n):** a crustacean that lives in/near water

**scorpion (n):** an arthropod with pincers and a sting in its tail

**dark (adj):** having no light

**blind (adj):** unable to see

**crayfish (n):** a crustacean like a small lobster

**crawl (v):** to move on your hands and knees

**abseil (v):** to move down a rock or cliff face using a rope and harness

**rafting (n):** using a raft to travel along water

**3 Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers.

**Answer Key**

**form:** develop

**dissolves:** melts

**erode:** eat away

**hardens:** becomes stiff

**drips:** falls in small drops

**discovered:** found

**so far:** until now

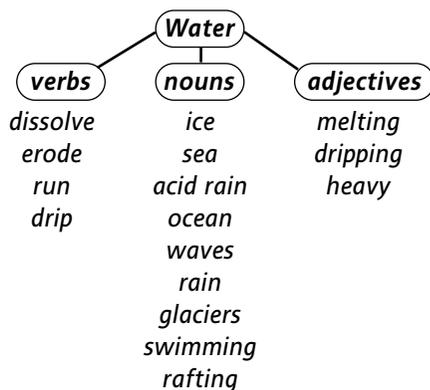
**adapted:** changed

**survive:** remain alive

**4 Aim** To categorise new vocabulary

- Explain the task, draw the word map on the board, and ask Ss to copy it into their notebooks.
- Give Ss time to go through the text again and complete their word maps.
- Ask Ss to compare answers with their partners, and then check Ss' answers on the board.

**Answer Key**



**5 Aim** To imagine a scene and consolidate new vocabulary

- Explain the situation and ask Ss to use vocabulary and information from the reading text to help them write their sentences.
- Give Ss a three-minute time limit to complete the task, and then ask various Ss to read their sentences aloud.

**Suggested Answer Key**

*It's very dark and wet. It smells strange, as if the air is old. I can hear water dripping from the stalactites. The stalactites and stalagmites are very beautiful. I feel calm and relaxed.*

**6 Aim** To give a presentation on caves

- Divide the class into small groups and explain the task.
- Tell Ss they can use the Internet, encyclopaedias, school textbooks or other sources of reference to find out information about caves.
- Ss collect information and write a short text, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*Exploring and studying caves is called speleology. Most caves form when rock dissolves over many years. These caves are called solutional caves. Other caves form when the rock itself forms. These are called primary caves. Sea caves form when the sea erodes the coastal rocks. Glacier caves form inside glaciers when the ice melts in places. Some caves form when a soft layer of rock that is between two harder layers of rock dissolves. This is called a fracture cave. There are also talus caves, which aren't really caves but openings in piles of rocks that have fallen from a cliff or a mountain. Finally, there are anchialine caves, which you can find along the coast. They have a mixture of seawater and freshwater in them and often have many interesting and rare creatures living there.*

# Moscow Culture **3**

## Listening & Reading

**1 Aim** To introduce the topic through personal questions

Elicit answers from Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the title and the photo. Elicit Ss' guesses to the questions.
- Play the recording. Ss listen and follow the text to find out.

**Suggested Answer Key**

*In Moscow schools the conservation project "Children's list of green vegetation" is offered. Students in that project make a complete electronic list of all the improvements in school areas and the green vegetation. They update this list every year and they learn a lot about the natural world. For example, they learn how to identify kinds of trees, bushes and landscapes. They also work as ecologists, dendrologists and cartographers.*

- Explain/Elicit the meaning of the words in the **Check these words** box.

**Suggested Answer Key**

**vegetation (n):** all the plants in a given area

**conservation project (n):** a planned piece of work in which people help to protect plants and animals

**update (v):** to make sth more modern

**identify (v):** to indicate what sb/sth is

**bush (n):** a plant with many hard branches growing out of the ground

**landscape (n):** all the different features (hills, trees etc.) in an area of land

**cartographer (n):** sb who draws maps

**state (n):** the condition of sth at a particular time

**diversity (n):** the large number of things in a given area

**achieve (v):** to successfully do sth

3 **Aim** To read for detailed understanding

- Allow Ss time to read the text again and complete the task.
- Check Ss' answers and invite them to read their answers to the class.

**Answer Key**

- 1 They develop thinking, planning and artistic skills.
- 2 They make a complete electronic list of all the improvements in school areas and the green vegetation. They update this list every year. They also work as ecologists, dendrologists and cartographers.
- 3 They learn a lot about the natural world. For example, they learn how to identify kinds of trees, bushes and landscapes. They also learn how to be landscape designers.
- 4 You can attend master classes on how to use natural resources and care for the environment. You can also learn how to collect and separate rubbish, use recycled materials and learn about the natural diversity of Moscow.

**Speaking & Writing**4 **Aim** To develop thinking skills

- Explain the task, refer Ss to the text and ask them to get ideas from the project described in the text.
- Allow S some time to complete their work and invite various Ss around the class to read out their sentences.

**Suggested Answer Key**

*Today, we face a lot of problems in big cities. People don't plant any trees or plants and we might become extinct. The project "Children's list of green vegetation" helps us because students research our state and they plan where to put us in small landscape objects, so we can survive.*

5 **Aim** To develop creativity, to develop research skills, to design an environmental project

- Explain the task and ask Ss to use the Internet to get more ideas.
- Allow S some time to complete their work and invite various Ss around the class to present their projects.

**Suggested Answer Key**

*This project is called "Green for all". It aims to raise environmental awareness of the people. Our goal is to plant more trees in the local area. In this project, students can take part in several activities to achieve our goal. One group will research the kinds of trees in the area to find out areas where there are not enough trees. Other activities include visits to local plant nurseries where we can learn more about trees and master classes with citizens to teach them about the importance of planting more trees and what they can do to help. During the project, there will be a tree planting day where volunteers can come together to plant trees where they are needed and improve the green vegetation in our local area.*

**Skills** 3**Listening**1 a) **Aim** To prepare for a listening task

- Read the rubric aloud and ask Ss to underline the key words in the sentences which give clues about what Ss may hear in the recording.
- Check Ss' answers on the board and elicit synonyms from Ss around the class.

**Suggested Answer Key**

- 1 rewarding (worthwhile, satisfying)
- 2 got paid (wages), locals (local people)
- 3 knowledge of Spanish (ability to speak Spanish/ fluency in Spanish)
- 4 guidance (advice, direction, instruction)
- 5 families (relations, relatives), participate (join in, take part)

**b) Aim To listen for key information**

- Play the recording. Ss listen and complete the task and compare their answers with their partner.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

**Answer Key**

- 1 T      2 F      3 F      4 T      5 F

**c) Aim To express a personal opinion on the topic**

- Read the rubric aloud.
- Elicit a variety of answers from Ss around the class.

**Suggested Answer Key**

*Yes, I would go on a volunteer holiday because I think it is a great idea to use your free time to help other people./ No, I wouldn't because I'd rather use my holidays to do nothing except relax.*

**Reading**

**2 a) Aim To predict the content of the text and read for gist**

- Ask Ss to read the title and the first sentence in each paragraph.
- Elicit Ss' guesses as to what the text is about from various Ss around the class.
- Give Ss time to read the whole text and find out.

**Answer Key**

*The text is about an animal shelter in Spain that cares for chimpanzees.*

**b) Aim To read for specific information**

- Give Ss time to read the text again and complete the task.
- Ask Ss to check their answers with their partner, then check Ss' answers around the class.

**Answer Key**

- 1 T      2 NS      3 T      4 T      5 F

**Speaking**

**3 Aim To make decisions**

- Read the rubric aloud and draw Ss' attention to the points in the rubric.
- Ss work in pairs and act out a dialogue using the points in the rubric and the phrases in the useful language box.
- Monitor activity around the class.
- Ask various pairs to present their dialogues to the class.

**Suggested Answer Key**

A: *Hello. Could I have some information, please?*

B: *Yes, certainly.*

A: *My family would like to go on holiday in the area and we would like to know what kind of hotel resorts there are near the beach.*

B: *Let's see. The Golden Palace. It's got over three hundred rooms, many with a seaview. It is a fine resort and it's right next to a beautiful sandy beach with shallow water, which is good for children. Of course, it also has a swimming pool.*

A: *Does it have water sports facilities?*

B: *No, it doesn't but there are a lot of things you can do. It's got table tennis, beach volleyball and so on.*

A: *Okay, thank you. How about another one?*

B: *The Grand Beach Resort has got windsurfing, jet ski, scuba diving and so on and it has got three swimming pools.*

A: *Good! How far is it from the town?*

B: *Oh, it's only about ten minutes on foot from town.*

A: *Great! Could you tell me if there are a lot of good restaurants nearby?*

B: *Yes, the town nearby has got some lovely restaurants that are well known for their fresh fish and other seafood dishes. It also has some great pizzerias.*

A: *Excellent!*

B: *There is also the Paradise Club Resort. It's smaller but famous for its nightlife and parties. The staff organise sports activities all day long. They don't have many water sports though. It's got its own huge restaurant that serves a range of dishes and it's got a cinema.*

A: *OK! Thank you very much for your help. I think the Grand Beach Resort would be the best choice for my family because my parents can relax around the pool during the day while my brother and I do water sports; and in the evening we could head into town and eat at one of the fish restaurants.*

**4 Aim To analyse a model answer**

- Play the recording. Ss listen and answer the questions in the rubric.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

He chooses the Grand Beach Resort because his parents can relax around the swimming pool and he and his brother can do water sports. It is also very close to town where there are good fish restaurants.

**5 Aim** To practise word formation

- Explain the task and give Ss time to complete it. Ss should go through the text once to get the gist of it. Ss then read more carefully trying to decide what part of speech each gap asks for, (noun, verb, adjective etc.)
- Check Ss' answers on the board. Remind Ss that correct spelling is required.

**Answer Key**

- 1 government    3 education    5 various  
2 provincial    4 rewarding

**Writing**

**6 a) Aim** To prepare for a writing task

- Read the rubric aloud and then write the headings on the board.
- Brainstorm with the class for ideas and write them under the headings. Ss copy the headings and the ideas into their notebooks.

**Suggested Answer Key**

**CHARACTERS:** me and my parents  
**PLACE:** the Pinery National Park  
**DATE:** last summer in July  
**WEATHER:** hot and sunny  
**EVENTS:** we went camping, we went canoeing, I fell in the river, my dad pulled me out, I was OK  
**FEELINGS:** relieved and happy and glad

**b) Aim** To write a story

- Give Ss time to write their story using the notes they made in Ex. 7a.
- Check Ss' answers.

**Suggested Answer Key**

**A Holiday to Remember**

Last summer, in July, my parents and I went on a camping holiday to The Pinery National Park. One day, we woke up and it was very hot and the sun was shining so my dad suggested going canoeing on the river. I had been camping before, but it was the first time I had tried canoeing. It was a lot of fun to start with and I think I was overconfident because I decided to try and race ahead of my dad. He shouted to me to slow down, but I didn't listen. Suddenly, I lost my grip on the oar. As I reached for it I lost my balance and the canoe rolled over and sent me under the water. My dad had told me what to do if this happened, but I panicked. I started gasping for air and instead I was gulping water. I

was terrified and all I could see were bubbles in front of my eyes. I felt as though I was going to pass out when I felt a strong grip on my shoulder and all at once I was in the fresh air again. My dad had dived in the water and rescued me. He pulled me out of the river and then got the canoes, too. I felt relieved and happy to be okay and very grateful that my dad saved me. It certainly was a holiday to remember.

**Russia 3**

**Reading & Listening**

**1 Aim** To predict the content of a text and listen and read for gist

- Draw Ss attention to the pictures and title.
- Elicit what Ss know about the Taiga, what the weather is like and what animals live there.
- Play the recording. Ss listen and follow the text in their books.

**Suggested Answer Key**

It is cold in the Taiga. You can find evergreen trees there. Many different animals live there like the bear, the eagle and the red fox.

**2 Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from around the class.
- Ask Ss to correct the false statements.

**Answer Key**

- 1 T  
2 NS  
3 T  
4 F (The Taiga hosts a wide variety of wildlife.)  
5 F (... the Taiga is in danger ... an increase in deforestation ...)

- 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**

**biome (n):** an ecological area of plants and animals that have the same environmental needs  
**coniferous (adj):** dealing with trees that keep their leaves all year round  
**subarctic (adj):** relating to the area immediately below the arctic circle  
**climate (n):** weather  
**drop (v):** to fall or become less  
**humid (adj):** being very damp  
**reach (v):** to attain, rise to a certain level  
**adapt (v):** to change to suit new conditions

**level (n):** the amount or degree of sth  
**absorb (v):** to take in, soak up  
**photosynthesis (n):** the process plants use to make food from sunlight  
**cone (n):** a shape that tapers from a circular base to a point  
**slide (v):** to move smoothly, slip  
**encourage (v):** to promote, support  
**growth (n):** increase in size  
**host (v):** to be the home of certain plants and animals in an area  
**moose (n):** a large type of deer with flat antlers  
**increase (n):** a growth, rise in sth  
**deforestation (n):** the act of cutting down all the trees in an area  
**decade (n):** a period of ten years  
**take measures (phr):** to do sth in order to get a particular result

**3** **Aim** To complete a table and give information on a place

- Draw the table on the board and ask Ss to copy it in their notebooks.
- Give Ss time to complete the table.
- Elicit information from various Ss and write it in the table on the board.
- Choose various Ss to use their tables or the table on the board and the words from the **Check these words** box to give their presentation.

**Suggested Answer Key**

<b>Location:</b>	Russia, Scandinavia, North America
<b>Climate:</b>	Subarctic climate, long cold winters, short, warm, humid summers
<b>What lives there:</b>	evergreen trees, brown bear, moose, wolf, reindeer, red fox, golden eagle, great grey owl
<b>Reasons it is in danger:</b>	global warming and increased deforestation

The Taiga is an area which covers large parts of Northern Russia, Scandinavia and North America. It has a subarctic climate with long, cold winters and short, warm, humid summers. It consists mostly of forests of evergreen trees. Many different animals live there – the brown bear, moose, wolf, reindeer, red fox, golden eagle, great grey owl and many more. The Taiga is in danger from global warming and increased deforestation.

**4** **Aim** To personalise the topic/To develop critical thinking skills

- Explain the task and ask Ss if they would like to live in the Taiga.
- Elicit reasons why/why not.

**Suggested Answer Key**

*I think it would be interesting to live in the Taiga in the summer. I'm not sure I would like to live there all year round because it is very cold in the winter. There are many interesting animals to see but I think it would be lonely and there wouldn't be very much to do.*

**Writing**

**5** **Aim** To collect information and make a poster about the Taiga

- Ss work in pairs.
- Explain the task and refer Ss to the Internet encyclopaedias and other reference sources to collect information on the Taiga.
- Give Ss time to collect their information and prepare their posters.
- Ask some Ss to present their posters to the class.
- Alternatively, assign the task as HW and ask Ss to present their posters in the next lesson.

**Suggested Answer Key**

**The Taiga**

**Where**

The Taiga spans the northern parts of Russia, Europe and Canada. It is located south of the arctic and covers about 17% of the Earth's land area.

**Climate**

Winters in the Taiga are very cold. Temperatures stay below freezing for six months of the year. There is some snow in the winter but no rain. In the summer, it is mostly hot, humid and rainy. Temperatures can reach 30°C.

**Animals**

Many different animals live in the Taiga. Some animals have adapted to be able to live there. In the spring and summer there are many species of birds and insects.

There are large populations of brown bears, moose, wolves, foxes and lynx.

# Healthy mind, healthy body

## Topic

In this module, Ss will explore the topics of health problems, illnesses & ailments, remedies and teenage problems.

## Modular page

61

**Lesson Objectives:** Overview of the module

**Vocabulary:** Healthy activities (*practise meditation to achieve peace of mind, make ethical choices, get the sleep you need, exercise regularly, spend time in the sunshine, solve crosswords & exercise your mind, manage your stress*)

## 4a Technology and health

62-63

**Lesson Objectives:** To read for gist and general comprehension, to learn the modal verbs *must/have to/should*, to talk about using gadgets wisely, to write a set of rules about avoiding health problems when using gadgets

**Vocabulary:** Health problems (*shoulder strain, hearing loss, thumb arthritis, a skin infection/acne/a rash, eye strain*); Verbs (*cope, prevent, borrow, distinguish*); Phrasal Verb (*lead to*); Nouns (*motion, confined space, strain, ear canal, volume, hearing loss, restriction, swelling, pain, bacteria, dermatologist, extended period, blurred vision, optician*); Phrase (*be better off*)

## 4b Home remedies

64-65

**Lesson Objectives:** To listen and read for gist, to read for specific information, to learn modal verbs *can/could/may/might*, to learn past modals *had to/didn't have to/could/couldn't, was/weren't able to*, to listen for specific information, to give a presentation on home remedies

**Vocabulary:** Verbs (*cure, rub, soothe, swallow, sprinkle, neutralise*); Nouns (*natural remedy, immune system, insomnia, tannin, anti-perspirant, indigestion, stomach acid, upset stomach, travel sickness, bad breath*); Adjective (*odour-free*); Phrase (*constricted blood vessels*)

## 4c Culture Corner

66

**Lesson Objectives:** To listen and read for specific information, to relate an experience, to write T/F statements about a dangerous animal from your country

**Vocabulary:** Verbs (*bite, inject*); Nouns (*anti-venin, stripe, backyard, pain, sweating, vomiting, death, shark, tentacle, needle, venom, victim, rock pool, spike, self-defence*); Adjectives (*poisonous, scary, inland*)

## 4d Everyday English

67

**Lesson Objectives:** Visiting the doctor, to learn the pronunciation of rhyming words

**Vocabulary:** Medical advice (*take some (cough) syrup, take some painkillers, go to hospital for an x-ray, use some eye/ear/nose drops, put antiseptic/antibiotic cream on it*); Sentences (*Come in and take a seat., What seems to be the problem?, It's really itchy and painful., Let's take a look., I'm afraid it's infected., What should I do?, I'll give you a prescription., Should I come back and see you again?*)

## 4e Amazing abilities

68-69

**Lesson Objectives:** To listen and read for gist, to read for specific information, to role-play an interview

**Vocabulary:** Verb (*gather*); Nouns (*ledge, concrete, rope, safety net, vertigo, broken bone, daredevil, slippery surface, nickname*); Adjectives (*urban, illegal*); Phrases (*bare hands, sigh with relief, raise awareness, get a fine, get stuck*)

## 4f Feeling afraid

70-71

**Lesson Objectives:** To read for gist, to learn relative clauses, to learn *both... and-either... or-neither ... nor*, to talk and write about phobias

**Vocabulary:** Fears & phobias (*thunderstorms, spiders, the dark, lifts, injections, flying, snakes, heights, crowds, going to the dentist*); Reactions (*heart beat fast, shake like a leaf, palms sweat, feel dizzy, feel sick, feel embarrassed, can't breathe*); Verbs (*sweat, beat, shake, suffer (from), sense, pump, tense, get stung, trigger*); Phrasal Verbs (*miss out, work up to*); Nouns (*fear, nightmare, signal, adrenalin, muscle*); Adjectives (*enclosed, odd, ridiculous, rational*); Phrases (*catch your breath, little by little*)

## 4g Skills

72

**Lesson Objectives:** To describe a picture, to listen for specific information, to make suggestions

**Vocabulary:** Teenage problems (*parents being strict, fall out with friends, pressurise to do sth, stressed out*); Solutions (*stand up to, dermatologist, similar interests, work things out, make compromises*); Making suggestions (*You could/ should ..., The best thing to do is ..., Why don't you ...?, Have you thought about [+verb + -ing]*); Replying (*That's a good idea., Yes, I think that will/could/might help., OK, I'll try that and see what happens.*)

**4h Writing****73**

**Lesson Objectives:** To write an essay making suggestions for solutions to a problem

**4i Curricular: PSHE****74**

**Lesson Objectives:** To read for gist and specific information, to give a presentation on sleep

**Vocabulary:** Verbs (*drop, replace, repair, affect, concentrate, shorten*); Phrasal Verb (*slow down*); Nouns (*resting state, heart rate, bodily function, brain, stage, cell, lack (of), immune system, depression, caffeine*); Adjectives (*active, light, grumpy, forgetful*); Adverb (*deeply*); Phrases (*get into a routine, keep you awake, fall asleep*)

**Moscow Culture 4****75**

**Lesson Objectives:** To read for detailed understanding, to present information about the Luzhniki Stadium, to develop research skills

**Vocabulary:** Verbs (*renovate, restore, stitch*); Phrasal Verb (*take apart*); Nouns (*coating, vote, sprinkler, turf, seed, thread*)

**Skills 4****76-77**

**Lesson Objectives:** to describe a picture, to read for specific information, to listen for key information, to practise word formation, to practise key word transformations, to write an essay making suggestions

**Russia 4****78**

**Lesson Objectives:** To listen and read for gist, to read for comprehension, to speak and write about the banya/baths

**Vocabulary:** Nouns (*steam, bath, cabin, row, bench, store, bucket, bather, ladle, pore, bunch, white birch, blood circulation, toxin*); Verbs (*bathe, sweat, relieve, prevent, heal*); Adjectives (*elaborate, dried, intense*)

**►► What's in this module?**

Read the title of the module (*Healthy mind, healthy body*) and ask Ss to suggest what they think the module will be about (*the module is about health problems, remedies, teenage problems and solutions*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

**Vocabulary****1 Aim To present vocabulary for healthy activities**

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

**2 Aim To describe a picture**

- Explain the task and ask various Ss to describe a picture. Point out that Ss should think about the place, the weather, what the person/people is/are doing, what they are wearing and how they feel. Ask Ss to make deductions using *must (sure about)*, *may (not sure)*, *can't (sure it isn't)*.
- Continue until all pictures are described satisfactorily.

**Suggested Answer Key**

*In picture 1, there is a young woman practising yoga. She is sitting down with her legs crossed, her eyes closed and her hands together. She is wearing a black top and black leggings. She is outside. The weather is warm and sunny. I think she feels relaxed.*

*In picture 2, there are two teenage girls. One girl is whispering into the other girl's ear. They are wearing casual clothes. They are outside and it looks warm. I think the blonde girl is gossiping about someone and the other girl feels uncomfortable.*

*In picture 3, there are two young children, a boy and a girl. They are sleeping. They may be on a train. I think they must be tired.*

*In picture 4, there are some people exercising. They are in a gym or sports centre. They are wearing shorts and t-shirts and they are holding small weights. I think they feel energetic and healthy.*

*In picture 5, there is a young couple. They are sitting in a café or in a kitchen and they are doing a crossword puzzle. They are smiling and happy and they seem relaxed.*

*In picture 6, there is a middle-aged woman walking down a country road. She is wearing shorts, a jumper and sunglasses. She may be on holiday. She is happy and smiling.*

*In picture 7, there is a woman in her late thirties sitting at a desk in an office. She is wearing a dark blouse with short sleeves. She is looking through a pile of files and folders and she looks worried. I think she feels stressed. She must be upset.*

**OVER TO YOU!**

**Aim** To personalise the topic

- Elicit answers to the question from various Ss.
- Point out that some activities are healthy for both the body and the mind.

**Suggested Answer Key**

**Healthy body:** get the sleep you need, exercise regularly, spend time in the sunshine, manage your stress

**Healthy mind:** practise meditation, make ethical choices, get the sleep you need, solve crosswords & exercise your mind, spend time in the sunshine, manage your stress

## 4a Technology and health

**Vocabulary**

1 a) **Aim** To present new vocabulary related to health problems

- Direct Ss' attention to the pictures (1-5) and the phrases.
- Play the recording. Ss listen and repeat chorally or individually.

b) **Aim** To talk about gadgets

- Explain/Elicit the meaning of any words in the list.
- Elicit which gadgets Ss have/don't have by asking Ss to raise their hands. Ask Ss to make complete sentences and tell the class what they have and how often they use it/them.

**Suggested Answer Key**

*I have a mobile phone and an MP3 player. I use both of them every day.*

2 **Aim** To predict the content of the text and listen and read for gist

- Direct Ss' attention to the pictures 1-5 again and elicit Ss' guesses about how the health problems are related to the gadgets in Ex. 1b.
- Play the recording. Ss listen and follow the text in their books to find out.

**Answer Key**

*You can get shoulder strain from playing for too long on a games console.*

*You can get hearing loss from having the volume set too high on your MP3 player.*

*You can get thumb arthritis from too much texting on your mobile phone.*

*You can get a skin infection/acne/a rash from the bacteria on a mobile phone when you press it against your skin.*

*You can get eye strain from spending too much time in front of a computer screen.*

**Reading**

3 a) **Aim** To read for general comprehension

- Give Ss time to read the text again and match the headings to the paragraphs.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 D (Doctors warn ... real thing)
- 2 B (volume on your MP3 player ... at a low level)
- 3 A (use different fingers)
- 4 F (full of bacteria)
- 5 E (eye strain)

- 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**

**cope (v):** to manage; handle

**be better off (phr):** be in an improved condition/ position than previously

**motion (n):** movement

**confined space (n):** a very small area that restricts movement

**strain (n):** pain from overuse in a muscle or joint

**ear canal (n):** the part of the ear that goes from the outside to the ear drum

**volume (n):** the level of noise

**hearing loss (n):** the situation when you can no longer hear properly

**lead to (phr v):** result in

**restriction (n):** limitation of the use of sth

**swelling (n):** when sth becomes bigger in size because of excess liquid caused by infection or injury

**pain (n):** physical discomfort or suffering

**prevent (v):** to stop sth from happening

**bacteria (n):** germs

**dermatologist (n):** a doctor that specialises in the skin

**borrow (v):** to have sth of sb else's for a short time and then return it

**extended period (n):** long time

**blurred vision (n):** unclear sight

**distinguish (v):** to tell the difference between two or more things

**optician (n):** sb whose job is to test people's sight and sell glasses and/or contact lenses

b) **Aim** To understand the author's purpose

- Read the rubric aloud and explain/elicite the meanings of any unknown words.
- Elicit answers, with reasons, from various Ss.

**Suggested Answer Key**

*I think the author's purpose is to inform, because there is a lot of information in the text. Also, he/she describes problems and how to avoid them.*

**4 Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |               |            |
|------------|---------------|------------|
| 1 set      | 5 thumb       | 9 frequent |
| 2 hearing  | 6 restriction | 10 eye     |
| 3 confined | 7 blurred     |            |
| 4 skin     | 8 distinguish |            |

**Grammar**

**5 Aim** To present modal verbs (*must/have to/should*)

- Explain that we use *must/have to* to express obligation/strong advice/necessity, we use *don't have to* to express a lack of obligation/lack of necessity, we use *mustn't* to express prohibition and we use *should/ought to/shouldn't* to give advice.
- Go through the sentences (1-7) and the definitions (A-G). Give Ss time to match them, and then check Ss' answers.

**Answer Key**

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

**6 Aim** To practise using modals

- Explain the task and read the example aloud.
- Give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- You should set the volume on your MP3 player at a low level.*
- You mustn't enter the computer lab.*
- You don't have to pay in cash.*

**Speaking & Writing**

**7 Aim** To consolidate information in a text and practise modals

Explain the task and read out the example, then elicit similar pieces of advice from various Ss.

**Suggested Answer Key**

*We should set the volume on our MP3 players at a low level or we can suffer hearing loss.*  
*We shouldn't text too much or we can get thumb arthritis.*  
*We should clean our mobile phones properly or we can get a skin infection, acne or a rash.*  
*We shouldn't spend too much time in front of a computer screen or we can get eye strain.*

**8 Aim** To give a presentation on other health problems linked to gadgets

- Ask Ss to work in small groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about possible health problems associated with overuse of gadgets.
- Allow time for Ss to collect their information and write their rules. Alternatively, assign the task as HW.
- Ask various groups of Ss to read their rules to the class.

**Suggested Answer Key**

*You shouldn't sit in front of a computer for a long time or you can get backache.*  
*You should use a hands-free device on your mobile phone or you can get a headache.*  
*You shouldn't spend too much time playing video games or you can get depression.*  
*You mustn't type on a keyboard for a long time or you can strain your wrists.*

**4b Home remedies**

**Vocabulary**

**1 Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the illnesses and ailments (1-14).
- Play the recording. Ss listen and repeat chorally or individually.
- Explain/Elicit the meanings of any unknown words, then elicit answers to the questions in the rubric from various Ss.

**Suggested Answer Key**

*I had a headache yesterday. I took an aspirin.*  
*I had a sore throat last winter. I drank some tea with honey. etc*

**Reading**

**2 Aim** To predict the content of a text and to listen and read for gist

- Read the headings aloud and explain/elicit what each food item is.
- Elicit what health problems they can help.
- Play the recording. Ss listen and follow the text in their books to find out.

**Suggested Answer Key**

*Garlic can help a cold or the flu as well as spots.*  
*Vinegar can help minor cuts, itchy rashes and sunburn.*  
*Honey can help a sore throat, cuts and grazes and insomnia.*

Tea can help a headache, hay fever and watery eyes.  
 Baking soda can help smelly feet and indigestion.  
 Ginger can help an upset stomach, travel sickness  
 and bad breath.

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

- Ask Ss to read the text again and answer the questions.
- Check Ss' answers.

**Answer Key**

- |                    |               |
|--------------------|---------------|
| 1 garlic and honey | 4 ginger      |
| 2 vinegar          | 5 baking soda |
| 3 garlic           |               |

- 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**

**natural remedy (n):** sth from nature that can cure an illness  
**cure (v):** to cause an illness to end  
**immune system (n):** the body's defence against illness  
**rub (v):** to press your fingers against sth and move them  
**soothe (v):** ease pain or discomfort  
**swallow (v):** to make sth go from your mouth to your stomach  
**insomnia (n):** difficulty sleeping  
**constricted (adj):** blocked or restricted  
**blood vessels (n):** small tubes that carry blood around the body  
**tannin (n):** natural plant chemical found in tea  
**sprinkle (v):** to scatter  
**odour-free (adj):** having no smell  
**anti-perspirant (n):** substance used to prevent sweating  
**indigestion (n):** pain caused by a difficulty in digesting food or overeating  
**neutralise (v):** to make sth less acid  
**stomach acid (v):** a substance in the body that breaks down food  
**upset stomach (n):** stomach ache causing you to feel unwell  
**travel sickness (n):** feeling ill as a result of travelling  
**bad breath (n):** unpleasant smell from the mouth

**4** **Aim** To consolidate new vocabulary

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

**Answer Key**

- |          |               |            |
|----------|---------------|------------|
| 1 immune | 4 Insomnia    | 7 stomach  |
| 2 Rub    | 5 vessels     | 8 sickness |
| 3 remedy | 6 indigestion |            |

**Grammar**

**5** **Aim** To practise modal verbs

- Explain the task and read out the example.
- Give Ss time to rewrite the sentences using a modal/modals from the list in the rubric. Tell Ss that some modals may be used more than once.
- Check Ss' answers.

**Suggested Answer Key**

- 2 I might/may go to the doctor's on Friday.
- 3 You may/can go now.
- 4 A cup of tea might/may help get rid of your headache.
- 5 Some honey might/may help your sore throat.
- 6 I can't go out today. I've got a bad cold.
- 7 If you have smelly feet, baking soda might/may help you.
- 8 You can't enter this area.

**6** **Aim** To present and practise past modals

- Read the table aloud and explain that we use *had to/didn't have to* to talk about necessity/lack of necessity in the past.
- Explain that we use *could/couldn't* to talk about general ability in the past.
- Explain that we use *was(n't)/were(n't)* able to talk about a specific ability in the past.
- Read the examples aloud and elicit an example from the text in Ex. 2.

**Answer Key**

*In the past, people had to use natural remedies ...*

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

**Answer Key**

- |               |          |                  |
|---------------|----------|------------------|
| 1 had to      | 3 could  | 5 didn't have to |
| 2 was able to | 4 had to |                  |

**Listening**

**7** **Aim** To listen for specific information

Explain the task and play the recording. Ss listen and say what each person's problem was and what they did to cure it.

**Answer Key**

*Sally burnt her finger. She put it under cold water then put some honey on it.*  
*Greg had indigestion. He ate a banana.*  
*Simon had a bad cold. He drank warm lemon juice with water and honey.*

## Speaking &amp; Writing

8 **Aim** To talk about health problems and suggest remedies

- Explain the task and read the example exchange aloud.
- Give Ss time to complete it.
- Check Ss' answers.

**Suggested Answer Key**

A: I have the flu. I feel terrible!

B: You should/could make a drink with hot water, garlic, lemon and honey. That might/may help.

A: I have an itchy rash. It's really itchy!

B: You should/could put some vinegar on it. That might/ may help.

A: I have a sore throat. It really hurts!

B: You should/could swallow a spoonful of honey. That might/may help.

A: I have watery eyes. They're really watery!

B: You should/could put cold, wet teabags on them. That might/may help.

A: I have an upset stomach. It really hurts!

B: You should/could chew a piece of ginger. That might/ may help.

A: I have smelly feet. They really smell!

B: You should/could sprinkle some baking soda in your shoes. That might/may help.

9 **Aim** To give a presentation on home remedies

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about other home remedies.
- Allow time for Ss to collect their information and write their texts. Alternatively, assign the task as HW.
- Ask various Ss to read their texts to the class.

**Suggested Answer Key**

A home remedy for acne is to use tomatoes. You could try cutting a tomato in half and rubbing it on your face. Leave it for 15 minutes and then wash it off. The acid from the tomato can kill the bacteria and your acne can get better.

A home remedy for bad breath is to chew parsley or mint leaves. This will make your breath fresher.

A home remedy for body odour is to put tomato juice or apple cider vinegar in your bath water. The natural acids kill bacteria and can help you to smell better.

A home remedy for yellow teeth is to brush your teeth with baking soda. The baking soda can scrub off any stains and your teeth can become whiter.

## 4c Culture Corner

1 **Aim** To predict content using prior knowledge and to listen and read for specific information

- Explain the task and read the sentences 1-5 aloud.
- Explain/Elicit the meanings of any unknown words and ask Ss to guess if the sentences are true or false.
- Play the recording. Ss listen and follow the text in their books and find out if their guesses were correct.
- As an extension, ask Ss to correct the false statements.

**Suggested Answer Key**

1 (It has teeth strong enough to bite through a shoe.)

2 (They are almost invisible.)

3 (The male platypus has a poisonous spike on its back legs.)

- 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**

**poisonous (adj):** (of an animal) able to kill you or make you ill because of a substance they contain

**bite (v):** to use the teeth to cut into sth/sb

**anti-venin (n):** substance to stop the effect of poison

**scary (adj):** frightening

**stripe (n):** line that is a different colour to the area next to it

**backyard (n):** land at the rear of a house

**pain (n):** feeling when sth hurts

**sweating (n):** the action of producing a salty liquid from the skin

**vomiting (n):** the action of making food come back up from your stomach and out of the mouth

**death (n):** permanent end of life

**shark (n):** large predator fish with sharp teeth

**tentacle (n):** part of an octopus used for moving or grabbing things

**needle (n):** sharp point

**inject (v):** to put into the body through the skin with a sharp point

**venom(n):** poison from an animal

**victim (n):** sb who gets hurt or killed

**rock pool (n):** small pool of water between rocks on a beach

**inland (adj):** in/belonging to the middle of a country, i.e. away from the coast

**spike (n):** sharp pointed part

**self-defence (n):** the action of protecting yourself

**2** **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words/phrases in bold in the text and the list of words in the rubric.
- Give Ss time to match them, then check Ss' answers around the class.

**Answer Key**

**at all costs:** under any circumstances

**nasty:** unpleasant

**causing:** creating

**invisible:** impossible to see

**deadly:** able to cause death

**attack:** try to hurt

**rare:** unusual

**cute:** pretty

**3** **Aim** To extend vocabulary/To learn words easily confused

- Go through the verbs A-D and explain/elicite the meanings.
- Give Ss time to match them to the nouns, then check Ss' answers.

**Answer Key**

1 B      2 D      3 A      4 C

**4** **Aim** To describe an imaginary scene using information from a text

Explain the task and give Ss some time to prepare their answers and then ask various Ss to tell the class about their imaginary encounter with a deadly animal.

**Suggested Answer Key**

*I was on holiday in Australia last year. I was swimming in the sea and I felt a very sharp pain in my leg. I looked down, but I couldn't see anything, but my leg was really hurting. I screamed in pain and managed to get out of the water. Luckily, there was a lifeguard who saw my leg and knew straight away that it was a sting from a box jellyfish. He gave me an injection and called an ambulance. I spent the next few days in hospital and I nearly died. It was a very scary experience and I am lucky to be alive.*

**5** **Aim** To write a short text about a dangerous animal from your country

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about a dangerous animal from their country.
- Allow time for Ss to collect their information and write their T/F sentences. Alternatively, assign the task as HW.

- Ask various Ss to swap their sentences with their partner and try to guess the answers.

**Suggested Answer Key**

*A dangerous animal in my country is the adder snake. Without the anti-venin one in ten people will die from an adder bite and the bites are very painful.*

- 1 *It is a type of viper. (T)*
- 2 *Most bites from adders occur in winter. (F – in spring or autumn)*
- 3 *Adders have bands of red, yellow and black colours. (F – they are beige with a dark dorsal pattern or all dark)*
- 4 *When an adder bites, it hangs on for a short while. (F – it bites and leaves)*
- 5 *Adders are very aggressive. (F – they are shy)*
- 6 *Adder snake bites are common. (F – uncommon)*

## 4d Everyday English

**1 a)** **Aim** To present new vocabulary

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

**b)** **Aim** To match medical advice to ailments

- Read the rubric aloud and explain/elicite the meanings of any unknown words.
- Read the example aloud and ask various Ss to say what medical advice a doctor might give for the remaining ailments in the list.

**Answer Key**

*You have a sprained ankle/wrist. You should go to the hospital for an x-ray.*

*You have a sore throat. You should take some (cough) syrup and some painkillers.*

*You have an infected mosquito bite. You should put antiseptic/antibiotic cream on it.*

**2 a)** **Aim** To present situational language

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

**b)** **Aim** To match situational language to the roles of the speakers in a situational dialogue

- Explain the task. Read the sentences aloud one at a time and elicit the speaker.
- Play the recording. Ss listen and check.

**Answer Key**

**Doctor:** Come in and take a seat., What seems to be the problem?, Let's take a look., I'm afraid it's infected., I'll give you a prescription.

**Patient:** It's really itchy and painful., What should I do?, Should I come back and see you again?

3 **Aim** To identify synonymous phrases in a 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'm sorry to tell you – I'm afraid*

*Tell me what's wrong. – What seems to be the problem?*

*Enter and sit down. – Come in and take a seat.*

*I'm going to look at it. – Let's take a look.*

**Pronunciation**

4 **Aim** To learn about/practise rhyming words

- Explain the task.
- Play the recording. Ss listen and circle the word that sounds different to the rest.
- Play the recording again with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

**Answer Key**

1 cough 2 toe 3 drought 4 wound

**Speaking**

5 **Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the health problems and medical advice from Ex. 1b to help them complete the task.
- Ss complete the task in pairs using the plan.
- 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, Miss Willis. Come in and take a seat.

B: OK. Thank you.

A: Now, what seems to be the problem?

B: Well, it's my ear. It's really itchy and painful.

A: OK. Let's take a look. Hmm ... yes, it's very red. I'm afraid it's infected.

B: Oh no. What should I do?

A: You should use some ear drops three times a day. I'll write you a prescription.

B: Thank you.

A: You're welcome.

# 4e Amazing abilities

**Vocabulary**

1 **Aim** To introduce new vocabulary

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

**Reading & Listening**

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

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

**Answer Key**

*Spider-Man is a comic book hero. He is famous for fighting crime, being able to climb up tall buildings and swinging from building to building using his spider webs.*

b) **Aim** To predict the content of the text and to listen and read for gist

- Elicit why Alain Robert might be called the French Spider-Man.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

**Suggested Answer Key**

*I think Alain Robert is called the French Spider-Man because he climbs up tall buildings.*

3 **Aim** To read for specific information and to learn/consolidate new vocabulary

- Give Ss time to read the text again and answer the questions.
- Check Ss' answers and ask Ss to provide evidence from the text to support their answers.

**Answer Key**

1 D (there's no rope and no safety net)

2 C (He didn't have his apartment keys and his parents were out)

3 A (he feels dizzy when he's up high)

4 D (raising awareness about world issues/Alain wants people to see their environment differently)

5 C (he got stuck on the 35th floor of London's Canary Wharf Tower when it started to rain)

6 C (he is no superhero. He's just an ordinary man living a very dangerous life.)

- 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**

**ledge (n):** shelf at the bottom of a window

**concrete (n):** substance buildings are made of

**rope (n):** thick cord used for climbing

**safety net (n):** a large piece of material with threads woven together with holes in between, used to prevent injury from falls

**bare hands (phr):** hands not covered by gloves and not holding any equipment

**gather (v):** to collect/come together

**sigh with relief (phr):** release a deep breathe when sth unpleasant is over

**vertigo (n):** the feeling of dizziness or sickness when looking down

**broken bone (n):** part of the skeleton which is snapped or broken

**raise awareness (phr):** increase knowledge

**urban (adj):** relating to towns or cities

**illegal (adj):** against the law

**get a fine (phr):** have to pay money because of doing sth illegal

**daredevil (n):** person who does dangerous things

**slippery surface (n):** area that is difficult to hold onto or walk on

**get stuck (phr):** become unable to move

**nickname (n):** informal name for sb

**BACKGROUND INFORMATION**

Malaysia is a country in Southeast Asia. Its capital city is Kuala Lumpur. It has got a population of 27.5 million and it has got a tropical climate.

Canary Wharf is located in London, UK. It is a major business district and financial centre.

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

Explain the task and give Ss some time to complete it. Ask various Ss to share their answers with the class.

**Suggested Answer Key**

*I have a fantastic view of the whole city from up here. I imagine the people on the ground below look very small but I don't look down because I might get dizzy and fall. I just look at the building in front of me and try to work out my next move. I need to think carefully about where to put my hands and feet. It's very quiet up here but I can hear the wind blowing. I am touching the side of the building and holding on tightly. I'm not scared. I'm just concentrating hard on getting to the top.*

**5 Aim** To consolidate new vocabulary

- Explain the task.
- Refer Ss back to the **Check these words** box and give Ss some time to complete the task.
- Check Ss' answers.

**Answer Key**

- |                    |                    |
|--------------------|--------------------|
| 1 nickname         | 5 raise awareness  |
| 2 gather           | 6 get a fine       |
| 3 sigh with relief | 7 slippery surface |
| 4 safety net       | 8 daredevil        |

**6 Aim** To consolidate new vocabulary

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

**Answer Key**

- |             |           |           |
|-------------|-----------|-----------|
| 1 surface   | 5 issues  | 9 bare    |
| 2 awareness | 6 relief  | 10 public |
| 3 broken    | 7 net     |           |
| 4 risks     | 8 suffers |           |

**Suggested Answer Key**

Alain can't climb **slippery surfaces**.

He wants to **raise awareness** about world issues.

He has had several **broken bones** because he has fallen 7 times.

Alain **risks his life** climbing tall buildings without a safety net.

Climate change is one of the most important **world issues** today.

After completing a difficult climb Alain **sighs with relief**.

Alain climbs up tall buildings without a **safety net**.

Alain **suffers from vertigo** so he feels very dizzy when he's up high.

Alain climbs walls with only his **bare hands**.

The police don't let Alain climb **public buildings**.

**7 Aim** To summarise the content of a text using adjectives

- Read the rubric aloud and elicit answers from various Ss.
- Ask Ss to give reasons for their choice of adjectives.
- Give Ss time to write their sentences, then ask various Ss to read them out to the class.

**Suggested Answer Key**

He is **crazy** because he has vertigo and he has had broken bones and has made himself disabled by doing this.

He is a **daredevil** because he risks his life every time he climbs a new building.

He is **extraordinary** because he thought of an unusual activity to raise awareness about world issues.

**Speaking & Writing**

**8 Aim** To write an interview

- Explain the task and ask Ss to work in pairs, take the roles of interviewer and Alain Robert and think of questions and answers.

- Tell Ss to think of simple questions using *what, where, when, why* and *how*, and remind them to start with a greeting and end by thanking Alain.
- Give Ss time to write their interviews, then ask various Ss to read them aloud to another pair or to the class.

**Suggested Answer Key**

A: Hello, Alain. Nice to meet you.  
 B: Nice to meet you, too.  
 A: So, when did you start climbing buildings?  
 B: When I was 12 years old. My parents were out and I didn't have my keys. So, I climbed up the side of the building and got into the flat through a window on the 7th floor.  
 A: What are some famous buildings you have climbed?  
 B: The Eiffel Tower, the Empire State Building, and the Petronas Twin Towers.  
 A: How many storeys can you climb?  
 B: About eighty.  
 A: Why do you do it?  
 B: I want to raise awareness about world issues like climate change, and I want people to see their environment differently.  
 A: What you do is sometimes illegal – so what do the police do when they catch you?  
 B: They put me in handcuffs, but most of the time I just get a fine.  
 A: What can stop you from climbing a building?  
 B: The weather. I can't climb when it's raining, because I can't grip the slippery surfaces.  
 A: Where can I see you climbing a building?  
 B: On YouTube.  
 A: Thank you very much.

**Suggested Answer Key**

*I'm afraid of the dark. When it's dark, my heart beats fast and I can't breathe. etc*

**Reading**

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

- Elicit a variety of questions from Ss around the class and write three of them on the board.
- Give Ss time to read the text and see if their questions were answered.

**Suggested Answer Key**

- 1 What is a phobia? (an irrational fear)
- 2 Why do we have phobias? (our brain associates sth with danger)
- 3 How can we combat our fears? (we can face our fears little by little)

b) **Aim** To read for cohesion and coherence

- Explain the task and ask Ss to read the headings A-F and then give them time to read the text again and match the headings to the paragraphs (1-5).
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

1 A      2 C      3 B      4 F      5 D

- 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**

*sweat (v): to produce a salty liquid from the skin*  
*beat (v): to make regular rhythmic movements*  
*shake (v): to move quickly backwards and forwards*  
*catch your breath (phr): to breathe normally after breathing fast*  
*fear (n): an unpleasant feeling of being in danger*  
*enclosed (adj): referring to a closed off area*  
*nightmare (n): a frightening and unpleasant experience*  
*odd (adj): strange and unusual*  
*ridiculous (adj): silly and funny*  
*suffer (from) (v): to be badly affected by an unpleasant condition*  
*miss out (phr v): to not be able to experience sth*  
*sense (v): to become aware of sth*  
*signal (n): a message*  
*pump (v): to force a liquid in a certain direction*  
*adrenalin (n): a substance the body produces when you are scared, excited or angry*  
*muscle (n): a piece of tissue in the body that connects bones together allowing them to move which tightens and relaxes to produce movement*  
*tense (adj): unable to relax*

# 4f Feeling afraid

**Vocabulary**

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Elicit which words can be seen in the images.

**Answer Key**

1 spiders	6 the dark
2 snakes	7 flying
3 injections	8 going to the dentist
4 lifts	9 heights
5 thunderstorms	

- Read through the list of reactions and explain/ elicit the meanings of any unknown words.
- Read out the example and elicit similar sentences about Ss' phobias from Ss around the class.

**rational (adj):** logical

**get stung (v):** (for an insect) to inject its stinger into you

**trigger (v):** to start/set off a reaction/process

**little by little (phr):** a small amount at a time

**work up to (phr v):** to work towards a goal

**3 Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |             |            |
|------------|-------------|------------|
| 1 sweating | 4 nightmare | 7 rational |
| 2 beating  | 5 teased    | 8 trigger  |
| 3 shaking  | 6 sensed    |            |

**4 Aim** To consolidate new vocabulary

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

**Answer Key**

- |               |          |         |
|---------------|----------|---------|
| 1 enclosed    | 4 tense  | 7 worst |
| 2 miss out on | 5 escape |         |
| 3 embarrassed | 6 pet    |         |

**Grammar**

**5 Aim** To present relative clauses

- Go through the examples and explain that we introduce relative clauses with *who/that, which/ that, whose, where, when, where/in which, or why*.
- Explain that there are two kinds of relative clauses: *defining* and *non-defining*.
- Elicit further examples from the text from various Ss.

**Answer Key**

A defining relative clause gives information vital to the meaning of the sentence and a non-defining relative clause gives extra information that does not affect the meaning of the sentence.

Example from the text: *This response is called 'fight or flight', which is necessary for our survival.*

**6 Aim** To practise relative clauses

- Explain the task and give Ss time to complete it.
- Check Ss' answers.
- Elicit what type of relative clause each sentence is.

**Answer Key**

- 1 Ben, who lives next door, is going to study Medicine. (N)
- 2 Is it your brother who is afraid of spiders? (D)
- 3 This is the university where I studied for four years. (D)

4 My sister, who is ten years old, got stung by a bee yesterday. (N)

5 2006 was the year when I moved abroad. (D)

6 The reason why I walk to work is to get some exercise. (D)

7 Dan's house, which is in a good area, is up for sale. (N)

8 Mary is the girl whose mother is a doctor. (D)

**7 Aim** To practise relatives

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

**Answer Key**

2 The spider, which I saw in the bathroom, was very big.

3 Ann, whose birthday is on the same day, is coming to the party.

4 That is the Italian restaurant where we often eat.

5 Ann, who got bitten by a dog when she was 8, has a phobia of dogs.

**8 Aim** To practise relative clauses

- Write the words in the list on the board and elicit a variety of sentences using relative pronouns/ adverbs from Ss around the class for each one.
- Write them on the board and ask Ss to copy them into their notebooks.

**Suggested Answer Key**

Jane, who is scared of spiders, isn't afraid of snakes. Someone who many people are afraid of is the dentist.

A lift is something which many people feel nervous travelling in.

One mode of transport which many people fear is the plane.

A snake, which many people think has wet skin, is actually dry to touch.

My neighbour, who is a doctor, is a very nice man.

**9 Aim** To learn/practise *but ... and- either ... or- neither ... nor*

- Read out the examples and point out that both refers to two people/things that share a quality, *neither* refers to two people/things that don't share a quality and *either* refers to one of two people/things that has a certain quality.
- Give Ss time to complete the task and then elicit answers from Ss around the class.

**Suggested Answer Key**

1 Both Meg and Amy used to be afraid of the dark.

2 Phil wants to be either a doctor or a dentist.

3 Neither Mark nor Rob is afraid of heights.

4 Both my mum and my grandma hate crowds.

**Speaking & Writing**

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

- Play the recording again. Ss listen and follow the text in their books.
- Give Ss three minutes to write a few sentences about what they remember from the text. Ss read their sentences to their partner.

**Suggested Answer Key**

*There are many different types of phobias. We develop phobias because our minds sense danger. There is no real danger only the memory of an experience which triggers fear. To overcome a phobia you have to face your fear little by little.*

**4g Skills**

**Vocabulary**

1 **Aim** To present new vocabulary related to problems and possible solutions

- Direct Ss' attention to the problems (1-8) and the possible solutions (A-H).
- Ask Ss to read through both lists, and then ask a S to read a problem aloud and suggest the matching solution.
- Elicit other possible solutions from various Ss.
- Elicit sentences from various Ss in the form of advice, as in the example.

**Answer Key**

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

*If your parents are too strict and you're always arguing, you should try to talk it through with them and make compromises.*

*If you've fallen out with your friends and they're gossiping about you, you could phone them and try to work things out.*

*If your classmates laugh at what you wear, you should ignore them. You have the right to choose your own style.*

*If you have lots of spots on your face, you should visit a dermatologist.*

*If your friends pressurise you to do things you don't want, you should stand up to them. If you don't want to do something, then don't.*

*If you've moved to a new city and you're finding it difficult to make friends, you could find a hobby and join a club. It's easier to make friends with people who have similar interests.*

*If you feel stressed out because of schoolwork or exams, you could make a study plan.*

2 **Aim** To describe a picture

- Direct Ss' attention to the pictures and give them time to prepare their answers.
- Remind Ss to include the people, the situation and their feelings.
- Elicit answers from various Ss.

**Suggested Answer Key**

*In picture 1, there is a teenage boy sitting at a desk with his hands on his head. There are piles of books around him and I think he is studying. I think he feels stressed out because of his schoolwork or studying for exams.*

*In picture 2, there is a teenage girl in the foreground. She looks unhappy. There are three other girls in the background talking and laughing together. I think the girl feels unhappy and lonely because the other girls are gossiping about her/laughing at her.*

**Listening**

3 **Aim** To listen for specific information

- Read the **Study Skills** box aloud, and point out that this tip will help Ss to complete the task successfully.
- Explain the task and ask Ss to read the problems (A-F). Explain/Elicit the meanings of any unknown words.
- Play the recording. Ss listen and match the statements to the speakers.
- Check Ss' answers.

**Answer Key**

Speaker 1 A      Speaker 3 C      Speaker 5 F  
Speaker 2 D      Speaker 4 B

**Speaking**

4 **Aim** To practise making suggestions

- Explain the task and go through the useful language.
- Ss work in pairs, using the problems and solutions in Ex. 1 and the useful language to act out exchanges as in the example.
- Monitor the activity around the class and then choose various pairs to act out their dialogues in front of the rest of the class.

**Suggested Answer Key**

A: *My parents are too strict and we're always arguing.*  
B: *The best thing to do is talk it through and make compromises.*

A: *OK. I'll try that and see what happens.*

A: *I've fallen out with my friends and now they are gossiping about me.*

B: *Why don't you phone them and try to work things out?*

A: *OK. I'll try that and see what happens.*

- A: *My classmates laugh at what I wear.*  
 B: *You should ignore them. You have a right to choose your own style.*  
 A: *You're right.*
- A: *I have lots of spots on my face.*  
 B: *You should visit a dermatologist.*  
 A: *Yes, I think that could help.*
- A: *My friends pressurise me to do things I don't want to.*  
 B: *The best thing to do is to stand up to them. If you don't want to do something, don't do it.*  
 A: *OK. I'll try that and see what happens.*
- A: *I've just moved to a new city and I'm finding it difficult to make new friends.*  
 B: *Why don't you find a hobby and join a club? It's easier to make friends with people with similar interests.*  
 A: *That's a good idea.*
- A: *I feel stressed out because of my schoolwork.*  
 B: *The best thing to do is to make a study plan.*  
 A: *Yes, I think that might help.*

## 4<sup>h</sup> Writing

1 a) **Aim** To analyse a model essay

- Go through the **Writing Tip** box and explain the structure and content of essays making suggestions for solutions to a problem.
- Write the phrases/sentences from the **Writing Tip** box on the board. Ask Ss to copy them in their notebooks and use them when they do the writing task.
- Refer Ss to **Writing Bank 4** for more information. Give Ss time to read the essay, then elicit answers to the questions in the rubric.

**Answer Key**

*In paragraph 1, the writer states the problem.*  
*In paragraphs 2-4, the writer presents their suggestions and results.*  
*In paragraph 5, the writer summarises their opinion.*

b) **Aim** To identify linkers and suggest alternatives

- Direct Ss back to the essay to find the linkers and write them on the board.
- Elicit alternatives from various Ss and complete the task as a class.
- Refer Ss back to the **Writing Tip** box if necessary.

**Suggested Answer Key**

*but – however*  
*To begin with – To start with, Firstly*

*As a result – Consequently*  
*Secondly – Also, In addition,*  
*Consequently – This way*  
*Another helpful suggestion – In addition*  
*All in all – To sum up, In summary*

2 **Aim** To match suggestions to consequences

- Explain the task and give Ss time to read the suggestions and results.
- Check Ss' answers.

**Answer Key**

1 B                      2 A                      3 C

3 **Aim** To analyse a rubric and match suggestions to results

- Read the rubric aloud and give Ss time to read through the suggestions and the results. Explain/Elicit the meaning of any unknown words.
- Give Ss time to complete the matching task, and then check Ss' answers.

**Answer Key**

1 B                      2 C                      3 A

4 **Aim** To write an essay making suggestions for solutions to a problem

- Explain the task and tell Ss to use the **Writing Tip**, the plan and their answers in Ex. 3 to help them.
- Give Ss time to write their essays, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

**How can you resist peer pressure?**

*Peer pressure is a normal part of growing up, but it can sometimes be so strong that it makes you feel you don't control your own life. What can you do, then, to resist peer pressure so you don't do anything you don't want to?*

*To begin with, it's important to trust your own feelings and know your personal limits. As a result, you will feel more confident in your actions.*

*Secondly, you should choose your friends carefully. Then, if your friends share your beliefs, you will reduce the amount of peer pressure you may experience.*

*Another helpful suggestion is to talk it through with someone you trust, such as a friend, teacher or parent. They may be able to give you helpful advice, as they probably have experience with peer pressure, too. All in all, I think peer pressure can be a major problem. However, if you are confident, and have support from good friends, peer pressure will never be a problem for you again.*

# 4*i* Curricular: PSHE

## 1 **Aim** To introduce the topic and listen and read for gist

- Elicit how many hours of sleep Ss get with a quick poll.
- Read the questions in the text aloud and elicit answers from various Ss.
- Play the recording. Ss listen and follow the text in their books to check their answers.

### Suggested Answer Key

*I get ten hours of sleep at night. There are four different stages of sleep. We need sleep for our bodies to repair and grow. Different people need different amounts of sleep.*

## 2 **Aim** To read for specific information

- Ask Ss to read the sentences (1-6), and then give them time to read the text again and complete the task.
- Check Ss' answers. Ask Ss to justify their answers.

### Answer Key

- 1 T body temperature drops
- 2 T harder to wake up
- 3 F (our brain is very active)
- 4 T lack of sleep seriously affects
- 5 T even shorten our life
- 6 F (don't exercise)

- 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

**resting state (n):** inactive condition

**drop (v):** to become lower

**heart rate (n):** the number of times a person's heart beats per minute (heart = organ in the chest that pumps blood round the body)

**bodily function (n):** physical process that takes place in the body (e.g. breathing)

**slow down (phr v):** to happen more slowly

**brain (n):** organ in the head that controls the body

**active (adj):** energetic

**stage (n):** phase or period

**light (adj):** not deep or heavy

**deeply (adv):** intensely or heavily

**replace (v):** to put sth new in the place of sth old

**repair (v):** to mend

**cell (v):** the smallest part in a living thing

**lack of (n):** not enough of sth

**affect (v):** to influence sth to change

**grumpy (adj):** bad tempered and miserable

**forgetful (adj):** not able to remember

**concentrate (v):** to give sth your full attention

**immune system (n):** the parts and processes in the body that protect from illness

**depression (n):** mental state of sadness

**shorten (v):** to make sth less in length

**get into a routine (phr):** to do things in a certain order

**caffeine (n):** chemical substance found in coffee and tea

**keep you awake (phr):** to stop you from sleeping

**fall asleep (phr):** (of the body) to go into a state of rest

## 3 **Aim** To consolidate new vocabulary

Elicit a variety of answers from various Ss. Remind Ss to use words from the **Check these words** box.

### Suggested Answer Key

*When we sleep our heart rate drops.*

*We feel grumpy, forgetful and unable to concentrate when we don't get enough sleep.*

*We should avoid drinks with caffeine before bedtime.*

## 4 **Aim** To personalise the topic

Ask various Ss to read the questions aloud one at a time and then elicit answers from various Ss.

### Suggested Answer Key

1 Yes, I do./No, I don't.

2 I feel tired and grumpy the next day when I haven't slept well. It makes my day more difficult.

3 I avoid drinks with caffeine before bedtime. I will try to fall asleep and wake up at the same time every day from now on.

## 5 **Aim** To give a presentation on sleep

- Ask Ss to collect information from the Internet, school textbooks, encyclopaedias or other reference sources about sleep.
- Allow time for Ss to collect their facts and present them to the class. Alternatively, assign the task as HW.

### Suggested Answer Key

*Sometimes you may wake up just as you are falling asleep, because your body jerks suddenly. This happens because as you relax into sleep, the brain thinks you are falling down and instructs your muscles to jump back up.*

*If you can't sleep, some people say, you should count sheep. The truth is that counting sheep or anything else will actually keep you awake.*

*You shouldn't eat just before going to bed. This is because your body is busy digesting food instead of winding down to sleep.*

*If an adult sleeps more than nine hours it is as bad for them as sleeping less than six hours.*

# Moscow Culture **4**

## Listening & Reading

- 1 **Aim** To introduce the topic through personal questions

Elicit answers from Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the title and the photo. Elicit Ss' guesses to the questions.
- Play the recording. Ss listen and follow the text to find out.

### Suggested Answer Key

*The Luzhniki Stadium has been renovated many times since it was first built in 1956. Today it is a modern stadium which meets all the FIFA requirements.*

- Explain/Elicit the meaning of the words in the **Check these words** box.

### Suggested Answer Key

**renovate (v):** to repair or improve sth

**take apart (phr v):** to separate sth into different parts

**restore (v):** to return sth to its original state

**coating (n):** the thin covering of sth

**vote (n):** the choice made by a group of people for sth

**sprinkler (n):** a machine which sprays water onto grass

**turf (n):** a piece of grass and the soil which includes its roots

**seed (n):** a large number of small, round objects which when put in soil will produce a new plant

**stitch (v):** to make two or more things join together

**thread (n):** a long, thin piece of cloth or other material which can be used to stitch things together

- 3 **Aim** To read for detailed understanding

- Allow Ss time to read the text again and complete the task.
- Check Ss' answers and invite them to read their answers to the class.

### Answer Key

1 It was "Lenin Central Stadium".

2 No, it doesn't. Today, it is more modern.

3 The new seats let the people watch the games more comfortably.

4 It is made of up-to-date materials and its length is 11 metres to protect the visitors.

5 There are 16 entrances today.

6 From the observation point you can see the centre of the city, Novodevichy convent, Moscow City, Moscow State University and other sights.

## Speaking & Writing

- 4 **Aim** To consolidate information in a text

Ask Ss to close their books and invite various Ss to tell the class three facts they remember about Luzhniki Stadium.

### Suggested Answer Key

*The original name of the Luzhniki Stadium was the "Lenin Central Stadium". It can hold up to 81,000 people. The stadium has a natural grass covering not a synthetic one.*

- 5 **Aim** To present information about the Luzhniki Stadium; to develop research skills

- Ask Ss to work in small groups and collect information from the Internet or any other source about the construction and the technical features of another building in the Luzhniki Stadium.
- Allow Ss time to complete their work.
- Invite various Ss around the class to give their presentations to the class.

### Suggested Answer Key

*The Luzhniki Small Sports Arena is part of the Luzhniki sports complex. It was built in 1956 as an Olympic stadium and was originally called the "Minor Arena of the Central Lenin Stadium". It can hold up to 8,700 people and often holds volleyball, basketball and table tennis competitions throughout the year. It also holds major ice hockey competitions, ice shows, concerts every year as well as various other events such as martial arts and dance sport events.*

# Skills **4**

## Speaking

- 1 **Aim** To describe a picture

- Read the rubric aloud and ask various Ss around the class to describe the picture.

### Suggested Answer Key

*In the picture I can see a classroom with some students sitting an exam or taking a test. There are four teenage students in the picture and they all have their heads down looking at the exam/test paper and writing the answers. There is a teacher walking around the classroom. In the foreground there is a girl with dark hair and sitting behind her there is a blonde girl. On the other side of the classroom there are two boys with short brown hair.*

- Then elicit answers to the questions 1-3.

**Suggested Answer Key**

- 1 *I think the person in front is probably confident about the exam. She is looking at the paper and writing. She looks relaxed. She doesn't look stressed.*
- 2 *Yes, I do. It is the only way to assess their progress./ No, I don't. I think exams can be very stressful.*
- 3 *Yes, I am. I study as much as I can and then I feel less stressed because I know I couldn't have revised any more. I also take deep breaths before I go into the exam room so that I can try and feel more calm.*

2 **Aim** To analyse a model answer

Play the recording, then elicit answers to the question in the rubric.

**Answer Key**

*He says that homework and coursework are better indicators of a person's knowledge of a subject rather than what he/she can remember in an exam. He also thinks that exam stress can make people forget what they know.*

**Reading**

3 a) **Aim** To read for gist

- Ask Ss to read the rubric and then read through the text.
- Elicit what the text is about.

**Answer Key**

*The text is about the rescue of an Inuit boy from an ice floe.*

b) **Aim** To read for specific information

- Give Ss time to read the text again and complete the task.
- Ask Ss to check their answers with their partner.
- Check Ss' answers around the class.

**Answer Key**

1 NS    2 F    3 T    4 F    5 T

**Listening**

4 **Aim** To listen for key information

- Read the rubric aloud and ask Ss to underline the key words which give clues about what Ss may hear in the recording.
- Check Ss' answers on the board then play the recording and Ss complete the task.
- Check Ss' answers.

**Answer Key**

1 D    2 C    3 B    4 A    5 B

5 **Aim** To practise word formation

- Explain the task and give Ss time to complete it. Point out that correct spelling is required.
- Check Ss' answers on the board.

**Answer Key**

1 poisonous    3 permanently    5 safer  
2 medical    4 original

6 **Aim** To practise key word transformations

Explain the task and give Ss time to complete it and then check Ss' answers around the class. Remind Ss that they have to use the given words without changing their form.

**Answer Key**

1 the man who helped us  
2 which they went on was  
3 who suffers from claustrophobia  
4 may/might/could still be  
5 mustn't take photographs

**Writing**

7 **Aim** To prepare for a writing task and then write an essay making suggestions

- Read the rubric aloud and then play the recording.
- Ss listen and make notes.

**Suggested Answer Key**

*talk about parents' concerns – reassure them  
make compromises – then you both get what you want  
remind them they were young once – they may realise all teenagers are similar in some ways*

- Give Ss time to then use their notes to write their essay.
- Check Ss' answers.

**Suggested Answer Key**

*How can you overcome conflict with your parents?  
Most teenagers have been in conflict with their parents at some point. It is normal. What can you do then, to overcome this conflict?*

*To begin with, it is important to talk to your parents about their concerns. As a result, you can reassure them about the things they are worried about.*

*Secondly, you should be prepared to make compromises. This way, you and your parents will both get what you want.*

*Finally, another helpful solution is to remind them that they were young once, too. This way they may realise all teenagers are similar in some ways and have to rebel against conformity a little.*

*All in all, I think conflict with parents can be a major problem. However, if you discuss things and make compromises, you can find a solution that everyone can be happy with.*

**Russia 4****Reading & Listening**

- 1 **Aim** To introduce the topic and read and listen for gist

- Read the title and the quotation aloud and elicit Ss' answers to the questions in the rubric.
- Play the recording. Ss listen and follow the text in their books and check if their answers were correct.

**Suggested Answer Key**

*Susan Glasee says that a hot bath can make you feel a bit better even if you're sad and the banya is a type of hot bath.*

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

- Ask Ss to read the text and complete the sentences.
- Allow Ss time to complete the task.
- Elicit answers from Ss around the class.

**Answer Key**

- 1 *have elaborate and expensive bathhouses*
- 2 *popular*
- 3 *has three rooms*
- 4 *water*
- 5 *circulation*

- Explain/Elicit the meaning of the words in the **Check these words** box or ask Ss to use their dictionaries and look them up.

**Suggested Answer Key**

**bathe (v):** to wash yourself

**elaborate (adj):** very detailed, decorated

**steam (n):** the vapour produced when water boils

**bath (n):** a room or area used to wash yourself

**cabin (n):** a small (wooden) house

**row (n):** things arranged in a straight line

**bench (n):** a long wooden seat

**stove (n):** a piece of equipment used to provide heat for cooking or warmth

**bucket (n):** a container with a handle used for carrying water

**bather (n):** someone who is washing themselves

**ladle (n):** a large, deep spoon with a long handle

**sweat (v):** to perspire

**pore (n):** small opening in the skin

**bunch (n):** a number of similar things usually tied together

**dried (adj):** having no moisture in it

**white birch (n):** a type of tree with white bark

**blood circulation (n):** the movement of the red liquid (blood) in your body

**intense (adj):** being extreme or great in quality (heat)

**toxin (n):** a poisonous substance produced by living things

**relieve (v):** to ease or make less painful

**prevent (v):** to stop sth from happening

**heal (v):** to become healthy again

- 3 **Aim** To consolidate vocabulary

- Ss work in pairs.
- Refer Ss to the **Check these words** box again and ask them to use the words to ask and answer questions based on the text.
- Monitor the activity around the class.

**Suggested Answer Key**

*A: Did the ancient Greeks build simple bathhouses?*

*B: No, they didn't. They built elaborate and expensive bathhouses.*

*A: Are banyas only found in big cities in Russia?*

*B: No, they aren't. Almost every village and town in Russia has its own Banya.*

*A: Are banyas good for you?*

*B: Yes, they are. They remove toxins from the body and help relieve stress etc*

**Speaking & Writing**

- 4 **Aim** To consolidate information in a text/To develop critical thinking skills

- Read the rubric aloud and then the Ss complete the task in pairs.
- Monitor the activity around the class and then ask various Ss to share their answers with the class.

**Suggested Answer Key**

*The banya is good for your health because the steam opens up your pores and helps remove the toxins from your body. The banya also helps you relax and relieve stress.*

*Some people think that it may even prevent and heal some illnesses.*

- 5 **Aim** To research and write a paragraph about baths

- Explain the task and divide the class into small groups.
- Tell Ss they can use the Internet, encyclopaedias, or other sources of reference to find out information about baths.
- Ss collect information and write a short paragraph, then present it to the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*In ancient Greece and Rome, daily bathing was very important. The Romans even used to greet each other by saying, "Have a good bath."*

*The Greeks and Romans knew that being clean was important to good health.*

*Public bathhouses were very popular in both countries. They were often built near the gymnasiums or sporting centres.*

*Bathhouses were more than just places to wash yourself. They were used as social gathering centres. There were separate rooms for men and women. They offered other amenities as well, such as barbers, massage areas and foodstalls for a quick snack if you were hungry.*

*The ancient Greeks even had a simple steam room. Water was poured onto hot rocks and the steam caused the bather to sweat – just like the banya!*

## Life experiences

### Topic

In this module, Ss will explore the topics of annoying habits, cultural differences, life changes, appearance and character.

### Modular page

79

**Lesson objectives:** Overview of the module, to listen for specific information

**Vocabulary:** Life events (*move house, get a promotion, start a family, get married, get fired/lose your job, get divorced, move abroad, get a job, graduate from university, start your own business, have grandchildren, retire, buy your own house*)

### 5a How annoying

80-81

**Lesson objectives:** To listen and read for gist, to read for specific information, to compare the Present Perfect and the Past Simple, to talk and write about an annoying situation

**Vocabulary:** Annoying habits (*have bad body odour, gossip about others, talk in the cinema, talk loudly on a mobile phone, have bad table manners, be late for an appointment, take things without asking*); Verbs (*suffer from, complain, sneeze, cover, press against*); Phrasal Verbs (*deal with, pull into, break down*); Nouns (*usher, restaurant critic, rail*); Adjectives (*furious, polluted*); Phrases (*be someone's fault, be stuck*); Quantifier (*plenty*)

### 5b Culture shock

82-83

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn the Present Perfect Continuous, to learn the modal verbs *must/can't/may/might* for making deductions, to talk and write about problems settling into a new country

**Vocabulary:** Difficulties abroad (*struggle to get used to the weather, have difficulty understanding social etiquette, find it hard to make friends, try to get used to the food, struggle with the language*); Verb (*treat*); Phrasal Verb (*turn up*); Nouns (*host family, host*); Adjectives (*outgoing, overwhelming, foreign, rewarding, challenging, self-confident, patient*); Phrase (*go for it*)

### 5c Culture Corner

84

**Lesson objectives:** To listen and read for gist, to read for general comprehension, to compare social etiquette in the UK with your country

**Vocabulary:** Verb (*extend*); Nouns (*firm handshake, hug, greeting, crowded place, token, elbow*); Adjectives (*rare, typical, second rate*); Phrases (*make eye contact, in public, be aware*)

### 5d Everyday English

85

**Lesson objectives:** Complaining and apologising, to learn the pronunciation of linking sounds

**Vocabulary:** Un-neighbourly behaviour (*rubbish, damage property, litter, bark, park, driveway*); Sentences (*Could I talk to you for a minute?, What can I do for you?, I'm afraid I have a complaint., Oh, I'm really sorry about that., I'll make sure it doesn't happen again., Thanks, I'd really appreciate that.*)

### 5e Be the change

86-87

**Lesson objectives:** To listen and read for gist, to read for specific information, to talk and write about who you admire from the text

**Vocabulary:** Life changes (*win a scholarship to a top university, move into a caravan in the countryside, adopt a child from abroad, start your own business, set up a charity, grow your own food, have cosmetic surgery*); Verb (*win, shave, achieve*); Phrasal Verb (*throw away*); Nouns (*drug addict, shelter, dedication, determination, scholarship, social issue, solar panel, profits, community*); Adjectives (*homeless, passionate, home-grown, award-winning, starving*); Phrases (*share the stage, reach your goals*)

### 5f Changes in life

88-89

**Lesson objectives:** To listen and read for gist, to read for key information, to learn/revise the to-infinitive and -ing forms, to compare a wedding in your country to an Indian wedding

**Vocabulary:** Stages in life (*infant, toddler, child, teenager, adult, middle-aged, elderly*); Verbs (*signify, greet, last*); Nouns (*tradition, nickname, stick, dye, prosperity, silk, groom, marching band, entrance, ceremony*); Adjective (*stunning*); Phrases (*leap at the chance, steaming hot, hustle and bustle, embarrass oneself, fairytale wedding*)

**5g Skills 90**

**Lesson objectives:** To describe friends and family members, to listen for specific information, to comment on changes in appearance

**Vocabulary:** Appearance (*middle-aged, fat, short, old, well-built, in her early twenties, tattoo, curly, skinny, wrinkles, moustache, freckles, long, round, of medium height, small, oval, tall, overweight, thin, beard, young, wavy, straight, in her early forties, in his mid-thirties, plump, dark/pale skin, pierced ears, glasses, blond(e), dark, bald, in her late teens.*); Character (*patient, cheerful, honest, lazy, outgoing, rude, shy, generous, selfish, popular*); Commenting on changes in appearance (*I didn't recognise you! Have you changed something?; You look nice! Is something different?; You've changed!/You look different.; What have you changed?*)

**5h Writing 91**

**Lesson objectives:** To listen for specific information, to write a for-and-against essay

**5i Curricular: Science 92**

**Lesson objectives:** To read for gist and specific information, to give a presentation on bodily functions

**Vocabulary:** Verbs (*stretch, increase, release, flow, irritate, vibrate*); Nouns (*muscle, lung, airways, throat, vocal cords, adrenalin, voice box, dust, pollen, virus, brain, allergy*); Adjective (*jerky*)

**Moscow Culture 5 93**

**Lesson objectives:** To read for specific information, to develop creativity and thinking skills

**Vocabulary:** Verbs (*register, attach to*); Nouns (*content, consultation, evaluation*); Adjectives (*up-to-date, independent*); Phrase (*keep track of*)

**Skills 5 94-95**

**Lesson objectives:** To read for detailed comprehension, to listen for specific information, to practise word formation, to describe a picture, to talk about a personal experience, to write a for-and-against essay

**Russia 5 96**

**Lesson objectives:** To listen and read for gist, to read for specific information, to talk and write about Ivan Kupala Day/Midsummer Day

**Vocabulary:** Nouns (*summer solstice, rite, ceremony, fern flower, prosperity, bonfire, spirit*); Verbs (*wander, bloom, blossom*); Adjective (*ancient*)

**► What's in this module?**

Read the title of the module (*Life experiences*) and ask Ss to suggest what they think the module will be about (*the module is about annoying habits, cultural difficulties, bodily functions, appearance and character*). Go through the topic list and initiate a discussion to prompt Ss' interest in the module.

**Vocabulary**

**1 Aim To present vocabulary for life events**

- Ask Ss to look at the pictures.
- Play the recording. Ss listen and repeat chorally or individually.

**2 a) Aim To match pictures to vocabulary**

Explain the task and ask various Ss to identify which life event each picture shows.

**Answer Key**

- 1 graduate from university 4 get married  
2 get a job/promotion 5 buy your own house  
3 move house

**b) Aim To describe a picture**

- Explain the task and ask various Ss to describe a picture. Point out that Ss should think about the place, the weather, what the person/people is/are doing, what they are wearing and how they feel.
- Continue until all pictures are described satisfactorily.

**Suggested Answer Key**

*In picture 1, there are two young women and a young man in black graduation robes and caps. One of them is holding a certificate. They are smiling and happy. It looks like they have just graduated from university.*

*In picture 2, there is a woman in an office sitting behind a desk and shaking hands with a young man on the other side of the desk. She is smiling and happy and I think she has just offered the young man a job or a promotion.*

*In picture 3, there is a young couple sitting on the floor in front of a box. They are either wrapping things and putting them into the box or unwrapping things and taking them out of the box. They are moving out of their home or have just moved into their new home.*

*In picture 4, there is a woman and two young girls. They are wearing white dresses and smiling. The girls look like bridesmaids. The woman is probably about to get married.*

*In picture 5, there is a couple standing on the lawn of a house with a 'for sale' sign in front of it. A woman is giving them a set of keys and the couple seems happy. They must have just bought the house.*

### 3 **Aim** To present vocabulary for life events

- Play the recording. Ss listen and answer the question.
- Elicit from various Ss what experience Andy is talking about.

#### Answer Key

Andy is talking about his graduation day.

## OVER TO YOU!

### **Aim** To personalise the topic

Elicit answers to the question from various Ss.

#### Suggested Answer Key

*I have experienced moving house. It was quite upsetting to leave my old home and my friends behind. My older sister has experienced graduating from university. I felt happy and proud.*

## 5a How annoying!

### Vocabulary

#### 1 a) **Aim** To present new vocabulary related to other people's annoying/bad habits

- Direct Ss' attention to the pictures (1-7) and the phrases (A-G).
- Explain/Elicit the meaning of any unknown words and then elicit which habits match which pictures.

#### Answer Key

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

#### b) **Aim** To talk about annoying things that other people do

- Explain the task and read out the example exchange.
- Ask Ss to talk in pairs about which habits they find the most annoying.
- Monitor the activity around the class and then ask some pairs to tell the class.

#### Suggested Answer Key

B: ... people talk loudly on a mobile phone.

A: Yes, I agree. I hate it when people talk in the cinema.

B: Me too. Also, I can't stand it when people have bad table manners. etc

## Reading

### 2 a) **Aim** To listen and read for gist

- Explain the task and read the questions in the rubric aloud.
- Play the recording. Ss listen and follow the text in their books to find out.

#### Answer Key

*Suzy and her family felt really sorry for the waiter. Liam was told to leave the cinema because he shouted at some people who were talking all through the film. Chris found himself next to a man with terrible body odour on a train.*

### b) **Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences.
- Check Ss' answers. Ss should justify their answers.

#### Answer Key

- 1 F (a group of teenagers behind us didn't stop talking and laughing)
- 2 T - lost my temper
- 3 NS
- 4 F (the man in the restaurant with the bad manners)
- 5 F (saw bodies pressed against the door)
- 6 T - stuck for an hour

- 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

**usher (n):** person who shows you where to sit in a cinema or theatre

**furious (adj):** very angry

**be someone's fault (phr):** be responsible for sth bad that happens

**suffer (from) (v):** to be badly affected by sth

**complain (v):** to say you are not satisfied or happy with sth

**sneeze (v):** to force air quickly out of your mouth and nose in a way you cannot control

**cover (v):** to put sth over sth else

**deal with (phr v):** to solve a problem or help a situation

**restaurant critic (n):** person who evaluates a restaurant's food or service

**plenty (qu):** a lot of

**pull into (phr v):** (of a vehicle) to move into an area and stop

**press (against) (v):** to push firmly or lean on sth or sb else

**rail (n):** bar used for support

**break down (phr v):** to stop working

**be stuck (phr):** to be in a place that you want to get away from but can't

**polluted (adj):** dirty and full of poisonous chemicals

- 3 **Aim** To match titles to stories
- Read the rubric aloud and explain/ elicit the meanings of any unknown words.
  - Elicit answers and possible alternatives from various Ss.

**Answer Key/Suggested Answer Key**

- A **THROWN OUT (TALKING AT THE CINEMA)**  
 B **HEALTH WARNING (NASTY CUSTOMER)**  
 C **HOLD YOUR NOSE (PUBLIC NUISANCE)**

- 4 **Aim** To learn consolidate new vocabulary (idioms)

- Read the **Study Skills** box aloud and direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

- gets on my nerves:** annoys me  
**lost my temper:** got angry  
**laughing their heads off:** laughing a lot  
**letting off steam:** releasing my anger  
**felt really sorry for:** sympathised with  
**The final straw:** the thing that made me feel unable to accept a situation any more  
**my heart sank:** I started to feel sad/worried

**Grammar**

- 5 **Aim** To compare the Present Perfect and the Past Pimple

- Revise how we form the Present Perfect (*personal pronoun + has/have + past participle*) and what we use the Present Perfect tense for (*to talk about actions which happened at an unstated time in the past, actions which started in the past and continue to the present and for actions which have recently finished with visible results in the present*).
- Revise the Past Simple (*usually with personal pronoun + verb + -ed*) and its uses (*to talk about completed actions in the past*).
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- 1 B      2 C      3 A      4 D

- 6 **Aim** To practise the Present Perfect and the Past Simple

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

**Answer Key**

- 1 *gossiped, haven't spoken*  
 2 *Has anyone seen, put, came, ate*  
 3 *Have you visited, went*  
 4 *arrived, has been*

**Speaking & Writing**

- 7 **Aim** To consolidate information in a text

- Explain the task and give Ss three minutes to write down their answers.
- Ask various Ss to read their answers aloud.

**Suggested Answer Key**

*I find when people talk during a film to be the most annoying. When I have paid to see a film, I want to enjoy it without other people spoiling it by making noise. I would tell the usher to throw them out.*  
*I find when people have bad table manners to be the most annoying. If they cannot eat quietly, I don't think they should eat at restaurants. It puts other people off their meals.*  
*I find when people have bad body odour to be the most annoying. Nasty odours make me feel ill. I would get off the train and get in another carriage. I don't understand why people are not aware of their bad body odour.*

- 8 **Aim** To personalise the topic

- Explain the task and give Ss time to think of a situation that has happened to them.
- Give Ss time to write their posts and then ask various Ss to read them aloud.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

*It really annoys me when people take things without asking. My sister is always doing this. Last week I had an appointment with some friends and planned to wear my favourite red shirt. I spent ages looking for it, but I couldn't find it anywhere. I gave up in the end and wore my purple one instead. Just as I was leaving the house to meet my friends, my sister came home. Guess what she was wearing – my favourite red shirt! I was so angry with her for taking it without asking.*

**5b Culture shock**

**Vocabulary**

- 1 a) **Aim** To introduce topic-related vocabulary

- Direct Ss' attention to the pictures (1-5).
- Play the recording. Ss listen and repeat chorally or individually.

- Explain/Elicit the meanings of any unknown words.

**b) Aim** To consolidate new vocabulary

- Explain the situation and read the example aloud. Point out that the sentence uses the Present Perfect Continuous tense.
- Elicit similar sentences from various Ss for the remaining pictures.

**Suggested Answer Key**

- 2 Tony has been having difficulty understanding social etiquette.
- 3 Rachel has been finding it hard to make new friends.
- 4 Laura has been trying to get used to the food.
- 5 Peter has been struggling with the language.

## Reading

**2 a) Aim** To predict the content of a text and listen and read for gist

- Read the questions in the text aloud and elicit what Ss think the interview is about.
- Play the recording. Ss listen and follow the text in their books to check if their guesses were correct.

**Answer Key**

The interview is about Steven's experiences during his year spent studying abroad.

**b) Aim** To read for specific information

- Ask Ss to read the text again and mark the statements T (true) or F (false).
- Check Ss' answers.

**Answer Key**

1 F    2 T    3 T    4 F    5 F    6 T

- 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**

**host family (n):** group of relatives who have invited sb to live with them in their home

**outgoing (adj):** (of a person) very friendly and enjoying meeting people and talking

**host (n):** person who invited guests

**treat (v):** to behave towards someone in a certain way

**overwhelming (adj):** affecting someone very strongly

**foreign (adj):** coming from a country that is not your own

**rewarding (adj):** giving you satisfaction

**challenging (adj):** difficult and requiring effort

**turn up (phr v):** to arrive

**go for it (phr):** to encourage sb to do sth

**self-confident (adj):** sure of your own abilities

**patient (adj):** calm; not getting angry easily

**3 Aim** To consolidate new vocabulary

- Give Ss time to complete the phrases and write their sentences.
- Check Ss' answers.

**Answer Key**

- |            |          |         |
|------------|----------|---------|
| 1 learning | 4 know   | 7 study |
| 2 improve  | 5 spicy  | 8 get   |
| 3 host     | 6 social |         |

**Suggested Answer Key**

Studying abroad is a great learning opportunity.

You can take extra lessons to improve your language skills.

Steve's host family live in Mexico.

It feels good when you know the answer to someone's question.

I don't like spicy food; it's too hot.

Social etiquette is important when travelling abroad.

I hope to study abroad one day.

I don't often get lost because I use a street map.

## Grammar

**4 Aim** To present the Present Perfect Continuous

- Explain that we use the Present Perfect Continuous to put emphasis on the duration of an action that started in the past and continues to the present and for an action that has recently finished but whose results we can see in the present.
- Explain that we form it with *have been + -ing* form and that we use time adverbs such as *for*, *since* and *so far*.
- Elicit examples from the text in Ex. 2.

**Suggested Answer Key**

Examples in the text: I have been learning Spanish for three years now – my hosts have been treating me like part of their family. I've also been learning to slow down and relax – I've been struggling a bit to get used to the hot weather.

We use the present perfect continuous to put emphasis on the duration of an action that started in the past and continues to the present and for an action that has recently finished with visible results in the present.

We use the time adverbs *for* and *since* with this tense.

**5 a) Aim** To practise the Present Perfect Continuous

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

**Answer Key**

- 1 has been studying
- 2 has been working

- 3 *has your brother been living*
- 4 *have been learning*
- 5 *have you been doing*
- 6 *has been snowing*

**b) Aim** To practise the Present Perfect Continuous interrogative

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

**Suggested Answer Key**

- 2 *Has it been raining?*
- 3 *Has he been digging in the garden?*
- 4 *Have they been waiting long?*
- 5 *Have you been walking a lot?*

**6 Aim** To practise the Present Perfect, the Present Perfect Continuous and the Past Simple

- Explain the task and remind Ss that they have three tenses to choose from to make correct sentences.
- Give Ss time to complete the sentences, then check Ss' answers.

**Answer Key**

- 1 *have you been studying, started*
- 2 *Have you ever been, went*
- 3 *have been waiting, got*
- 4 *Has Dave been studying, went*
- 5 *got back, had*
- 6 *Have you finished, have been working, haven't finished*

**7 Aim** To present modals for making deductions (*must/can't/may/might*)

- Read the table aloud and explain that we use *must/can't + bare infinitive* to talk about sth we are sure about and we use *may/might + bare infinitive* to talk about sth we aren't sure about.
- Elicit the L1 equivalents for the examples.

(Ss' own answers)

**8 Aim** To practise modals for making deductions

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

**Answer Key**

- |                |                       |              |
|----------------|-----------------------|--------------|
| 1 <i>must</i>  | 3 <i>may</i>          | 5 <i>may</i> |
| 2 <i>can't</i> | 4 <i>can't, can't</i> |              |

**Speaking & Writing**

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

- Ask Ss to look through the text once more and think about Steven's problems in Mexico.
- Give Ss time to make sentences, and then ask various Ss to tell the class.

**Suggested Answer Key**

*He found it a bit overwhelming at first, trying to answer everyone's questions in Spanish, but he has improved his language skills and now he enjoys it. He wasn't used to the pace of life, but now he has learned to slow down and have an afternoon siesta after lunch. He was struggling with the hot weather. Now he wears a hat. It was difficult for him to get used to the spicy food, but now he's really enjoying it. Steven also had difficulty understanding social etiquette; he showed up exactly on time to a dinner invitation. He has learnt that Mexicans usually turn up at least half an hour late.*

**5c Culture Corner**

**1 Aim** To present the topic

- Read the rubric aloud and elicit whether Ss know any dos and don'ts of British social etiquette.
- Play the recording. Ss listen and follow the text in their books to find out.

**Suggested Answer Key**

*In Britain, people shake hands when they meet someone for the first time. When they ask how you are they are only being polite. You should always say 'please' and 'thank you'. Brits use a variety of hand gestures, but pointing is rude. You should take a gift to someone's house if you are invited to dinner.*

**2 Aim** To read for general comprehension

- Explain the task and read the headings aloud.
- Explain/Elicit the meanings of any unknown words and ask Ss to read the text again and match the headings to the paragraphs.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- |                                    |                              |
|------------------------------------|------------------------------|
| 1 <i>D (meet first time)</i>       | 3 <i>A (gestures)</i>        |
| 2 <i>B (not expect long reply)</i> | 4 <i>C (token of thanks)</i> |
- 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****extend (v):** to reach out**firm handshake (n):** holding sb's hand with your own with a strong grip and moving it up and down**rare (adj):** not common**hug (n):** putting your arms around a person and holding them tightly to show affection**make eye contact (phr):** to look sb straight in the eye when they look at you**typical (adj):** usual**greeting (n):** way of saying hello**in public (phr):** in front of a group of people**be aware (phr):** to make sure you know about sth**crowded place (n):** area full of people**token (n):** sth that you do for or give sb**elbow (n):** the joint in the middle of the arm**second-rate (adj):** not the best3 a) **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task, referring back to the text if necessary.
- Check Ss' answers.

**Answer Key**

1 talk	5 extend	9 between
2 token	6 index	10 kiss
3 sharing	7 return	11 firm
4 typical	8 talk	12 make

b) **Aim** To learn/consolidate new vocabulary

- Give Ss time to write sentences giving advice to sb visiting the UK, using the phrases in Ex. 3a.
- Elicit answers from various Ss.

**Suggested Answer Key**

- 1 When you are eating, you shouldn't talk with your mouth full.
- 2 You should give some flowers to your host as a token of thanks.
- 3 You should remember a few things when sharing a meal with Britons.
- 4 Kissing on the cheek is a typical greeting between British friends and relatives.
- 5 You should extend a hand when you first meet Brit.
- 6 You shouldn't point with your index finger; use your whole hand instead.
- 7 If someone smiles at you, return the gesture.
- 8 You mustn't talk loudly on your mobile phone. It's rude.
- 9 Hugs are unusual between friends.
- 10 A kiss on the cheek is typical between friends.
- 11 A first greeting involves a firm handshake.
- 12 You should make eye contact when you talk to someone.

4 **Aim** To write a list of dos and don'ts for social etiquette in your country

- Explain the task and give Ss some time to make a list of dos and don'ts.
- Ask Ss to compare the social etiquette in the UK to the etiquette in their country.
- Ask various Ss to tell the class.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

In my country, when you greet someone, most people shake hands. We also call each other by our title or full name, like in the UK and it is very rude to call someone by their first name until they invite you to. In the UK, there are a lot of positive hand gestures, but we don't really use them. It is very rude. Also, in the UK people have lots of personal space; in my country people stand very close to you. Don't be shocked if people are almost touching you when they speak to you and don't move back, because this will insult the person you are speaking with. If you are invited to someone's home for dinner, it is polite to take a small gift, the same as in the UK. Also, in my country it is rude if you arrive exactly on time. It is always best to arrive about 15 minutes late but no more. Britons don't like elbows on the table and we have something similar; you must always keep your wrists on the table. You should try a little of everything and if offered, accept second helpings.

5d **Everyday English**1 **Aim** To present new vocabulary

- Play the recording, with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit whether any Ss have/have had any of these problems with bad neighbours.

(Ss' own answers)

2 a) **Aim** To present situational language

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

b) **Aim** To listen and read for gist

- Explain the task.
- Play the recording. Ss listen and follow the dialogue in their books to find out.

**Answer Key**

The problem is that Alan's neighbour is playing very loud music and Alan can't study.

**3 Aim** To identify synonymous phrases in a 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 can I help you? – What can I do for you?

I apologise. – I'm really sorry about that.

Can I discuss something with you? – Could I talk to you for a minute?

I didn't know it was a problem. – I didn't realise it was bothering anyone.

That would be great. – I'd really appreciate that.

**Pronunciation**

**4 Aim** To learn about linking sounds

- Read the theory aloud and then play the recording, with pauses for Ss to repeat chorally or individually.
- Pay attention to Ss' intonation.

**Speaking**

**5 Aim** To practise role playing

- Explain the situation.
- Tell Ss that they can use the sentences in Ex. 2a and the un-neighbourly behaviour from Ex. 1 to help them complete the task.
- Ss complete the task in pairs, using the plan.
- 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. I'm Tina Brown, I've just moved in next door.

B: Oh, hello. Pleased to meet you, Tina. I'm Tom Bird.

A: Pleased to meet you, Tom. Could I talk to you for a minute?

B: Sure. What can I do for you?

A: Well, I'm afraid I have a complaint. It's just that you've been parking in front of my driveway, and it's difficult for me to get in and out.

B: Oh, I'm sorry about that. I didn't realise it was a problem.

A: That's OK, it's just that I'd like the driveway to be clear so I can come and go easily.

B: I understand. Don't worry I'll make sure it doesn't happen again.

A: Thanks – I'd really appreciate that.

B: You're welcome. And sorry again.

A: Don't worry about it. Have a nice day.

**5e Be the Change**

**Vocabulary**

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

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

**b) Aim** To practise new vocabulary

- Explain the task and read the examples aloud.
- Ask various Ss to say sentences about the life changes, using the adjectives in the list.

**Suggested Answer Key**

I'd like to win a scholarship to a top university. It would be very exciting.

I wouldn't like to move into a caravan in the countryside. It's too difficult.

I'd like to start my own business. It would be very challenging.

I wouldn't like to grow my own food. It's too tiring.

I would(n't) like to adopt a child from abroad. It's challenging/risky.

**2 Aim** To predict the content of the text and to listen and read for gist

- Ask Ss to read the title, the introduction and the first and last sentences in each text.
- Elicit Ss' guesses as to what changes each person made in their lives.
- Play the recording. Ss listen and follow the text in their books to find out if their guesses were correct.

**Suggested Answer Key**

I think Liz Murray won a scholarship to a top university.

I think Mark Boyle lives without money.

I think Narayanan Krishnan set up a charity.

**3 Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

1 M    2 N    3 M    4 L    5 N    6 L

- 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**

**share the stage (phr):** to have use of a raised platform along with other people

**homeless (adj):** having nowhere to live

**drug addict (n):** person who cannot stop taking drugs (e.g. heroin)

**shelter (n):** building where homeless people can get food and a bed

**dedication (n):** the act of giving lots of time and effort to a cause

**determination (n):** quality when someone has decided to do sth despite any obstacles

**win (v):** to succeed, defeat others

**scholarship (n):** an amount of money given to support a student's education

**reach your goals (phr):** to succeed in doing what you wanted to do

**passionate (adj):** having a strong belief in sth

**social issue (n):** problem related to society

**throw away (phr v):** to get rid of sth that is not wanted

**solar panel (n):** surface that takes the sun's heat and light and turns it into electricity

**home-grown (adj):** grown in your own garden

**profits (n):** amount of money gained from a business activity

**community (n):** all the people living in a particular area

**award-winning (adj):** having won an award/prize for having done sth well

**starving (adj):** very hungry

**shave (v):** to remove hair from the face using a razor

**achieve (v):** to succeed in doing sth

**BACKGROUND INFORMATION**

**Mikhail Gorbachev**, born on 2<sup>nd</sup> March 1931, is a former Soviet statesman. He was General Secretary of the Communist Party of the Soviet Union from 1985-1991. He was awarded the Nobel Peace Prize in 1990.

**The Dalai Lama** is a Buddhist leader in Tibet. The name means chief/high priest of oceans.

**Switzerland** is a country in Western Europe. Its capital city is Bern. It is home to many international organisations such as the Red Cross and the International Olympic Committee and it is one of the richest countries in the world.

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

- Explain the task and give Ss some time to complete it.
- Ask various Ss to share their answers with the class and suggest alternative titles.

**Answer Key**

A – FROM HOMELESS TO HARVARD

B – A LIFE WITHOUT CASH

C – CARING FOR THE HUNGRY

**Suggested Answer Key**

TURNING HER LIFE AROUND

WASTE NOT, WANT NOT

A HELPING HAND

**5 a) Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

**look after:** care for

**turn around:** change

**gave up:** stopped doing

**moved into:** started living in

**put in:** installed

**take up:** started

**set up:** created

**hands out:** gives

**b) Aim** To consolidate new vocabulary

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

**Suggested Answer Key**

Liz Murray **looked after** her younger sister.

She managed to **turn her life around** after a bad start. Mark Boyle **gave up** his job and decided to live without money.

He **moved into** a caravan in the countryside and started growing his own food.

He **put in** solar panels for electricity.

Narayanan Krishnan was about to **take up** a top job as a chef.

He **set up** a charity called Akshaya Trust.

He **hands out** meals to homeless people.

**6 Aim** To consolidate new vocabulary

- Explain the task and refer Ss back to the **Check these words** box.
- Give Ss time to complete it, then check Ss' answers.

**Answer Key**

1 homeless      3 reach      5 home-grown

2 solar panels      4 Social issues

**Speaking & Writing****7 Aim** To express a personal opinion on the topic of a text

- Read the rubric aloud and give Ss time to think of their answers and write some sentences giving reasons.
- Ask various Ss to read their sentences to the class.

**Suggested Answer Key**

*I admire Liz the most because she turned her life around. She used to live on the streets, but she had determination and dedication and won a place in a top university. Now Liz spends her time talking to teenagers about drugs and gangs and how to stay away from them. She wants people to know that they can reach their goals even if they have a tough life.*

*I admire Mark the most because he gave up his job to prove that we don't need money. He lives in an old caravan in the country and eats food he grows himself; he even eats wild berries when he is hungry and washes in a river. Also, he has written a book about his experiences and is going to use the profits to make a community that lives without money.*

*I admire Narayanan the most because he gave up his job to set up a charity to help starving people. Every day he cooks 400 meals for hungry homeless people in the community and hands them out. He even gives them a haircut and a shave if they want one. Narayanan has shown me that even one man can make a big difference.*

# 5f Changes in life

**Vocabulary**

**1 Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures.
- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Elicit answers to the questions from Ss around the class.

**Suggested Answer Key**

*I am a teenager.  
My teacher is an adult.  
My parents are middle-aged.  
My uncle is an adult.  
My neighbours' kids are children/toddlers/infants.*

**2 Aim** To present new vocabulary

- Direct Ss' attention to the pictures on p. 88 and go through the list of phrases.
- Explain/Elicit the meanings of any unknown words.
- Ask various Ss around the class to describe the pictures using the new vocabulary.

**Suggested Answer Key**

*The first picture in Ex. 1 shows a couple with a baby. The other picture shows a young woman who has just got a degree.*

**Reading**

**3 Aim** To introduce the topic and listen and read for gist

- Elicit what, if anything, Ss know about Hindu weddings. Elicit a variety of questions from Ss around the class and write three of them on the board.
- Play the recording. Ss listen and follow the text in their books and see if their questions were answered.

**Suggested Answer Key**

- 1 *How long do the wedding celebrations last? (3-10 days)*
- 2 *Do the people dance at Hindu weddings? (Yes, they do.)*
- 3 *What do the bride and groom wear? (The bride wears a red and gold sari and the groom wears white.)*

**4 Aim** To read for key information

- Explain the task and ask Ss to read the questions and possible answers 1-5 and then give them time to read the text again and answer them.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 *B (It sounded so exotic and I wanted to see it from myself)*
- 2 *C (as I admired the architecture of the pink city)*
- 3 *B (I really enjoyed watching the modern Bollywood dances)*
- 4 *D (but it was nothing compared to the bride)*
- 5 *A (Thankfully, this time I didn't seem to embarrass myself so much)*

- 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**

**leap at the chance (phr):** to be quick to take up an opportunity  
**signify (v):** to symbolise  
**steaming hot (phr):** extremely hot  
**greet (v):** to welcome and meet sb  
**tradition (n):** a custom or belief that has existed for a long time  
**hustle and bustle (phr):** the noisiness and crowdedness of a place  
**nickname (n):** a pet name for sb/sth/an informal name for sb or sth  
**stick (n):** a short piece of wood  
**last (v):** to continue to exist for a certain length of time  
**dye (n):** a special liquid that can change the colour of sth  
**prosperity (n):** wealth, the quality of being rich  
**silk (n):** a very soft fabric

**groom (n):** a man about to be married

**marching band (n):** a group of musicians who play while moving in formation

**entrance (n):** the act of walking into a building or place

**stunning (adj):** amazing, fantastic

**ceremony (n):** a ritual or formal event

**embarrass oneself (phr):** to make yourself feel self-conscious about your behaviour

**fairytale wedding (phr):** a magical wedding like in a story e.g. Cinderella

5 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Elicit answers from Ss around the class.

**Answer Key**

- |            |           |               |
|------------|-----------|---------------|
| 1 leapt    | 4 bustle  | 7 entrance    |
| 2 steaming | 5 lasted  | 8 experienced |
| 3 greeted  | 6 awkward |               |

6 **Aim** To consolidate new vocabulary

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

**Answer Key**

- |            |                  |              |
|------------|------------------|--------------|
| 1 steaming | 4 multi-coloured | 7 flower     |
| 2 hustle   | 5 future         | 8 fairy-tale |
| 3 wedding  | 6 marching       |              |

## Grammar

7 a) **Aim** To practise the *to*-infinitive & *-ing* form

- Give Ss a one-minute time limit to think of verbs/phrases using the *to*-infinitive and the *-ing* form.
- Check Ss' answers around the class.

**Suggested Answer Key**

would like + <i>to</i> -infinitive	make + infinitive without <i>to</i>
suggest + <i>-ing</i> form	love + <i>-ing</i> form
hope + <i>to</i> -infinitive	agree + <i>to</i> -infinitive

b) **Aim** To present all present tense forms of the infinitive and *-ing* form

- Go through the theory box and explain that we use the **present infinitive** ([*to*] dance) with the present simple and future simple tenses, the **present continuous infinitive** ([*to*] be dancing) with the present continuous tense, the **present perfect infinitive** ([*to*] have danced) with the past simple, present perfect and past perfect tenses and the present perfect continuous infinitive ([*to*] have been dancing) with the past continuous, the present perfect continuous and the past perfect continuous.

- Explain that we use the **present *-ing* form** (dancing) with the present simple and the future simple tenses and we use the **perfect *-ing* form** (having danced) with the present perfect tense.
- Elicit examples of infinitive and *-ing* forms from the text from Ss around the class.

**Answer Key**

having greeted, helped me to put, to wear, following him, seemed to be doing, walking, exchanging, seem to embarrass myself, to have met ... have experienced, like being

8 **Aim** To practise infinitive & *-ing* forms

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

**Answer Key**

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1 to go          | 4 to have been | 7 to be walking |
| 2 to be enjoying | 5 dancing      | 8 having eaten  |
| 3 to eat         | 6 having told  |                 |

## Speaking & Writing

9 **Aim** To practise infinitive & *-ing* forms

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

**Suggested Answer Key**

It seems they have just had a baby. They appear to be very happy. New parents tend to be quite emotional. She **seems** to have got a degree. She **appears** to be holding her certificate. She **appears** to feel proud. Graduates **tend** to feel happy and proud.

10 **Aim** To consolidate information in a text and compare weddings in your country to Indian weddings

- Explain the task and give Ss a three-minute time limit to complete the task and then tell their partner.
- Monitor the activity around the class and then ask some Ss to report back to the class.

**Suggested Answer Key**

In my country, the bride wears a white dress. In the Indian wedding, the bride wears a red and gold sari and the groom wears white. In my country, the wedding takes place in one day, but in an Indian wedding the celebrations can last for many days. There is a lot of dancing and traditional food at both an Indian wedding and at a wedding in my country.

# 5g Skills

## Vocabulary

1 a) **Aim** To present vocabulary for appearance

- Direct Ss' attention to the headings and the list of words. Write the headings in a table on the board, and elicit from various Ss which words go under which headings.
- Ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and check their answers.

**Answer Key**

<b>SPECIAL FEATURES</b>	<i>tattoo, wrinkles, moustache, freckles, beard, dark/pale skin, pierced ears, glasses, bald</i>
<b>FACE</b>	<i>long, round, small, oval</i>
<b>AGE</b>	<i>middle-aged, old, in her early twenties, young, in her early forties, in his mid-thirties, in her late teens</i>
<b>HAIR</b>	<i>curly, long, wavy, straight, blond(e), dark</i>
<b>BUILD</b>	<i>fat, well-built, skinny, overweight, thin, plump</i>
<b>HEIGHT</b>	<i>short, of medium height, small, tall</i>

b) **Aim** To describe people

- Direct Ss' attention to the pictures and give them time to prepare their answers.
- Remind Ss to include special features, height, face, hair, build and age where they can.
- Ask various Ss to describe the people in the pictures for the class.

**Suggested Answer Key**

*... in his mid-thirties and he is overweight. He has got short dark hair, brown eyes, a pierced ear and a beard and moustache. He has lots of tattoos on his arms, too.*  
*Debbie is in her early forties. She seems to have a slim build and she's probably of medium height. She has got long dark curly hair, big brown eyes, dark skin and a wide mouth. She also wears glasses.*  
*Jenny is young – around ten years old – and slim. She has got long curly red hair, small brown eyes, a wide mouth and freckles. She has got pierced ears.*  
*Ted is middle-aged. He is probably tall and slim. He is bald, has got brown eyes and a grey beard and moustache.*  
*Sandra is in her early twenties. She seems to be of medium height. She has got a round face and long blonde hair. She has got pale skin and blue eyes, too.*

2 **Aim** To present/practise character adjectives

- Go through the adjectives in the list, and ask Ss to try to complete the task before looking up the meanings of any of the words they are unsure of.
- Check Ss' answers.

**Answer Key**

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| 1 <i>honest</i>  | 5 <i>outgoing</i> | 9 <i>generous</i> |
| 2 <i>selfish</i> | 6 <i>lazy</i>     | 10 <i>shy</i>     |
| 3 <i>patient</i> | 7 <i>cheerful</i> |                   |
| 4 <i>rude</i>    | 8 <i>popular</i>  |                   |

3 **Aim** To consolidate new vocabulary

Ss, in pairs, use the vocabulary from Exs. 1 and 2 to describe their friends and family members. Monitor the activity around the class and then ask various Ss to describe a person to the class.

**Suggested Answer Key**

- A: *What does your dad look like?*  
 B: *He's of average height and slim. He has short dark hair and a beard and moustache. He also wears glasses.*  
 A: *What's he like?*  
 B: *He's kind, generous and funny.*

## Listening

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5. Explain/Elicit the meanings of any unknown words.
- Play the recording. Ss listen and check the correct box for each statement. Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

**Answer Key**

- 1 T
- 2 T
- 3 F (Young people often compare themselves to celebrities on TV.)
- 4 F (lose some weight or become healthier)
- 5 F (a parent, a teacher or an adult you trust)

## Speaking

5 **Aim** To comment on changes in appearance

- Go through the phrases and the useful language in the box.
- Ss work in pairs using the phrases and the useful language to act out exchanges like the example.
- Monitor the activity around the class and then choose various pairs to act out their exchanges.

**Suggested Answer Key**

- A: *You look nice. Is something different?*  
 B: *Yes. I just got new glasses.*

A: You look great.  
B: Thanks.

A: You look different. What have you changed?  
B: I got a haircut.  
A: It looks great.  
B: Thanks.

A: I didn't recognise you! Have you changed something?  
B: Yes. I've grown a beard!  
A: Of course. It looks nice.  
B: Thanks.

A: You look different. What have you changed?  
B: I've grown my hair out.  
A: Yes! It looks great.  
B: Thanks.

## 5h Writing

### 1 **Aim** To analyse a model essay

- Go through the **Writing Tip** and explain the structure and content of a for-and-against essay.
- Give Ss time to read the essay, then elicit the arguments for/against the topic, and the examples the writer gives.

#### Answer Key

**Arguments for:** can help you become fluent in a foreign language, can learn about another culture

**Arguments against:** studying abroad is expensive, may have problems adjusting

**Examples/Justifications:** improve employment prospects, gain knowledge, new friends and experiences, huge debt to repay, may not enjoy it, be unhappy

### 2 **Aim** To identify topic sentences

- Refer Ss back to the essay to find the topic sentences and then write these on the board.
- Elicit alternatives from various Ss, and complete the task as a class.

#### Answer Key

*Without a doubt, there are some advantages to studying abroad.*

*On the other hand, there are a number of disadvantages to studying abroad.*

#### Suggested Answer Key

*There are certainly some benefits to studying abroad. Nevertheless, there are also a number of arguments against studying abroad.*

### 3 **Aim** To identify functions of linkers and suggest alternatives

- Explain the task and ask Ss to identify the functions of the highlighted linkers in the model essay.
- Check Ss' answers, and then elicit alternatives from various Ss.
- Refer Ss back to the **Writing Tip** if necessary.

#### Answer Key

**introduce an opinion:** In my opinion

**show contrast:** On the other hand

**list/add points:** Firstly, Secondly, To begin with, In addition

**conclude:** All in all

#### Suggested Answer Key

**introduce an opinion:** I believe

**show contrast:** However

**list/add points:** To start with, Also, In the first place, Moreover

**conclude:** In conclusion

### 4 a) **Aim** To listen for specific information

- Explain the task and ask Ss to copy the table into their notebooks.
- Play the recording. Ss listen and make notes under the headings.
- Check Ss' answers, then elicit which arguments are advantages and which are disadvantages.

#### Answer Key

**IS IT A GOOD IDEA TO GO ON AN EXTREME DIET?**

**Arguments:** see results quickly (advantage), they encourage self-control (advantage), hard to follow (disadvantage), extreme restrictions (disadvantage)

**Examples/Justifications:** keeps you motivated, have to stay focused, you give up quickly, don't get the nutrients you need to stay healthy

### b) **Aim** To write a for-and-against essay

- Explain the task and tell Ss to use the **Writing Tip**, the plan and their answers in Ex. 4a to help them. 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. Refer Ss to **Writing Bank 5** for more details.

**Useful language for writing for-and-against essays**

**Stating the topic**

These days (more and more) ... . Should ...? Is there a reason to ...?

**Introducing advantages/disadvantages**

(Without a doubt) there are a number of advantages to ... .

Although ..., it has certain advantages ... .

However, there are some disadvantages to ... .

However, ... has its disadvantages.

**Concluding**

All in all/To sum up, there are points for and against .../there are both positive and negative aspects to ... .

- Give Ss time to write their essays or assign as HW. Check Ss' answers.

**Suggested Answer Key**

**Is it a good idea to go on an extreme diet?**

These days, more and more people are trying extreme diets to lose weight quickly. Some people think these diets are great, but others think they are not good for you.

Without a doubt, there are some advantages to these diets. Firstly, you can see results really quickly and this can keep you motivated to lose more weight. Secondly, they encourage self-control, because you have to stay focused for the diet to work.

On the other hand, there are some disadvantages to these diets. To begin with, they can be difficult to follow, so you may give up easily and put weight back on quickly. Also, there are many restrictions. This means, you may not get enough nutrients to stay healthy.

All in all, there are both advantages and disadvantages to extreme diets. In my opinion, anyone who wants to lose weight should think about it very carefully and make sure they see a doctor before starting a diet.

*diaphragm muscle. We sneeze when something irritates the inside of our nose. We snore when we are asleep and air can't move through our mouth and nose freely.*

**2 Aim To read for specific information**

- Ask Ss to read the sentences, and then give them time to read the text again and complete the task.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- |         |          |          |
|---------|----------|----------|
| 1 snore | 3 blush  | 5 sneeze |
| 2 yawn  | 4 hiccup | 6 cough  |

- 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**

**stretch (v):** to extend as far as possible to relieve tightness  
**muscle (n):** tissue that connects bones and allows them to move

**lung (n):** one of two organs inside the body that allow you to breathe

**increase (v):** to become greater in amount

**airways (n):** passages that allow air to enter the body and reach the lungs

**throat (n):** the part of the body from the back of the mouth to the bottom of the neck

**vocal cords (n):** body parts in the throat that vibrate when we speak

**release (v):** to let go

**adrenalin (n):** substance created in the body when a person is excited, scared or angry

**flow (n):** continuous smooth movement

**jerky (adj):** sudden, quick (movements)

**voice box (n):** the part of the throat that contains the vocal cords

**dust (n):** very small pieces of dirt

**pollen (n):** very fine powder produced by flowers

**virus (n):** a kind of germ that causes disease

**irritate (v):** to annoy

**brain (n):** organ inside your head that controls movements and feelings

**vibrate (v):** to shake with repeated small movements

**allergy (n):** condition that causes a rash or illness due to contact with sth that does not normally make people ill

**5i Curricular: Science**

**1 Aim To introduce the topic and listen and read for gist**

- Read the headings in the text aloud and elicit whether any Ss know what causes these reflex actions to happen.
- Play the recording. Ss listen and follow the text in their books to find out.

**Answer Key**

*We yawn when we are tired to get more oxygen into the blood. We cough to clear our airways of irritation. We blush when the body releases adrenalin, which increases the blood flow. It usually happens when we are embarrassed. We hiccup when something irritates the*

**3 Aim To learn/consolidate new vocabulary**

- Direct Ss' attention to the highlighted words in the text and the list of words in the rubric.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key***alert: awake**contagious: infectious**self-conscious: uncomfortable around others**become aware: know about**jerky: sudden and fast**irritates: bothers**vibrate: shake***4 Aim** To consolidate information in a text

- Ss work in pairs, and tell their partners something they remember about each reflex action in the text.
- Monitor the activity and then elicit answers from various Ss.

**Suggested Answer Key***Yawning increases the heart rate.**We close our vocal cords when we cough.**Babies don't blush.**The muscle below our lungs is the diaphragm. We hiccup when something irritates it.**A sneeze can be up to 160 kmph.**45% of men snore regularly.***5 Aim** To give a presentation on reflex actions

- Ask Ss to work in small groups and collect information from the Internet, school textbooks, encyclopaedias or other reference sources about the reflex actions in the text.
- Allow time for Ss to collect their interesting facts and present them to the class. Alternatively, assign the task as HW.

**Suggested Answer Key***Olympic athletes try to yawn before they compete! Just thinking about yawning can make you yawn, but no one can explain why!**In Poland they use chopped onion and honey as a cough remedy.**People with fair skin seem to blush more often than people with dark skin because the colour of blood shows more easily through pale skin.**Most cases of hiccups last a few minutes. If you have persistent hiccups you may have an underlying health problem. Some people say you can cure hiccups by breathing into a paper bag or drinking water from the wrong side of the glass.**When you sneeze, you even use the muscles in your eyelids, because your eyes always close when you sneeze!**As you get older, you may snore more, because the muscles and tissue in your throat area become weaker.***Moscow Culture 5****Listening & Reading****1 Aim** To introduce the topic through personal questions

Elicit answers from Ss around the class.

*(Ss' own answers)***2 Aim** To predict the content of a text

- Direct Ss' attention to the title and the photo. Elicit Ss' guesses to the questions.
- Play the recording. Ss listen and follow the text to find out.

**Suggested Answer Key***Pupils in Moscow can use the "My Progress" service for their online evaluation.*

- Explain/Elicit the meaning of the words in the **Check these words** box.

**Suggested Answer Key***up-to-date (adj): modern**keep track of (phr): to keep recent information of sth**content (n): the things that are included in sth**register (v): to enter your name and other personal information into sth**attach to (v): to join sth to sth else**consultation (n): a meeting to discuss something or to get advice**independent (adj): free from outside control**evaluation (n): a judgment about sth***3 Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

1 T	3 F	5 T	7 T
2 T	4 T	6 F	8 F

**Speaking & Writing****4 Aim** To consolidate information in a text

- Ask Ss to close their books and write in their notebooks a few sentences about what they liked most about this service.
- Ask Ss to work in pairs in order to compare their answers and monitor the activity around the class.

**Suggested Answer Key**

*I like the fact that it keeps track of a student's academic achievements and helps them check their knowledge at any time. Another thing I like about the service is that it has a user-friendly interface and high-quality content prepared by experts. Finally, what I like the most about the service is that students can upload their work online and an expert will check it.*

**5 Aim To develop creativity and thinking skills**

- Explain the task and allow Ss time to write their suggestions.
- Invite various Ss around the class to read their texts to the class.

**Suggested Answer Key**

*There are several ways that we can improve the "My Progress" service. Firstly, the service could have extra features like extra-hints to help students solve tasks they find difficult. Of course, this will be taken into account in the marking process. Another way to improve the service is to provide on-line courses for weaker students. this could help them improve their skills and enrich their knowledge.*

**Skills 5**

**Reading**

**1 Aim To read for key information**

- Read the rubric aloud and ask Ss to underline the key words in the questions which give clues about what Ss may read in the text.
- Give Ss time to read the text and complete the task and then ask them to check their answers with their partner. Check Ss' answers. Ss should justify their answers.

**Answer Key**

- 1 D (It was Mika's competitive spirit that made her change gears)
- 2 C (I don't get any special treatment because I am a woman)
- 3 B (How important an education is to people of all ages)
- 4 A (She doesn't have time for a social life)
- 5 C (whole text)

**Listening**

**2 Aim To listen for specific information**

- Read the rubric aloud and ask Ss to read the statements 1-5.
- Play the recording. Ss listen and complete the task
- Check Ss' answers and ask them to give justifications.

**Answer Key**

- 1 F (taken to my new home before I was a year old)
- 2 F (I had everything a child could dream of)
- 3 T (childless family)
- 4 T (Jim was reading an online post in a Yahoo group)
- 5 F (lives next door)

**Speaking**

**3 Aim To describe a picture**

- Ask various Ss around the class to describe the picture.
- Then elicit answers to the questions from various Ss around the class.

**Suggested Answer Key**

*In the picture I can see a young woman in a graduation gown and cap about to be hugged by an older woman. The girl is smiling and she is holding a certificate. The older woman is wearing a white jacket and she seems to be smiling, too. They are outdoors and I think the young girl has graduated from university and the older woman is her mother.*

- 1 I think the mother feels proud and happy.
- 2 I think higher education is necessary if you want to have a profession rather than just a job. I also think going to university teaches you life skills as well as study skills and prepares you more for an independent life.
- 3 I am planning to study Architecture because I want to be an architect and design buildings for a living.

**4 Aim To prepare for a writing task and to write a for-and-against essay**

- Read the rubric aloud.
- Play the recording. Ss listen and make notes from the tapescript.
- Give Ss time to write their essay using their notes.
- Check Ss' answers.

**Suggested Answer Key**

*Pros: you can experience a different culture, this will broaden your worldview and make you more tolerant of other cultures, you can improve your language skills, this may help your employment prospects*

*Cons: far away from home, may get homesick and studies may suffer, different culture may be difficult to adjust to you, may not be able to concentrate on your studies*

### The Pros and Cons of Studying Abroad

These days, many people choose to study abroad. Some people think this is a good idea, while others think it is unnecessary and expensive.

Certainly, there are some advantages to studying abroad. Firstly, living in a foreign country means you will get to know a different culture. This experience will broaden your worldview and make you more tolerant of other cultures. Secondly, studying abroad will improve your language skills. This is a valuable skill and may help your employment prospects on graduation.

On the other hand, there are a number of disadvantages to studying abroad. To start with, being far away from home may make you homesick and your studies may suffer. Furthermore, adjusting to a foreign culture may be so difficult that you are unable to concentrate on your studies.

All in all, there are both advantages and disadvantages to studying abroad. In my opinion, students should think carefully about how well they will adjust to living in another country before they decide to do it.

#### 5 **Aim** To practise word formation

- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class. Point out that correct spelling is required.

#### Answer Key

- |              |              |            |
|--------------|--------------|------------|
| 1 difference | 3 cheerful   | 5 response |
| 2 encouraged | 4 constantly |            |

### Grammar

#### 6 **Aim** To practise grammar forms in text completion

- Explain the task and give Ss time to complete the gaps with the correct grammar form.
- Check Ss' answers on the board.

#### Answer Key

- |               |                    |
|---------------|--------------------|
| 1 was playing | 5 will kill        |
| 2 suggested   | 6 have been trying |
| 3 calling     | 7 have never been  |
| 4 touch       |                    |

## Russia 5

### Reading & Listening

#### 1 **Aim** To predict the content of a text and listen and read for gist

- Draw Ss' attention to the pictures and title.
- Elicit what Ss know about Ivan Kupala Day.
- Play the recording. Ss listen and follow the text in their books.

#### Suggested Answer Key

Ivan Kupala Day takes place in the middle of summer. It is a celebration of the sun with lots of fun things to do.

#### 2 **Aim** To read for specific information

- Explain the task and ask Ss to reread the text.
- Allow Ss time to complete the task.
- Elicit answers from around the class.

#### Answer Key

- |      |     |      |
|------|-----|------|
| 1 F  | 3 T | 5 NS |
| 2 NS | 4 T | 6 F  |

- 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

**ancient (adj):** having been around for a long time, very old

**summer solstice (n):** the day of the year having the longest hours of daylight

**rite (n):** a ceremony or custom observed within a society

**ceremony (n):** a formal ritual or act often to observe an event

**wander (v):** to walk around without a particular destination

**fern flower (n):** a magical flower in Slavic mythology that brings luck and wealth to whoever finds it

**bloom (v):** to produce flowers (of a tree or plant)

**blossom (v):** to open (of flowers), come into flower

**prosperity (n):** condition of being wealthy, having good fortune

**bonfire (n):** a large outdoor fire that is lit for a celebration

**spirt (n):** a ghost

**3** **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the highlighted words in the text and the words/phrases 1-6 in the book.
- Give Ss time to match them, and then check Ss' answers around the class.

**Answer Key**

- 1 *walk around: wander*
- 2 *wealth: prosperity*
- 3 *need, rely on: depend*
- 4 *arrive at a point: reaches*
- 5 *have a relationship to: connected*
- 6 *have great respect for: honour*

**Speaking & Writing**

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

- Ss work in pairs and tell their partners three things they like about Ivan Kupala Day and why.
- Monitor the activity and then elicit answers from various Ss.

**Suggested Answer Key**

- 1 *I like wandering around the neighbourhood with my friends looking for fern flowers because it would be great to find one and have good luck.*
- 2 *I like playing tricks on my friends because it's lots of fun.*
- 3 *I like going to the bonfire celebrations and watching people jump over the fire because it's exciting.*

**5** **Aim** To write a summary about Midsummer Day

- Ask Ss to work in pairs or small groups. Ss collect information from the Internet, encyclopaedias or other reference sources about Midsummer Day in an English speaking country.
- Allow Ss time to collect the information and write their summary. Then, ask various Ss to present their summary to the class.
- Alternatively, assign the task as HW and ask Ss to present their summaries in the next lesson.

**Suggested Answer Key**

*In the past, Midsummer Eve used to be celebrated all over the UK. Nowadays, Midsummer or the Summer Solstice is only celebrated in certain areas. Also known as St John's Eve, Midsummer Eve was filled with dancing, singing and large bonfires that people would jump through for good luck. People would also decorate their homes with certain plants and flowers.*

*Today, people in Cornwall, in the south-west of England, still light bonfires up and down the coast. There are many festivities with music, dancing and fireworks.*

*On the summer solstice many people also gather to watch the sun rise at Stonehenge and celebrate the longest day of the year.*

# Crime & community

## Topic

In this module Ss will explore the topics of crime & punishment, law & order, crime & technology, street art and problems in the community.

## Modular page

97

**Lesson objectives:** Overview of module, to listen for specific information

**Vocabulary:** Types of crime (*burglary, robbery, speeding, shoplifting, mugging, arson, pickpocketing, vandalism*)

## 6a Is it art?

98-99

**Lesson objectives:** To listen and read for gist, to read for specific information, to revise the passive, to talk and write about street art

**Vocabulary:** Types of art (*pottery, carving, painting, computer graphics, sculpting, drawing, graffiti, photography, architecture, print making, collage*); Verbs (*divide, transform, arrest, exhibit*); Phrasal Verb (*brighten up*); Nouns (*steel, concrete, volunteer, crack, bulletproof vest, skip, grating, approval*); Adjectives (*offensive, neglected, illegal, rundown*); Phrases (*public opinion, crumbling walls, fair share, worldwide phenomenon*)

## 6b Crime fighters

100-101

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn the passive, impersonal/personal structures – *make/let*; to learn the causative, to learn reflexive pronouns, to act out and write an interview about a job

**Vocabulary:** Jobs related to fighting crime (*judge, lawyer, forensic scientist, police detective, security guard, prison guard, store detective, private detective*); Verbs (*analyse, arrest, examine, identify*); Nouns (*scientific method, physical evidence, crime scene, DNA analysis, suspect, fibre, blood analysis, saliva, electron microscope, ultraviolet light, trace, lab, silicon chip*); Adjective (*distressing*); Phrases (*solve crimes, in record time, dramatic arrest*)

## 6c Culture Corner

102

**Lesson objectives:** To listen and read for gist, to read for specific information, to write a biography about a famous writer

**Vocabulary:** Verbs (*lack, hire, award*); Phrasal Verbs (*make up, pass away*); Nouns (*crime, writer, tutor*); Adjectives (*well-to-do, conservative*); Adverb (*verbally*)

## 6d Everyday English

103

**Lesson objectives:** Giving a witness statement, to learn epenthesis

**Vocabulary:** Sentences (*Where and when did you witness the incident?, What exactly did you see?, What happened next?, Can you describe any of the gang?, Is there anything else you can tell us about the incident?, Can I take your address and telephone number, please?*)

## 6e Crime & Technology

104-105

**Lesson objectives:** To listen for specific information, to read for understanding, to talk and write about cybercrime

**Vocabulary:** Verbs (*hijack, infect*); Nouns (*virus, worm, account, username, password, provider, directory, spam*); Adjective (*expert*)

## 6f Law cases

106-107

**Lesson objectives:** To listen and read for gist, to read for specific information, to learn reported speech (statements, orders/commands & questions), to write an interview, to report an interview

**Vocabulary:** Verbs (*steal, squawk, patrol, protect, trace, attend, reach a verdict*); Phrasal Verbs (*break into, set up*); Nouns (*parrot, gang of burglars, thieves, DNA samples, donkey, checkpoint, fine, cat, jury service, court, judge, defendant*); Adjectives (*hungry, guilty, not guilty*); Phrases (*scratched to pieces, make a quick getaway, sent to prison, (be) sentenced to*)

## 6g Skills

108

**Lesson objectives:** To listen for specific information, to relate to and comment on an incident

**Vocabulary:** Problems in the community (*high crime rate, litter in the streets & parks, dangerous drivers, vandalism & graffiti, traffic congestion, piles of rubbish outside houses, lack of green spaces, holes in pavements & roads*); Commenting (*Oh no! That's terrible!, You're joking! How awful!, What a nightmare!, That's been happening a lot recently. Something should be done!*)

## 6h Writing

109

**Lesson objectives:** To write a letter to the editor making suggestions

**6i Curricular: Citizenship 110**

**Lesson objectives:** To listen and read for gist, to read for comprehension, to talk and write about Neighbourhood Watch

**Vocabulary:** Nouns (*proverb, neighbourhood, security, crime, community, burglary, vandalism*); Adjective (*voluntary*)

**Moscow Culture 6 111**

**Lesson objectives:** To read for specific information, to expand the topic, to develop research skills

**Vocabulary:** Verbs (*influence, dedicate, defend, enhance*); Nouns (*prospect, cadet, law enforcement, patriotism, Ministry of Interior, veteran*); Adjective (*military*); Phrases (*in demand, law and order*)

**Skills 6 112-113**

**Lesson objectives:** To read for key information and detailed comprehension, to listen for specific information, to practise word formation, to write an essay making suggestions

**Russia 6 114**

**Lesson objectives:** To listen and read for gist, to read for specific information, to complete a table and talk about GraFFFest, to write and talk about street graffiti

**Vocabulary:** Verbs (*aim, promote, appreciate*); Nouns (*range, masterpiece, group*); Adjective (*innovative*); Phrase (*in support of*)

►► **What's in this module?**

Read the title of the module *Crime & community* and ask Ss to suggest what they think the module will be about (*the module is about types of crime, crime & punishment, the law and problems in the community*). Go through the topic list and stimulate a discussion about what Ss will learn in the module.

**Vocabulary**

1 **Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and ask Ss to read the descriptions A-H and match them to the pictures.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally or individually.

**Answer Key**

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

2 **Aim** To listen for specific information

Explain the task and play the recording. Ss listen and complete the task. Check Ss' answers.

**Answer Key**

- 1 *shoplifting*      2 *robbery*      3 *arson*

**OVER TO YOU!**

**Aim** To personalise the topic

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

**Suggested Answer Key**

*I think burglary, robbery, mugging and arson are the most serious because innocent people can get hurt and their lives can be in danger.*

*In my town/city there are problems with vandalism and shoplifting as in most cities.*

*I recently heard about a robbery in a supermarket.*

**6a** Is it art?**Vocabulary**

- 1 **Aim** To introduce the topic and present vocabulary for types of art

- Play the recording. Ss listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the question and the examples and then elicit further examples from Ss around the class.

**Suggested Answer Key**

Artwork can be about politics and society. It can be about love, hate or any emotion. It can even be simply what someone thinks is beautiful.

**Reading & Listening**

- 2 a) **Aim** To describe pictures

Direct Ss' attention to the pictures and ask various Ss around the class to describe each one.

**Suggested Answer Key**

In picture 1, I can see a (Smart) car covered in what seems to be a brightly-coloured jumper. It fits perfectly and it has many different patterns all over it.

In picture 2, I can see a concrete column where the holes and cracks are filled with LEGO® bricks of different shapes and colours.

In picture 3, I can see a wall with a picture of a chimpanzee sitting on a paint tin, wearing a beret and holding a paint roller so it appears like he is painting the wall.

In picture 4, I can see five people gardening at night. They are all holding gardening tools and wearing winter clothes. They seem to be planting flowers.

- b) **Aim** To listen and read for gist

- Elicit how Ss think people may react to each type of art shown in the pictures.
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

- A Most people's reactions are positive.  
 B Most New Yorkers are pleased with the Lego-look.  
 C Public opinion is divided. Some find it offensive, while others think he is an important artist.  
 D Most people approve. Some people see this as a way to bring new life to forgotten spaces.

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

- Ask Ss to read the sentences 1-7 and give them time to read the text again and mark each one as true or false.
- Check Ss' answers around the class and elicit corrections for the false statements.

**Answer Key**

- 1 F (Magda Sayeg started it)  
 2 F (you can see it around the world)  
 3 F (most of them do)  
 4 T – true identity ... by mystery  
 5 F (Banksy's work has been exhibited at art exhibitions)  
 6 F (they do it without permission)  
 7 F (no action is usually taken by the public or the police)

- 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**

**divide (v):** to cause people to have different opinions about sth

**public opinion (phr):** what the majority of the general public think

**brighten up (phr v):** to make sth more colourful and cheery

**steel (n):** a hard alloy metal used to make buildings and other structures

**concrete (n):** a very hard building material made from cement, sand, gravel and water

**transform (v):** to completely change

**arrest (v):** to take sb into police custody

**crumbling walls (phr):** walls that are falling down/apart

**volunteer (n):** a person who gives their time to help others

**crack (n):** an opening where a solid object has split apart

**fair share (phr):** a reasonable amount

**worldwide phenomenon (phr):** a global sensation; popular/ known all around the world

**bulletproof vest (n):** body armour that is worn to protect from injury from a gunshot

**exhibit (v):** to put on public display

**offensive (adj):** upsetting people because they find it rude or insulting

**neglected (adj):** not looked after for some time

**skip (n):** a large open metal container for rubbish and unwanted items or garden waste

**grating (n):** a framework of metal bars covering the opening to a drain

**illegal (adj):** against the law

**rundown (adj):** left to decay; in poor condition

**approval (n):** a feeling of agreement/liking/admiration

**4** **Aim** To consolidate new vocabulary

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

**Answer Key**

- 1 *brighten up*    4 *instantly*    7 *neglected*  
 2 *strictly*    5 *bulletproof*    8 *immediate*  
 3 *crumbling*    6 *divided*

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

- Give Ss time to think of alternative titles for each part of the text.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

- A *Cosy covers*  
 B *One brick at a time*  
 C *Amazing art or offensive images?*  
 D *Flowers, flowers anywhere*

**Grammar**

**6** **Aim** To revise the passive

- Direct Ss' attention to the table. Explain that we form the passive with **be + past participle of the main verb**.
- Explain that we use the passive to talk about actions when the person who carries out the action is unknown, unimportant or obvious from the context. We also use the passive in formal writing.
- Read out the examples and copy the diagram onto the board. Point out that when changing an active sentence to a passive sentence, the subject in the active sentence becomes the agent in the passive sentence. Explain that the verb changes to a passive form and the object in the active sentence becomes the subject in the passive sentence.
- Elicit examples of passive sentences from the text in Ex. 3.

**Answer Key**

*it is seen, it is considered, were replaced, is now considered, is surrounded, is divided, are made, are planted, is usually taken*

**7** **Aim** To practise the passive

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

**Answer Key**

- 1 *is considered*    3 *were caught*    5 *was stolen*  
 2 *will be opened*    4 *are fitted*    6 *are covered*

**8** **Aim** To practise the passive

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

**Answer Key**

- 2 *Bright colours were often used in his paintings.*  
 3 *300 films were made by him.*  
 4 *He was shot and nearly killed by an actress in 1968.*  
 5 *Today, his images are exhibited in the Andy Warhol Museum in Pittsburgh, USA.*

**Speaking & Writing**

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

- Ss talk in pairs and tell each other four things they remember from the text.
- Ask various pairs to share their answers with the class.

**Suggested Answer Key**

*Graffiti knitting started in Texas, USA.  
 The artist who uses LEGO® to repair buildings is from Germany.  
 Banksy is from the UK.  
 Guerrilla gardeners plant sunflowers in pavement gratings.*

**10** **Aim** To talk and write about an imaginary situation involving street art

- Explain the task and set a three-minute time limit for Ss to write their sentences.
- Ask various Ss around the class to say their sentences to their partners.

**Suggested Answer Key**

*I would go over and talk to them and ask them how they got involved in guerrilla gardening. I would tell them that I think it is a good idea and that I would like to see more areas of neglected land looking nicer. I would tell them 'well done'.*

**6b** **Crime fighters**

**Vocabulary**

**1** **Aim** To present vocabulary for jobs related to fighting crime

- Play the recording for Ss to listen and repeat chorally or individually.
- Ask Ss to read the descriptions 1-8. Explain/ Elicit the meanings of any unknown words and then match them to the jobs A-H.
- Check Ss' answers.

**Answer Key**

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

**Reading**

**2** **Aim** To introduce the topic of the text and listen and read for gist

- Ask Ss to read the questions in the text and try to guess the answers.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

**Suggested Answer Key**

*I don't think his job is like on the TV programme.*

*I don't think he has a typical day because every day is probably different.*

*I think he uses lots of special equipment and scientific methods such as special lights and DNA analysis.*

*I think the best part is solving a crime and the worst part is seeing horrible crime scenes.*

- 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**

**scientific method (n):** a way of testing sth in science

**analyse (v):** examine

**physical evidence (n):** proof in the form of material from sb's body, e.g. hair, skin, etc

**solve crimes (phr):** to find out who committed an offence

**in record time (phr):** very fast

**dramatic arrest (phr):** the act of taking sb into custody in a noticeable or surprising way

**crime scene (n):** the place where a crime took place

**DNA analysis (n):** the examination of a person's DNA (biological code)

**arrest (v):** to take sb into police custody

**suspect (n):** a person who the police think may have committed a crime

**fibre (n):** thread

**blood analysis (n):** the examination of sb's blood

**examine (v):** to look at very closely

**saliva (n):** the liquid in our mouths

**electron microscope (n):** a powerful machine that makes things appear bigger

**ultraviolet light (n):** a blue light that shows things the eye can't see

**trace (n):** a tiny amount

**identify (v):** to recognise

**lab (n):** laboratory – place where experiments are done

**silicon chip (n):** a small electronic circuit that can hold a lot of information

**distressing (adj):** upsetting

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

- Give Ss time to read the text again and complete the sentences accordingly.
- Check Ss' answers around the class.

**Answer Key**

1 a forensic scientist (lines 5-6)

2 months to solve (lines 9-10)

3 area is fibres and blood analysis (line 14)

4 hair, blood and saliva (line 20)

5 by using chemicals (line 21)

6 ordinary microscopes, electron microscopes, ultraviolet light and spectrometers (lines 28-30)

7 it's wonderful when a case is solved thanks to his evidence (lines 36-37)

**4** **Aim** To consolidate new vocabulary

- Explain the task.
- Give Ss time to complete it.
- Check Ss' answers. Then give Ss time to use the phrases in sentences.

**Answer Key**

1 solve

3 blood

5 ultraviolet

2 record

4 crime

6 silicon

**Suggested Answer Key**

1 Ben uses the latest scientific methods to **solve crimes**.

2 He says that only TV forensic scientists' cases are solved **in record time**.

3 Ben specialises in **blood analysis**.

4 He examines evidence that is collected from a **crime scene**.

5 He uses **ultraviolet light** to see tiny fibres.

6 Soon he will use a **silicon chip** to identify DNA.

**Grammar**

**5** **Aim** To present impersonal/personal passive structures and make/let

- Read out the examples and revise the passive tenses.
- Explain that when a passive sentence starts with a personal pronoun then it uses a personal passive structure and when a sentence starts with 'it' then it uses an impersonal passive structure.
- Point out that when changing certain verbs from active to passive there are other changes: 'make' changes to 'be made to', 'let' changes to 'be allowed to' and 'think' changes to 'be thought to'.
- Give Ss time to rewrite the sentences in the passive and then check Ss' answers.

**Answer Key**

1 He was allowed to search the scene of the crime.

2 It is believed that the police will catch the robbers.

- 3 *He was made to tell the truth.*
- 4 *We won't be allowed to examine the evidence.*
- 5 *It was announced that the police have found the girl.*

**6** **Aim** To practise the passive

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

**Answer Key**

- 1 *The robbers were caught with £1,000,000.*
- 2 *A one-day strike will be held next Monday.*
- 3 *The missing skiers have been found.*
- 4 *The new museum will be opened by the mayor.*
- 5 *A bank robbery was committed yesterday.*

**7** **Aim** To present/practise the causative

- Direct Ss' attention to the theory and explain that we use the causative to talk about when somebody does something for us rather than doing it ourselves or when something is done to us.
- Read out the examples under the pictures.
- Explain that we form the causative with **have + object + past participle**. Read out the example in the exercise and give Ss time to rewrite the rest of the sentences.
- Check Ss' answers.

**Answer Key**

- 2 *Ann has had her car stolen.*
- 3 *We are having security lights fitted outside our house.*
- 4 *We will have our broken lock repaired today.*
- 5 *Peter had his house burgled yesterday.*

**8** **Aim** To present/practise reflexive pronouns

- Read the theory aloud and remind Ss that we use reflexive pronouns to emphasise who did an action and to stress that they did it without help.
- Explain the task and give Ss time to complete it, then check Ss' answers around the class.

**Answer Key**

- |                     |                    |                 |
|---------------------|--------------------|-----------------|
| 1 <i>themselves</i> | 3 <i>herself</i>   | 5 <i>myself</i> |
| 2 <i>himself</i>    | 4 <i>Ourselves</i> |                 |

**Speaking & Writing**

**9** **Aim** To act out an interview

- Explain the task and refer Ss to the Internet or other reference sources to look up any information they need about their chosen job in order to complete the task.
- Ss work in pairs and complete the task.

- Ask various pairs to act out their interview in front of the class.

**Suggested Answer Key**

- A: *Is your job as a lawyer anything like what we see on TV?*  
 B: *Well, mostly no! On TV lawyers seem to go to court straightaway and get through a court case in one day. Some cases take months before they reach the court and some trials can go on for days or weeks.*  
 A: *So, what's a typical day like for you?*  
 B: *There's no typical day because every case is different.*  
 A: *Can you tell me a little about the methods you use?*  
 B: *Well, depending on what sort of case it is, I have to check all the facts and interview witnesses and gather information for quite a while before I even enter a courtroom. There is a lot of paperwork involved because everything has to be documented. Sometimes I employ a private detective to gather information and I have associates who also help me do research for a case.*  
 A: *Finally, what are the best and worst parts of your job?*  
 B: *Well, it's difficult when it takes a long time to bring a case to trial to get offenders off the streets. On the other hand, it's satisfying when a criminal goes to jail and I have played a role in making the streets safer.*

**6c Culture Corner**

**1** **Aim** To introduce the topic and listen and read for specific information

- Elicit what Ss know about Agatha Christie.
- Elicit various questions about what Ss would like to know about her and write some on the board.
- Play the recording. Ss listen and follow the text in their books and see if they can answer their questions.
- Check Ss' answers on the board.

**Suggested Answer Key**

*I know that Agatha Christie was a famous English crime writer and some of her books have been made into films.*

- 1 *Who are her best known characters? (Hercule Poirot and Miss Jane Marple)*
- 2 *Was she always a writer? (She also worked as a nurse.)*
- 3 *How many books did she write? (over 66 novels)*

**2** **Aim** To read for specific information

- Give Ss time to read the text again and mark the sentences.
- Check Ss' answers and justifications on the board.

**Answer Key**

- 1 F (American father and an English mother)
  - 2 NS (the youngest of three)
  - 3 F (she taught herself how to read)
  - 4 T (was a shy child)
  - 5 F (During the First World War ... got the idea of writing a detective novel.)
  - 6 T (according to the Guinness Book of Records ... best-selling author of her time)
- 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**

**crime (n):** an act or activity that is forbidden by the law

**writer (n):** a person who writes (as their job)

**well-to-do (adj):** wealthy, well-off

**conservative (adj):** traditional in views, not liking change or new ideas

**lack (v):** to not have enough or to need sth

**hire (v):** to employ

**tutor (n):** a person who teaches individual students

**verbally (adv):** in words, orally

**make up (phr v):** to think up or create (fiction, stories)

**award (v):** to give or present (usually a prize or honour)

**pass away (phr v):** to die

**3 Aim** To learn/consolidate new vocabulary

- Explain the task and go over the words/phrases 1-5 with Ss.
- Allow Ss time to skim the text again to find the correct answers.
- Check Ss' answers around the class.

**Answer Key**

- 1 someone who investigates crimes: detective (l. 2)
- 2 pretty wealthy: well-to-do (l. 6)
- 3 teacher: tutor (l. 10)
- 4 a book of fiction: novel (l. 18)
- 5 invent: make up (l. 13)

**4 Aim** To consolidate information learnt from a text

- In pairs, Ss tell their partner four things they learnt about Agatha Christie.
- Monitor Ss around the class and then have various Ss tell their answers to the class.

**Suggested Answer Key**

- 1 Agatha Christie's father was American.
- 2 She never attended school and taught herself how to read.
- 3 She worked as a nurse in a hospital.
- 4 She has sold over four billion books.

**5 Aim** To write a biography about a famous writer from my country

- Explain the task and elicit names of writers from your country and write them on the board.
- Ask Ss to work in pairs.
- Refer Ss to the Internet or other sources of reference to look up information.
- Give Ss time to collect their information and write their biographies. Ask various Ss to present their biographies to the class.
- Alternatively, assign the task as HW and ask Ss to present their biographies in the next lesson.

(Ss' own answers)

## 6d Everyday English

**1 Aim** To read for gist

Direct Ss' attention to the texts and give them time to read them through. Elicit what each one is about.

**Answer Key**

A – is about a mugging

B – is about a vandal

**2 a) & b) Aim** To present situational language, to read for key information, to listen and read for gist

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which report the sentences match.
- Play the recording. Ss listen and follow the dialogue in their books.

**Answer Key**

The questions match report A.

**3 Aim** To identify synonymous phrases in a 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**

What did you witness? – What exactly did you see?  
 What took place after that? – What happened next?  
 Did you see what any of the gang looked like? – Can you describe any of the gang?  
 Not really. – No, I don't think so.  
 I appreciate your help. – Thank you very much.

**Pronunciation**

4 **Aim** To present epenthesis

- Read out the theory box and play the recording as many times as necessary and elicit the extra sounds in the words.
- Check Ss' answers as a class.

**Answer Key**

*hampster*                      *dreampt*                      *warmpth*  
*umberella*                      *drawing*

**Speaking**

5 **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- Remind Ss to use phrases from the dialogue to help them complete 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's your name, please?  
 B: John Jones.  
 A: OK. Now, where and when did you witness the incident, Mr Jones?  
 B: I was coming out of the bank on Shortland Street last Friday at around 2 pm.  
 A: What exactly did you see?  
 B: I saw a masked man throwing glass bottles and rocks at the Town Hall.  
 A: What happened next?  
 B: He broke two windows and then he ran away.  
 A: Can you describe the man?  
 B: He was tall and he was wearing dark clothes. He was wearing a mask.  
 A: Ok. Is there anything else you can tell me about the incident?  
 B: Erm ... No, I don't think so.  
 A: Can I take your address and telephone number, please?  
 B: Of course. My address is 12, New Road and my telephone number is 658369.  
 A: Thank you very much.  
 B: You're welcome.

- Give Ss one minute to think of as many benefits and drawbacks related to the Internet as possible and write them in their notebooks under the headings.
- Ss compare answers with their partners. Then check Ss' answers on the board and Ss copy all the answers into their notebooks.

**Answer Key**

**Pros:** use email, chatrooms and social networking sites and webcams, download pictures, music, etc, upload information, talk to people

**Cons:** a lot of false information online, it's easy to get distracted and lose track of time, a lot of unsuitable material

2 **Aim** To introduce topic-related vocabulary

- Read the dictionary entry aloud and explain/ elicit the meanings of the rest of the words, referring Ss to their dictionaries.
- Then elicit how the words are related to the topic of cybercrime.

**Answer Key**

**hacking:** breaking into a computer system to get information

**identity theft:** the act of falsely claiming to be someone else

**illegal downloading of music/films, etc:** downloading copyrighted material without paying for it

**online credit card fraud:** using someone else's credit card to buy things online

**phishing:** a way of tricking Internet users to give personal information by pretending to be a trustworthy website/ email etc

**spreading computer viruses:** knowingly infecting other people's computers with a computer virus which can delete information, corrupt files or crash their computer

All these things are types of cybercrime.

**Listening**

3 **Aim** To listen for specific information

- Read out the types of cybercrime A-D and explain/elicit the meanings of any unknown words (e.g. *phishing*: getting people's usernames, passwords and credit card details by posing as a trustworthy communication from a website or online payment processor to trick the user, *email spam*: when advertisers send unsolicited bulk messages to people by email).
- Play the recording. Ss listen and match the speakers to the crimes.

**Suggested Answer Key**

Speaker 1 – C      Speaker 3 – A  
 Speaker 2 – D      Speaker 4 – B

**6e Crime & Technology**

**Vocabulary**

1 **Aim** To generate relevant vocabulary

- Read out the examples and write the headings *Pros* and *Cons* on the board and ask Ss to copy them into their notebooks.

## Reading

### 4 **Aim** To prepare for a reading task

- Read the **Study Skills** box aloud and then ask Ss to copy the chart into their notebooks.
- Read the title of the text aloud and then direct Ss to complete the first two rows of the chart.
- Check Ss' answers on the board.

#### Suggested Answer Key

What I already know	I know some different types of cybercrime, e.g. hacking, phishing, etc
What I want to know	I want to know how to avoid being a victim.

### 5 **Aim** To read for general comprehension

- Explain the task and ask Ss to read the headings. Allow Ss time to read the text.
- Ss complete the task. Check Ss answers. Ask Ss to justify their answers.

#### Answer Key

- 1 C (highly intelligent ... break into computer)
- 2 D (when creating an email account)
- 3 E (Most people ... their own fault)
- 4 B (Don't open my emails ... delete them instead)

- 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

**hijack (v):** to take control without permission

**virus (n):** a computer program that can negatively affect the use of your computer

**expert (adj):** skilled, experienced

**infect (v):** to cause (computer, file) to stop working properly

**worm (n):** a harmful program that copies itself and damages your computer

**account (n):** a formal arrangement between a provider and a client where you can access the Internet, email, social networks, etc.

**username (n):** the name used to identify sb on a computer or online

**password (n):** a secret sequence of letters or numbers that gives you access to computer accounts

**provider (n):** supplier, sb who gives you sth you need

**directory (n):** a list of names, emails, telephone numbers, etc of specific people or companies

**spam (n):** unwanted email usually in the form of advertising

### 6 **Aim** To consolidate new vocabulary

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

#### Answer Key

- 1 show: indicate
- 2 unpleasant: nasty
- 3 access illegally: break into
- 4 causing pressure: harassing
- 5 quick searches: scans
- 6 collection of different things: combination

### 7 a) **Aim** To consolidate information learnt from a text

- Refer Ss back to the table in Ex.4 (in their notebooks) and ask them to complete it and compare with their partner.
- Check Ss' answers.

#### Suggested Answer Key

What I Learnt	hackers can easily break into your computer; don't use your name or date of birth as a username or password; don't save your password on your computer; don't open attachments from people you don't know; don't reply to spam mail
How I can learn more	I can look up information about cybercrime on the Internet.

### b) **Aim** To summarise information in a text

- Give Ss time to use their answers in Ex. 7a to write a summary of the text. Remind Ss to stick to the word limit.
- Ask various Ss around the class to read their summary to the rest of the class.

#### Suggested Answer Key

Hackers are highly intelligent computer programmers who can easily break into your computer and steal data or infect it.

When creating an email account, don't use your own name or date of birth as your username or password and never save your password on your computer. Don't open any email or attachments from people you don't know unless you use an antivirus program.

Also, never reply to any spam mail or offensive messages.

### 8 **Aim** To give a presentation on cybercrime

- Divide the class into small groups and give Ss time to look up information on cybercrime on the Internet or by using other research sources and make notes.
- Ask various groups to use their notes to present their information on cybercrime to the rest of the class.

**Suggested Answer Key**

There have been a number of famous cases involving cybercrime ever since people first started using computers. For example, in the 70s a bank clerk at the Union Dime Savings Bank in New York stole over \$1.5 million from hundreds of accounts. The most famous time a government computer was hacked was in 1983 when a 19-year-old student broke into a Department of Defence communications system. One famous virus is the Melissa virus from 1999 that was spread by email and automatically sent itself to everyone in the computer's address book. Finally, in 2000 a hacker who called himself MafiaBoy attacked all sorts of large companies such as Yahoo, Amazon.com, Dell, eBay and CNN and made their websites unavailable to their customers. He was caught and charged with accessing 54 computers illegally and committing mischief to data.

# 6 of Law Cases

**Reading**

1 **Aim** To predict the content of the text using key words and to listen and read for gist

- Read the rubric aloud.
- 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**

**parrot (n):** a brightly-coloured bird  
**gang of burglars (n):** a group of thieves who break into houses  
**break into (phr v):** to force a way in  
**steal (v):** to take sth that doesn't belong to you  
**scratched to pieces (phr):** injured by nails or claws  
**make a quick getaway (phr):** to escape quickly from the scene of the crime  
**squawk (v):** (for a bird) to make a loud noise  
**patrol (v):** to walk around a place to make sure it's safe  
**protect (v):** to keep sb/sth safe  
**trace (v):** to find sb after looking for them  
**thieves (n):** a number of people who steal for a living  
**DNA samples (n):** small amounts of genetic material  
**hungry (adj):** feeling the need to eat  
**donkey (n):** a four-legged mammal similar to a horse  
**sent to prison (phr):** put in jail  
**set up (phr v):** to start sth, put it in place  
**checkpoint (n):** a barrier where security check people coming in/out of an area  
**fine (n):** an amount of money to pay as punishment  
**(be) sentenced to (phr):** (be) given a jail term as punishment  
**cat (n):** a four-legged feline animal  
**jury service (n):** a period of time to be spent on a jury in a court case  
**attend (v):** to go to an event

**court (n):** a place where trials and court cases take place

**judge (n):** a person who oversees trials and court cases

**defendant (n):** the person who is accused of sth in a law case

**guilty (adj):** having committed a crime

**not guilty (adj):** not having committed a crime

**reach a verdict (v):** to make a decision in a court case (referring to a judge or jury)

- Elicit Ss' guesses as to what the texts are about.
- Play the recording. Ss listen and follow the text in their books and find out.

**Answer Key**

Text A is about a parrot that helped to catch a gang of burglars.

Text B is about a donkey that committed a crime.

Text C is about a cat that was called to do jury service.

2 a) **Aim** To read for key information

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

**Answer Key**

A 2                      B 1                      C 3

b) **Aim** To read for specific information

- Ask Ss to read the questions 1-5.
- Give Ss time to read the text again and write the letter A, B or C next to each question.
- Check Ss' answers around the class.

**Answer Key**

1 C            2 A            3 B            4 B            5 B

3 **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class. Ss should justify their answers.

**Answer Key**

1 checkpoint, caught            5 attempted  
 2 getaway                            6 guilty, sentenced  
 3 patrol                                7 breaking into  
 4 verdict

4 **Aim** To consolidate new vocabulary

- Give Ss time to complete the task and check in their dictionaries.
- Elicit answers from Ss around the class.

**Answer Key**

1 build                            3 squawk                      5 set  
 2 made                            4 trace                        6 munched

**5 Aim** To consolidate new vocabulary through synonyms

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

**Answer Key**

**Text A:** *unlucky = unfortunate (adj), proved to be = turned out to be (phr v), entered by force = broke into (phr v), tried = attempted (v), escape = make a quick getaway (phr), find = trace (v)*

**Text B:** *penalty = fine (n), said "no" = refused (v), give his opinion = comment (v)*

**Text C:** *by mistake = accidentally (adv), charged = ordered (v), official survey = census (n), be present = attend (v), gradually = eventually (adv)*

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

- Explain the task. Point out that Ss should include some true and some false statements.
- Give Ss time to complete the task and then swap with their partner and mark each other statements.
- Ask some pairs to read their/their partner's statements to the class.

**Suggested Answer Key**

- 1 Jack lives in a pet shop. (T)
- 2 Caroline is the pet shop owner. (T)
- 3 The donkey trampled the corn. (F – The donkey was munching the corn.)
- 4 The donkey's owner went to prison. (F – He was given a fine.)
- 5 The cat was called Esposito. (F – It was called Tabby Sai)
- 6 Tabby Sal didn't have to do jury service in the end. (T)

**7 Aim** To express a personal opinion

- Read the rubric aloud and give Ss time to prepare their answers.
- Ask various Ss around the class to share their answers with the rest of the class.

**Suggested Answer Key**

*I thought the story about the parrot was the most amusing. I think the animal thinks of the shop as his home and he is protecting it from unwelcome people. I think it would be more funny if the criminals were caught by the DNA in the blood from the scratches the parrot gave them.*

*I thought the story about the donkey was the most amusing. I feel sorry that the donkey was hungry but glad that it found food and glad that the owner had to pay a fine. I don't think the donkey should have gone to prison but it will teach its owner to feed it properly.*

*I thought the story about the cat was the most amusing. It was silly of the woman to put her cat as a*

*member of her family and silly of the court not to accept that a cat can't do jury service. I think the woman should have got a fine for the trouble she caused.*

**Grammar**

**8 Aim** To revise/practise reported speech

- Direct Ss' attention to the theory box and explain that we use reported speech to say the meaning of what someone said but not their actual words.
- Explain that the tenses change in reported speech.
- Refer Ss back to the text and elicit examples of reported speech. Elicit how they would be in direct speech from Ss around the class. Then, elicit any special introductory verbs used in the text.

**Suggested Answer Key**

*Caroline said that it looked like Jack had spent the rest of the night patrolling and protecting the other animals like a guard dog. (Caroline said, "It looks like he has spent the night patrolling and protecting the other animals like a guard dog.")*

*She added that she was very proud of him. (She said, "I'm very proud of him.")*

*A policeman later said that they would possibly be able to trace the thieves from DNA samples taken from the blood they left behind. (A policeman later said, "We will possibly be able to trace the thieves from DNA samples taken from the blood they left behind.")*

*Mrs Esposito said that Sal was a member of the family, so she had put his name down on the last census form under 'pets'. (Mrs Esposito said, "Sal is a member of the family, so I put his name down on the last census form under 'pets'.")*

*She added that, clearly, there had been a mix-up. (She said, "Clearly, there has been a mix-up.") An official replied that the cat had to attend the court. (An official said, "The cat has to attend the court.")*

*Mrs Esposito then asked what the cat was supposed to say when the judge asked if the defendant was guilty or not guilty. Miaow? (Mrs Esposito asked, "What is the cat supposed to say when the judge asks if the defendant is guilty or not guilty. Miaow?")*

*Special introductory verbs: added, replied*

**9 Aim** To practise reported speech

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

**Answer Key**

- 1 ... had taken her new smartphone.
- 2 The judge said that he was staying in prison that night.
- 3 The police told the man to put his hands up.
- 4 The lawyer said that the jury would reach a verdict.

- 5 He told me not to park in front of the gates.
- 6 Ann said that she had locked the back door before she left.
- 7 Mike said that his dog Paddy was a good guard dog.
- 8 Fran asked how much the robbers stole/had stolen.
- 9 Andy asked if/whether the vandals had caused much damage.
- 10 Frank asked what time the fire had started.
- 11 Jane asked if/whether I/we could phone the police.
- 12 Sam asked if/whether the murderer had been caught yet.

**10** **Aim** To practise reported speech with special introductory verbs

Read each direct question and the reporting verb given and elicit the reported sentences from Ss around the class.

**Answer Key**

- 1 Ricky begged to be let go.
- 2 She accused the man of breaking into Harper's house.
- 3 He promised to tell the truth.
- 4 Ann reminded me to call the police.
- 5 She apologised for stealing my wallet.
- 6 He denied taking my camera.
- 7 He suggested talking to a lawyer.
- 8 He warned me not to go near that area.
- 9 He admitted taking/having taken the passport.
- 10 He threatened to call the police if we didn't leave.

**Speaking & Writing**

**11 a)** **Aim** To role-play an interview

- Explain the task and ask Ss to work in pairs.
- Give Ss time to write questions and answers based on story A in the text.
- Check Ss' answers by asking various Ss to read out the interview in pairs to the class.

**Suggested Answer Key**

- A: Why did the thieves break into the pet shop?  
 B: They wanted to steal Jack and some other animals.  
 A: What did Jack do?  
 B: He scratched the thieves to pieces and they had to make a quick getaway through the back door.  
 A: When did you realise what had happened?  
 B: The next morning when I found Jack on top of his cage squawking loudly. It looked like he had spent the rest of the night patrolling and protecting the other animals, like a guard dog. I am very proud of him.  
 A: What did the police say?  
 B: They said they will possibly be able to trace the thieves from DNA samples taken from the blood they left behind.

**b)** **Aim** To practise reporting information

- Explain the task and ask Ss to work in pairs.
- Ss take turns to report the interview.

**Suggested Answer Key**

... they (had) wanted to steal Jack and some other animals. The presenter asked what Jack had done. The owner replied that he (had) scratched the thieves to pieces and that they (had) had to make a quick getaway through the back door. The presenter asked when the owner realised what had happened. The owner said she realised it the next morning when she found Jack on top of his cage squawking loudly. She said it looked like he had spent the rest of the night patrolling and protecting the other animals, like a guard dog. She added that she was very proud of him. The presenter asked what the police (had) said. The owner replied that they said they would possibly be able to trace the thieves from DNA samples taken from the blood they (had) left behind.

**6g Skills**

**Vocabulary**

**1 a)** **Aim** To present new vocabulary for problems in the community

- Direct Ss' attention to the pictures. Play the recording. Ss listen and repeat chorally or individually.
- Check Ss' intonation and pronunciation.
- Ask Ss to tell their partners which problems they have in their community.
- Ask various pairs to tell the class.

**Suggested Answer Key**

In my community there are the problems of vandalism and graffiti and a lack of green spaces.

**b)** **Aim** To present new vocabulary for solutions to problems in the community

- Go through the list of solutions and explain/ elicit the meanings of any unknown words.
- Read out the example, then ask various Ss around the class to give a solution for each of the problems in Ex. 1a using the suggestions or their own ideas and tell the class.

**Suggested Answer Key**

If a community has litter in the streets and parks, the council should install more litter bins.  
 If a community has dangerous drivers, the council should put speed bumps on the roads.  
 If a community has vandalism and graffiti, the council should organise clean-up days.

If a community has traffic congestion, the council should improve public transport.

If a community has piles of rubbish outside houses, the council should collect the rubbish more often.

If a community has a lack of green spaces, the council should build parks on waste ground.

If a community has holes in the pavements and roads, the council should make repairs to them.

## Listening

### 2 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences 1-5.
- Play the recording. Ss listen and complete the task. Play again for Ss to check their answers. Check Ss' answers around the class.

#### Answer Key

1 C      2 A      3 C      4 C      5 B

### 3 **Aim** To comment on an incident

- Explain the task and go through the prompts and the useful language box.
- Read out the example exchange and then ask Ss in pairs to act out similar exchanges in turns using the prompts.
- Monitor the activity around the class and then ask some pairs to act out their exchanges in front of the class.

#### Suggested Answer Key

- 2 A: What happened?  
B: I got stuck in a traffic jam on the high street for an hour.  
A: What a nightmare!
- 3 A: What happened?  
B: My car was broken into and they stole my CD player.  
A: You're joking! How awful!
- 4 A: What happened?  
B: Someone sprayed graffiti on the wall of our house.  
A: That's been happening a lot recently. Something should be done!

## 6h Writing

### 1 **Aim** To read for gist

- Read the **Writing Tip** aloud and introduce the type of writing, the content, layout and useful language.
- Give Ss time to read the newspaper report and elicit what it is about.

#### Answer Key

It is about the local council's plans to renovate an abandoned factory.

### 2 **Aim** To analyse a model letter for structure and content

Give Ss time to read the letter and then elicit answers to the questions in the rubric.

#### Suggested Answer Key

The purpose of Thomas' letter is to make suggestions for what to use the abandoned factory for.

Para 1 – his reason for writing

Paras 2 & 3 – Thomas' suggestions and results

Para 4 – his opinion

### 3 **Aim** To substitute linkers

- Explain the task and explain/elicite the functions of the linkers in bold in the list.
- Give Ss time to replace the linkers in bold with the ones in the **Writing Tip**.
- Check Ss' answers.

#### Suggested Answer Key

**In my opinion** – I believe that

**Firstly** – To start with

**As a result** – In this way

**Furthermore** – In addition

**Consequently** – As a result

**All in all** – In summary

**I strongly agree with** – I am totally in favour of

### 4 a) **Aim** To prepare for a writing task

- Read the rubric aloud and play the recording. Ss listen and make notes on the suggestions they hear in the recording.
- Check Ss' answers around the class.

#### Suggested Answer Key

more police on patrol, especially at night, to make people feel safe and discourage vandals  
community groups should get together to clean the graffiti and fix the damage then people will get together and realise it is everyone's responsibility to keep the town looking nice not just the police or the council

### b) **Aim** To write a letter to the editor making suggestions

- Direct Ss' attention to the plan. Refer Ss to **Writing Bank 6** for more information. Give Ss time to complete the task using their notes from Ex. 4a.
- Check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

**Suggested Answer Key**

Dear Sir/Madam,

I am writing in response to the report in the Halford Herald on Wednesday, 16th May about the recent increase in vandalism and graffiti on the high street. In my opinion, there are a number of actions that can be taken to improve the situation.

Firstly, there should be more police on patrol, especially at night. As a result, people would feel safe and vandals would be discouraged.

Furthermore, community groups should get together to clean the graffiti and fix the damage. In this way, people in the community will come together and realise it is everyone's responsibility to keep our town looking nice and not just the responsibility of the police or the council.

All in all, I believe that if these steps are taken, the situation will improve greatly. I hope my suggestions will be taken into consideration.

Yours faithfully,

Mary Smith

## 6i Curricular: Citizenship

1 **Aim** To introduce the topic

- Read the questions in the rubric.
- Start a discussion about crime in Ss neighbourhoods.
- Elicit how Ss think crime can be prevented.

**Suggested Answer Key**

In my neighbourhood there is more crime now than in the past. There are burglaries, car thefts and vandalism. I think we should have more police on patrol to help prevent crime in our neighbourhoods.

2 **Aim** To predict the content of a text and listen and read for gist

- Draw Ss' attention to the title and ask them what they think it means and what the text is about.
- Write Ss' suggestions on the board.
- Play the recording. Ss listen and follow the text in their books.

**Suggested Answer Key**

I think Neighbourhood Watch means a group of people who watch what happens in a neighbourhood to keep it safe. The text is about this organisation.

3 **Aim** To read for general comprehension

- Ask Ss to read the headings (A-E) and then give them time to read the text again and complete the task.
- Check Ss' answers on the board.

**Answer Key**

1 B      2 E      3 A      4 C

- 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**

**proverb (n):** a short saying that states a truth

**neighbourhood (n):** an area in a city//town where people live

**security (n):** safety measures, precautions

**protect (v):** to keep safe

**crime (n):** an illegal action punishable by law

**voluntary (adj):** done willingly, of your own free will

**community (n):** a group of people who live in the same area

**burglary (n):** the act of entering a building and stealing things

**install (v):** to put in or set up sth so it is ready to be used

**vandalism (n):** deliberate destruction of sth (public/private property)

4 **Aim** To learn/consolidate new vocabulary

- Direct Ss' attention to the words in bold in the text and the words 1-5.
- Give Ss time to match them and then check Ss' answers around the class.

**Answer Key**

1 safe – secure

2 a person of advanced age – elder

3 alone – isolated

4 actions – measures

5 stop sth from happening – prevent

5 **Aim** To consolidate information in a text/To develop critical thinking skills

- Ask Ss to imagine that they belong to the Neighbourhood Watch in their area.
- Tell Ss to use the information and vocabulary from the text to try and convince their partner to join the group.
- Allow Ss time to prepare and present their arguments to their partner.
- Monitor activity around the class.
- Ask various Ss to tell the class.

**Answer Key**

A: Hi, John. I want to talk to you about joining Neighbourhood Watch.

B: I'm not sure about that. Why would I want to join?

A: Well, I'm sure you've noticed we've had a lot more crime in the neighbourhood lately. We need to take some measures to protect ourselves.

B: Like what? What can we do to make the neighbourhood safer?

A: First of all, if we all keep an eye on the neighbourhood, people will know and feel safer. We can put signs up that let crooks know this is a Neighbourhood Watch area.

B: I guess that way they know we're watching them.

A: Correct! Everyone in the neighbourhood works together and we all decide what to do.

B: It sounds like a good idea. It helps keep the criminals away and we all feel safer, too. How do I join?

A: Just come out to the next meeting on Thursday evening and we'll sign you up then.

**6** **Aim** To give a presentation about Neighbourhood Watch

- Divide the class into pairs or small groups.
- Explain the task and direct Ss to the Internet, encyclopaedias or other reference sources to collect more information about Neighbourhood Watch.
- Ask various pairs/groups to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

**Suggested Answer Key**

Neighbourhood Watch began in the United States in the early 1960s. Since then it has expanded to many other countries. The main idea is that as many people as possible in a community help watch over their neighbourhood. This helps prevent theft and vandalism. Each Neighbourhood Watch group decides what type of actions and activities it will do. The groups work with the police to make sure everything is done correctly and safely. The Neighbourhood Watch programme continues to be a success in many communities.

# Moscow Culture **6**

## Listening & Reading

**1** **Aim** To introduce the topic through personal questions

Elicit answers from Ss around the class.

(Ss' own answers)

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

- Direct Ss' attention to the title and the photo. Elicit Ss' guesses to the question.
- Play the recording. Ss listen and follow the text to find out.

**Suggested Answer Key**

It is one of the leading institutions for vocational and professional training in Moscow. It has all the necessary resources to provide excellent professional education for students and prepare them for the workplace.

- Explain/Elicit the meaning of the words in the **Check these words** box.

**Suggested Answer Key**

**influence (v):** to have an effect on sth

**prospect (n):** the chances of success or wealth for sb  
**in demand (phr):** wanted, needed

**dedicate (v):** to give all your time and energy to sth

**defend (v):** to protect sth

**law and order (phr):** the situation when the laws of a country are respected

**cadet (n):** a student in the army or police

**law enforcement (n):** the act of making other people obey the law

**enhance (v):** to increase

**patriotism (n):** a feeling of strong love for your country

**Ministry of Interior (n):** a government department responsible for a country's police service

**military (adj):** relating to a country's army

**veteran (n):** a soldier who has been in the army during a war

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

- Give Ss time to read the text again and complete the sentences accordingly.
- Check Ss' answers around the class.

**Answer Key**

1 what job to do in the future.

2 defending law and order.

3 prepare for military and public service.

4 attend a course on "Law enforcement".

5 love their country and respect the law.

## Speaking & Writing

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

- Explain the task and allow Ss some time to complete it. They can refer back to the text to use any information they need to prepare their lecture.
- Invite various Ss around the class to present their work.

**Suggested Answer Key**

*The Police College is a prestigious institution and I got a good education there. I went to the Cadet Corps after I finished the 6th grade. When I finished my 9th grade I went to the College. There I learnt all about law enforcement which is really useful if you want to work in Russia's Ministry of Internal Affairs. I also learnt a lot about why we should respect the law and love our country. I also got the chance to take part in sports, cultural and military events as well as meet veterans of the Great Patriotic War while I was in the college. It really is a very special organisation and one that prepares you for the workplace.*

**5** **Aim** To expand the topic; to develop research skills

- Ask Ss to work in groups in order to collect information about Cadet Corps from the Internet or any other sources.
- Invite various Ss around the class to present their work.

**Suggested Answer Key**

*Students can do a lot of things in the Cadet Corps. There are lots of subjects to choose from. Students can learn about Russian History, English, as well as firefighting and military training. The college also offers many activities as well, such as: professional training, singing, drill as well as lectures and seminars. Sports and martial arts are a big part of the college and students are given the chance to do gymnastics and athletics as well as play basketball and football. They can also learn how to put their new learning to the test in applied sports where they can learn strategy and tactics.*

# Skills **6**

**Reading**

**1** **Aim** To read for key information

- Explain the task and ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text and then choose the correct answer for each question.
- Check Ss' answers. Ss should justify their answers.

**Answer Key**

- |                   |                   |
|-------------------|-------------------|
| 1 B (line 4)      | 4 A (line 19)     |
| 2 A (line 12)     | 5 C (lines 25-26) |
| 3 D (lines 14-15) | 6 C (lines 28-29) |

**Listening**

**2** **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F.
- Play the recording. Ss listen and match the speakers to the sentences.
- Check Ss' answers.

**Answer Key**

- 1 C      2 A      3 F      4 B      5 D

**Speaking**

**3** a) **Aim** To give a talk

- Read the rubric aloud and explain the task to Ss.
- In pairs, Ss think of words/phrases related to the headings.
- Ss write the words and answers to the prompts from the rubric in their notebooks.
- Ss use their notes to present their talk to their partner.
- Monitor the activity around the class and then ask various Ss to present their talk to the class.

**Suggested Answer Key**

*Types of crime: burglaries, vandalism, theft  
Reasons: poverty, people too busy to care, young people bored  
Ways to prevent crime: neighbourhood watch, get people involved, open youth centre, more police involvement*

*It used to be that the area where I live was very quiet and safe. Nowadays, there are more people and crime is on the rise.*

*We have more and more break-ins and burglaries every day. It's also a shame to see ugly graffiti everywhere. Some areas of the neighbourhood look very run down because of vandalism. Broken street lights, bus shelters and even swings in the local park are upsetting to see.*

*I think some of the thefts and burglaries are caused by poor people who need money to feed their families. People are so busy with their lives and work that they don't have time to care about what happens in the neighbourhood. Also, young people are very bored because there's not much to do in the area and so they blow off steam by committing vandalism.*

*I think we need to get people involved in the community again. A Neighbourhood Watch group is a great idea because people would get to know each other again and become more involved.*

*We could also use one of the old empty buildings to open up a youth centre. This would keep young people busy and give them a sense of purpose. The young people themselves could help renovate the building.*

Finally, I think it would be a good idea if there was a stronger police presence in the neighbourhood. If people saw that the police were patrolling the area more often, it would make them feel safer to do more things in the area.

**b) Aim** To listen for specific information

- Play the recording. Ss listen and say the ways the speaker suggests to prevent crime.
- Check Ss' answers.

**Suggested Answer Key**

The speaker suggests that they need to restore a sense of community spirit, set up a Neighbourhood Watch and reopen the youth club. The speaker also suggests that members of the Neighbourhood Watch work closely with the police to become a stronger presence on the street.

**Grammar & Vocabulary**

**4 Aim** To practise grammar forms

- Explain the task and give Ss time to complete the gaps with the correct grammar form.
- Check Ss answers on the board.

**Answer Key**

- |                    |                 |
|--------------------|-----------------|
| 1 has become       | 5 was developed |
| 2 didn't appear    | 6 to separate   |
| 3 was called       | 7 to make       |
| 4 (were) connected | 8 had won       |

**5 Aim** To practise word formation

- Give Ss time to complete the gaps with words formed from the words in brackets.
- Check Ss' answers on the board.

**Answer Key**

- |           |              |          |
|-----------|--------------|----------|
| 1 action  | 3 suitable   | 5 heroic |
| 2 bravery | 4 eventually |          |

**Writing**

**6 Aim** To listen for specific information and write an essay making suggestions

- Read out the rubric and explain the task.
- Play the recording and ask Ss to make notes of the suggestions and possible results the speakers mention.

**Suggested Answer Key**

More police on the streets – people feel safe & criminals be put off

More streetlights – fewer dark places for muggers to hide

More late night public transport – people travel safely

- Give Ss time to write their essay.
- Ask various Ss to read their essays to the class.

**Suggested Answer Key**

**Ways to Make our City's Neighbourhoods Safer**

Living in a city has its difficulties, but these days there is a lot of crime around. In my opinion, there are a number of things that can be done to make our city's neighbourhoods safer.

Firstly, there should be more police patrolling the streets 24 hours a day. This way people will feel safer if they know the police are nearby and criminals will be put off from committing crimes.

Furthermore, there should be more streetlights on the streets, in parks and at bus stops. Consequently, there would be fewer dark places where muggers can hide at night waiting for someone to mug.

Finally, the council could put on more late night buses and trains. This way, people can travel in safety at night.

All in all, I strongly believe that these suggestions would improve the safety of our city. Then our city will be a safer place for everyone who lives here.

**Russia 6**

**Reading & Listening**

**1 Aim** To introduce the topic

Start a discussion in class and elicit information about St Petersburg.

**Answer Key**

St Petersburg is a beautiful city in northern Russia. It was founded by Tsar Peter the Great in 1703. It is Russia's second largest city and a major cultural centre. It has many theatres for music, ballet and opera. It also has many museums. St Petersburg is on the UNESCO World Heritage list as having around 4000 individual monuments of history and culture.

**2 Aim** To read for gist

- Ask Ss to read only the title and the first sentence of each paragraph in the text.
- Ask Ss what they think the text is about and write their ideas on the board.
- Play the recording and ask Ss to follow in their books.
- Refer back to the board and tick the correct suggestions.

**Suggested Answer Key**

I think the text is about a Graffiti Art Festival in St Petersburg.

**3 Aim** To read for specific information

- Ask Ss to read sentences 1-5.
- Give Ss time to read the text again and mark the sentences accordingly.
- Check Ss' answers.

**Answer Key**

- 1 NS
- 2 F (*graffiti with other arts such as photography, film and computer animation*)
- 3 T
- 4 T
- 5 T

• 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**

**innovative (adj):** original, new and unusual  
**aim (v):** intend, plan on achieving sth  
**promote (v):** to encourage, to support  
**appreciate (v):** to recognise the value of sth  
**range (n):** a variety or assortment  
**masterpiece (n):** an exceptional piece of art, music, writing, etc  
**group (n):** a set of people having sth in common  
**in support of (phr):** do sth to help or encourage sth or sb

**Speaking & Writing**

4 a) **Aim** To prepare for a speaking task

- Read the rubric and explain the task.
- Ask Ss to copy the table in their notebooks and give them time to fill in the answers.
- Draw the table on the board and elicit answers from Ss.

**Suggested Answer Key**

<b>NAME</b>	GraFFFest
<b>PLACE</b>	St Petersburg, Russia
<b>DATE</b>	every Summer
<b>REASON</b>	To promote street art and help people appreciate it
<b>ACTIVITIES</b>	create graffiti, concerts, documentaries & films
<b>ENTRANCE FEE</b>	FREE

b) **Aim** To consolidate information in a text and talk about an event

- Ss use their tables or the table on the board and information from the text to tell their partner about GraFFFest.
- Ask various Ss to tell the class.

**Suggested Answer Key**

*Last year I went to a new Graffiti Art Festival in St Petersburg. It's called GraFFFest and it was amazing. It takes place every summer to promote street art and help people appreciate it. There was so much to see and do – concerts, films, documentaries – but the best part was watching the artists create graffiti masterpieces in the streets of the city. They were awesome. And, we didn't have to pay an entrance fee. All the events were free of charge.*

5 **Aim** To personalise the topic

- Explain the task and ask Ss what they think of street graffiti.
- Allow Ss time to write a few sentences.
- Ask various Ss to read their sentences to the class.

**Suggested Answer Key**

*Unfortunately, I think most street graffiti is vandalism. This is because I don't agree with graffiti being sprayed on personal or public property without permission. I have seen some amazing graffiti on the sides of buildings and walls that was beautiful and respected the neighbourhood. I think that spraying paint somewhere for no reason is not art, it's vandalism.*

# Language in Use 1

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

1 down    3 down    5 out    7 into  
2 up    4 round    6 off

2 **Aim** To practise prepositional phrases

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

**Answer Key**

1 of    2 for    3 for    4 out of, into

3 **Aim** To form person nouns

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

**Answer Key**

1 director    3 interviewer    5 designer  
2 tourist    4 attendant    6 electrician

4 **Aim** To revise vocabulary from the module

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

**Answer Key**

1 long    4 put out    7 part-time    10 hold  
2 wages    5 breath    8 read  
3 zone    6 shifts    9 double

## GAME

**Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *put out fires, tough job, average wage, camp counsellor, deep breath, hold a record, secret shopper, apply for.*

- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

**Suggested Answer Key**

Firefighters **put out fires**.

Smokejumpers have a very **tough job**. It's very difficult.

What's the **average wage** for waiters in your country?

**Camp counsellors** supervise children at a camp.

Take a **deep breath** and jump in the waves.

Sara Campbell **holds four records** in freediving.

**Secret shoppers** pretend to be customers in order to check how good the customer service is.

He **applied for a job** as a waiter.

## Quiz

**Answer Key**

1 T    4 T  
2 F (Unidentified Flying Object)    5 T  
3 T    6 F (You should.)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask Ss to exchange quizzes, do them and then check their answers.

**Suggested Answer Key**

**Quiz**

- Smokejumpers only fight forest fires. (T)
- Internships are well paid. (F – They are unpaid/poorly paid.)
- Camp counsellors don't have to pay for their accommodation. (T)
- Sara Campbell has small lungs. (F – She has big lungs.)
- You need to be caring to be a surgeon. (F – You need to be realistic and down-to-earth.)
- A creative person would be a good fashion designer. (T)

# Language in Use 2

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 away            3 on            5 along  
2 through        4 through      6 off

2 **Aim** To practise prepositional phrases

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

**Answer Key**

- 1 of            3 on            5 in            7 on, in  
2 with        4 with        6 on            8 on

3 **Aim** To form abstract nouns from verbs

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

**Answer Key**

- 1 eruption                            4 performance  
2 appearance                        5 advertisement  
3 arrival                                6 attraction

4 **Aim** To revise vocabulary from the module

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

**Answer Key**

- 1 search    4 bright    7 play    10 grab  
2 social    5 spicy    8 officially  
3 lead      6 classic    9 blow

**GAME**

**Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *get seasick, bitten by mosquitoes, catchy name, in the middle of nowhere, relieved, fall in love with, crime thriller, ancient times.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

**Suggested Answer Key**

*I don't travel by boat because I get seasick.  
Last year, on holiday, I was bitten by mosquitoes.  
They thought of a catchy name for their search engine.  
Ben got completely lost. He was in the middle of nowhere.*

*John was relieved when he finally got home safely.  
In the opera a snake falls in love with a human.  
John loves reading crime thrillers.  
Chinese opera goes back to ancient times.*

**Quiz****Answer Key**

- 1 F (He studied Computer Science.)  
2 F (It is in Agra, India.)  
3 F (It was Bach.)  
4 T  
5 F (From 7 or 8.)  
6 F (It means cruelty.)  
7 F (It is 1 followed by a hundred zeros.)  
8 T

Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes. Ask Ss to exchange their quizzes, do them, and then check their answers.

**Suggested Answer Key****Quiz**

- 1 John visited India and Malaysia. (F – He visited India and Thailand.)  
2 Page met Sergey Brin in 1995. (T)  
3 There are 8 foreign language versions of Google. (F – There are 10.)  
4 Lady Gaga is from Rome. (F – She is from Manhattan.)  
5 Facebook started in 2004. (T)  
6 Shanghai is in China. (T)  
7 Red make-up in Chinese opera means a wild character. (F – It means loyalty and bravery.)  
8 Twitter is a social network. (T)

**Language in Use 3**1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 over            3 off            5 around  
2 for            4 up            6 off

2 **Aim** To practise prepositional phrases

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

**Answer Key**

- 1 to                      3 under                      5 about  
2 through                4 in

3 **Aim** To form adjectives from nouns

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

**Answer Key**

- 1 natural                3 dangerous                5 athletic  
2 noisy                 4 effective                 6 fashionable

4 **Aim** To revise vocabulary from the module

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

**Answer Key**

- 1 fossil                      5 research                      9 youth  
2 greenhouse            6 global                      10 sea  
3 survival                 7 nature  
4 marine                    8 stunning

**GAME****Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *fossil fuels, greenhouses gases, survival course, marine biologists, research stations, global warming, nature reserve, stunning scenery, youth hostels.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

**Suggested Answer Key**

Coal and oil are **fossil fuels**.

Carbon dioxide is one of the **greenhouses gases** that cause the greenhouse effect.

Make sure you go on a **survival course** before you go on a jungle trip.

**Marine biologists** study the seabed and creatures that live there.

There are **research stations** in Antarctica where scientists study the animals that live there.

**Global warming** is a very important world issue.

A **nature reserve** is a protected area for wildlife.

Scotland is famous for its **stunning scenery**; you can take great photos there.

**Youth hostels** are cheaper than hotels.

Sea levels have risen lately.

**Quiz****Answer Key**

- 1 limestone, chalk, ice (sea, salt, lava)
- 2 14
- 3 deer, moose, raccoons, black bears, coyotes, bobcats
- 4 It's very cold (around 0°C) and the sun never sets.
- 5 45 minutes
- 6 an animal that lives in a cave
- 7 You can heat the bottom of the wok before the race.
- 8 Stalactites form on the ceiling of a cave and stalagmites form on the floor of a cave.

Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes. Ask Ss to exchange their quizzes, do them, and then check their answers.

**Suggested Answer Key****Quiz**

- 1 What animals can you see in Antarctica? (seals, humpback whales, Emperor penguins)
- 2 How can you go faster when volcano surfing? (sit down on your board)
- 3 In which country did wok racing start? (Germany)
- 4 How many campsites and shelters are there on the Appalachian Trail? (250)
- 5 How long is the Appalachian Trail? (over 3,200 km)
- 6 Which animals are in the most danger because of melting ice? (polar bears)
- 7 Say three things you can do to reduce CO<sub>2</sub>. (use the car less, use energy-saving light bulbs, don't turn up the heat)
- 8 How many species of troglobites do scientists know about so far? (over 7,700)

**Language in Use 4**1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions and elicit an example for each one from various Ss around the class using their dictionaries to help them if necessary.
- Give Ss time to complete the task and then check Ss' answers.

**Answer Key**

- 1 on                      3 through                      5 on  
2 up with                4 up                              6 out

2 **Aim** To practise prepositional phrases

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

**Answer Key**

1 from 2 of 3 with 4 into

3 **Aim** To form adjectives from verbs

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

**Answer Key**

1 curable 4 different 7 sensitive  
2 attractive 5 pleasant 8 forgetful  
3 sensible 6 comfortable

4 **Aim** To revise vocabulary from the module

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

**Answer Key**

1 grabbed 3 hang  
2 sprained, hurts 4 injury

5 **Aim** To consolidate vocabulary from the module

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

**Answer Key**

1 immune 4 self 7 nasty  
2 confined 5 poisonous 8 ulcer  
3 home 6 itchy

## GAME

**Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *feel depressed, skin infection, nasty bite, mouth ulcer, wake up, inland, feel dizzy, take painkillers, antiseptic cream, prescription, get a fine, get stuck, deadly.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

**Suggested Answer Key**

If you don't get enough sleep, you may **feel depressed**.  
You can get a **skin infection** from your cell phone.  
A snake can give you a **nasty bite**.  
Garlic may get rid of a **mouth ulcer**.  
You should **wake up** at the same time every day.  
The **inland** taipan is the most dangerous snake in the world.

*Vertigo can make you feel dizzy.*

*You should **take painkillers** for a headache.*

*You should put some **antiseptic cream** on a mosquito bite.*

*A doctor can give you a **prescription** for some medicine.*

*Alain Robert often **gets a fine** for climbing buildings.*

*Sometimes he can **get stuck** if it starts to rain.*

*The blue-ringed octopus is **deadly**.*

**Quiz****Answer Key**

1 They can get a shoulder strain. 5 up to 1.8 metres long  
2 You can get thumb arthritis. 6 France  
3 vinegar 7 four  
4 baking soda

Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes. Ask Ss to exchange their quizzes, do them, and then check their answers.

**Suggested Answer Key****Quiz**

- 1 What shouldn't you drink before bedtime? (drinks that contain caffeine)
- 2 What famous buildings has Alain Robert climbed? (the Eiffel Tower, the Empire State Building and the Petronas Twin Towers)
- 3 Which building did he get stuck on? (the Canary Wharf Tower)
- 4 How many hours of sleep do babies need? (16-18 hours)
- 5 How does a platypus defend itself? (It has a poisonous spike on its back legs.)
- 6 Which is the most poisonous spider in Australia? (the funnel-web spider)
- 7 What can ginger cure? (an upset stomach, travel sickness and bad breath)

## Language in Use 5

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions. Elicit an example for each one from various Ss around the class, using their dictionaries to help them if necessary.
- Give Ss time to complete the task, and then check Ss' answers.

**Answer Key**

1 off 3 over 5 down  
2 down 4 up 6 after

2 **Aim** To practise prepositional phrases

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

**Answer Key**

- 1 for                    3 on, on                5 at  
2 about                4 with                 6 in

3 **Aim** To form negative adjectives

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

**Answer Key**

- 1 unhelpful            3 impossible            5 informal  
2 irresponsible        4 dishonest             6 illogical

4 **Aim** To revise vocabulary from the module and practise collocations

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

**Answer Key**

- 1 lose            4 give            7 stay    10 become  
2 take            5 homeless      8 vocal  
3 host            6 reach           9 social

**GAME**

**Aim** To consolidate vocabulary from the module

- Divide the class into two teams. Each team takes turns writing or saying a sentence with one of these words/phrases: *life event, annoying habits, social etiquette, in public, dedication, homeless, get lost, be on time, bad table manners, sneeze, pierced ears.*
- Each correct sentence earns one point. If the sentence is incorrect the team loses a point. The team with the most points after all the words/phrases have been used wins.

**Suggested Answer Key**

*Getting married is an important **life event**.  
Everyone has some **annoying habits**.  
Different countries have different rules about **social etiquette**.  
You should behave nicely **in public**.  
It takes a lot of **dedication** to achieve your goals.  
Narayanan Krishnan runs a charity that helps the **homeless**.  
It helps to speak the local language if you **get lost** in a foreign city.*

*It is polite to **be on time** for appointments in UK.  
Nobody likes **bad table manners**.  
When you **sneeze** air comes out of your body at 160 kmph.  
My sister has **pierced ears**.*

**Quiz**

**Answer Key**

- 1 F (They usually do.)  
2 T  
3 F (It's the pink city.)  
4 T  
5 T  
6 F (You should usually tip around 10%.)  
7 T  
8 T

Ss prepare their quizzes in groups. Ask Ss to go through the pages of the module and select information to compile their quizzes. Ask Ss to exchange their quizzes and do them. Check Ss' answers.

**Suggested Answer Key**

**Quiz**

- 1 *Mexicans are often late for appointments. (T)*  
2 *You should call Brits by their first name as soon as you meet them. (F – You should wait to be asked to do that.)*  
3 *Brits like you to stand close to them. (F – They like people to keep a distance of around 0.5 m.)*  
4 *It's okay to ask a Briton how much they earn. (F – It's rude.)*  
5 *Mark Boyle lives without money. (T)*  
6 *Liz Murray helps the homeless. (F – She helps teenagers.)*  
7 *Overweight people often snore. (T)*  
8 *You can get hiccups if you eat too much. (T)*

Language in Use **6**

1 **Aim** To present and practise phrasal verbs

- Go through the list of phrasal verbs and their definitions. Elicit an example for each one from various Ss around the class, using their dictionaries to help them if necessary.
- Give Ss time to complete the task, and then check Ss' answers.

**Answer Key**

- 1 up                    3 into                    5 out  
2 out                    4 out                    6 away

2 **Aim** To practise prepositional phrases

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

**Answer Key**

1 at 2 in 3 with 4 In 5 in

3 **Aim** To use prefixes to form new words

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

**Answer Key**

1 multinational 3 overflowed 5 prepay  
2 redesign 4 underestimate 6 superhero

4 **Aim** To revise vocabulary from the module

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

**Answer Key**

1 theft 4 gain 7 traffic 10 stay  
2 robbery 5 computer 8 open  
3 public 6 spam 9 spread

## Quiz

**Answer Key**

1 F (graffiti artist) 5 T  
2 F (it can take months) 6 T  
3 F (He is a fictional detective) 7 T  
4 T 8 F (the USA)

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 6 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, and then check their answers.

**Suggested Answer Key**

**Quiz**

- 1 Jan Vormann is a graffiti artist. (F – artist)
- 2 Guerrilla gardeners often get arrested. (F)
- 3 Ben Langdon is 46. (F – 26)
- 4 Agatha Christie was a famous English detective. (F – crime writer)
- 5 Everyone in the community must belong to Neighbourhood Watch. (F – voluntary organisation)
- 6 Many viruses get into your computer through your email. (T)
- 7 A cracker helps protect your computer. (F – can easily break into computer systems)
- 8 Jack the parrot is from Boston, USA. (F – Coventry, UK)

**Revision 1**

- 1 1 curious      5 parachute      9 champion  
 2 take          6 duty          10 earn  
 3 enthusiastic   7 breath  
 4 campus       8 Carry
- 2 1 well          3 late          5 hard  
 2 careful       4 easy          6 brave
- 3 1 is going      3 doesn't believe 5 thinks  
 2 wants        4 is Claire doing
- 4 1 to going      3 work          5 to get  
 2 finding       4 to work
- 5 1 much more                  4 the longest  
 2 longer, longer              5 the friendliest  
 3 more hardworking
- 6 1 C      2 D      3 A      4 B

**7 Suggested Answer Key**

Dear Sir/Madam,  
 I am writing to apply for the position of part-time assistant librarian which you advertised in the Daily Globe on 22nd May.  
 I am currently a student studying English Literature at Manchester University.  
 I regularly worked in my parents' small bookshop, and I worked part-time at the university library last year.  
 I consider myself to be a very organised, hardworking and enthusiastic person. I enjoy working with the public and am prepared to put a lot into my work.  
 Please find enclosed a copy of my CV. I am available for an interview at any time. I look forward to hearing from you.  
 Yours faithfully,  
 Tom Green

**Revision 2**

- 1 1 seasick      4 lighting      7 rose  
 2 caught      5 shared      8 audience  
 3 locals      6 biting      9 carried
- 2 1 was taking                  4 met  
 2 were watching              5 Were you listening  
 3 ran
- 3 1 used to wear              3 didn't use to live  
 2 Did ... use to perform    4 used to take
- 4 1 had been walking        4 hadn't taken  
 2 hadn't slept              5 had been working  
 3 had been looking

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

**6 Suggested Answer Key**

**A day to remember by Helen Davis**

One afternoon last year, my family and I were travelling back from visiting my grandparents in Kent. It was raining heavily and starting to get dark.

We saw a car up ahead on the side of the road which had broken down. There was a big scary-looking man covered in tattoos with a shaved head standing next to the car. He was waving at passing cars to stop, but none of them did. I was surprised when my dad pulled over and offered him a lift.

He was completely wet but he asked only to be taken to the next town to get a taxi. My dad insisted on taking him into the city and also gave him a warm jacket to wear. The man was grateful and asked for our name and address to return the jacket.

A few days later, a parcel arrived at the house. It was Dad's jacket and a cheque for €5,000. The man had been on his way to the hospital where his wife was having a baby and thanks to us he had got there in time to see his son born. We felt happy and surprised. We'll never forget that day and we'll always try to help someone in need no matter what they look like.

**Revision 3**

- 1 1 footpath                      6 melt, rise  
 2 unpredictable               7 special offer  
 3 extinct                        8 backwards  
 4 competitors                 9 drizzle  
 5 self-catering
- 2 1 will go                        4 you are going to stay  
 2 will be                        5 am going to do  
 3 is meeting
- 3 1 melts                         3 drips  
 2 won't be able to              4 will be
- 4 1 were                         4 hadn't taken  
 2 wouldn't have hurt         5 were  
 3 had come
- 5 1 A      2 D      3 B      4 C

**6 Suggested Answer Key**

Dear Mr Smith,  
 I saw your advertisement for a weekend nature walk and I would like to ask you a few questions about it.  
 Firstly, when exactly is the nature walk? Secondly, I would like to know how long the walk will be.

Also, what exactly will the nature walk involve? Finally, do I need to bring anything with me on the nature walk, such as a packed lunch? Thank you for your help. I look forward to hearing from you.  
Regards,  
Kim Price

**Revision 4**

- 1 1 slippery      5 strain      9 sickness  
2 loss      6 venom      10 concentrate  
3 blurred      7 upset  
4 soothe      8 cure
- 2 1 wasn't able to      5 can't      9 don't have  
2 mustn't      6 might      to, can  
3 can      7 may  
4 should      8 could
- 3 1 Dave, who lives in the flat upstairs, is a firefighter.  
2 Both Lisa and Sarah are afraid of spiders.  
3 Either Jane or Katy called you.  
4 My favourite restaurant, which is on the high street, is closing down.  
5 The reason why Lyn isn't coming to the party is because she is unwell.
- 4 1 C      2 A      3 E      4 B      5 D

**5 Suggested Answer Key**

**How can young people stay healthy while leading busy lives?**

These days, young people lead such busy lives that staying healthy is sometimes a difficult thing to do. So, what can you do to improve your lifestyle? Firstly, it's a good idea to get a good night's sleep. Try to get at least eight hours of sleep every night. When you sleep, your body has a chance to repair itself and recover from the stresses of daily life. Another helpful suggestion would be to eat a well balanced diet. You should eat regular healthy meals to give your body energy to help you through the day. Try to avoid junk food. Finally, don't forget to exercise! Fit exercise into your lifestyle by taking the stairs instead of the elevator, and walking instead of driving. In conclusion, we all lead busy lives. However, it is easier than you think to stay healthy.

**Revision 5**

- 1 1 cheerful      5 overweight      9 lost  
2 reach      6 sneeze      10 sank  
3 look after      7 blush  
4 bark      8 gossip
- 2 1 pierced      5 pale      9 social

- 2 late      6 marital      10 manners  
3 leap      7 win  
4 retirement      8 reach

- 3 1 has been finding      4 Have you been walking  
2 has changed      5 has Mark been doing  
3 has been doing

- 4 1 must      3 must      5 may/might  
2 can't      4 may/might

- 5 1 to be waiting      4 to have lost  
2 to be having      5 taking/having taken  
3 wearing

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

**7 Suggested Answer Key**

**Is it a good idea to become a vegetarian?**

Becoming a vegetarian may seem like a great idea. However, as with all diets, there are advantages and disadvantages.

There are without doubt a number of benefits to becoming a vegetarian. Firstly, you will become slimmer. This is because you will eat less fat by cutting out meat, butter and dairy products. Secondly, there are a number of health benefits. For example, eating less red meat will reduce the risk of a heart attack or cancer.

On the other hand, there are some disadvantages. To begin with, you may lack some vitamins and minerals. Some of these are only found in meat and dairy products. Also, your diet may be unbalanced. If you don't get enough protein, you may become ill.

In conclusion, there are pros and cons to becoming a vegetarian. I believe becoming a vegetarian is a good idea as long as you maintain a balanced diet.

**Revision 6**

- 1 1 lawyer      5 brighten up      9 tutor  
2 prevent      6 detective      10 fake  
3 speeding      7 dangerous  
4 arrested      8 evidence

- 2 1 was awarded      4 can be protected  
2 is used      5 haven't been caught  
3 will be fought

- 3 1 Alex said that the mugger had been sentenced to six months in prison.  
2 The policeman ordered the driver to step out of his car.  
3 Beth asked me if/whether there was a Wi-Fi hotspot nearby.

- 4 The mayor said that everyone had the right to a safe neighbourhood.
- 5 The forensic scientist asked if/whether anyone had disturbed the evidence.

4 1 E      2 C      3 A      4 B      5 D

- 5 1 John had his car stolen last night.
- 2 Jane will have a new lock put on the door tomorrow.
- 3 That man is having his pocket picked by a thief!
- 4 We had our house broken into by burglars.
- 5 The mayor has had his statue vandalised.

#### 6 Suggested Answer Key

Dear Sir/Madam,

I am writing in response to the article in the Fleetwood Gazette on 6th May about the lack of green spaces in our town. In my opinion, there are some things that can be done to improve this situation.

Firstly, there is a large area of wasteland on Brown Street that could be turned into a park. This way, the city will be greener and people will have a place to use for leisure, too.

Secondly, trees, bushes and flowers could be planted in pots in squares, on roundabouts and in pedestrian areas to add greenery to the city itself. Consequently, this would brighten up many areas and make them feel less like the inner city and more rural.

All in all, I believe that the city council should try and provide more green spaces in the city. I hope my suggestions will be taken into consideration.

Yours faithfully,

Sasha Brown

**p. WB1**

- 1 1 I have a good command of
- 2 I feel I would be well suited for this position
- 3 at any time convenient to you
- 4 Yours faithfully
- 5 I am writing to apply for
- 6 Despite not having any formal work experience in childcare
- 7 I am interested in

**p. WB2**

- 1 A 9 C 11 E 10 G 8 I 7 K 3  
B 5 D 1 F 4 H 2 J 6

- 2 One weekend last autumn, late on Saturday afternoon, Then, The next moment, When, After that, The next morning

**p. WB3**

**1 Suggested Answer**

**layout:** it should be written in separate paragraphs.  
**the way it starts/ends:** it should start *Dear Mr Forbes* and end with *Best wishes,/Kindest regards,/Yours, etc.*

**tone and style of language:** The second sentence sounds rude rather than polite and respectful. The style is a mixture of informal and formal, *e.g. I'll probably need to bring some equipment, won't I? I would particularly welcome the opportunity to experience windsurfing for the first time.* The idiom *a stone's throw* is also inappropriate because it's too informal.

**use of pronouns/linking words:** The first sentence omits the pronoun 'I', which is only appropriate in informal style. The writer does not use any linking words to list points, *e.g. first of all, secondly.* Instead they use *Furthermore* and *However*, which are very formal.

**p. WB4**

- 1 In the first place – Firstly  
In other words – In short  
Secondly – In addition  
It is important to – People should  
Then – In this way  
As a final idea – Finally  
As a result – Consequently  
To sum up – In conclusion  
I believe – In my opinion

**2 Suggested Answers**

**Formal vocabulary:** unpleasant, individuals, dispose of, responsibly, get into the habit of, ignore, concern, get involved in, it cannot be denied, poses, nuisance, reduce  
**Mild impersonal style:** There is no doubt that it is an unpleasant and annoying sight.

**3 Suggested Answers**

- 1 This means that young people would have their own place to be creative and do their hobby. As a result, public areas will be kept clean and the graffiti artists will be happy, too.
- 2 In particular, yoga trains you how to do meditation, which is known to be an excellent way to clear your mind of worries. If more people try it, their stress levels will be greatly reduced.

**p. WB5**

**1 Suggested Answer**

**Longer sentences:** *Many young people today, especially those planning to get married, dream of owning their own home some day. You can redecorate your house or keep a pet dog, for example, without having to ask the landlord. This means that you can't just get up and move if you do not like the neighbourhood, because you will have to sell your house first.*

**Formal/advanced vocabulary:** *home ownership, can be considered, investment, Furthermore, However, major drawback, in addition to, maintaining, tends to be, security, All things considered*

**2 Suggested Answer**

Many people are in favour of buying their own home. Nevertheless, people who own their own home face some serious drawbacks.

**3 Suggested Answer**

- An additional benefit of buying your own home is that it can make more sense financially than renting a flat. In spite of the fact that you may have to pay off a mortgage, eventually the house will be yours.
- Some people are against buying their own home because they don't want the responsibility of doing their own repairs. They prefer to live in rented accommodation, which means that all repairs are done by the landlord.

**p. WB6**

- 1 First of all, it is important for PC users to keep their security programmes up-to-date. Another point to keep in mind is to change your personal password from time to time.

**Suggested Answer**

In the first place, one good idea is for PC users to maintain updates on their operating systems. Another helpful suggestion would be to avoid using the same password all the time.

**2 Suggested Answer****First main body paragraph:**

To begin with, the council should increase their budget for road repairs. Roads that have uneven surfaces or are full of holes are a real hazard to drivers, especially motorcyclists or people driving at night. If more money was spent on road maintenance, the number of accidents would be greatly reduced.

**Second main body paragraph:**

Additionally, another helpful suggestion would be to introduce more cycle lanes. As more and more people are using bicycles lately due to increased transport costs, accidents involving cyclists have also become more common. Therefore, extra cycle lanes would provide extra protection for bicycle users.

## WORD FORMATION KEY

1 bilingual	21 incompetent	41 inconsiderate	61 ignorant	81 mislead
2 summarise	22 accountant	42 multi-cultural	62 safety	82 comedian
3 underestimate	23 Attendance	43 employees	63 enforce	83 furious
4 resistance	24 honesty	44 investment	64 transplant	84 recharge
5 acquaintance	25 willingness	45 nonsense	65 dedication	85 inspector
6 blockage	26 mathematical	46 diversity	66 useless	86 vandalise
7 shorten	27 credible	47 outnumber	67 departure	87 assistance
8 envious	28 misbehave	48 disgraceful	68 underweight	88 celebration
9 decode	29 illiteracy	49 overspend	69 empowering	89 accommodation
10 delivery	30 preparation	50 undervalue	70 wealthy	90 skilful
11 apparent	31 coincidence	51 postnatal	71 prisoners	91 tirelessly
12 co-operate	32 innocence	52 explosion	72 resident	92 loosen
13 disability	33 selfish	53 industrial	73 inaccurately	93 disastrous
14 finalist	34 effective	54 variety	74 edible	94 beggar
15 dismissal	35 monorail	55 remarry	75 immature	95 loyalty
16 secrecy	36 impractical	56 unbelievably	76 untidy	96 independence
17 athletic	37 librarian	57 basis	77 healthily	97 management
18 reasonable	38 assassination	58 semi-conscious	78 confident	98 alphabetical
19 broaden	39 clumsiness	59 aimless	79 criticise	99 reporter
20 international	40 aggressive	60 submarine	80 descendant	100 triangles

## KEY WORD TRANSFORMATIONS KEY

1 is said to haunt	28 put a lot of effort	55 not only cheap but also
2 spite of the snow	29 am worn out by	56 in full agreement about
3 was able to talk	30 only colleague who didn't	57 is supposed to be
4 time we closed up	31 is her intention to go	58 thought he would get
5 in order to avoid	32 needn't have wrapped	59 gave me permission to go
6 were given directions to	33 didn't succeed in impressing	60 should be kept
7 don't hurry up, we will	34 would have been better if	61 take into account how
8 was the first time	35 will not object to my	62 had better not buy
9 fall behind with	36 for your recommendation	63 you like me to make
10 wrong to talk badly	37 are likely to buy	64 put up with his tardiness
11 doesn't approve of what	38 have run out of	65 can't tell the difference
12 made up her mind	39 nearly as big as	66 wasn't to blame for
13 admitted taking	40 with a view to becoming	67 to avoid getting
14 due to the fact that	41 by far the most interesting	68 and as a result
15 so that she could leave	42 are no biscuits left	69 no chance of winning
16 brings back memories	43 no matter how much you	70 a preference for sitcoms rather than
17 is popular with	44 kept me waiting for three	71 is less fattening than
18 took him ages to repair	45 did nothing but	72 in charge of tidying up
19 advised him to report it	46 it easy to follow	73 had a great time
20 provided you practise	47 regrets having her	74 used to be quieter than
21 had my hair cut	48 is it since you	75 may not have heard
22 place where Treasure Island	49 was the first time	76 can't have been
23 would prefer not to go	50 said I was sorry for	77 were held up by
24 should not have changed	51 is a possibility that I will	78 had fun on their
25 are responsible for calling	52 looking forward to the start	79 had no difficulty in replacing
26 gave a detailed description of	53 were made to go to the	80 no point in seeing
27 you let him know	54 impossible for me to meet	

**Module 1**

➤ **Exercise 3 (p. 14)**

**Rob:** It's amazing! You're up in the air and everything is below you. You can see cities and villages and even cars on the motorways. I can't really describe the feeling, because it's exciting, but at the same time it's really peaceful as you're floating down.

**Rachel:** I do it all year round, but I especially like it in the summer months when it's boiling hot. It's great to get in the water to cool off, and feel the wind in your face as you ride the waves. It's very physical, though, and you need to have good arm muscles to hold the sail.

**Luke:** I just love the fresh air and spending time outside enjoying nature. I go every weekend. It's good to get out of the city and into the countryside. Yes, it's difficult to ride up the mountain, and you have to pedal really hard, but riding down really fast is just fantastic!

➤ **Exercise 3 (p. 18)**

**Sandy:** Hi, Paul. How are you?

**Paul:** Hi, Sandy. I'm fine thanks. I'm just trying to plan my summer holiday.

**Sandy:** Oh. Lucky you! I'm not going on holiday this year.

**Paul:** Why not?

**Sandy:** Well, I've got a summer job as a dog walker, so I'm going to be busy every day.

**Paul:** Wow. Good for you.

**Sandy:** So are you going away with Shane again this summer?

**Paul:** No. He's going to a summer camp in France to be a camp counsellor.

**Sandy:** That sounds interesting!

**Paul:** Yes, but not as interesting as Fiona. She's going to spend the summer with a charity which helps endangered animals and the environment. She is going to volunteer with them all summer!

**Sandy:** That sounds amazing! Bridget's going to work as a waitress in a restaurant by the beach.

**Paul:** Oh. What about Tony? Maybe I could go on holiday with him.

**Sandy:** No, you can't. Tony is going to spend the summer working, too. He just got a job as a lifeguard!

**Paul:** It seems like everyone is working this summer.

**Sandy:** Yes, Andrea too. She really wanted to find a job working with animals, but she couldn't find anything so she's working in a shoe shop all summer.

**Paul:** Maybe I should just get a summer job like everyone else!

**Sandy:** I think that's a good idea.

➤ **Exercise 2 (p. 22)**

**Speaker 1**

As a social worker I usually have to deal with a crisis on a daily basis. My goal is to offer the guidance and support people need to overcome their problems. It is emotionally difficult to deal with abused children or the

homeless. Although I work a 40-hour week, I sometimes have to visit people after hours or at weekends and the paperwork is endless.

**Speaker 2**

In general, being a flight attendant is a dream job for people who want to see new places. At first, you have to be on call 24/7 and work up to 12-hour shifts. The hardest part is standing for the most part of a flight and balancing during turbulence. You don't want a drink or tray to end up in a passenger's lap! At the end of the shift, you have to deal with aching feet, backache and sometimes headaches from the changes in air pressure!

**Speaker 3**

Of course dentistry is a great job that you can do on your own and even after retirement. Nonetheless, I do spend many hours seated and bent over an open mouth, so I do suffer from lower back problems often. There is also the slight risk of getting exposed to an infectious disease, if I'm not careful, but I always follow all safety procedures.

**Speaker 4**

As a teacher, working with children is really rewarding for me, I must say. But, I stand up most of the time and sometimes I have to raise my voice to be heard; I also suffer from neck and shoulder pain often as my arms are raised most of the time writing on the board.

**Speaker 5**

I love being a vocalist. There's nothing better than getting up on stage and entertaining people. But it's hard to work if your vocal cords are suffering. A simple cold or flu or straining during a performance can cause throat pain, hoarseness and swelling. I had to get the proper training to avoid serious problems and protect the one thing I need for my job – my voice!

➤ **Exercise 4b (p. 23)**

If I were you, I would choose between being a babysitter and being a lifeguard. I wouldn't work in a supermarket as a cashier because although it is a responsible job and you would meet lots of people, you would probably have to work shifts and it would be very boring and repetitive work. Also, you would be stuck indoors all the time.

I think babysitting would be a good job because you are very good with children. Also, you would probably only have to do it in the evenings so you would have most of your days free. On the other hand, you may not have the opportunity to earn very much money.

Therefore, I think you should go for a job as a lifeguard. You are very good at sports and so you have the swimming ability needed. Also, you get to spend the whole summer on the beach. Finally, you would have all your evenings free and I think it would be good experience for the future. It would also be good to have a position of responsibility like this on your CV.

## Module 2

### ➤ Exercise 8a (p. 27)

I was travelling in Ecuador in July when something really crazy happened to me! One day, I decided to go on a kayaking trip down a river in the Amazon Rainforest. I got into a kayak and set out with a group of other travellers. At first, it was fantastic. The scenery was very beautiful and exotic birds were flying all around. But then, the river started moving faster and suddenly, I hit a rock, my kayak turned over and I fell out of it into the river. I was trying to swim back to my kayak, when suddenly I saw a strange shape in the water. It was moving quite quickly towards me. "Oh no, Sarah!" my friend Jane shouted. "Quick, get back into the kayak, it's a crocodile!" Well, I was terrified! I swam as quickly as I could to my kayak but I couldn't get into it. I turned around and saw that the crocodile was getting closer! I was screaming and shouting! Then, suddenly, I looked down and there was no crocodile – just a big branch from a tree! I was so relieved! Everyone was laughing, but I didn't think it was very funny!

### ➤ Exercise 3 (p. 36)

**Max:** This is 93.2 FM. Good morning and welcome to 'The Big Read', our new weekly show that finds out about books our listeners are reading. Firstly, we have Stacey on the line. Hello, Stacey! What have you read recently?

**Stacey:** Oh, hello, Max. Well, I've just finished reading a wonderful historical thriller by Kate Mosse called *Labyrinth*. I usually read biographies or romance novels, so this was something very different for me. I was surprised, but I really enjoyed it! The plot is very interesting. It's about two women who live in different centuries but they discover the same secret and try to protect it. It's very exciting, especially at the end!

**Max:** Thanks, Stacey. That sounds like a great read. And now we have Brian on the line. Brian, what do you have for us?

**Brian:** Hi, Max! I've just read a book called *The Poet* because all my friends were telling me to read it. It's a crime thriller by Michael Connolly about a crime reporter who is investigating the death of his brother. It has an amazing plot that's very exciting and fast-paced. I couldn't stop reading it! This is the first crime thriller I've ever read, but now I want to read every one I can find!

**Max:** Brian and Stacey, thanks for being on the show. That's all for this week on 'The Big Read'. Don't forget to tune in next week for more great book reviews from our listeners!

### ➤ Exercise 5a (p. 37)

Last spring, I went on holiday to Rio de Janeiro with my friends for Mardi Gras. It was a beautiful, sunny day and we all dressed up in colourful costumes before setting out onto the busy streets.

I stopped to buy some water, but afterwards I couldn't find any of my friends. There were so many people dressed in similar costumes! I looked for them for a

while but then, suddenly, someone grabbed my hand. Before I could stop them, they pulled me up onto a stage! Everyone was singing and dancing and I couldn't help joining in. After a short while, I noticed that there was a huge screen next to the stage. It showed all the dancers and I could see myself dancing on TV!

Luckily, my friends saw the screen and met me as I climbed down from the stage. They were laughing so much! At that moment, there was an announcement. To my surprise, there was a prize for the best dancer and the best dancer was me! When we got back to the hotel, we were tired but very happy. We all had a fantastic time and my friends had some amazing photos of me on stage!

### ➤ Exercise 1b (p. 40)

**A:** Hi, Clara. What are you up to?

**C:** I was just relaxing a little and doing some reading. I've just finished this book.

**A:** Oh, I read that one a few weeks ago.

**C:** Really? What did you think of it?

**A:** I think the plot was great and I was a little surprised by the ending. I really didn't expect the diamond thief to be his wife's friend. How about you? Did you enjoy it?

**C:** It was all right but I don't think it was such a fantastic story. I also got a little annoyed sometimes because I felt the author was trying to use long sentences and complicated words, and it just didn't suit that kind of a story.

**A:** You think so? I don't think I agree with you. I never get bored with his books and this time, as usual, I couldn't put it down! It was quite an intense story. You never know what's going to happen in his books. And I think he's got an interesting style of writing.

**C:** I'm not sure I agree with you and I don't feel it's the kind of book I would recommend to your average teenager. I think it's more the kind of thing my parents would read...

**A:** Come on Clara, I read it – and you read it! I'm sure I'm not the only teen who liked it. It's a best seller.

**C:** Well, I suppose it's a matter of taste.

**A:** Right!

### ➤ Exercise 5a (p. 41)

Last summer, on a sunny weekend, my friends, David and Peter, and I went on a camping trip in the forest.

Peter and I had been camping before, but it was the first time for David. He was excited but nervous, too. That night we sat around the campfire telling stories and trying to scare each other with tales of wolves and bears in the forest. After a while we went to bed.

Then, in the middle of the night, I was woken up by David. He looked white when he came running into my tent insisting that there was a bear close to our tents! David sat shaking with fear while I went to investigate. I soon realised that the 'bear' he heard was just Peter who was snoring really loudly! David felt really silly and when we woke Peter up, he was so embarrassed; he didn't know he snored so loudly!

We were still laughing about it the next morning when we woke up. That was until we saw that all our food had been eaten and we saw some large paw prints on the ground around the tents. We stopped laughing and felt relieved that we hadn't realised that there actually had been a bear in our camp.

### Module 3

#### ➤ Exercise 2 (p. 43)

**Presenter:** Hi. Today on World Weather Watch, we have severe weather warnings in parts of America, Europe and Asia. Let's start in the USA. Miami is going to have a rough time over the next twenty-four hours. There'll be rain and winds of over 80 kmph coming in from the Atlantic Ocean in the early evening. Residents should stay inside if they don't have to go out. Moving over to Europe, if you're in Dublin tomorrow, you won't see much when you open the curtains, except lots of fog. It's not going to be easy for drivers, either. They'll need to keep their lights on during the morning. At the moment in Edinburgh, it's clear and sunny, but there will be heavy snow and high winds later this afternoon. Across the Channel in Paris, France, it's already raining, but they are expecting a big storm later tonight. There will be plenty of lightning around, so tourists should probably avoid the Eiffel Tower until later tomorrow! And finally, we head to New Delhi, India. It's normally hot there at this time of year, but it's going to get a lot hotter as temperatures rise to over 38 degrees Celsius in the next few days. If you're there, please remember to stay out of the sun and drink plenty of water. That's all from me. I'll see you on the next edition of World Weather Watch.

#### ➤ Exercise 4 (p. 54)

**Presenter:** And tonight on Teen Scene we have George Tanner. George runs the Bayside Community Centre and he's organising a trip to an adventure camp this June. So, George, tell our listeners all about it!

**George:** OK, Steve. Well, we're really excited about the trip! Usually we go just for a weekend, but we had such a good time last June that we're going for a whole week this year. Now, there's a fantastic variety of activities at the camp. There are the old favourites, of course, like horse riding on the beach and caving, but this year there are some new activities too like paintballing and zorbing. Paintballing in the forest is something I used to do when I was at university, so I can't wait to try it again. In teams, you run through the forest and try to shoot each other with a ball of paint. It's fun, but if you get hit, it really hurts!

**Presenter:** And what's 'zorbing', George?

**George:** Oh, it's fantastic, Steve! You get inside a huge plastic ball and someone pushes you down a hill! You have to see it to believe it, but I promise it's fun. If you prefer to do something more relaxing, though, then there are also yoga classes on the nearby beach, and golf. There's also aqua aerobics in the swimming pool every day. This is really great for people who don't usually do a lot of exercise. It's easy but great for the body!

As for accommodation, well, forget luxury hotels and apartments! We'll camp in tents in the forest, which is a lot of fun!

So, if you're between 13 and 19 years old and you'd like to have an adventure this summer, why not join us at the camp? Just drop by at the community centre and sign up any time between now and 1st May. Our address is 15, Treetops Avenue, Staplefield. Both our address and telephone number are also on the Staplefield Community Centre website.

**Presenter:** Wow, that sounds like a lot of fun, George. Thank you very much for coming on the show.

**George:** You're welcome, Steve.

#### ➤ Exercise 1b (p. 58)

**A:** So, Jiten tell us a bit about your experience as a volunteer.

**B:** I worked during my holiday, helping to improve community facilities in Rajasthan, India. We worked in small teams, building houses or repairing and painting schools and child care centres. In return for our hard work, the other volunteers and I were able to experience the local culture first-hand and enjoy the region's spectacular scenery. My experience with this project has been amazing. I have really enjoyed my time here and the company's advice and support has been brilliant.

**A:** Are there many ways that you can make a difference during your summer break?

**B:** Sure, there are. In Latin America, you could volunteer at a Surf School. These schools offer free surfing and skateboarding lessons to local youths who cannot afford to buy their own equipment. All you need is basic Spanish and lots of energy, of course!

**A:** What if someone wants to work with animals?

**B:** If you prefer to work with animals, why not help to care for sick and injured elephants? In Sri Lanka you can work closely with rescued elephants as well as becoming involved in community development. You will be working as part of a team and the staff at the centre will help you every step of the way. What's more, you'll have the weekends off to explore the beaches and ancient cities with your new friends!

**A:** Volunteer holidays are just for single people, aren't they?

**B:** Not at all. Many organisations now encourage families to volunteer together. One of these is The National Trust, a British conservation charity. They now offer holidays for 2 adults and up to 3 children aged between 8 and 16 years. The National Trust also combine their environmental work with popular hobbies and interests. One example is their holiday in Erddig, Wales, where digital photography is taught alongside the programme of woodland management and tree-planting.

**A:** What are you planning to do next, Jiten?

## Module 4

**B:** I want to go to Estonia. The worldwide organisation, WWOOF (World Wide Opportunities on Organic Farms), has started a new branch there. It was actually started by a group of students who were concerned about the environment. In return for doing work on their host farm, 'Woofers' receive accommodation, meals and the opportunity to learn about organic lifestyles. Working holidays can open your eyes to different cultures and you will come back with more than a suntan! Try it!

## ➤ Exercise 4 (p. 59)

**S:** Hello. Could I have some information, please?

**E:** Yes, certainly.

**S:** My family would like to go on holiday in the area and we would like to know what kind of hotel resorts there are near the beach.

**E:** Let's see. There's the Golden Palace. It's got over three hundred rooms, many with a seaview. It is a fine resort and it's right next to a beautiful sandy beach with shallow water, which is good for children. Of course, it also has a swimming pool.

**S:** Does it have water sports facilities?

**E:** No, it doesn't but there are a lot of things you can do. It's got table tennis, beach volleyball and so on.

**S:** OK. Are there any other resorts?

**E:** The Grand Beach Resort has got windsurfing, jet skiing, scuba diving and so on, and it has also got three swimming pools.

**S:** Good! How far is it from the town?

**E:** Oh, it's only about ten minutes on foot from town.

**S:** Great! Could you tell me if there are any good restaurants nearby?

**E:** Yes. As I said, the town's only ten minutes away. It has got some lovely restaurants that are well known for their fresh fish and other seafood dishes. It has some great pizzerias, too!

**S:** Excellent!

**E:** There is also the Paradise Club Resort. It's smaller but famous for its nightlife and parties. The staff organise sports activities all day long. They don't have many water sports, though. It's got its own huge restaurant that serves a range of dishes and it's got a cinema.

**S:** OK! Thank you very much for your help. I think the Grand Beach Resort would be the best choice for my family because my parents can relax around the pool during the day while my brother and I do water sports. And in the evening we could head into town and eat at one of the fish restaurants.

## ➤ Exercise 7 (p. 65)

**Sally:** Last week, I burnt my finger while I was taking some cakes out of the oven. It was a small burn but it really hurt! Anyway, I turned the tap on and put my finger under cold water for a while, of course, but then my mum told me to put some honey on it. It worked really well. It didn't really hurt afterwards, and after about a week I couldn't even see the burn any more.

**Greg:** Recently, I had a bad stomach ache, like indigestion, after eating a big meal at my grandparents' house. Immediately, my grandma gave me a banana to eat! It was very difficult to eat because I had just eaten, but after a while I realised that I didn't have a stomach ache any more! Try it next time you get indigestion – it really works!

**Simon:** I had a bad cold last month and I read on the Internet that drinking warm lemon juice and water with a spoonful of honey in it is good for colds. The lemons contain a lot of vitamin C, so they help you to get rid of the cold faster, and the honey is good for sore throats and coughs. Anyway, I made lots of warm drinks with honey and lemon, and I got better really quickly. I'll definitely do the same thing the next time I have a bad cold.

## ➤ Exercise 3 (p. 72)

**Speaker 1**

I just have so much to do this year. I have a lot of studying to do because it's my last year at school and then I have to help out with chores at home because my mum and dad both work all day, too. Then, there's my weekend job in a shoe shop. I'm thinking of giving my job up because I just don't have enough time for it any more.

**Speaker 2**

My friends are all going away for the weekend, but I don't know if I can afford to go with them. Unfortunately, I often have to say no to my friends when they invite me somewhere. My parents don't have a lot of spare cash, so they can't give me a lot of pocket money. I'm trying to find a part-time job but it's really difficult.

**Speaker 3**

This winter, I just haven't felt as well as I usually do. I've had lots of coughs and colds and I've felt very tired. I have acne, too. My mum wants me to make an appointment to see the doctor, but I think I've just worked too hard at school. I just need some rest and maybe some vitamins.

**Speaker 4**

I've just been to the hairdresser's and my hair looks terrible! I told the hairdresser to just shorten it a little, but she cut way too much off and now it's really short. I hate it! Plus, some acne has appeared on my chin. I can't believe it ... it's Sarah's party on Saturday and I'm going to look awful!

**Speaker 5**

We've just moved to a new area. I really like the new flat – it's much bigger than our old one – but I really hope my school is OK. I start on Monday. I'm really going to miss everyone at my old school. I hope I get used to everything quickly and I can make some good friends.

**➤ Exercise 2 (p. 76)**

No, I don't think students should take exams. I think that coursework and homework should count towards the final mark. How much a person can remember on a particular day of a particular subject is not a good way to judge them for a whole year's work. Many people do not do well in an exam situation. They get stressed and can't remember things that they know because their mind goes blank.

**➤ Exercise 4 (p. 77)**

His face is a mask of determination as his fingers fumble with the lace of his shoe. Under his breath he says over and over again, "I am going to do this, I am going to do this." The people in the room stand watching, silently cheering him on. A huge shout goes up as he finally, after countless attempts, manages to make a perfect bow. No, this story is not about a four-year-old learning to tie his shoelaces. It is, however, a story about a very courageous sixty-year-old Canadian man named Frank Hrabanek.

Several years ago, Frank lost four of his fingers in a terrible accident at the factory where he worked. Along with losing his fingers, he lost the ability to do many of the everyday things that most of us take for granted. Without the help of his loving wife, Zlata, Frank was unable to pull up his trousers, put on his socks, cut up his meat, or... tie his own shoelaces.

That has all changed now thanks to technology. In June, Frank entered West Park Healthcare in Toronto to be fitted with prostheses, artificial body parts. In Frank's case, the prostheses were four new fingers. The artificial fingers are made of a silvery-grey material and look strangely robotic. However, once a cover has been put over them, they will look exactly like the fingers on Frank's other hand.

What with the difficult operation and the lengthy recuperation period, Frank has been through a terrific ordeal. But the important thing is that he is through it and he is now ready to take on the world. Grinning from ear to ear, Frank told reporters that one of the first things that he is going to do when he gets home is invite friends round for a meal. "We're having a dinner party tomorrow night and I'm doing all the cooking. Zlata has been through so much, I am giving her the night off!" Zlata smiles and adds, "Before Frank's accident, our hobby was fly-fishing. Fishing season opens in a few weeks, and with the luck we've been having lately, I just know we're going to catch a big one this year!"

**➤ Exercise 7 (p. 77)**

**A:** What do you do when you and your parents disagree about things?

**B:** What kind of things?

**A:** Well, let's say that you want to go somewhere or do something and they won't let you.

**B:** Well, I think it helps to find out their reasons why they won't give me permission. Usually, they are only thinking of my health and safety so I try and ease their worries so I can do what I want.

**A:** What do you mean?

**B:** Well, if they think I will be out too late at night, I'll offer to come home a bit earlier or ask them to pick me up. If they are worried about me falling behind with my schoolwork, I'll reassure them that I will do all my homework before I go out and things like that. If you can reassure them, they will feel better about letting you do stuff.

**A:** I've tried that but, it didn't work.

**B:** Well, you could always ask them under what circumstances they would be willing to allow you to do certain things and then agree to their terms. If you compromise a bit, you will probably both get what you want.

**A:** My parents just won't listen.

**B:** Oh dear. Well, you definitely have to talk to them and try to remind them that they were young once, too. Perhaps they will realise that all teenagers rebel against conformity in some way and it's perfectly normal to want to go out and socialise and do all sorts of things at our age.

**A:** That's good advice, thanks.

**B:** No problem. Let me know how things go.

**A:** Yeah, I will.

**Module 5****➤ Exercise 3 (p. 79)**

**Andy:** I did it! Four years of hard work have finally paid off. I never expected to get a university degree, so I'm really proud of myself. The ceremony was amazing – my family really enjoyed it, and took a lot of photographs of my friends and me. All the students were wearing caps and gowns, and when we all received our certificates we threw our caps into the air. Afterwards, my family and I went out for a meal to celebrate. They were really proud of me, too. We had a fantastic time celebrating. I'll never forget that day – it was a very special time for all of us.

**➤ Exercise 4 (p. 90)**

**Radio presenter:** Hello, Lesley, and welcome to the show. Can you tell our listeners what you do exactly?

**Lesley:** Yes, of course, Mike. I'm a youth worker and I visit schools to talk to groups of students about improving their body image. You see, as teenagers' bodies change, so can the way they see themselves. Because of this, many teens believe that they would be happier if they were thinner, taller or shorter, or if they had curly hair, a smaller nose, longer legs ... the list goes on!

**Radio presenter:** And it's really important to have a good body image, isn't it?

**Lesley:** Yes, it really is, because feeling good about yourself often affects the way you act. A person with a good self-image makes friends more easily, recognises their mistakes and learns from them, and generally enjoys their life more.

**Radio presenter:** Of course. Young people often compare themselves to others, don't they? Like to their friends and even to celebrities on TV.

**Lesley:** Yes, that's right. One of the first things I say to the teens I speak to is that they mustn't do this, because everyone is different. Instead, I tell them to think about what they can change about themselves and what they can't. You can't change your height or your shoe size, for example, so there's no point worrying about things like that. Then, if there are things you want to change about yourself, like wanting to lose some weight or become healthier, you should take small steps every day to reach your goals.

**Radio presenter:** Thanks, Lesley. Do you have any other advice to give before you go?

**Lesley:** Yes. Most people wish they could change something about themselves, but sometimes poor body image can become a very big problem and a teenager can become very depressed. If this happens, you must talk to a parent, a teacher or an adult you trust, or even call a teen helpline. Remember that adults were all teens once, and they probably know exactly how you feel!

**Radio presenter:** Thank you very much for coming on the show, Lesley.

**Lesley:** You're welcome. It was a pleasure to be here.

#### ➤ Exercise 4a (p. 91)

Is it a good idea to go on an extreme diet?

These days, more and more people are trying extreme diets to lose weight quickly. Some people think these diets are great, but others think they are not good for you.

Without a doubt, there are some advantages to these diets. Firstly, you can see results really quickly and this can keep you motivated to lose more weight. Secondly, they encourage self-control, because you have to stay focused for the diet to work.

On the other hand, there are some disadvantages to these diets. To begin with, they can be difficult to follow, so you may give up easily and put weight back on quickly. Also, there are many restrictions. This means, you may not get enough nutrients to stay healthy.

All in all, there are both advantages and disadvantages to extreme diets. In my opinion, anyone who wants to lose weight should think about it very carefully and make sure they see a doctor before starting a diet.

#### ➤ Exercise 2 (p. 95)

**Narrator:** Some people are just meant to be together. From the very first moment there is a connection and a bond that no one else can equal or understand. A computer link finally brought two love-lost people together. Let's listen to Meredith's story.

**Meredith:** I was born in Yiangmen, China. My birth mother was unable to take care of me and gave me up for adoption. I was adopted by a loving childless family from America. I was taken to my new home in Chicago, Illinois before I was a year old. I grew up among people who loved me. I had everything a child could dream of but there was something I really longed for. A sister. I remember I often told my parents that all I wanted was a sister.

**Narrator:** Here comes the best part of the story. This might sound unbelievable, but it is true. Six years ago Meredith's father, Jim Rittenhouse, was reading an online post in a Yahoo group from a family that had adopted a daughter around the same time that he and his wife had adopted their daughter called Meredith. Jim was really surprised because they called their daughter Meredith also. Along with the post there was a picture of young Meredith. When Mr Rittenhouse looked at the picture, he knew instantly he was looking at his own daughter's twin sister.

**Meredith:** After a short amount of time and a very simple blood test, the two families learnt that their daughters, Meredith and me, were in fact twins. The orphanage in China had not known we were twins because the babies had been brought to them on two separate occasions. But none of that matters now. It is really great that I have a sister, a twin sister actually, who lives next door. And our parents are great people. I guess we are an unusual family, but I feel lucky to have them as parents.

**Narrator:** Life can hold surprises for everyone. As for the two sisters, the girls, like two peas-in-a-pod, are together again, this time, forever.

#### ➤ Exercise 4 (p. 95)

**Andy:** What do you think about studying abroad, Jane? I know it's expensive but my parents have asked me to think about it and let them know.

**Jane:** Well, these days, many people choose to study abroad. One good thing about it is that living in a foreign country means you will get to know a different culture. This will broaden your worldview and make you more tolerant and understanding of other cultures.

**Andy:** I suppose you're right. It will definitely improve my language skills. That's a good skill and may help me get a good job when I graduate.

**Jane:** Yes, but don't forget that you'll be far away from home. You may get really homesick and your studies may suffer.

**Andy:** That's a good point. Also, adjusting to a foreign culture may be much more difficult than I expect and I might not be able to concentrate on my studies.

**Jane:** Yep. I think it's a difficult decision that you need to think carefully about before you decide to do it. Only you know how well you will adjust to living in another country.

**Andy:** You're right. Thanks. You've been very helpful.

**Jane:** No problem. Good luck with whatever you decide.

## Module 6

## ➤ Exercise 2 (p. 97)

- 1 **Sophie:** I was just standing at the till waiting to pay, when suddenly I saw a man standing at the side of me pick up a CD and put it inside his jacket. I couldn't believe it! I was just wondering what to do, when a security guard appeared and took the man away. I think he probably saw him on a security camera.
- 2 **Jack:** I was waiting to pay some money into my account, when suddenly two men wearing dark glasses and ski masks ran in and started shouting at everyone to get down on the floor. Of course, we all did what they said. They made the manager fill two big bags with money and then they ran out of the door. After that, the police came and we all had to give a statement about what happened. It's one of the most frightening things that has ever happened to me in my life!
- 3 **Steve:** You'll never guess what happened to me this evening! I was walking home when, suddenly, I saw a group of boys running away from a car outside a block of flats. After a couple of seconds, the car burst into flames! People started running out of the building and shouting and screaming. Anyway, I quickly called the police and fire brigade on my mobile phone. The police believe the boys I saw deliberately set the car on fire.

## ➤ Exercise 3 (p. 104)

**Speaker 1**

I was checking my emails when it happened. The screen switched off for a second and then came back on. The next thing I knew all my emails were deleting one by one by themselves. I tried to log out, but the computer wouldn't let me. I still haven't got my emails back. I'll have to take my computer to an expert.

**Speaker 2**

I love the band, I really do, but I just don't see how I can make a living through it. We put together a CD and sold it on our own website, but it didn't sell well. Then someone told me it was available on a music website they use. I checked and, sure enough, it was there, available for people to just put onto their MP3 players without paying. It seems like there's nothing we can do about it.

**Speaker 3**

A couple of years ago, I opened one that I thought was from my bank. They were asking for me to update my account details, so I did and sent the email back to them. Anyway, a few days later I got a call from my bank to ask me about a large amount of money that had been spent on my credit card. After I said I hadn't spent the money, we eventually realised that it was the details I filled in. Of course, I immediately cancelled my card. My inbox is still full of emails from people I've never heard of, but now I don't even open them.

**Speaker 4**

I couldn't believe it – a letter from the bank demanding payment for a debt I knew nothing about. They said I'd taken out a loan with them six months earlier – but I hadn't. They also said I'd taken out a credit card – of course I hadn't done that either! I contacted the police straight away. I don't know who's using my details, but one thing is for sure – it isn't me!

## ➤ Exercise 2 (p. 108)

**Presenter:** Tonight, we have Sam Platt talking about the Neighbourhood Watch scheme that he set up in Waldley. Now, I'm sure that many of you have heard of Neighbourhood Watch groups that work together to make communities safer. Sam, can you tell us how yours got started?

**Sam:** Sure. Well, crimes like burglaries, car break-ins and vandalism have been increasing in my neighbourhood recently. I have a four-year-old son and I want him to grow up in a safe environment, so I decided to speak to the local police about the problem. They said that they knew about the problem and were trying their best, but they said that it wasn't possible for them to patrol every neighbourhood all the time. They also suggested that I started a Neighbourhood Watch Scheme and I thought, "OK, why not?"

**Presenter:** Some people think Neighbourhood Watch Schemes are just full of nosey neighbours, but it's not really like that, is it?

**Sam:** No, not at all! We don't stand at the window with a pair of binoculars spying on each other! We just generally try to keep an eye on our neighbours' property, especially when they're away on holiday, and watch out for anyone who is behaving suspiciously. It's a fact that if criminals know they're being watched, they don't commit as many crimes.

**Presenter:** So how successful has your scheme been, Sam?

**Sam:** Well, burglaries have dropped by 50% in the area since we started and there has been a huge reduction in vandalism and graffiti, so I'd say it's been quite successful so far. We still want to do more, though. We've been campaigning for better street lighting, but the council haven't done anything yet.

**Presenter:** So how can people set up their own scheme?

**Sam:** Well, the first thing to do is to contact your local police station. They'll send someone to your neighbourhood to take a look around and decide what can be done. The next step is a meeting, usually held at someone's house in the neighbourhood. A policeman will give a talk at this meeting and answer any questions. Then leaflets are sent out with everyone's contact names and phone numbers on. There are also Neighbourhood Watch stickers for people's windows and street signs to warn criminals that they are being watched!

**Presenter:** So what's the future for your Neighbourhood Watch scheme?

**Sam:** Believe it or not, it's a barbecue! As a community, we've got to know each other better and many of us are good friends now. I'm having a barbecue in my garden this weekend and some of us even went on holiday together last summer. We've cut crime and brought people together, too. Crime prevention is not just a job for the police; it's something everyone has to get involved in.

**Presenter:** OK, thank you, Sam. That's a great place to finish. It's been really interesting having you on the show. Next week, we have ...

➤ **Exercise 4a (p. 109)**

**Presenter:** Tonight on the programme we'd like to hear callers' views on what the police and the council can do about the problem of vandalism and graffiti on the high street. Our first caller is Joe Sampson. Hello, Joe.

**Caller (male):** Hi. Well, I really agree that it's time for something to be done about this problem. The high street is an awful place to go these days. It looks horrible, shops are losing business and you don't feel safe there any more after dark. In my opinion, there needs to be more police on patrol in the area, especially at night. This would discourage the vandals and then people would feel safe enough to go there and shop again.

**Presenter:** That's a good idea, Joe. Any other ideas?

**Caller (male):** Erm ... yes, actually. I believe that we could involve the whole community in this. If the council just paint over the graffiti, it'll be back in a week. I would like community groups to get together and clean the graffiti off the walls and help to fix some of the damage from the vandals. This is a great way of bringing people together. Also, by doing this, everyone will realise that we all have a part to play in keeping our town looking nice and that it's not just the responsibility of the police or the council.

**Presenter:** Fantastic idea, Joe. Now on to our next caller, ...

➤ **Exercise 2 (p. 113)**

**Speaker 1**

I remember it was a Saturday night and I had been out to the cinema with my friend Julia and we decided to walk home so I didn't get back until about 1 am. As I walked up the path, I could just feel that something was wrong and I started to feel afraid. Once I opened the door, I realised what had happened. I couldn't believe my eyes; my things were thrown here and there and the place was a mess. I was shocked and called the police right away but of course they never arrested anyone. They say it happens all the time.

**Speaker 2**

I actually didn't know that anything had happened until weeks after the crime. And to be totally honest, I feel really ashamed of myself for being so naive. But I can tell you that I learnt my lesson. It was a few months ago that I entered this competition and the prize was a

holiday in Tanzania. The following week I got a message saying that I won but I would just have to pay £100 for tax and visa and so on. I was delighted and sent the money. Of course I heard nothing from them and their email address didn't work anymore. Of course, I found out later that it was all a scam.

**Speaker 3**

I find it hard to believe how things have changed. There didn't use to be so many burglaries or muggings in the past. I remember when I was young I used to be able to go wherever I liked at anytime of the day or night and not have to worry about being mugged or anything. Now, I stay in most evenings or if I do go out, I always have a friend pick me up from the house just to be on the safe side, you know. My dad is the same. He's 78 now you know and he bought an Alsatian dog to guard the house.

**Speaker 4**

There has never been so much crime in my part of town before. I'm not sure if anyone feels safe anymore. I saw two burglars coming out of a house carrying bags a few nights ago and the police chasing them. It's really out of control. And, do you know what I think? If we allow these criminals to get away with their crimes, they'll do the same thing again, and if we just send them to prison for three or six months, they'll be back on the streets doing the same thing. No, we've got to be a lot tougher with these people and make them understand that they won't get a second chance.

**Speaker 5**

It's clear that crime is on the increase and we need to do something to stop it. I know several people who have been victims of crime over the past years. I'm not sure that catching criminals and sending them to prison is the best solution, though. We need to stop the crime before it happens and to do that we need to have more officers on the streets. I think if criminals see this, they will understand that there is more of a risk that they will go to prison and they will think twice before committing the crime.

➤ **Exercise 3b (p. 113)**

I have lived in this community all my life and it used to be a very friendly and family orientated area. There was a great park for the kids to play in and a youth club with a sports field where I used to play football. Over the last few years, however, the area has started to change, and not for the better. Instances of crime began to increase with more burglaries and thefts happening on a regular basis. Then, when the youth club closed down, vandalism and graffiti in public areas increased and people stopped using them, including the park. It's quite upsetting really to see a place where once there were happy children laughing and playing now broken and covered in spray paint and litter.

I think the decline in the area has been caused largely by people's lack of effort and time. The residents used to be

proud of where they lived and so took the time to care for their neighbourhood, but busy lives and a lack of concern have let this pride slip allowing the crime to take over. Also, with no productive outlet for youngsters, a number of them have taken to committing petty crimes such as shoplifting or vandalism and it doesn't take much for them to move on to bigger crimes like burglary. Furthermore, there seems to me to be less police patrolling the streets and a lack of street lighting that means some places get very dark at night and people are afraid to go to these areas.

To combat the problems in the neighbourhood, I believe that we need to restore a sense of community spirit. A neighbourhood watch scheme would bring people closer together and community clean up projects could also be organised to address the problems caused by graffiti and vandalism. Moreover, I think the youth club should be renovated and reopened, possibly by volunteers from the community, to give the youngsters a place to go in their free time. I believe that if the community cares enough about the youth of the area, then they in turn will care about the community. Finally, I suggest that it would be a good idea for the neighbourhood watch to liaise with the police in order to appoint street wardens. They would be able to patrol with the police and provide much needed assistance by being a presence on the street to put criminals off.

➤ **Exercise 6 (p. 113)**

**A:** What do you think we can do to make our city's neighbourhoods safer?

**B:** Well, to start with I think there should be more police patrolling the streets 24 hours a day. This way people will feel safer if they know the police are nearby and criminals will be put off from committing crimes if a police officer may be just around the corner to catch them.

**A:** That's a good idea. I think there should be more streetlights on the streets, in parks and at bus stops and so on so there are fewer dark places where thugs and criminals can hide in waiting at night for someone. And, if anyone does get attacked, witnesses can easily describe the criminal.

**B:** Good thinking! What about if the council put on more late night buses and trains so people can travel in safety at night, too?

**A:** Mmm. Yes, I think that's another good idea.

**B:** I think we should write a letter to the council making our suggestions and then hopefully something will be done and our city will become safer.

**A:** I agree.

# Evaluations

## Formative Evaluation Chart

Name of game/activity: .....

Aim of game/activity: .....

Module: ..... Unit: ..... Course: .....

Students' names:		Mark and comments
1		
2		
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Evaluation criteria:    c (green)                  w (yellow)                  n (red)

# Cumulative Evaluation

## Student's Self-Assessment Forms

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

### Student's Self-Assessment Form

Module 1

<b>Go through Module 1 and find examples of the following. Use the code to evaluate yourself.</b>	
<ul style="list-style-type: none"> <li>• talk about jobs &amp; job qualities .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about hobbies .....</li> </ul>	
<ul style="list-style-type: none"> <li>• compare jobs university students do in the USA &amp; their country .....</li> </ul>	
<ul style="list-style-type: none"> <li>• have a job interview .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about how to get a job .....</li> </ul>	
<ul style="list-style-type: none"> <li>• ask for personal details .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about student jobs .....</li> </ul>	
<ul style="list-style-type: none"> <li>• talk about and decide on future careers .....</li> </ul>	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
<ul style="list-style-type: none"> <li>• write a short paragraph giving reasons why/why not do a specific job .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a short paragraph about my hobby .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a dialogue between a journalist &amp; a famous person .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write my own CV .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a letter of application for a job .....</li> </ul>	
<ul style="list-style-type: none"> <li>• write a short paragraph about my favourite sport .....</li> </ul>	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## 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 cultural activities .....	
• describe travel experiences .....	
• talk about past events in progress .....	
• talk about search engines .....	
• talk about a famous singer .....	
• express opinions .....	
• talk about Chinese operas .....	
• talk about types of reading material .....	
• express positive/negative opinions .....	
• talk about the popularity of social networks .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a short paragraph about a person's travel experience .....	
• write a paragraph describing the creation of a search engine .....	
• write a paragraph about a popular musician in my country .....	
• write a paragraph giving reasons why to attend an event .....	
• write a story .....	
• write a paragraph about the balalaika .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 3

**Go through Module 3 and find examples of the following. Use the code to evaluate yourself.**

• talk about the weather .....	
• talk about extreme activities .....	
• talk about a US area of natural beauty .....	
• book accommodation .....	
• talk about climate change .....	
• talk about camping equipment .....	
• talk about outdoor leisure activities .....	
• describe pictures .....	
• talk about caves .....	
• talk about living in the Taiga .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write an informal email describing an experience .....	
• write sentences comparing & contrasting weird sports .....	
• write a web page about an area of natural beauty in my country .....	
• write sentences about global warming and problems it causes .....	
• summarise a text .....	
• write a semi-formal email asking for information .....	
• write a few sentences describing my experience in a cave .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## 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 healthy activities .....	
• talk about health problems gadgets cause .....	
• explain how to use gadgets wisely .....	
• talk about illnesses and natural remedies .....	
• talk about Australia's dangerous animals .....	
• describe a health problem to a doctor .....	
• talk about risky actions .....	
• talk about fears and phobias .....	
• describe problems young people have .....	
• make suggestions .....	
• talk about sleep & how important it is .....	
• talk about the banya .....	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write rules on how to use gadgets wisely .....	
• write suggestions on how to cure health problems using natural remedies .....	
• write sentences about dangerous animals in my country .....	
• write an interview with a famous person .....	
• write an essay making suggestions for solutions to a problem .....	
• write facts about sleep .....	
• write a paragraph about the banya or Greek and Roman Baths .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## 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 life events .....	
• describe pictures .....	
• talk about annoying or bad habits .....	
• talk about difficulties people living abroad face .....	
• make deductions .....	
• talk about social etiquette in the UK .....	
• complain and apologise .....	
• talk about life changes .....	
• talk about stages in life .....	
• make speculations .....	
• describe people's appearance & character .....	
• comment on changes in a person's appearance .....	
• talk about reflex actions .....	

**Go through the corrected writing tasks. Use the code to evaluate yourself.**

• write a post to a blog about an annoying situation I experienced .....	
• write sentences about the problems a student faced and how he has coped with them .....	
• write sentences giving reasons why I admire a person .....	
• write a paragraph comparing a typical wedding in my country to an Indian wedding .....	
• write a for-and-against essay .....	
• write sentences about reflex actions .....	
• write a summary about Midsummer Day .....	

<b>CODE</b>			
<b>**** Excellent</b>	<b>*** Very Good</b>	<b>** OK</b>	<b>* Not Very Good</b>

## Student's Self-Assessment Form

Module 6

<b>Go through Module 6 and find examples of the following. Use the code to evaluate yourself.</b>	
• talk about types of crime .....	
• talk about types of art .....	
• describe jobs related to fighting crime .....	
• talk about a famous English writer .....	
• give a witness statement .....	
• talk about the Internet & cybercrime .....	
• describe law cases .....	
• report someone's words .....	
• interview a person .....	
• talk about crime in a community .....	
• comment on a problem .....	
• talk about an International Art Festival .....	

<b>Go through the corrected writing tasks. Use the code to evaluate yourself.</b>	
• write sentences describing my reaction to an event .....	
• write a biography about a famous writer from my country .....	
• summarise a text .....	
• report an interview .....	
• write a letter to the editor making suggestions .....	
• write sentences about whether graffiti is art or vandalism .....	

## Progress Report Cards

### Progress Report Card

..... (name) can:	<b>Module 1</b>		
	very well	OK	not very well
talk about jobs & jobs qualities			
talk about hobbies			
compare jobs university students do in the USA & their country			
have a job interview			
talk about how to get a job			
ask for personal details			
talk about student jobs			
talk about and decide on future careers			
write a short paragraph giving reasons why/why not do a specific job			
write a short paragraph about their hobby			
write a dialogue between a journalist & a famous person			
write their own CV			
write a letter of application for a job			
write a short paragraph about their favourite sport			

### Progress Report Card

..... (name) can:	<b>Module 2</b>		
	very well	OK	not very well
talk about cultural activities			
describe travel experiences			
talk about past events in progress			
talk about search engines			
talk about a famous singer			
express opinions			
talk about Chinese operas			
talk about types of reading material			
express positive/negative opinions			
talk about the popularity of social networks			
write a short paragraph about a person's travel experience			
write a paragraph describing the creation of a search engine			
write a paragraph about a popular musician in their country			
write a paragraph giving reasons why to attend an event			
write a story			
write a paragraph about the balalaika			

### Progress Report Card

..... (name) can:	<b>Module 3</b>		
	very well	OK	not very well
talk about the weather			
talk about extreme activities			
talk about a US area of natural beauty			
book accommodation			
talk about climate change			
talk about camping equipment			
talk about outdoor leisure activities			
describe pictures			
talk about caves			
talk about living in the Taiga			
write an informal email describing an experience			
write sentences comparing & contrasting weird sports			
write a web page about an area of natural beauty in their country			
write sentences about global warming and problems it causes			
summarise a text			
write a semi-formal email asking for information			
write a few sentences describing their experience in a cave			

### Progress Report Card

..... (name) can:	<b>Module 4</b>		
	very well	OK	not very well
talk about healthy activities			
talk about health problems gadgets cause			
explain how to use gadgets wisely			
talk about illnesses and natural remedies			
talk about Australia's dangerous animals			
describe a health problem to a doctor			
talk about risky actions			
talk about fears and phobias			
describe problems young people have			
make suggestions			
talk about sleep & how important it is			
talk about the banya			
write rules on how to use gadgets wisely			
write suggestions on how to cure health problems using natural remedies			
write sentences about dangerous animals in their country			
write an interview with a famous person			
write an essay making suggestions for solutions to a problem			
write facts about sleep			
write a paragraph about the banya or Greek and Roman baths			

## Progress Report Card

..... (name) can:	<b>Module 5</b>		
	very well	OK	not very well
talk about life events			
describe pictures			
talk about annoying or bad habits			
talk about difficulties people living abroad face			
make deductions			
talk about social etiquette in the UK			
complain and apologise			
talk about life changes			
talk about stages in life			
make speculations			
describe people's appearance & character			
comment on changes in a person's appearance			
talk about reflex actions			
write a post to a blog about an annoying situation they experienced			
write sentences about the problems a student faced and how he has coped with them			
write sentences giving reasons why they admire a person			
write a paragraph comparing a typical wedding in their country to an Indian wedding			
write a for-and-against essay			
write sentences about reflex actions			
write a summary about Midsummer Day			

## Progress Report Card

..... (name) can:	<b>Module 6</b>		
	very well	OK	not very well
talk about types of crime			
talk about types of art			
describe jobs related to fighting crime			
talk about a famous English writer			
give a witness statement			
talk about the Internet & cybercrime			
describe law cases			
report someone's words			
interview a person			
talk about crime in a community			
comment on a problem			
talk about an International Art Festival			
write sentences describing their reaction to an event			
write a biography about a famous writer from their country			
summarise a text			
report an interview			
write a letter to the editor making suggestions			
write sentences about whether graffiti is art or vandalism			



