

City Stars 9

Teacher's Book

Virginia Evans – Jenny Dooley
Ksenia Baranova – Victoria Kopylova –
Radislav Millrood


Express Publishing


ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom**

Tel.: (0044) 1635 817 363

Fax: (0044) 1635 817 463

email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk

© Virginia Evans – Jenny Dooley – Ksenia Baranova – Victoria Kopylova – Radislav Millrood 2017

Design and Illustration © Express Publishing, 2017

First published in this edition 2017

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN

Contents

Introduction to the Teacher	p. 4
Starter	p. 8
Module 1	p. 10
Module 2	p. 28
Module 3	p. 46
Module 4	p. 64
Module 5	p. 84
Module 6	p. 104
Language in Use Key	p. 122
Revision Key	p. 127
Writing Bank/RNE Listening Practice Key	p. 130
Grammar & Vocabulary Key	p. 132
Key Word Transformations Key	p. 133
Student's Book Audioscripts	p. 134
Evaluations	p. 143

Introduction to the Teacher

City Stars 9 is a modular secondary-level course for learners studying British English at upper-intermediate towards advanced level. It allows a flexibility of approach which makes it suitable for classes of all kinds, including large or mixed ability classes. The course is based on and fulfills all the requirements of the Russian Federal State Standard of Education. The Student's Book has been approved by the Russian Academy of Science and the Russian Academy of Education.

City Stars 9 consists of six modules. Each module consists of nine units plus Language in Use, Revision and 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, Pronunciation/Intonation tasks for the purposes of homework and preparation.

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. (See *Student's Book Ex. 1a*, p. 18) Vocabulary is practiced 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. 3*, p. 25)

Grammar

- The grammar items in 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 practiced 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 cultural 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 learnt 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 learnt throughout the module.

Skills sections

These sections offer students practice on all four language skills.

Moscow Culture & Russia sections

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

Module Language Review & Revision sections

These follow every module and reinforce Ss' understanding of the topics, vocabulary, and structures that have been presented. Games 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 Revision sections, a grading scheme allows Ss to evaluate their progress and identify their weaknesses. The objectives of the module and the Ss' achievements are clearly stated at the end of each *Revision* section.

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.

American English – British English Guide

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

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.

Further Practice Sections

This section offers Ss further practice on word formation, key word transformations, etc.

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 9* is presented through pictures. Ss are asked to **match the pictures to listed words/phrases**. (See *Student's Book, Module 1, p. 8, Ex. 1a.*)

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.** It is suggested that Ss at this level refer to a bilingual/monolingual 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/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. 10, Ex. 2b. Tell Ss that in order to complete this task successfully, they do not need to understand every single detail in the text.*)
- **Reading for detail.** Ask Ss to read for specific information. (*See Student's Book, Module 1, p. 8, Ex. 2. Ss will have to read the text on pages 8, 9 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. 1b where Ss use the same structures to express annoyance.*)
- Ss are then led to **free** speaking activities. (*See Student's Book, Module 2, p. 38, Ex. 3b where Ss compare photos, provided with the necessary lexical items and structures.*)

E Writing

All writing tasks in *City Stars 9* 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. 20.*)
- 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. 20, Ex. 1. Ss are asked to write a for-and-against essay.*)
- Make sure Ss follow the detailed **plan** they are provided with. (*See Student's Book, Module 1, p. 21, Ex. 8.*)
- 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 (to the teacher’s discretion);

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. 5b on p. 33 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. 3b on p. 18 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.

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

Vocabulary

1 **Aim** To revise vocabulary for disasters

- Explain the task and give Ss time to complete the spidergrams in their notebooks.
- Check Ss' answers on the board.

Answer Key

natural disasters: tsunami, earthquake, landslide, flood, freak storm, avalanche, volcanic eruption

man-made disasters: rail accident, war, factory explosion, plane crash, road accident

2 **Aim** To revise vocabulary for shops

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

Answer Key

- | | | |
|----------------|--------------|----------------|
| 1 shoe shop | 5 hair salon | 9 baker's |
| 2 clothes shop | 6 optician's | 10 post office |
| 3 chemist's | 7 butcher's | |
| 4 jeweller's | 8 florist's | |

3 **Aim** To revise vocabulary related to faulty products

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

Answer Key

- | | | |
|-------------|-----------|-----------|
| 1 broken | 3 cracked | 5 broken |
| 2 scratched | 4 chip | 6 missing |

4 **Aim** To revise vocabulary related to shopping

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

Answer Key

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

5 **Aim** To revise vocabulary related to social issues

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

Answer Key

- | | | |
|-----------|-------------|----------|
| 1 improve | 3 Pick up | 5 raised |
| 2 Donate | 4 volunteer | 6 join |

6 **Aim** To revise vocabulary related to social/ environmental issues

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

Answer Key

- 1 D 2 E 3 B 4 A 5 C 6 F
1, 4, 6 are environmental problems

7 **Aim** To revise vocabulary related to literature

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

Answer Key

- 1 romance 2 fantasy 3 historical 4 classical

8 **Aim** To revise vocabulary related to literature

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

Answer Key

- | | | |
|------------|--------------|---------------|
| 1 fiction | 5 historical | 9 set |
| 2 waste | 6 main | 10 bestseller |
| 3 keen | 7 absorbed | |
| 4 original | 8 twist | |

9 **Aim** To revise vocabulary related to education & learning

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

Answer Key

- | | | |
|------------|---------|-------------|
| 1 drop out | 4 did | 7 recalling |
| 2 won | 5 take | 8 memorise |
| 3 enrolled | 6 tutor | |

10 **Aim** To revise vocabulary related to appearance & body

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

Answer Key

- | | | |
|-----------|-----------|---------------|
| 1 grow | 4 plucked | 7 do |
| 2 pierced | 5 shaved | 8 highlighted |
| 3 lose | 6 enhance | |

11 **Aim** To revise vocabulary related to body language

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

Answer Key

1 *raised* 4 *opened* 7 *tongue-tied*
2 *scratching* 5 *wrinkled* 8 *fidgeting*
3 *biting* 6 *rubbing*

12 **Aim** To revise everyday English expressions

Give Ss time to choose the correct response for each question and then check Ss' answers around the class.

Answer Key

1 *a* 3 *b* 5 *b* 7 *b* 9 *a* 11 *a*
2 *b* 4 *b* 6 *a* 8 *a* 10 *b* 12 *b*

Lifestyles

Topic

In this module, Ss will explore the topics of ways of living, customs & traditions, cultures, alternative living, air travel and daily problems & annoyances.

Modular page

7

Lesson Objectives: To give an overview of the module, to introduce key vocabulary

Vocabulary: Ways of living (*modern conveniences, homeless people, rummage through rubbish, consume, society, man-made cave houses, tribal group*)

1a People

8-9

Lesson Objectives: To listen and read for gist, to read for specific information, to revise present tenses, to talk about different communities, to prepare and act out an interview

Vocabulary: Verbs (*migrate, flee, shear, rear*); Nouns (*nomad, veil, tribe, livestock herder, drought, stilt hut, monsoon season, spear, possession, hospitality, satellite dish*); Adjectives (*first-hand, harsh, trading, idyllic*); Phrases (*take sth for granted, be struck by sth, sparsely populated*)

1b Culture shock

10-11

Lesson Objectives: To listen and read for gist, to read for specific information, to revise stative verbs, to revise past tenses, to describe an imaginary experience, to describe an imaginary visit to a place

Vocabulary: Nouns (*escalator, lift, revolving door, spear, the elderly*); Adjective (*Stone Age, invisible*); Phrases (*meet with terror/ suspicion, gasp of wonder*)

1c Culture Corner

12

Lesson Objectives: To read for lexicogrammatical correctness, to describe an imaginary situation, to give a presentation on immigration to your country

Vocabulary: Verbs (*trace, undergo, proceed, acquire*); Nouns (*immigrant, inspection, ancestor, pier, chalk, literacy test, process, exchange, family reunion, nickname*); Adjectives (*brief, obvious, mere*); Phrase (*burden to the state*)

1d Everyday English

13

Lesson Objectives: checking in for a flight, to learn the intonation of requesting & responding, to act out a dialogue

Vocabulary: At the airport (*conveyor belt, aisle/window seat, boarding card, passport control, check-in desk, hand luggage, departure gate, security check*)

1e Alternative living

14-15

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a report on how to reduce waste, to describe an imaginary experience

Vocabulary: Verbs (*scavenge, rummage, condemn*); Phrasal verbs (*rope (sb) in tuck into*); Nouns (*consumer waste, lid, devotee, landfill site, sell-by date*); Adjectives (*discarded, edible, intact, pitying, sealed, steamed, roasted*); Phrases (*urban foraging, be tempted to*)

1f A home from home

16-17

Lesson Objectives: To listen and read for gist, to read for specific information, to revise comparisons, to act out an interview, to compare you lifestyle with another's

Vocabulary: A home from home (*busiest airport, passengers waiting, delayed flights, departure hall, passport and ticket, leave the terminal, permanent residents, wheeling suitcases, business trip, loud announcements, bustling passengers, security staff, cold bus terminal, escape from debts, legal problems*); Verbs (*engage in, detect*); Nouns (*vending machine, jangle, migrant workers*); Adjectives (*presentable, awakened*); Adverb (*permanently*); Phrases (*give the impression, foreseeable future*)

1g Skills

18

Lesson Objectives: To talk about daily problems & annoyances, to listen for specific information

Vocabulary: Daily problems & annoyances (*cars parked on pavements, a dripping tap, noisy construction work, stray animals, graffiti & litter, overgrown gardens, overcrowded public transport, poor quality of life, makes your day more stressful, people unable to use pavements – dangerous, health hazard, cause flooding & damage to homes, can cause depression*)

1h Curricular: Citizenship**19**

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write about a community sharing scheme

Vocabulary: Verbs (*rule, swap*); Phrasal verb (*drop sth off*); Nouns (*consumerism, landfill, lawnmower, ladder, power drill, dust, dozens, ownership*); Adjective (*reusable*); Phrase (*community spirit*)

1i Writing**20-21**

Lesson Objectives: To analyse a model essay, to learn/practise linkers, to practise topic sentences, to practise writing techniques, to write a for-and-against essay

RE Skills 1**22-24**

Lesson Objectives: To read for specific information, to listen for specific information, to write a letter, to talk about renting a room, to practise word formation, to practise key word transformation, to write a for-and-against essay

Moscow Culture 1**25**

Lesson Objectives: To listen and read for gist, to read for specific information, to compare houses, to develop thinking and creativity skills

Vocabulary: Nouns (*era, concrete plant, panel, pipe, elevator, area, pram*); Adjectives (*prefabricated, residential, steep*)

Russia 1**26**

Lesson Objectives: To listen and read for gist, to read for specific information, to write about an imaginary situation.

Vocabulary: Verbs (*stretch*); Nouns (*herder, ancestors, state farm, teepee, pole, boarding school, tundra, gas reserves, pipelines, income*); Phrases (*work ethic, domestic issues*)

►► What's in this module?

Read the title of the module *Lifestyles* and ask Ss to suggest what they think the module will be about (*the module is about ways of living and customs & traditions around the world*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary**1 a) Aim** To introduce new vocabulary

- Direct Ss' attention to the pictures and elicit what each shows. Ask Ss to read the sentences under each one.
- Go through the words in the list and explain/elicit the meanings of any unknown words.
- Give Ss time to complete the sentences.

Answer Key

- | | | |
|-------------------|-----------------------|------------------|
| 1 <i>tribal</i> | 4 <i>man-made</i> | 7 <i>rummage</i> |
| 2 <i>society</i> | 5 <i>conveniences</i> | |
| 3 <i>homeless</i> | 6 <i>consume</i> | |

b) Aim To listen for conformation

- Play the recording.
- Ss listen and check their answers.

OVER TO YOU!**Aim** To describe your lifestyle and express a personal opinion on the topic

- Allow Ss some time to prepare their answers. Ss can talk about their city and house.
- Elicit answers to the questions in the rubric from various Ss around the class.

Suggested Answer Key

- *I live with my parents and brother in a house/flat in the city and I go to school five days a week. I have all the modern conveniences of city life such as public transport, libraries, schools, museums, hospitals, cinemas and theatres. In my free time I play basketball or go to the cinema. My house is quite comfortable with three bedrooms and a large living room. It's got a great view of the park nearby and has also got central heating.*
- *I would not like to live in a cave house because I like my life in the city. I don't think I can live under the earth./I would like to live in a cave house because I think it would be cool and quiet. It's also environmentally friendly.*

BACKGROUND INFORMATION

The **Fulani people** live in Africa. They are a minority in countries such as Ghana, Nigeria Mali, Cameroon, Niger, Chad, Côte d'Ivoire but in Guinea they represent 40% of the population. They are a nomadic people herding cattle, goats and sheep.

Los Angeles is in California, USA. With a population of about 4,000,000 it is the second most populous city in America. It is a leading world centre of business, entertainment and international trade. LA is home to Hollywood.

Guadix is located in Granada, Spain. It is a tourist centre and produces strawberries, vegetables and cereals.

1a People

Vocabulary & Reading

- 1 a) **Aim** To introduce the topic and key vocabulary, to predict the content of the text

- Direct Ss' attention to the pictures.
- Explain/Elicit that they show nomads. Go through the list of words and explain/ elicit any unknown words.
- Elicit Ss' guesses to the questions.

(Ss' own answers)

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

Play the recording. Ss listen and follow the texts in their books and check their guesses from Ex. 1a.

Answer Key

Tuareg: wear indigo veils, like drinking mint tea, live in tents

Sea Gypsies: live on hand-built wooden boats, have a deep knowledge of the sea, catch and sell fish

Mongolian nomads: keep farm animals, live in tents, are very hospitable

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

- Ask Ss to read the **Study Skills** box.
- Give Ss time to read the questions 1-10 and then read the text again and match the texts to the questions following the instructions in the **Study Skills** box.
- Check Ss' answers and ask them to justify them.

Answer Key

- 1 A (seemed like an idyllic way of life)
2 B (can see twice as clearly and stay underwater twice as long as normal)

- 3 C (the satellite dish attached to the outside of the tent)
4 B (So deep is their knowledge of the sea that they recognised the signs of the 2004 Asian tsunami)
5 B (settling in temporary stilt huts only during the monsoon season)
6 B (I felt ... sad that ...)
7 A (in the past ... they protected the camel trading caravans ... now they mostly work as livestock herders)
8 C (it's rude to pass an empty tent without going in to help yourself to refreshments)
9 A (many Tuareg are migrating to cities)
10 B (the Moken are facing problems ... reducing their population)

- 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

take sth for granted (phr): to assume sth will always be true

nomad (n): a person without a permanent home who moves from place to place

first-hand (adj): having personal experience of sth

be struck by sth (phr): to be surprised, impressed by sth

veil (n): a thin piece of cloth worn over the face

tribe (n): a group of people who live together in a usu rural area and share the same language, culture and history

harsh (adj): severe

trading (adj): relating to the buying and selling of goods

caravan (n): a group of people and animals travelling together

livestock herder (n): sb who looks after herds of farm animals

idyllic (adj): perfect

drought (n): a period without any rain

migrate (v): to move from one place to another to live

stilt hut (n): a wooden dwelling built on top of tall pieces of wood, raised off the ground

monsoon season (n): the rainy season in hot Asian countries

spear (n): a weapon consisting of a length of wood with a sharp metal point at the end

possession (n): anything you own

flee (v): to run away from sth (usually danger)

sparsely populated (phr): not many people living there ≠ densely populated

hospitality (n): friendliness & generosity (of a host)

shear (v): to cut the hair of an animal

rear (v): to breed and raise an animal

satellite dish (n): a piece of electrical equipment that can receive special signals from a satellite (usually for TV)

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key*harsh = rough**livestock herders = people who keep farm animals**idyllic = perfect**migrating = moving to live elsewhere**temporary = for a short time**treated = behaved towards**fled = left because of danger**rear = care for from birth*4 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it. Ss can use their dictionaries.
- Check Ss' answers.
- As an extension ask Ss to make sentences using the other option.

Answer Key

1 Help 3 show 5 granted
2 treated 4 move

Suggested Answer Key

- 1 He **offered** me a cup of tea.
- 2 Please **behave** yourself or you'll be grounded.
- 3 **Indicate** your preference by ticking the appropriate box.
- 4 He's a very busy person, always **on the go**.
- 5 I'm not **sure**, but I think it's the correct answer.

5 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete the phrases and write their sentences.
- Check Ss' answers by asking various Ss around the class to read out their sentences.

Answer Key

1 witness 3 stilt 5 sparsely 7 dairy
2 struck 4 monsoon 6 show

Suggested Answer Key*Steven Jones was able to **witness first-hand** the way of life of the Tuareg people.**He was **immediately struck** by the indigo veils they wear.**The Sea Gypsies live in **stilt huts**.**There is a lot of rain during the **monsoon season**.**Mongolia is a **sparsely populated** country. There are few people living there.**Mongolian nomads think it is important to **show hospitality** to their guests.**They rear animals for meat and **dairy products**.***Grammar**6 a) **Aim** To present/practise/revise present tenses

- Give Ss time to complete the task and then check Ss' answers and ask various Ss to explain the use of each tense to the class.
- Refer Ss to the **Grammar Reference** section on pp. GR1-GR3 for more information.

Answer Key1 *have lived* (present perfect – a situation that started in the past and continues to the present)/*have been living* (also possible to emphasise duration)2 *hunt* (present simple – a habit)3 *catch* (present simple – a habit)4 *is threatening* (present continuous – sth happening around the time of speaking)5 *is getting* (present continuous – a developing situation)6 *have already starved* (present perfect – a situation that started and finished in the recent past)7 *has been trying* (present perfect continuous – a situation that started in the past and still continues with emphasis on duration)8 *believes* (present simple – a state not an action)b) **Aim** To compare your lifestyle to another

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

The Sami people live in northern Europe where it is cold. I also live in northeastern Europe, where it's also cold. The Sami people catch fish and hunt reindeer whereas my family and I get our food from shops. The climate change is seriously threatening the Sami people's way of life whereas our lifestyle is not threatened.

Speaking & Writing7 **Aim** To consolidate information in a text

- Ss read the text again. Ask Ss to tell each other two things about each community that impressed them. Alternatively Ss write sentences.
- Ask various Ss around the class to tell the rest of the class.

Suggested Answer Key*The Tuareg men wear veils. The Tuareg drink tea six or seven times a day.**The Sea Gypsies live most of their lives on the sea. They can see underwater twice as clearly as normal.**The Mongolian nomads think it is rude if you do not go into an empty tent and help yourself to refreshments.**They have satellite dishes on their tents.*

8 **Aim** To prepare and present a radio interview

- Ss work in pairs. Give Ss time to write and answer interview questions using the information in the text. If you feel Ss need help, elicit various questions from around the class and write them on the board. You can use the questions in the **Suggested Answer Key**.
- Ask various pairs to act out their interviews for the class.

Suggested Answer Key

A: What is the name of your tribe?

B: The Tuareg.

A: Where do you live?

B: I live in the Sahara Desert.

A: Why do you wear a veil?

B: To protect my face from the harsh sand.

A: What is your favourite drink?

B: Mint tea.

A: What do you do for a living?

B: I work as a livestock herder.

A: What do you do in your free time?

B: Men sing traditional poems and women play a violin-like instrument.

A: Why is your way of life in danger?

B: Droughts are causing water holes to dry up and animals to die so a lot of people are migrating to cities.

1b Culture shock

Vocabulary & Reading

1 **Aim** To introduce topic-related vocabulary and talk about your lifestyle

- Explain the task and ask Ss to look up the meanings of any unknown words in the rubric.
- Allow Ss some time to prepare their answers then tell their partner.

Suggested Answer Key

I live in a busy town in a modern flat. I study law. I usually walk to college. I cook my own food. In my free time I surf the Net and read magazines. I also go to the gym. Sometimes I eat out with my friends.

2 a) **Aim** To express an opinion on sb's lifestyle from their appearance

Direct Ss' attention to the picture and ask Ss to discuss the questions in the rubric in pairs. Ask various pairs to share their opinions with the class.

Suggested Answer Key

A: *I think this man probably lives in a forest. He probably lives very close to nature and has a very simple and traditional lifestyle that may include fishing, farming and making handicrafts.*

B: *I agree. I imagine that if he visited a big city he would be very surprised at what he saw and might not understand how people can live in such a place.*

A: *I think you're right. I suppose he would find it noisy and crowded and he would feel frustrated. I think he would be surprised seeing cars on the streets or huge buildings such as skyscrapers.*

b) **Aim** To read for gist

Give Ss time to read the text and check their answers. Alternatively play the recording.

3 **Aim** To read for specific information

- Allow Ss some time to read statements 1-10 and underline the key words, then read the text again and mark the sentences accordingly.
- Check Ss' answers and ask them to justify them with evidence from the text.

Answer Key

- 1 T (the overwhelming hospitality they had shown me)
- 2 T (12,000-mile-trip)
- 3 T (2 days' trip by boat to the nearest road)
- 4 F (At first, every escalator was met with terror)
- 5 T (I couldn't believe I was so high above the land ... what makes this turn)
- 6 NS
- 7 T (apartment block for the elderly ... shocked ... must care for them.)
- 8 NS

BACKGROUND INFORMATION

The **Insect Tribe of Papua New Guinea** (also known as the Swagap Tribe) lives in a village near Sepik River. They hunt in the jungle and fish in the river.

- 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

Stone Age (adj): relating to sth very basic and simple
escalator (n): a moving staircase

meet with terror/suspicion (phr): to be scared of/untrusting of sth on first seeing it

lift (n): a device for carrying people/things between the floors of a building

revolving door (n): a door that moves 360° so people can enter/exit a building at the same time

gasp of wonder (phr): sharp intake of breath in amazement

invisible (adj): unable to be seen

spear (n): a weapon consisting of a length of wood with a sharp metal point at the end

the elderly (n): old people

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|-------------|-------------|-------------|
| 1 secluded | 4 thought | 7 treasures |
| 2 suspicion | 5 convinced | |
| 3 revolving | 6 still | |

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the list to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | |
|-----------------------------------|----------------------------------|
| adapting = getting used to | convinced = sure |
| secluded = isolated | look after = take care of |
| rare = not common | emotional = moving |
| suspicion = distrust | treasured = cherished |

Grammar

6 **Aim** To present/practise/revise stative verbs

- Write on the board.
I think you are right.
I'm thinking of travelling abroad this summer.
Elicit which verb form describes a state (I think). Explain that certain verbs which express a state don't have continuous forms. Elicit meaning of "think" in the two examples: 1 I believe; 2 I'm considering. Explain that certain stative verbs can be used in continuous tense but with a difference in meaning.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 am thinking (action – considering), think (state – believe)
- 2 enjoy (state – like), am enjoying (action – get a feeling of pleasure from)
- 3 appears (state – seems to be), is appearing (action – going to talk)
- 4 is (state – that's his nature), is being (action – is behaving)

7 **Aim** To present/practise/revise past tenses

- Explain the task and give Ss time to complete it.
- Refer Ss to the **Grammar Reference** section for more information.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- 1 happened (action which happened at a specific time in the past)
was chasing (action in progress at a certain time in the past)
stopped (action which interrupted another action in progress in the past)
- 2 were you doing (action in progress at a certain time in the past)
phoned (action which interrupted another action in progress in the past)
was watching (action in progress at a certain time in the past)
- 3 Did you see (action which started and finished in the past)
had already finished (past action which finished before another past action)
got (action which happened at a certain time in the past)

8 a) **Aim** To practise past tenses and open cloze

- Explain the task and give Ss time to complete it. Ss can first complete the missing tenses then the missing words.
- Check Ss' answers.

Answer Key

- | | |
|-------------------|----------------|
| 1 had been living | 6 to |
| 2 in | 7 were walking |
| 3 spent | 8 caught |
| 4 their | 9 considered |
| 5 invited | 10 explained |

b) **Aim** To practise reading a text aloud

- Explain the task to Ss.
- Allow Ss the time to read the text silently.
- Ask some Ss to read the text aloud to the class.
- Check Ss' pronunciation and intonation.

Speaking & Writing

9 **Aim** To describe an imaginary experience

Explain the situation and ask various Ss around the class to describe their experience to the class.

Suggested Answer Key

When I first arrived in London and saw all the huge buildings, I felt scared but also impressed. I was

looking up all the time. I was also shocked at how many people there were. There were people moving around everywhere and no one stopped to say hello or talk. I found that strange. I didn't like all the cars; they were noisy and dangerous. The Underground was amazing and I really enjoyed using it. I also liked the big wheel but I was shocked when I realised people didn't respect the elderly. All in all, I didn't feel very comfortable in the city and couldn't wait to go back to my quiet and peaceful village.

10 **Aim** To describe an imaginary experience

Ss prepare their answers. Ask various Ss around the class to describe their experience to the class.

Suggested Answer Key

I was nervous about staying with the Insect Tribe because I was afraid of sleeping in the jungle. I was also worried about getting ill from the food or perhaps getting bitten by insects or spiders. However, thanks to the tribe's hospitality, help and advice, I quickly adapted to life in the village. It was nice sleeping in a wooden hut on the edge of the jungle and waking up to the sounds of the animals and the river nearby. I spent most days fishing and hunting with the men and the food was good. I thoroughly enjoyed my stay.

1c Culture Corner

1 **Aim** To read for gist

- Ask Ss to look at the picture. Elicit it shows a family of four (maybe on a boat).
- Ask Ss to read the title of the text and elicit how it is related to the picture (maybe this family is emigrating to the USA).
- Read the rubric aloud and give Ss time to read the text and answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

Ellis Island is an island in New York Harbour. It is called the 'Gateway to America' as it was the entrance point for many immigrants coming to the country.

2 **Aim** To match headings to paragraphs

- Explain the task.
- Ask Ss to read the text again and choose the correct heading for each para.
- Ask Ss to compare their answers with their partner's.
- Check Ss' answers.

Answer Key

A 5	C 7	E 6	G 3
B 2	D 1	F 8	

3 **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it using words from the **Check these words** box.
- Check Ss' answers around the class.

Answer Key

1 nickname	4 ancestors
2 chalk	5 trace
3 brief	

- 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

immigrant (n): a person who goes to live in a country different from the one they were born in

inspection (n): the action of checking sth formally/ officially

trace (v): to research and find

ancestor (n): relative from the past

undergo (v): to experience sth unpleasant

brief (adj): short

financial means (phr): a large amount of money

burden to the state (phr): costing a government a lot of money

pier (n): a low structure built at the edge of water, used for getting into and out of boats

proceed (v): to go forward

obvious (adj): very apparent

chalk (n): a soft white rock, used for writing on a blackboard

require (v): to need sth

literacy test (phr): an exam to see if sb can read & write

process (n): a series of actions to achieve a result

mere (adj): no more than; only

exchange (n): the action of changing one currency for another

acquire (v): to get sth

family reunion (phr): when family members meet up after having been apart for some time

nickname (n): an informal name for sb/sth

4 **Aim** To personalise a topic

- Play the recording. Ss listen and follow the text in their books.
- Allow Ss some time to prepare their answers. Ask various Ss around the class to describe their experience to the class.
- If you want you can ask Ss to choose a piece of music to accompany the narration.

Suggested Answer Key

I was very tired when the ship arrived in New York Harbour. I was really looking forward to a warm bath and a comfortable bed, but we had to pass through customs. We were taken in a smaller boat to Ellis Island where we had to wait in queues for hours before being examined by a doctor and

questioned by customs officers. Finally after several hours, I was given papers and was told that I was free to go. Despite being exhausted and hungry, I was thrilled and excited to be in America. I felt like a new man full of energy and hope, ready to start my new life.

5 **Aim** To develop research skills

- Explain the task and give Ss time to look up all the necessary information on the Internet. Ss can work in groups. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

(Ss' own answers)

1d Everyday English

1 a) **Aim** To present new vocabulary related to airports and flying

- Explain the task and give Ss time to match the words to form phrases.
- Play the recording. Ss listen and check. Explain the meaning of any unknown words.

Answer Key

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

b) **Aim** To activate vocabulary; to describe pictures

- Direct Ss' attention to the pictures and ask them to describe them.
- Ask various Ss around the class to describe the pictures to the class.

Suggested Answer Key

In picture A, there is a line of **check-in desks** and people are checking in for their flights. In the foreground, one man is checking in and another man is waiting behind him in the queue. There is luggage on the floor next to him.

In picture B, I see passengers going through a **security check**. One passenger is placing some of his belongings in a basket while another is preparing to pass through the metal detector. A man is being patted down by a security officer.

2 **Aim** To match dialogues with locations

- Explain the task to Ss.
- Play the recording with pauses for Ss to listen.
- Elicit where the speaker is.

Answer Key

- A 2 B 1 C 5 D 4

3 **Aim** To match sentences to speakers in a situational dialogue

- Explain the task and elicit which speaker might say each sentence from Ex. 2 from Ss around the class.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

The dialogue takes place at a check-in desk.

4 **Aim** To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

Was it you who put your things in the suitcase? – Did you pack your luggage yourself?

How many suitcases are you taking with you? – How many pieces of luggage will you be checking in?

Do you want to sit down next to the window or next to the aisle? – Would you like a window or aisle seat?

5 a) **Aim** To present/practise intonation in requests and responses to requests

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

b) **Aim** To practise requesting/responding

- Explain the situation and ask Ss to work in pairs and act out exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

Suggested Answer Key

- 1 A: Could I check in two bags?
B: Sure, no problem.

- 2 A: Would you mind telling me where the toilets are?
B: Yes, of course. They are just over there.

- 3 A: Could I please have an aisle seat?
B: Yes, of course.

- 4 A: Could I use my mobile phone on the plane?
B: I'm afraid not. You have to switch it off.

Speaking

6 **Aim** To role play a dialogue at a check-in desk

- Ss work in pairs and act out a dialogue using the sentences in Ex. 2 and the diagram as a guide.
- 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, can I see your passport and ticket, please?

B: Sure! Here you are.

A: How many pieces of luggage will you be checking in?

B: I have two suitcases.

A: Could you put them on the conveyor belt, please?

B: Sure!

A: Did you pack your luggage yourself?

B: Yes, I did.

A: OK! Could you please look at the poster and tell me if you've packed any prohibited items?

B: All right ... let me see ... No, I haven't.

A: OK! Would you like a window or an aisle seat?

B: I'd prefer an aisle seat.

A: Alright. Here's your boarding pass and your passport. Please go to gate A21 at 10:30. Enjoy your flight.

B: Thank you!

a recycling centre or repairing it and as for clothes we could also try to mend worn or torn pieces of clothing or use the material to make something else. Of course, there is also the option of donating old clothes to charity.

2 **Aim** To read for gist

Elicit answers to the questions in the rubric and then give Ss time to read the whole text to find out.

Answer Key

The text is about people who believe in reducing waste and scavenge bins for food and things they can use.

3 **Aim** To read for specific information

- Ask Ss to read the sentences 1-8 and then to read the text again. Ss decide if the statements are true, false or require information that is not stated.
- Check Ss' answers.
- Play the recording for Ss to check their answers.

Answer Key

1	2	3	3	5	2	7	3
2	1	4	2	6	1	8	2

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

Suggested Answer Key

scavenge (v): to look for food and other objects in people's rubbish

discarded (adj): thrown away

consumer waste (n): things we buy that we throw away

lid (n): a cover on container

rummage (v): to look for sth and move things around carelessly

devotee (n): sb who strongly admires sb/sth

landfill site (phr): a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

edible (adj): sth that can be eaten

rope (sb) in (phr v): to persuade sb to do sth

urban foraging (phr): searching for food in the city

tuck into (phr v): to eat up

sealed (adj): closed firmly

steamed (adj): cooked with steam

roasted (adj): cooked in the oven

condemn (v): to declare not safe to use; to disapprove
be tempted to (phr): to feel that you want to do/have sth

intact (adj): whole, not broken

sell-by date (phr): the date manufacturers recommend a product is sold by

pitying (adj): full of sympathy

1 **e** Alternative living

Reading & Vocabulary

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

Go through the ideas presented with Ss. Elicit answers from Ss.

Suggested Answer Key

I try not to throw away food so I do it very rarely. I think it is a shame to throw food away so I mostly buy fresh food in small quantities to cook the same day. I only throw away food if it is past its sell-by date. I throw one or two items of clothing away about every six months when something is worn out. I try not to throw electrical goods away, but when something is broken I take it to a recycling centre.

b) **Aim** To make suggestions

Ask Ss to discuss the question pairs and then ask some Ss to tell the class.

Suggested Answer Key

I think people could reduce food waste by buying and preparing food in smaller quantities. We could reduce electronic waste by either taking the item to

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|-------------|----------------|--------------|
| 1 afford to | 4 pitying | 7 edible |
| 2 rummaged | 5 tucking into | 8 tempted to |
| 3 discarded | 6 recycle | |

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and give Ss time to use them to complete the phrases and make sentences.
- Check Ss' answers by asking various Ss to read out their sentences.

Answer Key

- | | | |
|-------------|---------------|----------------|
| 1 poisoning | 5 waste | 9 sealed |
| 2 sell-by | 6 frozen | 10 flat-screen |
| 3 needs | 7 closing | 11 roasted |
| 4 landfill | 8 high-street | 12 steamed |

Suggested Answer Key

- 1 Eating food from bins carries the risk of **food poisoning**.
- 2 A lot of food is thrown out because it is past its **sell-by date**.
- 3 If we only shop for our **everyday needs**, there would be less waste.
- 4 17 million tons of food goes to **landfill sites** in Britain every year.
- 5 Freeganism is a reaction to **consumer waste**.
- 6 **Frozen ready meals** are often thrown away by supermarkets on the day of the **sell-by date**.
- 7 Freegans rummage through supermarket bins after **closing time**.
- 8 **High-street stores** throw out a lot of goods.
- 9 They sell vegetables in **sealed bags**.
- 10 **Flat-screen TVs** don't have curved screens, which helps the image look more lifelike.
- 11 **Roasted onions** is a great vegetable side dish.
- 12 **Steamed cabbage** is easy to prepare and is rich in iron.

Speaking & Writing

6 **Aim** To develop research skills

Explain the task and give Ss time to look up information on the Internet. Ss can work in pairs. Ask various Ss to report back to the class. Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

Suggested Answer Key

We should recycle as much as possible and we can donate things to charity, too. We can give things to

friends or sell them at a flea market or at a car boot sale. We can use websites like freecycle.com to give things away. Old electrical items can go to charity to help poor families or schools in need of computers.

7 **Aim** To personalise the topic

Allow Ss some time to prepare their answers. Ask various Ss around the class to describe an imaginary day as a freegan.

Suggested Answer Key

At the beginning I felt uncomfortable, especially when passers-by looked at me. I was also a bit afraid of picking up some disease from the bins or getting food poisoning from anything I ate, but, in the end, I actually began to think that scavenging in bins makes a lot of sense. I found lots of fresh fruit and vegetables in a bin outside a supermarket as well as some tins of ravioli, which made an excellent meal that evening. Overall, I think that my actions that day not only earned me a free meal, but also helped reduce waste.

1 **f** A home from home

Vocabulary & Reading

1 a) **Aim** To predict the content of a text from key vocabulary

- Ask Ss to read the list of words/phrases and explain/ elicit the meanings of any unknown ones.
- Elicit Ss' guesses as to what the text can be about.

Suggested Answer Key

I think the text is about the day-to-day events at an airport.

b) **Aim** To read for gist

- Play the recording.
- Ss listen and follow the text in their books and find out what it is about.

Suggested Answer Key

The text is about a homeless person who lives at Heathrow Airport.

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

- 1 A (l. 1) 3 D (l. 24-25) 5 D (l. 32)
2 D (l. 12-14) 4 C 6 D (l. 48-50)

- 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

vending machine (phr): a machine that you put money into to get a product out of (usually food)

permanently (adv): forever

give the impression (phr): make sb think sth

presentable (adj): looking smart; well-dressed

awakened (adj): be woken up

jangle (n): the noise metal things make when shaken together

engage in (phr v): to start to do an activity

detect (v): to discover to track down

turn a blind eye (phr): to deliberately ignore sth (usu illegal)

migrant workers (phr): workers who move around to find work

foreseeable future (phr): the near future

3 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers. As an extension ask Ss to use the other option in sentences of their own.

Answer Key

- 1 hurry 4 keeping 7 temporary
2 difficulty 5 engages 8 search
3 permanent 6 blind

- He left in a **rush** without saying goodbye.
- She had **trouble** finding somewhere to park.
- She has no **steady** income.
- He was **holding** the tickets and waving at us.
- He decided to **join** an environmental group.
- The actress was on the **cover** of Elle magazine.
- If you are under 18 you can apply for a **provisional** driving license.
- He travelled the world in **pursuit** of his dreams.

Grammar

4 **Aim** To present/practise/revise comparisons

- Quickly revise comparative/superlative forms.
- Refer Ss to the **Grammar Reference** section on pp. GR4-GR5 for more information.
- Give Ss time to complete the task and then elicit when we use comparatives and superlatives.
- Check Ss' answers.

Answer Key

- 1 the largest 4 as desperate
2 kinder 5 more expensive
3 most difficult 6 longer, easier

Suggested Answer Key

We use the comparative to compare one person/thing with another. We use the superlative to compare one person/ thing with others in the same group.

5 **Aim** To practise comparatives

Explain the task and read out the example. Ss complete the task in pairs, then ask various Ss to tell the class.

Suggested Answer Key

I play football better than my big brother, but he is funnier than me. He is also more intelligent than me so I have to study longer hours than him to make sure that I do well at school. I am the most hard-working in my class. My mum drives more carefully than my dad. My brother is the most patient person I know.

6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Eram.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their dialogue in front of the rest of the class.

Suggested Answer Key

- A: How do you spend your days?
B: I walk around Heathrow airport. Once a week I go to London.
A: Where do you get food and money?
B: I get £60 a week from a charity. I use it to buy food, but it doesn't last long because food at the airport is expensive.
A: What do you do to keep clean and wash clothes?
B: I use the showers in the airport to wash myself and my clothes.
A: Are you afraid of getting caught by the police?
B: Yes, I try to avoid the airport security guards all day.
A: What do you hope for the future?
B: I hope to get my life back on track, but I don't expect anything will change for me really.

7 **Aim** To compare your lifestyle to a homeless person's

- Explain the task and give Ss three minutes to write a few sentences comparing their lifestyle to Eram's.
- Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I have a more comfortable life than Eram. I live in a house and I sleep in a comfortable bed, whereas Eram lives in an airport and sleeps on the floor. I have friends and family to help and support me, but Eram doesn't. She only gets help from a charity once a week.

1g Skills

1 a) **Aim** To introduce the topic and match problems to pictures

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which of the things (1-7) Ss can see in the pictures from Ss around the class.

Answer Key

A 1 B 7 C 4 D 3

I can see cars parked on pavements, overcrowded public transport, stray animals and noisy construction work.

b) **Aim** To express a personal opinion

Elicit which things Ss find the most annoying from various Ss around the class.

Suggested Answer Key

I get really annoyed when I see graffiti and litter and when I see cars parked on the pavement.

2 **Aim** To listen for specific information

- Ask Ss to read the statements 1-6 and then play the recording.
- Ss listen and complete the task.
- Check Ss' answers.

Answer Key

A 4 B 1 C 5 D 2 E 6

3 a) **Aim** To analyse a rubric

- Read out the **Study Skills** box and explain that this tip will help Ss to complete the speaking task in Ex. 3b successfully.
- Read the rubric aloud and elicit the key words, then elicit answers to the questions.

Suggested Answer Key

Key words: council, life in the neighbourhood, look, problems, talk, each other, decide which problem
There are two parts to the task. The first part involves discussing why each problem is a problem and the second part involves deciding which two the council should try to solve first.

b) **Aim** To talk about problems and agree/disagree

- Explain the task and remind Ss to use the useful language and the key vocabulary to help them.
 Ss work in pairs and complete the task. Ss should discuss all the problems listed in Ex. 1, then decide on the two ones. Ss should encourage their partner to actively participate in the dialogue.
 Monitor the activity around the class and offer assistance as necessary.
 Ask some pairs to act out their dialogue in front of the class.

Suggested Answer Key

A: *Firstly, I think cars parked on pavements is a problem for a community. Not only does it look bad but also it damages the pavement and makes it dangerous for pedestrians because they end up having to walk on the road.*

B: *I totally agree. A dripping tap is a problem at home that a plumber can fix. I don't think it is a serious problem. However, noisy construction work is very annoying and it makes people irritable. What do you think?*

A: *I totally agree with you. Stray animals are also a serious problem. They make a mess in the parks and the areas they live in roaming the streets in search of food. Also, they make areas unhealthy when there are a lot of stray dogs around.*

B: *Yes, I see what you mean. It's a serious problem indeed. Graffiti and litter are a problem for a community because they make places look unattractive and so no one bothers looking after them.*

A: *I totally agree with you. I think these places that are full of litter and graffiti become rundown and abandoned because no one wants to live there.*

B: *That's true. Similarly, overgrown gardens make areas look rundown too.*

A: *What about overcrowded public transport?*

B: *Well I think one of the problems with this is that it encourages pickpockets.*

A: *Yes, I see what you mean. It puts people off using public transport. Then there will be more cars on the roads which will lead to more traffic jams and air pollution.*

B: *Yes, I agree. I think that should be one of the first problems the council solves. If they put on more bus services, public transport will be less crowded.*

A: *That's a good point, but I think graffiti and litter is a bigger problem.*

B: *That's true, but it would be quicker and simpler to solve the problem of cars parking on the pavements by having traffic wardens regularly patrol the streets and give the cars parking tickets.*

A: You're right, but cleaning up the graffiti and picking up the litter would have a bigger effect on the community. It would make the town more attractive and people would see a big difference and would start taking pride in the area where they live.

B: You're absolutely right. So the council should clean up the graffiti and the litter first but which other problem do you think they should try to solve as well?

A: The cars parked on pavements, because then it will make the streets easier to clean and make the roads safer for people.

B: I agree.

c) **Aim** To compare Ss' answers to a model answer

- Play the recording. Ss listen and think about how their attempt and the recording are similar/different.
- Elicit answers from Ss around the class.

(Ss' own answers)

1h Curricular: Citizenship

1 **Aim** To predict the content of the text and read for gist

- Ask Ss to read the title, the introduction and the subheadings and give their opinion on how sharing can help individuals and communities.
- Then give Ss time to read the whole text and check if their guesses were correct.

Suggested Answer Key

I think that sharing can save people money and bring the people in a community closer.

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

- Ask Ss to read the text again and complete the task.
- Ss compare their answers with their partner's.

Answer Key

- | | | |
|-----------|------------|------------|
| 1 biggest | 5 used | 8 yourself |
| 2 first | 6 to see | 9 are |
| 3 are | 7 have not | gathering |
| 4 running | worn | |

- 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

consumerism (n): the state of an advanced industrial society in which a lot of goods are bought and sold

rule (v): to regulate

landfill (n): a rubbish tip where a big hole is dug first and then the rubbish is dumped in it

community spirit (phr): helpfulness and concern people living in the same area show to each other and the area where they live

drop sth off (phr v): to take sth somewhere and leave it there for a purpose

ownership (n): the state of owning sth

lawnmower (n): a machine for cutting grass

ladder (n): a piece of equipment with two vertical bars joined to each other by a set of horizontal steps, used for climbing up and down

power drill (n): an electrical device for making holes

swap (v): to exchange one thing for another

dust (n): small airborne particles

dozens (num): lots

3 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|----------|----------|---------|
| 1 spirit | 4 scheme | 7 rid |
| 2 drill | 5 share | 8 party |
| 3 nearby | 6 dust | |

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

- Play the recording. Ss listen and read the text again.
- Ss work in pairs and talk about which of these ideas they have tried/would like to try and why.
- Elicit sentences from Ss around the class using the phrases in Ex. 3.

Suggested Answer Key

I often give things I want to get rid of to my friends and they give me stuff too, such as books, clothes and CDs. This way we save on money and we keep landfills low. My parents share tools with their neighbours and friends who live close to us. We sometimes borrow our next-door neighbour's lawnmower and we lend him our ladder. I think carpooling is a great idea and when I have my own car I will try that.

5 **Aim** To develop research skills; to give a presentation on a community sharing scheme

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet, reference books or other sources and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.
- Explain to Ss how to make their presentations. (Collect information from various sources. Consider their validity and reliability before you select the information. Make a plan and organise the information. Support the arguments with facts, details, statistics, examples. You can use visuals if you like. At the end of the presentation

invite questions. While speaking, have eye contact with the audience. Use appropriate gestures and speak clearly.)

- Write this language on the board to use while making their presentations.

USEFUL LANGUAGE

Starting:	Good morning/Good afternoon etc, The topic of my presentation is .../ Today I'm going to talk about ... The purpose of this presentation is ...
Main points:	The main points I will be talking about are ...
Introducing Points:	Let's begin with ... Now, let's move on to ...
Supporting Points:	I would like to expand on this point. Let me illustrate this point by showing ...
Summarising	Let me recap, what we talked about. First, ... Then, ... Finally, ...
Concluding:	In conclusion .../To sum up, ...
Inviting questions:	Now, I would like to invite any questions you may have. I would be glad to answer your questions.

Suggested Answer Key

Good afternoon, today I'm going to talk about freecycling.

Freecycling is a scheme that allows people to donate unwanted items for free to someone else who wants them and is able to reuse them. It not only helps people out but also cuts down on unnecessary waste. People log on to the website in their area or country and leave a message describing what they are offering and where someone can collect it from. Other people read the messages and reply when they see something they need. There are lots of things on offer from old furniture, clothes and books to computer parts and mobile phones.

All in all, freecycle helps reduce waste, save resources and keep landfills low.

1 Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 a for-and-against essay
- 2 formal/semi-formal
- 3 180-220 words

2 a) **Aim** To tell the difference between pros and cons

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

Pros: cheaper than houses, often has good community spirit, often have balconies or shared roof garden

Cons: can be noisy, no private garden, communal bills and maintenance

b) **Aim** To further analyse and organise arguments

- Ask Ss to read the rubric and then give them time to answer the questions.
- Check Ss' answers.

Answer Key

- 1 cost: a, e
- 2 neighbours: b, c
- 3 outdoor space: e, f

3 **Aim** Identifying paragraphs

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

Answer Key

- a 2 b 5 c 4 d 1 e 3

4 **Aim** To practise linking words/expressions

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

Suggested Answer Key

Firstly = First of all

This means = Consequently

Lastly = Finally

On the other hand = in contrast

To start with = To begin

For example = For instance

All in all = In conclusion

5 **Aim** To identify writing techniques and write an alternative beginning/ending to an essay

- Refer Ss to the Writing Bank 1 (WB1) and revise for-and-against essays. Ss identify the techniques used in the model in Ex. 2a.
- Then give Ss time to write an alternative beginning/ending for the essay using a different technique.
- Ask various Ss around the class to read out their piece of writing.

Suggested Answer Key

The author uses a famous quote to begin the essay and a rhetorical question to end it.

Beginning: Does living in a block of flats sound tempting to you? Living in a block of flats with other people can sometimes be difficult, but there are also advantages.

Ending: In conclusion, there are both advantages and disadvantages to living in a block of flats and we should all choose the living arrangements we like the best. After all, what suits one person won't necessarily suit another, will it?

6 **Aim** To identify topic/supporting sentences

- Elicit the topic sentences (sentences that introduce the main idea of a paragraph) in the model and then elicit what the supporting sentences (sentences that further explain the main idea) contain from Ss around the class.
- Ask Ss to write topic sentences of their own.
- Check Ss' answers.

Suggested Answer Key

First of all, how much you spend on a flat is important. (Replacement: Price is the first factor that should be considered.)

Secondly, we should consider the issue of outdoor space. (Replacement: Just because you are not in the countryside, it does not mean you have to spend all your life indoors.)

Finally, there is the question of neighbours. (Replacement: If you are living in a block of flats, you will be very close to a number of other people.)

7 a) **Aim** To organise a paragraph

- Explain the task and ask Ss to read the sentences A-E and order them correctly.
- Check Ss' answers then elicit the topic sentence.

Answer Key

A 2 C 1 (Topic sentence) E 5
B 4 D 3

b) **Aim** To write supporting sentences for a topic sentence

- Explain the task and give Ss time to complete it in closed pairs.
- Alternatively brainstorm for ideas with Ss and write them on the board, then Ss do the task.
- Elicit answers from various Ss around the class.

Suggested Answer Key

Racing bikes are lightweight and strong, but can cost over \$1000. In addition to the initial price, this makes them very attractive to thieves. Consequently,

many people choose an old, second-hand bicycle to get around town. However, you should still budget for a lock, and other accessories like a helmet, pump and other bits and pieces.

8 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

Suggested Answer Key

Key words: international student magazine, advantages, disadvantages of living in the city centre, essay 120-180 words

- 1 a for-and-against essay for an international student magazine
- 2 formal/semi-formal
- 3 Para 1: introduction stating the subject
Para 2: advantages & reasons/justifications/examples
Para 3: disadvantages & reasons/justifications/examples
Para 4: conclusion giving my opinion
- 4 **pros:** easier to find a job in a big city, never get bored
cons: often crowded, homes often small/cramped, rents can be high, crime rates often high, can be lonely, impersonal places
- 5 never get bored – close to amenities and entertainment such as shops, restaurants and theatres
easier to find a job in a big city – many big companies have their offices in cities
often crowded – there are often traffic jams, public transport is busy and the streets are full of people
can be lonely, impersonal places – people in cities rush around & don't take time to get to know each other
crime rates often high – have to be careful travelling alone at night

9 **Aim** To write a for-and-against essay

- Refer Ss to Writing Bank 1 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

City centres are loved by some and hated by others. What then, are the advantages and disadvantages to living in the city centre?

There are a number of advantages to living in the city centre. Firstly, it is easier to find a job as many big companies have their offices in cities. Secondly,

you will never get bored. This is because you are close to amenities and entertainment. For example, shops, restaurants and theatres.

On the other hand, there are obvious disadvantages to living in the city centre. To start with, it can often be very crowded. There are often traffic jams, public transport is busy and the streets are full of people. Also, the crime rates are often high. Therefore, you have to be careful travelling alone at night.

All in all, there are definite pros and cons to living in the city centre and it isn't for everyone. I believe choosing where to live depends on everyone's individual needs, don't you?

RNE Skills 1

Reading

- 1 **Aim** To predict the content of a text and read for gist

- Explain the task.
- Elicit answers from Ss.

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

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

Suggested Answer Key

Key words:

- 1 William Wilberforce, campaign, end slavery, lasted, long time
 - 2 victims, never paid
 - 3 Forced labour, common form, modern-day slavery
 - 4 At first, Given Kachepa didn't want, join, Grimes' choir
 - 5 Grimes' daughter, tried, choir, sent back
 - 6 Not many, victims, escape
 - 7 Traffickers, harm, victims' families
 - 8 no way, tell if, someone, victim
- 1 NS (The text does not say when Wilberforce's campaign started or ended.)
 - 2 F (The text says that some victims work for 'little or no pay' – so some victims are paid)
 - 3 T (The text says that forced labour is, 'one of the most widespread forms.')
 - 4 F (The text says that, 'When Grimes offered Given a place in the choir, he eagerly accepted.')
 - 5 T (The text says that, 'Grimes' daughter called the US immigration office to deport them.')
 - 6 T (The text says that Given's happy ending, 'is one of only a few lucky ones.')
 - 7 T (The text says that traffickers threaten to hurt victim's families.)
 - 8 F (The text says that are clues and tell-tale signs.)

BACKGROUND INFORMATION

Zambia (the Republic of Zambia) is a country in Southern Africa. Its capital city is Lusaka. It neighbours the Democratic Republic of the Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola. Its official language is English. The Zambezi River flows through the country.

Grammar & Vocabulary

- 3 a) **Aim** Preparing for the task

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

Answer Key

- 1 Past simple 3 comparative form
2 object pronoun

- b) **Aim** Preparing for the task

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

Answer Key

- 1 expected (b) 3 cleaner (a)
2 me (a)

- 4 **Aim** To practice word formation

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers around the class.

Answer Key

- 1 was leaving/ 3 to do 6 fell 9 posted
had left 4 little 7 him
2 was wearing 5 to hit 8 will buy

Writing

- 5 **Aim** To prepare for the writing task

- Explain the task.
- Elicit answers to the questions.

Answer Key

- 1 Tracey, my English pen-friend
2 What my home is like, if I like me neighbourhood and why, and if I would rather live in a small village or big city
3 100-120 words

Suggested Answer Key

Key words: a letter from your English-speaking pen friend, Tracey, moved, new flat, city centre, your home, your neighbourhood, why, big city, small

village, write, letter, answer 3 questions, 100-120 words, remember rules

I will write in informal style because it is a letter to a friend.

I must include answers to the three questions.

6 **Aim** To write an informal letter

- Ss do the task in class.
- Alternatively assign it as HW.
- Ask Ss to proofread their partner's letter.

Suggested Answer Key

Dear Tracey,

Thanks for your letter. I'm really pleased to hear that you like your new flat.

My home is in the suburbs. It's not big, but we do have a garden where our dog can run around. I'm lucky because I have my own bedroom and I don't have to share with my sister who can be really noisy. I really like my neighbourhood. It's fairly quiet, but it's got lots of parks and a fantastic sports centre so there's always lots to do. I enjoy living in the big city because of all the amenities. If I lived in a small village, I think I'd get bored.

That's all for now. Write back soon.

Love,

Amy

Speaking

7 **Aim** To prepare for reading aloud

- Play the recording so that Ss can listen to the speaker.
- Play the recording a second time so that they can practise while reading along.
- Check Ss' answers.

8 **Aim** To read a text aloud

- Allow Ss some time to read the text silently.
- Ask some Ss to read the text aloud to the class.

Moscow Culture 1

Listening & Reading

1 **Aim** To introduce the topic; 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 answers to the questions in the rubric from Ss around the class.
- Play the recording and ask Ss to follow the text in their books and find out.

Suggested Answer Key

The Khrushchyovka is a design for prefabricated 5-storey buildings which was introduced in 1961. This type of building was constructed with very specific characteristics.

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

Suggested Answer Key

era (n): a long period of history known for a particular feature

prefabricated (adj): (of buildings) being made of different pieces in a factory so as to be easy to build

concrete plant (n): a group of machines which mix water, sand, rocks and cement to create a hard, grey building material called concrete

panel (n): a flat, usually rectangular, piece of material that fits together with another one to make sth larger

pipe (n): a long tube inside which water or gas moves from one place to another

elevator (n): a large box which carries people from one floor of a building to another

residential (adj): relating to where people can live

area (n): a part of land in a city or country

steep (adj): rising in height very quickly so as to be difficult to climb

pram (n): a vehicle used for moving a baby around with four wheels and a bed

2 **Aim** To read for specific information

- Explain the task.
- Allow Ss some time to complete the task.
- Check Ss answers around the class asking for justifications.

Answer Key

1	2	3	2	5	1	7	3
2	1	4	3	6	2	8	3

Speaking & Writing

3 **Aim** To compare houses

- Explain the task.
- Play the recording and ask Ss to keep notes while they listen.
- Elicit answers from around the class.

(Ss' own answers)

4 **Aim** To develop thinking and creativity skills

- Explain the task and ask Ss to work in groups.
- Allow Ss time to complete their work
- Invite various Ss to present their ideas to the class.

Suggested Answer Key

Material: wood and stone

Place: central Moscow

Size: large and tall with high ceilings and many rooms

Shape: square with a tall roof

Height: 3 floors high

Colours: white walls, a big green door and blue windows

Number of rooms: 12 rooms with a living room, kitchen, hall, three toilets, four bedrooms, a bathroom and a study

Other features: A large garden and a garage

Russia **1**

Reading & Listening

1 **Aim** To predict content

- Elicit answers from Ss.
- Play the recording and allow Ss to check their answers.

Suggested Answer Key

They probably live in a cold environment because of the reindeer they herd. They won't have ordinary jobs in factories or offices; they'll be outside looking after the reindeer all day. They could live in tents that can be moved to follow the reindeer. Their clothes are probably made out of reindeer skin or materials they make by hand. A tribe like this always has a rich culture that has not been influenced by television and Hollywood films. They must have plenty of problems, however; winter especially must be very difficult.

2 a) **Aim** To match paragraphs to headings

- Allow Ss some time to do the task.
- Check Ss' answers.

Answer Key

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

b) **Aim** To suggest headings

- Ss prepare their answers in closed pairs.
- Elicit answers from various Ss.

Suggested Answer Key

- 1 A hard way to live
- 2 Living off the reindeer
- 3 Home-made home
- 4 Labour and language
- 5 The land under threat
- 6 Less cold, more trouble
- 7 More popular with the people

- 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

herder (n): sb who cares for and raises a group of animals (cattle, sheep, etc)

ancestors (pl n): relatives from the past

state farm (n): government-owned land for raising animals and/or crops.

teepee (n): a type of tent made from animal skins

stretch (v): to extend over an area

pole (n): a long piece of wood (used to hold sth up)

work ethic (phr): the ideas or beliefs sb has about work

domestic issues (phr): having to do with the running of the household

boarding school (n): a school that provides the students with food and accommodation

tundra (n): a treeless area in the Arctic where the earth below the surface is always frozen

gas reserves (pl n): a supply of fuel (found underground)

pipelines (pl n): a system of pipes through which gas or liquid can flow

income (n): amount of money received for work done

3 **Aim** To expand vocabulary

- Allow Ss some time to do the task.
- Check Ss' answers around the class.

Suggested Answer Key

1 idyllic 3 biting 5 split
 2 shrinking 4 endure 6 supplement

Speaking & Writing

4 **Aim** To personalise the topic

- Explain the task.
- Allow Ss some time to complete the task.
- Ask various Ss to read their paragraphs to the class.

Suggested Answer Key

My people have lived off the reindeer for generations. We live far from the villages and towns and, in my opinion, we live a better life. We don't have the stress that people in the big cities have. We have a simple diet and make most of what we need. That's not to say that it's an easier life. Times are hard and the pastures are getting smaller and smaller and hunting gets more and more difficult with each passing year.

Extreme facts

Topic

In this module, Ss will explore the topics of extreme places & activities and extraordinary lifestyles.

Modular page

27

Lesson Objectives: To give an overview of the module, to introduce key vocabulary

Vocabulary: Extreme places & activities (*life threatening, recorded, grow new teeth, weigh, face death, earned the nickname*)

2a Would you dare?

28-29

Lesson Objectives: To read for gist, to read for specific information, to revise future tenses, to talk about attitudes towards eating insects

Vocabulary: Insects/Bugs (*scorpion, fly, dragonfly, ant, maggot, grasshopper, cricket, bee, wasp, beetle, earthworm, butterfly, moth, house spider, tarantula, cockroach, flea, centipede/ millipede, slug, snail, ladybird*); Ways of cooking (*roasted, deep-fried, chocolate-covered, raw, baked, stir-fried, boiled, mashed, barbecued, marinated, grilled, microwaved, steamed, toasted, scrambled spiced*); Verb (*pop*); Nouns (*aroma, platter, pest, contamination, witchetty grub, dough, cholesterol*); Adjectives (*deep-fried, marinated, roasted, unavoidable, edible, abundant*); Phrases (*common sight, nutty taste, fraction of resources*)

2b Science fiction to fact

30-31

Lesson Objectives: To listen and read for gist, to read for specific information, to learn the future perfect, the future continuous and the future perfect continuous, to talk about inventions, to talk about fictional inventions

Vocabulary: Verbs (*colonise, levitate, control, flick, bend, fool, replicate, swirl, stir, emerge*); Phrasal verb (*hack into*); Nouns (*galaxy, swamp, limbs, invisibility cloak, prototype, mirage, illusion, nanotube, strand, thread, nanotechnology, saliva, beam*); Adjectives (*disabled, paralysed, mind-boggling, mouth-watering, far-fetched, circulating, sceptical*); Adverb (*wirelessly*); Phrase (*crack the secret*)

2c Culture Corner

32

Lesson Objectives: To read for lexicogrammatical correctness, to compare your lifestyle to the swamp people, to give a presentation on an unusual community

Vocabulary: Verbs (*stretch, sweat, spin, upset, tag, restrict*); Nouns (*moisture, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, balance, eco-system, shrimp*); Adjectives (*muddy, wild, laid-back, hooked*)

2d Everyday English

33

Lesson Objectives: Inviting a friend to an event, to learn the intonation of showing hesitation, to act out a dialogue

2e Extreme conditions

34-35

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write a description of a place using the imagination, to give a report on an amazing cave

Vocabulary: Verbs (*glitter, drain, operate*); Phrasal verb (*steam up*); Nouns (*respirator, humidity, breeze, gypsum crystals, blade, decay, fate, funding*); Phrases (*sweat pours, challenging shoot, World Heritage Site*)

2f Extraordinary lifestyle

36-37

Lesson Objectives: To listen and read for gist, to read for specific information, to revise *-ing/(to)-infinitive* forms. To act out an interview, to express an opinion

Vocabulary: Verbs (*kneel, capture, manipulate, strap*); Phrasal verbs (*drift away, step in, spit out, tear off*); Nouns (*crate, spear, sequel, menace, bait*); Phrases (*be out of your mind, to one's relief, fussy eater*)

2g Skills

38

Lesson Objectives: To talk about extreme sports, to compare ideas, speculate and give reasons, to listen for specific information

Vocabulary: Extreme sports (*base jumping, rollerblading, kite surfing, white-water rafting, canoeing, cliff diving, archery, free running (parkour), snooker, ice climbing, jet-skiing, mountain biking, paragliding, weightlifting, skateboarding, sandboarding, ice hockey, windsurfing, snowboarding, sailing, bungee jumping, scuba diving, ski jumping, ice skating, motocross, indoor climbing, storm chasing*)

2h Curricular: History

39

Lesson Objectives: To read for gist, to read for cohesion and coherence, to write about a dangerous sport from the past

Vocabulary: Phrasal verb (*knock off*); Nouns (*medieval knight, lance, spear, opponent, shield, tournament, chain mail, slit, helmet, royalty, nobility, commoner, battlefield*); Phrases (*on horseback, at high speed*)

2i Writing

40-41

Lesson Objectives: To analyse a model essay, to learn/practise linkers, to practise beginnings/endings, to write an opinion essay

RNE Skills 2

42-44

Lesson Objectives: To read for specific information, to give a talk, to write a letter to a friend, to listen for gist to practise word formation, to practise key word transformations, to write an opinion essay

Moscow Culture 2

45

Lesson Objectives: To listen and read for gist, to match headings to paragraphs, to present information about extreme sports in Moscow, to develop research skills

Vocabulary: Verbs (*ensure, bounce, bend*); Nouns (*alpinism, bouldering, route, spectator, sponsor, belay, cable, hook, plumb, sweat, gravity, descent, expander*); Adjectives (*steep, attached to*); Adverb (*evenly*)

Russia 2

46

Lesson Objectives: To listen and read for gist, to read for specific information, to write about a place of natural beauty in Russia

Vocabulary: Verbs (*shoot, bubble, leap, launch*); Nouns (*wilderness, funnel, air bubbles, mudslide, boiling point, acid lake, virtual tour*); Adjectives (*fragile, delicate, precious, remote, steaming, collapsed*)

►► What's in this module?

Read the title of the module *Extreme facts* and ask Ss to look at the pictures to suggest what they think the module will be about (*the module is about extreme places & activities, dangerous animals and extraordinary lifestyles*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

- 1 a) **Aim** To introduce new vocabulary/topic
- Direct Ss' attention to the pictures and ask them to read the texts under each one.
 - Go through the words in the list and explain/ elicit the meanings of any unknown words.
 - Give Ss time to complete the texts.

Answer Key

- | | | | | | |
|---|-------------------------|---|--------------|---|---------------|
| 1 | <i>life-threatening</i> | 3 | <i>grow</i> | 5 | <i>face</i> |
| 2 | <i>recorded</i> | 4 | <i>weigh</i> | 6 | <i>earned</i> |

- b) **Aim** To listen for conformation
- Play the recording.
 - Ss listen and check their answers.

- 2 **Aim** To analyse new information; to personalise the topic

Elicit which of the facts Ss knew/didn't know.

Suggested Answer Key

I already knew that great white sharks are responsible for attacks on humans. I also knew that cliff diving is a very dangerous sport. However, I didn't know about the bark scorpion being life-threatening, or that alligators grow new teeth to replace worn ones. I had never heard about the Giant Crystal Cave in Mexico before.

OVER TO YOU!

- Aim** To personalise the topic

- Allow Ss some time to prepare their answers.
- Elicit sentences from various Ss around the class.

Suggested Answer Key

*I wouldn't risk swimming in areas where great white sharks have been seen.
Bark scorpions make me feel terrified.
I dread meeting with an alligator in the wild.
I wouldn't dare go cliff diving; it is too dangerous.*

BACKGROUND INFORMATION

Arizona is a state in the southwest USA. It is also called the Grand Canyon State. Its capital city is Phoenix. Arizona is best known for its desert landscape. It has mild winters and very hot summers. The Grand Canyon is in northern Arizona.

2a Would you dare?

Vocabulary

- 1 a) **Aim** To introduce key vocabulary and the topic
- Play the recording. Ss listen and repeat chorally and/or individually. Explain the meaning of any unknown words.
 - Direct Ss' attention to the pictures and elicit which of the items in the list they can see and which are common in their country.

Answer Key

- 1 crickets 3 ants 5 scorpion
2 tarantula 4 grasshoppers

Suggested Answer Key

In my country flies, ants, grasshoppers, crickets, bees, wasps, butterflies, cockroaches, caterpillars and fleas are common.

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

- Ss talk in pairs about how the pictures make them feel and whether they would try them or not.
- Ask various Ss to tell the class.

Suggested Answer Key

They make me feel disgusted. I would never try eating such dishes. I couldn't eat insects.

Reading

- 2 **Aim** To read for gist and specific information
- Ask Ss to read the title and the first and last sentences in each paragraph in the text.
 - Elicit answers to the questions in the rubric, then give Ss time to read the whole text to find out if they were correct.

Suggested Answer Key

Many people around the world eat insects. People in Ghana, China, Thailand and South America eat insects; soon they will also appear on Western menus. Their benefits are that insects are high in protein and low in fat.

BACKGROUND INFORMATION

Ghana is a country in West Africa. It is located on the Gulf of Guinea. Its capital city is Accra. The official language is English. It's got a warm climate. **China** or the People's Republic of China is in Asia. It is the most populous country in the world. Its capital city is Beijing. Other major cities are Shanghai, Tianjin, Hong Kong, etc. **Thailand** or the **Kingdom of Thailand** is a country in Southeast Asia. Its capital city is Bangkok and its official language is Thai.

- 3 **Aim** To match headings to paragraphs

- Give Ss time to read the headings 1-8 and then read the text again and match the headings to paragraphs.
- Check Ss' answers.

Answer Key

- A 4 C 5 E 3 G 6
B 8 D 1 F 7

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

Suggested Answer Key

- aroma (n):** smell
- platter (n):** a large plate
- common sight (phr):** sth seen often
- deep-fried (adj):** cooked in lots of hot oil
- marinated (adj):** soaked in a sauce before being cooked
- pop (v):** to move sth quickly from one place to another
- roasted (adj):** cooked in the oven
- pest (n):** an unwanted animal that causes damage
- contamination (n):** when one thing spoils another by coming into contact with it
- unavoidable (adj):** impossible to avoid; inevitable
- witchetty grub (n):** an insect from Australia known for its high protein content
- dough (n):** a soft mixture of flour, water yeast and fat and/or sugar ready for baking
- nutty taste (phr):** having the flavour of nuts
- edible (adj):** safe to eat; not poisonous
- abundant (adj):** plentiful; widely available
- fraction of resources (phr):** a much smaller amount of resources (e.g. water, electricity, etc)
- cholesterol (n):** a dangerous fat that can block arteries and cause heart attacks

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

makes your stomach churn = disgusts you

delicacy = rare/expensive food

pop = put quickly

contamination = harmful dirt

tucking into = eating with enjoyment

agreeable = good

edible = safe to eat

abundant = widely available

get over = overcome

knights in shining armour = rescuers

5 **Aim** To present new vocabulary for ways of cooking

Explain/Elicit the meaning of the words in the list. Then elicit answers to the questions in the rubric from various Ss around the class.

(Ss' own answers)

Suggested Answer Key

*I like **deep-fried chicken**. I like **roasted potatoes**. I eat **carrots raw**. I love eating **steamed rice**. I often eat **toasted bread**. One of my favourite foods is **chocolate covered bananas**. I like **steak marinated and grilled**. I enjoy eating **scrambled eggs**. I really like snacking on **roasted peanuts**. I love **grilled fish and barbecued shrimp**.*

Grammar6 **Aim** To present/practise/revise future tenses

- Explain the task and give Ss time to choose the correct verb tenses.
- Check Ss' answers and elicit the reasons for their choices.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

1 'm going to visit (future plan /intention)

2 'm making (fixed future arrangement)

3 'll do (promise)

4 'll eat (on-the-spot decision)

5 're staying (fixed future arrangement)

6 'll go (on-the-spot decision)

7 'll have (on-the-spot decision)

8 is opening (fixed future arrangement)

9 's going to (prediction based on what we see)

10 'm going to (fixed future arrangement)

7 **Aim** To practise future tenses using personal examples

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

Suggested Answer Key

I'm going to the cinema this weekend with my friends.

I'm studying for a test tonight. Next summer, I think

I'll get a job and earn some money.

Speaking & Writing8 **Aim** To consolidate information in the text

- Play the recording.
- Ss listen and follow the text in their books.
- Give Ss time to write four sentences about what they have learnt from the text and then ask various Ss around the class to read out their sentences.

Suggested Answer Key

I learnt that four-fifths of countries in the world already eat insects. I also learnt that each year, we eat a half a kilo of insects through food contamination. Another interesting thing I learnt is that insects are high in protein and low in fat. Finally, I learnt that eating insects would help solve the problem of feeding the world's growing population in an environmentally friendly way.

9 **Aim** To develop critical thinking skills

- Ask Ss to read the rubric and then spend a few minutes writing sentences in answer to the questions.
- Ss tell their partners. Ask various Ss around the class to tell the class.

Suggested Answer Key

Attitudes towards eating insects are definitely changing. In the western world people are realising that insect farming is environmentally friendly and a possible solution to feeding the growing world population. In addition, insects taste good and are prepared in delicious ways, resulting in more people liking them and wanting to eat them. They are also a healthy food which is high in protein and low in fat. After reading the article, I would be interested in trying some dishes to see if they really taste good.

2b Science fiction to fact

Reading

1 **Aim** To introduce the topic; to predict content

- Ask Ss to read the introduction and the subheadings in the text.
- Then elicit the answers to the questions.
- Play the recording. Ss listen and follow the text in their books to find out if their answers were correct.

Answer Key

*The time machine can help you travel through time.
The invisibility cloak can make you disappear.
The mind control device enables you to control electrical items with your brain.
The three-course meal flavoured chewing gum replicates different foods.*

2 **Aim** To read for specific information

- Ask Ss to read the questions 1-10 and then read the text again and match them accordingly.
- Check Ss' answers. Ask Ss to justify their answers.

Answer Key

1 A 3 C 5 B 7 B 9 A
2 B 4 D 6 A 8 D 10 A

- 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

*colonise (v): to send people to live in and govern another country
galaxy (n): a collection of stars
control (v): to have the power to make sb/sth do what you want
levitate (v): to rise and float in the air without physical support
swamp (n): wet marshy ground
wirelessly (adv): without wires
disabled (adj): lacking a physical ability
paralysed (adj): unable to move
limbs (n): arms and legs
hack into (phr v): to gain unauthorised access to sth computerised
mind-boggling (adj): astonishing
invisibility cloak (n): a covering that can make sb unable to be seen by others
prototype (n): the first ever working example of sth
flick (v): to move sth with a short sudden movement
mirage (n): optical illusion
bend (v): to cause sth to curve
illusion (n): sth that is not really what it seems
fool (v): to trick sb into believing sth untrue
nanotube (n): a very small tube*

strand (n): a thin thread of sth

thread (n): a fibre

mouth-watering (adj): looking so delicious you want to eat it

crack the secret (phr): find out the hidden reason for sth

nanotechnology (n): the science of creating microscopic tools and machines from single atoms and molecules

replicate (v): to reproduce sth exactly

saliva (n): the fluid in the mouth that helps dissolve food

far-fetched (adj): difficult to believe and unlikely to be true

circulating (adj): going round and round

swirl (v): to move sth round and round

stir (v): to mix sth with a spoon

beam (n): a column of light

emerge (v): to come out of sth

sceptical (adj): doubtful

Vocabulary

3 **Aim** To consolidate new vocabulary

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

Answer Key

1 brain 3 gaming 5 mind 7 main
2 facial 4 severely 6 pay 8 beam

4 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the sentences.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 levitated 4 cracked 7 swirled
2 inserted 5 replicated 8 emerged from
3 demonstrated 6 stimulate

Grammar

5 a) **Aim** To present/practise/revise the future perfect/the future continuous and the future perfect continuous

- Write these sentences on the board.
 - 1 This time next week I'll **be flying** to Qatar (future continuous)
 - 2 By the end of next month I **will have finished** the project. (future perfect)
 - 3 By the end of next week I **will have been working** on this project for two months. (future perfect continuous)

Elicit the tenses in each and how each tense is formed, then elicit their use.
- Refer Ss to the **Grammar Reference** section for more information.

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

Answer Key

- 1 will have been working (to emphasise the duration of an action up to a certain time in the future)
- 2 Will you be seeing (for an action which will be in progress at a stated time in the future), will have already left (for an action which will have finished before a stated time in the future)
- 3 will have built (for an action which will have finished before a stated time in the future), will still be working (for an action which will be in progress at a stated time in the future)

b) **Aim** To practise the future perfect/the future continuous and the future perfect continuous using personal examples

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

Suggested Answer Key

*This time next Sunday, I will be studying for my History test.
By the age of 25, I will have graduated from university.*

Speaking & Writing

6 **Aim** To develop critical thinking skills

Give Ss time to write a few sentences on the topic and then ask various Ss around the class to read them out to the class.

Suggested Answer Key

*I would most like to try out the mind control device the most because I think it would be cool to move things just by thinking about it.
I would most like to try out the invisibility cloak and find out what it is like to be invisible for a while.
I would most like to try out the three-course meal flavoured chewing gum, because I'm curious about what it tastes like.
I would most like to try out the time machine, so I could travel to another era and see how people lived.*

7 **Aim** To expand the topic with an example from personal experience

Explain the situation and ask various Ss around the class to write about an invention they know of from science fiction and then describe it to the class.

Suggested Answer Key

I would like to see the food replicator from the TV and film series Star Trek become a reality. The replicator can instantly create any object in the world in particular food and drinks. This would be

incredibly useful in our everyday lives as we wouldn't need to go to the shops to buy anything! In addition, it would save people time and money.

BACKGROUND INFORMATION

Yoda is a character in the films *Star Wars* by George Lucas. He is one of the most powerful Jedi Masters. He is very wise.



Harry Potter is a character by J.K. Rowling. He is an orphan who discovers he is a wizard. His story is developed in seven books.



Charlie & the Chocolate Factory is a novel by Roald Dahl. A group of children (including Charlie Bucket and Violet Beauregarde) are shown around an amazing sweet factory by the crazy inventor, Willy Wonka.



Doctor Who is a science-fiction TV series about a time-traveller. He uses a time machine called the TARDIS (Time And Relative Dimension In Space) which has the appearance of a blue telephone booth.



2c Culture Corner

1 **Aim** To read for gist

Elicit answers from Ss. Ss read the text in their books and find out the answer to the question.

Suggested Answer Key

The Swamp People of Louisiana are unique because they live in the muddy Atchafalaya Swamp and hunt alligators.

2 **Aim** To read for specific information

- Ask Ss to read the text again and decide if statements 1-8 are true, false, or if the necessary information is not stated.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Answer Key

1	2	3	1	5	1	7	1
2	3	4	3	6	2	8	2

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

Suggested Answer Key

stretch (v): to extend over a certain area

muddy (adj): having a lot of mud (soft dark earth)

moisture (n): water in very small drops, either in the air, in a substance, or on a surface

sweat (v): to perspire

wild (adj): not tame

laid-back (adj): very relaxed

exile (n): sb forced to leave their own country for political, religious or economic reasons

stilt house (n): a house built on tall pieces of wood, lifted above the ground/water

marsh (n): wet, waterlogged land

okra (n): a green vegetable

hunting season (n): a time of year when hunting animals is permitted

waterway (n): a route through water

rotten meat (n): meat that is decomposing

hooked (adj): caught on a hook

spin (v): to turn around 360° (very quickly)

upset (v): to disturb sth

balance (n): the state in which all the parts of sth are equal in strength

eco-system (n): all the living things in an area and the way they affect each other and the environment

tag (n): a label

restrict (v): to control an activity

shrimp (n): a type of crustacean

what they eat: They eat okra, black-eyed peas, alligators, frogs and turtles.

alligator hunting season: The hunting season takes place in September and lasts for 30 days.

hunting methods: Hunters use boats, and try to spot alligators under the water. They throw out lines with rotten meat to attract the animals. While spotting the alligators under the water, hunters have to be careful to predict the alligator's movements, as they can easily do a death roll and spin wildly.

Suggested Answer Key

The Swamp People live in the muddy Atchafalaya Swamp, in the USA, whereas I live in Volgograd, Russia. The Swamp People grow their own vegetables, but I buy vegetables in a supermarket.

The Swamp People eat alligators, frogs and turtles, whereas I eat beef and chicken.

The Swamp People hunt alligators, but I never go hunting.

3 Aim To consolidate new vocabulary

- Give Ss time to match the words in bold with the words given using their dictionaries to help them if necessary.
- Check Ss' answers.

Answer Key

laid-back = relaxed

rotten = bad/decayed

hooked = fastened

spin = turn fast

respect = admiration

restricting = limiting

4 Aim To make notes from a text and compare your lifestyle to that of the people in the text

- Play the recording.
- Give Ss time to make notes under the headings provided and then give Ss some time to compare their lifestyle to the Swamp People's lifestyle.
- Ask various Ss around the class to share their answers with the class.

Suggested Answer Key

who they are: They are Cajuns, descendants of French exiles who were sent there from Canada in the 18th century.

5 Aim To develop research skills; to give a presentation on an unusual community

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The Kombaii are a tribe that live in tree houses in Papua New Guinea. Some of the houses are as high as 40 metres above the ground. These dwellings offer an escape from the heat and insects in the jungle below and protect the tribe against flooding during heavy rains. The Kombaii are a distinct ethnic group and have their own language and customs. They decorate their bodies with bones and many of them have got thorns through their noses. The men are hunters and have excellent hunting and fishing skills. They hunt wild boar and marsupials in the forest using their bows and arrows.

2d Everyday English

1 Aim To introduce the topic

Direct Ss' attention to the adverts and elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

Advert A is an advert for a hot dog eating contest in New York and advert B is an advert for an ostrich festival in Arizona.

I would like to go to the hot dog eating contest because I love hot dogs and would like to take part in the competition.

2 **Aim** To present situational language

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

3 **Aim** To elicit the content of a dialogue

- Read the rubric aloud and elicit Ss' guesses as to what the dialogue is about.
- Play the recording. Ss listen and follow the dialogue in their books and find out.

Answer Key

The dialogue is about inviting a friend to an event (a hot dog eating contest).

4 **Aim** To identify synonymous phrases in context

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

*Give me a moment to think – Let me see
No kidding! – That's unbelievable!
What's it like? – So what's it all about?
I had a great time – I really enjoyed myself.
I'm not really sure- I don't know
Why don't you come with me? – So would you like to come with me? – Oh, come on, it'll be fun.
I've never heard of this – What on earth is that?*

Intonation

5 a) **Aim** To present/practise intonation when showing hesitation

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit which phrases show hesitation.

Answer Key

Phrases that show hesitation: Erm ... Oh ... well ..., Hmm ...

b) **Aim** To practise role playing

- Explain the situation and ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

Suggested Answer Key

*A: Shall we go to the cockroach race tomorrow?
B: Oh ... well ..., I don't know.*

A: Do you want to watch the boot-throwing contest tonight, Bob?

B: Let me see. Erm ... I'm not sure yet.

A: How about going to the bug eating festival next weekend?

B: Hmm ... let me think about that.

Speaking

6 **Aim** To role play a dialogue inviting a friend to an event

- Explain the situation and ask Ss to work in pairs and act out a dialogue using poster B, the sentences in Ex. 2 and the diagram as a guide.
- 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: Hey, Richard, are you doing anything next Sunday morning?

B: Let me see ... erm ... I don't think so. Why?

A: Well, I'm thinking of going to the Chandler Ostrich Festival.

B: To what? What on earth is that?

A: I know, it sounds crazy! It's a famous festival which takes place each year in March.

B: So, what's it all about?

A: Well ... people can see, pet and ride ostriches. They can even buy and eat them!

B: That's unbelievable!

A: I know. I went last year and I really enjoyed myself. There was some great entertainment before the show like clowns and marching bands. So, would you like to come with me?

B: Hmm ... I don't know.

A: Oh, come on, it'll be fun! It's only \$7 and the food is great.

B: Well ... OK then, why not?

A: That's great. I'll call you on Saturday to make the arrangements, then.

B: OK, I'll speak to you then.

2e Extreme conditions

Vocabulary & Reading

1 **Aim** To introduce the topic

Read the rubric aloud and ask Ss to read through the options presented. Elicit Ss' guesses.

Suggested Answer Key

I think the place is inside a cave.

- 2 **Aim** To predict the content of the text, introduce key vocabulary and read for gist
- Play the recording. Ss listen and repeat chorally and/or individually.
 - Explain/Elicit the meanings of any unknown words and then elicit Ss' guesses as to what the place is like.
 - Give Ss time to read the text and find out.

Suggested Answer Key

I think it must be a very hot and humid place. However, it must be amazing to look at the forest of giant crystals.

- 3 **Aim** To match headings and paragraphs

- Ask Ss to read the headings 1-8 and then to read the text again and fit them in the correct gaps.
- Check Ss' answers.

Answer Key

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

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

humidity (n): relating to how much water there is in the air

respirator (n): equipment to help sb breathe

sweat pours (phr): when sb sweats/perspires a lot

breeze (n): gentle wind

steam up (phr v): to become covered in steam (usu of glass)

gypsum crystals (n): a type of clear transparent rock made from a hard white substance used to make plaster

blade (n): object with a sharp edge like a sword/knife

glitter (v): to sparkle and shine

challenging shoot (phr): a difficult photographic assignment

drain (v): to let/make water leave a place

decay (v): to start to decompose

fate (n): destiny

operate (v): to run/work (for a machine/company)

funding (n): money given by a government or organisation for an event or activity

World Heritage Site (n): a place that has been officially judged by UNESCO to need protecting

- 4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicite their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

1 exploring 4 abandoned 7 funding
2 Sweat 5 sucked
3 rip 6 breeze

- 5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

tirelessly = without giving up

sucked away = pulled away powerfully

glittered = sparkled/shone

drained = emptied

- 6 **Aim** To practise similes

- Explain that a simile is a figure of speech which compares two different things using *as* or *like*.
- Direct Ss' attention to the words in the list and give Ss time to use them to complete the sentences.
- Check Ss' answers.
- Ask if there are similar structures in Ss' L1.

Answer Key

1 bone 3 lightning 5 bat
2 crystal 4 ice 6 nails

Speaking & Writing

- 7 **Aim** To describe an imaginary experience

- Play the recording. Ss listen and follow the text.
- Ask Ss to close their eyes and imagine they are in the Crystal Cave and imagine what it is like.
- Give Ss time to write a paragraph about their imagined experience and then ask various Ss around the class to read out their paragraphs to the class.

Suggested Answer Key

Everything glitters like a star. I feel like I'm on another planet. There are giant crystals everywhere. I can hear my breathing becoming heavy. Sweat is pouring from my head and I feel weak as all my energy has been sucked away. It's difficult to walk around and I'm not sure how long I can last in here. It's strange but beautiful.

- 8 **Aim** To give a presentation on another cave

- Explain the task and give Ss time to look up information on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to report back in the next lesson.

Suggested Answer Key

The Waitomo Glow-worm Cave in New Zealand is a magical place. Inside the cave visitors are awed by a fantastic display of glowing lights created by the thousands of glow-worms that make the cave their home. They make their nests on the ceiling of the cave. Hanging from their nests are glowing threads of light that the glow-worms produce to attract insects to eat. These thousands of lights turn the cave into a starry night sky that is truly amazing to see.

2f Extraordinary lifestyle

Reading & Vocabulary

1 **Aim** To predict the content of a text

- Ask Ss to read the title of the article and the first sentence in each paragraph and elicit Ss' guesses as to what the text is about.
- Play the recording. Ss listen and follow the text in their books and check if their guesses were correct.

Suggested Answer Key

I think the text is about a man called Stuart Cove who works with sharks. I think the text must be about his life and the dangers of his job.

2 **Aim** To read for specific information

Ask Ss to read the questions 1-8 and the possible answers and then give them time to read the text again and choose the correct answers.

Ask Ss to compare their answers with their partner. Check Ss' answers around the class. Ask Ss to justify their answers with evidence from the text.

Answer Key

1 2 3 1 5 2 7 2
2 2 4 1 6 2 8 3

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

Suggested Answer Key

kneel (v): to support the body on one's knees
crate (n): a plastic/wood/metal square container
spear (v): to stick a long shaft with a metal point at the end through sth
drift away (phr v): float off in/on the water
capture (v): to trap and keep hold of sth
manipulate (v): to make sth do what you want
step in (phr v): to become involved in a difficult situation

sequel (n): a book or film that continues the story of a previous book or film

menace (v): to threaten to seriously harm sb

be out of your mind (phr): be crazy

to one's relief (phr): having a feeling of happiness that sth unpleasant hasn't happened

fussy eater (phr): sb who doesn't like different foods, won't try new foods and insists on eating familiar foods

bait (n): a small amount of food used to attract and catch a fish or animal

spit out (phr v): to force sth out of your mouth

strap (v): to fasten

tear off (phr v): to rip away a piece of sth

3 **Aim** To consolidate new vocabulary

Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.

Check Ss' answers around the class.

Answer Key

drift = float

struggle = fight

scrubbed = cleaned by rubbing hard

menaced = threatened

stand-ins = replacement actors

trapped = caught

grabbed = seized suddenly

fussy = difficult to please

4 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

1 bed 4 famous 7 realised
2 knelt 5 charges 8 waved
3 released 6 bitten

Grammar

5 **Aim** To present/practise/revise -ing/ (to)-infinitive forms

- Refer Ss to the **Grammar Reference** section to revise -ing/-to inf forms.
- Give Ss time to complete the task and then elicit reasons for their answers.

Answer Key

1 swimming (-ing form after 'consider')
2 dive (infinitive without to after a modal verb)
3 to swim (to -infinitive after "want")
4 going (-ing form after a preposition)
5 wear (infinitive without to after 'make')
6 to come (to-infinitive after 'would like')

- 7 to go (to-infinitive after 'too')
- 8 watching (-ing form after 'regret')
- 9 to visit (to-infinitive after 'can't wait')
- 10 waving (-ing form after 'continue'), to stop (to-infinitive for reported command)

Speaking & Writing

6 **Aim** To act out an interview

- Explain the task and ask Ss to work in pairs and think of questions and answers based on the information in the text for an interview with Stuart.
- Ss act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interview in front of the rest of the class.

Suggested Answer Key

A: Have you always wanted to be a shark handler?

B: Well, I actually got this role by accident! When I was 19, I was an experienced diver working on film sets. Then one day I was asked to get in the water with tiger sharks! I thought they were out of their minds, but then they offered me \$150 for it. As a teenager in 1979, that was a pile of money!

A: What was your first experience working with sharks like?

B: Honestly, I was scared to death! During the first take, the shark escaped. I was secretly relieved, but pretended to look for the lost animal. Amazingly, I found it struggling at the edge of the set, trapped in a net. I grabbed it and it tried to bite me! Then it relaxed and I swam it back. After that, I became one of the chief shark handlers. However, I never told anyone that I'd found the shark in a net!

A: Isn't your job extremely dangerous?

B: Yes! For some shoots, we simulate shark attacks, which involves strapping food to a suit and letting the sharks tear it off. That's dangerous because they can actually rip your wetsuit and flesh. I have been bitten three times; once on the hand. It was the worst pain I've ever felt.

A: Isn't this crazy?

B: Well, it is but for fame and fortune you don't mind doing anything!

7 **Aim** To express an opinion on a text

Give Ss time to complete the sentences about Stuart. Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I admire Stuart because he is very brave to get in the water with sharks. Also, he has a dream job through which he earns a lot of money while being able to

work with celebrities on film sets. I find his job interesting because it is very varied. He gets to meet famous people and it is exciting to work with dangerous animals like sharks!

2g Skills

1 a) **Aim** To introduce and categorise new vocabulary

Ask Ss to copy the headings into their notebooks and then give them time to write the sports under the headings. Check Ss' answers on the board.

Suggested Answer Key

WATER: kite surfing, white-water rafting/kayaking, cliff diving, jet skiing, windsurfing, sailing, scuba diving

LAND: rollerblading, archery, free running (parkour), snooker, ice climbing, mountain biking, weightlifting, skateboarding, sand boarding, ice hockey, snowboarding, ice skating, motocross, indoor climbing, storm chasing

AIR: BASE jumping, kite surfing, cliff diving, paragliding, bungee jumping, ski jumping

b) **Aim** To listen for confirmation, to generate more vocabulary

- Play the recording for Ss to listen and check their answers.
- Elicit which of the sports are not extreme sports and then elicit any more sports Ss can think of to add to each category.

Answer Key

Not extreme sports: rollerblading, archery, snooker, weightlifting, skateboarding, ice hockey, sailing, ice skating and indoor climbing are not extreme sports.

Suggested Answer Key

Water: water polo, synchronised swimming, canoeing

Land: downhill skating, rugby, lacrosse

Air: skydiving, hang-gliding

2 **Aim** To personalise the topic and express a personal opinion

- Explain the task and read out the examples.
- Ask Ss to discuss the questions in the rubric in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

I have tried ice skating and would like to try snowboarding. For this you would need to be quite

physically strong and also have good balance. Also, you would need to buy specialised clothing such as a ski jacket, thick trousers, gloves and goggles. Of course, you would also need a snowboard. Normally, you need snow to go snowboarding, but in some places there are now snow domes in which you can snowboard all year round.

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

- Direct Ss' attention to the pictures A and B.
- Play the recording. Ss listen to two Ss comparing the pictures and write down the similarities and difference that they mention.

Answer Key

Similarities: both taking part in unusual sports, both wearing adequate safety equipment.

Differences: In picture A, the man seems to be taking part in a competition while in picture B, the man appears to be canoeing for leisure or in training. Also, the man in picture A is wearing lightweight clothing, while the man in picture B is wearing thick clothing.

b) **Aim** To compare two pictures showing sports

- Explain the task and remind Ss to use the useful language to help them.
- Ss work in pairs and complete the task.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

A: In both pictures, groups of people are taking part in unusual sports.

B: Yes, it looks like the people in picture C are about to do some indoor climbing. I think they are probably doing this sport for fun and to develop physical strength.

A: They could also be beginners who are doing the sport as a hobby. Perhaps the woman in red is instructing them, while the others are listening.

B: Maybe, but for this activity the people only have a climbing wall, some ropes and a lightweight harness. On the other hand, the people in picture D are carrying a great deal of equipment. It looks like they are going scuba diving. What do you think?

A: Yes, it seems like it. I think they must have training in order to do this, so they are probably experienced divers. I'd say they take part in this sport because they like to explore the ocean floor.

B: Yes, but they are possibly on holiday and looking to see beautiful coral reefs, or perhaps they are interested in marine wildlife.

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences in questions 1-6.
- Play the recording for Ss to assess which answer is correct.
- Ask Ss to check their answers with their partner and then check Ss' answers on the board.

Answer Key

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

2h Curricular: History

1 **Aim** To predict the content of the text and read for gist

- Ask Ss to think of what they know/would like to know about jousting.
- 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 then elicit if the questions were answered.

Suggested Answer Key

I know that jousting is a sport that was practised in medieval times. It involved men on horseback who would ride towards one another and try to knock each other off their horse using a long stick.

- 1 What equipment is required for this sport? (horse, lance, armour)
- 2 Is the sport dangerous? (yes)
- 3 Do people still participate in jousting today? (yes, they do)

2 **Aim** To read for text completion

- Ask Ss to read the text again and complete the task in closed pairs.
- Ss compare their answers with their partner.

Answer Key

1 risked 4 could be/was 7 did not accept
 2 To win 5 their 8 successful
 3 were held 6 whose 9 safer

- 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

medieval knight (n): from 1000-1500 AD, a man of high social position trained to fight as a soldier on a horse

on horseback (phr): on a horse

lance (n): a weapon like a long heavy spear

2 **Aim** To analyse a rubric and express an opinion

- Ask Ss to read the rubric and then elicit whether they agree or disagree.
- Ask Ss to discuss their ideas with their partner.

Suggested Answer Key

I disagree with this statement because while extreme sports may be dangerous, those who participate in them do so regardless of the risks. Individuals should be allowed to decide whether or not they wish to take part in an extreme sport. Also, adequate safety measures and proper equipment help to prevent injuries.

3 **Aim** To match points with questions

- Ask Ss to read the model.
- Ask Ss to copy the headings into their notebooks and make notes under them to list the writer's viewpoints and the reasons/examples they use to support them.
- Check Ss' answers on the board.

Answer Key

Paragraph	Argument	Reasons/Examples
Paragraph 1	Argument 1: very risky Argument 2: very expensive	<ul style="list-style-type: none"> • cause injury/death • equipment/travel
Paragraph 2	Opposing viewpoint: 1. Enthusiasts take precautions 2. More deaths other causes	<ul style="list-style-type: none"> • wear safety equipment • road accidents/natural disasters
Paragraph 3	Attack on opposing viewpoint: 1. Precautions not enough 2. Road accidents are more common because driving is a part of everyone's life	<ul style="list-style-type: none"> • people still get injured or even die • victims don't put themselves in danger on purpose

4 **Aim** To categorise linking words and substitute those in the model with suitable alternatives

- Ask Ss to copy the table into their notebooks and work in closed pairs to complete it with the linking words/phrases in the list.
- Give Ss time to substitute the linkers in the model.
- Check Ss' answers around the class.

Answer Key

To list points: in the first place, firstly, to begin with, lastly, secondly

To add more points: also, moreover, in addition, furthermore

To introduce opposing viewpoints: on the other hand, however, apart from this, alternatively, in contrast, while

To introduce examples/reasons: for example, therefore, for instance, in particular, because, since, such as

To conclude: to sum up, all things considered, taking everything into account

Suggested Answer Key

To begin with – In the first place

What is more – Furthermore

for example – for instance

On the other hand – Alternatively

Also – Moreover

All in all – All things considered

5 **Aim** To suggest reasons/examples for viewpoints

- Refer Ss to the sentences 1 and 2 and give them time to write reasons/examples for them.
- Elicit answers from Ss around the class.
- Give Ss time to develop their answers from Ex. 4 into main body paragraphs using the linkers in Ex. 5.
- Ask various Ss around the class to read their paragraphs aloud.

Suggested Answer Key

1 It improves overall health/Prevents obesity and heart disease.

It's fun and sociable/Encourages young people to interact with their peers.

2 It is highly nutritious/Insects contain more protein and less fat than meat.

It reduces the cost of food production/Much cheaper to farm insects than rear animals.

3 Firstly, taking part in sport improves overall health. This is because regular exercise prevents obesity and heart disease. Also, it's fun and sociable. For example, team sports in particular encourage young people to interact with their peers.

4 To begin with, insect-eating is highly nutritious. This is because insects contain more protein and less fat than meat. Also, it reduces the cost of food production as it is much cheaper to farm insects than rear animals.

6 **Aim** To expand prompts into full sentences

- Explain the task and go through the **Useful language** box.
- Read out the example and then elicit sentences from Ss around the class.

Suggested Answer Key

- 2 *I believe violent films affect the behaviour of some children.*
- 3 *As far as I am concerned we should not try to travel through time.*
- 4 *To my mind, BASE jumping is too dangerous and should be banned.*

7 **Aim** To identify beginnings/endings and writing techniques

Ask Ss to read the extracts A-C and then elicit which are beginnings and which are endings. Then elicit which writing techniques have been used in each one and in the model in Ex. 3.

Answer Key

Beginnings: A, C

Endings: B

Address the reader directly: C

Asks a rhetorical question: A

Uses direct speech/a quotation: B

In the model, the writer begins the essay with a quotation and ends it by stating their opinion.

8 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and answer the questions.
- Check Ss' answers around the class.

Answer Key

- 1 *I am going to write an opinion essay in formal style.*
- 2 *boxing, martial arts, rugby*

b) **Aim** To match viewpoints to opinions and think of reasons/examples

- Explain the task and give Ss time to complete it.
- Elicit answers from Ss around the class.

Answer Key

A disagrees B agrees C agrees

Suggested Answer Key

- A *Referees are always present during boxing matches to ensure that participants follow the rules and that they are fit to continue.*
- B *Contestants win by causing physical injury to their opponents, so fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable.*
- C *Head injuries are common among boxers and these could cause permanent brain damage.*

9 a) **Aim** To listen for ideas and make notes

- Play the recording.
- Ask Ss to listen and make notes.

Suggested Answer Key

Encourage violence – boxers physically injure their opponents – glorifies violence – supporters mimic their sporting heroes' behaviour – think it's acceptable
Boxers get seriously injured – head injuries, brain damage
Strictly controlled referees – ensure boxers are fit – can continue

b) **Aim** To write an opinion essay

- Refer Ss to Writing Bank 2 for more information and practice.
- Give Ss time to write their essay using their answers from Ex. 9 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Have you ever participated in a violent sport? While some people support them, I strongly believe that they should be banned.

Firstly, a high percentage of participants get seriously injured while competing in violent sporting events. In particular, head injuries are common among boxers and these could cause permanent brain damage.

On the other hand, some people argue that violent sports should not be banned. They maintain that sports such as boxing are strictly controlled with rules and regulations. For instance, referees are always present during matches to ensure that participants follow the rules and are fit to continue.

However, sports such as boxing encourage violence in society. Since contestants win by causing physical injury to their opponents, fans of the sport mimic their sporting heroes' behaviour and believe that violence is acceptable.

All things considered, I believe that violent sports need to be banned. They can leave the participants permanently and seriously injured and they make violence in general seem acceptable.

Skills 2

Reading

1 **Aim** To read for gist

- Ask Ss to skim the text to get the gist of what it is about.
- Elicit answers.

Answer Key

b – how predictable eruptions are.

2 **Aim** Matching headings to paragraphs

- Explain the task.
- Allow Ss some time to do the task.
- Check Ss' answers.

Answer Key

A 7 C 1 E 6 G 4
 B 8 D 3 F 5

Speaking

3 **Aim** To prepare for a speaking task

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

Answer Key

Questions	Points
Why do people take part in extreme sports?	<ul style="list-style-type: none"> • Extreme sports are a way to release energy and tension. • People's day-to-day lives are sometimes boring. • Some people are tired of conventional sports like football. • People are interested in testing their own limits.
Why is doing extreme sports more popular now than it was in the past?	<ul style="list-style-type: none"> • Extreme sports are often on television nowadays. • People have a lot more free time these days.
Have you tried/ Would you like to try an extreme sport? Why?	<ul style="list-style-type: none"> • Extreme sports are much too frightening. • Sky-diving looks like a great way to feel free. • "Safer" extreme sports like bungee jumping could be fun.

4 **Aim** To give a talk

- Ss prepare their answers.
- Elicit answers from various Ss.
- Play the recording for Ss to compare.

Suggested Answer Key

Hello, and good morning. I'm going to speak to you for a few minutes about extreme sports. You have probably seen them on the television: bungee-jumping, cliff-diving, kite-surfing and so on. Perhaps one question we can start with is why people take part in them? Certainly, some people's day-to-day lives are boring and they are looking for some excitement. Others find extreme sports a way to release energy and tension. Others are interested in testing their own limits.

It shouldn't be any surprise if extreme sports are more popular now than in the past. They are often

on television nowadays, and some people are tired of conventional sports like football. Also, people have a lot more free time these days.

I sometimes wonder if I would like to try an extreme sport. On the whole, I think they are too frightening, though sky-diving looks like a great way to feel free. Perhaps I could start with a 'safer' extreme sport like bungee jumping. That could be fun!

Writing

5 **Aim** To write an informal letter

- Explain the task.
- Allow Ss some time to complete the task.
- Ss swap papers and check partner's letter.

Suggested Answer Key

Key words: letter from Tom, La Tomatina, you'd enjoy, why, what's most unusual festival, which places in the world, most like to visit, why, answer his three questions, remember, rules of letter writing

Dear Tom,

It was good to hear from you. La Tomatina sounds great fun. If you took any photographs, you must send them to me.

I like the idea of watching the festival, but I'm not too sure that I'd enjoy taking part. I don't even like spilling water on me, so imagine how I'd feel covered in tomatoes! I recently heard of a mud festival in Boryeong, South Korea. People cover themselves from head to toe in mud! I'd really like to visit Rome. I love stories about Ancient Rome and I'd love to see where the gladiators fought for their lives.

That's all for now. Don't forget to send those pictures!

Best wishes,

Katy

6 a) **Aim** Preparing for a word-formation task

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

Answer Key

1 adjective 3 noun
 2 adverb 4 verb

b) **Aim** Preparing for a word-formation task

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

Answer Key

1 experienced 3 coldness
 2 extremely 4 ensure

7 **Aim** To form words

- Ss do the task.
- Remind Ss that accurate spelling is required.
- Check Ss' answers on the board.

Answer Key

- 1 difference 3 achievements 5 fitness
2 famous 4 Amazingly 6 possibility

Moscow Culture **2**

Listening & Reading

1 **Aim** To introduce the topic; 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 answers to the questions in the rubric 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 my free time, I like doing lots of sports. I often go ice skating in the winter and I love playing different team sports in the summer, like football, basketball and volleyball.

To do rock climbing in Moscow, you need to go to one of the climbing gyms.

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

Suggested Answer Key

alpinism (n): the sport of climbing high mountains
bouldering (n): the act of climbing large rocks for practice or for sport

route (n): a particular way of getting from one place to another

ensure (v): to make sth certain

spectator (n): sb who watches a show, game or event

sponsor (n): a person or organisation that pays for the costs of an event

steep (adj): rising in height very quickly so as to be difficult to climb

belay (n): a place or rope where a climbing rope can be fixed

cable (n): a strong rope

attached (to) (adj): joined or connected

hook (n): a hard, curved device used for catching and holding onto things

plumb (n): a device on a climbing wall which is shaped in such a way as to make it difficult to hold on to

sweat (n): a clear liquid which the human body releases when we exercise

evenly (adv): in an equal amount

gravity (n): the force which causes things to move towards the ground

bounce (v): to move up after just hitting a surface

descent (n): a movement downwards

bend (v): to move part of your body so that it is not straight

expander (n): a device which allows sb to exercise the muscles in their fingers

2 **Aim** To match headings to paragraphs

- Give Ss time to read the headings 1-8 and then read the text again to match the headings to the paragraphs.
- Check Ss' answers.

Answer Key

- A 3 C 4 E 7 G 1
B 8 D 2 F 5

Speaking & Writing

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

- Play the recording.
- Ss listen and follow the text in their books.
- Give Ss' time to prepare their answers.
- Elicit answers from around the class.

Suggested Answer Key

Rock climbing helps you fight physical and psychological stress. It also helps you learn how to take full control of your actions. To do this sport you need to exercise and follow a healthy diet. It is difficult sport but very rewarding. It makes you healthier and happier.

4 **Aim** To present information about extreme sports in Moscow; to develop research skills

- Explain the task and give Ss time to look up information on the Internet or any other source. Ss can work in groups.
- Ask various Ss to present their work to the class.

Suggested Answer Key

There are lots of opportunities for doing extreme sports in Moscow. You can go bungee jumping – that's where you jump from a tall height with a rope attached to you. Another thing you can do I go skydiving – that's where you jump from an aeroplane with a parachute. Around Moscow there are lots of skate parks where you can learn how to skate and do lots of tricks as well. Finally, you can go skiing and snowboarding near Moscow in the winter.

Russia **2**

Reading & Listening

1 **Aim** To read for gist

- Elicit answers from Ss.
- Play the recording.
- Ss follow the text in their books to check their answers.

Suggested Answer Key

You can probably go diving in the Orda Cave and you might be able to see volcanoes and geysers at the Kronotsky Nature Reserve.

2 **Aim** To read for specific information

- Allow Ss some time to do the task.
- Check Ss' answers.

Suggested Answer Key

1	3	3	1	5	3	7	2
2	2	4	2	6	2	8	1

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

Suggested Answer Key

fragile (adj): delicate; easily damaged

wilderness (n): a place in its natural condition where nobody lives

delicate (adj): easily damaged

funnel (n): a cone-shaped object with a narrow tube at the bottom and wide round top

air bubbles (pl n): small balls of air

precious (adj): being valuable or rare

remote (adj): hard to get to, far away

steaming (adj): very hot; producing vapours

mudslide (n): mud that flows down a mountain

shoot (v): to move upward quickly and suddenly

collapsed (adj): having fallen down or caved-in

boiling point (n): the temperature at which a liquid changes to a gas

bubble (v): to form bubbles (from boiling)

acid lake (n): an area of water containing harsh chemicals

leap (v): to jump high into the air

virtual tour (n): an online simulation of a place using video images

launch (v): to make available; to introduce

3 **Aim** To expand on vocabulary

- Explain the task.
- Ss do the task.
- Check Ss' answers.

Suggested Answer Key

1	wonders	4	bubbles	7	trip
2	springs	5	boiling	8	virtual
3	rock	6	leaping		

Speaking & Writing

4 **Aim** To personalise the topic

- Explain the task.
- Ss collect information, then complete the task.
- Check Ss' answers.

Suggested Answer Key

Name: Lena's Pillars

Location: 60km from Yakutsk, Siberia

What you can see/do there: Huge stone formations that look like a forest, fossils

"Lena's Pillars", also known as "Lena's Stone Forest", is an amazing rock formation about 60 km from Yakutsk in Siberia. It is about four-days travel from Moscow, so getting there can be difficult. These prehistoric monuments are in an area of amazing natural beauty and you can even find fossils from animals such as woolly mammoths and woolly rhinoceroses.

Body and Soul

Topic

In this module, Ss will explore the topics of health & fitness, healthcare professions, alternative therapies, health crazes and health problems.

Modular page

47

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for gist

Vocabulary: Jobs related to healthcare & fitness (*optician, psychologist, chemist, art therapist, personal trainer, hypnotherapist, dental nurse, paramedic, nutritionist, midwife, physiotherapist, beautician, plastic surgeon, yoga instructor*)

3a Therapies

48-49

Lesson Objectives: To read for gist, to read for cohesion and coherence, to revise modal verbs, to summarise a text, to talk about hypnotherapy

Vocabulary: Alternative therapies (*hypnotherapy, meditation, acupuncture, reflexology, homeopathy*); Health problems (*arthritis, osteoporosis, ulcers, depression, panic attack*); Aches, pains, injuries (*blisters, migraine, concussion, indigestion, nosebleed*); Verbs (*cluck, saw, lash, mesmerise*); Nouns (*insomnia, surgery, snoring, addiction, burn victim, pain relief, magic wand, side effects, panic attack, recovery*); Adjectives (*restless, dim, absorbed*); Phrase (*kick the habit*)

3b Health crazes

50-51

Lesson Objectives: To listen and read for gist, to read for specific information, to revise past modals, to summarise a text, to express a preference for an experience

Vocabulary: Physical activities (*play sports, weightlifting, aerobics, cycling, stretching, swimming, dancing, yoga, bodybuilding, running, walking, pilates*); Verbs (*dip, tickle, spin, hug, swing*); Phrasal verb (*flick through*); Nouns (*tubes, nostrils, silk hammock, poses, harness*); Adjectives (*oxygenated, gentle, suspended*); Phrases (*catch your eye, laugh out loud, at top speed, out of breath*)

3c Culture Corner

52

Lesson Objectives: To read for gist, to read for cohesion and coherence, to summarise a text in the form of a tour, to give a presentation on a popular place of natural beauty

Vocabulary: Verbs (*roar, cleanse, erupt, dip*); Nouns (*seismic activity, steam, acid, vent, reserve*); Adjectives (*sizzling, geothermal*)

3d Everyday English

53

Lesson Objectives: discussing symptoms & remedies, to learn the intonation of expressing sympathy, to act out a dialogue

Vocabulary: Health problems (*bloated stomach, splitting headache, itchy skin, the flu, runny eyes, bad cough, hay fever, chest infection*)

3e Emotional health

54-55

Lesson Objectives: To listen and read for gist, to read for specific information, to summarise a text, to express an opinion on a topic

Vocabulary: Ways to laugh (*giggles, laughed, burst into laughter, chuckled, grinned broadly, beamed*); Verbs (*giggle, relieve, chant*); Nouns (*community centre, circulation, respiratory system, hormones, chuckle, roar, meditation, puddle*); Adjectives (*sceptical, refreshed*); Phrases (*tone muscles, weight lifted from one's shoulders*)

3f Mental health

56-57

Lesson Objectives: To read for gist, to read for comprehension, to learn expressions synonymous to modals, to talk about stress in young people, to give a presentation on how to cope with stress

Vocabulary: Stressful situations (*study/sit for exams, be bullied, move house, have too much homework, have too many extracurricular activities, have a medical problem in the family, have financial problems at home, have family problems*); Verbs (*concentrate, function, minimise, pump, contribute, slouch*); Phrasal verb (*cope with*); Nouns (*bullying, alert, metabolism, heart rate, blood pressure, depression, cortisol, adrenaline, endorphins*); Adjective (*widespread*); Phrases (*daily basis, lessen its effects, emotional pressure, tough situation, handle the situation, remain on alert, adverse effect, moderate exercise*)

3g Skills

58

Lesson Objectives: Choice/Reason/Recommending, to talk about stress, to listen for specific information

3h Curricular: PSHE

59

Lesson Objectives: To read for gist, to read for cohesion and coherence, to talk about anger management, to give a presentation on anger management tips

Vocabulary: Verbs (*adapt, evolve, release, unwind, channel*); Nouns (*adrenaline, human race, mental health, blood pressure, insomnia, depression, heart attack*); Adjectives (*physical, vital*); Adverb (*merely*); Phrases (*verbal abuse, physical aggression, ticking bomb*)

3i Writing 60-61

Lesson Objectives: To analyse a model report, to practise formal style, to practise linkers, to write a report making suggestions/recommendations

RNE Skills 3 62-64

Lesson Objectives: To read for specific information, to practise word formation, to listen for specific information, to give a talk about diets/gyms, to write a letter

Moscow Culture 3 65

Lesson Objectives: To listen and read for gist, to match headings to paragraphs, to summarise a text, to develop critical thinking and creativity skills

Vocabulary: Verb (*renovate*); Nouns (*infrastructure, workout station, participant*)

Russia 3 66

Lesson Objectives: To listen and read for gist, to read for comprehension, to talk about folklore in your country

Vocabulary: Verbs (*soak*); Phrasal Verbs (*set up, swear by, boil down*); Nouns (*diversity, epidemic, miracle, ailments, immune system, antiseptic, ulcers, scalp, mouthwash, pores, circulation*); Adjectives (*rich, chopped, tar-like, undoubted, vigorous*); Phrases (*widely available, healing properties*)

► What's in this module?

Read the title of the module *Body and Soul* and ask Ss to look at the pictures and to suggest what they think the module will be about (*the module is about health & fitness, healthcare professions, alternative therapies and health problems*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

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

- Direct Ss' attention to the words in the list and explain/ elicit the meanings of any that are unknown.
- Play the recording with pauses for Ss to repeat chorally and/or individually.

b) **Aim** To match professions to pictures

Direct Ss' attention to the pictures A-F and elicit which jobs they show from the list in Ex. 1a.

Answer Key

A 3 B 9 C 2/6 D 8 E 7 F 5

2 **Aim** To match job descriptions to jobs

- Explain the task and ask Ss to read the job descriptions A-H.
- Explain/Elicit the meanings of any unknown words and then give Ss time to complete the task.
- Check Ss' answers around the class.

Answer Key

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

3 **Aim** To listen for gist

- Explain the task and play the recording.
- Ss listen and match the speakers to the pictures A-F.
- Check Ss' answers and elicit which words helped them decide.

Answer Key

Speaker 1 – 9 nutritionist
Speaker 2 – 5 personal trainer
Speaker 3 – 6 hypnotist
Speaker 4 – 8 paramedic
Speaker 5 – 3 chemist

Suggested Answer Key

- 1 weight loss, diets, healthy eating
- 2 tone up, training programme, workout
- 3 therapy, open to suggestion

- 4 first people to arrive at the scene, emergency, urgent medical help
- 5 recommending treatment for a range of ailments, prescriptions

OVER TO YOU!

Aim To express a personal opinion on a range of jobs

Elicit answers to the question in the rubric from various Ss around the class. Alternatively, Ss work in closed pairs. Invite various Ss to answer the questions.

Suggested Answer Key

I think it would be most rewarding to be a paramedic because you help to save people's lives. Also, being a personal trainer would be a rewarding career since you help to build people's confidence and can physically see the results of your work. I believe it would be challenging to work as a psychologist because you help people overcome their problems.

A **pharmacist** needs to be careful because their decisions affect people's lives. They also need to be patient as they deal with all kinds of people.

A **nutritionist** needs to be patient and show understanding of people's problems. They also need to be knowledgeable and keep up with nutritional guidelines.

A **psychologist** needs to be caring and empathise with a person's problems. They also need to be ethical and keep sessions confidential.

A **paramedic** needs to be able to remain calm while dealing with very serious situations. They also need to be decisive and quick thinking because this can save a person's life.

A **dental nurse** needs to be organised because they keep full and accurate patient records. They also need to be supportive and listen to the patient's problems.

A **personal trainer** needs to be communicative or else you won't be able to follow their instructions. They also need to be watchful to correct errors in technique and maintain safety.

Answer Key

health problems: arthritis, osteoporosis, ulcers, depression, panic attack

alternative therapies: hypnotherapy, meditation, acupuncture, reflexology, homeopathy

aches, pains, injuries: blisters, migraine, concussion, indigestion, nosebleed

b) **Aim** To listen for confirmation and find synonyms in L1

- Play the recording. Ss listen and check their answers.
- Elicit which words are the same/similar in Ss' L1.

(Ss' own answers)

Reading

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

- Direct Ss' attention to the picture and elicit what it shows.
- Ask Ss to read the title and the first sentence of each paragraph in the text.
- Elicit Ss' guesses as to what the text is about and then give Ss time to read the text and check if their guesses were correct.

Suggested Answer Key

I expect to read about hypnotherapy; its history and how it is used to treat physical and mental problems.

- 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

insomnia (n): the inability to sleep

restless (adj): uneasy; anxious

dim (adj): not bright

mesmerise (v): to hypnotise

surgery (n): an operation

anaesthetic (n): medicine that puts sb to sleep for surgery

cluck (v): to make a noise like a chicken

snoring (n): a noise made in the throat while sleeping

addiction (n): a dependency on sth

kick the habit (phr): to break a habit; to stop doing sth that you did regularly

recovery (n): the process of getting better after surgery/ illness

burn victim (n): sb who had been badly burnt in a fire

pain relief (phr): when pain/extreme discomfort goes away/stops

saw (v): to cut through sth with a metal tool (also called a saw)

lash (v): to hit with a lot of force

3a Therapies

Vocabulary

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

- Ask Ss to go through the list of words and explain/elicit their meanings.
- Give Ss time to write the words under the correct headings and then check Ss' answers on the board.

magic wand (n): a special stick that has magical powers that a wizard or magician carries to cast spells

side effects (n): adverse effects of taking a drug/ medicine

absorbed (adj): engrossed in sth

panic attack (n): a feeling of terror for no reason

b) **Aim** To read for specific details

- Ask Ss to read the sentences 1-8 and then to read the text again and decide if they are true, false or not stated.
- Check Ss' answers.

Answer Key

1	2	3	1	5	1	7	2
2	3	4	1	6	1	8	2

3 **Aim** To consolidate new vocabulary

- Give Ss time to complete the sentences using the words in the list. Ss can use their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

1	heavy, deep	4	kick	7	side
2	swinging	5	wide	8	disorder
3	overcome	6	relief		

Grammar

4 **Aim** To practise/revise modal verbs

- Explain the task and read out the example. Ask Ss to underline *It is necessary* in the first sentence. Explain that *have to* is the equivalent modal expressing necessity.
- Refer Ss to the **Grammar Reference** section to revise modal verbs. Ask Ss to find the phrases in the given sentences which will be replaced by a modal verb, then try to find the appropriate modal verb in the **Grammar Reference**. Remind Ss that more than one modal verb can be used.
- Give Ss time to complete it then check Ss' answers.

Answer Key

- could eat at the vegetarian restaurant
- may/might/could help with a bad back
- should/ought to try meditation
- don't have to/don't need to/needn't be really fit to do yoga
- She might/may not be able to go to her yoga class as she's working late
- Can/May ... borrow your yoga mat?
- can/may open your eyes now
- Can ... give you a lift to the gym?
- can't/mustn't make any noise during meditation

Speaking & Writing

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

- Play the recording. Ss listen and identify the main idea in each paragraph and make notes.
- Ask Ss to use the main ideas to write a short summary of the text.
- Check Ss' answers by asking various Ss around the class to read out their summary.

Suggested Answer Key

The text is about a woman called Amy Logan who suffers from insomnia. In order to treat her condition, she decides to visit a hypnotist. Amy discusses the history of hypnotism and its uses. She also describes how hypnotherapy works. Although some people do not believe that hypnotherapy is effective, Amy reports that after only one session, she has been able to sleep better at night.

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

- Read the rubric aloud and give Ss three minutes to write a few sentences.
- Ask various Ss around the class to read out their sentences.

Suggested Answer Key

I would like to try hypnotherapy because I would be interested to know if it would work on me. I have heard that it can help people to overcome their fears, and I wonder if it would help me to deal with my fear of heights. Also, I would be interested in finding out what it feels like to be under hypnosis. I think it would be quite a relaxing experience.

3b Health crazes

Vocabulary

1 **Aim** To introduce new vocabulary and talk about your lifestyle

- Read out the list of physical activities and explain/ elicit any unknown ones.
- Elicit answers to the questions in the rubric from Ss around the class.

Suggested Answer Key

I play football every week. I also take my dog for a walk every day. Sometimes, I go swimming or cycling with my friends, but not very often.

Reading

2 **Aim** To predict the content of the text and listen and read for gist

- Ask Ss to read the headings and look at the pictures and guess what each health craze involves.
- Play the recording for Ss to listen and read the text and find out.

Suggested Answer Key

- A A kind of oxygen therapy
 B Using fish to clean your feet
 C Hanging upside-down
 D Running with dogs

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-8 and then read the text again and choose the correct person for each one.
- Check Ss' answers. Ask Ss to justify their answers. Then, ask Ss to think of an alternative heading for each text.

Answer Key

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

Suggested Answer Key

- A A load of hot air C Up in the air!
 B Fishy feet! D Canine cross-country

- 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

- flick through (phr v):** to leaf through the pages of a book/magazine
catch your eye (phr): to draw your attention
oxygenated (adj): full of oxygen
tube (n): long thin hollow plastic cylinder for moving or containing liquids or gases
nostril (n): the openings in the nose through which air moves
dip (v): to put sth into liquid briefly
gentle (adj): calm and soft
tickle (v): to touch lightly so it feels strange and makes you laugh
laugh out loud (phr): to burst into laughter suddenly and loudly
silk hammock (n): a bed made of a long piece of soft cloth (made by silkworms) which you tie between two poles so that it swings
suspended (adj): hanging in the air
poses (n): positions
spin (v): to turn round and round
hug (v): to put your arms around sb

swing (v): to move back and forth or sideways through the air

harness (n): a piece of equipment with straps and belts to control or support sb/sth

at top speed (phr): as fast as sth can go

out of breath (phr): breathing hard and fast after exercising

4 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric. Give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- hot air** = with no real meaning
plunging = pushing quickly in
nibble = eat by biting small pieces
swarmed = moved in a large group
suspended = hanging
hilarious = extremely funny
no walk in the park = not easy

5 **Aim** To consolidate new vocabulary

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

Answer Key

- 1 boost 4 breath 7 swinging
 2 nibbling 5 suspended 8 plunged
 3 swarm 6 picked up

Grammar

6 **Aim** To practise/revise past modals

- Write on the board:
*This ring **must be** expensive.*
*The ring she bought **must have cost** a lot.*
 Elicit which modal form refers to the past (*must have cost*). Elicit/Explain that we form past modals using the modals (*must, can't, couldn't, should, may*) + perfect infinitive *without to*.
- Refer Ss to the **Grammar Reference** section for more information.
- Explain the task and give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 1 *should have started training*
 2 *could have hit him*
 3 *may have broken*
 4 *can't have gone*
 5 *must have passed her*
 6 *can't/couldn't have lied*

Speaking & Writing

7 Aim To consolidate information in a text

- Give Ss time to go through the text, then tell their partner what each activity involves.
- Ask some Ss to tell the class.

Suggested Answer Key

- A is about breathing in scented oxygen to boost your energy.
- B is about using a swarm of small fish to remove dead skin from your feet.
- C is about doing yoga while suspended from the ceiling in a silk hammock.
- D is about taking part in an activity that involves getting pulled by your dog.

8 Aim To express a personal opinion on a topic

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to the questions.
- Ss then read their sentences to their partners.
- Ask various Ss to read their sentences to the class.

Suggested Answer Key

I would most like to try an oxygen bar because I would like to find out if it can really boost your energy. Also, it seems like a unique experience that could help me to relax. I am least interested in CaniX racing as it sounds exhausting and I don't think I would be able to manage it!

3c Culture Corner

1 Aim To read for gist

- Read the rubric aloud and ask Ss to read the title and the subheadings and guess the answers to the questions.
- Give Ss' time to read the text to find out.

Suggested Answer Key

It's a natural spa. Visitors can see falls, have a sulphur bath, see mud erupting from a volcano, see a geothermal pool and visit a lake.

2 Aim To read for main ideas

- Ask Ss to read the text again and match the headings 1-8 with the paragraphs A-G. There is one extra heading.
- Ask Ss to compare their answers with their partners.

Suggested Answer Key

- A 4 C 8 E 3 G 6
- B 5 D 2 F 1

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

Suggested Answer Key

- volcanic activity (n):** movement of hot lava, gas and water upwards from under the ground
- steam (n):** water vapour
- roar (v):** to make a loud noise
- sizzling (adj):** making hissing sounds because of heat
- geothermal (adj):** relating to the heat inside the Earth
- cleanse (v):** to make sth clean
- acid (n):** a liquid substance which can react chemically with/dissolve other materials
- erupt (v):** to explode (of a volcano)
- vent (n):** a hole at the top of a volcano
- dip (v):** to put sth into water briefly
- reserve (n):** a protected natural area

3 a) Aim To consolidate new vocabulary

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

Answer Key

- 1 volcanic 3 cleanse 5 skin
- 2 bubbling 4 strong 6 health

b) Aim To consolidate new vocabulary

- Give Ss some time to use the phrases from Ex. 3a to make sentences based on the text.
- Check Ss' answers around the class.

Suggested Answer Key

- 1 *There is a lot of volcanic activity in parts of New Zealand.*
- 2 *The pool of bubbling mud gave off an awful smell.*
- 3 *The Maori believed the waterfall had the ability to cleanse wounds.*
- 4 *That pool is full of strong acid; be careful!*
- 5 *People with skin diseases have been helped by this water.*
- 6 *There is a famous health spa in Rotorua.*

4 Aim To give an imaginary tour of a place

- Play the recording. Ss listen and follow the text in their books and make notes.
- Ss then work in pairs and take turns to give an imaginary tour of the place using their notes.
- Monitor the activity around the class and then ask some Ss to give their tour to the class.

Suggested Answer Key

First stop is the Kakahi Falls, the largest geothermal waterfall in the Southern Hemisphere. The temperature of the waterfalls is 40°C. Maori Warriors once came to the falls to cleanse their wounds after battles. The next stop is the Sulphur Bath. This mud pool is

not used for bathing because it contains strong acid that harms the skin.

This is the Mud Volcano. It is two metres tall and it erupts every six weeks, usually at night.

Now here we are at the hottest part of the tour. This lake has water temperatures up to 122°C. And here are the cooking pods. They got their name because the Maori used to use them to cook food. Please be careful; the water is very hot!

Now, this is Medicine Lake. Its green water has been used to treat aches, pains and skin diseases for years. Swimming in the lake is not allowed. The mud from the lake is found in many beauty products sold in shops here at the reserve.

Thank you for visiting and I hope you enjoyed the tour. Be sure to visit one of the health spas before leaving and enjoy a traditional thermal mud bath.

5 **Aim** To give a presentation on a popular place of natural beauty

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The Dead Sea

Throughout history the Dead Sea has been visited by people in search of relaxation and to heal various diseases. It borders the countries of Jordan, Israel and the West Bank. Surrounded by a dramatic landscape of mountains and white salt-lined shores, the sea is the lowest point on the face of the Earth at 400 metres below sea level. Due to the very high concentration of salt in the sea, very few sea animals or plants can survive in its water and this is why it has the name the Dead Sea. Visitors come to relax in the water which is rich in minerals. They can float in the water because of the high salt concentration. The sea is a natural spa that is believed to help cure skin diseases and arthritis.

3d **Everyday English**

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

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

b) **Aim** To elicit the function of sentences taken from a dialogue

Explain the task and give Ss time to complete it in closed pairs. Check Ss' answers.

Answer Key

Ask for information: What's the matter?, When did it come on?

Describe a health problem: I feel terrible actually.

Give advice: If I were you, I'd take a strong painkiller.

Express sympathy: Oh dear, that sounds awful, Hopefully that will make you feel better.

2 **Aim** To listen and read for specific information

- Play the recording. Ss listen and follow the dialogue in their books and find the answers to the questions.
- Check Ss' answers.

Answer Key

Melissa has a splitting headache and feels nauseous. She may have a migraine. Dave suggests she take a strong painkiller and go lie down in a dark room.

Intonation

3 a) **Aim** To present/practise intonation when expressing sympathy

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

b) **Aim** To practise role playing

- Explain the situation and go through the health problems in the box and explain/elicite what they are.
- Read out the example exchange and then ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.
- Pay attention to Ss' intonation.

Suggested Answer Key

A: I've got a splitting headache.

B: Oh, no! You poor thing!

A: I've got itchy skin.

B: I'm sorry to hear that.

A: I've got the flu.

B: That must be awful.

A: I've got runny eyes.

B: Oh dear, that sounds terrible.

- A: I've got a bad cough.
 B: Oh, no! You poor thing!
 A: I've got hay fever.
 B: I'm sorry to hear that.
 A: I've got a chest infection.
 B: That must be awful.

Speaking

4 **Aim** To role play a dialogue discussing symptoms and remedies

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- 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: Are you alright, Tim?
 B: Not really, I feel terrible.
 A: What's the matter?
 B: I've got a painful bloated stomach.
 A: I'm really sorry to hear that. When did it come on?
 B: Well, about an hour ago.
 A: It sounds like you could have indigestion.
 B: You might be right.
 A: If I were you, I'd take an antacid tablet. Hopefully that will make you feel better.
 B: Yes, I think I'll do that. Thanks a lot.
 A: You're welcome. Get well soon!

3e Emotional health

Reading & Vocabulary

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

Read the rubric aloud and ask various Ss around the class to answer the questions.

Suggested Answer Key

- I laugh quite often.
 I help my brother with his homework and I help my mum around the house.
 I never meditate.
 I try to stop to admire a beautiful sunset whenever I can.

b) **Aim** To talk about what makes you happy

Ask Ss to discuss the question in pairs and then ask some pairs to tell the class.

Suggested Answer Key

- Hanging out with my friends makes me happy.
 Getting good grades at school makes me happy.
 Spending time with my family makes me happy.

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

- Ask Ss to read the title, the quote and the first sentence in each paragraph in the text and guess what the text is about.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I expect to read about laughter yoga and how that makes people feel happy.

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers.
- Then give Ss time to read the text again and choose the correct answers.
- Check Ss' answers and ask them to justify their choices.

Answer Key

- | | | | |
|---|----------------|---|-----------------|
| 1 | 4 (lines 6-7) | 4 | 3 (lines 44-48) |
| 2 | 3 (lines 9-12) | 5 | 3 (lines 55-56) |
| 3 | 1 (line 25) | 6 | 1 (lines 65-66) |

- 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

- community centre (phr):** a place where people who live in an area can meet and play sports, take courses, etc
giggle (v): to laugh in a childlike way
relieve (v): to ease (pain, worry, etc)
sceptical (adj): doubtful about sth
circulation (n): the process of blood flowing around the body
tone muscles (phr): to exercise the muscles and improve their appearance
respiratory system (phr): the organs and parts in the body which enable us to breathe
hormone (n): chemicals in the body relating to moods
chant (v): to repeat the same words over and over again
chuckle (v): to laugh quietly
roar (v): to make a loud noise
refreshed (adj): more energetic (than before)
weight lifted from one's shoulders (phr): to feel relieved after a problem is taken care of
meditation (n): the act of concentrating hard on relaxing and emptying your mind
puddle (n): a small pool of liquid on the ground

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the meanings in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key*diverse = varied**wandering = walking around without purpose**took off = became successful**let off steam = calm down**snigger = laugh quietly**contagious = infectious**clutter = confusion***5 Aim To consolidate new vocabulary**

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|--------------|-----------|--------------|
| 1 ridiculous | 4 clapped | 7 focus |
| 2 relieve | 5 Roars | 8 progressed |
| 3 sceptical | 6 lifted | |

6 Aim To present and practise new vocabulary

- Direct Ss' attention to the words in bold in the sentences and give them time to complete the task.
- Ask Ss to check their answers by looking up the words in their dictionaries. Check Ss' answers around the class.

Answer Key

- 1 laugh 2 burst 3 grinned 4 sneering

Speaking & Writing**7 Aim To consolidate information in a text**

- Ask Ss to look through the text again to answer the question in the rubric and tell their partner.
- Ask various Ss to tell the class.

Suggested Answer Key

Laughter yoga has helped the writer to relieve stress. By following the yoga instructor's advice, the writer has learnt to meditate and appreciate the simple things in life. The writer advises people to look for small ways to bring happiness into their lives and the lives of those around them and to always be positive.

8 Aim To express an opinion on a quotation

- Explain the task and give Ss time to write a few sentences expressing their opinion.
- Then ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I think it is important to laugh every day because it makes people feel good. I think laughter creates a general feeling of well-being. I also think people should laugh and try to feel happy every day.

3f Mental health**Vocabulary****1 Aim To introduce the topic and key vocabulary; to personalise the topic**

Ask Ss to read the list of situations and talk with their partner about which ones they find stressful.

Suggested Answer Key

Having too much homework and sitting for exams always make me feel stressed.

Having a family member with a medical problem would make me feel stressed.

2 Aim To read for gist

- Ask Ss how people can cope with stress.
- Give Ss time to read the text and find out.

Suggested Answer Key

Someone could cope with stress by exercising on a daily basis.

3 Aim To read for comprehension

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Ask Ss to read the headings 1-8 and then give them time to read the text again and choose the correct ones for each paragraph. Ask Ss to try to find synonymous words for the ones in the headings.
- Check Ss' answers around the class and ask them to provide reasons for their choices.

Answer Key

- A** 4 (*runs to catch the bus, finishes at 4 pm, two hours homework, Spanish classes, music lessons*)
- B** 7 (*33% of teenagers feel stress on a daily basis, 67% feel stressed out at least once a week, 78% said, etc*)
- C** 5 (*can be caused by, can affect, body produces hormones*)
- D** 3 (*adverse effect, feeling tired and weakened, cause health problems such as acne, high blood pressure, depression*)
- E** 8 (*difference between stress and pressure, pressure is a good thing, when people are stressed they perform worse*)
- F** 6 (*heart increases blood flow and pumps more oxygen around, reducing levels of cortisol, releasing adrenaline and endorphins.*)
- G** 1 (*Just ten minutes of moderate exercise is enough to improve your mood, 30 minutes a day, gain all the benefits of*)

- 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

concentrate (v): to focus
(on a) daily basis (phr): every day
widespread (adj): in many places
lessen its effects (phr): reduce the impact of sth on sth else
emotional pressure (phr): great worry
tough situation (phr): difficult condition
bullying (n): the act of hurting or frightening sb who is less powerful
function (v): to work
alert (adj): quick to think and act in a situation; watchful
handle the situation (phr): to deal with sth
metabolism (n): the chemical processes in the body that convert food into energy and control growth
heart rate (n): the speed at which the heart beats
blood pressure (n): the pressure of the blood as it flows around the body
remain on alert (phr): to stay in the condition of being ready to act
adverse effect (phr): sth bad that happens as the result of the action of one thing on another
depression (n): a state of being very unhappy
minimise (v): to make sth as small as possible
moderate exercise (phr): a reasonable amount of exercise
pump (v): supply
cortisol (n): a steroid hormone
adrenaline (n): hormone secreted in response to stress
endorphins (n): hormones that reduce pain
contribute (v): to give sth to sth else
cardiovascular (adj): relating to the heart and veins
cope with (v): to be able to manage sth
slouch (v): to sit in a lazy way

4 a) **Aim** To consolidate new vocabulary

- Explain the task. Go through the list of words in the rubric then give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

concentrate = focus, main source = origin/cause, widespread = common, prevent = stop, attempting = try, alert = awake, adverse = unfavourable, minimise = reduce, moderate = reasonable amount, contributes = cause in part, coping = manage, slouching = sit in a lazy way

b) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to use them to complete the sentences.
- Tell Ss they may use their dictionaries if necessary. Check Ss' answers.

Answer Key

1 improve 4 weakened 7 contributes
 2 basis 5 moderate 8 lessen
 3 coping 6 concentrate

5 a) **Aim** To consolidate new vocabulary

- Explain the task and give Ss time to complete it.
- Check Ss' answers then give Ss time to write sentences based on the text using the phrases.

Answer Key

1 tough 3 main 5 adverse 7 heart
 2 aerobic 4 stress 6 health 8 nervous

b) **Aim** To practise new vocabulary

- Give Ss time to use the phrases to make sentences.
- Ask Ss to read out their sentences.

Suggested Answer Key

- 1 When placed in a **tough situation**, we often feel stressed out.
- 2 The best way to reduce stress is through **aerobic exercise**.
- 3 Body image is the **main source** of teenagers' anxiety.
- 4 Regular exercise helps to **minimise stress levels**.
- 5 Too much stress can have an **adverse effect** on the body.
- 6 Acne is a common **health problem** caused by stress.
- 7 An increased **heart rate** is a sign of stress.
- 8 Stressful situations trigger the body's **nervous system**.

Grammar

6 **Aim** To present/practise/expressions synonymous to modal verbs

- Read the examples aloud and refer Ss to the **Grammar Reference** section for more information.
- Ask Ss to underline the modal verbs in sentences 1-6, then use the phrases in the table to rewrite the sentences.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

- 2 *Why don't we go for a walk and get some fresh air?*
- 3 *Exercise is supposed to reduce stress.*
- 4 *You are to be at the doctor's at 2 o'clock.*
- 5 *Hospitals are bound to become more high-tech in the future.*
- 6 *Gary had better do more exercise if he wants to lose weight.*

Speaking & Writing

7 a) **Aim** To check understanding of a text

- Ask Ss to copy the table into their notebooks, then play the recording. Ss write notes to complete the table.
- Ask various Ss around the class to use their notes in the table to tell the rest of the class what they already knew and what they learnt in this lesson.

Suggested Answer Key

What I already know	What I learnt
<i>school is stressful for teenagers</i>	<i>stress hormones speed up the metabolism</i>
<i>a little stress is good for you</i>	<i>high stress can lead to depression</i>
<i>exercise reduces stress</i>	<i>30 minutes exercise a day gives benefits</i>
<i>hormones released during exercise</i>	
<i>make us feel good</i>	

b) **Aim** To develop critical thinking skills

- Read the rubric aloud and give Ss some time to consider the questions and write a few sentences.
- Elicit answers from Ss around the class.

Suggested Answer Key

I think studying and exams are causes of stress for people my age. I also think peer pressure to fit in is a large cause of stress for teenagers. For older people, different things such as jobs and paying bills are the main causes of stress. I think a good way to deal with stress is talking to your friends and family about your problems and exercising regularly.

8 **Aim** To give a presentation on dealing with stress/To develop research skills

- Explain the task and give Ss time to look up relevant information on the Internet and prepare a presentation.
- Ask various Ss around the class to present their findings to their partner or the rest of the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

One of the most important ways to keep stress low is to know what causes your stress and be prepared when faced with it. Learn to say 'no' to others who are pressuring you or causing you stress. Also, try to talk to someone who listens. Going for a walk in natural surroundings or listening to uplifting music can help stimulate your senses and reduce the feeling of stress. Another good idea to reduce stress is to do your favourite hobby or sport as a way to escape from whatever is stressing you out and relax.

3g Skills

1 **Aim** To analyse a rubric & interpret visual prompts

- Ask Ss to read the rubric and underline the key words.
- Then direct Ss' attention to the pictures and elicit what each one shows.

Suggested Answer Key

Key words: *classmate, tips for avoiding exam stress, how important each is, which two tips are the most helpful*

- 1 *Going running/jogging (exercise helps to reduce stress)*
- 2 *Dancing (helps to unwind/relax)*
- 3 *Studying alone late at night (helps to concentrate/ more tiring)*
- 4 *Studying with a friend (makes studying more enjoyable)*
- 5 *Eating healthy food (boosts energy and improves concentration)*
- 6 *Making a study plan (makes studying more manageable)*
- 7 *Yoga/Meditating (helps to unwind/relax)*

2 a) **Aim** To evaluate speakers' performance/ participation in dialogue form

- Play the recording. Ss listen and assess the speakers against the points in the rubric.
- Elicit answers from Ss around the class.

Suggested Answer Key

Pair 2 takes turns and gives reasons for their opinions.

b) **Aim** To listen for discourse analysis

- Play the recording again with pauses if necessary. Ask Ss to analyse the speaker's discourse and identify the language they use to structure their discourse.
- Elicit answers from Ss around the class.

Suggested Answer Key

give opinions: *I think (that) ..., In my opinion, maybe ..., To me ...,*

invite their partner to speak: *What do you think? Would/Do you agree? What about ...?*

agree: *I think that ... too, I see what you mean, definitely, maybe you're right, I (totally) agree, Yes I do [agree].*

disagree: *I don't completely agree with you.*

recommend: *I would recommend*

3 **Aim** To make choices, give reasons and recommend

- Give Ss time to complete the task in pairs using the language presented in Ex. 2.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

A: *I think our classmate should maintain a healthy lifestyle. She should eat healthy foods and also exercise regularly. This boosts energy and improves concentration. What do you think?*

B: *Yes, I totally agree. Also, she should make a study plan because it will make her workload much more manageable.*

A: *I see what you mean, but I don't completely agree with you. A study plan might stress her out more if she fails to reach her personal goals.*

B: *Maybe you're right. What about going dancing? Do you think that's a good idea?*

A: *While it is good to be able to take time out and relax, I wouldn't recommend staying out late at night. This would just make her more tired and stressed. Instead, maybe it would be a good idea to try meditation to unwind, or just study with a friend to make it more enjoyable. Do you agree?*

B: *Yes I do. However, it might not be a good idea to always study with a friend as she might get distracted. I think studying alone is more productive. What do you think?*

A: *I agree. So which two tips do you think will help the most?*

B: *To me, the most important thing is to exercise regularly to boost your energy.*

A: *I agree. Also, I think that occasionally studying with a friend can make the experience far more enjoyable and therefore less stressful. Would you agree?*

B: *Yes, definitely.*

4 **Aim** To listen for specific information

- Explain the task and ask Ss to read the statements 1-6.
- Play the recording. Ss listen and complete the task.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

A 2 B 4 C 1 D 3 E 5

3h Curricular: PSHE

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

Elicit a variety of answers from Ss around the class.

Suggested Answer Key

I feel angry when I have to wait in long queues at the supermarket, or when my parents don't allow me to stay out late. I also get angry when people lie to me.

b) **Aim** To talk about personal experiences

- Read the rubric aloud and ask Ss to read the example.
- Ss then talk in pairs.
- Monitor the activity around the class and then ask some pairs to report back to the class.

Suggested Answer Key

The last time I got angry was two weeks ago when my brother accused me of taking his football. I felt outraged because I hadn't even touched his football! After a brief argument, we both eventually calmed down. Moments later, we found the football under his bed!

2 **Aim** To read for gist

- Give Ss time to read the text and find out about ways to deal with anger.
- Elicit answers from Ss around the class.

Suggested Answer Key

We can deal with our anger by taking a step back from the situation and talking about it calmly, without raising our voices.

3 **Aim** To understand context and fill the gaps

- Ask Ss to read the text again and complete the task.
- Check Ss' answers.

Answer Key

1 us 4 firstly 7 are getting
2 released 5 losing 8 calming
3 helps 6 manage 9 Don't let

- 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

physical (adj): relating to the body

adrenaline (n): a hormone

human race (phr): people as a species

adapt (v): to change to fit with different circumstances

evolve (v): to develop slowly over many years/generations

verbal abuse (phr): shouting and saying bad things to sb

physical aggression (phr): being violent

mental health (phr): the condition of the mind that shows whether sb is feeling happy, able to work, etc

blood pressure (phr): the pressure of the blood as it flows around the body

insomnia (n): the inability to sleep

depression (n): the state of feeling very unhappy and pessimistic

heart attack (phr): when the heart does not get enough blood and stops beating

merely (adv): only

ticking time bomb (idm): a bad situation waiting to happen

vital (adj): very important

release (v): to let go

unwind (v): to relax and let go off worries/tension

channel (v): to divert

4 a) **Aim** To consolidate new vocabulary

- Explain the task. Give Ss time to complete the task.
- Check Ss' answers around the class. Then give Ss time to use the phrases to make sentences based on the text.

Answer Key

- | | | |
|--------------|------------|-----------|
| 1 feelings | 4 mental | 7 ticking |
| 2 brisk | 5 pressure | 8 deep |
| 3 aggression | 6 abuse | 9 release |

b) **Aim** To practise new vocabulary

- Give Ss time to use the phrases to make sentences.
- Ask Ss to read out their sentences.

Suggested Answer Key

- 1 Anger is a combination of physical and emotional feelings.
- 2 Taking a **brisk walk** can help you to calm down.
- 3 Sometimes, anger can lead to **physical aggression**.
- 4 Uncontrolled anger has a negative impact on our **mental health**.
- 5 When anger is improperly managed, it can result in high **blood pressure**.
- 6 It is common to express anger through **verbal abuse**.
- 7 Holding back anger creates a **ticking time bomb** which could explode at any minute.

8 Meditation and **deep breathing** can help a person to relax.

9 When we exercise, our bodies **release endorphins** which make us feel better.

5 **Aim** To personalise the topic

- Play the recording. Ss listen and read the text again.
- Ss talk in pairs about which of these ideas they have tried and whether they worked and which they will try.
- Ask various Ss around the class to share their answers with the rest of the class.

Suggested Answer Key

I have tried going for a walk after a heated argument. This helped me to calm down. Afterwards, I was able to discuss the situation without getting upset or angry. In the future, I will try playing sports in order to channel my energy into something more positive.

6 **Aim** To develop research skills; To give a presentation on anger management tips

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

You can manage your anger by recognising the times of the day when you are most irritable and then avoiding emotional discussions at these times. When you finally confront the person who has made you angry, try to listen to their side of the story. Always think before you speak and avoid saying things that you will regret later. Also, avoid accusing the other person (You did/said this ...) and instead, focus on your own feelings and possible solutions to the problem.

3i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and underline the key words, then give them time to answer the questions.
- Check Ss' answers.

Suggested Answer Key

Key words: local sports centre, improvements to make it popular with young people, manager asked you, write a report making suggestions, décor & facilities, range of activities, publicity

- 1 Ways to improve the sport centre to make it more popular with young people.
- 2 The manager of the sports centre.
- 3 Décor and facilities, range of activities, publicity
- 4 Formal style

2 a) **Aim** To analyse the structure of a model report

- Ask Ss to read the model and fill the gaps 1-5 with the headings A-E.
- Check Ss' answers.

Answer Key

1 D 2 A 3 C 4 E 5 B

b) **Aim** To analyse the content of a model report

- Ask Ss to read the model report again and find the sections where each of the items in the rubric is included.
- Elicit answers from Ss around the class.

Answer Key

make suggestions/recommendations: paragraphs 2, 3 & 4 (Décor & Facilities, Range of Activities and Publicity)

state the purpose of the report: 1 (Introduction)

summarise the main points: 5 (Conclusion)

offer a personal opinion: 5 (Conclusion)

3 **Aim** To identify formal language

- Explain the task and ask Ss to copy the table into their notebooks and give Ss time to complete it.
- Check Ss' answers on the board.

Suggested Answer Key

Informal style	Formal style
<i>I'm writing this report to tell you what I think</i>	<i>The aim of this report is to suggest</i>
<i>... need to be more modern</i>	<i>are in need of being updated</i>
<i>... is not used enough</i>	<i>is underused</i>
<i>Not many people know about the centre.</i>	<i>The centre is not very well-known in the community.</i>
<i>... they aren't things that young people like that much</i>	<i>they are not appealing enough to young people</i>
<i>... a cheap way of getting ...</i>	<i>an inexpensive way of attracting</i>
<i>... would make more young people use the centre</i>	<i>would certainly attract more young people to the centre</i>

4 **Aim** To practise linkers

- Direct Ss' attention to the linkers in bold in the model and give them time to replace them with the ones in the rubric.
- Check Ss' answers around the class.

Suggested Answer Key

Firstly = To begin with

in particular = especially

Although = Even though

Furthermore = In addition

For this reason = Therefore

All in all = to conclude

5 **Aim** To practise formal language

- Ask Ss to read the paragraphs A & B and the words/phrases in bold and in the lists and replace them accordingly.
- Check Ss' answers.

Answer Key

A 1 The aim of

2 attract

B 1 To sum up

3 I strongly believe

2 of great benefit to

4 popular

6 **Aim** To expand prompts into full sentences

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class and then elicit which heading they match.

Suggested Answer Key

1 At present, the shop sells only traditional stationary. – Heading: A

2 It would be a good idea to offer items that have been designed for younger people such as posters, stickers and modern school bags. – Heading: C

3 This would undoubtedly attract younger customers. – Heading: B

7 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and then give them time to answers the questions.
- Check Ss' answers around the class.

Suggested Answer Key

The report will be from me (a volunteer), to the director of the children's hospital. Its purpose is to suggest improvements that would make the hospital a more pleasant place for children. I will write my report in a formal style.

- 8 a) **Aim** To match points to headings
- Ask Ss to read the points A-D and then match them to the headings.
 - Check Ss' answers around the class.

Answer Key

A Facilities/Resources C Facilities/Resources
 B General Environment D Staff

- b) **Aim** To match suggestions to points
- Ask Ss to read the suggestions 1-4 and then match them to the points A-D in Ex. 8a.
 - Check Ss' answers around the class.

Answer Key

1 B 2 A 3 C 4 D

- c) **Aim** To write prompts into full sentences using appropriate language
- Explain the task, read out the example and go through the useful language in the box.
 - Give Ss time to complete the task and then check Ss' answers by asking various Ss around the class to read their sentences aloud.

Suggested Answer Key

Staff

Although the nurses in the hospital are both friendly and hardworking, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

Facilities/Resources

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. By doing this, children have more play space available to them. In addition, as there is a lack of toys and books, I strongly recommend that we ask for donations of toys and books from the local community for the children's entertainment.

General Environment

The general décor of the hospital is not attractive to children. Therefore, it would be a good idea to paint rooms in bright colours and decorate them with posters for children. Doing this would create a more appealing environment for children.

- 9 **Aim** To write a report
- Refer Ss to **Writing Bank 3** for details and practice.
 - Give Ss time to write their report using their answers from Ex. 8 and the plan, then check Ss' answers.
 - Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Introduction

This report aims to suggest ways of improving the hospital in order to make it a more pleasant place for children.

General Environment

The hospital décor is not attractive to children. I recommend we paint the rooms in bright colours and decorate them with posters. This would create a more appealing environment for children.

Facilities/Resources

The hospital currently has limited outdoor space for children to play. I would suggest that an indoor playroom be made. This way, children will have more play space available to them. In addition, as there is a general lack of toys and books, I strongly recommend that we ask for donations of toys and books from the local community for the children's entertainment.

Staff

Although the nurses in the hospital are both friendly and hard-working, there are often not enough on duty. One suggestion would be to employ more nurses. If we were to do this, children would get better care.

Conclusion

In summary, I feel that improved décor, additional facilities and resources and more staff would greatly improve the hospital. I strongly believe that we should try to do as much as we can to make the children's time here as pleasant as possible and improve the standard of care.

RNE Skills 3

Reading

- 1 a) **Aim** To predict the content of the text and read for gist
- Ask Ss to read the title and the introduction in the text and elicit Ss' guesses as to what they think the text is about.
 - Give Ss time to read the whole text and find out.

Suggested Answer Key

I think the text is about a new way of exercising called Chaos Training.

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

- Explain the task and ask Ss to read the statements 1-8.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to give justifications.

Answer Key

- 1 2 (peek through the door of a Chaos Training class)
- 2 3
- 3 1 (It doesn't matter how they do it because it all works their bodies and minds.)
- 4 2 (you might not expect to find ...)
- 5 2 (some get on each other's shoulders ... make a human ladder ... two rows of people ...)
- 6 1 (Workouts like these can be great confidence builders.)
- 7 2 (It's the kind of approach athletes use all the time – testing different muscles and challenging reaction times.)
- 8 1 (I actually began to enjoy myself, maybe even enough to go along to the next class!)

2 **Aim** To complete a text and check for lexicogrammatical correctness

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

Suggested Answer Key

- | | |
|-----------------|-------------|
| 1 professionals | 4 actually |
| 2 prevention | 5 excited |
| 3 occasionally | 6 unhealthy |

Writing

3 **Aim** To analyse a rubric and write a letter

- Explain the task.
- Ss underline the key words.
- Check Ss' answers.
- Ss complete the task.

Suggested Answer Key

Key words: letter, from, Danny, What sports, at your school, Which, your favourite, What, you prefer, team sports, individual sports, How, you keep fit

Dear Danny,

Thanks for your news. I'm glad you asked me about sport because I love anything to do with physical exercise.

We play football, basketball and hockey at my school. We have P.E. twice a week and I play on the basketball team which is, of course, my favourite sport. I love team sports. I really look forward to playing with the team or just with my friends on the court. I believe that winning a match is not just about you as an individual, but on team co-operation. All the training I do for the school team keeps me fit, but I sometimes go jogging in the park when I've got some free time.

Got to go now!

Regards,

Igor

Speaking

4 **Aim** To prepare for answering a telephone survey

- Ask Ss to read the **Study Skills box**.
- Give Ss time to do the task.
- Check Ss' answers.

Suggested Answer Key

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

5 **Aim** To practise answering questions

- Explain the task.
- Ss complete the task in closed pairs.
- Check Ss' answers.

Suggested Answer Key

Electronic assistant: How old are you?

Student: I'm fourteen years old.

Electronic assistant: How often do you exercise?

Student: I try to exercise every day but sometimes I am too busy, so I don't have time. I have basketball practice three times a week, and I try to go running in the park on the other days.

Electronic assistant: What kind of sport is most popular with young people in your region?

Student: Football is definitely the most popular sport with boys. Girls usually prefer volleyball or tennis.

Electronic assistant: What fitness facilities are available in your area?

Student: We have a park where we can play football or run or cycle. We've also got a lot of gyms. There are basketball courts at our school.

Electronic assistant: Why do you think it is important to stay fit?

Student: I think it's really important to stay fit because we have only got the one body, and it has to last for our whole lives. Also, a fit person has more energy, and usually feels happier and more self confident, too.

Electronic assistant: How would you advise a person who wants to get fit?

Student: I would tell somebody who wants to get fit that the most important thing is to exercise and be as active as possible all the time. Of course it's important to eat healthily, too.

Electronic assistant: That is the end of the survey. Thank you very much for your cooperation.

8 a) **Aim** To speak for two minutes on the topic of diets

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

Suggested Answer Key

Have you ever gone on a diet? I think most people have, and I don't think anybody enjoys it. Still, it is important sometimes.

There are a number of reasons why people go on diets. The most common reason is to lose weight. Nowadays, it is easy for people to become overweight because of our sedentary lifestyles. Being overweight unhealthy is considered unattractive, particularly because of the media showing very thin celebrities. So, people diet to lose weight, but sometimes they do it only to improve their health. Personally, I have never dieted because I try to have a healthy lifestyle all the time. I eat nutritious food and keep active, so I don't usually put on extra weight. I do fairly well, but of course, sometimes I eat too much chocolate or fast food. Like most people, I think fast food is really tasty. But I also love healthy food. Since I enjoy lots of kinds of food, I usually try to avoid junk food, because I know it is not good for me.

b) **Aim** To listen and evaluate a student

- Explain the task.
- Play the recording.
- Elicit answers from Ss.

Moscow Culture 3

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.

(Ss' own answers)

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

Sports fans have a lot of opportunities to play sports in Moscow. There are a lot of sports facilities, sports festivals and competitions.

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

Suggested Answer Key

infrastructure (n): the basic structures (e.g. roads, buildings etc.) which together support an area
workout station (n): a machine which allows sb to exercise on it

renovate (v): (of buildings) to return to an original state or to improve

participant (n): sb who takes part in an event

3 **Aim** To match headings to paragraphs

- Give Ss time to read the headings 1-8 and then read the text again to match the headings to the paragraphs.
- Check Ss' answers.

Answer Key

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

Speaking & Writing

4 **Aim** To summarise a text; to consolidate information in a text

- Give Ss time to read the text again and prepare the summary of it.
- Invite various Ss to tell the summary of the text to the class.

Suggested Answer Key

Moscow is open to sports all-year-round. Many of its parks and recreational areas are available all year with ice rinks in winter and football pitches in summer. Also, there are 6,000 sports centres around the city. This allows thousands of amateur athletes to take part in numerous tournaments throughout the year – from running marathons to playing football. Festivals are also held every year in places like the Luzhniki Olympic complex where festival goers can enter football and tennis tournaments. Through the Labour and Defence programme people can see extreme sports like BMX, skateboarding and roller sports championships. People can also see events of national and international importance such as football, hockey and basketball matches because lots of Russia's leading clubs have their headquarters in Moscow. Moscow continues to hold huge tournaments which have earned high praise.

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

- Ask Ss to work in groups and give them time to prepare their work.
- Invite various Ss to present their ideas to the class.

Suggested Answer Key

Monday:

Football tournament in the morning

Hockey tournament in the afternoon

Tuesday:

ping pong tournament in the morning

basketball tournament in the afternoon

Wednesday:

Tennis tournament in the morning

volleyball tournament in the afternoon

Thursday:

BMX tournament in the morning
parkour tournament in the afternoon

Friday:

athletics tournament in the morning
Prize giving ceremony in the afternoon

Prizes: tickets to your favourite Moscow sports event;
sports equipment; cash

Russia **3**

Reading & Listening

1 **Aim** To introduce the topic & predict content

- Ss do the task.
- Play the recording for Ss to check if their answers were correct.

Suggested Answer Key

boost the immune system – garlic
encourage stronger hair – stinging nettles
soothe skin – St John’s wort
kill germs – garlic, chamomile, stinging nettles
stop bleeding – stinging nettles

2 **Aim** To understand main ideas in a text

- Allow Ss some time to do the task.
- Check Ss’ answers.

Suggested Answer Key

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

- 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

rich (adj): having a large and interesting variety of sth

diversity (n): variety

set up (phr v): to establish or create

epidemic (n): an outbreak of an illness or disease

miracle (n): an event which is amazing and often difficult to explain

ailments (pl n): illnesses

immune system (n): the group of organs and processes that protect the body from various illnesses and infection

chopped (adj): cut into small pieces

soak (v): to put sth in water for a period of time

swear by (phr v): to believe in or have confidence in sth

widely available (phr): easy to find or obtain

healing properties (phr): having qualities that cure or treat illnesses

antiseptic (n): a substance that destroys germs and bacteria

tar-like (adj): having similar qualities to tar

ulcers (pl n): open sores in the skin or lining of the stomach/intestine

boil down (phr v): to heat an amount of sth until most of its liquid has evaporated

mouthwash (n): a liquid used to clean your mouth

scalp (n): the skin on your head

undoubted (adj): being true or certain

vigorous (adj): strong and energetic

pores (pl n): the tiny holes in your skin

circulation (n): the movement of the blood through the body

Speaking & Writing

3 **Aim** To personalise the topic

- Ss prepare their answers.
- Elicit answers from various Ss.

Suggested Answer Key

I haven’t tried all these cures, but I have tried some. I often gargle with chamomile when I have a sore throat and it usually makes it better. I haven’t tried Gorchichniki, but my father uses them a lot and he says they work. My mother uses plenty of garlic when she cooks so we must eat a lot. I can’t say whether it works, though – we still seem to get colds every winter!

4 **Aim** To expand on a topic

- Allow time for Ss to prepare their answers.
- Invite various Ss to present their work.

Suggested Answer Key

Cabbage leaves are used for a variety of ailments in my country. They can be used to make a drink for ulcers, but you must drink it two or three times a day for at least a week for it to have any effect. If you are having trouble going to the toilet then raw cabbage can help. It can be particularly useful for diabetics and it is often recommended for kidney stones.

Art & Entertainment

Topic

In this module, Ss will explore the topics of festivals & events, festive activities, circus performers, clothes & accessories, parts of a camera, and the news & the media.

Modular page

67

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for specific information

Vocabulary: Festivals & events (*novelty fashion show, traditional dance competition, competition for street performers, historical procession of boats, realistic costumes & makeup, models & fashion designers, mime artists, clothes & accessories made of chocolate, traditional dances, decorated rowing boats, elaborate lion costumes, races*)

4a Winter Festivals

68-69

Lesson Objectives: To listen and read for gist, to read for specific information, to learn/revise the passive, to talk about festival activities, to talk about a festival you would like to attend

Vocabulary: Festive activities (*sledging, ice fishing, carve statues of ice, ice sculpting, build snow statues, taste delicious local dishes, visit an open hot spa, watch parades, snow rafting, go on sleigh rides, participate in competitions, attend outdoor, dance parties/live music, go ice skating, have an outdoor banquet*); Verbs (*drill, cope, illuminate, thrill*); Nouns (*trout, sledging, venue, sculpture, sculptor, maze, festival-goer, snow rafting, sleigh ride, banquet, host*); Adjectives (*squirming, scattered, elaborate*); Phrases (*bare hands, keep a straight face, in full swing*)

4b Life as a performer

70-71

Lesson Objectives: To read for gist, to read for cohesion and coherence, to learn/revise personal/impersonal passive structures, to act out an interview, to give a presentation on a circus job, to analyse a motto

Vocabulary: Circus performers (*fire-eater, juggler, lion tamer, magician, motorcycle stuntman, trapeze artist, stilt walker, acrobat, sword swallower, ringmaster, tightrope walker, clown*); Verbs (*spin, twist, whirl, applaud*); Nouns (*trapeze artist, stardom, talent scout, willpower, awe, glitter, sacrifice, motto*); Adjectives (*fixated, head-hunted, faint-hearted, key, carefree*); Phrases (*defying gravity, master the stints, adrenaline rush, aches and pains*)

4c Culture Corner

72

Lesson Objectives: To read for cohesion and coherence to give a presentation on a famous sporting event in your country

Vocabulary: Verbs (*soar, boost*); Nouns (*coverage, press*); Adjectives (*prestigious, notorious, stuffed*); Phrases (*at stake, strict dress code, comprising of, make a statement, cause quite a stir*)

4d Everyday English

73

Lesson Objectives: Buying a formal outfit, to learn the intonation of compliments, to act out a dialogue

Vocabulary: Dress (*ballgown, suit*); Accessories (*jewellery, top hat, silver cufflinks*); Footwear (*high-heels, flip-flops*)

4e Helping people through art

74-75

Lesson Objectives: To read for gist, to read for cohesion and coherence, to learn/revise conditionals (types 0, 1, 2 & 3), to describe an imaginary experience

Vocabulary: Parts of a camera (*zoom lens, control buttons, optical viewfinder, electronic flash, battery compartment, zoom, memory card slot, LCD panel*); Verbs (*tile, plaster, shoot, expand*); Phrasal verb (*come across*); Nouns (*passer-by, designer boutique, caption, poverty, sanitation, break-dancing, canvas, funding*); Adjectives (*skeletal, poverty-stricken, breathtaking, enlarged, unexpected, unnoticed*); Adverb (*purposely*); Phrases (*serve a purpose, pick through rubbish*)

4f Art festival

76-77

Lesson Objectives: To listen and read for gist, to read for specific information, to learn/revise mixed conditionals, to learn/revise talking about the unreal past

Vocabulary: Verbs (*cheer, embrace*); Phrasal Verbs (*set alight, steer away from*); Nouns (*trace, summer solstice*); Adjectives (*spare, free-spirited, conventional, rough, makeshift, dismantled*); Adverb (*reluctantly*); Phrases (*jump at the chance, go up in flames*)

4g Skills

78

Lesson Objectives: To talk about news & the media, to compare photographs, to listen for specific information

Vocabulary: The media (*newspapers, magazines, TV, the Internet, radio*); Sections in a newspaper (*Health, Entertainment, Local News, Sport, World News, Politics, Education, Weather, Celebrity News & Gossip, Business & Finance*)

4h Curricular: Design & Technology 79

Lesson Objectives: To listen and read for gist, to read for specific information, to write about how holography could change our lives

Vocabulary: Verbs (*project, glimpse, malfunction*); Nouns (*laser projection, presidential election, coverage, news correspondent, catwalk, runway, touchpad, conference*); Adjectives (*life-like, sell-out*); Phrases (*go on tour, top the charts*)

4i Writing 80-81

Lesson Objectives: To analyse a model essay, to learn/practise topic-related vocabulary, to practise recommending, to write a review

RNE Skills 4 82-84

Lesson Objectives: To read for specific information, to listen for specific information, to practise word formation, to write an email reviewing a film

Moscow Culture 4 85

Lesson Objectives: To listen and read for gist, to read for detailed understanding, to present an important festival in Moscow, to develop research skills

Vocabulary: Verb (*award*); Nouns (*light fixture, venue, quest, crew, foundation, nursing home*)

Russia 4 86

Lesson Objectives: To listen and read for gist, to read for specific information, to read for specific information, to present information about a popular tourist attraction

Vocabulary: Phrasal Verbs (*hang up, chill out, light up*); Nouns (*entrance fee, cloak room, expo centre, fossil, mammoth, slope, orchestra, volunteer, electric saw, chisel, masterpiece*); Adjectives (*astounding, slippery*); Phrases (*well worth*)

►► What's in this module?

Read the title of the module *Art & Entertainment* and ask Ss to suggest what they think the module will be about (*the module is about festivals & events, festive activities, how people entertain themselves, etc.*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary**1 (Aim) To introduce new vocabulary**

- Go through the pictures with Ss and ask them to match the descriptions in the rubric to them.
- Check Ss' answers.

Answer Key

A is a traditional dance competition.

B is a historical procession of boats.

C is a novelty fashion show.

D is a competition for street performers.

2 a) (Aim) To present new vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation.
- Elicit which of them Ss would expect to see at each event A-D.

Suggested Answer Key

At the Lion Dance Championship, I would expect to see traditional dances and elaborate lion costumes.

At the Venice Regatta, I would expect to see decorated rowing boats and races.

At the Chocolate Fashion Show, I would expect to see models and fashion designers, as well as clothes and accessories made of chocolate.

At the Living Statue World Championships, I would expect to see realistic costumes and makeup and also mime artists.

b) (Aim) To listen for confirmation

Play the recording. Ss listen and check their answers to Ex. 2a.

3 (Aim) To write about festivals

- Explain the task and read out the example.
- Give Ss time to write similar sentences about the remaining festivals using the prompts under each picture and their answers to Ex. 2 and then ask various Ss around the class to read out their sentences to the class.

Suggested Answer Key

The Venice Regatta is held every year in Italy. It is a historical procession of boats. Visitors can see decorated rowing boats and races.

The Chocolate Fashion Show is held every year in New York. There are models and fashion designers at this fashion show. Visitors can see clothes and accessories made of chocolate.

The Living Statue Championships take place every year in the Netherlands. It is a competition for mime artists and street performers. Visitors can see performers wearing realistic costumes and makeup and mime artists.

OVER TO YOU!

Aim To express a preference for one of the festivals presented and talk about a similar festival in your country

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

Suggested Answer Key

I would like to attend the Lion Dance Championship because I think it would be very enjoyable and I would like to see elaborate lion costumes and traditional dances.

The Henley Regatta is held every year in Henley-on-Thames, England. It is similar to the Venice Regatta because they are both held every year and they both have races between rowing boats. However, the rowing boats at Henley are not decorated as they are in Venice.

BACKGROUND INFORMATION

Malaysia is a federal constitutional monarchy in Southeast Asia. Its capital city is Kuala Lumpur. Its official language is Malaysian.

Italy is a country in south-central Europe. Its capital city is Rome. Its official language is Italian.

New York is a state in the northeast of the US. Its capital city is Albany and its largest city is New York City which is the most populous city in the US.

The Netherlands is a constituent country of the Kingdom of the Netherlands. It is located in Northwest Europe with some islands in the Caribbean. Its capital city is Amsterdam and its official language is Dutch.

4a Winter Festivals

Vocabulary & Reading

1 **Aim** To introduce key vocabulary

- Go through the list of phrases with Ss. Play the recording with pauses for Ss to listen and repeat chorally and/or individually.

- Pay attention to Ss' intonation then, explain/ elicit the meanings of any unknown words.

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

- Ask Ss to read the introduction and look at the pictures. Elicit answers to the question in the rubric from various Ss.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the Mountain Trout Ice Festival is a winter festival where people fish through holes in the ice. The Fairbanks Ice Festival is probably an event where artists make ice sculptures for people to go and see. The Sapporo Snow Festival looks like a winter event similar to the one in Alaska, except here they make sculptures from snow. The Quebec Winter Carnival looks like it has horse races in the snow.

3 **Aim** To listen and read for specific information

- Ask Ss to read the questions 1-6 and then give them time to read the text again and answer them.
- Check Ss' answers. Ss should justify their answers.

Answer Key

- C (When I arrived, the festival was already in full swing.)
- B (The festival is a month-long event)
- D (My favourite festival experience was sitting in a hot tub out in the open, among snow-covered pine trees, under a starry night sky.)
- A (It's hilarious! No one watching can keep a straight face.)
- D (The mood is so friendly and the locals are the perfect hosts.)
- C (I'd heard from friends that it was one of Japan's most popular festivals so I decided to take a look.)

- 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

- trout (n):** a type of fish
- sledging (n):** moving across snow on a wooden object with a low frame and narrow strips of wood instead of wheels called a sledge
- drill (v):** to use a toll/machine for making holes (also called a drill)
- bare hands (phr):** to use your hands without any gloves or other protection
- keep a straight face (phr):** be serious and not laugh
- squirming (adj):** wriggling about; twisting
- situated (pp):** found in a place

venue (n): the place where an event is held
cope (v): to handle a situation
in full swing (phr): an event that has already been happening for a period of time and there is a lot of activity
elaborate (adj): highly decorative
sculpture (n): a statue or object carved from sth
sculptor (n): sb who creates sculptures
illuminate (v): to light sth up
maze (n): a complicated system of paths or passages
thrill (v): to excite
festival-goer (n): sb who goes to a festival
snow rafting (n): travelling over snow on an inflatable boat called a raft
sleigh ride (n): travelling in a vehicle pulled by a horse over the snow
banquet (n): a huge feast
host (n): sb who has guests
hot tub (n): a large heated bath, usu outdoors

BACKGROUND INFORMATION

South Korea or the Republic of Korea is a state in the southern part of the Korean Peninsula. Its capital city is Seoul and its official language is Korean.
Alaska is a state in the northwest of the US. Its capital city is Juneau and its largest city is Anchorage. It is the largest state in the US.
Japan is an island nation in East Asia. Its capital city is Tokyo. It is a major economic power.
Canada is a country in North America. Its capital city is Ottawa and its largest city is Toronto. Its official languages are English and French.

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

released = set free **elaborate** = complicated
grab = catch **banquets** = formal dinners
squirring = twisting **put on** = held
scattered = spread about **spa** = bath
incredible = amazing

5 **Aim** To consolidate new vocabulary

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

Answer Key

1 attraction 3 bare 5 cope
 2 released 4 situated 6 swing

BACKGROUND INFORMATION

San Fermin Festival or The Running of the Bulls is a festival held every July in Pamplona, in the region of Navarra in Spain. The festival is in honour of San Fermin, the patron saint of Navarra, and involves bulls running after people through the streets to the bull ring.

Grammar

6 a) **Aim** To present/revise the passive

- Write on the board.

S	V	O
---	---	---

 Steve created a statue of ice. (Active agent)
 A statue of ice was created by Steve.
 Elicit how we form the passive (*to be + past participle of 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.
- Give Ss time to find all the passive verbs forms in the text and then elicit how we form the passive and when we use it.
- Refer Ss to the **Grammar Reference** section for more information.

Answer Key

A: are drilled, are released, is built, are put, are situated
 B: are taken
 C: is located, are illuminated
 D: are decorated/are put on

Suggested Answer Key

The passive is formed with 'to be + past participle of the verb'. Also, the object of an active sentence becomes the subject in a passive sentence, whereas the subject of an active sentence becomes the object in the passive sentence (or the object is omitted). We use the passive form when we want to focus on the object of the sentence or when the subject is not known or obvious from the context.

b) **Aim** To practise the passive

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

Answer Key

- 1 Winterlude is celebrated every year in Ottawa.
- 2 Sleighs are rented by people to go along the canal./ Sleighs can be rented to go along the canal.
- 3 Amazing ice sculptures have been created.
- 4 Fireworks will be set off in the evening.
- 5 An outdoor venue concert can be attended this year.
- 6 The festival was held over the first three weeks of February.

3 **Aim** To read for gist

Give Ss time to listen to and read the text and find out about the life of a trapeze artist.

Suggested Answer Key

I think the life of a trapeze artist is usually quite thrilling. However, I imagine a trapeze artist has to travel a lot and practise all the time, so it must get quite tiring, too. Practise is very important for a trapeze artist, because they must be able to perform their routines perfectly. It's a dangerous job, but a trapeze artist probably doesn't get scared easily.

4 **Aim** To read for specific information

- Ask Ss to read the statements (1-8) and then listen to and read the text again and complete the task.
- Ask Ss to justify their answers with evidence from the text.

Answer Key

1 1 3 3 5 2 7 1
2 3 4 2 6 1 8 2

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

Suggested Answer Key

trapeze artist (n): sb who performs tricks and special swinging movements using a short bar hanging high up in the air from two ropes
fixated (pp): obsessed
spin (v): to turn around 360
stardom (n): celebrity, fame
head-hunted (pp): selected by a talent scout for a job
talent scout (phr): someone who looks for people who have the skills they want, especially in entertainment or sport
defying gravity (phr): staying in the air
faint-hearted (adj): not confident, afraid of taking risks
twist (v): to turn repeatedly; to spin
twirl (v): to do quick turns in a circle
key (adj): important
willpower (n): strength of will
master the stunts (phr): become expert at special tricks
carefree (adj): easy-going
applaud (v): to clap the hands together (as a sign of appreciation of sth/sb)
awe (n): wonder; amazement
adrenaline rush (phr): a feeling of excitement that makes the heart beat faster
aches and pains (phr): discomfort in the bones and muscles (from overwork)
glitter (n): showy attractiveness

sacrifice (n): the act of giving up sth special for other people/ a purpose

motto (n): a phrase that expresses a belief

5 a) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

flipped = turned over **twirl = spin**
defying = resisting **intense = tough**
faint-hearted = not confident **carefree = easy-going**

b) **Aim** To consolidate new vocabulary

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

Answer Key

1 **fixated** 3 **key** 5 **awe**
2 **stardom** 4 **twist**

Grammar

6 **Aim** To present/revise personal/impersonal passive structures

- Read the examples aloud and elicit how the two passive structures differ.
- Refer Ss to the **Grammar Reference** section for more information.

Suggested Answer Key

In the impersonal passive sentence, the subject follows the verb, and it has the structure 'It + passive verb (+ that) + subject + verb'. The impersonal passive always starts with 'it' followed by the passive form of verb of the main clause.

In the personal passive sentence 'the stunt' becomes the subject of the sentence, and it has the form 'subject + passive verb + to-infinitive of the verb of the subordinate clause (in the appropriate tense).

7 **Aim** To practise personal/impersonal passive structures

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

Answer Key – see p. 74(T)

- 1 *His show is expected to attract a large audience. (personal)*
- 2 *It is said that the magician's act is the best at the festival. (impersonal)*

- 3 It is believed that she is one of the world's best jugglers. (impersonal)
- 4 They are thought to win the championship again. (personal)
- 5 The fire-eater is reported to be amazing. (personal)

Speaking & Writing

8 **Aim** To consolidate information in a text/To prepare and act out an interview

- Elicit possible questions an interviewer could ask about and write them on the board. (See questions in the Suggested Answer Key)
- Ask Ss to work in pairs and take the roles of Chun Mee Sing and an interviewer and prepare their interview.
- Ss then act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the rest of the class.

Suggested Answer Key

A: Have you always dreamt of being in the circus?
 B: Yes. I first went to the circus when I was five years old, and I wanted to become a trapeze artist ever since.
 A: Did you have to train a lot to become a trapeze artist?
 B: Yes, I trained hard from a young age to master the stunts and make them look effortless.
 A: What is your favourite thing about being a trapeze artist?
 B: I get a thrill from flying through the air, but I love to hear people applauding me and seeing the awe I inspire in them when they see me perform. That's the best feeling.
 A: Do you think anyone could do your kind of work?
 B: Not everyone would enjoy it. The hours are long and you have to be prepared to travel constantly and to suffer from aches and pains. If someone is prepared for all that, then the thrill of being a trapeze artist is unbeatable.

9 **Aim** To develop research skills/To give a presentation on a circus job

- Refer Ss to the Internet and give them time to collect information about a circus job.
- Ss present their information to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Tightrope walking is a highly skilled circus act. A tightrope walker has to walk along a thin piece of rope from one platform to another. It requires a lot of balance and concentration to make it all the way to the end of the rope. The tightrope is usually located high up, so there is a big fall to the ground if

the tightrope walker loses their balance. There is often a net to catch anyone who might fall, but many tightrope walkers prefer to perform without a net. It takes years of practice to master the art of tightrope walking. A good tightrope walker can also perform other tricks, such as juggling while walking along the thin wire.

10 **Aim** To develop critical thinking skills

- Explain the task and give Ss three minutes to write down what they think the motto means.
- Ss tell their partners. Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

'The show must go on' means that no matter what might have happened before, or might happen during a public performance, the show must continue. I think people use this phrase because an audience expects to be entertained and it is important that they don't leave disappointed.

4c Culture Corner

1 **Aim** To predict the content of the text and read for gist

- Direct Ss' attention to the pictures and elicit Ss' guesses in answer to the questions in the rubric.
- Give Ss time to read the text and find out.

Suggested Answer Key

From the pictures, I can see that Royal Ascot is a horse racing event. It looks like people dress up in fancy costumes and wear extravagant hats to the event. I think most people go there to watch the horse racing, but some people may just go to be noticed for what they are wearing.

2 **Aim** To read for word formation

- Explain the task and give Ss time to complete it.
- Play the recording so that Ss can check their answers.

Answer Key

1 host	4 has attracted	7 is considered
2 attends	5 soars	8 are wearing
3 is known	6 is not	9 to follow

- 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

high society (phr): rich, wealthy and famous people

hot spot (phr): a place famous or known for sth

attend in person (phr): to go to an event yourself

punter (n): a person who bets money, often at horse-races

starting gate (n): the machinery that releases a racehorse onto the track

prize money (n): money received by the winner

at stake (phr): what can be won or lost

soar (v): to go up very high

boost (v): to improve or increase sth

coverage (n): reporting of event

press (n): the newspapers

strict dress code (phr): rules which say exactly what you must wear to get in somewhere

morning coat (n): a very smart man's jacket, long behind and short in front

latter (adj): the last or second of two things mentioned earlier

Her Majesty (phr): formal way of speaking to or about the Queen

conservative (adj): normal; not crazy or dramatic

3 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to words/phrases in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

most impressive/admired = jewel in the crown

at risk = at stake

quickly increase = soar

have to = are required

peculiar = outrageous

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

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

Suggested Answer Key

Over 300,000 people have attended Royal Ascot. 'Ladies' Day' at Royal Ascot is when women wear formal dresses while all the men wear suits. The women wear hats with outrageous designs.

5 **Aim** To develop research skills/To give a presentation on a famous sporting event in Ss' country

- Explain the task and give Ss time to look up all the necessary information on the Internet and write a short article. Then ask various Ss to read their letters to the class.
- Alternatively, assign the task as HW and ask Ss to read their letters in the next lesson.

Suggested Answer Key

Dear Jade,

Great to hear from you! The rugby championship sounds very exciting. Well done to your team for winning the cup!

The most famous sports event in my country is probably the Kontinental Hockey League, or KHL. The KHL is the Russian ice hockey championship. Ice hockey is even more popular in Russia than football! One of the biggest matches of the season is the All-Stars Match. This happens in the middle of the season, in January or February. The match happens in a different Russian city each year, but is always very popular and watched on TV by millions. The President of Russia usually attends and meets the winners.

Write soon,

Tanya

4d Everyday English

1 **Aim** To generate vocabulary for clothes, accessories and footwear

- Ask Ss to write the headings into their notebooks.
- Then set a one-minute time limit for Ss to think of as many words as possible to go under each heading.
- Ss check their answers with their partner. Check Ss' answers on the board.

Suggested Answer Key

dress: ballgown, suit, trousers, shirt, tie, skirt, dinner jacket, jumper, jeans, shorts, T-shirt

accessories: jewellery, top hat, silver cuff links, silk tie, leather belt, pearl earrings

footwear: high heels, flip-flops, trainers, sandals, boots

2 **Aim** To talk about clothes, accessories and footwear

Elicit answers from various Ss around the class.

Suggested Answer Key

Events such as a wedding, a job interview or a business meeting require people to dress formally.

I recently went to a wedding. I wore a navy blue suit and a tie.

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

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit what the dialogue may be about.

Suggested Answer Key

I think the dialogue is about buying formal clothing to wear for a special occasion.

b) Aim To listen for confirmation

Play the recording. Ss listen and check.

4 Aim To identify synonymous phrases in a dialogue

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

I want you to help me choose something to wear. – I was hoping you could give me a hand picking an outfit.

What do people have to wear? – What's the dress code?

It makes your eyes stand out. – It brings out your eyes.

These go really well with the dress. – They match the dress perfectly.

Intonation

5 Aim To present/practise intonation in compliments

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Read out the example and then ask Ss to act out similar exchanges in pairs using the phrases.

Suggested Answer Key

A: *You look fantastic in that!*

B: *Really? I've had this dress for years.*

A: *That colour really suits you!*

B: *Thanks. I wasn't sure if red was my colour.*

A: *You look gorgeous today!*

B: *Thanks! You look great as well!*

A: *That brings out the colour of your eyes!*

B: *Do you think so? I'll wear it more often, then!*

A: *I love your skirt! Is it new?*

B: *Yes, it's quite new. I bought it last month.*

Speaking

6 Aim To role play a dialogue buying a formal outfit

- Ask Ss to work in pairs and act out a dialogue using the sentences in Ex. 3a and the diagram as a guide.

- 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 the special occasion we're shopping for?*

B: *We've got a school ball this Friday. I was hoping you could help me choose an outfit.*

A: *Of course! What's the dress code?*

B: *It's strictly formal. I'll need something elegant.*

A: *How about a nice ballgown and high-heels?*

B: *Yes, good idea. What about this one?*

A: *That's fantastic. Green really suits you. It brings out your eyes.*

B: *Yes, I love green, too, but it's a bit short.*

A: *You're right. How about this one, then? It's similar, but it's a bit longer.*

B: *Oh, that's lovely! I'll go and try it on.*

... *What do you think?*

A: *Wow! You look gorgeous!*

B: *Thanks! I'll get it.*

A: *Don't forget the shoes! These ones match the dress perfectly.*

B: *Oh, yes! They're perfect. I'm all set for the ball now!*

4e Helping people through art

Vocabulary & Reading

1 a) Aim To introduce new vocabulary

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

Suggested Answer Key

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

b) Aim To describe the parts of a camera

Ask various Ss around the class to use the words in Ex. 1a to describe the parts of a camera.

Suggested Answer Key

The optical viewfinder is what you look through to take a picture with a camera. However, digital cameras have LCD panels that can display what you are about to photograph. The electronic flash allows you to take photos in the dark and the zoom lens lets you move towards or away from the subject by simply adjusting the zoom control. The memory card slot holds the card on which all your pictures are stored and the power is supplied by batteries stored in the battery compartment. The control buttons on the top of the camera are used to take the photos and to turn the camera on and off.

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

Ask Ss to read the title and the first and last paragraph in the text and guess what the article is about.

Suggested Answer Key

I think the article is about a photographer who takes photos of the poorest areas in the world and then he exhibits his work in public places, so that people might become more aware of the suffering people are going through.

b) **Aim** To read for gist

Ss read through the text in their books and check if their guesses were correct.

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

- Ask Ss to read the sentences (1-8) and then to read the text again and fit them in the correct gaps (headings).
- Check Ss' answers.

Answer Key

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

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

Suggested Answer Key

passer-by (n): sb walking on the street
bustle (v): to move quickly and busily
emaciated (adj): very thin, so that the bones are visible
slum (n): an area of poor-quality housing at the edge of a city
deprived (adj): not having food, water, the basics of a normal life
poverty-stricken (adj): seriously affected by a lack of money
resident (n): sb who lives in a place
seedy (adj): poor-quality, associated with crime
dweller (n): sb who lives in a place or building
contrast (n): an obvious difference between two things
pick through rubbish (phr): to look through a heap of rubbish for sth valuable or useful
designer boutique (n): a clothes shop selling high-quality, specially made fashion
technique (n): a way of doing sth
against the law (phr): illegal; an action for which the police would arrest you
vandalism (n): deliberately damaging property that does not belong to you
advertising billboard (n): a large sign, with a message encouraging you to buy a product
creativity (n): the ability to come up with an original idea or sth beautiful

benefit (v): to make sth better
guilt-trip (n): words or actions meant to make sb feel guilty
simplistic (adj): too simple; not effective or useful

b) **Aim** To deconstruct a reading task

Ask Ss to refer back to the text and go through their answers to Ex. 3a and say which words helped them choose their answers.

Suggested Answer Key

- A 3 pause ... looked at from the other side
 B 6 the seedy side of life ... graffiti on trains ... began to photograph people
 C 1 although ... the friendliest and most welcoming of all
 D 8 where to place the poster ... 'wheatpasting' to stick them on the walls
 E 4 against the law ... treated by the police
 F 7 express themselves/school ... drawing/ painting/dancing
 G 2 not without critics ... too simplistic

4 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- 1 picking through 4 poverty-stricken 7 simplistic
 2 passers-by 5 bustling
 3 contrast 6 billboard

5 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

ignored – sth people are deliberately not looking or thinking at
keen – being positive about
ideally – particularly good for a purpose
a public space – somewhere everyone goes
keep in mind – remember and think about
condition – the way sth or sb is

Grammar

6 **Aim** To revise/practise conditionals

- Explain the task and refer Ss to the **Grammar Reference** section on p. GR12 to revise conditionals.
- Check Ss' answers and then elicit conditionals from the text.

Answer Key

- 1 would give
- 2 will begin
- 3 won't/will not get out
- 4 help
- 5 hadn't lost
- 6 didn't live
- 7 would/could/might have helped
- 8 would sign up

7 Aim To practise conditionals using personal examples

Give Ss time to complete the sentences about themselves and then ask various Ss around the class to read their sentences aloud.

Suggested Answer Key

- 1 *If the whole world were listening, I would tell everyone that we have to do more to help poor people.*
- 2 *If I could change one thing about myself, I would choose to become more patient.*
- 3 *If I had found a wallet in the street, I would have handed it in at the nearest police station.*
- 4 *If I travel abroad, I will go somewhere sunny.*

Speaking & Writing

8 Aim To describe an imaginary experience

- Explain the task and play the recording.
- Ss listen to the text and use their imaginations to think of answers to the questions in the rubric and make notes.
- Give Ss time to use their notes to write a short account of an imagined day spent with Kaid Ashton.
- Ask various Ss around the class to read their account of their imaginary experience to the class.

Suggested Answer Key

During my day accompanying Kaid Ashton while he worked, I saw him take photographs of people in the most poverty-stricken parts of the city. We were in the poorest and most dangerous parts of Manila. We met many young children from the slums. Afterwards, we developed the photos and made them into posters. Then we went to the busy shopping streets where the designer boutiques were and Kaid pasted prints of the photos onto the walls. Some places were difficult to reach, so I held onto him at times so he wouldn't fall. In the afternoon, I watched Kaid as he taught a group of poor children how to create art. He really wants to help these people have a better quality of life.

4f Attractions

Vocabulary & Reading

1 Aim To predict the content of a text and listen and read for gist

- Ask Ss to read the title of the article and look at the pictures.
- Elicit Ss' guesses in answer to the questions and then play the recording.
- Ss listen and read the text to find out.

Suggested Answer Key

I think the purpose of this festival is to display unusual works of art in the desert. I think people can see large works of art at this festival. Perhaps, visitors can watch art being made and even take part in creating works of art, too.

2 Aim To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers and then give them time to read the text again and choose the correct answers.
- Check Ss' answers around the class and ask them to give reasons for their choices.

Answer Key

- 1 4 (*my frustration gave way ... Ahead of us was ... hundreds of cars dressed up to look like whales, rabbits, steamboats*)
- 2 4 (*the desert landscape is transformed into a huge, dusty canvas for 50,000 participants ... who assemble their own unique pieces of artwork*)
- 3 1 (*motto 'leave no trace', leave the desert in its previously unspoilt condition*)
- 4 3 (*not a consumer society ... no money ... giving something away to a stranger later*)
- 5 4 (*were completely amazed by something different*)
- 6 3 (*if I had shaken off my fears and truly embraced the freedom of the week, I would be a better person now*)

- 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

- spare (adj):** extra
reluctantly (adv): without enthusiasm; unwillingly
jump at the chance (phr): be eager about the opportunity to do sth
rough (adj): approximate
makeshift (adj): temporary and not well made
dismantled (adj): taken apart; disassembled
trace (n): sign

set alight (phr v): to put sth on fire
summer solstice (phr): when the sun is directly above the furthest point south of the equator that it ever reaches in the middle of the summer when there are the longest hours of daylight
cheer (v): to shout happily
go up in flames (phr): to become on fire and burn
embrace (v): to accept sth enthusiastically

- 3 a) **Aim** To distinguish between commonly confused words
- Give Ss time to complete the task using their dictionaries if necessary.
 - Check Ss' answers.

Answer Key

1 reluctantly 3 trace 5 moving
 2 way 4 closing 6 gathered

- b) **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold to the definitions in the list using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

reluctantly = unwillingly **set alight** = set on fire
assemble = build **bizarre** = strange
makeshift = temporary **stacked** = piled
dismantled = taken apart **shaken off** = got rid of
spotted = saw **embraced** = adopted

Grammar

- 4 **Aim** To revise/practise mixed conditionals

Write on the board:
*If he **worked** more, he **would have met** his deadline.*
*If he **had invited** us, we **would go** to the event tonight.*
 Elicit the tenses in each sentence (if + past simple → would have + pp, would + inf without to) Explain that these combinations are possible if the context permits it.
 Refer Ss to the **Grammar Reference** section.
 Read the example and give Ss time to complete the task.
 Check Ss' answers and then elicit more examples from the text.

Answer Key

- 2 *If their mobile home hadn't broken down, they would be here now.*
 3 *If they had repaired the air-conditioning, they wouldn't feel hot now.*
 4 *If I spoke French, I would have understood what they were saying.*
 5 *If we had hired a mobile home, we wouldn't be sleeping in a tent.*

Suggested Answer Key

If I were an adventurous person ... I would have jumped at the chance
If I had shaken off my fears ... I would be a different person now

- 5 **Aim** To revise/practise the unreal past

- Write on the board:
 1 *I wish I **were** more patient.* (but I'm not)
 2 *If only I **had taken** your advice.* (but I didn't)
 Ask Ss to identify the tenses in each sentence (past simple, past perfect) then elicit which sentence refers to the present (1) and which refers to the past (2).
 Write on the board: *I wish you would stop talking so much.* Explain/Elicit that we use would in wishes to express a polite imperative or a desire for sth to change.
 Refer Ss to the **Grammar Reference Section** for more details. Use the **Grammar Reference Section** to present other structures we use with Unreal Past.
- Ss do the exercise. Check Ss' answers.

Answer Key

1 was 4 hadn't eaten 7 would come
 2 had 5 buy 8 were
 3 left 6 learnt 9 hadn't told

Suggested Answer Key

I immediately wished I had my camera.
If only real life was that easy!

Speaking & Writing

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

- Ask Ss to listen and read the text again. Give Ss time to write a paragraph about what impressed them in the text.
- Ask Ss to read their paragraph to their partners and then ask some Ss to read out their paragraph to the class.

Suggested Answer Key

I was impressed by the fact that the people create huge works of art in the desert. I was also impressed that when they leave, they leave the place exactly as they found it. I also thought it was impressive that the people at the festival don't use money and they give away free food and 'pay it forward'.

Vocabulary

- 1 **Aim** To introduce the topic and key vocabulary

Read the rubric and the example aloud and elicit answers from Ss around the class.

Suggested Answer Key

I usually listen to the radio or visit Internet news sites.

I sometimes read newspapers and magazines to keep myself informed.

I rarely watch the TV news.

I also keep informed quite often just by speaking to people about current affairs.

- 2 **Aim** To expand the topic

Read the rubric and the example aloud and elicit answers from Ss around the class.

Suggested Answer Key

I read a newspaper about once per week. I usually read the newspaper online because it's much easier than going to the shop to buy it. It is also more convenient and we don't waste paper. The newspaper I usually read online is a broadsheet. It is quite a serious paper, but I like it because it has good book and film reviews. It is a weekly paper that is published every Sunday.

- 3 **Aim** To present/practise new vocabulary

- Explain the task and explain/elicit the meanings of any unknown words, then give Ss time to complete it.
- Read out the example and then elicit answers to the questions in the rubric from Ss around the class.

Answer Key

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

Suggested Answer Key

Other newspaper sections include: Property, Classified Adverts, Editorial, Tourism and Technology. My favourite newspaper section is the Entertainment section because I like keeping up-to-date with the latest films showing in cinemas. I also like reading the Sports section and the International News because they provide good information for starting conversations with people. I never read the Business and Finance section of the newspaper because it seems a bit complicated to follow.

Speaking

- 4 a) **Aim** To identify the situation and find similarities/differences in photographs

- Direct Ss' attention to the photographs and ask Ss to describe them in pairs. Ss should identify the situation in each one and discuss their similarities/differences.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

A: *Let's start with the situation. In Picture A, there's a young man leaning against a wall, reading a newspaper.*

B: *In Picture B, a young woman is sitting by a lake or river, reading a book.*

A: *We can talk about the similarities first. I think the most obvious is that both these people are reading printed matter. I mean they are looking at ink on paper, not a screen. Also, they are both dressed fairly casually.*

B: *Yes. Another similarity is that they are both young people. Furthermore, I think both pictures are taken outside.*

A: *What about the differences? I can see that the young man is reading a newspaper, not a book.*

B: *Yes, whereas the young woman might be reading a novel, which requires more concentration. She looks more absorbed in her reading than the young man.*

A: *I think the young man is not going to be reading for long, as he is standing up. Perhaps he's passing the time while waiting.*

B: *I agree. The young woman has a coffee cup nearby, so she's probably more relaxed, and going to be spending longer on her reading. It's nice to read outside in the natural light, though it can be difficult to read the screens of most electronic devices.*

- b) **Aim** To compare photographs

- Ask Ss to compare the photographs in pairs and discuss why they think each person may be reading.
- Tell Ss to use the **Useful Language** box to help them.
- Monitor the activity around the class and offer assistance as necessary.

Suggested Answer Key

I think the young man in Picture A is reading his newspaper while waiting for something. His attention isn't on the page in front of him, and he may be skimming the articles. He is dressed smartly but casually, so he might be at work and on a break. The young woman in Picture B is dressed more casually. She may be reading for pleasure, or she may be a student doing some of the required reading for her college course.

5 **Aim** To listen to a model answer

Play the recording. Ss listen and compare their answers to the one they hear and compare them.

Suggested Answer Key

In some ways, this speaker's attempt is better than mine. She mentioned the type of newspaper, and also the cover of the book, and that it might be from a library. Also, she noticed that one person wears a watch and the other doesn't. This indicates if the people think their reading will be interrupted. The speaker also speculates about how they might have come to be reading. However, the speaker didn't say anything about reading outside in natural light, and how it's easier to read ink on paper than a gadget's screen. Also, she doesn't suggest that the young woman might be a student, and reading as part of her course of study.

Listening

6 **Aim** To listen for specific information

- Explain the task and ask Ss to read the sentences A-F and underline the key words.
- Play the recording. Ss listen and match the speakers to the sentences A-F.
- Check Ss' answers. You can play the recording again with pauses for Ss to check their answers.

Answer Key

Speaker 1 C Speaker 3 A Speaker 5 D
Speaker 2 B Speaker 4 F

4h Curricular: *Design & Technology*

1 **Aim** To predict the content of the text and listen and read for gist

- Ask Ss to read the title, the introduction and the subheadings in the text and elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and read the text and check if their guesses were correct.

Suggested Answer Key

I think holography can be used to make videos appear in 3D. That means that TV and Internet images could appear in the middle of our living rooms instead of being flat images on screens. For music, holography could mean performances being projected without artists actually being present at concert venues. Finally, in fashion, holography could be used to make models and costumes appear on catwalks or in advertising as 3D images.

2 **Aim** To read for specific information

- Ask Ss to read the sentence stubs 1-6 and then read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

- 1 3D images appear on flat screens, whereas holographic images are projected to appear as real objects
- 2 the US Presidential Election in 2008 by CNN
- 3 users could touch a holographic screen and there would be no need for a mouse or a keyboard
- 4 the band members are cartoon characters
- 5 perform a sell-out tour and top the charts
- 6 Gujarat in India in 2012

- 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

- laser projection (phr):** when a laser is used to make a film/ image appear on a screen or other object
presidential election (phr): a political process to select a new president for a country
coverage (n): the reporting of a particular event
news correspondent (n): sb who reports the news
project (v): to make an image/film appear on a wall/ screen or other surface
glimpse (v): to see sth briefly
go on tour (phr): to perform a series of concerts around a country/the world
updated (adj): made more modern and effective
angled (adj): placed at an angle, usually 45 degrees
life-like (adj): seemingly real
sell-out (adj): having sold all the tickets
top the charts (phr): to be the number one bestseller in the music charts
broadcast (n): a widely-transmitted TV, radio or multi-media programme
prime minister (n): the most important member of Parliament; the leader of the ruling party
gadget (n): a small electronic device

BACKGROUND INFORMATION

Princess Leia is a fictional female character in the *Star Wars* films.
R2-D2 is a robot character in the *Star Wars* films.
Star Wars is a film series created by George Lucas. The events take place in a fictional galaxy.
CNN (Cable News Network) is a US cable news channel. It was founded in 1980 by Ted Turner and it offers 24-hour TV news coverage. Its headquarters are in Atlanta, Georgia.

BACKGROUND INFORMATION

Tom Cruise is an American actor, producer, writer and director. He was born on 3rd July, 1962 in Syracuse, New York, US. He has starred in many films including *Vanilla Sky*, *Minority Report*, *The Last Samurai*, *War of the Worlds*, etc.

MTV Europe Music Awards (EMAs) was established in 1994 to celebrate the most popular music videos in Europe. The awards are chosen by MTV viewers in Europe and presented annually.

Gorillaz is a virtual band founded by musician Damon Albarn and artist Jamie Hewlett. Many other musicians work with them to create the music and videos.

Hatsune Miku is a character created by Japanese company Crypton Future Media in 2007. The character sings pop songs and promotes products, events, and computer games. She looks like a 16-year old girl with long blue hair.

Narendra Modi (b. 1950, Gujarat) is an Indian politician and currently the prime minister of India. He is the leader of the BJP party.

Gujarat is a state in north-west India, with a coast on the Indian Ocean. It is known for its ancient history, the variety of its geography and biodiversity, and its economic strength.

3 Aim To consolidate new vocabulary

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

Answer Key

- | | | |
|------------|------------|------------|
| 1 advanced | 3 news | 5 top |
| 2 flat | 4 sell-out | 6 election |

4 Aim To consolidate new vocabulary

- Go through the words/phrases in the rubric and give Ss time to look through the text again and find synonyms.
- Check Ss' answers around the class.

Answer Key

- brief look* = *glimpse*
when you know = *considering*
at the same time = *simultaneously*
next = *following*

5 Aim To consolidate information in a text

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

Suggested Answer Key

I found it interesting that a holographic pop star could perform a sell-out tour. It's also interesting to learn that holographic images can be used in politics and elections. Finally, I found it interesting that the Internet could one day be controlled using a holographic screen instead of a mouse or a keyboard.

6 Aim To develop research skills/To give a presentation on how holography could change our lives

- Explain the task and ask Ss to work in pairs or small groups.
- Ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Holography will change our lives in the future because firstly, it will be used for all types of entertainment. Films, music concerts and computer games will all be able to appear in our living rooms, gardens or anywhere we can imagine. Holographic technology will also become interactive. This means that we will be able to change the holographic environment. This way we will be able to operate machines, use the Internet and even meet our friends without anyone leaving their house.

4 Writing

1 a) Aim To analyse a rubric

- Ask Ss to read the rubric and then give them time to underline the key words.
- Check Ss' answers.

Answer Key

Key words: *magazine, computer games, reviews, write a review, favourite computer game, including information about the type of game, details about one or two features*

b) Aim To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

Answer Key

- the writer's recommendation* – para 3
the features of the game – para 2
the name of the game – para 1
the writer's opinions about the game – para 3
the type of game – para 1

2 **Aim** To replace adjectives/adverbs with suitable alternatives

- Explain the task and give Ss time to complete it.
- Ss compare their answers with their partners.

Suggested Answer Key

virtual – simulated
latest – newest
popular – well-liked
realistic – authentic
exciting – thrilling
precise – accurate
creative – inspired
dangerous – risky
individual – different
physical – bodily
tricky – complicated
unpredictable – surprising

3 **Aim** To substitute adjectives for their antonyms

- Explain the task and explain/ elicit the meanings of any unknown adjectives.
- Give Ss time to complete the task and then check Ss' answers around the class.

Answer Key

1 spacious 4 impressive 7 cheerful
 2 modern 5 skilful 8 helpful
 3 terrific 6 reasonably-priced

4 **Aim** To distinguish between words often confused and classify sentences by genre

- Explain the task and give Ss time to complete it.
- Check Ss' answers then elicit what genre of entertainment each sentence relates to.

Answer Key

1 characters, chapter, down – book
 2 lyrics, tracks – music CD
 3 graphics – video game
 4 dishes, service – restaurant
 5 plot, effects – film
 6 stage – play
 7 star-studded, cast – film
 8 acts, twist – play

5 a) **Aim** To categorise topic-related vocabulary

- Ask Ss to copy the spidergrams into their notebooks and in closed pairs complete them with the headings in the list.
- Check Ss' answers.

Answer Key

film: action, horror, sci-fi, animated, fantasy, western
characters: supporting, lead role, well-developed, villain, hero, sidekick

special effects: spectacular, simplistic, imaginative, stunning

plot: fast-paced, dramatic, clever, dull, gripping

b) **Aim** To practise new vocabulary

Read out the example and then elicit a variety of answers from Ss around the class.

Suggested Answer Key

'Indiana Jones' is an action film. Harrison Ford stars in the lead role as the film's hero, Indiana Jones. The film has got a fast-paced and gripping plot. It has got simplistic, but imaginative, special effects.

6 **Aim** To identify a recommendation

Elicit the recommendation from the model review in Ex. 1.

Answer Key

This is a must-have for video game enthusiasts and sport fans alike, and I've been playing it non-stop!

7 **Aim** To practise recommending

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

Answer Key

1 recommend 4 biggest hits
 2 put it down 5 definitely watch
 3 miss it 6 well worth seeing

8 **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words.
- Give Ss time to answer the questions and then check Ss' answers around the class.

Answer Key

Key words: English-language magazine, reviews, favourite film, Write your review, giving details about, plot, characters, why you like it, recommend it to other readers (150-180 words)

1 a review
 2 readers of the magazine
 3 semi-formal
 4 mainly present tenses

9 a) **Aim** To listen and make notes

- Ask Ss to write the headings into their notebooks and make notes under each one.
- Play the recording. Ss listen and complete the task.

Suggested Answer Key

name/type – ‘The Amazing Spider-Man’, action film
main points of the plot – Peter Parker is trying to discover why his parents disappeared. He finds a clue which leads him to his father’s old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain The Lizard and become the hero.

name of director – Marc Webb

lead actor – Andrew Garfield

setting – New York City

general comments – spectacular special effects, gripping storyline, well-developed characters, superb performances, action-packed ending

recommendation – it’s a must-see

b) **Aim** To prepare for a writing task

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

Suggested Answer Key

- 1 It’s an action film.
- 2 The film is directed by Marc Webb.
- 3 It stars Andrew Garfield in the lead role.
- 4 It is set in New York City.
- 5 It tells the story of Peter Parker as he learns that he’s got superpowers.
- 6 The story begins with Peter Parker as a high school student who is trying to discover why his parents disappeared.
- 7 The cast is superb.
- 8 The plot is absolutely gripping.
- 9 It has an action-packed ending and spectacular special effects.
- 10 I thoroughly recommend this film.

10 **Aim** To write a review

- Refer Ss to **Writing Bank 4** for information and practice on reviews.
- Give Ss time to write their review using their answers from Ex. 9 and the plan, then check Ss’ answers. Ask Ss to use language from the Useful language box in the Writing Bank.
- Alternatively, assign the task as HW and check Ss’ answers in the next lesson.

Suggested Answer Key

‘The Amazing Spider-Man’ is a fantastic action film based on a comic book character. It is directed by Marc Webb and it stars Andrew Garfield in the lead

role. This exciting film is filled with action and spectacular special effects.

The film is set in New York City where a high school student, Peter Parker, is trying to discover why his parents disappeared. He finds a clue which leads him to his father’s old work colleague, Dr Curt Connors. At this time, Peter discovers his own powers and prepares to face the villain, ‘the Lizard’, and become the hero.

The film has a gripping storyline and well-developed characters. The whole cast give superb performances and the special effects are truly spectacular. This film has one of the most action-packed endings I’ve ever seen.

‘The Amazing Spider-Man’ lives up to its title. I thoroughly recommend this film to everyone. It’s a must-see.

Skills 4

Reading

1 **Aim** To predict the content of a text and listen and read for gist

- Direct Ss’ attention to the picture and elicit Ss’ answers to the questions in the rubric.

Suggested Answer Key

I have seen living statues like that performing in the streets a few times before. I’m not sure what life would be like, but it must be hard for them to stay still for so long. I suppose they have to spend time practising to be still and they must take a lot of time to prepare their costumes, too.

2 **Aim** To read for specific information

- Explain the task and ask Ss to read the statements (1-8).
- Give Ss time to read the text and complete the task.
- Check Ss’ answers and ask them to give justifications for their choices.

Answer Key

1 1	3 3	5 2	7 1
2 2	4 1	6 2	8 3

Writing & Speaking

3 **Aim** To personalise a topic

- Ss prepare their answers.
- Invite various Ss to present their answers to the class.

Suggested Answer Key

hear: people, traffic

see: people, piece of pavement

I could hear the people passing by and, in the distance, the traffic in the city centre. There was a cool breeze on my face. I fixed my eyes on a piece of pavement and tried not to blink. People were walking past; some stopped and stared, some gave money and some just ignored me. At one point, I had an itch on my arm, but I couldn't scratch it without moving. After ten long minutes, the itch went, but now my muscles were aching from the effort of not moving. Fifteen minutes later, I moved.

Writing

4 Aim To write an informal letter

- Ss prepare their answers.
- Ss exchange papers and check partner's work.

Suggested Answer Key

Key words: letter, from, Alicia, What, traditional festivals, in your country, tell me, a festival you've been to, you prefer, music festival, food festival, answer 3 questions, 100-120 words, remember, rules, letter writing

Dear Alicia,

Thanks for your letter. You're very lucky to be going to the Edinburgh Festival this year.

We have lots of traditional festivals and celebrations in my country. We have International Women's Day, Maslenitsa for spring, Yablochniy Spas for apples and many more. One festival that I attended last years was White Nights in St Petersburg. It's a day when the sun shines for 24 hours and it was really amazing. I'd much prefer a music festival to a food festival as I'm crazy about rock music. Maybe you can come to Russia and we can go to a music festival together.

Write back soon,

Anna

Text completion

5 Aim To complete a text with derived words

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

Answer Key

- | | |
|-------------------|----------------------|
| 1 had not visited | 6 her |
| 2 was wandering | 7 was telling |
| 3 best | 8 had been exhibited |
| 4 reached | 9 herself |
| 5 could not | |

Word formation

6 Aim To complete a text with derived words

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

Answer Key

- | | | |
|-----------|--------------|-----------|
| 1 sight | 3 kindness | 5 daily |
| 2 unhappy | 4 popularity | 6 finally |

Listening

7 Aim To listen for specific information

- Read out the rubric and the places (1-5).
- Play the recording.
- Ss complete the task.
- Check Ss' answers.

Suggested Answer Key

- | | | | |
|-----|-----|-----|-----|
| A 2 | B 4 | C 3 | D 1 |
|-----|-----|-----|-----|

8 Aim To practise answering a telephone survey

- Explain the task.
- Allow Ss time to complete the task.
- Ask Ss to do the task in front of the class.

Suggested Answer Key

Electronic Assistant: Could you tell me your age, please?

Student: Yes, I'm fifteen years old.

Electronic assistant: How often do you go out in the evening?

Student: I suppose I go out two or three times a week. Normally, I go out on Friday or Saturday.

Electronic Assistant: What forms of entertainment are most popular with young people in your area?

Student: Young people in my area like going to the cinema and also watching sports, especially football and ice hockey. Some of my friends enjoy going skateboarding in the local skate park.

Electronic Assistant: Are there enough good entertainment venues in your area?

Student: I would say not. The cinema is a bit old and dirty, and some of the sports centres need to be renovated and improved. The skate park is good, though.

Electronic Assistant: Do you think it's important to have art galleries and museums in your area?

Student: Yes. I think they are not only interesting to visit, but having galleries and museums make residents feel that they live in an area where culture and history are valued.

Electronic Assistant: What other entertainment or arts facilities would you like to have in your area?

Student: I would like to have a theatre in my area, and maybe a live music venue, too.

Electronic Assistant: This is the end of the survey. Thank you for your help.

Moscow Culture **4**

Listening & Reading

- 1 **Aim** To introduce the topic; to predict the content of a text; to listen and read for gist
- Direct Ss to the title of the text and the photos. 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

Journey to Christmas is a festival which is held in Moscow during Christmas. People can admire the lighting installations and the decorated trees. They can also go to one of the merry-go-rounds, or the skating rink. What's more, festival goers can watch well-known performances or concerts. Also, there are educational projects master classes, sports competitions, a Christmas fair, lots of restaurants and cafés, performances by street dancers and actors and even charity events.

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

Suggested Answer Key

light fixture (n): a light which is fixed into a position so that it cannot move

venue (n): a place where an event happens

quest (n): a long search for sth that is difficult to find

crew (n): a group of dancers, singers or artists who work together to produce sth

award (v): to give sb money or a prize for sth they did

foundation (n): an organisation created to give money to a particular group of people in need of help

nursing home (n): a place where old people who are ill can live and get medical treatment

- 2 **Aim** To read for detailed understanding
- Allow Ss some time to reread the text and complete the task.
 - Check Ss' answers.

Answer Key

- 1 *There were lighting installations in the streets and 144 decorated trees.*
- 2 *People could watch The Nutcracker, Swan Lake, Cipollino and Snow White.*

3 *People could buy local products from many different countries and Russia including sweets, souvenirs and Christmas decorations.*

4 *They prepared exclusive menus with traditional Christmas dishes and drinks.*

5 *Liza Arzamasova's foundation held a workshop of good ideas where everyone could make gifts for elderly people in nursing homes.*

Speaking & Writing

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

- Give Ss' time to prepare their answers, referring back to the text if necessary.
- Elicit answers from around the class.

Suggested Answer Key

I was impressed that artists from all of the world set up lots of lighting fixtures and 144 decorated trees. I was also impressed by the fact that people from 15 different countries took part in the Christmas fair and that people who took part in the project could vote on how the festival should be organised through the "Active Citizen" portal. Another thing impressed me was that people could take part in the Christmas quests and get prizes.

- 4 **Aim** To present an important festival in Moscow; to develop research skills

- Give Ss' time to prepare their answers, referring back to the text if necessary.
- Elicit answers from around the class.

Suggested Answer Key

Every September, people in Moscow celebrate Den' Goroda or "City Day". It celebrates the founding of Moscow. There are lots of celebrations on this day as well as festivals and street parties. Theatre groups produce shows in the Hermitage Garden, there's a farmer's market where everyone can enjoy tasty food, and there's a children's festival at the VDNKh. There's even a concert on Tverskaia Ulitsa street with fireworks and music.

Russia **4**

Reading & Listening

- 1 **Aim** To introduce the topic and stimulate interest

- Elicit answers to the question.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording.
- Ss check if the questions can be answered.

Suggested Answer Key

I know Sokolniki Park has a lot of attractions and I've heard of the Ice Sculpture Museum, but I've never been there.

- 1 *When did the museum open?*
- 2 *What can I see there?*
- 3 *How do they stop the sculptures from melting?*

The text answers two questions, but doesn't say when the museum opened.

2 **Aim** To read for specific information

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

Suggested Answer Key

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

- 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

entrance fee (n): money you pay to go into a place (concert, cinema, etc)

cloak room (n): a room in a public place (theatre, museum) where you can leave your coat, hat, etc

hang up (phr v): to suspend sth

astounding (adj): surprising, amazing

expo centre (n): a place for exhibition or displaying goods

chill out (phr v): relax

fossil (n): a part of a skeleton/plant from prehistoric times

mammoth (n): an extinct animal that resembled an elephant

light up (phr v): to shine a light on sth

slope (n): the slanting side of a hill or mountain

orchestra (n): a group of musicians that play different instruments together

slippery (adj): being difficult to walk on like ice

volunteer (n): sb who offers their services without being paid for it

well worth (phr): being enjoyable or useful

electric saw (n): a tool for cutting wood, powered by electricity

chisel (n): a tool used to shape ice, stone, wood, etc

masterpiece (n): an exceptional piece of art

3 **Aim** To consolidate new vocabulary

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

Suggested Answer Key

snug – warm and cosy

constant – unchanging

to suit every taste – for everyone

co-operated – worked together

battled – fought

sign up for – enrol on

Speaking & Writing

4 **Aim** To express an opinion/expand the topic

- Read out the rubric.
- Elicit various answers to the questions from Ss around the class.

Suggested Answer Key

Yes, I would like to visit the ice museum because it seems like it would be a very interesting experience. The museum is totally unlike any other museum I have heard about or visited.

It is important to have museums because they show us things we do not see in daily life. They may display things from the past or from other countries; the Ice Sculpture Museum is like an art gallery, but with exhibits made from an unusual material.

5 **Aim** To write about a popular tourist attraction

- Give Ss time to collect information from the Internet, encyclopaedias, etc about a popular Russian tourist attraction and write about it.
- Ask various Ss to present the attraction to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentations in the next lesson.

Suggested Answer Key

Red Square is one of the most popular tourist attractions for the people visiting Moscow. The square hasn't always been the marvelous place it is now. It used to be a collection of rough huts where beggars and criminals lived. It hasn't always had the name Red Square either; it used to be called Trinity Square after a church. It's not called Red Square because of red architecture; the Russian word that now means 'red,' once meant 'beautiful.' The square is known for St Basil's Cathedral and the Kremlin, but nowadays it is also used for concerts, fashion shows and even circus acts.

Breakthroughs

Topic

In this module, Ss will explore the topics of major breakthroughs in science and medicine, inventions, exploration and characteristics for success.

Modular page

87

Lesson Objectives: Overview of the module, to listen for gist

Vocabulary: Major breakthroughs (*led, discovered, revolutionised, launched, unmanned, orbit, lit up, pioneered, supply, writing, unreadable, came across, work out, space exploration, medicine, technology, archaeology*)

5a Science

88-89

Lesson Objectives: To listen and read for gist, to read for specific information, to present/revise reported speech, to summarise a text

Vocabulary: Science (*microscopic robot, molecules of DNA, molecular biology, nanotechnology, medical applications, perform operations, miniature robot surgeons, spider-bot, allow treatments*); Verbs (*dub, detect, patrol, administer*); Phrasal verb (*carry out*); Nouns (*molecule, protein, strand, precision*); Adjective (*groundbreaking*); Phrases (*molecular level, attached to, medical applications, steady hand, invasive surgery*)

5b Big ideas

90-91

Lesson Objectives: To listen and read for gist, to read for specific information, to present/revise reported questions/orders & special introductory verbs, to act out an interview, to talk about success and inspirational people

Vocabulary: Verbs (*cure, lecture, chill*); Phrasal verb (*come up with*); Nouns (*cancer, nanoparticle, tumor, tissue, hammer, sweating, evaporation, cylinder, hygiene*); Adjectives (*overwhelming, wasteful, global*)

5c Culture Corner

92

Lesson Objectives: To read for gist, to read for cohesion & coherence, to give a presentation on an important observatory/science museum in your country

Vocabulary: Verbs (*circle, navigate*); Nouns (*observatory, time zone, courtyard, hemisphere, complex, planetarium*); Adjectives (*accurate, fixed, refracting*); Adverbs (*exactly, precisely, physically*)

5d Everyday English

93

Lesson Objectives: persuading someone to visit a place, to learn the intonation of showing interest, to act out a dialogue

5e Exploration

94-95

Lesson Objectives: To listen and read for gist, to read for specific information, to learn/revise the causative, to act out an interview

Vocabulary: Exploration (*ocean depths, cave diver, record breaker, oxygen tank, undersea world, strong currents, heated wetsuit, outer space*); Verbs (*threat, embrace*); Phrasal verb (*put someone off*); Nouns (*depths, expedition, iceberg, disturbance, air bubbles, crack, oxygen tank, current, handhold, multimedia presentation, heated wetsuit, mapping device*); Adjective (*rough*); Phrases (*make someone's name, head to, leap of faith*)

5f The road to success

96-97

Lesson Objectives: To listen and read for gist, to read for general comprehension, to learn/revise quantifiers & countable/uncountable nouns, to talk about quotations, to talk about Thomas Edison, to give a report on Thomas Edison

Vocabulary: Characteristics for success (*persistent, determined, creative, courageous, focused, hardworking, relaxed, risk-taker, organised, clever, optimistic, open-minded, ambitious, confident*); Verb (*flow*); Phrasal verb (*burn up*); Nouns (*genius, alkaline battery, projector, patent, failure, filament, skill, trick, nap, concentration*); Adjectives (*anew, inner*); Adverb (*undoubtedly*); Phrases (*push oneself, reach one's goals, set oneself a target, under pressure*)

5g Skills

98

Lesson Objectives: To talk about career success, to listen for specific information

Vocabulary: Background (*finances, qualifications/good education, relevant experience, influential friends & acquaintances, supportive family & friends*); People skills (*competitive spirit, ability to delegate, listening skills, sensitivity to others, popularity, teamwork skills, good communication skills*); Other personal qualities (*enjoy challenges, high intelligence, attractive appearance, self-motivation, ambition, determination, natural talent*)

5h Curricular: Design & Technology 99

Lesson Objectives: To read for gist, to read for lexicogrammatical correctness, to do an online test and report back

Vocabulary: Verb (*determine*); Nouns (*brain, organ, hunger, thirst, identity, skull, hemisphere, nerve fibre, logic, tendency, syntax, pathway*)

5i Writing 100-101

Lesson Objectives: To analyse a model story, to order events, to learn/practise adjectives/adverbs/verbs, to write a story

RNE Skills 5 102-104

Lesson Objectives: To read for gist, to read for general comprehension, to listen for specific information, to talk about exploration, to practise word formation, to write a letter to read a text aloud

Moscow Culture 5 105

Lesson Objectives: To listen and read for gist, to read for specific information, to develop creativity and critical thinking skills, to present attractions in the Moscow Planetarium, to develop research skills

Vocabulary: Verbs (*resemble, dock*); Nouns (*dome, observatory, tower, diameter, module*); Adjective (*fibre-optic*)

Russia 5 107

Lesson Objectives: To listen and read for gist, to read for specific information, to present information about Star City and/or Russia's space programme

Vocabulary: Verbs (*train, undertake, simulate, rotate, spin, launch, dock*); Phrasal Verb (*blast off*); Nouns (*facility, pine forest, traffic jam, billboard, recreation, personnel, planetarium, capsule, jaw, gravity*); Phrase (*loaded with*)

►► What's in this module?

Read the title of the module *Breakthroughs* and ask Ss to suggest what they think the module will be about (*the module is about major breakthroughs in science and medicine, inventions, exploration and characteristics for success*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

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

- Direct Ss' attention to the pictures and ask them to read the texts next to each one.
- Go through the words in the list and explain/ elicit the meanings of any unknown words.
- Give Ss time to complete the texts. Check Ss' answers.

Answer Key

A 1 *discovered* 2 *revolutionised* 3 *led*

B 1 *launched* 2 *unmanned* 3 *orbit*

C 1 *pioneered* 2 *supply* 3 *lit up*

D 1 *came across* 3 *work out*
2 *writing* 4 *unreadable*

b) **Aim** To categorise topics

Explain/Elicit the meanings of the words in the rubric and then elicit which category the topic of each text is related to.

Answer Key

A *medicine* C *technology*

B *space exploration* D *archaeology*

OVER TO YOU!

Aim To talk about major breakthrough and express a personal opinion on the topic

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

Suggested Answer Key

I think the discovery of penicillin has had the biggest impact on our lives because antibiotics have saved millions of people from dying from simple infections since then.

It was a major breakthrough when man invented the wheel thousands of years ago as it paved the way for the development of vehicles, but also other things like the water wheel and the windmill, which gave humans a power source. It was a major breakthrough when the printing press was invented because it allowed many books to be printed quickly, making knowledge much more widely available and improving education.

BACKGROUND INFORMATION

Alexander Fleming (1881-1955) was a Scottish biologist and pharmacologist. He discovered penicillin in 1928.

Nikola Tesla (1856-1943) was a Serbian-American inventor, physicist, mechanical engineer and electrical engineer. His work helped form the basis for the invention of radio communication.

Yuri Gagarin (1934-1968) was a Soviet cosmonaut. He was the first human to journey into outer space (1961).

5a Science

Vocabulary & Reading

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

- Go through the words/phrases in the list and explain/ elicit the meanings of them. Elicit Ss guesses as to what the text may be about.
- Play the recording. Ss listen and read and check.

Suggested Answer Key

I think the text could be about microscopic robots that are partly made of DNA molecules. Through molecular biology and nanotechnology they can be used for medical applications. They could be used to perform operations like miniature robot surgeons and they may be called spider-bots. They could allow many treatments that are currently not possible.

- 2 **Aim** To read for gist

- Ask Ss to read the headings 1-8. Ss skim the text looking for synonyms and choose the correct heading for each paragraph.
- Check Ss answers and ask them to justify them.

Answer Key

- A 7 (A team of researchers from Columbia University ... colleagues in Arizona, California and Michigan.)
- B 6 (They can walk, turn right ... etc)
- C 1 (... are made of DNA molecules ...)
- D 8 (Researchers hope to be able to make the spiders walk faster and further.)
- E 5 (... which could one day lead to ... etc)
- F 2 (... would like to see stricter rules apply.)
- G 3 (Billions of dollars are being invested ...)

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

- molecule (n):** a microscopic unit of a substance
- dub (v):** to call sth by a new name
- groundbreaking (adj):** new and likely to effect the future; innovative
- detect (v):** to find; to identify the existence of sth
- molecular level (phr):** at the level of the molecules of sth
- protein (n):** highly complex substance present in all living organisms
- strand (n):** a thin fibre
- attached to (pp):** connected to sth
- medical applications (phr):** ways sth may be used in medicine
- patrol (v):** to move around a place protecting it
- administer (v):** to give (of a medicine/treatment)
- carry out (phr v):** to perform a task
- steady hand (phr):** to have hands that do not shake when performing a delicate task
- precision (n):** accuracy
- invasive surgery (phr):** an operation that involves cutting open the body

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

- Ask Ss to read questions 1-6 and find the key words. Ss read the text again and choose the correct answers
- Check Ss answers and ask them to justify them.

Answer Key

- 1 D (Microscopic robot)
- 2 A (... understand its surroundings, make decisions and move automatically ...)
- 3 B (... a possible walking distance of around 100 nanometres.)
- 4 A (... miniature robot surgeons protecting the insides of their bodies ...)
- 5 C (... would like further tests to be carried out ...)
- 6 C (... will allow treatments to be given that are currently impossible.)

- 4 **Aim** To consolidate new vocabulary

Give Ss time to match the words in the list to the gaps in the sentences using their dictionaries to help them if necessary.

Check Ss' answers around the class.

Answer Key

- 1 environment 3 developed 5 commands
2 device 4 applications 6 chips

Grammar

- 5 **Aim** To revise/practise reported speech

- Explain the task and read out the example. Explain how tenses and pronouns change from Direct to Reported Speech.

- Refer Ss to the **Grammar Reference** section for more details.
- Give Ss time to complete the task and then check Ss' answers round the class.

Answer Key

- 2 *Josie told me that she had just found a job working in a science lab.*
- 3 *He said that they would soon have enough money to buy a more powerful computer.*
- 4 *Tom told me that he was going to watch Frankenstein on DVD that night.*
- 5 *She said that Philip was very interested in science.*
- 6 *Tony said that Sally worked for a company that designed robots.*
- 7 *She told me that she had read an article about artificial intelligence the other day.*

Speaking & Writing

- 6 **Aim** To identify the main idea/To summarise a text

- Give Ss time to look through the text again and find the main idea in each paragraph. Ask Ss to make notes and then give Ss time to use their notes to summarise the text. Remind Ss that they should use their own words while writing the summary as much as possible.
- Ask various Ss around the class to read their summary to the rest of the class.

Suggested Answer Key

- A: *microscopic robot ... created by a team of researchers in USA ... called nanospider ... crawls along molecules of DNA*
 B: *It can walk, turn and create its own products.*
 C: *made of DNA molecules*
 D: *they can walk 100 nanometres, researchers trying to improve this*
 E: *Nanotechnology could be very important in the future... medical applications*
 F: *Some worried about safety of nanotechnology*
 G: *Billions of dollars being spent on nanotechnology around the world...in the future nanorobots may perform surgeries impossible today*

A microscopic robot was recently created by a team of researchers in the USA. They call it a nanospider and it can crawl along molecules of DNA. It can walk and turn and make its own products. It is made of DNA molecules. So far, it can walk 100 nanometres but researchers are trying to make it walk longer distances. Nanotechnology seems to be very useful and may have a lot of medical applications. Some people are concerned about how safe nanotechnology is. A lot of money is spent on nanotechnology and in the future scientists believe nano-robots may be able to operate on people.

5b Big ideas

Reading & Vocabulary

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

- Explain what 'bright spark' means (*an intelligent person*) and ask Ss to read the introduction of the text, look at the pictures and read the title.
- Elicit Ss' guesses as to what each person may have done.
- Play the recording. Ss listen and read the text and find out.

Suggested Answer Key

I think that all of these people can be described as bright sparks because they had great ideas. I think Angela Zhang must have discovered something really important, Emily Cummins must have invented something really useful and Derreck Kayongo must have done something that really helped a community.

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

- Ask Ss to read the questions 1-15 and then read the text again and match them to the people A-D.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|--------|
| 1 B | 3 C | 5 A | 7 B | 9 A/C |
| 2 A | 4 A | 6 B | 8 B | 10 A/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

- cure (v):** to heal/make sb better from an illness/disease
cancer (n): a serious illness where cells in the body become abnormal
nanoparticle (n): a very small piece of material
tumor (n): an abnormal growth in the body caused by cancer
tissue (n): a group of connected cells
overwhelming (adj): intense
hammer (n): a hand tool for hitting nails into wood
come up with (phr v): to think of an idea
sweating (n): the process of perspiring
evaporation (n): the process whereby a liquid turns to gas because of heat
cylinder (n): a tube with circular ends and long straight sides, often used as a container
wasteful (adj): throwing things away that could be used
hygiene (n): cleanliness
chill (v): to make sth cold
global (adj): international

3 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

stunned = shocked

decode = solve

promising = likely to be successful

portable = easily moved

potential = capability

sanitise = clean/disinfect

4 **Aim** To consolidate new vocabulary

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

Answer Key

- | | | |
|--------------|-------------|----------|
| 1 evaporates | 3 tissue | 5 cross |
| 2 tumors | 4 rejection | 6 donate |

Grammar

5 a) **Aim** To revise/practise reported questions/orders & special introductory verbs

- Quickly revise the grammar structures. Refer Ss to the **Grammar Reference** section for the theory to help them if necessary.
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- 1 He asked her if he could buy those cards.
- 2 He apologised for not having called her.
- 3 Sally told Mike not to throw it away.
- 4 She asked him where he had got it from.
- 5 He reminded him/her/them to hand in his/her/their essay the next day.
- 6 He ordered us to stop shouting.
- 7 She suggested watching/that we watch 'Beat the Boss'.
- 8 He refused to give up.

b) **Aim** To practise reported speech

- Explain the task and give Ss time to find the direct speech in the text and rewrite it in reported speech.
- Check Ss' answers around the class.

Suggested Answer Key

"But then I found that it almost became like a puzzle, being able to decode something," she added. – She added that she had found that it had almost become like a puzzle having been able to decode something.

"The simplest method of cooling something can be seen when you look at how we cool biologically – through sweating and evaporation," Emily said.

Emily said that the simplest method of cooling something could be seen when you looked at how we cooled biologically – through sweating or evaporation. "We sanitise them first," he explained, "then heat them at very high temperatures, chill them and cut them into final bars. It's a very simple process, but a lot of hard work." – He explained that they sanitised them first, then heated them at very high temperatures, chilled them and cut them into final bars. He added that it was a very simple process, but a lot of hard work.

Speaking & Writing

6 **Aim** To act out an interview

- Explain the task and ask Ss to take roles of an interviewer and one of the people A-D and think of questions and answers based on the information in the text. You can elicit various questions from Ss and write them on the board for Ss to use them (See questions in the Suggested Answer Key).
- Ss take turns to act out their interviews in front of the class.

Suggested Answer Key

Electronic assistant: Could you tell me your age, please?

Student: Yes, I will be 17 years old at the end of next month. So I'm still just 16.

Electronic assistant: How important is it to follow scientific developments in the news or other media?

Student: I think it's very important that people understand science and are aware of new breakthroughs.

Electronic assistant: How would you feel about going to lectures on scientific breakthroughs?

Student: I would find that extremely interesting if it was a proper expert. Sometimes I find journalists can write badly about science so a lecture would be much better.

Electronic assistant: What do you think about local museums efforts to educate the public about science?

Student: I definitely think it has improved in recent years. Now there is more information on exhibits and there is much more interactive material in museums.

Electronic assistant: What more do you think local authorities can do to encourage people to be interested in science?

Student: I think you need to make people understand that science can be fun. A science festival where everyone can join in in activities would be brilliant.

Electronic assistant: What kind of interest would local people have in finding out more about science in your area?

Student: *I think that if people have good information made available they are more likely to be interested in finding out more about science.*

Electronic assistant: *That is the end of the survey. Thank you very much for your assistance.*

7 **Aim** To develop critical thinking skills/To personalise the topic

- Read the rubric loud and give Ss time to write a few sentences in answer to the questions.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

I really admire Emily Cummins because not only did she invent something really clever but it was something that could help people in need in the developing world. I think she managed to achieve that because she enjoyed making things from scrap materials, but she must have put a lot of thought and hard work into her idea to make it work, too. I also admire her for giving talks encouraging people to follow their dreams. That's a really unselfish thing to do. I definitely think we can all be inspired by this to use our skills and the things we enjoy to do some good in the world.

5c Culture Corner

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

- Elicit what, if anything Ss know about the Royal Observatory in Greenwich. Then elicit questions from Ss around the class and write two of them on the board. (*Where is the Royal Observatory? What can one do there? What can one see there?* etc)
- Give Ss time to read the text and elicit answers to the questions.

Suggested Answer Key

I know that the Royal Observatory is in Greenwich, London, England and that it has something to do with the stars and planets.

What is the observatory most famous for?

It is famous for being the place where time begins.

What can visitors see and do there?

Visitors can touch the prime meridian and stand over it with one foot in each of the world's hemispheres. They can also visit London's only planetarium.

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

- Ask Ss to read the text again and choose the correct word for each gap 1-12.
- Play the recording. Ss listen and check their answers.

Answer Key

- | | |
|------------------|--------------------|
| 1 was calculated | 6 were not/weren't |
| 2 touched | 7 divides |
| 3 to solve | 8 standing |
| 4 their | 9 largest |
| 5 had travelled | |

- 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

observatory (n): a building which scientists use to watch the stars

accurate (adj): very exact or precise

exactly (adv): completely correct

precisely (adv): accurately

circle (v): to go around sth

physically (adv): relating to the body

courtyard (n): a paved open area surrounded by buildings

navigate (v): to find your way with a map; to sail

fixed (adj): arranged or decided and not able to be changed

hemisphere (n): one of two halves of the Earth

planetarium (n): a building where people can learn about the planets and the stars by watching moving images of the sky at night using a special machine

refracting (adj): causing light to change direction or separate when it travels through a lens

3 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

imaginary = not real

tricky = difficult

navigate = sail/steer

pinpoint = find the exact position of

brilliant = very intelligent

Suggested Answer Key

All time zones in the world are **calculated** from the prime meridian in Greenwich.

The prime meridian is an **imaginary** line that divides the globe into two hemispheres.

The Royal Observatory was set up to solve a **tricky** problem; sailors needed to know what the exact time was to **navigate** their way around the world and **pinpoint** where they were.

Brilliant scientists came up with the idea of the prime meridian.

4 **Aim** To consolidate new vocabulary through antonyms

- Go through the list of words in the rubric and give Ss time to match them to their antonyms in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

<i>unknown – famous</i>	<i>changeable – fixed</i>
<i>real – imaginary</i>	<i>rarely – often</i>
<i>easy – tricky</i>	<i> tiniest – largest</i>
<i>spread – gathered</i>	

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

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

Suggested Answer Key

I learnt that all world time is calculated from the prime meridian, an imaginary line at the Royal Observatory in Greenwich, London. I learnt that the Royal Observatory was set up in 1675 because sailors needed to know the exact time to navigate around the world. I also learnt that the meridian divides the globe into two hemispheres.

6 **Aim** To develop research skills/To give a presentation about an important observatory/science museum in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

The NEMO Science Museum in Amsterdam is situated on top of the River IJ car tunnel and it's a fantastic 'hands-on' science and technology museum that is very popular with both children and adults. The remarkable museum, which is built in the shape of a green ship's hull, was designed by the famous Italian architect Renzo Piano and opened in 1997. There are many interesting exhibits spread out over 4 'decks' covering areas such as DNA, electricity, the human brain, computers and the origins of life. In addition, visitors can watch entertaining shows and demonstrations. In the summer it's even possible to climb up to the roof deck café and relax in a deckchair!

5d Everyday English

1 **Aim** To read for gist and express an opinion

- Ask Ss to read the adverts quickly and say what place each one is for.
- Then elicit which one they would prefer to visit and why.

Answer Key

Advert A is for the London Planetarium, a place where you can see images from spacecraft and telescopes. Advert B is for the Science Museum in London with all sorts of exhibits and an IMAX cinema.

Suggested Answer Key

I would prefer to visit the planetarium because it sounds like something completely different. I think it would be amazing to see real images from space and also to do things like landing on Mars.

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

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

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

- Elicit Ss' guesses as to what the dialogue is about.
- Play the recording for Ss to listen and read and find out.

Answer Key

I think the dialogue is about someone trying to persuade their friend to visit the planetarium.

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

- Read through the sentences and ask Ss to identify the ones with a similar meaning in the dialogue.
- Check Ss' answers.

Answer Key

Why do you think it's so extraordinary? – What's so special about it?

You're joking! – You're kidding!

I think that seems good. – Actually, I do like the sound of that.

Oh, please! – Oh, come on!

I think I'll like it. – Well, I suppose it might be fun.

Intonation

4 **Aim** To present/practise intonation when showing interest

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Choose two Ss to read out the example. Ask Ss to work in pairs and act out similar exchanges using the prompts.
- Monitor the activity around the class and then ask various pairs to act out their exchanges in front of the class.

Suggested Answer Key

A: *Why don't we go to the Blue John Canyon on Saturday?*

B: *What's so special about it?*

A: *It's got caves with beautiful minerals.*

B: *I like the sound of that.*

A: *Why don't we go to the Natural History Museum next week?*

B: *Is it worth going?*

A: *Yes, it's got a dinosaur exhibition and a wildlife garden.*

B: *You've convinced me.*

Speaking

5 **Aim** To role play a dialogue persuading someone to visit a place

- Explain the situation. Ss work in pairs and act out a dialogue using the advert and the sentences in Ex. 2 to help them. Ss can use the diagram as a guide.
- 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: *Hey, look at this advert for the Science Museum in London. It sounds fantastic! Why don't we go on Sunday?*

B: *The Science Museum? What's so special about it?*

A: *Well, it's got lots of interactive exhibits on things like medicine, computing and space.*

B: *Hmm ... I'm not so interested in science.*

A: *You're kidding! It says here that there are also science shows, an IMAX cinema and a flight simulator.*

B: *Really? Actually, I do like the sound of that. I like the idea of the flight simulator.*

A: *Me, too. Oh, come on! You'll enjoy it when you get there.*

B: *Well, how much are the tickets?*

A: *It's free to get in.*

B: *OK then. Let's go!*

5e Exploration**Vocabulary & Reading**

1 **Aim** To present topic-related vocabulary

- Explain the task and give Ss time to complete it.
- Play the recording. Ss check their answers. Explain any unknown words.

Answer Key

1 C 3 D 5 E 7 G

2 B 4 F 6 H 8 A

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

- Ask Ss to read the title of the text and the first two sentences.
- Elicit Ss' guesses in answer to the question in the rubric.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

I think that Jill Heinerth dives into the ocean depths and explores caves that no one else has ever been to before.

BACKGROUND INFORMATION

Ernest Shackleton (1874-1922) was an Irish explorer. He is known for his polar expeditions.

3 **Aim** To read for specific information

- Ask Ss to read the questions 1-6 and the possible answers.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to justify them.

Answer Key

1 B (*one of world's top cave divers; had her photos published worldwide; won awards for her documentaries; got the world record for distance travelled underground; first woman to cave dive in Antarctic*)

2 D (*even though she didn't know if there were any (caves) there*)

3 A (*"We found a dazzling world of sea stars and other curious creatures."*)

4 D (*it was only later that she found out that a piece of ice had crashed into the entrance to the cave. If she had been near, she would have*

been killed ... were trapped by strong currents and only managed to escape by ... Just two hours later, the iceberg shattered)

- 5 C (Jill freely embraces her fear ... we mustn't avoid doing things that frighten and challenge us ... if you don't chase fear, then you'll be running away from it for the rest of your life)
- 6 B (her work may affect future space missions ... One day NASA hopes to send ... 3D mapping device to the underwater caves of Europa, one of the moons of Jupiter)

- 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

depths (n): a long way down under the sea/ocean

expedition (n): a difficult journey to perform a specific task e.g. to discover sth

make someone's name (phr): to give sb a reputation for sth

head to (v): to set off towards a place

iceberg (n): a huge piece of floating ice in the sea

leap of faith (phr): an action that involves believing sth that is not easy to believe

disturbance (n): trouble

air bubbles (phr): small balls of air in liquid

rough (adj): not smooth; difficult

crack (n): a narrow opening between two parts of sth

oxygen tank (phr): a container filled with breathable gas for a diver to use

threat (n): danger

current (n): the force of moving water

handhold (n): a part of sth that protrudes or has a hole so you can use it to hold onto

put someone off (phr v): to deter sb from doing sth

embrace (v): to accept sth enthusiastically

multimedia presentation (phr): a presentation using images, sound, video, etc

heated wetsuit (phr): a suit for use in the water that has an inbuilt system for keeping the body warm

mapping device (phr): a gadget that can generate maps of unexplored places

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in the rubric to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

following in the footsteps of = doing the same things as

diverse = varied

dazzling = impressive/beautiful

trapped = unable to escape

massive = huge

embraces = accepts

exhale = breathe out

have the best of both worlds = enjoy two different opportunities

5 **Aim** To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- 1 descend(ed) 3 crashed into 5 floated
2 plunged into 4 collapsed 6 shattered

Grammar

6 a) **Aim** To present/revise the causative

- Direct Ss' attention to the pictures and read out the examples. Elicit when we use the causative.
- Refer Ss to the **Grammar Reference** section to help them if necessary.
- Elicit an example in the text.

Answer Key

We use the causative when we have arranged for someone else to do something for us.

Example in text: She has had her stunning photographs published worldwide. (l. 4-5)

b) **Aim** To practise the causative

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

Answer Key

- 2 Jill has had her equipment checked.
3 She will have her new diving mask delivered tomorrow.
4 Greg had his swollen ankle examined by the doctor.
5 Nick is having his wetsuit repaired.

Speaking & Writing

7 **Aim** To act out an interview

- Explain the situation and ask Ss to work in pairs and choose roles.
- Ss work together and think of questions and answers based on the information in the text.
- Ss then act out their interviews in pairs.
- Monitor the activity around the class and then ask some pairs to act out their interviews in front of the class.

Suggested Answer Key

A: Hello Jill and welcome to the show.

B: Thank you.

A: So, tell us what you do for a living.

B: Well, I go on expeditions to explore underwater caves.

A: That sounds amazing. You've broken some records, haven't you?

B: Yes, I have. I broke the world record for distance travelled underground, spending 21 hours underwater and I became the first woman to cave dive in the Antarctic, too.

A: Now that was the expedition that really made your name, wasn't it, Jill?

B: Yes, that's right. I explored the caves in the largest iceberg on the planet there, B-15.

A: What was that experience like, Jill?

B: Hard to describe, really. We found a dazzling underwater world there of sea stars and other amazing creatures. It was quite dangerous, though.

A: Really? Why's that?

B: Well, while we were in the cave, a piece of ice crashed into the entrance. We were trapped by strong currents, too, and only managed to escape by pulling ourselves along by finding handholds in the ice wall. Just two hours later, the iceberg shattered.

A: Doesn't this kind of incident put you off cave diving, Jill?

B: No, not at all. I think we should face our fears.

A: That's great. Jill, could your work affect future space missions?

B: Absolutely. A 3D mapping device might be used on a mission to the underwater caves of Europa, one of the moons of Jupiter.

A: That's very interesting. Thank you so much for coming on the show today, Jill. I wish you good luck with all your future expeditions and other plans.

B: Thank you so much. It's been a pleasure.

looks at the positive = optimistic

really wants to be successful = ambitious

won't let anything stop him/her doing sth = determined

Suggested Answer Key

A: I believe that it's really important to be determined and persistent if you want to achieve something because if you don't give up, you will succeed in the end.

B: I agree. I also think it's important to be courageous because there are many risks involved when you are trying hard to achieve something; if you want to start a business for instance.

A: That's right. So it's important to be a risk-taker, too.

B: Yes. Do you think it's important to be relaxed, too?

A: I'm not sure about that. If you're too relaxed, you'll never achieve anything!

B: That's true, but on the other hand stress can be really unhelpful.

A: I agree. Still, I believe we often think more clearly when we're relaxed.

B: Maybe. I think you have to be really organised to succeed.

A: Hmm ... That depends on what you want to achieve. Creativity is more important for some life goals.

B: That's true, and the same for being clever. Some people weren't top of the class at school, but they are still successful. I think ambition, optimism and determination are the most important characteristics. What do you think?

A: I agree. A positive attitude helps a lot, and if you have ambition you are usually really determined.

B: The same goes for confidence. If you believe you can achieve something, I think you probably will eventually.

A: I think so, too.

5f The road to success

Vocabulary

1 **Aim** To present key vocabulary

- Play the recording with pauses for Ss to repeat chorally and/or individually.
- Ask Ss to read the list of words/phrases and explain/ elicit the meanings of any unknown ones and then match some of them to the definitions.
- Choose two Ss to read the example aloud. Ask Ss to discuss in pairs the importance of each characteristic in helping someone to become successful.

Answer Key

single-minded = focused

doesn't give up = persistent

brave = courageous

willing to accept ideas/suggestions = open-minded

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

Elicit what, if anything, Ss know about Thomas Edison.

Suggested Answer Key

I know that Thomas Edison was an American inventor who was born in the 19th century. He is best known for inventing a working light bulb.

b) **Aim** To read for gist

- Read the quotation aloud and elicit what Ss can infer about his personality from it.
- Play the recording.
- Ss listen and follow the text in their books and check.

Suggested Answer Key

I think that Thomas Edison must have been an extremely clever person. I also think he must have believed in working really hard to achieve your dreams.

3 a) **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and match them to the paragraphs.
- Check Ss' answers.

Answer Key

- A 6 (*Incredibly, by the end of his life he held 1,093 patents and he is responsible for more inventions than any other inventor in history*)
- B 3 (*Would you believe, though, that as a child his teacher told his mother that he was too slow to learn*)
- C 7 (*"Many of life's failures are people who do not realize how close they were to success when they gave up,"*)
- D 1 (*If you want to write a book, aim to write a chapter every day.*)
- E 8 (*Scientists now agree that relaxation and short naps can improve our concentration and creativity.*)
- F 4 (*... historians have so far discovered around 4 million pages of Edison's notes....*)
- G 5 (*So, what are you waiting for. Tap into your inner genius and get busy achieving your dreams*)

Suggested Answer Key

- genius (n):** sb with a very great and rare natural ability or skill, especially in science or art
- alkaline battery (phr):** device that produces electricity to provide power for machines and gadgets without using acid
- projector (n):** a machine for showing films/images on a screen/surface
- patent (n):** the right to make/sell an invention for a number of years
- undoubtedly (adv):** without a doubt
- failure (n):** when sb/sth does not succeed; loss
- filament (n):** the part inside a light bulb that heats up and gives off light
- burn up (phr v):** to be destroyed by fire
- anew (adj):** all over again from the start
- push oneself (phr):** to encourage oneself to continue to try hard/succeed
- reach one's goals (phr):** to succeed in doing what you set out to do
- set oneself a target (phr):** to aim to achieve a fixed goal
- skill (n):** an ability to do an activity or job well
- trick (n):** an effective or quick way to do sth
- under pressure (phr):** having stress or worry
- nap (n):** a short sleep during the day
- concentration (n):** thinking carefully about sth
- flow (n):** to move in one direction smoothly and continuously
- inner (adj):** relating to the inside of sth

b) **Aim** To identify the author's purpose

Read the rubric aloud and elicit answers with reasons from Ss around the class.

Suggested Answer Key

The author's purpose in writing this article was to persuade the reader to believe in something and do their best to make it come true. By using Thomas Edison's life as an example, the writer is trying to persuade the reader that they should work hard and be persistent in order to achieve their dreams in life.

Grammar

4 **Aim** To revise quantifiers and countable/uncountable nouns

- Give Ss time to complete the task. Refer Ss to the **Grammar Reference** section for details. Then elicit examples in the text.
- Elicit which of the words in bold we use with countable/uncountable nouns/both.

Answer Key

- | | | |
|--------------|-------------|--------------------|
| 1 none | 6 All | 11 a great deal of |
| 2 a little | 7 Both | 12 either |
| 3 much | 8 Few, many | 13 any |
| 4 hardly any | 9 several | |
| 5 a lot of | 10 many | |

Suggested Answer Key

Examples in the text: Most people, many more things, many of his inventions, we all, a few tips, Many of life's failures, All our mistakes, under a little pressure, you'll be amazed by how much, with several small metal balls, many new ideas

countable nouns: every, a few, few, many, several

uncountable nouns: a little, much, little

both: none, a small amount of, hardly any, a lot of, all, either, both, a great deal of, or, any

5 **Aim** To distinguish between commonly confused words

- Give Ss time to complete the task using their dictionaries if necessary.
- Check Ss' answers.

Answer Key

- | | | |
|----------------|------------------|------|
| 1 practical | 4 contributed to | 7 on |
| 2 long-lasting | 5 out | |
| 3 reach | 6 fell, deep | |

6 **Aim** To consolidate new vocabulary

- Explain the task and go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

had a hand in = participated in

give up = stop trying

stepping stones = a way to make progress

intolerant of = not willing to accept/put up with

try taking a leaf out of Edison's book = behave the same way as Edison

effective = successful

drift off to sleep = slowly fall asleep

scribble down = write down quickly

stuck on = unable to do

wander = move from topic to topic

tap into = make use of

7 **Aim** To analyse quotations

- Ask Ss to read Edison's quotations in the text again and explain them.
- Then ask various Ss around the class to say which ones are the most inspirational and why.

Suggested Answer Key

"Genius is 1% inspiration and 99% perspiration." – To achieve something truly amazing requires a good idea or a small amount of creativity, but mostly it's down to a lot of hard work.

"Many of life's failures are people who did not realise how close they were to success when they gave up." – People often fail in life because they give up too soon.

"There is great value in disaster. All our mistakes are burned up and we can start anew." – Disasters aren't necessarily bad. They erase your mistakes and you have the chance to start again.

I find the first quote the most inspirational because it suggests that everyone has the potential to achieve something really great if they are willing to put in the effort.

8 **Aim** To develop critical thinking skills/To analyse Edison's success and express personal goals

- Read the rubric aloud and give Ss time to think of their answers and then write a few sentences.
- Ask various Ss around the class to read out their sentences to the rest of the class.

Suggested Answer Key

Thomas Edison was a genius, but his success came because he never gave up trying. Even after failing many times, he tried to see his failures in a positive

way. He also worked extremely hard and set targets for himself. He understood the importance of relaxing to improve his concentration and creativity. Finally, he kept journals in which he wrote down all his ideas. All this inspires me to feel more confident about being able to achieve my dreams in life because Edison clearly believed that everyone is capable of reaching their goals.

9 **Aim** To develop research skills/To give a presentation on Thomas Edison

- Explain the task and give Ss time to find out more information about Edison on the Internet.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Thomas Edison was a very curious as a child and was always asking questions. He was a poor student, however, as his mind often wandered. He built his first lab at the age of only 10 and used all his spare money to buy chemicals for experiments. Around the age of 12, Edison lost almost all his hearing, but he saw it as an advantage as it helped him concentrate on his experiments better. In 1869, when Edison was only 22, he got his first patent for a vote-recording machine. Unfortunately, it was never used, so from that point on, Edison only invented something if there was a need for it. Edison had various jobs during his early life such as a telegraph operator and a printing machine mechanic. Then he set up an 'invention factory' in New Jersey. He said, "I never quit until I get what I'm after. Negative results are just what I'm after. They are just as valuable to me as positive results." Edison worked long hours and expected a lot from his employees.

5g Skills**Vocabulary & Speaking****1** **Aim** To introduce the topic, present key vocabulary and generate topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually.
- Pay attention to Ss' intonation and pronunciation.
- Elicit suggestions of more jobs for each category and then read out the example and elicit which jobs Ss might like to do in the future.

Suggested Answer Key

deal with people – waitress, bank cashier
 start your own business – open a dance studio, manicurist
 have a 9-5 job in an office – human resources assistant, typist
 be the boss – a chief editor, store manager
 work from home as a freelancer – online teacher, writer
 become a professional – vet, professor
 have a skilled job – carpenter, painter
 work in the armed forces/emergency services – ambulance driver, naval officer
 become a famous celebrity – TV presenter, DJ

I might like to start my own business in the future; maybe something like a web design business, because I'd like to be my own boss. I really wouldn't like to be a famous celebrity, though; I think it would be far too much pressure.

2 **Aim** To talk about the importance of certain factors for certain jobs

- Go through the factors in the spidergrams with Ss. Ask Ss to discuss in closed pairs which factors they think are the most important for each of the types of jobs in Ex. 1 following the example. Ss can use their own ideas as well.
- Monitor the activity around the class offering help if necessary. You can ask pairs to discuss the different types of jobs listed in Ex. 1 e.g. Pair A can discuss jobs which deal with people, Pair B can discuss jobs that people choose when they want to start their own business, etc.

Suggested Answer Key

B: ... enjoy challenges a lot, because it can be quite difficult to set up a business. You also need a lot of determination to succeed and self-motivation because you don't have anyone else to do things for you or tell you what to do.

A: That's right. What about a job where you have to deal with people?

B: Well, mostly I think you need sensitivity to others for those kinds of jobs and good communication skills.

A: I agree. I think celebrities need to have good communication skills too, and they also need a lot of confidence and maybe natural talent.

B: Yes, you're right. I think people with skilled jobs need the right qualifications obviously.

A: That's true, but also relevant experience can be just as valuable to them. etc

3 **Aim** To listen for specific information

- Ask Ss to read the questions 1-6 and the possible answers.
- Play the recording. Ss listen and complete the task. Check Ss' answers.

Answer Key

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

5h Curricular: Science

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

- Explain the task and allow Ss time to complete it.
- Elicit Ss' guesses in answer to the questions in the rubric.
- Play the recording and allow Ss to check their answers.

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

- Allow Ss some time to complete the task.
- Ss compare their answers with their partner.
- Check Ss' answers.

Answer Key

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

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

Suggested Answer Key

brain (n): the organ inside the head that controls thought, memory, feelings and activity

organ (n): a part of the body which performs a particular job such as the brain, the heart and lungs

hunger (n): the feeling of needing to eat

thirst (n): the feeling of needing to drink

determine (v): to decide

identity (n): who a person is

hemisphere (n): half of a sphere

nerve fibres (phr): a group of long thin threads that carry information between the brain and other parts of the body

profound (adj): deep and meaningful

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

- Ss work in pairs and talk about three things they remember from the text.
- Elicit answers from Ss around the class.

Suggested Answer Key

The brain weighs around 1.4 kg. The left hemisphere is responsible for the right side of the body and vice versa. The right side of the brain is dominant in artists.

4 **Aim** To do an internet quiz about left/right side brain dominance and report back to the class

- Explain the task and ask Ss to do an Internet search to find a quiz that tests which side of the brain is dominant.
- Ask Ss to do the quiz and mark down their results and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

(Ss' own answers)

5i Writing

1 **Aim** To analyse a rubric

- Ask Ss to read the rubric and the underlined key words and then give them time to answer the questions.
- Check Ss' answers.
- You can refer Ss to **Writing Bank 1** before answering the questions.

Answer Key

- 1 *short story competition, magazine readers will read it*
- 2 *past tenses will be used*
- 3 *I must begin the story with the words. 'It seemed like an opportunity too good to miss.'*
- 4 *The story could be about a great opportunity that someone is offered, for example to take part in an exciting activity and something that happens while the person takes part.*
- 5 *Between 120-180 words.*
- 6 *I can begin the story with the weather, who was involved, what they were going to do & when the story took place, feelings of those involved. I might end it with what happened in the end and how the characters felt.*

2 **Aim** To analyse the structure of a model essay

- Ask Ss to read the model and match the paragraphs to the elements in the rubric.
- Check Ss' answers.

Answer Key

- sets the scene: para 1*
describe the events in the order they happened: 2 & 3
include direct speech: paras 2 & 4
describe the characters' feelings: para 1 & 4
includes the climax event: para 3

3 **Aim** To order the events in a story

- Ask Ss to read the story again and then read the events A-H and order them.
- Check Ss' answers. Ask Ss to use the events to summarise the story in their own words using appropriate time sequence words.

Answer Key

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

Suggested Answer Key

One day last April, we arrived at The Devil's Drop in the rain. First of all, we crawled down a tiny dark tunnel. Finally, we reached a huge cave. Suddenly, we heard a crack and water started to fill the cave. We looked for a way out and then we saw a narrow tunnel. I was crawling along the tunnel when icy water gushed into it. Finally, to my relief, Harry and Sam pulled me out.

4 a) **Aim** To identify descriptive language (adjectives)

- Read out the **Study Skills** box and explain that this tip will help Ss complete the task successfully.
- Explain the task and give Ss time to complete it.
- Check Ss' answers around the class.

Answer Key

adventurous members of the potholing club
tiny dark tunnel
slow dripping of water
cool dampness
huge cave
glistening stalactites and stalagmites
thundering crack
icy water
fresh air

b) **Aim** To identify descriptive language (adverb – verb collocations)

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

Answer Key

1 <i>heavily</i>	3 <i>anxiously</i>	5 <i>violently</i>
2 <i>frantically</i>	4 <i>slowly</i>	

5 a) **Aim** To identify descriptive language (verbs)

- Explain the task and ask Ss to copy the table into their notebooks and complete it referring back to the model story.
- Check Ss' answers.

Answer Key

move – crawl, reach, hurry, gush *look* – search
say – yell *see* – spot

b) **Aim** To practise descriptive language (verbs)

- Explain the task and give Ss time to complete it.
- Elicit answers from various Ss around the class.

Answer Key

A 1 *crept* 2 *spotted* 3 *ran*
B 1 *staring* 3 *noticed* 5 *grinning*
 2 *drifting* 4 *approaching*

6 **Aim** To practise using descriptive language

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

Answer Key

1 *waited nervously* 6 *fantastic*
 2 *crept* 7 *excited*
 3 *peered* 8 *powerful*
 4 *huge* 9 *rock violently*
 5 *deep* 10 *absolutely terrified*

7 a) **Aim** To identify writing techniques in a model

Ask Ss to read the theory and then look back through the story and say which techniques were used.

Answer Key

to begin – creating atmosphere by describing the weather, people, setting the scene; expressing the characters' feelings/mood

to end – expressing the characters' feelings/mood; using direct speech

b) **Aim** To identify beginnings/endings to stories and the techniques used in them

- Ask Ss to read the extracts A and B and elicit which one is an ending and which one is a beginning to a story.
- Then elicit which techniques have been used.

Answer Key

A: ending (expressing the characters' feelings/mood, using direct speech)

B: beginning (creating atmosphere by setting the scene and describing the weather, asking a rhetorical question, creating suspense/mystery)

8 a) **Aim** To analyse a rubric/To prepare for a writing task

- Ask Ss to read the rubric, underline the key words and answer the questions in pairs.
- Check Ss' answers.

Answer Key

Key words: short story competition, must begin: It was risky, but I knew I wanted to try it. story (120-180 words)

1 I should write a short story. I must begin with the sentence in the rubric.

Suggested Answer Key

2 The story could be about some friends who decide to take part in a dangerous activity and then something goes wrong.

3 I could set the scene by describing the weather, talking about the characters' feelings and describing when/what time the story is happening and what the friends are going to do.

4 I could make the story more interesting by including interesting adjectives/adverbs/verbs instead of simple ones and by including appropriate techniques for beginning/ending the story.

b) **Aim** To listen for ideas

- Ask Ss to copy the paragraph plan into their notebooks.
- Play the recording. Ss listen and make notes under the headings in the plan.

Suggested Answer Key

Para 1: freezing cold but sunny day, cave diving club, dangerous ice caves in the frozen lake, arrived chatting excitedly

Para 2: dived into freezing water, entered first cave, spectacular view, then awful cracking sound above me

Para 3: horror, cave wall began to collapse, felt an arm pulling me, noise of ice breaking, reached the surface, Liam saved me

Para 4: everyone relieved, shaking with cold and fear but happy to be alive

9 **Aim** To write a story

- Refer Ss to **Writing Bank 5** for more details and practice.
- Give Ss time to write their story using their answers from Ex. 8 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly.

Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me.

I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!

As the others surfaced, you could see the look of relief on everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.

RNE Skills 5**Reading**

- 1 **Aim** To predict the content of the text and read for gist

- Ask Ss to read the title and the first and last paragraphs in the text and elicit Ss' guesses and to what the article is about.
- Give Ss time to read the text and find out.

Suggested Answer Key

The article is about the fact that scientists have recently discovered more than 1,200 new planets and that they are hoping to find worlds that may be fit for life.

- 2 a) **Aim** To analyse a rubric

- Ask Ss to read the rubric and elicit the key words in it and in the headings.
- Check Ss' answers.

Suggested Answer Key

Key words: A – future's looking good, B – what, discovery, mean, C – what, seems, to show, D – Kepler's done so far, E – New inhabitable planets, F – Challenges, G – Technology, changed everything, H – History, planet discovery

BACKGROUND INFORMATION

NASA (The National Aeronautics and Space Administration) was formed in 1958 and is responsible for the USA's civilian space programme and for aerospace research. Its motto is "For the Benefit of All". Its headquarters are in Washington, DC.

- b) **Aim** To read for comprehension

- Give Ss time to read the text and complete the task.
- Ss check their answers with their partner.
- Ss should justify their answers.

Suggested Answer Key

- A 5 (*In other words, worlds that might be fit for life.*)
- B 2 (*Finding a signal would be very shocking. Simply because it would tell us that a planet is home to inhabitants with technical knowledge.*)
- C 8 **see whole paragraph*
- D 7 (*... teams of astronomers have used large, ground based telescopes to hunt for more planets. so far they have found more than 500 extra solar planets ...*)
- E 4 (*Apart from Kepler's ability to uncover multiple new worlds, it also has the ability to find planets that are the size of Earth ...*)
- F 3 (*But these early results for Kepler indicate that ...*)
- G 6 (*Sure, nothing has been found so far, but 30,000 is a big number!*)

Listening

- 3 a) **Aim** To prepare for a listening task

- Ask Ss to read the rubric and the sentences and identify the key words.
- Elicit what Ss expect to hear in the recording.

Suggested Answer Key

Key words: five different speakers, plans for the future, Match, speaker, with the sentences, one extra sentence, A – how, achieve, dream (will, going to, plan, soon, etc.), B – how ambitious he/she is

(success, determined, etc), C – doesn't know, what he/she wants to do (unsure, not certain, job, career, etc), D – just had, career change (job, profession, fired, hired, etc.), E – why, do a certain job (because, particular, especially, etc), F – wants to work with others (teamwork, co-operation, together, etc)

b) Aim To listen for key information

Play the recording. Ss listen and complete the task.

Check Ss' answers.

Suggested Answer Key

A 2 B 1 C 5 D 3 E 6

Writing

4 Aim To write an informal letter

- Read out the rubric and elicit the key words.
- Give Ss time to complete the task and then check Ss' answers.

Suggested Answer Key

Key words: letter from, Thomas, Can you see yourself running your own business one day? , What would your dream job be like?, more important, make a lot of money, be happy in your job, Why?, write, letter, answer, 3 questions, 100-120 words, Remember, rules of letter writing

Dear Thomas,

Thanks for your letter. It's great to hear that your dad is setting up his own Internet business.

I don't know whether I can see myself running my own business because it's too much responsibility. You have to hire and fire people and also make sure that they do their jobs properly. My dream job would be something that allowed me to be paid to do something I love, but that's very rare these days. I would rather be happy in my job than make a lot of money. It can't be nice to do something you hate even if you are well paid.

Write back with more news about your dad's business.

Best wishes,

Erin

Speaking

5 a) Aim To prepare to give a talk

- Read out the rubric and explain the task.
- Ask Ss to think of words/ideas in pairs and write them in their notebooks.

Suggested Answer Key

Key words: 1.5-2 minute talk, exploration, why people, go where no one has ever been before, benefits of expeditions, whether you would go, what kind, ocean, Arctic, desert

Brainstorm: ambition, fame, advances in science, financial, broaden the horizons of knowledge, new medicines, new species, depths, endangered species, frozen wastes, oil, natural gas, heat, etc.

b) Aim To give a short talk on a topic

- Ss use their notes and the prompts to present their talk to their partner.
- Monitor the activity around the class, then ask various Ss to give their talk to the class.

Suggested Answer Key

There are many reasons why people want to go on expeditions to places that other people have never been before. Expeditions are usually funded by scientific institutes, universities or private companies and in each case there are important reasons for the expedition. Firstly, there is the sense of personal achievement that someone will get when they do something that no one else has done whether it is finding something new or unusual or just expanding the horizons of knowledge. Secondly, there is the fame that goes with such an achievement. The first person that does something or goes somewhere will go down in history and nothing can change that. Thirdly, there may be a lot of money in discovering some new place or thing. Expeditions can bring lots of benefits. A lot of expeditions find something that can be used. Expeditions into the rainforests have found plants that can be used for medicines. Expeditions to the bottom of the sea and the snow fields of the Arctic have found valuable deposits of oil and natural gas and even if the expedition comes back with nothing that can be used, just learning about something new can be incredibly rewarding.

I wouldn't like to go on an expedition because they are usually dangerous. People have lost their lives going to places that no-one has gone to before. I admire the people who put themselves at risk in the name of science, but I'm afraid I'm not one of those people.

c) Aim To analyse a model talk

- Play the recording, Ss listen and compare it to their own.
- Elicit comparisons from Ss around the class.

Suggested Answer Key

The student talks about the challenge of expeditions and the thrill people get from seeing or doing something for the very first time. The student also mentions the fact that through film and photography, the people back home can share in what the explorers are seeing. Finally, the student says that they would like to go on an expedition to the bottom of the sea.

6 **Aim** To practise word formation

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

Suggested Answer Key

- | | | |
|--------------|--------------|--------------|
| 1 natural | 3 impressive | 5 attraction |
| 2 Scientists | 4 mysterious | 6 darkness |

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

Give Ss time to skim the text quickly and elicit what it is about.

Suggested Answer Key

The text is about a Greek physicist's sudden breakthrough and how we can perhaps have similar breakthroughs.

b) **Aim** To practise grammar forms in context

- Give Ss time to read the text again and complete the gaps with the correct grammar forms.
- Check Ss' answers.

Suggested Answer Key

- | | |
|-------------------|--------------------|
| 1 cried | 6 having |
| 2 to share | 7 find/are finding |
| 3 rose/would rise | 8 are looking for |
| 4 is used | 9 will come |
| 5 isn't/is not | |

Suggested Answer Key

dome (n): the round roof on some buildings which can be opened to show the sky

observatory (n): a building with a dome in which scientists can study the stars, planets and sky

tower (n): a tall structure which forms part of a building

diameter (n): a straight line that goes from one side of a circle to another while passing through its centre

fibre-optic (adj): using very thin, flexible pieces of glass through which information is sent

resemble (v): to look like sth

module (n): part of a spacecraft which can be removed

dock (v): (of a spacecraft) to join a spacecraft to a space station in space

2 **Aim** To read for specific information

- Allow Ss some time to reread the text and complete the task.
- Check Ss answers asking for justifications.

Answer Key

- 1 In the Sky park.
- 2 In the Large and Small Star Hall.
- 3 In the Large and Small Star Hall.
- 4 In the Urania museum.
- 5 In the Large and Small Star Hall.
- 6 In the Lunarium interactive museum.
- 7 In the Large and Small Star Hall.
- 8 In the Lunarium interactive museum.
- 9 In the Large and Small Star Hall.
- 10 In the Lunarium interactive museum.

Moscow Culture **5**

Listening & Reading

1 **Aim** To introduce the topic; 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

The Moscow Planetarium is the oldest planetarium in Russia but it has changed a lot over the years. In 1990, there was a new observatory with the largest telescope in Moscow. Within 17 years, the Moscow Planetarium became bigger and new facilities were added. Today there is the Large and Small Star Hall, the Urania museum, the Lunarium interactive museum, the Sky Park, two observatory towers and a 4D movie theatre.

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

Speaking & Writing

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

- Allow Ss' time to prepare their answers, referring back to the text if necessary.
- Elicit answers from around the class.

Answer Key

1929: the Moscow Planetarium opened

1934: by then, the Moscow Planetarium had hosted various astronomical clubs

1960-1975: Soviet cosmonauts trained at the Moscow Planetarium

1990: there was a new observatory with the largest telescope in Moscow

12th June 2011: the Moscow Planetarium reopened

present: the Moscow Planetarium is an interactive centre where natural sciences are actively promoted

4 **Aim** To develop creativity and critical thinking skills

- Allow Ss' time to prepare their answers. Ss can work in pairs or groups.
- Elicit answers from around the class.

Suggested Answer Key

In the Planetarium I would like to see more interactive exhibits in the Lunarium as well as more information about current and future developments in space travel. I'd also like to know more about how astronomers work and what they do. I'd like to know more about the physics behind how the Planetarium's projector and how it helps us see celestial bodies.

5 **Aim** To present attractions in the Moscow Planetarium; to develop research skills

- Allow Ss' time to look up information on the Internet or any other source. Ss can work in pairs or groups.
- Ask Ss to give their presentations to the class.

Suggested Answer Key

In the Moscow planetarium's 4D movie theatre and its observatory towers everyone can have an unforgettable experience. The 4D movie theatre uses state-of-the-art equipment, projectors and special effects to give its audience a great viewing experience. Images on the screen come into the real and you can have an amazing experience with breath-taking adventures.

Russia 5

Reading & Listening

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

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three of them on the board.
- Play the recording and elicit from Ss if their questions were answered.

Suggested Answer Key

Star City is where cosmonauts are trained before they go into space.

I would like to know:

- 1 *how long it takes to train as a cosmonaut.*
- 2 *how many people live there.*
- 3 *what equipment they have there.*

The text doesn't mention how long cosmonauts train. It says that 7,000 people live there and mentions replicas of real spacecraft, the centrifuge and a swimming pool to prepare cosmonauts for space walks.

2 **Aim** To read for specific information

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

Suggested Answer Key

1 T 3 NS 5 F 7 NS
2 NS 4 F 6 F 8 T

- 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

train (v): to learn skills you need to do sth

facility (n): a building used for a specific purpose

pine forest (n): an area where many pine trees grow

traffic jam (n): a queue of cars that can't move due to something blocking the road or too much traffic

billboard (n): a large advertising sign

recreation (n): leisure activities

personnel (n): the people who work in a place

undertake (v): to accept to do a task

planetarium (n): a building where lights and lasers are used to represent the planets and stars

simulate (v): to create or produce sth just like the original

loaded with (phr): putting heavy objects on sth/sb so it doesn't move easily

rotate (v): to turn in a circular motion

capsule (n): a small container, attached to a spacecraft, where the people sit

spin (v): to turn round quickly, swirl

jaw (n): the lower part of your mouth and face

launch (v): to send or fire into space

gravity (n): the force which attracts everything to the planet

blast off (phr v): (for a spacecraft) to take off on a journey

dock (v): to link or hook up a spacecraft to a docking platform

3 **Aim** To consolidate new vocabulary

- Ss match the words.
- Check Ss' answers.

Suggested Answer Key

1 to spare 3 replicas 5 submerged
2 tough 4 intensive

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

- Ss talk in pairs about what they found interesting.
- Ask various pairs to report back to the class.

Suggested Answer Key

I found the information about the centrifuge the most interesting. I've seen this particular piece of equipment on documentaries about the space programme and I'd love to be able to try it.

5 **Aim** To expand the topic

- Give Ss time to look up more information about Star City and/or the Russian Space Programme on the Internet or in encyclopaedias.
- Ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Star City hasn't always had a name; at one time it was called Military Unit 26266 and only had a staff of 250 people. The cosmonaut training centre was opened on 11th January 1960 and it wasn't until 1969 that its name was changed to honour Yuri Gagarin. The centre doesn't just train Russian cosmonauts, it also trains international specialists from countries like France and India for their own space programmes.

Back in time

Topic

In this module, Ss will explore the topics of historic tourist attractions, parts of a ship, ways of moving in water, household duties, features of archaeological sites/cities and war and protest.

Modular page

107

Lesson Objectives: To give an overview of the module, to introduce key vocabulary, to listen for gist

Vocabulary: Historic tourist attractions (*The Forbidden City, Lascaux Caves, The Lost City of Stone, Mount Rushmore, carved into stone, depicts, the seat of, ruined, prominent, dating back*)

6a Shipwrecks

108-109

Lesson Objectives: To read for gist, to read for cohesion and coherence, to revise relative clauses, to describe an imaginary scene, to give a report on the sinking of the Titanic

Vocabulary: Parts of a ship (*funnel, stern, lifeboats, deck, prow, passenger cabins*); Ways of moving in water (*glide, dart, plunge, sink, drag, drift*); Verbs (*stare, gaze, rip, descend, drown*); Nouns (*submersible, grave, grand staircase, promenade deck, iceberg, sheet, wreckage, bronze, remains, hypothermia*); Adjectives (*lunar, wealthy, colossal, unsinkable, hostile*)

6b Life in the past

110-111

Lesson Objectives: To listen and read for gist, to read for specific information, to revise clauses, to write a diary entry, to compare life in Edwardian England to today

Vocabulary: Household duties (*do the cleaning/the washing-up, bookkeeping, scrub the pots and pans, stocktaking, serve food, polish boots/silver, dust furniture, carry trays of dinner, cook meals, have singing lessons, wash clothes, mop the floor, lay the table, make the beds, iron the clothes*); Verbs (*polish, intensify, quit, enforce*); Nouns (*servant, tutor, possession, corset, bookkeeping, stocktaking, code*); Adjectives (*smooth-running, overjoyed, engrossing, cracked, filthy*); Phrases (*hit a note, on behalf of, in charge of, do the orders, have a clue, be like a well-oiled machine*)

6c Culture Corner

112

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a presentation on a famous author from the past from your country

Vocabulary: Verbs (*wander, expose*); Nouns (*adaptation, debtor, shoe polish, workhouse, social reform, injustice, social justice*); Adjectives (*vivid, grimy, cruel*); Adverb (*passionately*)

6d Everyday English

113

Lesson Objectives: Persuading somebody to visit a tourist attraction, to learn the intonation of commenting on an experience, to act out a dialogue

6e Lost cities

114-115

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about archaeological sites, to give a presentation on a lost city/archaeological site

Vocabulary: Features of archaeological sites (*tiled path, multi-coloured stone façade, tomb, temple, ruins, ancient columns, wreck, colossal statue, cave dwellings*); Verbs (*loot, excavate, fade, reveal, shield, decay*); Phrasal verb (*run down*); Nouns (*civilisation, rubble, ruins, jeep, crack, canyon, wreck, visibility, raider, vendor, spire, reconstruction*); Adjectives (*mighty, tiled, carved, vibrant, thriving, conquered, tempting, colossal, exhilarating, advancing, heartening*)

6f Subterranean world

116-117

Lesson Objectives: To listen and read for gist, to read for specific information, to learn inversion, to talk about the Paris Catacombs

Vocabulary: Subterranean world (*pavement cafes, dimly-lit winding staircase, cemeteries, dark narrow tunnels, limestone quarries, catacombs, human skulls, 6 million skeletons, hidden entrances, manhole covers, concert halls*); Verbs (*sip, decompose, emerge*); Phrasal verb (*crave out*); Nouns (*dungeon, anticipation, inscription*); Adjectives (*sinister, bustling, sunlit*)

6g Skills

118

Lesson Objectives: To talk about protesting, to compare photographs, to listen for specific information

Vocabulary: War & protest (*army, vote, defeated, protest, survival, battle, invaded, demonstration, navy, enemies, defend, attack, air force*)

6h Curricular: History 119

Lesson Objectives: To read for gist, to read for cohesion and coherence, to give a report on the role of women during WWII in your country

Vocabulary: Verbs (*plough fields, harvest crops, triumph*); Phrasal verbs (*call upon, sign up*); Nouns (*supplies, ammunition, armed forces, bomb shelter, ambulance, secret agent, weapon*); Phrases (*war services, voluntary services, take pride in, front line*)

6i Writing 120-121

Lesson Objectives: To analyse a model essay, to practise using adjectives/adverbs, to write a description of a place

RNE Skills 6 122-124

Lesson Objectives: To read for specific information, to practise buying a ticket, to listen for specific information, to practise word formation, to practise key word transformations, to write a description of a place

Moscow Culture 6 125

Lesson Objectives: To listen and read for gist, to read for specific information, to talk about the Kitaygorodskaya Wall, to develop critical thinking skills, to present historical monuments in Moscow, to develop research skills

Vocabulary: Nouns (*fragment, invader, bundle*)

Russia 6 126

Lesson Objectives: To listen and read for gist, to read for general comprehension, to present information about the Hermitage museum and/or an exhibit/some exhibits found there.

Vocabulary: Verbs (*range, feature*); Phrasal Verb (*branch out*); Nouns (*reign, artefact*); Adjectives (*sheer*)

►► What's in this module?

Read the title of the module *Back in time* and ask Ss to suggest what they think the module will be about (*the module is about historic tourist attractions, archaeological sites and historical events*). Go through the objectives box to stimulate Ss' interest in the module.

Vocabulary

1 Aim To introduce the topic

Direct Ss' attention to the pictures and elicit which places, if any, Ss know and what, if anything, they know about them.

Suggested Answer Key

I have heard of The Forbidden City in Beijing, but I don't know much about it. I think there are some temples there.

I have heard of the Lascaux Caves. There are some very old cave paintings there.

I have heard of the Lost City of Stone in Petra. They filmed one of the Indiana Jones films there.

I have heard of Mount Rushmore in the USA. It has the faces of some past US Presidents carved on it. (George Washington, Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln)

2 a) Aim To present/practise new vocabulary

- Direct Ss' attention to the words in the list and explain/ elicit the meanings of any that are unknown.
- Give Ss time to use them to complete the sentences 1-4 and then play the recording for Ss to check their answers.

Answer Key

- | | |
|---------------------|----------------------|
| 1 carved, destroyed | 3 depicts, prominent |
| 2 dating back | 4 seat |

b) Aim To match descriptions to pictures

- Direct Ss' attention to the pictures A-D and elicit which sentence (1-4) describes each one.
- Play the recording. Ss listen and check.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 C | 2 B | 3 D | 4 A |
|-----|-----|-----|-----|

OVER TO YOU!

Aim To recommend places to tourists to your country

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

Suggested Answer Key

I would recommend that tourists coming to Russia on a short trip visit Red Square in Moscow. They can see the Kremlin wall and towers, built around 1480, and St Basil's Cathedral, finished in 1561. These buildings are very impressive and are probably the best-known places in Russia. I would also recommend a visit to the Hermitage in St Petersburg, because it is the most famous art museum in the world.

BACKGROUND INFORMATION

Beijing is the capital of the People's Republic of China. It is located in northern China and is one of the most populous cities in the world.

France is a country in western Europe. Its capital city is Paris. Its official language is French.

Petra is a historical city in Jordan in Asia. It lies on the slope of Mount Hor and attracts a lot of tourists every year. The city was established in 312 BC and is a UNESCO World Heritage Site.

South Dakota, USA is a state in the midwestern US. Its capital city is Pierre. It is named after the Lakota and Dakota Sioux American Indian tribes.

Ming Dynasty (1368-1644) was founded by Zhu Yuanzhang and it became one of the most stable dynasties in China.

6a Shipwrecks

Vocabulary

1 **Aim** To present topic-related vocabulary and match it to a picture

- Give Ss time to match the words to the letters in the picture.
- Play the recording. Ss listen and check their answers.
- Play the recording again with pauses for Ss to repeat chorally and/or individually.

Answer Key

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

Reading

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

Elicit what, if anything Ss know about the Titanic.

Suggested Answer Key

The Titanic was a large British ocean liner that sank in April, 1912 during its maiden voyage to New York from Southampton, England when it hit an iceberg. About 1,500 people died.

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

- Read the rubric aloud and elicit Ss' guesses in answer to the question.
- Give Ss time to read the text and find out.

Suggested Answer Key

I think I would see a large shipwreck with lots of recognisable features.

3 **Aim** To read for specific information

- Ask Ss to read the sentences 1-8 and then to read the text again and complete the task.
- Elicit which words helped Ss to decide on their answers.

Answer Key

1 2 3 1 5 2 7 2
2 2 4 3 6 1 8 3

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

Suggested Answer Key

submersible (n): a small submarine

stare (v): to look at sth/sb steadily

lunar (adj): relating to the moon

iceberg (n): a large piece of floating ice in the sea; glacier

grave (n): a place in the ground where a dead person is buried

gaze (v): to look at sb/sth for a long time in thought or admiration

grand staircase (n): a large elaborate flight of stairs

promenade deck (phr): the part of a large ship where the passengers can walk

wealthy (adj): rich; having a lot of money

sheet (n): a large flat thin piece of sth

rip (v): to tear

colossal (adj): very large

wreckage (n): a badly damaged object; the remains of sth after it has been damaged

descend (v): to move down

bronze (n): a brown metal made of copper and tin

remains (n): sb's dead body

drown (v): to die by being unable to breathe underwater

hypothermia (n): a serious medical condition in which sb's body temperature falls very low

hostile (adj): not suitable for life; inhospitable

unsinkable (adj): impossible to sink

4 **Aim** To consolidate new vocabulary

- Give Ss time to match the words in bold in the text to the words in the rubric using their dictionaries to help them if necessary.
- Check Ss' answers around the class.

Answer Key

- thrown* = scattered
- moves smoothly* = glides
- front part of a ship* = prow
- look at steadily* = stare
- not friendly* = hostile
- felt* = experienced
- extremely cold* = icy
- collided with* = crashed into

5 **Aim** To present new vocabulary

- Read out the list of words and give Ss time to replace the words in bold in the sentences in the correct form.
- Check Ss' answers.

Answer Key

- | | | |
|------------------|-----------------|------------------|
| 1 <i>dragged</i> | 3 <i>darted</i> | 5 <i>sank</i> |
| 2 <i>plunged</i> | 4 <i>glided</i> | 6 <i>drifted</i> |

Grammar

6 a) **Aim** To revise relative clauses

- Elicit words that introduce relative clauses (*who, which, whose, whom, when, why, where*). Write on the board:
*The man **who lives next door** just called you.*
*This book, **which Jane bought me**, is based on a true story.*
- Elicit which of the two relative clauses in the examples is important to the meaning of the main sentence (1st). Explain that this is a defining relative clause which cannot be omitted or put in commas. Ss compare with the second example.
- Give Ss time to identify relative clauses in the text.
- Refer Ss to the **Grammar Reference** section for more information.
- Elicit answers from Ss around the class and which ones are defining/non-defining.

Answer Key

- ... which collided with an iceberg and plunged ... (non-defining)*
- ... where the wealthy passengers ... (defining)*
- ... who heroically went down with the ship (non-defining)*
- ... who died in the disaster (defining)*
- ... when man realised ... (defining)*

b) **Aim** To practise relative clauses

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

Answer Key

- 2 *Jenny, whose great-grandfather was on the 'Titanic', is doing the same course as me.*
- 3 *The reason why not many people have visited the wreckage of the 'Titanic' is that it costs a lot.*
- 4 *It was 2:20 am when the 'Titanic' sank.*
- 5 *Shirley, who is my neighbour, is studying History at university.*
- 6 *That's the spot where the ship hit an iceberg.*
- 7 *The 'Queen Elizabeth', which is an enormous cruise ship, sailed its maiden voyage in 2010.*

Speaking & Writing

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

Play the recording, Ss listen and read the text again and write a few sentences about what they found the most interesting and why.

Suggested Answer Key

I found it interesting that so much of the ship has survived under the sea after 100 years. I also found it interesting that they didn't find the ship's funnels.

8 **Aim** To describe an imaginary scene

- Explain the situation and give Ss three minutes to write some sentences describing the imagined scene and their feelings.
- Ask various Ss around the class to read their sentences to the class.

Suggested Answer Key

The scene is total chaos. People are crying and screaming and running around. There are not enough boats and only a few passengers are being loaded into them. People are panicking because they realise we may end up in the water. I am terrified.

9 **Aim** To develop research skills

- Give Ss time to look up information on the Internet about the 'Titanic' and write their paragraphs. Then ask various Ss to read their paragraphs to the class.
- Alternatively, assign the task as HW and ask Ss to read out their paragraphs in the next lesson.

Suggested Answer Key

The 'Titanic' was part of the White Star Line. The ship hit the iceberg 4 days into its journey and it sank 2 hours and 40 minutes after it hit. There were 2,200 passengers and crew in total and only 20 lifeboats. Only 705 people survived. The water was 2 degrees below freezing and almost all the people who were in the water died within minutes. Only 13 people were pulled from the sea into the lifeboats. At 4 am, a ship called the 'Carpathia' came to help the survivors.

6b Life in the past

Vocabulary

- 1 **Aim** To introduce vocabulary and talk about your daily life

- Read out the list of household duties and explain/ elicit the meanings of any unknown words.
- Ask various Ss around the class to say which of the activities they do/don't do.

Suggested Answer Key

I do the washing-up and make my bed every day. I sometimes lay the table and dust the furniture. I never cook meals or do bookkeeping or stocktaking.

Reading

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

- Ask Ss to read the introduction and suggest what they think life was like in Edwardian times.
- Play the recording. Ss to listen and read the text and find out.

Suggested Answer Key

I think life would be very different depending on whether you were rich or poor. If you were rich, life would have been very easy but if you were poor, life would be hard.

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

- Ask Ss to read the questions 1-15 and then read the text again and choose the correct person A-D for each one.
- Check Ss' answers.

Answer Key

1 E 3 E 5 B 7 D 9 E 11 C
2 D 4 B 6 E 8 C 10 B 12 B

- 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

servant (n): sb employed in sb's house, doing jobs such as cooking and cleaning, especially in the past
smooth-running (adj): operating without problems
hit a note (phr): to successfully sing/play the correct musical note
tutor (n): a teacher who teaches sb on an individual basis
possession (n): sth sb owns; property

on behalf of (phr): for sb else
in charge of (phr): responsible for sth/sb
overjoyed (adj): very happy
corset (n): a type of undergarment to make sb look slimmer
do the orders (phr): complete an ordering process
bookkeeping (n): keeping accounts
stocktaking (n): the counting of all the goods, materials, etc kept in a place
have a clue (phr): to understand sth
polish (v): to clean sth with a cloth to make it shine
intensify (v): to make sth greater, more serious or more extreme
quit (v): to give up/stop doing sth
enforce (v): to make people obey a law/rule
code (n): a set of rules/principles used by a group of people
be like a well-oiled machine (phr): to work very well
engrossing (adj): very interesting
cracked (adj): damaged with thin lines on its surface
filthy (adj): very dirty

BACKGROUND INFORMATION

The Edwardian period (1901-1910) followed the Victorian era (1837-1901) and it covers the reign of King Edward VII in the UK. During this period, the British class system was very rigid. Changes in the economy provided more social mobility. Rapid industrialisation increased economic opportunities. The period was followed by World War I (1914-1918).

- b) **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

sure of myself = confident
not loose = tight
really = truly
amenities = comforts
very happy = overjoyed
teacher = tutor
hint = clue
dirty = filthy
interesting = engrossing
idea = taste
got stronger = intensified
woke up = rose

4 **Aim** Match headings to paragraphs

- Explain the task to the Ss.
- Give them some time to complete it.
- Choose Ss to give their answers to the class.

Answer Key

1 6 2 4 3 6 4 1 5 3

Grammar

5 **Aim** To practise clauses

- Explain the task and give Ss time to complete it. Refer Ss to the **Grammar Reference** section for details.
- Check Ss' answers.

Answer Key

- 1 Now that the staff have finished their work, they can relax.
- 2 Cleaning the rooms took so long that I didn't get time for a break.
- 3 Lord and Lady Finch eat upstairs whereas the staff eat in the kitchen.
- 4 A maid quit and as a result we had to work much harder.
- 5 Although it was raining, Lady Acton insisted on going horse riding.
- 6 Make sure the car is ready in case Lord Cawley needs it.

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

Allow Ss some time to prepare their answers. Elicit answers from Ss around the class.

Suggested Answer Key

The family lived upstairs and the servants worked downstairs. The family members lived a life of leisure going horse riding and taking singing lessons. The servants worked very hard and had to follow orders. The housekeeper was in charge of all the maids and the butler was in charge of the footmen. The housekeeper did the orders, the bookkeeping and stocktaking. The footmen polished boots and silver and carried huge trays of dinner. The kitchen maids did the washing-up and the mopping.

Speaking & Writing

7 **Aim** To personalise the topic; to write a diary entry

- Explain the task and give Ss time to write a short diary entry.
- Ask various Ss around the class to read their diary entry to the rest of the class.

Suggested Answer Key

Today I woke up and went horse riding after breakfast. Later I had a singing lesson with my tutor and I think I am really improving. For the rest of the day, I was quite bored. I read for a while and then I had dinner with my family and went to bed quite early.

8 **Aim** To compare and contrast life in Edwardian England to life today

- Explain the task and give Ss three minutes to write a few sentences comparing life then and life now.
- Ask various Ss around the class to read out what they have written to the class.

Suggested Answer Key

Life in Edwardian England was very different to today. They had servants whereas today we don't. These servants lived and worked in other people's houses, but that doesn't really happen today. Women were the property of their father or their husband and that's not true today. Women didn't have much freedom and weren't allowed to speak out which is not the case nowadays. Today we have much busier lives than in Edwardian times and people are equal in society whether they are rich or poor.

6c Culture Corner

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

Read the rubric aloud and ask Ss to give Ss' time to read the text to find out the answers to the questions.

Suggested Answer Key

Charles Dickens was an English writer in Victorian times. His novels were about life and ordinary people in the 19th century.

2 **Aim** To form words from their derivatives

- Ask Ss to read the text again and think of a suitable word for each gap 1-6.
- Ask Ss to compare their answers with their partners. Check Ss' answers.

Suggested Answer Key

1 adaptations 3 growth 5 education
2 inspiration 4 unbelievable 6 celebration(s)

- 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

exhibition (n): a display/showing of sth

vivid (adj): bright and colourful

wander (v): to walk around aimlessly

grimy (adj): dirty

debtor (n): sb who owes an amount of money to sb

shoe polish (n): a substance used for cleaning shoes

expose (v): to uncover sth

cruel (adj): harsh and unkind

workhouse (n): a place where people lived and worked very hard because they had nowhere else to live

social reform (n): improvements in situations in society

injustice (n): unfairness

awareness (n): knowledge that sth exists

social justice (n): fairness in society

3 Aim To consolidate new vocabulary

- Explain the task and give Ss time to complete it using the words in the list.
- Check Ss' answers.

Answer Key

1 theme 3 grimy 5 aspects 7 child
2 vivid 4 draw 6 cruel 8 social

4 Aim To consolidate new vocabulary

- Go through the words/phrases in the list and give Ss time to match them to the words/ phrases in bold in the text using their dictionaries if necessary.
- Check Ss' answers around the class.

Answer Key

walking around = wandering

commerce = trade

strongly = passionately

very dirty = grimy

increase = growth

uncovered = exposed

continuously = constantly

unfairness = injustice

5 Aim To consolidate information in a text

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

Suggested Answer Key

I remember that Charles Dickens lived in the 1800s and wrote about life in London. I remember he wrote 35 novels and the 200-year anniversary of his birth was in February 2012.

6 Aim To give a presentation on a famous author from the past in your country

- Explain the task and give Ss time to look up all the necessary information on the Internet. Then ask various Ss to present their information to the class.
- Alternatively, Assign the task as HW and ask Ss to give their presentation in the next lesson.

Suggested Answer Key

Count Leo Tolstoy was born in 1828, not far from the Russian city of Tula. His family were aristocrats and wealthy, but the young Leo did not do well at university. He joined the army and fought in wars; later he travelled around Europe and settled down to write some of the world's greatest novels. His subject was society, from the lowest levels to the highest. Later he wrote books about religion, and raised awareness of social injustice. The major themes in the books are families, love, and war, and also the Russian countryside and the customs and beliefs of its people. Some of the most famous titles are War and Peace (1869) and Anna Karenina (1878). Leo Tolstoy died in 1910, and was mourned all over the world.

6d Everyday English

1 Aim To introduce the topic

Direct Ss' attention to the adverts and ask Ss to read them. Elicit what Ss may be interested in seeing at each place.

Suggested Answer Key

I would be interested to see where Charles Dickens lived and the desk where he wrote his stories. I would also be interested in visiting the Globe Theatre and learning about Elizabethan special effects.

2 a) Aim To present situational language

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

b) Aim To predict the content of a dialogue and listen and read for specific information

Elicit Ss' guesses in answer to the questions in the rubric and then play the recording. Ss listen and read the dialogue to find out.

Answer Key

They are at Shakespeare's Globe Theatre in London. They have been on the tour and now they are looking around the exhibition. They are going to see a play (A Midsummer Night's Dream) at the theatre tonight.

3 Aim To find synonymous phrases in a dialogue

Read the phrases in the rubric and elicit the synonymous ones in the dialogue from Ss around the class.

Answer Key

What a great idea! – What a brilliant idea!
 Yes, it was quite an experience. – Yes, it was well worth it.
 I've just thought of something. – I've just had a great idea.
 I feel the same way. – Me too./So do I.

Intonation

4 Aim To present/practise intonation when commenting on an experience

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

Speaking

5 Aim To role play a dialogue persuading sb to visit a tourist attraction

- Explain the situation and ask Ss to work in pairs and act out a dialogue using the diagram as a guide.
- 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: The exhibits were great, weren't they?
 B: Yes, they were. I really enjoyed seeing Dickens' writing desk and chair.
 A: Me too. The letters, manuscripts and photos were fascinating as well.
 B: Yes. Shall we look around the special Oliver Twist exhibition now?
 A: I'd love to. Look at this display!
 B: That's interesting! Hey, I've just had a great idea.
 A: What's that?
 B: Why don't we try to get some tickets to see Oliver! the musical at the theatre tonight?
 A: What a brilliant idea! Let's finish looking round the exhibition and then go to the café for some tea.
 B: Sure.

6e Lost cities

Vocabulary

1 a) Aim To present topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally or individually.
- Pay attention to Ss' intonation and pronunciation. Explain/Elicit the meanings of any unknown words.

b) Aim To describe pictures using topic-related vocabulary

Direct Ss' attention to the pictures and ask various Ss around the class to describe them using the vocabulary presented in Ex. 1a.

Suggested Answer Key

In picture A, there is a multi-coloured stone façade.
 In picture B, there are some ruins underwater.
 In picture C, there are some cave dwellings.
 In picture D, there is a temple.

Reading

2 Aim To predict the content of the text and read for gist

- Elicit Ss' guesses as to what the places in the pictures have in common.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the places are all abandoned cities that have been rediscovered. They are all of archaeological interest.

3 Aim To read for specific information

- Ask Ss to read the questions 1-15 and underline the key words.
- Then give Ss time to read the text again and match each place (A-D) to the questions.
- Check Ss' answers.

Answer Key

1 D	4 C	7 A	10 D	13 A
2 A	5 A	8 D	11 B	14 B
3 B	6 C	9 B	12 B	15 D

- 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

civilisation (n): the culture and way of life of a society at a certain period in time

rubble (n): piles of broken stones after a building has collapsed
ruins (n): the remains of an old building/town
mighty (adj): very strong/powerful
jeep (n): a 4-wheel drive vehicle
crack (n): a narrow gap between two parts of sth
tilled (adj): having tiles fixed to it (**tile:** piece of stone/ ceramic)
canyon (n): a large valley with steep sides
carved (adj): cut from sth in order to form sth
vibrant (adj): brightly coloured
thriving (adj): growing, rich, busy
conquered (pp): defeated in battle
loot (v): to steal from damaged or abandoned buildings
excavate (v): to dig sth out of the ground carefully
fade (v): to become less apparent/visible
reveal (v): to uncover sth
tempting (adj): making you want to do/have it
wreck (n): the remains of a ship underwater
colossal (adj): very large
visibility (n): the ability to see objects clearly
shield (v): to protect sth from sth else
run down (phr v): to cause sth to lose power
raider (n): sb who invades and loots a place
decay (v): to become gradually damaged by nature
exhilarating (adj): very exciting
vendor (n): sb who sells sth
advancing (adj): coming closer
spire (n): the tall pointed part of a tower
reconstruction (n): the building of sth again to make it how it was originally
heartening (adj): making you feel happy and positive

BACKGROUND INFORMATION

Alexandria is a big city in Egypt, Africa. It is also Egypt's largest seaport and extends about 32 km along the coast of the Mediterranean Sea. People also call it 'The Mediterranean's Bride' or 'The Pearl of the Mediterranean'. Its official language is Arabic. **Cambodia** or the Kingdom of Cambodia is a country in southeast Asia. Its capital city is Phnom Penh and its official language is Khmer. **The Seven Wonders of the Ancient World** are: Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes and the Lighthouse at Alexandria.

4 Aim To consolidate new vocabulary

- Give Ss time to complete the phrases with the words in the list referring back to the text if necessary.
- Check Ss' answers around the class.

Answer Key

- | | | |
|-------------|-------------|------------|
| 1 security | 5 rock | 9 business |
| 2 electric | 6 advancing | 10 breath |
| 3 canyon | 7 treasures | |
| 4 fairytale | 8 rays | |

5 Aim To consolidate new vocabulary

- Direct Ss' attention to the words in the list and explain/elicit their meanings.
- Give Ss time to use them to complete the sentences and then check Ss' answers.

Answer Key

- | | | |
|---------------------|----------------|------------|
| 1 humidity | 5 plunged into | 9 deserted |
| 2 rubble, collapsed | 6 shielded | 10 tempted |
| 3 abandoned | 7 battle | |
| 4 crack | 8 flames | |

Speaking & Writing

6 a) Aim To consolidate information in a text

Elicit a variety of answers around the class.

Suggested Answer Key

Petra is carved out of red, white and pink sandstone on a cliff face. There are dozens of tombs and temples there.
Alexandria was the home of the Lighthouse of Pharos, one of the Seven Wonders of the Ancient World. Its ruins are 8 metres below the sea in the harbour.
Mesa Verde is in Colorado. It is the abandoned cave dwellings of the Asanazi, an ancient Native American tribe.
Angkor Wat was once a wealthy city. It is under threat from humidity and advancing jungle, but reconstruction and preservation is taking place.

b) Aim To expand the topic/To develop critical thinking skills

- Read the rubric aloud and give Ss three minutes to write a few sentences in answer to them.
- Ask various Ss around the class to read their sentences to the rest of the class.

Suggested Answer Key

It is important to preserve archaeological sites because it is a link to our past. We can learn a lot about the future by looking at the past and I think it is important to preserve our heritage for future generations.
I enjoy visiting historic sites because I like history and I like learning about how people lived in the past.

7 **Aim** To develop research skills; to give a presentation on another lost city or archaeological site

- Explain the task and give Ss time to look up information about another lost city or archaeological site and write about it covering the points in the rubric.
- Ask various Ss around the class to present their lost city or archaeological site to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

Macchu Picchu in Peru is also called 'The Lost City of the Incas'. It was built in the 15th century at the height of the Incan Empire but then it was forgotten for centuries. It may have been a palace of the emperor Pachacuti or it may have been a religious place, but it was deserted only 100 years after it was built. It is only 50 miles from Cuzco, the Inca capital, but the Spanish conquerors could not find it. It was rediscovered in 1911 by an American historian and explorer called Hiram Bingham who was led there by the local Quechuan people.

6f Subterranean world

Vocabulary & Reading

1 a) **Aim** To present topic-related vocabulary

- Play the recording with pauses for Ss to listen and repeat chorally and/or individually. Pay attention to Ss' intonation and pronunciation.
- Then elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

BACKGROUND INFORMATION

Paris is the capital city of France, a country in Europe. It is situated on the River Seine.

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

- Elicit Ss' guesses as to how the words/phrases in Ex. 1b could be related to Paris.
- Play the recording. Ss listen and follow the text in their books and find out.

Suggested Answer Key

They all relate to the Paris Catacombs.

2 **Aim** To read for specific information

- Explain the task to the Ss.
- Give them some time to complete it.
- Choose Ss to give their answers to the class.

Answer Key

1	2	3	2	5	3	7	1
2	1	4	3	6	2	8	2

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

Suggested Answer Key

sip (v): to drink sth slowly in small amounts

dungeon (n): an underground prison

anticipation (n): the feeling of waiting for sth eagerly

sinister (adj): spooky; menacing

decompose (v): to rot

inscription (n): a message written/carved in sth

carve out (phr v): to cut sth out of sth else

bustling (adj): busy with activity/people

emerge (v): to come out

sunlit (adj): receiving a lot of light from the sun

3 **Aim** Reading for specific information

- Ask Ss to read the statements (1-8) and the possible answers and then give them time to read the text again and choose the correct answer for each one.
- Check Ss' answers around the class. Ss should justify their answers.

Answer Key

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

4 **Aim** To consolidate new vocabulary

- Go through the list of words in the rubric and give Ss time to match them to the words in bold in the text.
- Tell Ss they may use their dictionaries if necessary.
- Check Ss' answers.

Answer Key

made easier = cushioned

full of = infested with

collapsed = caved in

changing = transforming

walking in a relaxed way = strolling

polluted = contaminated

made appear = conjured up

in piles = stacked

moving quietly & slowly = creeping

caused to work = triggered

attraction = appeal

5 **Aim** To identify thematically related words

- Give Ss time to read through the text again and list all the words related to fear and label their parts of speech.
- Ss compare their answers with their partners.

Suggested Answer Key

dimly-lit (adj), bones (n), skulls (n), sinister (adj), cemeteries (n), skeletons (n), dark tunnel (n), infested (adj), rats (n), the unknown (n)

Grammar

6 a) **Aim** To present/revise inversions

- Read the examples aloud. Explain that when we put a negative word at the beginning of a sentence the verb form should be in the interrogative. Refer Ss to the **Grammar Reference** section for more details.
- Elicit an example from the text.

Answer Key

We form inversions by changing the word order to put the subject after the verb.

Example in the text: Never before had I seen such a sinister spectacle.

b) **Aim** To practise inversions

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

Answer Key

- No sooner had they left when it started to rain.*
- Never before had she seen anything like this.*
- Only after saving for months could he afford the trip to Paris.*
- Rarely do people get the chance to see such a sight.*
- Had I been told the attraction was closed, I wouldn't have come.*

Speaking & Writing

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

- Ask Ss to look at the words/phrases in Ex. 1a again, then go through the text and make notes.
- Then ask various Ss to use the words in Ex. 1a and their notes to present the Paris Catacombs to the class.

Suggested Answer Key

When we think of Paris we usually think of pavement cafés, but under the cafés there is a dimly lit winding staircase that leads down to the Paris Catacombs. When the cemeteries filled up in the 1700s, 6 million skeletons were moved underground. They transformed the limestone quarries into

catacombs. There is a maze of dark narrow tunnels filled with human skulls and hidden entrances. In WWII they were used by resistance fighters. Nowadays, people called cataphiles who live underground have created an elaborate world with secret cinemas, concert halls and restaurants. So, next time you see a manhole cover you can imagine the incredible hidden world underneath.

7 **Aim** To express a personal opinion

- Read the rubric aloud and give Ss three minutes time to consider the questions and write some sentences.
- Elicit answers from Ss around the class.

Suggested Answer Key

I would like to visit the Paris Catacombs because I think they would be very interesting. I would like to see the skulls and bones stacked along the sides of the tunnels and the secret cinemas and restaurants.

6g Skills

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

- Ask Ss to read the words in the list and then the headlines.
- Give Ss time to complete the task.

Answer Key

- | | | |
|------------|-----------------|-------------|
| 1 Army | 6 demonstration | 11 defeated |
| 2 vote | 7 Navy | 12 enemies |
| 3 survival | 8 defend | 13 invaded |
| 4 Battle | 9 Air force | |
| 5 protest | 10 attack | |

b) **Aim** To listen for confirmation and translate the headlines

- Play the recording. Ss listen and check their answers.
- Then elicit the L1 equivalents from Ss around the class.

(Ss' own answers)

Speaking

2 a) **Aim** To compare photographs

- Read the **Study Skills** box aloud and explain that this tip will help Ss to complete the task successfully.
- Go through the key language in the box and give Ss time to compare the photographs and say which way of protesting they think will be the most effective.

Suggested Answer Key

Picture A shows protesters. In the foreground a girl is shouting a message through a megaphone and there is an angry crowd in the background. It seems to be a public demonstration and they are trying to make a point about something. The crowd is being held back by a police barrier. This type of protest probably gets immediate attention and publicity. In picture B there are banners with slogans on them in the foreground and in the background there are tents, so I think people are camping out in protest. This seems to be more of a silent protest. The protesters probably sleep in tents and try to make people more aware of the problem.

(Note: NAFTA stands for "North American Free Trade Agreement")

b) Aim To analyse a model answer/To identify discourse

- Play the recording and ask Ss to analyse the answer and identify the language the speaker uses to structure their discourse.
- Elicit answers from Ss around the class.

Suggested Answer Key

give an opinion: in my opinion
compare: on the other hand
list/add points: To begin with
speculate: it looks like they might be, this must be

Listening

3 Aim To listen for specific information

- Ask Ss to read the statements A-F and underline the key words.
- Play the recording. Ss listen and match the speakers to the statements.
- Check Ss' answers.

Answer Key

Speaker A 1 Speaker C 3 Speaker E 5
 Speaker B 4 Speaker D 6

6h Curricular: History

1 Aim To predict the content of the text and read for gist

- Elicit Ss' guesses as to what roles women took during WWII.
- Give Ss time to read the text and find out.

Answer Key

Women worked in factories, ploughed fields, harvested crops and drove ambulances and did a lot of the jobs that the men usually did.

2 Aim To put words in the correct form

- Ask Ss to read the text concentrating on identifying what tense or voice the verbs should be in
- Give Ss time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|--------------------|------------------|
| 1 were employed | 6 spent |
| 2 themselves | 7 had signed up |
| 3 doing | 8 first |
| 4 earned | 9 as hard/harder |
| 5 wasn't – was not | |

- 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

war services (phr): organisation that helps during war
call upon (phr v): to ask sb to do sth
isolated (adj): alone; far away from others
plough fields (phr): to use a machine to turn over the soil in a field, making it ready to plant seeds
harvest crops (phr): to collect the edible plants from a field when they are ready to eat
take pride in (phr): to do sth well because you believe in it
supplies (n): food and other things necessary for living
ammunition (n): bullets and bombs
armed forces (n): the army, navy and air force of a country
bomb shelter (n): a place (usually underground) to be safe from air attacks
sign up (phr v): to agree to do sth by signing a form
voluntary services (phr): organisations that organise helpers and unpaid workers
ambulance (n): a vehicle for taking people to hospital
secret agent (phr): a spy who is undercover
weapon (n): an object used in fighting or war e.g. gun, knife, bomb
front line (phr): the place where opposing armies face each other in war and fight
triumph (v): to win

3 Aim To consolidate information in a text

- Play the recording. Ss listen and read the text again. Ss can write the headings into their notebooks and make notes under each one and then use their notes to tell their partners.
- Monitor the activity around the class and then ask some Ss to tell the class.

Suggested Answer Key

The Women's Land Army called on women to plough fields, look after animals and harvest crops. Many women took jobs in factories, making ammunition, army uniforms and even aeroplanes.

Women who lived in cities spent the night in bomb shelters and then went to work the next morning. Girls as young as 14 signed up for voluntary services and even the future Queen of England drove ambulances. Some women also worked as secret agents during the war.

4 Aim To develop research skills/To give a presentation on what women in your country did during WWII

- Explain the task and ask Ss to collect information from the Internet and then report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson,

Suggested Answer Key

During WW2, Russian women probably did more for the war effort than women in any other country. Not only did they work on farms and in factories, they fought in the Soviet armed forces, too. Most women were nurses but some were bomber pilots, tank crews, and snipers. Other women worked in dangerous roles as partisans and secret agents. Many Russian women received medals for their bravery.

BACKGROUND INFORMATION

WWII (the Second World War) started on 1st September, 1939 and ended on 2nd September, 1945. It was a war where most countries got involved forming two opposing military alliances: the Allies (the Soviet Union, the US, the UK, China, France, Poland, Canada, Australia, New Zealand, South Africa, Yugoslavia, Greece, Norway, the Netherlands, etc) and the Axis powers (Germany, Japan, Italy, Hungary, Romania, Bulgaria, etc). The war ended with the Allies winning.

6 i Writing

1 Aim To analyse a rubric

- Ask Ss to read the rubric and answer the questions. Refer Ss to **Writing Bank 6** for theory.
- Check Ss' answers.

Suggested Answer Key

- 1 an article about a historic place in my country
- 2 international students/people who visit a website for international students
- 3 a description of the place and why it is an interesting place to visit
- 4 semi-formal because it is for students my own age, but it's also for a website
- 5 A, B, C, E

2 Aim To analyse the structure of a model article

- Ask Ss to read the model and say what information is included in each paragraph.
- Check Ss' answers.

Answer Key

Para 1 = name, location, reason for choosing the place
 Para 2 = most famous for, history and architecture
 Para 3 = things to see and do
 Para 4 = final comments

3 Aim To consolidate adjectives through antonyms

- Ask Ss to look at the adjectives in bold in the model and write them next to their opposites 1-12.
- Elicit answers from Ss around the class.

Answer Key

- | | |
|---------------------|--------------------------------|
| 1 cool – warm | 7 inconvenient – ideal |
| 2 modern – ancient | 8 tiny – huge |
| 3 ugly – beautiful | 9 unpleasant – pleasant |
| 4 dull – lively | 10 uninteresting – fascinating |
| 5 noisy – peaceful | 11 unfashionable – trendy |
| 6 awful – wonderful | 12 manmade – natural |

4 a) Aim To present order of adjectives

- Go through the theory on p. 120 and refer Ss to the **Grammar Reference** section for more detail.
- Elicit examples of more than one adjective together from the model in Ex. 2 and elicit which nouns they describe and what type of adjective each is.
- Check Ss' answers on the board.

Answer Key

beautiful, wonderful (place) opinion
 magnificent, huge (temple) opinion, size
 ancient stone (pavements) age, material
 interesting 18th century (architecture) opinion, age

b) Aim To practise order of adjectives

- Read out the example and then give Ss time to complete it.
- Check Ss' answers.

Answer Key

- 2 well-preserved, ancient Roman ruins
- 3 stunning, small, bronze statue
- 4 breathtaking, mediaeval castle
- 5 impressive, tall, modern buildings
- 6 wonderful, traditional Italian restaurant

5 **Aim** To practise descriptive language (adjectives/adverbs)

- Ask Ss to read the paragraphs A-C and the adjectives/adverbs in the lists and fill the gaps accordingly.
- Check Ss' answers.

Answer Key

- A**
- | | |
|---------------|-----------------|
| 1 pleasant | 4 sparkling |
| 2 tree-lined | 5 extremely hot |
| 3 spectacular | |
- B**
- | | |
|------------------------|-------------|
| 1 beautifully-designed | 4 cheerful |
| 2 ancient | 5 leisurely |
| 3 incredibly | |

6 a) **Aim** To identify phrases referring to the senses

Refer Ss back to the model in Ex. 2 and elicit all the words/phrases that refer to the senses from various Ss around the class.

Answer Key

- warm water – touch
 see the steam rising – sight
 admire the magnificent, huge temple – sight
 feel the ancient stone pavements under your feet – touch
 admire the interesting 18th century architecture – sight
 soak up the sun – touch

b) **Aim** To practise descriptive language (use of the senses in descriptions)

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

Answer Key

- 1 feel the road (touch)
- 2 view of the city (sight)
- 3 footsteps on the stone floor echoed (hearing)
- 4 scent of the flowers (smell)
- 5 delicious food (taste)

7 a) **Aim** To analyse a rubric and prepare for a writing task

- Ask Ss to read the rubric and underline the key words and then give them time to answer the questions.
- Check Ss' answers around the class.

Suggested Answer Key

Key words: international travel magazine, article, describing, important historic place, why you would recommend it to visitors, 120-180 words

- 1 I am writing for an international travel magazine.
- 2 I must include a description of the place and my recommendation.
- 3 I will write 4 paragraphs. Para 1 = name, location of place, reason for choosing; Para 2 = description of place, Para 3 = why important in history, Para 4 = recommendation

b) **Aim** To prepare for a writing task

- Ask Ss to decide on a place and write the headings in the plan into their notebooks and make notes under them.
- Give Ss time to turn their notes into full sentences using appropriate adjectives/adverbs.

Suggested Answer Key

Name: Yaroslavl

Location: 250 km northeast of Moscow, where the Volga and Kotorosl rivers meet

Reason for choosing: Very beautiful buildings

Description of place: Many amazing churches from the 16th and 17th centuries; paintings, characteristic domes, wide tree-lined streets, Volga embankment, parks in the south.

Activities/Facilities: See the buildings, riverside promenade, see ice-hockey team, 'Lokomotiv Yaroslavl', go to nearby Demino for winter sports like cross-country skiing.

Why it is historically important: One of the earliest Russian cities, founded by Yaroslav the Wise, improved by Catherine the Great. Parts date back over 2000 years. UNESCO World Heritage Site 2005

Why I like it/recommend it: Whatever time of year, something to impress

8 **Aim** To write a description of a place

- Refer Ss to **Writing Bank 6** for theory and practice.
- Give Ss time to write their description using their answers from Ex. 7 and the plan, then check Ss' answers.
- Alternatively, assign the task as HW and check Ss' answers in the next lesson.

Suggested Answer Key

Yaroslavl is a beautiful Russian city and a major tourist attraction. It is about 250 km northeast of Moscow, where the Volga and Kotorosl rivers meet. I chose to recommend it because the city has so many beautiful buildings.

It is best-known for its amazing 16th and 17th century churches, with their characteristic domes and beautiful paintings on the interior walls. The

city has wide, tree-lined streets and a pleasant embankment next to the Volga river. In the south of the city, are parks and green areas.

However, the city has other things to be proud of. The ice-hockey team, 'Lokomotiv Yaroslavl', is one of the best in Russia. Sports fans should also try to get to nearby town of Demino to try winter sports like cross-country skiing.

The city takes its name from King Yaroslav the Wise, who officially founded the city sometime around 1010AD. Later, Catherine the Great expanded and improved it. The city was made a UNESCO World Heritage Site in 2005.

I would recommend a visit to anyone. Whatever time of year you arrive, you will always find something to impress you in Yaroslavl!

Skills 6

Reading

1 Aim To predict the content of the text and listen and read for gist

- Ask Ss to read the title and the first sentence in each paragraph. Elicit Ss' guesses as to what they think the text is about.
- Play the recording. Ss listen and read the text to find out.

Suggested Answer Key

I think the article is about holidays where people pretend to live in the Stone Age.

2 Aim To read for specific information

- Explain the task and ask Ss to read the statements 1-8.
- Give Ss time to read the text again and complete the task.
- Check Ss' answers and ask them to give justifications.

Answer Key

- 1 3
- 2 2 (it is illegal to hunt in the area, the menu is mainly vegetarian)
- 3 1 (no clothing has ever been found)
- 4 2 (He liked innovations and he knew how to adapt to his environment.)
- 5 3
- 6 1 (they are very misunderstood, Neanderthal man survived for 270,000 years)
- 7 3
- 8 2 (That's not a bad shoe – Actually it's a soup bowl)

3 Aim To consolidate new vocabulary

- Give Ss time to match the words/phrases.
- Check Ss' answers around the class.

Suggested Answer Key

*not advanced – primitive
new ways of doing things – innovations
developed over time – evolved
really interested in – passionate about
had difficulty speaking clearly – spluttered
OK to eat – edible*

Speaking

4 Aim To give a talk and evaluate a partner's talk

- Read the rubric aloud and ask Ss to take turns and give a short talk on history to their partner.
- Ss then use the questions to evaluate each other's talks and report back to the class.

Suggested Answer Key

Key words: 1.5-2 minutes talk, the importance of history, how important, as a school subject, what period, most interested in, why, what, favourite historical place or site, your country, why

History is part of the school curriculum for several very good reasons. One of the most important reasons is that history shows us the mistakes that people have made in the past and allows us to avoid the same mistakes. Learning your country's history can give you a sense of national pride. It tells us about the struggles that ordinary people had to go through, ordinary people like our parents and grandparents. Also, learning about the past shows us how our society has developed over the years. In my opinion, studying history gives us a better sense of who we are, individually or as a society.

I'm most interested in the history of Ancient Rome. I love reading about how they conquered different countries and grew into an empire that influenced a lot of the world. They left their mark on most of the countries they invaded and were highly advanced in their military strategies. I'd love to visit Rome one day to see the Colosseum where gladiators fought against each other and wild animals.

One of my favourite historical places is Kizhi Pogost on Lake Onega, Karelia. There are two churches that date from the 18th century there, but the really interesting thing about them is the architecture and the fact that they are made from wood. It's a UNESCO World Heritage site, but not many people know about it outside of Russia.

- 1 Yes, he/she included all the points.
- 2 Yes, he/she used a friendly confident tone and looked me in the eye.
- 3 Yes, he/she used correct pronunciation/intonation.
- 4 Yes, he/she used appropriate phrases to structure his/her discourse.

Speaking

- 5 **Aim** To answer questions from a telephone survey

- Explain the task to Ss.
- Allow Ss time to read the questions and prepare their answers.
- Tell Ss to practise in pairs, taking turns asking and answering the questions.
- Ask some Ss to do the task in front of the class.

Suggested Answer Key

Electronic Assistant: *Could you tell me how old you are, please?*

Student: *Yes. I'm 15 years old.*

Electronic Assistant: *What kind of holidays, short breaks or excursions do you normally enjoy going on?*

Student: *I enjoy going on camping trips because I love nature and enjoy spending time fishing with my dad.*

Electronic Assistant: *What kind of activities would you enjoy doing while on a trip to a city?*

Student: *I would enjoy going on a bus tour of the city and then walk around on my own to discover parts of the city less known to tourists.*

Electronic Assistant: *Do you prefer value for money over a high standard of food and accommodation?*

Student: *Yes I do because to me a hotel is a place for me to leave my things somewhere secure and have a good night's rest. Therefore, I don't think that high standard accommodation is necessary.*

Electronic Assistant: *What kind of evening entertainment would be popular with young people on a city break?*

Student: *I believe that young people would enjoy dance clubs or the cinema as evening entertainment.*

Electronic Assistant: *What's the best holiday or short break you've ever had?*

Student: *The best holiday I had was when I went to EuroDisney in France 3 years ago with my family. I had so much fun.*

Electronic Assistant: *That is the end of the surgery. Thank you very much for your assistant.*

- 6 **Aim** To practise word formation

- Give Ss time to read the text and do the task.
- Ss compare answers in pairs.

Suggested Answer Key

- | | | |
|---------------|-------------|-------------|
| 1 likely | 3 discovery | 5 wealthy |
| 2 beautifully | 4 powerful | 6 colourful |

Listening

- 7 **Aim** To listen for specific information

- Explain the task and ask Ss to read the locations 1-5.
- Play the recording. Ss do the task.
- Check Ss' answers.

Suggested Answer Key

A 3 B 1 C 4 D 2

Writing

- 8 **Aim** To write a letter

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

Suggested Answer Key

Dear Jake,

I am happy to hear you enjoyed your visit to Paris! I would like to visit Barcelona in Spain. I've heard the buildings and beaches, are great, and I like tapas – Spanish food! I enjoy travelling with my family, but I would prefer to go on a school trip. That way, I could experience the city with my friends. It depends on the city, but my favourite activity is to travel around on a bus or tram, stopping whenever I feel like it. Many cities have an all-day ticket, which is ideal for this sort of sight-seeing.

I hope you are enjoying the second half of term. Write soon!

Yours,
Alyosha

Moscow Culture 6

Listening & Reading

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

- Elicit what, if anything Ss know about the Kitaygorodskaya Wall. then elicit questions from Ss around the class and ask Ss to write their questions in their notebooks.
- Play the recording and ask Ss to follow the text in their books and see if they can answer their questions.

Suggested Answer Key

I know that the Kitaygorodskaya Wall is in the centre of Moscow and it is a great tourist attraction. I would like to learn: When was it first built? (In the 15th century). What purpose did it serve? (To defend the area.)

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

Suggested Answer Key

fragment (n): a piece of sth

invader (n): sb who uses force to go into another country

bundle (n): a number of things that are held together in a group

2 Aim To read for specific information

- Allow Ss some time to reread the text and complete the table.
- Check Ss answers on the board.

Answer Key

- 1 built the Gostiny dvor and the Upper Trading Rows on Red Square
- 2 1521
- 3 Mehmet I Giray
- 4 decided to improve the city's defences
- 5 Petrok Maly
- 6 finished building the red stone wall with towers at its gates
- 7 the wall was in poor condition
- 8 was preserved and renovated
- 9 a large part of the wall was burnt down
- 10 Stalin
- 11 demolished the last major part of the wall

Speaking & Writing

3 Aim To talk about the Kitaygorodskaya Wall

- Allow Ss some time to reread the text and the completed table.
- Invite various Ss to give their presentations to the class.

Suggested Answer Key

The Kitaygorodskaya Wall is an important historical monument in Moscow. It protected Moscow from invaders. Today, however, only fragments of the wall are left because during the 20th century much of the wall was destroyed. During the fifteenth century Ivan II and Ivan the Terrible both added walls and defences to Moscow and the Kremlin. In 1521, Mehmet I Giray invaded Moscow so it became clear to Elena Glinskaya, Ivan the Terrible's mother, that city's defences needed to be improved. In 1534, wooden walls were built around the city and by 1538 Petrok Maly finished building the wall which we call the Kitaygorodskaya Wall. During the 18th century the wall lost its military purpose and it was in poor condition. During the nineteenth century, however, Alexander I preserved and renovated much of the wall. But, in 1812 a large part of the wall was destroyed by a fire. In 1934, Stalin demolished the last major part of the wall. Over the last 50 years however, some parts of the wall have been restored.

4 Aim To develop critical thinking skills

- Allow Ss some time to consider their answers.
- Monitor the activity around the class and invite various pairs to report back to the class.

Suggested Answer Key

It is important to preserve monuments such as this because then future generations will have the chance to learn about Moscow's past. They will also get the chance to learn more about Moscow's culture and what made the city what it is today. Also, the more we learn about the past, the more we can understand about who we are today and how we can solve some of today's problems.

5 Aim To present historical monuments in Moscow; to develop research skills

- Allow Ss time to look up information on the Internet or any other source. Ss can work in pairs or groups.
- Ask Ss to give their presentations to the class.

Suggested Answer Key

One of the most important monuments in Moscow that everyone should visit is The Yuri Orlov Palaeontological Museum. It dates from 1716 when Tsar Peter I wanted a place to put all the rare animal teeth and bones which his explorers found. Today, the museum is one of the oldest museums in Russia and it has one of the best collections of natural history in the world. The building itself is unique with lots of decorative images and designs on its walls. Another important monument in Moscow is St. Basil's Cathedral. It's one of the most famous historical monuments in Russia. Construction began on the cathedral in 1552, during the reign of Ivan the terrible, and was completed in 1560. Today, it is a UNESCO world heritage site and thousands of tourists visit it every year.

Russia 6

Reading & Listening

1 Aim To introduce the topic and stimulate Ss' interest

- Elicit what Ss know about the topic.
- Elicit various questions from Ss around the class and write three on the board.
- Play the recording and elicit if the questions were answered.

Suggested Answer Key

I know that it is in St Petersburg and that it has a huge collection of art from all over the world.

How many people visit it each year?

How many works of art it contains?

Who started the museum?

The text answered all of my questions.

2 **Aim** To read for comprehension

- Ask Ss to read the headings A-H and give them time to read the text again and complete the task.
- Check Ss' answers.

Suggested Answer Key

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

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

Suggested Answer Key

range (v): to include a variety of things
reign (n): the time a monarch rules a country
sheer (adj): used to emphasise the situation, utter
artefact (n): an object with historical significance
feature (v): to include, be part of
branch out (phr v): to expand (a business) into areas that are different from its normal activities

3 **Aim** To consolidate new vocabulary

- Give Ss time to match the words to the meanings.
- Check Ss' answers.

Suggested Answer Key

bought hoping it will become more valuable – invested
remarkable/amazing – awe-inspiring
necessary/very important – vital
latest/newest – state-of-the-art
mixes – blends
moves through quickly – sweeps
moved into something different – branched out
amazing – magnificent

4 **Aim** To expand the topic

- Give Ss time to find out more information about the Hermitage Museum on the Internet or in encyclopaedias and then ask various Ss to report back to the class.
- Alternatively, assign the task as HW and ask Ss to present their information in the next lesson.

Suggested Answer Key

The Art Restoration and Storage Centre of the State Hermitage is a very interesting place to visit and not just for the tour. There is a display of Russian furniture that has over 1,200 exhibits from the last two hundred years. There is also the Hall of Carriages that contains some incredible carriages that were actually used on some historic occasions. There is a separate area for sculpture, tapestries and a whole department dedicated to Oriental art.

Language in Use 1

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 hold on 3 catch on 5 passed on
2 got on 4 looked on 6 carry on

2 **Aim** To practise prepositional phrases

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

Answer Key

- 1 on 3 by 5 with
2 by 4 to 6 on

3 **Aim** To practise collocations

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

Answer Key

- 1 machine 5 literacy 9 gate
2 dish 6 buildings 10 closing
3 crime 7 family
4 charity 8 gather

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- 1 possessions 4 emotional 7 hospitality
2 immigration 5 vandalism
3 responsibility 6 inspection

5 **Aim** To practise words often confused

- Give Ss time to do the task.
- Check Ss' answers. As an extension ask Ss to make sentences using the other option.

Answer Key

- 1 treated 2 help 3 adapt 4 lend

Suggested Answer Key

- 1 "Behave yourself or you can't go out," Jane's mother told her.
2 The water **served** dessert after the meal.
3 He decided to **adopt** an animal and help it survive.
4 I **borrowed** £10 from John as I had left my wallet at home.

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary,
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 T
2 T
3 F (They live in Papua New Guinea. The Moken live in the Andaman Sea.)
4 T
5 F (Only third class passengers had to)
6 T
7 T
8 T

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 1 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- 1 40% of Mongolians are nomads. (T)
2 There are 20,000 Sea Gypsies. (F – 2-3,000)
3 The Insect Tribe comes from a village called Swagup. (T)
4 Passing through customs at Ellis Island could take as little as three hours. (T)
5 Ellis Island's nickname was 'the kissing post'. (F – this was the nickname of the exit to Ellis Island. The island's nickname was 'Island of Tears' or 'The Gateway to America.'
6 Freegans get most of their food from supermarket bins. (T)
7 Freegans are either homeless or unemployed. (F – they are neither)

Language in Use 2

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 makes 3 brought 5 came
2 are springing 4 steam 6 broke

2 **Aim** To practise prepositional phrases

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

Answer Key

- 1 *by* 3 *on* 5 *in*
2 *over* 4 *for* 6 *to*

3 **Aim** To practise collocations

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

Answer Key

- 1 *common* 4 *thick* 7 *future* 10 *royal*
2 *readily* 5 *fussy* 8 *beam* 11 *breeze*
3 *sandy* 6 *mind* 9 *opening* 12 *growing*

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- 1 *deadly* 3 *imagination* 5 *racing*
2 *powerful* 4 *possibilities*

5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can look up the words in their dictionaries.
- Check Ss' answers.

Answer Key

- 1 *grilled* 3 *spin* 5 *scrambled*
2 *risk* 4 *pretended*

Quiz**Aim** To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary,
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 *F (It can have up to 60)*
2 *T*
3 *T*
4 *T*
5 *F (Not yet – they need to find funding)*
6 *F (thousands)*
7 *F (He works with a team of divers.)*
8 *T*

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 2 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key**Quiz**

- 1 *Alligators can grow new teeth to replace worn ones. (T)*
- 2 *Cliff diving is very dangerous. (T)*
- 3 *In Thailand, bread is made from termites. (F – Ghana)*
- 4 *The Swamp People of Louisiana live in tree houses. (F – They live in stilt houses.)*
- 5 *Crystals in the Giant Crystal Cave can weigh up to 55 tonnes. (T)*
- 6 *Tiger sharks never attack humans. (F – They frequently attack humans.)*
- 7 *Only nobility were allowed to attend jousting tournaments. (F – Commoners were allowed, too.)*
- 8 *Knights wore chain-mail only when jousting. (F – They wore heavy armour made of metal plates.)*

Language in Use 31 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 *drop out* 3 *pointed out* 5 *find out*
2 *fall out* 4 *handing out* 6 *pass out*

2 **Aim** To practise prepositional phrases

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

Answer Key

- 1 *on* 3 *by* 5 *in*
2 *through* 4 *from* 6 *over*

3 **Aim** To practise collocations

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

Answer Key

- 1 *kick* 5 *breath* 9 *portions*
2 *laughter* 6 *splitting* 10 *deep*
3 *life* 7 *wide* 11 *personal*
4 *heart* 8 *tone*

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- 1 *comfortable* 3 *improvement* 5 *treatment*
2 *tension* 4 *patience*

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 4 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- The Fairbanks Ice Festival is in Canada. (F – Alaska)*
- The Quebec Winter Carnival lasts for 10 days. (T)*
- Chun Mee Sing is a fire-eater. (F – She is a trapeze artist.)*
- Royal Ascot takes place every August. (F – every June)*
- Kaid Ashton works in Manila. (F – He works all over the world.)*
- Black Rock City is a permanent settlement. (F – It is temporary.)*
- The Burning Man Festival started in 1986. (T)*
- Narendra Modi is not a real person. (F – He is the prime minister of India)*

Language in Use 5

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- | | |
|-------------------------|---------------------------|
| 1 <i>break down</i> | 4 <i>backed down</i> |
| 2 <i>cut down</i> | 5 <i>turned (it) down</i> |
| 3 <i>live (it) down</i> | 6 <i>closing down</i> |

2 **Aim** To practise prepositional phrases

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

Answer Key

- | | | | |
|---------------|-------------|--------------|----------------|
| 1 <i>with</i> | 3 <i>at</i> | 5 <i>in</i> | 7 <i>under</i> |
| 2 <i>on</i> | 4 <i>to</i> | 6 <i>out</i> | |

3 **Aim** To practise collocations

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

Answer Key

- | | | |
|------------------|------------------|---------------------|
| 1 <i>cave</i> | 4 <i>steady</i> | 7 <i>relevant</i> |
| 2 <i>medical</i> | 5 <i>leap of</i> | 8 <i>walking</i> |
| 3 <i>safety</i> | 6 <i>stuffed</i> | 9 <i>developing</i> |

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- | | |
|------------------------|-----------------------|
| 1 <i>scientific</i> | 4 <i>confidence</i> |
| 2 <i>development</i> | 5 <i>treatment</i> |
| 3 <i>concentration</i> | 6 <i>presentation</i> |

5 **Aim** To practise words often confused

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

Answer Key

- | | |
|---------------------|-----------------|
| 1 <i>classified</i> | 3 <i>won</i> |
| 2 <i>composed</i> | 4 <i>strong</i> |

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- French soldiers*
- four nanometres in width (100,000 times smaller than the diameter of a human hair)*
- through a principle similar to sweating/evaporation (water between 2 cylinders evaporates in the sun, removing heat from the inner cylinder)*
- an astronaut*
- 9*
- Greenwich Mean Time*
- almost £470 million*
- 4 million pages*

Ss prepare their quiz in groups. Ask Ss to go through the pages of Module 5 and select information to compile their quiz. Ask groups to exchange quizzes, to do them, then to check their answers.

Suggested Answer Key

Quiz

- When did Alexander Fleming discover penicillin? (1928)*
- What did Nikola Tesla pioneer? (the use of alternating current to send power over huge distances)*
- When did Vostock 1 orbit the Earth? (1961)*
- What is Angela Zhang working towards? (finding a cure for cancer)*
- What does Cameron Johnson do for a living? (He's an entrepreneur.)*
- Where is the Royal Observatory? (Greenwich, London)*
- When did Jill Heinerth first go to the Antarctic? (2000)*
- When was Thomas Edison born? (1847)*

Language in Use 6

1 **Aim** To practise phrasal verbs

- Direct Ss' attention to the diagram and give them time to complete the task.
- Check Ss' answers.

Answer Key

- 1 fill in 3 broke in 5 fitted in
2 hand in 4 gave in 6 push in

2 **Aim** To practise prepositional phrases

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

Answer Key

- 1 for 3 with 5 into
2 of 4 of

3 **Aim** To practise collocations

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

Answer Key

- 1 rubbish 5 silent 9 comforts
2 fighters 6 weapon 10 excavation
3 wealthy 7 deck
4 planes 8 human

4 **Aim** To practise word formation

- Give Ss time to do the task.
- Check Ss' answers on the board.

Answer Key

- 1 demonstrators 4 management
2 existence 5 refreshments
3 unbelievable

5 **Aim** To practise words often confused

- Give Ss time to do the task. Ss can use their dictionaries if you wish.
- Check Ss' answers. As an extension, ask Ss to make sentences using the other option.

Answer Key

- 1 collided 2 roles 3 barrier 4 glimpsed

Suggested Answer Key

- 1 The car **crashed** into a tree.
2 He was just the right person for the **part** in the film.
3 He managed to overcome all the **obstacles** and succeed.
4 She **glanced** at her watch while waiting for the bus.

Quiz

Aim To do a quiz and consolidate vocabulary and information learnt in the module

- Give Ss time to complete the quiz looking back through the module as necessary.
- Check Ss' answers and then elicit corrections for the false statements.

Answer Key

- 1 T 3 T 5 T 7 T
2 F (jungle) 4 T 6 F (35) 8 F (1912)

- 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, then to check their answers.

Suggested Answer Key

Quiz

- 1 Mount Rushmore is in Jordan. (F – South Dakota, USA)
- 2 The Titanic sank in the Pacific Ocean. (F – The Atlantic Ocean)
- 3 The Edwardian period lasted from 1901-1910. (T)
- 4 Shakespeare's theatre was called The Elizabethan. (F – The Globe)
- 5 In 1800, there were a million people in London. (T)
- 6 Petra dates back to 400 BC. (T)
- 7 There are 25 sphinxes in Alexandria harbour. (T)
- 8 Mesa Verde is in Cambodia. (F – USA)

- 6 Visitors mustn't swim in the Sulphur Bath. It is dangerous!
- 7 Robert can't play rugby as he has a bad back.
- 8 Kiera can't/mustn't go scuba diving because of an ear infection.
- 9 Tracey can't have been dancing in the club as she is studying for exams.
- 10 You should/ought to go and see a doctor.

- 3 1 is unlikely to 3 'm supposed to 5 are to
2 is bound to 4 had better

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

5 Suggested Answer Key

Introduction

The aim of this report is to suggest ways of improving the community centre in order to make it more appealing to people of all ages.

Décor

The décor is in need of being updated. The centre needs to be redecorated in brighter colours with modern furniture. This would make it more attractive to visitors.

Facilities

Currently, there is a lack of modern facilities in the centre. Therefore, it would be a good idea to open a computer room. If we did this, the centre would be far more appealing to people of all ages.

Activities/Events

Although the centre is well-known in the community, it does not hold events that appeal to a wide audience. The addition of social events such as a weekly quiz and fitness classes would help to attract more people. These could be advertised on posters and social networking sites, which would be inexpensive ways to promote the centre.

Conclusion

To sum up, I feel that improved décor and facilities as well as additional events would make the community centre far more appealing to people of all ages.

Revision 4

- 1 1 situated 6 gossip
2 poverty-stricken 7 capture
3 sparkling 8 appalled
4 swing 9 Assembling
5 faint-hearted 10 gathered

2 Suggested Answer Key

- 1 Jo's videos have been seen by one million people.
- 2 He is said to be the best actor in the world.
- 3 Christian was told he had TB in 2009.
- 4 His photos are enlarged before they are pasted on walls.
- 5 The new play is going to be directed by Sam.

- 6 The concert will be attended by over 1,000 people.
- 7 David was trained by a professional opera singer.
- 8 Broadsheet newspapers are considered to be more serious than tabloids.
- 9 All the concert tickets had been sold.
- 10 The script is being written for the new film.

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

- 4 1 wouldn't be 6 will get
2 went 7 attend
3 would you give 8 were
4 had 9 could
5 wouldn't go 10 wouldn't have become

5 Suggested Answer Key

Every year, the city of Moscow commemorates its founding with a festival called 'Den Gorod'. It takes place on the first Saturday of September, but a lot of the celebrations go on all month. However, the weekend is especially full of activities. I went on 2015 and had a great time at the city's 868th birthday!

Events happen all over the city. Almost every museum and art gallery is open and free, many putting on special guided tours. However, many of the roads and squares are closed to traffic, so you have to walk or take the metro. A lot of the celebrations are held in the city's parks. In Sokolniki Park, there were many jazz bands. In Muzeon Park, the music style was hiphop and indie. It was not all about music, though. The kids loved the activities put for them in VDNKh Park. My favourite was the Hermitage Garden Park, which had open-air theatre shows, including Chekov's *The Seagull*. There was delicious food of all types and the atmosphere was exciting and vibrant. The weekend ended with an amazing firework display. I would definitely recommend it to anyone thinking of visiting Moscow.

Revision 5

- 1 1 detected 4 perform 7 currents
2 promising 5 pinpointed 8 wanders
3 wasteful 6 persistent 9 collapse
- 2 1 He warned me to stop swimming so fast or I'd run out of air.
2 He complained that Sam was always late.
3 John asked me if I could help him move house.
4 He suggested going to the Planetarium on Saturday.
5 She reminded me to clean the sink.
6 The scientist ordered us not to touch his equipment.

- 3 1 lots of 3 Many 5 a few
2 All 4 a good deal of

- 4 1 Mr Brown had a new factory built last year.
2 Mike has just had his book published.
3 I am having my computer fixed today.
4 Matt has his lab cleaned every day.
5 We are going to have our boat painted.

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

6 Suggested Answer Key

One warm day last spring, my friend Tommy suggested going for a picnic in the countryside. There were a few dark clouds on the horizon, but we decided to risk it.

After a lovely relaxing walk over a pretty hill, we sat down in a meadow and ate our tasty picnic. Then, just as I was drifting off to sleep on the ground, I felt a big fat raindrop splash onto my nose. "Quick, get under that tree!" Tommy shouted. We sheltered under the thick branches.

Suddenly, I noticed something appear on the ground nearby as the rain washed over it. It looked like the top of an old-fashioned wooden box. I asked Tommy to help dig it out with our hands and eventually we had uncovered it. Slowly, we opened the box. It was full of shiny coins!

The box was too heavy to move, so when the rain stopped, we called a local archaeological museum on Tommy's mobile. Experts arrived soon afterwards and told us that we had found some extremely valuable old coins. A few weeks later we received a reward. We were delighted! What an amazing discovery!

Revision 6

- 1 1 shiver, eerie 6 deck
2 glimpsed 7 cracked
3 protesters 8 armed forces
4 ruled over 9 vanished
5 ordering me around

- 2 1 Little 5 which 9 when
2 why 6 who 10 neither
3 No sooner 7 Never
4 On no account 8 which

- 3 1 in case it is
2 despite being afraid
3 on account of
4 such an impressive statue
5 even though it was

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

5 Suggested Answer Key

Murmansk is a very important place in Russia, and a city that has importance for the whole world. It is on the far north-west coast of Russia, not far from Scandinavia. Although it is well within the Arctic Circle, it is unusual because the water in the port does not freeze. This means shipping can continue all year round. This made it very important during both World Wars, as European countries and America could send help to Russia over the sea.

Murmansk is not an old place; in fact, it's barely a hundred years old! Dating from 1915, it was the last city to be founded by the Tsars of Russia. Today, it is an important industrial and fishing town, and is set to become even bigger as more ships come over the Arctic Ocean from Canada. Not many tourists come to Murmansk, but those that do come for a special reason: to take an amazing Arctic cruise on one of the city's nuclear-powered icebreaker ships.

4 Suggested Answer Key

I tugged really hard and then suddenly an old bicycle wheel appeared on the end of my line. I was very disappointed and I went to talk to the local council about cleaning up the river of all the old junk that must have been down there. They acted very quickly and the next week they dragged the river and pulled out all sorts of old junk.

Now the river is clean and people can go fishing there and have a chance of catching a real fish. We are very happy and we plan to go fishing again this weekend.

- 3 use of the sense:** the traditional firing of a big gun, wonderful sight and aroma of beautiful flowers, see the Princes Street Gardens
past participles: situated, experienced
static features: situated 300 feet above, across the river, no moving features

4 Suggested Answer Key

In summary, Edinburgh Castle is the place to visit when in Scotland. It has many interesting and educational features and its location is unique.

Writing Bank 6

p. WB6

- 1 A 4 B 2 C 1 D 3

- 2 fortress – magnificent
 volcano – extinct
 history – fascinating
 guides – experienced
 stories – lively
 ceiling – ornate carved wooden
 firing of a big gun – traditional
 sight – wonderful
 flowers – beautiful
 the view – spectacular
 a day – clear

RNE LISTENING PRACTICE KEY

Skills 1

p. LP1

- 1 a) 1 e 2 d 3 f 4 a 5 b

b) *It matches with an airport.*

- 2 A 3 B 5 C 2 D 1

Skills 2

p. LP1

- 3 1 C (*fast, dangerous, I love it*)
 2 B (*small, dark, old machines*)
 3 A (*not be the best, but ...*)

p. LP2

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

Skills 3

p. LP2

- 5 **correct answer:** 1– *in the park (started jogging around the park.*

The wrong options are mentioned at the beginning and in the middle of the dialogue.

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

p. GV1

- | | | | | | | |
|---|---|-------------|---|------------|---|---------------|
| 1 | 1 | them | 6 | be spotted | | |
| | 2 | is | 7 | stole | | |
| | 3 | to send | 8 | having to | | |
| | 4 | happened | 9 | to check | | |
| | 5 | was rescued | | | | |
| | | | | | | |
| 2 | 1 | enjoyment | 3 | harmful | 5 | natural |
| | 2 | researchers | 4 | nutritious | 6 | Unfortunately |

p. GV2

- | | | | | |
|---|---|--------------------------------|---|-----------------|
| 3 | 1 | wouldn't/
would not believe | 5 | to |
| | 2 | turning on | 6 | was running |
| | 3 | hers | 7 | sits/is sitting |
| | 4 | replied | 8 | funniest |
| | | | 9 | reading |
| | | | | |
| 4 | 1 | unbelievable | 4 | movement |
| | 2 | driver | 5 | greatly |
| | 3 | successful | 6 | safety |

p. GV3

- | | | | | |
|---|---|-----------------------|---|---------------|
| 5 | 1 | has found | 6 | be named |
| | 2 | have been complaining | 7 | is |
| | 3 | shone/shining | 8 | to take |
| | 4 | blocks | 9 | will try |
| | 5 | looking | | |
| | | | | |
| 6 | 1 | shortly | 4 | performers |
| | 2 | historical | 5 | spectacular |
| | 3 | relationships | 6 | unforgettable |

p. GV4

- | | | | | | | |
|---|---|-----------------|---|---------------------|---|----------|
| 7 | 1 | to go | 6 | seeing | | |
| | 2 | greatest | 7 | had worried | | |
| | 3 | can/could reach | 8 | didn't/did not need | | |
| | 4 | was circling | 9 | was | | |
| | 5 | was lowered | | | | |
| | | | | | | |
| 8 | 1 | unusual | 3 | ability/abilities | 5 | probably |
| | 2 | competitors | 4 | winner(s) | 6 | rising |

p. GV5

- | | | | | | | |
|----|---|------------|---|-----------|---|------------|
| 9 | 1 | will see | 4 | cancelled | 7 | having |
| | 2 | would have | 5 | to travel | 8 | will make |
| | 3 | goes | 6 | trying | 9 | be |
| | | | | | | |
| 10 | 1 | unlike | 3 | existence | 5 | importance |
| | 2 | appearance | 4 | length | 6 | deadly |

p. GV6

- | | | | | | | |
|----|---|----------------|---|---------------------------|---|------------|
| 11 | 1 | was sitting | 6 | arrives | | |
| | 2 | spotted | 7 | have not/haven't
heard | | |
| | 3 | got over | 8 | to see | | |
| | 4 | most important | 9 | should have seen | | |
| | 5 | would help | | | | |
| | | | | | | |
| 12 | 1 | distance | 3 | sailors | 5 | arrival |
| | 2 | simply | 4 | massive | 6 | inaccurate |

p. GV7

- | | | | | | | |
|----|---|---------------------|---|--------------|---|--------------|
| 13 | 1 | has become | 6 | to boil | | |
| | 2 | was told | 7 | using | | |
| | 3 | will have | 8 | was enjoying | | |
| | 4 | didn't/did not know | 9 | saved | | |
| | 5 | buried | | | | |
| | | | | | | |
| 14 | 1 | meaning | 3 | government | 5 | historic |
| | 2 | Apparently | 4 | tourist | 6 | homelessness |

p. GV8

- | | | | | | | |
|----|---|----------------|---|---------------|---|--------------|
| 15 | 1 | to tell | 6 | delivering | | |
| | 2 | was stepping | 7 | most amazing | | |
| | 3 | were reflected | 8 | sank | | |
| | 4 | had wondered | 9 | will remember | | |
| | 5 | got | | | | |
| | | | | | | |
| 16 | 1 | currently | 3 | impossible | 5 | safely |
| | 2 | creature | 4 | nervous | 6 | surroundings |

p. GV9

- | | | | | | | |
|----|---|-------------------|---|---------------|---|-----------|
| 17 | 1 | will stay | 6 | counted | | |
| | 2 | had been training | 7 | them | | |
| | 3 | cleans | 8 | is | | |
| | 4 | had seen | 9 | are wondering | | |
| | 5 | was | | | | |
| | | | | | | |
| 18 | 1 | attractive | 3 | informal | 5 | equipment |
| | 2 | dirty | 4 | tirelessly | 6 | survival |

p. GV10

- | | | | | | | |
|----|---|-------------------|---|--------------------------|---|---------------|
| 19 | 1 | was abandoned | 6 | known | | |
| | 2 | called/had called | 7 | most popular | | |
| | 3 | waiting | 8 | have been made | | |
| | 4 | be found | 9 | will not be
forgotten | | |
| | 5 | was sent | | | | |
| | | | | | | |
| 20 | 1 | winners | 3 | entirely | 5 | entry |
| | 2 | matching | 4 | decorations | 6 | unfortunately |

KEY WORD TRANSFORMATIONS KEY

- | | | | | | |
|----|--|----|---|----|--|
| 1 | such a heavy bag | 25 | took place even though/
although | 49 | regretted not going/not
having gone |
| 2 | was sorry for having/
that he had | 26 | am used to running | 50 | in order to go |
| 3 | until I had finished | 27 | able to tell the difference | 51 | only Mike had passed |
| 4 | makes her help | 28 | (much) more interested in
jewellery-making | 52 | doesn't matter what |
| 5 | take advantage of | 29 | so shy that | 53 | in common with |
| 6 | wouldn't have got lost | 30 | to cut down on | 54 | put up with Stacey's |
| 7 | rather stay in a hotel than | 31 | succeeded in passing | 55 | did Sarah know that |
| 8 | a few businessmen have
achieved | 32 | have our grass cut | 56 | unusual for Kim to argue |
| 9 | were prevented from playing | 33 | number of customers | 57 | was called off |
| 10 | is not able to find | 34 | how much it | 58 | tall boy who wasn't |
| 11 | too far away | 35 | if you hadn't lent | 59 | mind if I made/make |
| 12 | wasn't her fault | 36 | haven't seen Adrian for | 60 | anyone came to |
| 13 | wish I had visited | 37 | in case you are | 61 | such long hours that he |
| 14 | look it up in | 38 | is no point in spending | 62 | wonder if Leanne chose |
| 15 | car was being driven | 39 | haven't/last heard from | 63 | warned us that we would |
| 16 | before anyone/anybody said | 40 | didn't/couldn't remember
anything | 64 | 'd/would rather not take part |
| 17 | was given an extra | 41 | is supposed to be | 65 | is not/isn't possible for me |
| 18 | on time because | 42 | is unlikely (that) we will | 66 | must be worn |
| 19 | gave me a hand | 43 | is not/isn't easy for Harry | 67 | 's/is time you bought |
| 20 | accused Liam of breaking/
having broken | 44 | as long as you promise | 68 | stop work as a result |
| 21 | been (very) good at | 45 | was the first time | 69 | looked up to |
| 22 | wasn't warm enough | 46 | hadn't forgotten to bring | 70 | acts as though he owns |
| 23 | no intention of apologising | 47 | does this coat belong to | 71 | must have been |
| 24 | carry out the teacher's | 48 | was too expensive for | 72 | can't have gone out |

Module 1**➤ Exercise 2 (p. 13)****Dialogue A**

A: Good morning. Can I see your passport, please?

B: Sure! Here you are.

A: OK. How many pieces of luggage will you be checking in?

B: Just this one suitcase.

A: OK. Could you put it on the conveyor belt, please.

B: Yes, of course.

Dialogue B

A: Did you put my luggage in the boot?

B: Yes, of course. There were two suitcases, is that correct?

A: Yes, that's right. I have my hand luggage here with me.

B: Did you have a nice flight?

A: It wasn't bad. A little bumpy coming in to land, but otherwise it was fine.

B: So, are you in the city for business or pleasure?

Dialogue C

A: What seems to be the problem?

B: I managed to fit my hand luggage into the overhead locker, but there's no room for this duty-free bag.

A: Is there anything in it that you've bought for the flight?

B: I don't think so, no.

A: Well, why don't I take it and find another locker with some room to put it in?

B: Well, if you wouldn't mind. Thank you very much indeed!

Dialogue D

A: You won't be able to bring this bottle through, I'm afraid.

B: Oh, really? Why's that?

A: It's above 100 ml. That's the limit for any liquids in hand luggage.

B: But what am I going to drink while I wait for my flight?

A: Once you go through this check, you can get water or anything else in one of the duty-free shops.

B: But I just bought it a minute ago! Oh, well, I guess I'll just have to drink it.

➤ Exercise 2 (p. 18)**Speaker 1**

Ten years ago, I wouldn't have recommended this area to anyone. Buildings were covered in graffiti and there was vandalism everywhere. We had a huge problem with gangs. Young people just hung around causing trouble. But then the local council launched a scheme to get young people back into education and training. Slowly, we started seeing them opening small businesses – a garage, a hairdresser's, a café. Things have taken a turn for the better.

Speaker B

Twenty years ago, there were lots of factories in the area and we were one of the biggest coal exporters. Everyone had a job and a lot of people spent money like there was no tomorrow. Once the mines closed down, of course, all the small businesses that depended on the miners closed too. There's a lot of crime now and a lot of people are moving out.

Speaker C

We're really tight-knit. People keep an eye on each other and always lend a helping hand if possible. We have great events where everyone in the neighbourhood takes part. We've always done that, so when hard times came along, we pulled together. There are no homeless people on our streets and no hungry children in our schools, and as far as I'm concerned, there never will be.

Speaker D

The last town I lived in had no public transport and it was kind of dangerous after dark, to be honest. Now I can get anywhere by bus and there's a great system of cycle paths. There are green programmes like waste recycling and I've never heard of anyone being burgled or even witnessing a crime. My flat's on the ground floor, but I never worry about someone breaking in.

Speaker E

Our street catches the eye, but for all the right reasons. Other areas get noticed for their homeless problems or the amount of graffiti you see, but we have prize-winning gardens and Christmas decoration competitions. My garden usually has the most flowers on my street, but Mrs Simpson at Number 9 usually wins at Christmas. But because everyone is competing to have the best-looking house or garden, the whole street benefits.

➤ Exercise 7 (p. 24)

A student exchange is a great way for young people to learn about foreign countries. A student from France, for example, will stay for a week or two with a British student. They will even go to the British student's school and follow lessons there. Then, the British student gets the chance to visit the French student's home in France.

Module 2**➤ Exercise 3a (p. 38)**

Student A: In both pictures, people are taking part in extreme sports. Picture A is of a man flying through the air on a motorbike with a large audience in the background. I would say that he is competing in a motocross competition.

Student B: Yes, maybe he is set to win a cash prize.

Student A: That's a good point. What about picture B?

Student B: Picture B shows a man white-water kayaking alone. While the man in picture A seems to be taking part in a competition, I think the man in picture B is probably white-water kayaking because he is a fun-lover who enjoys physical activity.

Student A: Although another reason could be that he is training for a competition.

Student B: You could be right. The water looks quite dangerous! However, he is wearing a lot of safety equipment, such as a life jacket, a crash helmet, goggles and gloves. He is also wearing thick clothing, probably to stay warm.

Student A: Yes, his clothing will help to prevent injury if anything goes wrong. On the other hand, even though the man in picture A seems to be in danger, he is only wearing a crash helmet for safety.

Student B: Well actually, he is also wearing a full body suit that is probably made of a very durable material. Unlike the man in picture A, who needs to stay warm, he probably requires a lightweight fabric for his sport. I'd say that they are both wearing adequate safety equipment.

➤ Exercise 4 (p. 38)

DJ: I'm joined in the studio by Anna Spencer, owner of Pembroke Coasteers. Anna, welcome to the show. Firstly, what exactly is coasteering?

AS: Hi, thanks for inviting me. Well, coasteering is basically exploring the rocky coastline. It includes rock-climbing, cliff jumping, cave exploration and swimming. Anyone can take part from the age of eight and over. The only restriction is that children under the age of sixteen must be accompanied by a parent.

DJ: Do you have to be fit to be able to do it?

AS: Well, you don't have to be an athlete, although I do recommend that you have an average level of fitness. The rock climbing we do is fairly easy for everyone, but you have to be able to swim because coasteering involves a lot of jumping into the sea.

DJ: Do you need any previous experience to take part in one of your adventure weekends?

AS: No. All you need is to come with a positive attitude and you'll have a great time. Our guides encourage you to face new challenges and to reach personal goals.

DJ: Coasteering is considered an extreme sport, so how do you guarantee safety?

AS: Client safety is our priority, of course, but there are always risks in the natural world; we can't control weather conditions or wildlife we may come face to face with. Our guides are fully trained in first aid and know what to do in an emergency, but there's rarely any danger as long as clients listen to the guides.

DJ: So, where is the outdoor centre based?

AS: We opened our centre in Pembrokeshire in Wales to make the most out of one of Britain's last true wilderness areas. It's Britain's only coastal national park and it's an amazing place to escape from the crowds. There's just us and nature there – it's perfect.

DJ: Now you're persuading me to sign up!

AS: Coasteering is unique – it's never the same experience twice. There are over 100 miles of stunning Pembrokeshire coast to choose from and if the weather's a problem then we move to more sheltered areas.

DJ: Doesn't it get tiring?

AS: Don't worry; we always take time out for a cup of tea or coffee and a quick sandwich. There are some beautiful picnic areas along the way that we usually stop at. And when everyone is feeling refreshed, it's back to the water!

DJ: So how can people book a weekend coasteering trip?

AS: You can go online to our website or call us. The package deal costs between £200-230, depending on what month you choose. It includes accommodation, meals and transfers to the coast.

DJ: It sounds amazing. Anna, it's been a pleasure having you on the show today.

AS: Thanks.

➤ Exercise 9a (p. 41)

B: Look at this, the big fight is on this weekend.

A: You're not a boxing fan, are you?

B: Not especially, I just like sport.

A: I don't like violent sports. There's nothing sporting about hurting someone, I think they should be banned.

B: Really? Why?

A: Well, for starters they encourage violence in society.

B: How?

A: Take boxing for instance. Boxers win in their sport by physically injuring their opponents.

B: And how does that cause violence outside the ring?

A: It glorifies violence and supporters may mimic their sporting heroes' behaviour and think it's acceptable.

B: You have a point.

A: Also, a high number of boxers get seriously injured while competing.

B: You get injuries in many sports, and sports such as boxing are strictly controlled with referees who ensure the boxers are fit to continue.

A: Yes, but boxing is particularly brutal and a lot of boxers get head injuries sometimes resulting in brain damage.

B: Mmm, it is quite a dangerous sport in that respect.

A: I think any sport that can leave a competitor seriously or permanently injured and makes violence in general seem acceptable should be banned.

Module 3

➤ Exercise 3 (p. 47)

Speaker A

I work in many different environments – local communities, hospitals, schools, nursing schools, even prisons! People ask about anything from weight loss to low cholesterol diets – you'd be surprised at the variety of issues people have! Do I follow my own advice? Of course! After all, you only have one body to last your whole lifetime, so why not look after it? One really great way to do this is through healthy eating.

Speaker B

People come to me for many different reasons – to tone

up, to lose weight or just to improve their overall health. It's great helping other people feel good about their bodies and motivating them when the going gets tough. It really helps them to come up with a training programme that's just for them. It's not just about a strict workout routine, though. I always remind people that a healthy diet as well as regular exercise is important for the mind and body and that you need to feel good both inside and out.

Speaker C

I work in the fields of medicine and therapy. I've helped to treat a whole range of different physical and psychological problems with my expertise. I draw on people's imagination and make them more open to suggestion and instruction!

Speaker D

As one of the first people to arrive at the scene of an emergency, we have to figure out what's wrong and what urgent medical help is needed. I also help injured people prepare for transport and make sure they're comfortable on their way to the hospital. Trust me, a little bit of comfort is very important when you've got a broken arm or leg! I really enjoy how rewarding and unpredictable my job is – it keeps me on my toes!

Speaker E

I help people on a daily basis by giving advice, recommending the right treatment for a range of ailments and, of course, by filling prescriptions. I really enjoy my job because it is very fulfilling and worthwhile and I know everyone in the community, too.

➤ Exercise 2a (p. 58)

Pair 1

A: I usually study until very late just before an exam, but I think it's better to have a good study plan. I like the idea of going for a jog to take a break from studying. It must be nice to go outside and get some fresh air. I don't really like yoga because I think it's boring.

B: I think studying with a friend is a good tip and could really help you unwind. We might get distracted though and end up wasting a lot of time. Actually, maybe studying on your own is a better idea! Eating healthy food is a good idea. This will help you study. Maybe that's the best idea, and exercising too.

Pair 2

A: OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?

B: Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you

fall behind schedule, then you can feel even more stressed!

A: Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?

B: Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.

A: Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.

B: Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?

A: Well, I think that can be helpful sometimes. You could talk through any problems instead of getting worried about them. To me, though, this could also waste a lot of time. You might distract each other.

B: Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?

A: In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.

B: Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?

A: Yes, I do!

➤ Exercise 2b (p. 58)

A: OK, let's start. Well, first of all I think that exercise is a really good way to let off steam, so I think that taking time out to go for a jog in the park would be a really good way to reduce stress. What do you think?

B: Yes, I totally agree with you. Exercise is really important to keep stress levels down and it would make our classmate feel more energised before going back to work. I think that making a study plan is a really good idea, too. It helps you to make sure you get all your studying done in time. However, if you fall behind schedule, then you can feel even more stressed!

A: Yes, I see what you mean. In my opinion, healthy eating is also really important. Eating the right food helps you to concentrate and keep your energy levels up. Would you agree?

B: Definitely. Our classmate should get plenty of sleep too, so going out dancing until late won't help! She should leave the celebrations until after the exams.

A: Maybe you're right. I don't completely agree with you, though. She could have one night off a week to relax and maybe dancing would help her to do that.

B: Yes, I see your point. Something like yoga might be a better idea, though. That's good exercise and helps you to relax, too. What about studying with a friend? How important do you think that is?

A: Well, I think that can be helpful sometimes. You could talk through any problems instead of getting

worried about them. To me, though, this could also waste a lot of time. You might distract each other.

B: Yes, I agree. Usually it's better to study for exams by yourself in your own way. So, which two would help our classmate avoid stress the most?

A: In my opinion, taking time out to do some stress-releasing exercise is one of the most helpful ideas.

B: Yes, I totally agree. I also think that eating healthily and generally staying healthy will keep your mind alert and help you to fight stress. Do you agree?

A: Yes, I do!

➤ Exercise 4 (p. 58)

Speaker A

It's not been right since the car crash. I wake up in the middle of the night and my leg is very stiff and painful. I have to get up and walk around and then it feels better. I can't go on like this. I wonder if something like yoga would help. I might need an operation if this continues.

Speaker B

It's not the restrictions on what I can eat; it's having to check foods all the time that's annoying. You never know when a dish has been prepared with nut oil. I feel like such a nuisance when I go out to a restaurant. I'm sure that my friends choose not to invite me to eat out with them.

Speaker C

Yes, I wore glasses at university, but later I had laser eye-surgery. At the time, people told me horror stories about what could go wrong. But I went to a place with a good reputation. That was ten years ago, and my sight has been perfect ever since. If anything, I'm annoyed I didn't do it earlier.

Speaker D

I'm a bit of a hypochondriac, to be honest. The slightest sneeze of sore throat and I think I need to go to hospital! I went to the doctor's last week with what I was sure were early signs of a heart attack. She told me I was suffering from indigestion, and nothing more!

Speaker E

I know it was just a small infection, but it could have turned into something worse, couldn't it? And I had to wait for a week for an appointment! Well, by that time, it had cleared up on its own! I complained, but the doctor said if I have an emergency, I can go to Casualty. But the queues at Casualty are miles long!

➤ Exercise 6b (p. 64)

Speaker: A lot of people are on diets these days and there might be several reasons for that. First of all, people may feel that others will find them more attractive if they are thinner. There's a lot of pressure from the media to lose weight. For example, magazines often have photographs of celebrities on beaches and they comment on their weight. Also, advertisements on

TV are usually full of slim people in beautiful houses leading successful lives and that suggests that the thinner you are, the better your life will be. Secondly, people might go on diets for health reasons. For instance, someone who has high blood pressure may need to cut out dairy products and exercise more. To my mind, this is by far the best reason to go on a diet.

Regarding my own lifestyle, I would say that I try to make it healthy. I exercise regularly, I don't smoke and I eat a lot of home-made food. On the other hand, I do have a lot of stress in my life. I'm taking exams at the moment and sometimes I can't get to sleep at night because I'm thinking about whether I'm going to pass or not.

As for which type of food I prefer, I'd say that what I eat depends on where I am and who I'm with. At home, for example, we always eat a good balanced meal: a little meat, lots of vegetables and plenty of fruit juice. I always have cereal for breakfast, I drink a lot of water during the day and I have fruit instead of crisps and sweets. However, if I'm out with my friends, I'll probably eat something from a fast food restaurant, a burger with fries perhaps. So I like healthy food, but I also enjoy junk food from time to time.

Examiner: Do you think it is important for people to know how to cook?

Speaker: Yes, I do. It's very important for two reasons. The first is that it gives you some independence. You don't have to rely on other people cooking for you. The second reason is that you can cook real home-made food. It'll save you money and you won't eat junk food so often.

Examiner: What's your favourite dish?

Speaker: Lasagna. I love all Italian food, but lasagna is my favourite. My mum doesn't cook it at home so I only really eat it in restaurants. That's another good reason for knowing how to cook – I could make it myself and have it all the time!

Module 4

➤ Exercise 2b (p. 67)

DJ: Welcome to today's show! We have five callers who are going to tell us about some extraordinary events and festivals they've been to. First up is Amanda. Hello, Amanda.

Amanda: Hello! While on my travels last year, I was in Malaysia and attended a Lion Dancing Championship! Wow, these dancers are so talented! Basically, they perform traditional lion dances in amazing elaborate lion costumes. They dance in time to the music of drums, cymbals and gongs, but the most amazing thing is that they perform acrobatics and stunts high up off the ground on tall poles. It's absolutely fascinating!

DJ: It sounds thrilling, Amanda. Thanks for that. Next on the line is Millie. Hi, Millie.

Millie: Hi! OK, so this autumn I went to New York and saw a chocolate fashion show, can you believe it? It was absolutely extraordinary to see models dressed from

head to toe in clothes and accessories made of chocolate and other chocolate treats like macaroons and profiteroles! We were told that fashion designers and top chefs work together to come up with these creations – they must be so talented!

DJ: They really must be, Millie! Next we have Michael. Hello, Michael.

Michael: Hi. I was recently in the Netherlands during the Living Statue World Championships and it was a really interesting experience. I couldn't believe how realistic their costumes and makeup were! These performers are basically mime artists who stand perfectly still until you give them some money. You would think that it's easy to just stand still but it really isn't – these people are very talented actors.

DJ: You're right, Michael. Finally, we have Pete on the line.

Pete: Hi. My family and I holidayed in Venice in September and had the chance to see the famous Venice Regatta. I'd describe it as a colourful procession on water! The racers dress in brightly coloured historical outfits and take part in races in decorated rowing boats. It's really worth going there to see it!

DJ: That sounds wonderful too, Pete. Well, thank you to all our callers for joining us. I for one really hope I get the chance to experience one of those events. They all sound remarkable. Next on the show ...

➤ Exercise 5 (p. 78)

"The young man in picture A looks smart but not formal. He is leaning against a concrete wall, reading a newspaper. It looks a serious broadsheet newspaper, though his attention isn't on the page. The young woman in picture B is sitting cross-legged on a wooden jetty by a water feature. She's dressed very casually and has a hat, bag and cup of coffee next to her. She's reading a book with a red cover. It's a plain cover, and might be from a library. I think the young man might be waiting for a train or bus. He might be at work, because he's wearing a watch. The young woman isn't wearing a watch and looks like she's going to be spending more time reading. I think the woman has deliberately chosen to go to the park to read, but the young man is reading to pass the time while he does something else."

➤ Exercise 6 (p. 78)

Speaker 1: I'm constantly checking the news apps on my mobile phone for celebrity gossip! Although you can read about your favourite stars in a newspaper or magazine, it's just not the same. These apps are updated throughout the day, so I can keep really up-to-date with everything that's going on in the entertainment world. I often check the news sites in between my classes and after school when I'm on the bus on the way home. I'm a little bit addicted to them!

Speaker 2: One of my favourite pastimes is going to the theatre or the cinema to watch the newest plays and films. So I pick up a free daily newspaper every day outside the metro station on my way to work to see

which performances have been praised by the media and seem worth going to see. I often choose what I'm going to see next from these articles. My favourite shows of all are musicals. Actually, it's my dream to be up there on the stage with the performers, and to be given four stars by Arts critics!

Speaker 3: I usually keep up with what's going on in the world online. In fact, the first thing I do every morning is go to all the main national newspaper sites and read the headlines. I guess I enjoy the fact that I can have a quick look whenever I have a free moment rather than having to go out and buy a printed newspaper and then sit down and read it. That would take time that I don't have. I also like the fact that there are often videos online to go with the articles. By clicking on those there's no need any more for me to watch the TV news; I'm not usually at home when the news is on, anyway.

Speaker 4: I know it's important to have at least a general idea of what's going on in the world, but I really don't enjoy reading newspapers, online or the old fashioned way, in print. I'd much rather flick through a magazine and catch up with the latest celebrity gossip, to be honest! I find that relaxing, whereas the news is full of depressing wars, crime and disasters. I'm a little ashamed to admit it, but I can't help how I feel.

Speaker 5: I know most people like to keep up with the news online these days, but I'm not one of them! There's nothing I like better than taking a break to sit down with a broadsheet newspaper and a cup of coffee to read the news in the old fashioned way. I find it a really pleasant way to unwind when I get home. After all, I spend all day looking at a screen at work, so I want to do something that helps me to totally switch off when I get home.

➤ Exercise 9a (p. 81)

A: Good morning, did you have a good weekend?

B: Yes, it was very relaxing, what about you?

A: Well, I did a bit of shopping on Saturday and then I saw a really good film yesterday.

B: Oh, which film?

A: *The Amazing Spider-Man*. Have you seen it?

B: No, is it an action film?

A: Yes. It's based on the comic book character.

B: Tell me about it, then?

A: Well, it's set in New York and the story begins with high school student Peter Parker trying to discover why his parents disappeared. He finds a clue which leads him to his father's old work colleague, Dr Curt Connors. Peter discovers his own powers and must prepare to face the villain, the Lizard, and become the hero.

B: It sounds interesting. Who stars in it?

A: It stars Andrew Garfield and it's directed by Marc Webb.

B: So, you would recommend this film then?

A: Oh, absolutely. It's got spectacular special effects, a gripping storyline and well-developed characters. The cast give superb performances and it has an action-packed ending.

B: Sounds like I should see this film.

A: Definitely, it's a must-see!

➤ **Exercise 7 (p. 84)**

Dialogue A

A: Just look at that! You wouldn't know it's a real person at all.

B: It is pretty impressive, yes, but I couldn't stand all those passers-by staring at me all the time.

A: But that's exactly what they want. They're entertainers; they love what they do.

B: I bet they don't love it when it starts to rain!

Dialogue B

A: Come on, we'll be able to see better if we're right in front of the stage.

B: No way, it's always too crowded there. Let's stand where there's more room.

A: What's the point of being here if we can't see the band?

B: Don't exaggerate! We'll be able to see and hear perfectly well.

Dialogue C

A: Wow, look at those hats they're wearing. They must have been really expensive!

B: Yeah, they look like models, don't they. To be honest, I feel a little out of place.

A: Don't worry, you look fine. Come on, let's put a bet on. I think the race is starting soon.

B: OK.

Dialogue D

A: The reviews for this were very good. One critic said the lead actor gave the best performance he'd seen all year.

B: I remember seeing a production of this, three, maybe four years ago. The cast were great then, too.

A: I wonder if there's going to be a break halfway through. It's a very long play.

B: Shh, it's starting!

Module 5

➤ **Exercise 3 (p. 98)**

Int: Good morning listeners, I'm Simon Shadwell and welcome to this week's edition of 'Business World Today'. We just love hearing about people who have come up with innovative ideas that they turn into a successful business, so today in the studio I have with me Alice Gibson, a businesswoman in her twenties. Now, Alice not only used her imagination to make a good profit, but is also making a difference by helping children with autism. Hello, Alice. Alice, how did this all start?

Alice: Hi, Simon. Well, I did a degree in Art and Design and our teachers always encouraged us to find something that hadn't been done before and do it. They taught us the process of coming up with a new idea, of doing research on it and most importantly of all, how to

go about applying the things we learnt. All that really gave me the confidence to believe I could succeed.

Int: So you decided to start a business of your own?

Alice: Well, yes, but not immediately. For about a year after leaving university I simply painted and I believe, created some of my best work. Anyway, I tried selling the paintings to some local art galleries but without too much luck. I sold one or two, but I wasn't making enough to live on. That's when I decided to try something a bit different.

Int: OK ... tell us all about it, Alice.

Alice: Well, I had always enjoyed fabric design at university so I decided to try printing my own designs on beautiful fabrics like silk and then making them into bags. Of course I have to mention here that I couldn't have got started so easily without the amazing encouragement and involvement of others. Two friends from my university course gave me a hand making the bags and they are now my business partners. Then my uncle helped us design our website and blog. One of my old art teachers advised us where to find good quality fabric at a low price and so on ... I'm really grateful to them all.

Int: You mentioned that you set up a blog, too?

Alice: Yes, that's right. We blogged about the way we made the bags and posted photos of the process and of our designs. We also set up a Facebook page linked to our website and paid for Facebook advertising and even set up a Twitter account. We did everything we could to get our name out there and attract customers. At first, just family and friends were buying our bags, but then I was astounded by how things just seemed to take off. Sales jumped from just a few a week to more than 100 in just a few months. We had been warned that we might have to be very patient before seeing results and we were told more than once that most new businesses fail. We were really amazed.

Int: And then what happened after that?

Alice: Well, before long a well-known chain store offered to stock our bags. We agreed, and before we knew it our creations were hanging on the racks of several shops. At first it all seemed really strange and I wasn't sure if we had made the right decision. It felt almost like we had lost control and handed over the business to someone else. But I soon relaxed when I saw how much our sales rocketed! At that point we started to employ more people and the rest, as they say, is history!

Int: But your company is not all about making money, is it? Don't some of your profits go towards funding a good cause?

Alice: Yes, ten percent of the money we make from our sales goes towards research to help find a cure for autism. It's an issue I feel really strongly about because my nephew is autistic and I've seen the effect it's had on the family. I feel very fortunate that my business has been so successful so it's a pleasure to be able to help in something worthwhile like that.

Int: That's great, Alice. And finally, what are your plans for the future?

Alice: To tell you the truth, I'm still trying to get used to all the changes that have happened in my life during the past couple of years! It has all been a bit overwhelming, I guess. So I'm just going to sit back and enjoy it, and then continue working on our new designs for next season.

Int: Well, thank you for sharing your success story with us. I hope it continues to go well, Alice!

Alice: Thank you very much!

➤ **Exercise 8b (p. 101)**

It was risky, but I knew I wanted to try it. The cave diving club had never explored the dangerous ice caves in the frozen lake before, but it seemed like too incredible an opportunity to miss. We set out early on a freezing cold but sunny day and arrived at the lakeside chatting excitedly.

Before I knew it, we had all dived quickly into the freezing water in our heated wetsuits. When I entered the first cave cautiously, the view was absolutely spectacular with icy stalactites and colourful creatures all around. Then, suddenly, there was an awful cracking sound above me.

I stared in horror as the cave wall began to collapse! But then I felt a rough arm pulling me. I could still hear the thunderous noise of the ice breaking as I reached the surface. My friend Liam had saved me from being crushed by the ice – just in time!

As the others surfaced, you could see the look of relief spread over everyone's faces. "I don't think I'll ever do that again!" I said, still shaking with cold and fear, but extremely happy to be alive.

➤ **Exercise 3 (p. 103)**

Speaker A

Lots of people want to be successful in business and run their own company, but I want to take it a step further; I'd love to run my own restaurant chain one day. People tell me I'm crazy and that it'll be an unbelievable amount of work, with no guarantee that I'll succeed, but I don't care. There's just something in me that wants to show myself and others just how much I can achieve. The sky's the limit!

Speaker B

I've always wanted to be a pilot. The thing is, though, you can't just send your CV out to airlines and expect to be offered a job. It can take up to 10 years of flying experience just to be able to apply for a position! So, I need to have lots of flying lessons and get various certificates and I need to get a four-year degree at a university, too. It's a long, difficult, expensive process, but I'm determined to reach my goal!

Speaker C

To me, there would be nothing more rewarding than being a nurse. Nurses are there for people at their most difficult moments. They get to help them practically

with their medical knowledge and they might even get the chance to help save someone's life. Nurses can also take their skills with them wherever they go. I think it would be great to spend some time nursing abroad.

Speaker D

I'm actually quite envious of my friends who want to be doctors, accountants or teachers. I'm finding it really difficult to choose which direction I want my career to take. I've never really had a strong desire to do one particular job. I think it's hard to be sure if you would like something when you've never tried it. Maybe I should try shadowing a few people in their jobs so that I can get an idea about what they do. Perhaps I'll find something that appeals to me.

Speaker E

I've always enjoyed teamwork at school. I think generally people can work more effectively when they make use of each other's skills and strengths. When people work together they can get ideas from each other and put them all together to create something really really good. You can't do that when you work by yourself. I think it could be really lonely and boring working alone, too, so I definitely wouldn't like to do that.

➤ **Exercise 5c (p. 103)**

I think that there are a few different reasons why people might want to go where no one has been before, for example to the bottom of a very deep ocean or a really deep cave. First of all, many people enjoy the challenge of these kinds of experiences. They are the sort of people who experience a real thrill when they manage to achieve something that is considered really difficult or see an amazing sight for the first time ever. Also, they might want to go for a specific reason, like to study plant and animal life there for their job. In fact, these kinds of expeditions are usually very useful for scientists and other professionals. They can teach the world about new species and environmental issues, for instance. Through photography and journalism, people can also share in the amazing experience of seeing these beautiful places. Personally, I would love to go on an expedition, but I would be quite nervous about it. Sometimes exploring new places can be difficult because the environment is harsh or it's difficult to reach. I think that it would be really important to train well before and to go with experts. Most of all, I'd love to go on a voyage to the bottom of the sea! I think it would be just amazing to see all the unusual animal life down there.

Module 6

➤ **Exercise 2b (p. 118)**

To begin with, in picture A there are some angry protesters. A woman is shouting through a megaphone and also it looks like there is an angry crowd in the background. This is a very public demonstration to make a point. On the other hand, picture B shows a couple of tents. In

front of them are banners with slogans on them. They might be camping out in protest. This must be a silent protest which is very different from a large crowd being held back by a police barrier. In my opinion, the second type of protest is more effective because it makes people think as they pass by. Loud demonstrations can be a good way to get publicity, but they often scare people and can sometimes get violent.

➤ **Exercise 3 (p. 118)**

Speaker A

I won free passes to a war museum and decided to take my niece and nephew for a day out. I was really pleased because museum entry fees can be expensive. We had a really great day and the children both took some souvenirs home which cost me a fortune! What I couldn't believe was how much there was to see, from displays of weapons and battle vehicles used during different wars to multimedia presentations about what happened – there were so many different things. Actually, we're eager to go back and see the things we missed out on.

Speaker B

I was writing an essay on war propaganda, so I thought it would be valuable to go to a war museum and see it first-hand. I thoroughly enjoyed looking at the collections and came away with lots of information for my essay. I even had access to private collections that weren't on public view – it was such an interesting experience and I took away a lot. The only thing was, I wanted to buy some books and memorabilia at the end of my visit but they were really expensive!

Speaker C

I'm a history fanatic, so when my friends suggested visiting a war museum I said yes straight away. On the morning of our visit, it was pouring down with rain, so it was the perfect day to go to a museum! I love war art, like all the posters reminding people to be careful what they said, and calling women to work in the factories, and I was fascinated looking at the museum's great collections. The tour guide told us a lot about all the badges and medals and other mementos, too, but I wasn't really interested in all that. At the end of the visit, I bought some postcards showing some of my favourite posters.

Speaker D

My history class recently paid a visit to a war museum and I was less than excited about it. We listened to various talks by guides at the museum telling us all about the various exhibits. I thought it was going to be really boring, but surprisingly I had quite a good day. In class the following day, our teacher gave us a little test on what we'd learnt at the museum. I didn't do very well, but all in all it wasn't such a bad experience.

Speaker E

I have always been fascinated by aeroplanes, especially after being told that my great-grandfather was an air force pilot in World War II. So, when I discovered that

the Royal Air Force was having an air show at a war museum, I just had to go. As well as the air show, the ticket included a museum tour and a special exhibition of war planes. The only thing was that rain was expected and it was unsure whether the show would go ahead. But, luckily, the rain stayed away, the air show was fantastic and I had a wonderful day.

➤ **Exercise 7 (p. 124)**

Dialogue A

A: Hey, look at that!

B: What, what?

A: You have to come over to my window. Oh, it's too late, we're past it now.

B: Was it a building or a statue? The tour guide didn't say anything.

A: No, it was a poster for the new superhero film.

B: Oh, for goodness sake! We can see that in our own city.

Dialogue B

A: This is an ancient boat. It's called a bireme because it has two rows of oars. But it also has a mast and a sail as well, as you can see.

B: What's this bit?

A: Don't touch the model, please. That's a ram, for attacking other boats in battle.

B: Where were they used?

A: They sailed all over the Mediterranean Sea, around 2000 years ago. Now, if there are no more questions, we can move on to the next exhibit.

Dialogue C

A: That statue is extraordinary.

B: Yes, and there's more like it in the other museums.

A: There are lots of them in Rome, aren't there?

B: That's why all the advertising posters have statues and paintings on them!

A: Okay, you've convinced me. I'd like two tickets for next weekend.

B: Of course. Shall I book you a hotel near the museum as well?

Dialogue D

A: Will we get off at that platform, mummy?

B: This is a port, dear. They don't call them platforms.

A: What do they call them, then?

B: Quays, normally. But that one looks a little small for a vessel of this size.

A: The city looks beautiful, doesn't it?

B: Yes. Coming in from the sea is the best way to see it.

RNE Skills Listening Practice

➤ **Skills 1, Exercise 2 (p. LP1)**

Dialogue A

A: You've got a fantastic view from here, Kate!

B: I know, isn't it wonderful? Look, you can even see the river over there in the distance.

A: It's lovely. You're really lucky to live on the top floor.

Your living room is really modern and spacious, too.
B: I love it. Come on, I'll show you the kitchen.

Dialogue B

A: Oh no, I forgot to get salad. The fresh food's all the way back near the entrance in the first aisle.

B: Don't worry, I'll go and get it.

A: Thanks. Oh, can you pick up something for dessert tonight, too?

B: Sure, anything else?

A: No, that's all. I'll go and get in the queue to pay.

Dialogue C

A: It's great here, isn't it? Everything all under one roof.

B: Yes, I'm enjoying it. Oh look, they've got a sale on here! I'd really like a new pair of jeans. Shall we have a look inside?

A: OK. I'll see if they've got any winter coats. I really need a new one.

B: Oh, me too. Come on then!

Dialogue D

A: I'm just going to pop into this shop to buy a magazine to read on the journey.

B: OK, I'll go and sit down over there and wait for you. I want to be near a screen so I can see when our departure gate is open.

A: OK. You've got our boarding passes, haven't you?

B: Yes, they're in my bag. Don't worry.

➤ Skills 2, Exercise 4 (p. LP2)

Speaker A

I only started taking part in diving competitions quite recently. Last year, I actually won a gold medal in a big event. It was such an amazing feeling, but I have to say, it wasn't easy. I started training for the event months ago. I went to the pool every day for 2 hours before college and then again after lessons. It was really hard work but it was worth it.

Speaker B

I'm quite a sporty person, but I've never felt attracted by all these crazy adrenaline sports like hang gliding and rock climbing. I just don't see the point of putting yourself in so much danger. I once went white water rafting and I just felt really stressed out as we raced down the river bumping into all the rocks! It was awful!

Speaker C

It seems like all my friends have signed up to this new exercise class recently. All the local gyms are offering it. It's sort of a cross between aerobics and dance. My friends have told me that it includes other elements such as hip-hop, salsa, belly dancing and even martial arts. I can understand why so many people like it – it sounds like a lot of fun.

Speaker D

I've wanted to open my own outdoor activity centre for ages, but now a friend and I are finally going to make it happen. We're going to have a climbing wall, an outdoor swimming pool and many other exciting

activities. I can't wait for our opening day. Hopefully it'll be some time next year.

Speaker E

Don't get me wrong, I do try to stay fit. I walk everywhere and go to the gym a few times a week. When it comes to team sports, though, I've always been more of a spectator than a participant. My favourite sport of all is ice hockey. I have a season ticket to see all my team's matches. It's such a fast, exciting game with loads of action and there's always a great atmosphere among the supporters.

➤ Skills 3, Exercise 6 (p. LP2)

Andy: Hi Sarah. Have you heard my news? I'm taking capoeira classes at the community centre.

Sarah: Morning, Andy. I don't think I've ever heard of capoeira. What is it?

Andy: It's a mix of martial arts, dance and music, but unlike other martial arts, there's no actual contact between the two players.

Sarah: If you don't touch your opponent, how do you win?

Andy: It's all about skill. You stop before you hit someone and avoid attacks rather than block them. It's a series of movements, using mainly your legs, feet and head, keeping to a rhythm played on musical instruments. One of the musicians decides who the best contestant was.

Sarah: It sounds more like dancing to me.

Andy: Well, I personally like to think of it as a martial art set to music.

Sarah: Do you need to be fit to take part?

Andy: You need to be reasonably fit, yes, but just like other martial arts, beginners learn simple moves first of all. I've only been going for a few weeks so it'll be a while before I face an opponent.

Sarah: So why did you start doing capoeira?

Andy: I'd been going to the gym for years, but I was losing interest. Working out had become a chore. The good thing about capoeira is that it's a sport that brings people together. I've made lots of friends since I've been going to the community centre.

Sarah: The more you tell me, the more interesting it seems. How do people sign up for classes?

Andy: There's not that many places so it's best to phone or call in at the community centre and book. It's getting more and more popular every week. The classes started a couple of weeks ago. At the beginning, there was just one class on a Monday, but so many people came along that they had to add another on Thursdays.

Sarah: It sounds like it's a lot of fun. I think I'll join up.

Andy: That's a great idea. We could go together on Thursday.

Sarah: Oh no, I've just remembered I've got hockey practice on Thursdays and there's an important match this weekend.

Andy: Well why don't you come with me next Monday then?

Sarah: OK. I'll phone the community centre when I get back home and book a place.

Evaluations

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE
**** Excellent *** Very Good ** OK * Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

• read and talk about lifestyles	
• compare cultures	
• check in for a flight	
• request & respond	
• read and talk about alternative living	
• present ways to reduce waste	
• read and talk about living in an airport	
• compare people	
• talk about daily problems & annoyances	
• make decisions	
• talk about problems/agree – disagree	
• read and talk about community spirit	
• read for gist	
• read for specific information	
• listen for detail	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write an interview	
• describe a visit to a tribe	
• write how immigrants become citizens in your country	
• describe a day as a freegan	
• compare lifestyles	
• write a for and against essay	
• identify sentence order in a paragraph	
• write supporting sentences for a topic sentence	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 2

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.	
• read and talk about extreme people, place & activities	
• read and talk about eating insects/bugs	
• read and talk about unusual devices	
• read and talk about a community of people	
• invite a friend to an event	
• show hesitation	
• describe a visit to a cave	
• read for gist	
• read for detail/purpose	
• read for specific information	
• have an interview	
• talk about extreme sports	
• compare ideas/speculate/give reasons	
• listen for specific information	
• describe a photo	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write sentences about attitudes towards eating insects	
• write about an extreme sport	
• write an opinion essay	
• express opinion	
• write beginnings/endings for essays	
• link ideas	
• support viewpoints with reasons/examples	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 3

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• read and talk about healthcare & fitness	
• read for cohesion	
• discuss alternative therapies	
• summarise a text	
• identify main ideas in a text	
• read & talk about physical activities	
• give sb a tour of a place	
• discuss symptoms & remedies	
• express sympathy	
• read and talk about emotional health	
• read for detail (opinion, attitude, purpose, main idea, tone, gist)	
• talk about stressful situations	
• present ways to deal with stress	
• express choice/reason – recommend	
• listen for specific information (tone/attitude/topic/situation/detail)	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph giving reasons	
• write a text about a place of natural beauty	
• write a paragraph expressing opinion	
• write tips on how to manage anger	
• write a report making suggestions & recommending	
• practise formal style	
• make suggestions/recommendations	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 4

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.	
• read and talk about festivals & events	
• present a festival as live TV commentary	
• read and talk about circus performers	
• act out an interview	
• read for text structure/cohesion and coherence	
• read for specific information & detail	
• buy a formal outfit	
• compliment	
• read & talk about photography	
• talk about hypothetical situations	
• talk about news & the media	
• compare photos	
• listen for gist, detail, function, purpose, attitude, opinion, relationship, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write a paragraph expressing choice & reason	
• write sentences explaining a motto	
• write a letter about a famous sporting event	
• write a short account of a day in the life of a photographer	
• write a paragraph about a festival	
• write a review	
• recommend a book/film, etc	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 5

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• read & talk about breakthroughs	
• read & talk about nanobots	
• report people's words	
• identify main ideas in paragraphs	
• read for opinion, attitude, purpose, main idea, detail, tone, gist	
• read for specific information & detail	
• take part in a telephone survey	
• persuade someone to visit a place	
• show interest	
• read & talk about success	
• read for text structure, cohesion & coherence	
• present a scientist's profile	
• talk about career success	
• listen for gist, detail, purpose, attitude, opinion, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a summary of a text	
• write a paragraph giving reasons	
• write a text about an important observatory/science museum	
• write a story	
• sequence events	
• practise narrative/descriptive language	
• write beginnings/endings to a story	

CODE			
**** Excellent	*** Very Good	** OK	* Not Very Good

Student's Self Assessment Form

Module 6

Go through Module 6 and find examples of the following. Use the code to evaluate yourself.	
• read & talk about historic tourist attractions	
• read & talk about a shipwreck	
• read for text structure, cohesion & coherence	
• read & talk about household duties	
• read & talk about Charles Dickens	
• persuade sb to visit a tourist attraction	
• comment on an experience	
• read & talk about archaeological sites	
• read for specific information & detail	
• read for detailed understanding of a text	
• talk about war & protest	
• compare photographs	
• listen for general gist, detail, function, etc	

Go through the corrected writing tasks. Use the code to evaluate yourself.	
• write sentences describing a scene	
• write a short diary entry for a day in the life of a person	
• write a text about a famous author from the past	
• write sentences giving reasons	
• write an article describing a place	
• use descriptive language	
• use the senses to describe a place	

Progress Report Cards

Progress Report Card

..... (name) can:	Module 1		
	very well	OK	not very well
read and talk about lifestyles			
compare cultures			
check in for a flight			
request & respond			
read and talk about alternative living			
present ways to reduce waste			
read and talk about living in an airport			
compare people			
talk about daily problems & annoyances			
make decisions			
talk about problems/agree – disagree			
read and talk about community spirit			
read for gist			
read for specific information			
write an interview			
describe a visit to a tribe			
write how immigrants become citizens in their country			
describe a day as a freegan			
compare lifestyles			
write a for and against essay			
identify sentence order in a paragraph			
write supporting sentences for a topic sentence			

Progress Report Card

..... (name) can:	Module 2		
	very well	OK	not very well
read and talk about extreme people, place & activities			
read and talk about eating insects/bugs			
read and talk about unusual devices			
read and talk about a community of people			
invite a friend to an event			
show hesitation			
describe a visit to a cave			
read for gist			
read for detail/purpose			
read for specific information			
have an interview			
talk about extreme sports			
compare ideas/speculate/give reasons			
listen for specific information			
describe a photo			
write sentences about attitudes towards eating insects			
write about an extreme sport			
write an opinion essay			
express opinion			
write beginnings/endings for essays			
link ideas			
support viewpoints with reasons/examples			

Progress Report Card

..... (name) can:	Module 3		
	very well	OK	not very well
read and talk about healthcare & fitness			
read for cohesion			
read and discuss alternative therapies			
summarise a text			
identify main ideas in a text			
read & talk about physical activities			
give sb a tour of a place			
discuss symptoms & remedies			
express sympathy			
read and talk about emotional health			
read for detail (opinion, attitude, purpose, main idea, tone, gist)			
talk about stressful situations			
present ways to deal with stress			
express choice/reason – recommend			
listen for specific information (tone/attitude/topic/situation/detail)			
write a paragraph giving reasons			
write a text about a place of natural beauty			
write a paragraph expressing opinion			
write tips on how to manage anger			
write a report making suggestions & recommending			
practise formal style			
make suggestions/recommendations			

Progress Report Card

..... (name) can:	Module 4		
	very well	OK	not very well
read and talk about festivals & events			
present a festival as live TV commentary			
read and talk about circus performers			
act out an interview			
read for text structure/cohesion and coherence			
read for specific information & detail			
buy a formal outfit			
compliment			
read & talk about photography			
talk about hypothetical situations			
talk about news & the media			
compare photos			
listen for gist, detail, function, purpose, attitude, opinion, relationship, etc			
write a paragraph expressing choice & reason			
write sentences explaining a motto			
write a letter about a famous sporting event			
write a short account of a day in the life of a photographer			
write a paragraph about a festival			
write a review			
recommend a book/film, etc			

Progress Report Card

..... (name) can:	Module 5		
	very well	OK	not very well
read & talk about breakthroughs			
read & talk about nanobots			
report people's words			
identify main ideas in paragraphs			
read for opinion, attitude, purpose, main idea, detail, tone, gist			
read for specific information & detail			
take part in a telephone survey			
persuade someone to visit a place			
show interest			
read & talk about success			
read for text structure, cohesion & coherence			
present a scientist's profile			
talk about career success			
listen for gist, detail, purpose, attitude, opinion, etc			
write a summary of a text			
write a paragraph giving reasons			
write a text about an important observatory/science museum			
write a story			
sequence events			
practise narrative/descriptive language			
write beginnings/endings to a story			

Progress Report Card

..... (name) can:	Module 6		
	very well	OK	not very well
read & talk about historic tourist attractions			
read & talk about a shipwreck			
read for text structure, cohesion & coherence			
read & talk about household duties			
read & talk about Charles Dickens			
persuade sb to visit a tourist attraction			
comment on an experience			
read & talk about archaeological sites			
read for specific information & detail			
read for detailed understanding of a text			
talk about war & protest			
compare photographs			
listen for general gist, detail, function, etc			
write sentences describing a scene			
write a short diary entry for a day in the life of a person			
write a text about a famous author from the past			
write sentences giving reasons			
write an article describing a place			
use descriptive language			
use the senses to describe a place			

