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# Introduction

*Spotlight 10* is an English course based on the Common European Framework of Reference and designed for B2 level students.

*Spotlight 10* develops all four skills (listening, speaking, reading and writing) through a variety of communicative tasks, and systematically recycles key language items. Above all, it is designed to promote active (activating all new vocabulary and structures in meaningful, everyday situations), holistic (encouraging the creative collective use of students' brains as well as the linguistic analytical use of their brains) and humanistic (acquiring and practising language through stimulating tasks and topics, paying attention to their needs, feelings and desires) learning.

The coursebook consists of eight modules of nine lessons each. **Each module** is designed to be taught in **eight 45-minute lessons**. Each module ends with a Spotlight on Exams section as well as a Progress Check section. Moreover, the material presented in each module can be enhanced and consolidated through the Word Perfect, Grammar Check and Spotlight on Russia sections, to be found on pages 157 to 181 of the Student's Book; the Spotlight on Russia section being a separate ten-page feature after the Word Perfect and Grammar check sections. We suggest that the material in these three sections as well as activities from the Workbook are assigned to students as homework. The Grammar Reference Section, including a list of the most common Irregular Verbs, can be used both by the teacher during the lesson when it is necessary to elaborate on a particular grammatical phenomenon and by the students at home in order to revise the material presented in class.

## COURSE COMPONENTS

### Student's Book

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

### Workbook

The Workbook is in full colour.

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

### My Language Portfolio

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

### Teacher's Book

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

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

### **Class Audio CDs**

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

### **Student's Audio CD**

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

## **ELEMENTS OF A MODULE**

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

### **Vocabulary**

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

### **Reading**

#### ***Dialogues***

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

#### ***Texts***

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

### **Grammar**

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

### **Listening**

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

### **Speaking**

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

### **Pronunciation/Intonation**

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

### **Everyday English**

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

### **Songs**

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

### **Games**

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

### **Study Skills**

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

### **Writing**

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

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

### ***Further Writing Practice***

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

### **Culture Corner section**

In these interesting and informative pages, students are provided with cultural information and read about aspects of English-speaking countries which are thematically linked to the

module. The section also contains related tasks and creative projects, which give students the chance to process the information they have learnt and compare it to the culture of their own country.

### **Literature section**

This section enables students to familiarise themselves with literature extracts from various authors in English and enlarge their vocabulary.

### **Across the Curriculum section**

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

### **Going Green section**

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

### **Spotlight on Exams**

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

### **Progress Check**

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

## Word Perfect

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

## Grammar Check

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

## Spotlight on Russia

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

## Grammar Reference

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

## SUGGESTED TEACHING TECHNIQUES

### A – Presenting new vocabulary

Much of the new vocabulary in *Spotlight 10* is presented by encouraging students to refer to the Word List or their dictionaries. Vocabulary is always presented in context, and emphasis is placed on collocations, phrasal verbs, idioms and word association, since memorising new words is easier when they are presented in lexical sets.

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

- *Miming*. Mime the word to be introduced. For instance, to present *dig*, pretend you are digging and ask students to guess the meaning of the word.
- *Synonyms, opposites, paraphrasing and giving definitions*. Examples:
  - Present *optimistic* by giving a synonym: *Tom is optimistic about his exam results, and his sister is hopeful too.*
  - Present *exciting* by giving its opposite: *Tom doesn't think computer games are exciting, he thinks they're boring.*
  - Present *siblings* by paraphrasing it: *Nancy doesn't have any siblings. Nancy doesn't have any brothers or sisters.*
  - Present *viewer* by giving a definition: *A viewer is someone who watches something.*
- *Context*. Place vocabulary items in context with examples which make understanding easier and more complete. For instance, introduce the words *wage* and *salary* by referring to the amount of money someone is paid. *Peter earns a weekly wage of £300, while his brother's salary comes to £40,000 a year.*
- *Visual prompts*. Show photographs or drawings to make understanding easier.
- *Use of (bilingual/monolingual) dictionary*. Encourage students to guess the meaning of a word, then use their dictionaries to check if their guess is correct.
- *Flashcards*. Make Flashcards out of magazine or newspaper pictures, photographs, ready drawings and any other visual material which may serve as vocabulary teaching tools.
- *Use of L1*. In a monolingual class, vocabulary can be explained in the students' mother tongue, although this method should be used only in moderation. Students also need to compare their mother tongue to the English language to find similarities and/or differences.

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

## B – Writing

All writing tasks in *Spotlight 10* have been carefully designed to guide students to produce a successful piece of writing.

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

## C – Assigning homework

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

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

Commonly assigned homework tasks include:

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

## D – Correcting students' work

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

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

Remember that praising students and rewarding good work is of great importance.

## E – Class organisation

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

*Stages in pairwork:*

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

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

## F – Using the Student’s Audio CD

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

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

## STUDENTS’ LANGUAGE PORTFOLIOS

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

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

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

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

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

### First Steps

It is suggested that work on the Language Portfolio is started a few weeks into the course once students have made some progress in the English language. If students are not familiar with how to keep a Language Portfolio, at the beginning of the first session ask them to bring a folder, plastic

envelopes, etc. At the beginning of the first session, ask the students to turn to page three of their Language Portfolio. Go through the letter together, making sure that the students have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they do not understand. Then give the students some time to arrange their Language Portfolio. Go around, providing any necessary help.

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

#### How to approach each section

##### I) Language Passport

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

##### II) Language Biography

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

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

- *All about me*: Students fill in their personal information and record their exposure to the English language.
- *How I learn*: Go through the section along with students, providing any necessary help. The purpose of this section is for both students and teacher to be able to determine each student's individual learning style (*i.e. visual, auditory, tactile/kinaesthetic*) and needs.

- *My World of English*: By updating the record, students get a sense of achievement in the target language.
- *Now I can*: Students have the opportunity to assess their own learning. If a student moves to a new school his/her teacher will also be able to gauge this student's level.
- *Future Plans*: Students record their intentions and ambitions concerning their improvement in the target language.

##### III) Dossier

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

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

#### TYPES OF LEARNING STYLES

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

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

## ABBREVIATIONS

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

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

**Before you start ...**

Direct Ss' attention to the title of the module, *Strong ties*. Elicit that it summarises the theme of how we relate to our friends and family, and our relationships with them.

**Look at Module 1**

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

**Suggested Answer Key**

Focus Ss' attention on *pic 1* (p. 9).

T: *What page is picture 1 from?*

S1: *It's from page 12.*

T: *What can you see in picture 1?*

S2: *Three friends playing.*

T: *What do you think this section will be about?*

S1: *Probably about friendship, things to do with friends, etc.*

*Pic 2* (p. 16)

*What do you think the picture is about? How is it related to the title of the unit? What could be the relationship between these women/girls?*

*Pic 3* (p. 21)

*What can you see in the picture? What do the other pictures show? What are the people wearing? What is their age?*

*Pic 4* (p. 11)

*Who are these people? Who are the other people in the pictures?*

**Find the page number(s) for**

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

**Suggested Answer Key**

**a list of things to do** (p. 14)

*(a note that tells us what we must do in the day) What has Ann done? What hasn't she done yet? Do you write a list of things to do?*

**an author's biography** (p. 16)

*(an author's biography is an account of an author's life by someone else) Whose is this biography? How is it related to the chapter? Look at the picture of the woman. Does she look like an author? Why?*

**a single dictionary entry** (p. 22)

*(a dictionary entry is the definition of a word in a dictionary) How is the word you've chosen related to the unit?*

**a letter** (p. 19)

*(a long note to a friend) Who is this letter from? What is the letter about? Who is it written for?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

**Suggested Answer Key**

*The Literature section seems to be about authors, books and literature extracts. This one (p. 16-17) is about Louisa May Alcott and an extract from her novel Little Women. Several activities are included to stimulate interest and explore this piece of literature.*

*The Culture Corner* (p. 21) contains an article on teenage fashion in the UK.

*The Across the Curriculum* section (p. 22) looks at different types of discrimination, a topic in Citizenship.

*The Going Green* section looks at different green issues. This particular one (p. 23) deals with the recycling process.

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

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

# 1

## a

# Reading Skills

## Objectives

**Vocabulary:** teen activities

**Reading:** an article about teenage free-time activities in various parts of the world (multiple matching)

**Skills – scanning**

– reading for specific information

**Speaking:** express likes and dislikes; interviewing a teenager

**Writing:** a paragraph about what you like/do not like doing

choose the correct answer for each question. Ask them to follow the steps explained in the Study Skills box.

- Ss compare answers with a partner.

### Answer Key

1	C	Jamie	4	E	Brandon
2	A	Fiona	5	D	Kim
3	B	Josie	6	F	Emily

- **Study Tip:** Ask Ss to start a vocabulary section in their notebooks. Ss write any unfamiliar words/phrases, together with a short definition/synonym and an example or drawing. Ss list the words/phrases alphabetically. This helps them revise new vocabulary.

## Vocabulary

### 1 FOCUS ► Presenting vocabulary

- Read through the activities and explain/ elicit the meaning of any unknown vocabulary. Elicit answers to the questions in the rubric.
- Select individual students to present their answers to the class.

#### Suggested Answer Key

*In my country most teens enjoy hanging out with friends, playing computer games, listening to music, and watching DVDs. Some teens enjoy going window shopping and going clubbing but not many enjoy going on trips to the countryside. I enjoy chatting online. etc*

## Reading

### 2 FOCUS ► Predicting the content of a text

- Direct Ss' attention to the title and the introduction in the text. Elicit what they think the text is about.
- Play the recording. Ss listen and read through the text and check their answers.

#### Suggested Answer Key

*I expect to read about what 16-year-olds in different parts of the world do in their free time.*

### 3 FOCUS ► Reading for specific information

- Present the Study Skills box.
- Allow Ss 5-7 minutes to read the text and

## Speaking

### 4 FOCUS ► Conducting an interview

- Ask Ss to work in pairs. One of them imagines he/she is a TV reporter interviewing a teenager from the text about what he/she likes doing. The other S imagines he/she is one of the students. Ask Ss to conduct an interview.
- Monitor the task, helping where necessary. Select pairs to present their dialogues to the class.

#### Suggested Answer Key

*A: Fiona, could you tell me what you like to do in your free time?*

*B: Yes, sure. I love hanging out with my friends and watching comedies on TV.*

*A: Do you like listening to music?*

*B: Yes. I love music.*

*A: What type of music do you like?*

*B: I love indie bands like the Arctic Monkeys.*

*A: And do you like shopping?*

*B: Oh no, I can't stand shopping. etc*

## Everyday English

### 5 FOCUS ► Expressing likes and dislikes

- Elicit how someone can express *likes* or *dislikes*. Go through the useful language table, then ask two Ss to read out the example. Ask Ss to use the phrases in Ex. 1. Ss complete them in

# 1a

## Reading Skills

pairs.

- Monitor the activity. Select some pairs to act out short exchanges in front of the class.

### Suggested Answer Key

A: Do you like doing extreme sports?

B: I'm crazy about extreme sports. What sort of thing do you like doing?

A: I love playing computer games. etc

### Suggested Answer Key

I like hanging out with my friends and I love skateboarding. I also like watching DVDs with my friends or catching a film at the cinema. Like me, most of my friends like action films and science-fiction films. At the weekends I like to go shopping in the city centre. My favourite shop is Zilck. You can find great bargains there. etc

## Writing

### 6 **FOCUS ►** Writing a short paragraph about personal likes and dislikes

- Ss read the rubric. Check comprehension of the text by asking Ss: *What are you going to write? (a short paragraph) What will it be about? (what I like doing)* Brainstorm for ideas using the text. Check Ss' notes before they start writing.
- Select Ss to read out their paragraphs. Check Ss' answers. Alternatively, assign as HW.

## Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

### 7 **FOCUS ►** Revising new vocabulary

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

(Ss' own answers)

# 1b

## Listening & Speaking Skills

### Objectives

**Reading:** a dialogue (comprehension questions)

*Skills – reading for specific information*

**Speaking:** expressing annoyance at a friend; describing people's character qualities; expressing sarcasm and anger; socialising

**Vocabulary:** character qualities; socialising

**Listening:** short informal dialogues (matching); a radio interview (ordering)

*Skills – listening for specific information*

## Vocabulary

### 1 **FOCUS ►** Talking about personal qualities in friends

- Ask Ss to read the poem. Explain/Elicit the meaning of any unknown words.
- Ss work in pairs and think about their best friend and why they are special. Ask some pairs to report back to the class.

### Suggested Answer Key

My best friend is special because she is kind and caring and does a lot for me – we have a lot of fun together.

2 **FOCUS ►** Practising language for character qualities

- Read out the adjectives. Elicit/Explain the meaning of the adjectives.
- Ask Ss which qualities they look for in a friend and which they avoid. Direct Ss' attention to the example exchange.
- Ss work in groups discussing important character qualities in a friend.

**Suggested Answer Key**

A: To me a good friend should be loyal and trusting.  
 B: Yes, I agree. It's important to be able to trust your friend.  
 C: Hm! I also think a friend should be supportive when you have doubts or problems.  
 B: Sure! A friend shouldn't be mean. etc

**Suggested Answer Key**

Laura thinks Julie is nice.  
 Laura thinks Kim isn't being fair.  
 Laura wants to rent a DVD.  
 Kim thinks Julie is selfish.

- b) • Elicit answers from Ss.  
 • Ask Ss to come up with similar expressions.

**Answer Key**

"I've had enough."

## Speaking

5 **FOCUS ►** Practising key words used for expressing annoyance

- Elicit the meaning of the word *selfish*. Ask Ss to work in pairs and practise a dialogue about a selfish friend.
- Write the dialogue plan on the board. Ss use it to act out their dialogues.

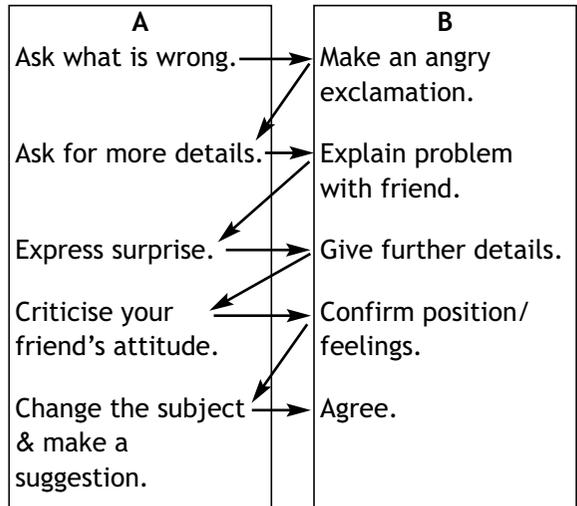
## Reading

3 **FOCUS ►** Reading for specific information

- Ask Ss to look at the dialogue. Explain the task. Allow Ss time to answer the questions. Ss check in pairs.
- Play the recording. Ss listen to check the rest of the dialogue.
- Ask various pairs to read the dialogue aloud.

**Answer Key**

1 They are friends.  
 2 Because Julie cancelled her plans again.  
 3 Kim is telling Laura why she is angry with her friend.



**Optional extension:**

- Read out the adjectives used to describe people.
- Go around the class eliciting information about the characters of the people in the text.

- Select a pair to present their dialogue to the class.

4 **FOCUS ►** Making true sentences

- a) • Go through the words/phrases in the columns. Ask students to make true statements in relation to the text.  
 • Choose individual students to each read out a sentence.

**Suggested Answer Key**

A: What's the matter, Jill?  
 B: Oh, I've had enough.  
 A: Why? What's up?  
 B: It's Liz again. I lend her my clothes and she never brings them back.

# Listening & Speaking Skills

A: Really?  
 B: Yes, she'll never change. I lent her my new jacket for Saturday night and she still hasn't returned it. It's been almost a week now.  
 A: Oh, come on! Aren't you being a bit mean?  
 B: No, I don't think so. She's always taking advantage of me.  
 A: Oh well ... forget about it ... why don't we go for a coffee?  
 B: Alright. That's a good idea.

## Listening

### 6 a) FOCUS ► Agreeing with statements

- Ask Ss to read through the list of statements and tick the ones they agree with.
- Select individual Ss to present their statements to the class and give reasons for their choices.

#### Suggested Answer Key

I agree with A, C and F. I can make friends easily because I'm friendly and sociable. Friends help us express ourselves because we spend time together and like the same things and so we are not afraid to express our opinions with them. I've experienced a lot with my friends because I've known them for a long time and we have done a lot together.

### b) FOCUS ► Listening for specific information

- Explain the task.
- Play the recording. Ss listen and complete the task. Play the recording again for Ss to check their answers.
- Select individual pairs to read out the statements in the order they hear them.

#### Answer Key

1 E    2 A    3 C    4 B    5 F

## TAPESCRIPT

**Interviewer:** We spoke to some British teenagers about how important friendships are to them in today's world.

**Speaker 1:** I have four great friends and we've known each other for years. We have so much fun together. There is never a boring moment when I'm with my friends.

**Speaker 2:** I move around the country a lot because of my dad's job so I change schools every couple of years. I have to be able to fit in quickly so I can feel at home. I like to make new friends straight away so I can have a social life as soon as possible. I'm a friendly person so I don't usually have any problems.

**Speaker 3:** I couldn't survive without my best friend. Who would I discuss my problems with or share my secrets and thoughts with? I definitely think a true friend who understands you is the most important thing a person can have.

**Speaker 4:** I don't have many friends probably because I am very shy, but one or two friends are enough if they are friends you can trust and who really care about you. It's not worth having dozens of friends if they only think of themselves.

**Speaker 5:** I have done so much with my friends. We've climbed mountains, swum rivers, and gone hiking and camping together. More than that though, we've grown up together and gone through the same things.

## Say it right

### 7 FOCUS ► Listening for specific information

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

#### Answer Key

1 e    2 c    3 d    4 a    5 b

### 8 FOCUS ► Listening to improve pronunciation

- Allow Ss time to read through (1-7).
- Play the recording, pausing after each utterance so Ss can repeat orally. Check their pronunciation and intonation.
- Elicit from Ss which sentences express sarcasm/anger. Ask students to form exchanges using these sentences, making up a response for each one.

#### Answer Key

sarcasm: 1, 4      anger: 2, 3, 5, 6, 7

#### Suggested Answer Key

1 A: Oh, perfect!    2 A: Unbelievable!  
 B: What is it?      B: Oh dear. etc

9 **FOCUS ►** Learning idioms

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

**Answer Key**

1 eye	3 shoulder	5 back
2 head	4 neck	6 nerves

*(Ss' own answers)*10 **FOCUS ►** Understanding frequently confused words

- Ss complete the task individually, using their dictionaries if necessary.
- Check answers with the class.
- Then Ss write sentences to illustrate the meanings of the alternative words. Check Ss' answers around the class.

**Answer Key**

1 supportive	3 respected
2 caring	4 well-meaning

**Suggested Answer Key**

- 1 She won an award for best **supporting** actress.
- 2 You must be **careful** with this, it can be dangerous.
- 3 We must be **respectful** to our elders.
- 4 She's a very **mean** person – she's been very unkind to us.

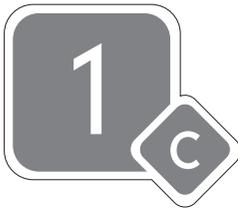
## Speaking

11 **FOCUS ►** Giving a two-minute talk

- Explain the task and elicit what qualities Ss look for in their friends. Write them on the board. Ask Ss why friends are important to them. Write answers on the board. Allow time for Ss to prepare their talk. Finally, select individual Ss to give a two-minute talk in the class referring to their notes to help them.
- Ss can record themselves while talking, using the notes on the board and notes for the other bullet points in the list that they will make.

**Suggested Answer Key**

*I have a lot of friends and all of them are very important to me. In fact, sometimes I wonder what I would do without them. Friends mean a lot to me because I think it is important to have people around you who you can talk to about personal issues and who you can trust. Of course, it's also important to have friends with whom you can share new experiences and have fun with. For me a friend should be loyal, trusting and supportive. I usually go to the cinema with my friends or play video games. etc*



# Grammar in Use

## Objectives

**Grammar:** present simple, present continuous, present perfect simple, present perfect continuous; stative verbs

**Vocabulary:** phrasal verbs with *look*; dependent prepositions; forming adjectives from nouns and verbs

### 1 **FOCUS** ▶ Revising *present tenses*

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

#### Answer Key

- A: *Are you doing*  
B: *don't think, am staying, Are you going*
- A: *has he known*
- A: *has forgotten*
- A: *Have you read*  
B: *am reading*
- B: *starts*
- A: *are you doing*  
B: *are thinking*
- A: *has been getting*  
B: *know, is getting*
- A: *Do you like*  
B: *have been*
- A: *are you doing*  
B: *am tasting*
- A: *smells*  
B: *don't you open*

- b) • Direct Ss' attention to the Grammar Reference section.
- Ask Ss to identify how each tense is used in Ex. 1a.

#### Answer Key

- **present simple:** *present state (think, smells) and timetable (starts)*

- **present perfect simple:** *state that exists from a point in the past up to now (has known, have been), recent action (has forgotten), experience (have you read)*
- **present perfect continuous:** *(has been getting) an action that started in the past and is still continuing (with emphasis on the intensity of the action)*

### c) **FOCUS** ▶ Revising *stative verbs*

- Write on the board: *I love films*. Underline the verb. Ask Ss: *Does this verb describe an action or a state? (a state) Can I say: I'm liking pop music? (No)*. Explain that 'like' is a stative verb and doesn't have a continuous form. Ask if Ss can think of other stative verbs (*love, hate, forget, want, etc.*). Refer Ss to the Grammar Reference section for more details.
- Elicit how the meaning of the verb changes when used in the continuous form. Ask Ss to find examples in Ex. 1a.

#### Answer Key

**stative verbs:** *think, forget, know, taste, smell*

**continuous form:**  
*thinking – means having the intention to do sth*  
*tasting – having a taste of it to see if it is good*

### 2 **FOCUS** ▶ Practising *adverbs of frequency*

- Ss close their books. Write on the board: *How often do you go swimming? Not very often. I usually go swimming twice a month.*
- Underline the time words and elicit their meaning and use. Ss can refer to the Grammar Reference section for more details.
- Ss open their books. Explain the task. Ss complete the task in pairs.
- Ss act out their exchanges in front of the class. Ss can use their own ideas as well.

**Suggested Answer Key**

A: *How often do you surf the Net?*

B: *Not often. I sometimes surf the Net at weekends. How about you?*

A: *I often surf the Net.*

B: *Really? How often do you go clubbing?*

A: *Oh, I never go clubbing. I don't like dancing. etc*

3 **FOCUS ►** Practising *for/since* with present perfect

- Direct Ss' attention to the example sentence.
- Elicit/Explain the use of *for/since*. Allow Ss to complete the task.
- Choose individual Ss to read out their sentences, correcting where necessary.

**Suggested Answer Key**

*I haven't been to the beach since last summer.*

*I haven't seen my grandparents for a month.*

*I haven't written to my pen-friend since last month. etc*

4 **FOCUS ►** Revising *been* or *gone*

- Write on the board **been** and **gone**. Direct Ss' attention to the example. Ss complete the task.
- Choose individual Ss to read out their sentences, correcting where necessary.

**Answer Key**

1 *gone* 2 *been* 3 *gone* 4 *been*

5 **FOCUS ►** Practising *yet/already* with present perfect

- a) • Explain the task and direct Ss' attention to the example. Ss complete the task in pairs.  
• Ss act out their exchanges in front of the class.

**Suggested Answer Key**

B: *... had lunch yet?*

A: *Yes, she had a sandwich. Has she done the shopping yet?*

B: *No, she hasn't done the shopping yet. Has she fixed her bike yet?*

A: *Yes, she has already fixed it. Has she done her housework yet?*

B: *No, she hasn't done it yet. She's been too busy.*

- b) • Ask Ss to make their own list of things to do. Ss work in pairs.  
• Ss swap papers with their partners and ask each other questions about what they have done/haven't done yet.

(Ss' own answers)

6 **FOCUS ►** Revising *just, already, yet*

- Direct Ss' attention to the example. Allow Ss time to complete the task.
- Check answers around the class. Ss give reasons for their choices.

**Suggested Answer Key**

2 ... *has just left.*

3 ... *have not done it yet.*

4 ... *have just finished cooking.*

5 ... *have already had some.*

7 **FOCUS ►** Revising *for* and *since*

Direct Ss' attention to the example exchange. Ss complete the task acting out the exchanges in front of the class. Ss can use their own ideas as well.

**Suggested Answer Key**

2 A: *Have you been working hard?*

B: *Yes, since this morning./Yes, for two hours.*

3 A: *Have you been playing in the garden?*

B: *Yes, for two hours./Yes, since this morning.*

4 A: *Have you been sitting in the sun?*

B: *Yes, since this morning./Yes, for two hours.*

8 **FOCUS ►** Presenting phrasal verbs

- Elicit/Explain the meaning of each phrasal verb. Ss complete the task.
- Check Ss' answers.
- Allow Ss time to complete their drawings. Collect their work and present them to the class. Have Ss guess which phrasal verbs are represented.

**Answer Key**

1 *looking forward to*

3 *look out for*

2 *looks after*

4 *looks down on*

# 1c

## Grammar in Use

**Study Tip:** Ask Ss to have a 'phrasal verb' section in their notebook. Ss list phrasal verbs alphabetically giving a synonym, example or making a drawing to illustrate the meaning. Ss can use this section to revise regularly. Invite Ss to complete the section with any phrasal verbs they come across in texts or exercises.

### Game

- Ask Ss to split into teams. Ss take turns to make sentences using a phrasal verb from Ex. 8. Each correct sentence gets one point.
- The team with the most points wins.

#### Suggested Answer Key

- 1 I sometimes look after my neighbours' dog.
- 2 I often look up words in the dictionary.
- 3 I'm really looking forward to my holidays.  
etc

### 9 FOCUS ► Practising dependent prepositions

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

#### Answer Key

- 2 at                      4 with                  6 about  
3 with                    5 on

**Study Tip:** Ask Ss to have a prepositional phrases section in their notebooks as shown below. Ss list verbs, adjectives, etc that go with specific prepositions. Ss update this section regularly. This helps them revise easily.

e.g. 1

Prepositional phrases	
AT	risk (of)
IN	the wild, danger

Verbs, adjectives, nouns with prepositions

A	addicted to,
B	babysit for,
C	crazy about,
P	protect from

- Allow Ss time, in pairs, to make up sentences using the phrases. Choose some pairs to read out their sentences.

#### Suggested Answer Key

I am **careful with** my possessions and I expect others not to be **careless with** my things either. My brother is **keen on** football but I am not very **enthusiastic about** it.

### 10 FOCUS ► Forming adjectives from nouns (word formation)

- Explain that the suffixes in the box can be added to words to form adjectives. Explain that each gap in the sentences can be completed by adding one of the endings to the words in bold.
- Do item 1 with Ss, then Ss complete the task.
- Check Ss' answers.

**Study Tip:** Ask Ss to start a Word Formation section in their notebooks. Ss have the following headings for each column.

Verb	Noun	Noun	Adjective	Adverb
–	(personal)	(abstract)	–	–

- Ask Ss to look in their dictionaries for the words listed under the 'Word Formation' exercise and complete the table. This helps them revise regularly.

Verb	Noun	Noun	Adjective	Adverb
forget	–	forgetfulness	forgetful	forgetfully

#### Answer Key

- 1 **daring**, honourable    3 **comical**, fearless  
2 **fictional**, powerful    4 **exciting**, courageous

### 11 FOCUS ► Practising sentence transformations

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

#### Suggested Answer Key

- 1 haven't been abroad for
- 2 first time I have met
- 3 has been working since
- 4 haven't eaten out for
- 5 best story I've ever



# Literature

## Objectives

**Vocabulary:** vocabulary related to appearance; compound adjectives

**Reading:** an extract from *Little Women* (matching)

**Skills – reading for detailed comprehension**

**Writing:** a conversation

**Speaking:** acting out a conversation; describing people; speculating

### 1 **FOCUS ►** Reading for specific information

- Ask Ss to look at the picture and the title. Elicit ideas from Ss about the content.
- Ss read the biography and answer the questions.

#### **Suggested Answer Key**

*The characters are all sisters. The book is about the four March sisters who work hard with their mother to try to be happy while their father is away at war.*

### 2 **FOCUS ►** Reading for specific information

- Explain the task. Allow Ss two to three minutes to silently read the first paragraph. Allow some time for the Ss to answer the questions.

#### **Answer Key**

*The sisters are at home. It's winter.*

- Play the recording. Ss listen to the two music extracts. Ask Ss which extract best matches the description.

*(Ss' own answers)*

### 3 **FOCUS ►** Reading for detailed comprehension

- Explain the task. Allow Ss four to six minutes to silently read the extract. Allow some time for Ss to match the characters to their descriptions. Check Ss' answers.
- Ask Ss to underline the parts of the text that helped them find the answers. Select individual Ss to read them in class.

#### **Suggested Answer Key**

1 <i>Beth (lines 29-36)</i>	5 <i>Beth (lines 34-35)</i>
2 <i>Jo (lines 17-29)</i>	6 <i>Amy (lines 40-42)</i>
3 <i>Meg (lines 13-16)</i>	7 <i>Amy (lines 37-38)</i>
4 <i>Jo (lines 21-23)</i>	

### 4 **FOCUS ►** Presenting vocabulary

- a)
- Ask Ss to look at the highlighted words in the text. Elicit their meanings.
  - Ss match the highlighted words to the meanings in Ex. 4a.
  - Ss use their dictionaries to explain the words in bold.

#### **Answer Key**

*plump – not thin*

*limbs – arms and legs*

*decisive – (strong) speaking of presence of character, demonstrating confidence, etc.*

*fly-away – loose/flowing*

*rapidly shooting up – growing fast*

*carrying herself – moving her body*

*brightened – cheered up*

*lecturing – talking*

*worn out – old and useless*

*cut in – interrupted*

#### **Suggested Answer Key**

*knitting: making something from wool*

*twilight: moment just before nightfall*

*crackled: made rapid loud and harsh noises*

*within: inside*

*faded: having lost its colour*

*plain: simple in style*

*bloomed: had flowers*

*vain: proud of your own beauty*

*comical: very funny*

*sharp: pointed*

*fierce: intense/aggressive*

*thoughtful: thinking a lot about others*

*bundled: tied or wrapped together*

*slender: slim*

*swept up: cleaned dirt off a surface using a broom*

*provide: give or make available to sb*

- b)
- Ask Ss to match the underlined parts of the text to the explanations.

#### **Answer Key**

*good picture or two – quite a few paintings*

*which were very much in her way – bothered her/made her feel awkward*

*was seldom disturbed – she rarely lost venturing out – leaving it a regular snow-maiden – a typical pale beauty mindful of her manners – who is very polite*

5 **FOCUS ►** Forming compound adjectives

- Explain the task. Present the example to the class. Allow Ss time to complete the task.
- Select individual Ss to read out the adjectives to the class.

**Answer Key**

- |                    |                  |
|--------------------|------------------|
| 2 green-eyed       | 7 wide-eyed      |
| 3 long-legged      | 8 baby-faced     |
| 4 broad-shouldered | 9 kind-hearted   |
| 5 stiff-necked     | 10 sharp-tongued |
| 6 cold-hearted     |                  |

*in the text: smooth-haired, bright-eyed girl*

6 a) **FOCUS ►** Presenting new vocabulary

Allow Ss five to six minutes to find and underline all the words in the text that describe appearance under the headings in the table. Ask Ss to complete the table and compare it with their partner's. Go around the class monitoring Ss' work.

**Suggested Answer Key**

	hair	facial characteristics	body/build
Meg	soft, brown	large eyes, sweet mouth	plump
Jo	long, thick	comical nose, sharp grey eyes, decisive mouth, fierce, funny	tall, thin, long limbs, round shoulders, big hands and feet
Beth	smooth-haired	rosy, bright-eyed, sweet mouth, peaceful expression	
Amy	curling, yellow	blue eyes	slender

b) **FOCUS ►** Using new vocabulary

- Explain the task.

- Ss complete the task in pairs.
- Select individual Ss to describe the girls to the class.

**Suggested Answer Key**

*Meg is plump and fair with large eyes, soft brown hair and a sweet mouth. etc*

7 **FOCUS ►** Using vocabulary

- Explain the task. Elicit ideas/suggestions from Ss about what they think the March sisters would look like today and where they would live. Elicit how styles and fashion have changed.
- Ss work in pairs. Monitor the activity assisting where necessary. Ask some pairs to share their ideas/suggestions with the class.

**Suggested Answer Key**

A: *They would look more or less the same but their hairstyles would certainly be different and they would be wearing different clothes.*

B: *Yes, and they could be living in a block of flats in a city, or on a farm.*

A: *You're right. Also, styles and fashion have changed a lot since the 19th century. People wear totally different clothes now and there is a lot more variety of style and colour.*

B: *I agree, for example, these days girls wear trousers and jeans whereas they didn't in the past. etc*

8 **FOCUS ►** Role play – continuing a conversation

- a) • Divide Ss into groups of four. Explain the task.  
• Go around the class monitoring Ss' work.

**Suggested Answer Key**

Jo: *That's a good idea! What shall we get her?*

Meg: *I think I will buy her a nice pair of gloves.*

Jo: *And I will buy her a pair of shoes.*

Beth: *I will buy her some handkerchiefs.*

Amy: *I will buy her a bottle of perfume. I don't think it will cost too much money.*

Meg: *How will we give them to her?*

Jo: *We will put them on the table and bring her in to sit down and open each gift in front of us.*

Beth: *Great idea!*

- b) • Ask groups to write their conversation down. Ss exchange their work with another group. Ss compare and check for mistakes.

- Ask all groups to present their work to the class.



## Writing Skills

### Objectives

**Reading:** an informal letter giving news (matching)

*Skills – reading for detailed comprehension*

**Writing:** an informal letter giving news

**Speaking:** making suggestions, giving advice

#### 1 a) **FOCUS ►** Identifying beginnings & endings

- Allow Ss time to read the task. Ask individual Ss to match the beginnings to the endings.
- Direct Ss' attention to the prompts. Ask Ss to match them to each informal letter.

#### **Answer Key**

- 1 D a letter giving advice
- 2 B a letter giving your news
- 3 E a letter of apology
- 4 C a thank-you letter
- 5 F a letter congratulating someone
- 6 G a reply to a party invitation
- 7 H a letter asking for advice
- 8 A a get-well letter

#### b) **FOCUS ►** Identifying informal style

Explain the task. Elicit examples from Ss around the class.

#### **Suggested Answer Key**

**informal greeting:** Hi!

**informal ending:** Lots of love

**everyday vocabulary:** I've been really busy;  
Thanks

**short forms:** I've; I'd

**colloquial expressions:** drop you a line; I haven't written for ages

etc

#### 2 **FOCUS ►** Identifying informal style

Direct Ss' attention to the theory box on p. 18 and allow them time to read it. Answer any questions Ss may have.

#### 3 a) **FOCUS ►** Understanding a rubric

- Go through the Study Skills box with Ss. Then read out the rubric in Ex. 3 and draw Ss' attention to the key words.
- Elicit answers to the questions in the rubric.

#### **Suggested Answer Key**

- 1 a letter
- 2 a friend
- 3 to describe life in my new city
- 4 description of my life in new city, my feelings about the change

#### b) **FOCUS ►** Text organisation

- Ask individual Ss to read aloud each paragraph of the letter.
- Allow Ss time to match the paragraphs with the headings. Ask Ss to justify their choices.

#### **Answer Key**

- 1 opening remarks/reason(s) for writing
- 2 life in the new city
- 3 writer's feelings about the change
- 4 closing remarks

#### 4 **FOCUS ►** Practising using appropriate colloquial expressions in informal letters

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

**Suggested Answer Key**

- 1 *This is just a quick note to tell you about my last holiday.*
- 2 *Thanks a lot for your help.*
- 3 *It was great to get your letter.*
- 4 *Sorry to hear you didn't get the job.*

5 **FOCUS ►** Practising making suggestions

- Go through the language in the box.
- Allow Ss time to complete the task. Ss compare their answers with another S.
- Go around the class monitoring Ss' work.
- Select individual Ss to read their answers to the class.

**Suggested Answer Key**

- 2 *What about going camping together?*
- 3 *Why don't you get a puppy for your sister?*
- 4 *Would you like to go to a concert together?*
- 5 *Why don't I meet you at the train station?*

6 **FOCUS ►** Practising giving advice

- Explain the task. Read out the language box and the example.
- Ss complete the task individually and check their answers with a partner.

**Suggested Answer Key**

- 2 *Why don't you take up a new hobby? This will keep you busy.*
- 3 *Have you thought of getting a part-time job? Then you'll earn money.*
- 4 *You should join a youth club or a sports team. This way you'll meet new people.*
- 5 *If I were you, I'd look for a new job. Then you'll be happier.*

7 **FOCUS ►** Understanding rubrics

- Read out the rubrics one at a time and ask Ss to underline the key words.
- Then elicit answers to the questions in the rubric from various Ss around the class.
- Draw Ss' attention to the example and prompt where necessary.

**Suggested Answer Key**

**A key words:** visit school exchange partner, another country, not sure what clothes to take, how to get to their house, email, friend, asking for information

- *My friend is going to read it.*
- *It is informal.*
- *I am writing to ask for information about clothes and for directions to their house.*

**B key words:** English pen-friend's email, name Ann, write an email, tell her about my birthday party, ask three questions about trip to New York

- *My pen-friend is going to read it.*
- *It is informal.*
- *I am writing to tell her about my birthday party and ask about her trip to New York.*
- *It should have two main body paragraphs.*  
Para 2: tell about party  
Para 3: ask about trip

**C key words:** English pen-friend George's email, write an email, tell him about my best friend, ask three questions about plans for holidays

- *My pen-friend is going to read it.*
- *It is informal.*
- *I am writing to tell him about my friend and ask about his holiday plans.*
- *It should have two main body paragraphs.*  
Para 2: tell about my best friend  
Para 3: ask about holiday plans

**D key words:** English pen-friend's letter, Michelle, write a letter, give advice, how to overcome her problem

- *My pen-friend is going to read it.*
- *It is informal.*
- *I am writing to give her advice.*
- *It should have two main body paragraphs.*  
Para 2: 1st piece of advice + reason  
Para 3: 2nd piece of advice + reason

8 **FOCUS ►** Writing an informal email/letter

- Ask Ss to select any of the rubrics in Ex. 7 and write a letter/email. Allow Ss time to complete the task.
- Allow Ss time to review and revise their work.
- Direct Ss' attention to the table. Alternatively you can assign the task for HW.

**Suggested Answer Key**

**A** Hi Jane,

*How are you? I hope you are well. I have a couple of questions to ask you about our student exchange.*

*First of all, can you tell me what clothes I should bring with me? Is the weather likely to be warm or cold at this time of year? Do you think I should bring warm clothes and a jacket or lighter clothes and perhaps a couple of T-shirts?*

*Secondly, I have no idea how to get to your house when I arrive. Do you think you could give me some directions and tell me which bus or train I should get?*

*Please let me know as soon as you can so I can get organised. Thanks a lot.*

*Yours,  
Mark*

**B** Dear Ann,

*Hi. How are you? It was nice to hear from you.*

*My party was great, thanks for asking. I had it in the garden because the weather was fantastic. I had a disco and all my friends from school came. I got lots of presents and I had a huge cake in the shape of a desert island. I had a fantastic time.*

*I was surprised to hear that you're going to New York. Are you going there on holiday or to visit a friend? How long are you staying for and where are you staying? I've always wanted to go there. I bet you'll have a fantastic time. Please send me a postcard.*

*Have a great time and write soon.  
Love,  
Claire*

**C** Dear George,

*Thanks for your email. It was great to hear from you.*

*You asked about my best friend. Well, he's called John and he's tall and slim and athletic. He loves sports and he's kind and funny. We play a lot of basketball together and we go to the cinema quite a lot and sometimes we just hang out in the park. You'd like him.*

*You said you can't wait for the winter holidays. Why? What have you got planned? Are you going away somewhere? Do you do many winter sports?*

*Write back soon and tell me all about your plans.*

*Yours,  
Gary*

**D** Dear Michelle,

*I'm sorry to hear that you are bored, but I think I might have a few ideas to help you.*

*Why don't you create your own youth club where all your friends could come? It could be a games club or a film club in someone's garage or spare room. This way you'll have something to do.*

*Have you thought of taking up a sport together? This way you could hang out together and get fit at the same time.*

*I hope my advice helps. Write back and let me know.*

*Love,  
Joanne*

## Objectives

**Vocabulary:** related to clothes; fashion & shopping

**Reading:** an article about teenage fashion (matching)

**Skills – reading for specific information**

**Speaking:** talking about fashion; role play – acting out an interview

### 1 **FOCUS ►** Presenting vocabulary to describe fashion

- Elicit/Explain the meaning of any unknown words in the rubric. Direct Ss' attention to the pictures.
- Select individual Ss to answer the questions.
- Play the recording. Ss listen and follow in their books and check their answers.

#### Suggested Answer Key

*British teenagers like wearing comfortable, cheap clothes like baggy jeans and trainers, second-hand clothes and modern colourful designs.*

### 2 **FOCUS ►** Reading for specific information

- Allow Ss some time to read the text.
- Select individual Ss to answer the questions.

#### Answer Key

1 John            3 Amy            5 Lisa/Amy  
2 Lisa            4 John

### 3 **FOCUS ►** Presenting vocabulary to describe fashion

- a) • Tell Ss they may use their dictionaries to explain the words in bold and give an example, explanation or synonym. Encourage Ss to try to guess the meaning of the words from the context first, though.

#### Suggested Answer Key

**reasonably well-dressed:** dressed quite well  
**individuality:** being yourself/different to others  
**bothered about:** interested in sth  
**tend to:** to usually do sth  
**stick to:** not to change  
**rip:** tear

**keeping up with:** following a trend  
**top designers:** the most famous designers  
**trendy:** fashionable  
**affordable:** at a reasonable price  
**hit the shops:** to go shopping  
**inspiration:** sth that influences your decisions/choices  
**multi-cultural:** involving people of different cultures  
**trends:** fashions  
**picking up bargains:** buying things at a low price  
**second-hand shops:** shops that sell used items  
**stand out in a crowd:** to be noticed  
**influenced by:** affected by  
**the other way round:** the opposite

- Then allow Ss time to scan the text for words related to shopping places.
- Elicit/Explain their meaning. Ask Ss what similar places exist in their country.

#### Answer Key

*high street shops, street markets, second-hand shops*

#### Suggested Answer Key

*Yes, we have similar places to buy clothes in my country.*

- b) • Read the examples with Ss. Elicit more phrases.
- Ss check in their dictionaries.
  - Ss make sentences using the phrases.

#### Suggested Answer Key

*shopping expedition, shopping centre/mall, shopping therapy, shopping around, discount shopping*

*There's a large shopping centre opening in the town centre soon.*

*Shopping therapy is a good way to cheer yourself up when you feel down.*

*Shops in my town are open for late-night shopping on Thursdays. etc*

### 4 **FOCUS ►** Practising vocabulary on teenage fashion

- Explain the task. Ss take roles and work in pairs.

- Go around the class monitoring Ss' work giving help where necessary.
- Select some pairs to present their interview to the class.

**Suggested Answer Key**

A: So, Amy, tell me, do you like to keep up with the latest fashion?

B: Oh, yes! I just love fashion and I buy a lot of fashion magazines.

A: Where do you shop mostly?

B: I do most of my shopping in the high street shops.

A: Why's that?

B: Because they are full of trendy affordable clothes. etc

- Allow Ss some time to write a short paragraph.
- Alternatively you can assign the task for HW.

**Suggested Answer Key**

*In my country, there are always several trends and so teenagers wear a variety of clothes. A lot of teenagers are influenced by American TV and they copy the clothes some American kids wear. Many boys like to wear large baggy trousers, Nike or Adidas trainers and baseball caps. Most girls seem to follow the latest fashion that they see in magazines and so they wear whatever is in. Others are inspired by rock groups and wear the same clothes that their favourite singer wears. Teenagers who keep up with the latest fashion and who have the money to spend, tend to go to high street shops while others like going to markets or second-hand shops. I think most teenagers would spend about €100 a month on clothes.*

5 **FOCUS ►** Writing a short paragraph on teenage fashion

- Explain the task. Go through the questions and elicit answers from Ss around the class.

## Across the Curriculum – Citizenship

**Objectives**

**Reading:** case studies; a poster (comprehension questions)

**Skills – reading for gist and specific information**

**Project:** a two-minute talk on discrimination

Explain that *Citizenship* is a subject which is part of the British National Curriculum. It helps Ss to gain the understanding, skills and knowledge necessary to play an effective role in society at a local, national and international level. It deals with issues related to social and moral responsibility, community involvement and political literacy.

1 **FOCUS ►** Understanding the meaning of 'discrimination'

- Read the dictionary entry in class.
- Allow Ss some time to understand the meaning of the word.
- Ask Ss to mention other types of discrimination.

**Suggested Answer Key**

*People can suffer from discrimination because of a disability or their gender or age. etc*

2 a) **FOCUS ►** Reading for specific information

- Allow Ss some time to read the text and work in pairs to answer the questions.
- Check Ss' answers.

**Suggested Answer Key**

A *Paolo's classmates discriminate against him because he is Italian.*

B *Potential employers discriminate against Meg because they think she is too old.*

C *The girls in her class discriminate against Julie because she doesn't like the things girls usually like.*

b) **FOCUS ►** Reading for gist

Allow Ss some time to read the text and answer the questions.

**Suggested Answer Key**

A: I think Paolo should talk to his teacher because if not, the situation will only get worse.

B: I agree. He can also tell his parents so they can help him.

A: I think Meg should keep on applying for jobs. She will find one in the end.

B: I agree. She should never give up.

A: I think Julie should start an anti-discrimination group at school to help others like her.

B: I think you're right. She would make new friends that way too.

3 **FOCUS ►** Explaining phrases

- Ss explain the underlined words by giving a definition, synonym or example using their dictionaries as necessary. Encourage Ss to guess the meaning from the context before checking their guesses in their dictionaries.
- Allow Ss time to complete the task. Select individual Ss to present their sentences to class.

**Suggested Answer Key**

teased: made fun of

made redundant: be asked to leave your job because you are not necessary

placement agency: an employment agency that helps you find a job

highly qualified: to have lots of qualifications

tomboy: a girl who likes doing the things boys usually do

hurt: upset

reluctant: not prepared to do sth

shared: to give a part to sb else

halved: reduced by half

illegal: against the law

provide: give sth

counselling: giving advice (therapist/expert)

guest speakers: sb who is invited to speak at a conference/meeting

bullied: hurt or threatened by sb more powerful

**Suggested Answer Key**

1 teased

3 made redundant

2 hurt

4 tomboy

**Project**4 **FOCUS ►** Giving a talk about discrimination

- Ask Ss to give examples of discrimination. Ss write down ideas. Elicit ideas on how to fight discrimination. Use the case studies to brainstorm for ideas. Write them on the board.
- Ss select the points they will present in their talk and make notes. Ss organise their notes under appropriate headings. This will help them to present their talk. Advise Ss to look at the audience and use gestures and/or pictures while talking, as this will attract and retain the audience's attention.
- Allow Ss time to use their notes and write a two-minute talk on discrimination. Ss compare and discuss their work. Check Ss' work and give feedback.
- Choose a few Ss to present their talk to the class. Ss can record themselves while talking. Ss watch the presentations and make comments.
- Alternatively, you can assign the task for HW provided you have gone through it orally in class.

**Note:** It is extremely important that Ss learn to use various sources to collect information for project work. This gives them the chance to familiarise themselves with various types of writing in the language they are studying and learn how to collect and organise information through the process of selection and presentation. If Ss are computer literate they can make a PowerPoint presentation or OHP transparencies of the points, thus practising their computer skills as well.

Useful link – [www.yourrights.org.uk](http://www.yourrights.org.uk)  
[www.nistudents.org](http://www.nistudents.org)



## Suggested Answer Key

*Discrimination is treating a person or group of people less fairly than other people because you don't like the colour of their skin, or because of their gender or their age. For example, some employers in some countries don't like to employ people who are over a certain age. This is ageism or age discrimination. Other types of discrimination include: sexism – where you are treated differently or unfairly because of your gender; racism – because of your nationality or skin colour or discrimination because of a disability. You can fight discrimination firstly by not having preconceived ideas of certain groups of people based on their skin colour or their nationality yourself and also by standing up for people's rights by reporting cases of discrimination to the militia, your parents, your teachers, etc. The most important thing is to never give up and keep on fighting!*

# Going Green



## Objectives

**Reading:** a text about the recycling process (word formation)

**Skills** – *skimming*

– *reading for detailed comprehension*

**Speaking:** a two-minute talk about the importance of recycling

**Project:** a list

## Answer Key

1 represents	6 completes
2 them	7 recycled
3 third	8 shopping
4 consumer	9 driving
5 Buying	10 manufacturers

### 1 FOCUS ► Understanding a pie chart

- Explain that a pie chart is used to illustrate the relative proportions of a group of things.
- Ss work in pairs. Allow Ss some time to look at the pie chart and discuss what makes up our rubbish. Ask Ss which of these we recycle.
- List suggestions on the board.

#### Suggested Answer Key

*Rubbish can consist of paper, wood, food, plastic, metal, glass, clothes and other material.*

#### Suggested Answer Key

*I recycle paper, glass and plastic.*

### 2 FOCUS ► Reading for detailed understanding

- Allow Ss time to read the text and complete the task individually.
- Check answers around the class. Ss justify their answers.
- Play the recording while Ss listen and check their answers.

### 3 FOCUS ► Explaining new vocabulary

- Ss explain the words in bold by giving a definition, synonym, miming, etc. Encourage Ss to try to guess the meaning of the word from the context before using their dictionaries to check their guesses.
- Elicit/Explain the meaning of any other words in the text that Ss do not understand.

#### Suggested Answer Key

**chasing arrows:** *arrows logo*

**process:** *a series of actions*

**recycling truck:** *a truck that collects material for recycling*

**sorting:** *separating items and putting them in categories/types*

**manufactured:** *made*

**display:** *show*

**conserve:** *keep*

**resources:** *material we can use for our benefit*

**eliminate:** *to put an end to/to get rid of*

**waste:** *material that has been used and is no longer wanted*

**landfills:** *a large hole in the ground in which we throw rubbish and then bury it once it is full*

# 1

## Going Green

### 4 **FOCUS ►** Exploring the theme and giving a talk about recycling

- Ask Ss to collect information from various sources (e.g. the Internet, encyclopaedias, school textbooks). Ss select the points they will present in their speech and make notes. Ss organise their notes under appropriate headings. This will help them present their speech.
- Advise Ss to look at the audience and use gestures and pictures while talking, as this will attract the audience's attention. Ss can refer to their notes while speaking.
- If possible, Ss can prepare transparencies of the main points and present them using an overhead projector. They could also prepare a PowerPoint presentation.
- Ss can record themselves while talking.
- Ss watch the various presentations and comment on them.

#### **Suggested Answer Key**

*Man is producing more and more waste and that is why it is so important to recycle as much as possible. Otherwise we will use up all our resources and be overrun with waste and rubbish.*

*The recycling logo consists of three chasing arrows each representing a stage in the recycling process: rubbish is put in the correct bin, material is collected by recycling trucks, and lastly the consumer buys products made from recycled material.*

*Some materials such as glass and aluminium can be recycled over and over again so it makes sense to recycle drinks cans and bottles rather than throw them away. You can help by buying recycled products. Clothes, glass products, paper products and much more can all be purchased in recycled varieties. Come on! Help reduce the rubbish by recycling and buying recycled products today!*

### 5 **FOCUS ►** Personalising the theme

- Ask Ss to discuss in pairs the recycling bins they have at home and what they have in them. If Ss do not have a recycling bin, ask them to create one.
- Ss could take pictures or draw their recycling bins. Ask Ss what they are recycling this week.
- Ss make a list to compare with their partners.

*(Ss' own answers)*

### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

# 1

## Spotlight on Exams

### Listening

#### **FOCUS ►** Listening for specific information

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

#### **Answer Key**

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

### TAPESCRIPT

1 "It's John's birthday party tonight. I'm really looking forward to it but I just can't decide what to wear! I could put my red top on with my jeans or I could wear my new black dress. Oh, I don't know! What do you think?"

2 "Well, my uncle Charlie has three boys and a girl. Uncle Shaun has 5 boys. Oh, and my father's sister, Auntie Sally, has one set of boy twins and one set of girl twins. But – you won't believe this – there's just me in my family!"

- 3 *“All of my friends really liked the new shopping centre when we went there on Saturday, but I wasn’t very keen on it really. OK, so there was a good variety of shops and the prices weren’t too expensive, but it was really busy and absolutely huge! I was exhausted when I got home!”*
- 4 *“Introducing Teen Life – the new teenage lifestyle magazine! Apart from the latest fashions and celebrity gossip, each week we’ll feature a teenager who has done something different in his/her life. We’ll have articles about teenage inventors, teens with special talents and abilities or even teenagers who have started successful businesses. If you have a success story you would like to see included, contact us on 020-8435093.”*
- 5 *“Greg and Mandy and I all used to hang out together. Greg was my boyfriend. He was good-looking, creative and fun to be with. Then Greg and I had a fight. He started going out with Mandy and she told a lot of lies about me. So Greg never spoke to me again. I can’t believe she was so dishonest!”*
- 6 *“ ‘I went for a job as a nursery school teacher but they said they don’t take young men.’ Does this sound like your problem? Don’t just forget about it. The law is there to protect you. For help and advice, call our helpline on 555 360 1936. We’re here to help!”*
- 7 *“... and if you’ve just tuned in, you’re listening to ‘Chart toppers’ on Sparks Radio 92.3 FM... James Blunt remains at the top of the UK singles and albums charts whilst Daniel Powter is this week’s highest new entry with ‘Bad Day’ going straight in at number two...”*

## Reading

### FOCUS ► Reading for specific information

- Explain the task.
- Go through the headings (A-G) with Ss.
- Allow Ss time to read the texts.
- Select individual Ss to read out the answers.

#### Answer Key

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

## Use of English

### FOCUS ► Answering multiple choice cloze questions

- Explain the task, reminding Ss of the importance of using contextual clues when determining answers.
- Ss complete the task individually and then compare answers with a partner.
- Read out the text.
- Ss check their answers.
- As an extension Ss ask and answer comprehension questions in groups.

#### Answer Key

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

## Writing

### FOCUS ► Writing a letter

- Ask a S to read out the extract.
- Elicit/Explain any new vocabulary.
- Explain the task.
- Check Ss’ understanding by asking questions: *What are you going to write? (a letter) Who is the letter for? (my pen-friend Emma) What are you going to write about? (my family/ask questions about her best friend).*

#### Suggested Answer Key

Hi Emma,

*It was nice to hear from you and I’m glad you told me about your family.*

*In my family we all get on well but, like you, I have problems with my brother. He is a menace. He is always playing tricks on me. He’s always making noise too. My parents are great though and they always help me with my homework. My sister is very nice to me too. She talks to me about fashion and boys and things like that.*

*Anyway, you mentioned your best friend. What’s she like? What does she look like? Where did you meet? I’d love to hear about her.*

*That’s all from me for now. Write back soon.*

Love,  
Mona

# 1

## Spotlight on Exams

### Speaking

#### Focus ► Role play

- Explain the task.
- Read out the prompts and explain/elicit that the conversation will be informal as Ss are talking to a friend.
- Ss work in pairs.
- Go around the class monitoring the task.
- Select individual Ss to act out their dialogues.

#### Suggested Answer Key

A: Hi John. I'm really looking forward to your party next week, but can you tell me what time it starts?

B: Sure. Around 8 o'clock.

A: OK and how do I get there?

B: Well, first you make your way to Newtown Road. There are a number of buses that go there or you can take a taxi. Then you take the second turning on the left just after the supermarket into St Mary's Road and my house is number 33.

A: Oh, I know where you mean. It's quite easy to get there. Now all I have to decide is what to wear. Are people going to be dressed formally or casually?

B: I don't really know. Just wear whatever you want.

A: What are you going to wear?

B: I'll probably wear my black trousers and a shirt.

A: OK, in that case I think I'll wear my blue dress. What do you think?

B: Yes. That sounds great.

A: See you there, then!

B: OK. Bye.

# 1

## Progress Check

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

#### Answer Key

- 1 1 trusting  
2 selfish  
3 loyal  
4 moody  
5 aggressive

- 6 patient  
7 caring  
8 mean  
9 dishonest  
10 jealous

- 4 1 beautiful  
2 careless  
3 selfish

- 4 talented  
5 resourceful

- 2 1 shopping  
2 all-time  
3 brand  
4 window  
5 extreme

- 6 grab  
7 hit  
8 top  
9 mobile  
10 the great

- 5 a) 1 after  
2 up  
3 out for

- 4 forward to  
5 down on

- b) 1 at  
2 with  
3 about

- 4 with  
5 on

- 3 1 have been saving  
2 Have you seen  
3 starts

- 4 Are you going  
5 have known  
6 gets

- 6 1 a 2 b 3 a 4 b

# Living & Spending

## Module 2

### Before you start ...

- Revise one or two points from the previous module (e.g. friends, personal qualities, teen activities, likes and dislikes, etc).
- Direct Ss' attention to the title of the module *Living & Spending*. Explain that in this module they will learn about spending money, hobbies and personalities, being responsible with money, etc.

### Look at Module 2

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

#### Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 27).

T: *What page is picture 1 from?*

S1: *It's from page 30.*

T: *What can you see in picture 1?*

S2: *A skier.*

T: *What might that have to do with the title of the module?*

S3: *The text might be about hobbies.*

*Pic 2* (p. 29)

*What does the picture show? How is it related to the title of the text? What are the two teenagers doing? Why is the girl so happy? What are the bags behind them?*

*Pic 3* (p. 34)

*What can you see in the picture? Who are these people? How are they feeling? How is the picture related to the train and the title of the text?*

*Pic 4* (p. 40)

*What does the drawing show? What is the boy doing? Look at the rest of the drawings on p. 40. How are they related to the title of the article? Are you responsible with your money?*

### Find the page number(s) for

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

#### Suggested Answer Key

**a class enrolment form** (p. 31)

*(different sections that need to be filled in) What are these different sections in the form? Why does Andrew need to fill them in? What kind of answers do you expect for each gap?*

**a postcard** (p. 37)

*(short pieces of writing such as thank-you notes, e-mails, postcards, text messages, diary entries, etc) Can you identify what each one of these notes is? Which one do you use more often?*

**a sports centre advert** (p. 33)

*(an advert for a sports centre in a newspaper, on an announcement board, in a magazine, etc) Where could you see this advert? What does it advertise?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

#### Suggested Answer Key

*The Literature section is about an author and a literature extract. This one (pp. 34-35) is about Edith Nesbit and an extract from her novel The Railway Children. Several activities are included to stimulate interest and explore this piece of literature.*

*The Culture Corner* (p. 39) contains an article on great British sporting events.

*The Across the Curriculum* section (p. 40) looks at money matters and how to be responsible with your money, a topic in Personal, Social and Health Education (PSHE).

*The Going Green* section looks at different green issues. This particular one (p. 41) deals with air pollution at home.

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

As described in the relevant section in Module 1.

# 2 a

## Reading Skills

### Objectives

**Reading:** a text about teenage shopping habits (matching)

**Skills – scanning**

– *reading for detailed comprehension*

**Speaking:** talking about spending habits (role play)

**Vocabulary:** words related to spending money

**Writing:** a short paragraph about you and money

### Reading

#### 1 **FOCUS ►** Predicting the content of a text

- Direct Ss' attention to the title and the first paragraph of the article.
- Elicit/Explain what the title means and elicit what they think the text is about.
- Play the recording and allow Ss time to read through the text.
- Ss discuss their answers in pairs. Ask some pairs to report back to the class.

#### **Suggested Answer Key**

**A:** *British teenagers spend their money on clothes, mobile phone cards, sweets and bus fares.*

**B:** *You're right. They also spend it on computer games, going out and magazines/books/comics, etc.*

#### 2 **FOCUS ►** Reading for detailed understanding

- a) • Explain the task and allow Ss time to match the comments to the quotes.
- Monitor the activity. Ss compare answers with a partner.
  - Select individual Ss to present the sentences to class.

#### **Answer Key**

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

- b) • Elicit who they are most like and why.
- Select individual Ss to give their answers.

(Ss' own answers)

#### 3 **FOCUS ►** Understanding new words

- Go through the Study Skills box with Ss and elicit why it is important to guess the meaning of a word from the context of a sentence rather than using the dictionary (*it helps to improve your comprehension skills*).
- Ask Ss to try and guess the meaning of the word from the context only, then explain the words in bold by giving a definition, synonym, etc.
- Select individual Ss to explain the words.

#### **Suggested Answer Key**

**consumers:** *people who buy things for their own use*

**retailer:** *shop owner/seller*

**catching up:** *reaching the same level as something*

**digging deeper into their pockets:** *paying out more money than usual*

**handing out:** *giving away*

**making ends meet:** *having enough money to live on*

**resist:** *stop from doing something*

**survive:** *live; get by*

**student loan:** *money the government lends students to pay for their studies*

**pocket money:** *money parents give children to spend as they wish*

**household chores:** *routine jobs done around the house*

**can't afford to splash out:** *not having money to buy luxuries, expensive things*

**shopping sprees:** *buying lots of things at the same time*

**saving up:** *gradually collecting money by spending less than usual*

*A lot of **consumers** enjoy buying things during the sales.*

*The biggest **retailers** usually have shops in the main city centres.*

*Most late developers will **catch up** with their friends.*

*Prices are always going up and so I'm **digging deeper into my pockets** just to pay for my basic needs.*

*The government is **handing out** food packages to needy families.*

*Both my mother and father have to work as they have problems trying to **make ends meet**.*

*If I like a particular top or skirt, I can't resist buying it in several colours.  
I can't survive on less than £20 a week!!  
My parents aren't rich so I'll have to have a student loan at university.  
Most parents give their children pocket money every week.  
Many children have to do household chores like washing the dishes and making the beds.  
I can't afford to splash out on new dresses for each wedding I am invited to.  
I always go on a shopping spree to buy things for my birthday party.  
I am saving up for a holiday abroad.*

Vocabulary

4 FOCUS ► Learning new vocabulary

- a) Elicit/Explain the meaning of any unknown words in the list. Ss answer the question.

**Suggested Answer Key**

- clothes and accessories
- going out
- magazine/books/comics

- b) Ss work in pairs and discuss the question. Go around the class monitoring the activity. Then ask some pairs to report back to the class.

(Ss' own answers)

5 FOCUS ► Using verbs related to money

- a)
  - Explain the task.
  - Allow Ss time to read through the items, filling the gaps with the verbs they think are correct. Check answers with the class by asking individual Ss to present the dictionary definitions to the class.

**Answer Key**

1 pay	4 save	7 earn
2 lend	5 waste	
3 borrow	6 cost	

- b)
  - Select individual Ss to answer the questions.
  - Alternatively ask Ss to make exchanges in pairs. Go around the class monitoring the task.

(Ss' own answers)

Speaking

6 FOCUS ► Asking and answering questions

- Ss, in pairs, take roles and ask and answer questions using the text on p. 29.
- Go around the class monitoring the task.

**Suggested Answer Key**

A: How much money do you get, Josh?

B: I get £15 a week.

A: What do you spend it on?

B: Things like CDs, computer games, comics and going out. What about you, Hayley?

A: Well, I get £70 a week and I spend my money mainly on snacks, bus fares, going to the gym and going out. etc

Writing

7 FOCUS ► Writing a short paragraph about yourself

- Ss read the rubric. Check comprehension of the task by asking Ss: *What are you going to write? (a short paragraph) What is it going to be about? (about myself and money) What do you have to write about? (use prompts).* Brainstorm for ideas under the prompts given.
- Check their notes before Ss start writing.
- Select Ss to read out their paragraphs.
- Check Ss' answers.

**Suggested Answer Key**

*I get £50 altogether each week. My parents give me £20 and I get another £30 from my part-time job. I usually spend some of my money on going out, especially to the cinema. I'm a real movie fan. I manage to save some each week so I think I manage my money quite well. At the moment I'm saving up to buy an MP3 player.*

8 FOCUS ► Revising

- Elicit the key skills/vocabulary learned in this lesson.
- Ss close their books and tell their partners.
- Ask some Ss to present their ideas to class.

# 2a

## Reading Skills

### Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

# 2b

## Listening & Speaking Skills

### Objectives

**Vocabulary:** free-time activities & personalities  
**Reading:** a dialogue about hobbies (matching)  
**Skill – reading to identify appropriate response**  
**Speaking:** acting out a dialogue about hobbies; enquiring about/expressing preferences; suggesting, replying; acting out a dialogue enrolling for a class  
**Listening:** completing a form (gap-fill)  
**Skill – listening for specific information**

### Suggested Answer Key

**gardening:** cautious, creative, relaxed, quiet, sensitive, imaginative  
**white-water rafting/skydiving/snowboarding:** adventurous, brave, outgoing, active, strong  
**fishing:** cautious, strong, relaxed, quiet  
**martial arts/archery:** fit, strong, determined  
**football/tennis/aerobics:** fit, strong, outgoing, sociable, determined, active  
**board games:** creative, cautious, quiet, sociable, reserved, imaginative

*Cautious people enjoy gardening, fishing or playing board games.  
 Creative people enjoy gardening, martial arts or playing board games.  
 Fit people enjoy martial arts or football. etc*

### Vocabulary

#### 1 **FOCUS ► Presenting and practising vocabulary related to free-time activities**

- Elicit/Explain the meaning of any unknown activities.
- Ask Ss to pair activities with the right verb.
- Elicit answers from Ss around the class.
- Brainstorm with Ss for more activities.

### Suggested Answer Key

**do:** gardening, martial arts, aerobics, archery, (weightlifting, track and field events)  
**play:** football, tennis, board games, (baseball, basketball)  
**go:** white-water rafting, fishing, skydiving, snowboarding, (walking, climbing)

#### 2 **FOCUS ► Making sentences about hobbies and personalities**

- Elicit/Explain the meaning of any unknown adjectives. Read out the examples.
- Elicit sentences from various Ss around the class.

### Everyday English

#### 3 **FOCUS ► Enquiring about/expressing preferences**

- Ss close their books.
- Elicit/Explain how someone can enquire about or express a preference.
- Ss open their books and use the language in the box to discuss hobbies in pairs.
- Walk around the class monitoring the task.
- Ask some pairs to act out part of their discussion for the class.

### Suggested Answer Key

**A:** *Would you rather go snowboarding or play football?*  
**B:** *I prefer to play football because I like team sports. etc*

## Reading

### 4 a) **FOCUS** ▶ Predicting the content of a dialogue

- Read out the six sentences.
- Allow Ss time to understand their meaning.
- Elicit suggestions as to what the dialogue is about.

#### **Suggested Answer Key**

*I think that the dialogue is about different activities teenagers do in their free time.*

### b) **FOCUS** ▶ Reading to understand structure, sequence and content

- Ask Ss to read the gapped dialogue, then allow Ss time to complete the task.
- Play the recording for Ss to check their answers. Then choose various pairs of Ss to read out the completed dialogue.

#### **Answer Key**

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

- c) • Elicit the meaning of the words in bold. Ask Ss to try and guess the meanings of the words from the context before using their dictionaries and giving a definition, example or a synonym.
- Select individual Ss to answer the question.

#### **Suggested Answer Key**

**bruises:** injuries that look like purple marks on your body

**come along:** come with, as well

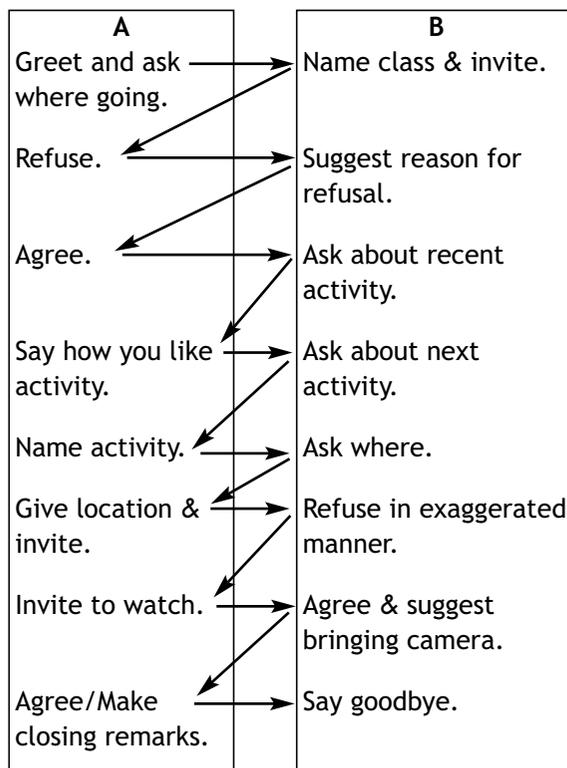
**action shots:** photos of something in motion

*Jake likes extreme sports such as white-water rafting and snowboarding.*

*Suzy likes going to art classes and taking photographs.*

### 5 **FOCUS** ▶ Role play

- Ss take roles and read out the dialogue in closed pairs. Then ask some pairs to read out the dialogue in front of the class.
- As an extension write the following dialogue plan on the board.



- Ss work in pairs and use the plan to act out similar dialogues.
- Ask various pairs to present their dialogue to the class.

#### **Suggested Answer Key**

A: Hi John. Where are you off to?

B: Oh I've got aerobics class tonight. Fancy coming along?

A: Me? Aerobics class? I don't think so.

B: Not extreme enough for you, I suppose!

A: That's right.

B: By the way, how did the skydiving go?

A: Great. I've got a few bruises but I just love it! It's such an amazing sport!

B: And so what's next ... learning to fly a plane?

A: No, but I'm going white-water rafting this weekend.

B: Really? Where?

A: You know, the big river in the national park. Why don't you come along? We'll have a great time.

B: Me? No way! I'd rather swim with sharks than down a river in a rubber boat.

A: Well, why not just come and watch then?

B: I suppose I could. I know – I'll bring my camera.

A: Yeah. You could get some great shots.

# Listening & Speaking Skills

B: OK. Well, I'd better get going. I'll call you about it later.  
A: OK. Bye.

6 **FOCUS ▶** Learning idioms

- Explain the task.
- Allow Ss time to check in the Word List.
- Ss complete the task.
- Brainstorm for similar idioms in Ss' L1.

**Answer Key**

1 cool            2 straight            3 joke

## Listening

7 a) **FOCUS ▶** Predicting the content of a tapescript

Elicit/Explain the meaning of the word *enrolment* (the act of signing up for a course or class). Ask Ss to guess the answers for each gap.

**Suggested Answer Key**

*I think the form is for enrolling in a class.*

- 1 surname
- 2 phone number
- 3 name of class
- 4 day/date
- 5 a number
- 6 a place or thing that has adverts

b) **FOCUS ▶** Listening for specific information

Play the recording. Ss listen and fill in the gaps. Ss compare answers with their guesses.

**Answer Key**

1 Barlow            3 kick boxing            5 35  
2 875 6540            4 3rd            6 a poster

### TAPESCRIPT

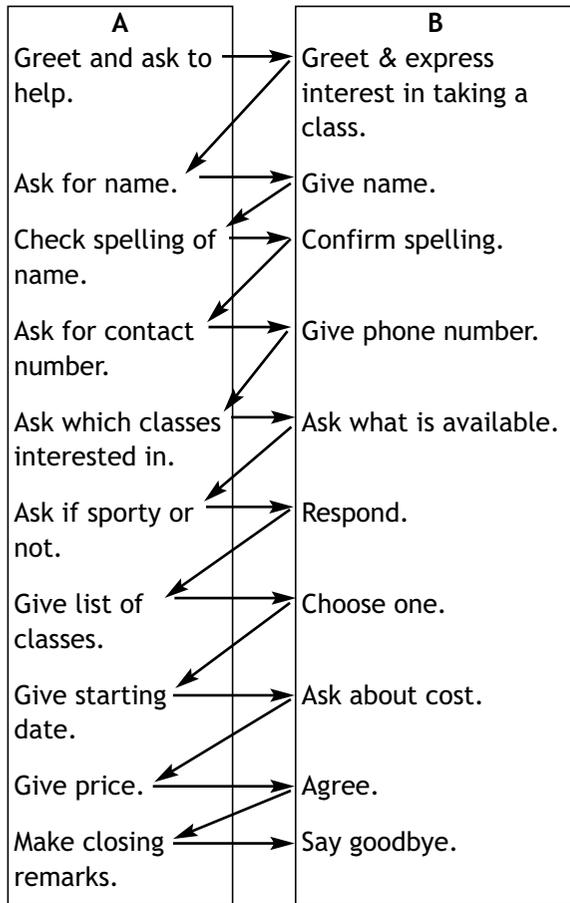
A: Good morning. How can I help you?  
B: Hi. I'm interested in taking some classes at the community centre, please.  
A: Ok, that's great. Have you been to the centre before?

B: No, actually it's my first time.  
A: Right. Well, I'll just take down some details from you then. Could you give me your name, please?  
B: Sure. It's Andrew Barlow.  
A: Is that B-A-R-L-O-W?  
B: Yes, that's right.  
A: And could I have a contact number, please? Your mobile telephone number if you have one.  
B: Yes, certainly. It's 0789 8756540.  
A: ... 8-7-5-6-5-4-0. Thank you. Now... which classes are you interested in?  
B: Well... do you have a list of what's available?  
A: Sure. Here it is. Have a look. Take your time.  
B: Oh, thanks a lot. Wow, there's a lot to choose from. I don't know where to start!  
A: Well... maybe I can help. What kind of activities do you like most? Are you the sporty type or do you prefer more relaxed hobbies?  
B: Well, I'm quite keen on taking up some kind of sport.  
A: Ok ... well, there's basketball. We've got a brand new court at the back of the centre.  
B: Hmm ... sounds good but I think I'd prefer something a bit more unusual.  
A: What about kick boxing? We've got a really great teacher this year.  
B: Oh yes, that sounds interesting. I'll go for that!  
A: Right... kick boxing it is then! There's a class starting on 3<sup>rd</sup> September and another one on 28<sup>th</sup>.  
B: The 3<sup>rd</sup> would be fine. How much do the classes cost?  
A: They're £35 for 10 classes.  
B: Oh, that's a really good price.  
A: Yes, all of our classes are really good value.  
B: Do I pay now?  
A: No, you pay on the 3<sup>rd</sup> when the class starts. Just one last question for you, Mr Barlow. Where did you hear about the classes at the centre?  
B: Oh, I saw them advertised on a poster.  
A: ... on a poster ... ok, that's all for now then. See you on the 3<sup>rd</sup>!  
B: Ok. Thanks a lot!  
A: You're welcome.

## Speaking

8 **FOCUS ▶** Enrolling for a class

- Direct Ss' attention to the information in the box and the example.
- Draw the dialogue plan on the board.



- Ss work in pairs.
- Ask Ss to act out the dialogue using the plan.
- Go around the class monitoring the task.
- Ss may record each other.

### Suggested Answer Key

...

B: *It's Nick Sutton.*  
 A: *Is that S-U-T-T-O-N?*  
 B: *Yes, that's right.*  
 A: *Do you have a contact number?*  
 B: *Sure. It's 0695786692. What classes are available?*  
 A: *Are you the sporty type or do you prefer something more relaxed?*  
 B: *I'm quite keen on taking up a sport.*  
 A: *Well, then there is aerobics, basketball or kick boxing.*  
 B: *Kick boxing sounds good.*  
 A: *Ok. There's a class that starts on 4th October.*  
 B: *Fine. Sign me up. How much does it cost?*  
 A: *It's £40 for eight lessons.*  
 B: *That's fine.*  
 A: *OK. We'll see you on the 4th, then.*  
 B: *Great. Thanks. Bye.*

## Say it right

### 9 FOCUS ► Choosing appropriate responses

- a) • Ask Ss to look at the exchanges. Explain the task.  
 • Allow Ss time to complete the task.  
 • Ss check in pairs.  
 • Play the recording.  
 • Ss listen to check their answers.

#### Answer Key

1 a      2 a      3 b

- b) • Ask Ss to listen again to the recording paying special attention to intonation and word stress.  
 • Ss underline the stressed words.

#### Answer Key

1 *gym, along, really*  
 2 *cinema, tonight, love, really, can't*  
 3 *shopping, afternoon, That, really, great*

### c) FOCUS ► Practising intonation for making suggestions

Select pairs of Ss to read out the exchanges.

### 10 FOCUS ► Revising vocabulary

- Explain the task.
- Allow Ss time to complete it.
- Brainstorm for more suggestions.

#### Suggested Answer Key

*Fancy spending the afternoon together?*  
*Would you like to come fishing with me?*  
*How about going to the Da Vinci exhibition tomorrow?*  
*Fancy renting a DVD?*

### 11 FOCUS ► Consolidating the lesson

- Ss close their books and in pairs discuss what they have learnt in this lesson.
- Ss make sentences with the new words/phrases from the lesson and tell their partner. Go around the class monitoring the task.

(Ss' own answers)

# 2

## Grammar in Use

### Objectives

**Vocabulary:** phrasal verbs with *take*; dependent prepositions; words often confused; forming abstract nouns

**Grammar:** -ing form/to-infinitive/infinitive without to

**Writing:** a letter

1 a) **FOCUS ►** Identifying -ing and infinitive forms

- Allow Ss time to read the problem page letter and reply.
- Select individual Ss to answer the questions.

**Answer Key**

*Andrew needs a job because he doesn't have enough money.*

*Claire suggests that he does odd jobs for his neighbours.*

b) **FOCUS ►** Understanding grammar rules for -ing and infinitive forms

- Direct Ss' attention to the structures in bold. Write them on the board.
- Elicit/Explain meaning of to-infinitive, infinitive without to and -ing form.
- Direct Ss to the Grammar Reference section and go through the rules with them.
- Ss complete the rules 1-7 with the appropriate form.

**Answer Key**

- 1 -ing form
- 2 -ing form
- 3 infinitive with to
- 4 infinitive without to
- 5 -ing form
- 6 infinitive with to
- 7 infinitive without to

2 **FOCUS ►** Practising -ing and infinitive forms

- Allow Ss time to complete the task.
- Go around the class monitoring the task. Ss compare with their partners.
- Select individual Ss to present each sentence.

**Answer Key**

- |                     |           |
|---------------------|-----------|
| 1 helping           | 6 playing |
| 2 reading, watching | 7 go      |
| 3 finish            | 8 cry     |
| 4 saying            | 9 to see  |
| 5 to do             | 10 to go  |

3 **FOCUS ►** Revising -ing and infinitive forms

- Go through the verbs/phrases in the boxes.
- Allow Ss time to complete the task.
- Select individual Ss to present the sentences.

**Suggested Answer Key**

- 1 hates sailing.
- 2 enjoys working long hours.
- 3 wants to be alone.
- 4 likes to be on time.
- 5 don't mind eating Chinese or Indian food.

4 **FOCUS ►** Practising expressions with -ing/ infinitive forms

- Elicit the meaning of the structures.
- Allow Ss time to complete the task.
- Select individual Ss to present it to the class.

**Suggested Answer Key**

*I look forward to going on holiday every year.  
I can't help laughing at David – he is so funny!  
I don't mind working out each day. It keeps me fit.  
I can't imagine living anywhere else. I really like living in Kiev.  
I can touch my toes if I really stretch.  
Let me go first, please. I'm in a hurry.  
I want to go to university when I leave school.  
I don't fancy going to Dublin in the winter.*

5 a) **FOCUS ►** Forming abstract nouns

- Go through the theory box with Ss.
- Brainstorm for more nouns.
- Allow Ss time to complete the task individually and then compare answers with a partner.
- Check Ss' answers around the class.
- Ask individual Ss to report their answers to the class.

**Answer Key**

- |                      |                        |
|----------------------|------------------------|
| 1 <i>action</i>      | 4 <i>selection</i>     |
| 2 <i>competition</i> | 5 <i>accommodation</i> |
| 3 <i>excitement</i>  |                        |

b) **FOCUS ►** Practising abstract noun formations

- Ss use their dictionaries.
- Allow Ss time to complete the task. Ss compare answers with a partner.
- Check answers around the class.
- Select individual Ss to present answers to the class.

**Answer Key**

- |                      |                     |
|----------------------|---------------------|
| 2 <i>education</i>   | 6 <i>suggestion</i> |
| 3 <i>collection</i>  | 7 <i>recovery</i>   |
| 4 <i>dependence</i>  | 8 <i>agreement</i>  |
| 5 <i>achievement</i> |                     |

**Suggested Answer Key**

- 2 *Some people believe that private schools provide the best **education**.*
- 3 *My stamp **collection** has 5,000 stamps.*
- 4 *My grandma hates her **dependence** on others.*
- 5 *You should be proud of your **achievement**.*
- 6 *I like Paul's **suggestion** the best. It's the most sensible way to do it.*
- 7 *After the car accident, he made a slow **recovery**.*
- 8 *The **agreement** was signed on July 1st, 1997.*

6 **FOCUS ►** Practising phrasal verbs

- Explain that each sentence can be completed with a phrasal verb from the diagram.
- Ss complete the task individually.
- Check Ss' answers eliciting the meaning of each phrasal verb.
- As an extension ask Ss to choose a phrasal verb and draw a picture to illustrate its meaning. Play in teams. Ss from each team show their drawing in turn. The other team guesses what the phrasal verb is.

**Answer Key**

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 <i>take over</i>      | 4 <i>takes after</i>            |
| 2 <i>take up</i>        | 5 <i>Take off</i>               |
| 3 <i>take (you) out</i> | 6 <i>take (your clothes) in</i> |

7 **FOCUS ►** Revising dependent prepositions

- Direct Ss' attention to Appendix 1.
- Explain the task.
- Allow Ss time to complete the task.
- Check answers with the class.
- Ss make sentences about themselves using prepositions.

**Answer Key**

- |             |             |             |
|-------------|-------------|-------------|
| 2 <i>at</i> | 4 <i>at</i> | 6 <i>on</i> |
| 3 <i>in</i> | 5 <i>of</i> | 7 <i>of</i> |

**Suggested Answer Key**

- 1 *I'm **crazy about** my girlfriend. She's beautiful!*
- 2 *I'm **brilliant at** playing tennis.*
- 3 *I'm **interested in** buying a cottage in the country.*
- 4 *I'm **terrible at** singing.*
- 5 *I'm **fond of** my little sister.*
- 6 *I'm not **keen on** Physics and Chemistry.*
- 7 *I'm **proud of** mother's baking skills.*

8 **FOCUS ►** Learning words often confused

- Ss work in pairs.
- Explain the task.
- Allow Ss time to read through items 1-4 underlining the word that they think is correct.
- Ss check in the Word List to see if their answers are correct.
- Check Ss' answers and elicit/explain the meaning of the distractor.
- Ss make sentences using the distractor.

**Answer Key**

- |              |                 |                |                   |
|--------------|-----------------|----------------|-------------------|
| 1 <i>owe</i> | 2 <i>change</i> | 3 <i>broke</i> | 4 <i>salaries</i> |
|--------------|-----------------|----------------|-------------------|

**Suggested Answer Key**

- 1 *I'm going to **charge** this new dress to my credit card.*
- 2 *Can I **exchange** this dress for a smaller size, please?*
- 3 *I am in **debt**.*
- 4 *People who earn **wages** are often paid an hourly rate.*

## Grammar in Use

9 **FOCUS ►** Practising sentence transformations

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

**Suggested Answer Key**

- 1 *is crazy about*
- 2 *can't afford to go*
- 3 *would rather go out than*
- 4 *not keen on going*
- 5 *looking forward to seeing*

## Writing

10 **FOCUS ►** Writing a letter about a problem

- Ss read the rubric.
- Check comprehension of the task by asking Ss: *What are you going to write? (a short letter) What will it be about? (it will be about a problem).*

- Allow Ss time to brainstorm for ideas and organise sentences. Remind Ss of the characteristics of letter writing. Direct Ss to the model on p. 32.
- Check Ss' answers. Then Ss swap papers and write a response again using the response on p. 32 as a model.

**Suggested Answer Key**

*Dear Claire,*

*My mother is always going through my things. Every time she cleans my room she looks in my drawers and reads my letters. She even puts my stuff away in the wrong place. What can I do? Please help!*  
Tracey, 15, London

*Dear Tracey,*

*Why don't you clean and tidy your own room? Then your mother won't have to go in there. You could also try talking to her and ask her to respect your privacy. Let me know how you get on!*



## Literature

**Objectives**

**Vocabulary:** phrasal verbs; adjectives describing character

**Reading:** a short biography, an extract from *The Railway Children* (multiple choice)

**Skills – reading for gist and detailed comprehension**

**Writing:** a diary entry

1 **FOCUS ►** Identifying genre

- Direct Ss' attention to the picture and the title.
- Ask Ss to pay particular attention to the people's clothes.
- Ask the question in the rubric.
- Direct Ss' attention to the biography.
- Ss check their guesses against the facts in the biography.

**Suggested Answer Key**

*I think the story took place about a hundred years ago in the early 1900s.*

2 **FOCUS ►** Predicting the content of a text

- Allow Ss some time to read the first sentence of each paragraph. Ss guess what the extract is about.
- Play the recording. Ss listen and read to check.

**Suggested Answer Key**

*The extract is about the three children and their parents. It describes them and the relationship between them. It also describes their lifestyle and prepares the reader for the event that changed their lives.*

3 **FOCUS ►** Reading for detailed comprehension

- Direct Ss' attention to the Study Skills box.
- Allow Ss time to read the text carefully and answer the multiple choice questions.
- Check answers with Ss in class.

**Answer Key**

1 C    2 D    3 D    4 C    5 B

4 a) **FOCUS ►** Introducing vocabulary

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

**Suggested Answer Key****ordinary:** plain; usual**suburban:** from an area outside the city centre where people live and do not usually work**tiled:** covered with tiles (flat, square pieces of dried clay)**bells:** devices that make a ringing sound used to get attention or give a signal**French windows:** pair of glass doors usually leading to a garden**estate agents:** people whose job it is to sell houses and land**dull:** boring**aloud:** speaking out loud**refurnishing:** putting of new furniture into a house**mumps:** a childhood illness where your face and neck swell up**nursery:** a room in a house where children play and/or sleep**heaps:** a lot, many**merry:** very happy**cross:** a little angry**unjust:** unfair**over and done with:** finished; ended; no more**dreadful:** awful**model:** a smaller but exact copy of something, e.g. plane, train**charm:** to be pleasant/attractive/likeable**lasted:** existed for a period of time**inexperience:** lack of skills or knowledge of something**intentions:** an idea or a plan of what you want to do in the future**bang:** a loud noise*I'm just an ordinary person.**My house is in a suburban street.**My roof is tiled with red, clay tiles.**Who's ringing the church bells?**Our house has French windows at the back.**The estate agents will sell our house for us.**None of my friends are dull.**She read a poem aloud to her friends.**When we move into our new house we will enjoy refurnishing it.**When I was six years old I had mumps.**The children played quietly in the nursery.**I've got heaps of homework tonight.**Merry Christmas to everyone.**Don't be cross with me. I didn't mean to do it.**It is unjust to punish the whole class if only one student is naughty.**I can't wait for winter to be over and done with.**I had a dreadful nightmare last night.**I like making model aeroplanes.**This house is full of charm.**The battery only lasted for one week.**His inexperience meant that he was not very good at his job.**His intentions were clear. He wanted to be the boss of the company.**There was a big bang and the car stopped in the middle of the road.*b) **FOCUS ►** Matching phrasal verbs to meanings

- Explain the task.
- Allow Ss time to complete it.
- Ss match phrases individually and then compare answers with a partner.
- Check answers with the class.

**Answer Key****grew up** – became an adult**made up** – invented**getting over** – recovering from**went off** – exploded**turned out** – proved to be**Suggested Answer Key***As the youngest of seven children, he grew up very fast.**He made up lots of new recipes for his restaurant.**She is still getting over mumps.*

*When the fireworks **went off**, we heard a big bang.*

*It **turned out** that the police had arrested the wrong man.*

### 5 **FOCUS ►** Understanding phrases

- Complete the first item with the class to demonstrate the task.
- Explain that a good way to check what the words refer to is to replace the underlined phrase with the word(s) or phrases Ss think it refers to. If the sentence makes sense, then the answer is probably correct.
- Ss complete the task individually and then compare answers with a partner.
- Check answers with the class.

#### **Suggested Answer Key**

*'every modern convenience': any modern appliance/invention which can be used in a house – all the mod cons*

*who meant extremely well: who tried hard to do good but didn't always succeed*

*paying dull calls: to visit someone who is dull*  
*its charm lasted in its full perfection: it was perfect and delightful*

*broken to bits: broken into tiny pieces*

*darken their lot: make their life miserable*

### 6 **FOCUS ►** Describing a character's personality

Go through the list of adjectives and elicit meaning. Conduct the activity as a class discussion, inviting individual Ss to give their opinions and state their reasons.

#### **Suggested Answer Key**

*The children's mother is loving, reliable, creative, imaginative and funny. (lines 18-28)*

*The children's father is fair, loving, funny and creative. (lines 34-39)*

*The mother is reliable and loving because she's always there to help the children with homework and everything they need. She is creative and imaginative because she writes stories and poems for the children. She is also funny because she writes funny poems for them.*

*The father is fair because he is never unjust with the children. He is also funny and creative because he comes up with funny reasons why he doesn't want to play a game with the children. He is loving because he cares about their feelings and wants them always to be happy.*

### 7 **FOCUS ►** Writing a diary entry

- Ss read the rubric.
- Check comprehension of the task by asking Ss:  
*What are you going to write? (a diary entry)*  
*What will it be about? (Peter's account of the day of the incident with the engine).*
- Allow Ss time to complete the task.
- Select Ss to read out their diary entries.

#### **Suggested Answer Key**

*A dreadful thing happened today just three days after my birthday – my brand new model train blew up. It really frightened the dog. He ran off and hasn't come back yet. He was so scared. I can't believe it, my perfect little engine is destroyed and all my Noah's Ark people are smashed to bits. I am really upset. I tried not to cry but I couldn't help myself. Everyone asked why my eyes were red but I told them I had got a cold.*



# Writing Skills

## Objectives

**Reading:** short messages (matching)  
**Skills – reading for gist and detailed understanding**  
**Writing:** writing short messages

### 1 **FOCUS ►** Identifying short messages

- Read the rubric aloud.
- Ask various Ss to answer the questions.

#### **Suggested Answer Key**

*I last wrote a written message when I left a note for my mother on the fridge. It said that I was going to be late home as I had hockey practice after school.*

### 2 a) **FOCUS ►** Understanding the purpose and form of short messages

- Read out the theory box.
- Explain any points that Ss might have difficulty with.

### b) **FOCUS ►** Analysing the structure of short messages

- Allow Ss time to read the note.
- Read out/Explain the first example.
- Ss complete the task consulting the theory box.
- Check answers with the class.

#### **Answer Key**

2 *abbreviations*                      5 *informal linker*  
 3 *present participle*                6 *short form*  
 4 *imperative*

### 3 **FOCUS ►** Practising language for short notes

- Read out the first example to the class.
- Allow Ss time to complete the task.
- Check Ss' answers.

#### **Suggested Answer Key**

2 *(I) Can't come tonight – no money.*  
 3 *Back late tonight.*  
 4 *Meeting in front of theatre at 8.*  
 5 *Your food's in the fridge.*

6 *Got a new Saturday job. I'll tell you when I see you.*  
 7 *Gone to supermarket. Back soon.*  
 8 *Looking forward to our trip next month.*  
 9 *Sorry (I) didn't call you yesterday. I'll call you tonight.*  
 10 *John's buying (the) tickets for Saturday's match.*

### 4 **FOCUS ►** Identifying short messages

- Direct Ss' attention to the information box.
- Select Ss to read out the different extracts.
- Allow Ss time to complete the task.
- Elicit which words/symbols were helpful.

#### **Suggested Answer Key**

A 6 *thanks,*  
 B 3 *email addresses (@, com, mail)*  
 C 4 *sorry*  
 D 1 *Don't forget*  
 E 5 *2, 2nite, u, ☺*  
 F 2 *14, Church Lane, Aylesbury*  
*Dear Sally, Having great time here*

### 5 **FOCUS ►** Revising and using abbreviations

- Allow Ss time to complete the first part of the exercise. Ss use the expressions to fill in the gaps in the note.
- Go around the class monitoring Ss' work.
- Select a S to read the note.

#### **Answer Key**

1 E    2 C    3 D    4 B    5 A  
 1 *etc*    2 *e.g.*    3 *asap*    4 *P.S.*

### 6 **FOCUS ►** Identifying key words in a rubric

- a) • Explain the task.  
 • Read out the note and elicit the key words from Ss around the class.

#### **Suggested Answer Key**

**Key words:** *Luke gone out, boots, What time you back, Dad's birthday dinner at 7, Leave mum, reply, thanks, when back*

- b) • Allow Ss time to read and make a judgement about the response.
- Ss judge the length, content, style, etc.
  - Go around the class monitoring Ss' comments.

**Suggested Answer Key**

*The answer is too long.*

*It includes all the correct information but it should begin 'Dear/Hi Mum'.*

*The style is too formal and there are no contractions. It should be much shorter and have a friendlier ending.*

7 **FOCUS ►** Writing a short message

- Ss work in pairs.
- Explain the task. Ss read the rubric.
- Allow Ss time to complete the task.
- Ss compare answers with other pairs.
- Select pairs to discuss their work in class.

**Suggested Answer Key**

*Hi Mum*

*Thanks for buying my boots. Will be home at 6.30.*

*Don't worry, I haven't forgotten Dad's birthday.*

*See you later!*

*Luke*

8 a) **FOCUS ►** Understanding the rubric

- Direct Ss' attention to the rubric and the note.
- Select an individual S to read out the note.
- Allow Ss time to find the key words and reply to the note.
- Read aloud the prompts, then ask Ss questions: *What are you going to write? (a note) Who is going to read it? (My sister) What style are you going to use? (informal style) What information are you going to include? (reason I can't make shopping trip and suggestion to meet later).*

**Suggested Answer Key**

**Key words:** *note, Emma, reason can't go shopping, suggest meet later, where, shopping, Katie, 25-35 words*

1 *a note*

2 *Katie*

3 *informal*

4 *reason can't go shopping and meeting place*

b) **FOCUS ►** Writing, checking/editing a short note

- Direct Ss' attention to the Study Skills box.
- Go through all the points with Ss.
- Allow Ss time to write a note. Go around the class monitoring Ss work.
- Ss swap notes with their partners and edit each other's work using the Study Skills box.

**Suggested Answer Key**

*Hi Katie*

*Sorry can't come shopping today. Have lots of homework to do. How about meeting later in front of cinema at 6?*

*Love,*

*Emma*

9 **FOCUS ►** Writing short notes

- Read out the prompts. Allow Ss time to make their choices and write their notes.
- Alternatively, assign the task for HW.

**Suggested Answer Key**

1 *Dear Sarah,*

*Having great time in Brighton. Going shopping and seeing the sights. Just love the place. Wish you were here! Will take lots of photos to show you when I get back.*

*Love,*

*Mark*

2 *To: Gill@hotmail.com*

*From: Sueblue@hotmail.com*

*Hi! Just started at Leeds University. Fabulous city with great shops and clubs. Think I'm going to like it here! How about coming to stay one weekend? Let me know asap (as soon as possible).*

*Love,*

*Sue*

3 *Mum & Dad*

*Gone to cinema with Fred. Be back at 6. Didn't have time to walk Dodo. Would you walk him, please?*

*Thanks.*

*See you later.*

*Emma*

**Objectives**

**Vocabulary:** British sporting events  
**Reading:** texts about four British sporting events (matching)  
*Skill – reading for specific information*  
**Writing:** a short article about famous sporting events in your country  
**Speaking:** talking about a sporting event (monologue – role play)

1 **FOCUS ►** Predicting the content of a text

- Direct Ss' attention to the picture and the titles.
- Explain/Elicit meaning of any difficult words.
- Ask Ss to think of a question for each event.
- Ss try to answer their questions.
- Play the recording. Ss listen and read. Elicit whether their questions were answered.

**Suggested Answer Key**

- A *When does it take place? (every spring)*  
 B *Why do people do it? (prize money, fun, to raise money for charity)*  
 C *Where is it? (Berkshire)*  
 D *How long does it last? (two weeks)*

2 **FOCUS ►** Reading for specific information

- a)
- Ss read the questions carefully and scan the texts for the information they need.
  - Advise Ss to underline parts of the text related to the questions.
  - Allow Ss time to complete the task.
  - Select individual Ss to present their answers.

**Answer Key**

1 B    2 D    3 C    4 A

- b)
- Ss explain the words in bold by giving a definition, synonym, miming, drawing, etc.
  - Encourage Ss to guess the meaning of the word from the context before using their dictionaries to check their guesses.
  - Elicit/Explain the meaning of any other words in the text that Ss do not understand.

**Suggested Answer Key**

**competitors:** people taking part in a contest  
**extremely:** very much  
**get out of breath:** breathe very quickly and with difficulty  
**take part in:** be involved in  
**offers:** gives  
**majority:** most  
**raise money for charity:** make money for those less fortunate  
**race course:** a place where horses run against each other  
**presenters:** people who introduce a TV programme  
**comment on:** talk about, give an opinion on  
**smart:** fashionable  
**championship:** a competition to find the best player(s) in a sport  
**spectators:** people who watch a sporting event  
**queue:** wait in a line to be served/for your turn  
**compete:** play against each other

3 **FOCUS ►** Revising vocabulary

- Allow Ss time to read the sentences.
- Ss work in pairs.
- Check Ss' answers.
- Explain the meaning of the distractors.

**Answer Key**

1 presenters                      3 competitors  
 2 spectators

**Suggested Answer Key**

1 *My dad is on the board of **directors** of a big company.*  
 2 *The **audience** loved the performance very much.*  
 3 *The **rowers** train very hard for the boat race.*

4 **FOCUS ►** Making a presentation

- Ss choose one of the events A-D.
- Allow Ss time to complete the task.
- Explain/Elicit the style and language a radio presenter would use.
- Select four Ss to make their presentations in front of the class.

**Suggested Answer Key**

*Hi everyone! It's Mike Legg here at the London Marathon. Competitors are just lining up for the start of this fantastic event. As always it's a race over 26 miles. You have to be pretty fit to enter. There are over 40,000 people taking part this year. Here at the starting line the serious runners are on the left and those raising money for charity are on the right. Hello, they're asking people to be quiet. ... And that was the starter pistol. There they go! They're off to a flying start.*

5 **FOCUS ►** Writing a short article about famous sporting events in your country

- Brainstorm with Ss for sporting events in your country. Write them on the board.

- Ss use the texts as models. Ss do the task.
- Alternatively you can assign the task as HW. Ss can get information and pictures from the Internet, magazines, newspapers etc.

**Suggested Answer Key**

*One of Auckland's most famous sporting events is the Round the Bays fun run. Held in March every year since 1972 and with 70,000 runners, it is one of the world's largest. It costs \$15 to enter but all the money goes to charity. It starts at the city harbour and continues around 8.4 kilometres of coastal roads finishing at St Helier's Bay. Some of the most interesting competitors are rugby teams, hospital staff pushing hospital beds, firemen and parents running with children in prams. Even members of Greenpeace race in whale costumes!! After the run people have barbeques at Madrill's Farm. Every runner gets a certificate. It is a good day out and a lot of fun for all.*

**Objectives**

**Reading:** a quiz on money (comprehension)

**Skill – reading for detailed understanding**

**Speaking:** expressing/enquiring about opinions, expressing agreement/disagreement

**Writing:** a survey about Ss' responsibility with money; survey results

- Explain to Ss that PSHE is part of the English National Curriculum. It is a broad topic that covers personal matters, social and health issues. Ss and teachers talk openly about topics such as relationships, drugs, health for teenagers, etc. The aim of PSHE is to make Ss more aware of important issues in their lives. Ss learn about them by writing poems, reports, booklets, surveys, etc.
- Introduce the topic of 'Being responsible with your money' to Ss. Ss complete the questionnaire to find out their attitude towards money.

1 **FOCUS ►** Practising agreeing/disagreeing

- Direct Ss' attention to the language box. Read out the example.
- Ask Ss to debate each situation in the questionnaire with their partners using the language in the box.
- Go around the class monitoring Ss' work.
- Select individual pairs to act out their exchanges.

**Suggested Answer Key**

2 A: *Do you think you would tell your friend he had paid you twice?*

B: *Of course! I wouldn't want to take his pocket money from him.*

3 A: *Don't you think you should just ask your mum for some extra money?*

B: *Certainly not! It's my fault I spent all the money at the arcade.*

4 A: *Don't you agree that you should always lend a friend money?*  
 B: *You are wrong there. If he/she doesn't pay you back, you might have an argument and fall out.*

5 A: *Don't you agree that taking the money is the same as stealing?*  
 B: *That's correct. You shouldn't keep it.*

6 A: *Don't you think that you should give your mother back all her change when you go to the shop for her?*  
 B: *Certainly.*

2 **FOCUS ►** Preparing a survey and writing your findings

- Elicit/Explain the meaning of the word *survey*. Explain how a survey is conducted (*by asking a specific number of people a number of questions on a particular topic*).
- Allow Ss time to come up with questions. Write the questions on the board. Count how many Ss answer Yes and how many answer No.
- Ss write a paragraph about the findings. Allow Ss some time to write it or alternatively assign the task as HW.

**Suggested Answer Key**

**Survey**

Statement	Name	Yes	No
1 You find a wallet in the street with an address in it. Do you keep it?	1	.....	
	2	.....	
	3	.....	
	4	.....	
2 A shopkeeper gives you too much change. Do you tell him?	1	.....	
	2	.....	
	3	.....	
	4	.....	
3 You don't work one Saturday but your boss still pays you. Do you return the money?	1	.....	
	2	.....	
	3	.....	
	4	.....	

*Most of the class seems to be really honest. Only one person said that they wouldn't return a wallet if they found it in the street. On the other hand, five people said they wouldn't tell the shopkeeper about the extra change and two people said they wouldn't tell the boss about paying the extra day. However, most people felt it was better to tell the boss to show their honesty and perhaps be given promotion.*

**Objectives**

**Reading:** a text about air pollution at home; a quiz (comprehension questions)

**Skill – reading for detailed understanding**

**Speaking:** giving a talk about air pollution

1 **FOCUS ►** Understanding air pollution

- Elicit/Explain the meaning of air pollution (*poisonous or dirty chemicals in the air*).
- Read out the words and elicit/explain the meaning of any unknown vocabulary.
- Ask Ss what they think causes air pollution.
- Play the recording. Ss follow the text in their books and make a note of their answers.

Going Green

**Suggested Answer Key**

*Air pollution is dirty air. It can be caused by factories, cars, cleaning products, insect sprays, fumes from cooking/cigarettes/paint.*

2 **FOCUS ►** Reading for detailed understanding

- Allow Ss time to read the text. Ss answer the questions.
- Select individual Ss to present their answers to the class.

**Suggested Answer Key**

1 *The air indoors is polluted by cleaning products, dust, insect sprays, cigarette smoke and steam from cooking.*

# 2

## Going Green

- 2 *If we don't allow fresh air into our houses frequently then we trap pollutants.*
- 3 *Stale air can cause breathing problems such as asthma especially for people who are allergic to dust.*

- Direct Ss' attention to the words in bold.
- Elicit/Explain meaning of the words. Ask Ss to give a definition, synonym, miming, etc of the words, trying to guess their meaning from the context without using a dictionary.

### Suggested Answer Key

**indoors:** inside a building  
**paint:** coloured liquid to coat a surface or make a picture  
**insect sprays:** chemicals used to kill insects  
**cool:** not warm  
**traps:** preventing from escaping  
**pollutants:** gases and chemicals that pollute  
**dust mites:** tiny creatures that live in small particles of dirt  
**mould:** bacteria that grows on old food or damp surfaces  
**breathing problems:** difficulty getting air in and out of lungs  
**asthma:** a lung condition that makes it difficult to breathe  
**allergic:** become ill when you come into contact with a certain substance  
**dust:** small particles of dirt

### 3 **FOCUS ►** Completing a quiz

- Ask Ss to complete the quiz.
- Elicit/Explain any unknown vocabulary.
- Ss compare their answers/results with other Ss.

(Ss' own answers)

### 4 **FOCUS ►** Giving a talk about air pollution at home

- Ss work in groups. Ss can consult the Internet, magazines, books, etc to gather information. Ss use the information gathered and from the text and quiz to make notes and then use their notes to complete the task.
- Alternatively you can assign the task as HW.
- Ss may record each other and comment on each other's talks.

### Suggested Answer Key

*Air pollution is dirty air. Dirty air-conditioning filters can make places for dust mites and mould to live. So clean them regularly. Also when you are cleaning the house, always use water-based cleaning products as they are less polluting. In addition, if we spend less time cooking heavy meals and make salads to eat, we will not make so much air pollution in the form of steam. What is more, smoking causes air pollution as well as health problems so we shouldn't allow smoking in our homes. Also, a pet's bedding can add to the air pollution if it is not cleaned regularly. Finally, the best and easiest thing we can all do to have cleaner air at home is to open all the doors and windows 2-3 times a day to let fresh air into our homes.*

### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

## Reading

### FOCUS ► Reading for specific information

- Allow Ss time to read the text.
- Ss complete the multiple choice task.

#### Answer Key

1 C 2 B 3 D 4 C 5 D 6 C

## Use of English

### FOCUS ► Using word derivatives

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

#### Answer Key

1 enjoyable	5 usually
2 expensive	6 shiny
3 working	7 excitement
4 really	8 generously

## Writing

### FOCUS ► Writing a letter to a pen-friend

- Check Ss' understanding by asking questions: *What are you going to write? (a letter) Who is the letter for? (my pen-friend Matt) Why are you writing? (to tell him about my hobbies and ask 3 questions about pocket money).*
- Allow Ss time to complete the task.

#### Suggested Answer Key

Dear Matt,

Thanks for your last letter. How's your new baby sister?

You asked about my hobbies. Well, I'm not really into sports. I prefer quieter pastimes like stamp collecting. As a matter of fact, I have a huge stamp collection – over 5,000 stamps. Most of my stamps are from America but I also collect Australian stamps.

Helping your mother and father is a good way to earn money. Do you get other pocket money, too? How much pocket money do you get a week? What other jobs do you have to do to earn it? I have to earn all mine.

Write again soon.

Love,  
Rose

## Listening

### FOCUS ► Listening for specific information

- Explain the task.
- Play the recording.
- Allow Ss time to complete the task.
- Select individual Ss to read out the answers.

#### Answer Key

Speaker	1	2	3	4	5
Comment	D	E	C	F	A

### TAPESCRIPT

**Interviewer:** I asked some people about what kinds of sporting events they enjoy. Here's what they had to say:

**Speaker 1:** My boyfriend always wants to stay in and watch sports events on TV. It's really annoying because I find watching sport really boring.

**Speaker 2:** I usually watch sports events in the pub with my friends when something important is on. The atmosphere's just not the same when you watch it by yourself!

**Speaker 3:** I go to a major sporting event at least once a year. The tickets can be a bit expensive but they are usually worth every penny!

**Speaker 4:** I'm a really active person and play quite a lot of sport. I sometimes watch sports events, on TV for example, but I'd rather be out there doing it myself!

**Speaker 5:** I love watching sports. My girlfriend thinks I'm really boring but I always stay in and watch if something important is on.

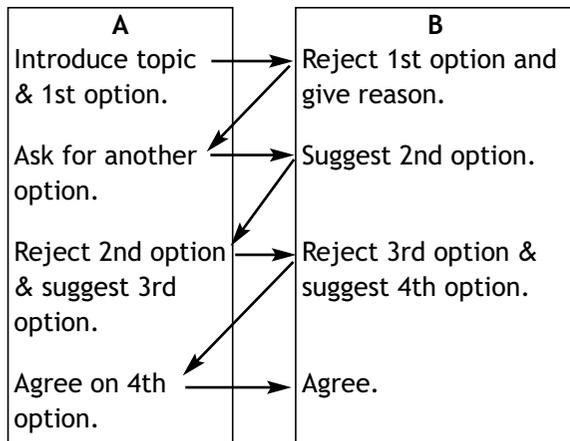
## Speaking

### FOCUS ► Practising informal conversations – discussing options and making a joint decision

- Explain the task.
- Read out the options.
- Go through the conversation plan with Ss explaining the process.

# 2

## Spotlight on Exams



- Ss work in pairs.
- Go around the class monitoring the task.
- Select individual Ss to present their dialogue to the class.

# 2

## Progress Check

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

### Answer Key

- |   |                |             |        |   |                               |                                |       |
|---|----------------|-------------|--------|---|-------------------------------|--------------------------------|-------|
| 1 | 1 lend, pays   | 4 borrow    | 7 earn | 4 | 1 collection                  | 4 Relaxation                   |       |
|   | 2 cost, afford | 5 cash      |        |   | 2 suggestion                  | 5 recovery                     |       |
|   | 3 save, spent  | 6 waste     |        |   | 3 amazement                   |                                |       |
| 2 | 1 sporting     | 6 thank-you |        | 5 | a) 1 up                       | 3 out                          | 5 off |
|   | 2 start        | 7 text      |        |   | 2 after                       | 4 over                         |       |
|   | 3 pocket       | 8 student   |        |   | b) 1 at                       | 3 in                           | 5 on  |
|   | 4 household    | 9 credit    |        |   | 2 about                       | 4 of                           |       |
|   | 5 extreme      | 10 action   |        |   |                               |                                |       |
| 3 | 1 watching     | 4 help      |        | 6 | <b>(Suggested Answer Key)</b> |                                |       |
|   | 2 playing      | 5 writing   |        |   | 1                             | I'm busy tonight.              |       |
|   | 3 to come      | 6 to go     |        |   | 2                             | be great.                      |       |
|   |                |             |        |   | 3                             | don't think he does./disagree. |       |
|   |                |             |        |   | 4                             | do. His marks are good.        |       |

### Before you start ...

- Revise one or two points based on you and your favourite free-time activities. Think about what type of person you are, what you are like and how you enjoy spending your free time.
- Direct Ss' attention to the title of the module, *Schooldays & Work*. Explain that throughout the module they will learn to talk about different types of schools found around the world, how life is different in each and what jobs will be available to them later in life.

### Look at Module 3

In order to stimulate interest amongst the Ss, direct their attention to the picture on p. 45. Ask them to identify which page from within the module each picture can be found and discuss what each picture represents.

#### **Suggested Answer Key**

Focus Ss' attention on pic 1 (p. 45).

T: What page is picture 1 from?

S1: It's from page 58.

T: What do you see in picture 1?

S2: A boy, at a desk, writing in a book.

T: Where do you think he is from? etc

Pic 2 (p. 57)

What do you see in the picture? What is the lady doing?  
What do you notice about her? What country is this?

Pic 3 (p. 47)

Where are these people from? Where do you think they are? What are they doing? Do you notice anything special?

Pic 4 (p. 48)

What do you see in this picture? Do you notice anything special about each person? Where could these people be from? What are they doing?

### Find the page number(s) for...

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

#### **Suggested Answer Key**

**a biography (p. 52)**

(a factual article about a person) Who would write a biography? Who would read a biography? What information should be included?

**a CV (p. 55)**

(a summary of your background and skills necessary to obtain a job) Who needs a CV? What information should be included?

**a cartoon (p. 56)**

(a graphic showing a funny situation, often with a caption) Why do people write cartoons? What are they based on?

**a diagram (p. 57)**

(a plan or drawing designed to demonstrate or explain how something works) What kind of information can be shared in a diagram? Why would you use a diagram?

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

#### **Suggested Answer Key**

The **Literature** section is about an author and a literature extract. This one (pp. 52-53) is about Anton Pavlovich Chekhov and an extract from his short story *The Darling*. Several activities are included to stimulate interest and explore this piece of literature.

The **Culture Corner** (p. 57) contains an article on *American High Schools*.

The **Across the Curriculum** section (p. 58) looks at a school situation in Brazil as part of a child's right to a free education, a topic in *Citizenship*.

The **Going Green** section looks at green issues. This one (p. 59) refers to endangered species and asks for specific information about animals in my country.

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

As described in the relevant section in Module 1.

# 3 a

## Reading Skills

### Objectives

**Vocabulary:** types of schools & school life

**Reading:** text about schools around the world (matching; multiple choice cloze)

**Skills – skimming**

– reading for detailed understanding

**Speaking:** acting out an interview (role play)

**Writing:** a short article about your school

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

### Vocabulary

#### 1 a) **FOCUS ▶** Matching types of schools with descriptions

- Read out the title, *Types of schools & school life*. Discuss what this means and what you will be reading about.
- Go through the six prompts and clarify any necessary definitions.
- Draw Ss' attention to the six following descriptions. Read each one through with the Ss.
- Explain the task and allow Ss time to complete the work individually.
- Check Ss' answers.

#### Answer Key

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

#### b) **FOCUS ▶** Identifying true statements

- Go through each of the statements with the class.
- Explain/Elicit the meaning of any new vocabulary.
- Ask Ss to identify which of the statements are true for their own school situation.
- In pairs, allow Ss to discuss which of the rules they would like to change and explain why.
- Review the example with Ss prior to beginning the task.

(Ss' own answers)

### Reading

#### 2 **FOCUS ▶** Matching headings to text

- Ask Ss to focus on the six prompts offered as headings.

#### Answer Key

A *Schools of Every Shape and Size*

(The different types of schools)

B *To and From School*

(The distance some kids travel to school)

C *Studying Hours*

(Different school hours)

D *School Rules*

(Different school rules)

E *Education or No Education*

(The lack of schools in some countries)

#### 3 a) **FOCUS ▶** Gap-filling

- Go through the Study Skills box with Ss, reminding them there is one correct answer for each question.
- Encourage Ss to try each word if they are unsure and select the best answer.
- Allow Ss time to complete the task and advise them to read the article again after they have completed the task in order to check their answers.
- Review with the class to check for accuracy.

#### Answer Key

1 D            3 D            5 A            7 A

2 B            4 C            6 B            8 C

#### b) **FOCUS ▶** Eliciting meaning from text

- Play the recording for Ss to check their answers and follow the text in their books.
- Focus Ss' attention on the words in bold throughout the text. Ss explain the meaning of each word by giving a synonym, example or explanation before checking in their dictionaries and use them accordingly in sentences. Ask various Ss to share their sentences with the rest of the class.

**Suggested Answer Key**

**dread:** not to look forward to sth; to fear sth  
**invented:** created; came up with  
**training:** the process of learning skills for a particular job  
**skills:** knowledge and/or ability to do sth well  
**unusual:** uncommon, strange  
**public transport:** means of travelling available to the public, e.g. bus, train, metro, etc.  
**attend:** be present; go regularly (school)  
**strict:** compulsory (rules)  
**smart:** well-dressed  
**old-fashioned:** not modern  
**uniform:** set of clothes worn for work or school  
**participate:** join in, take part

*I dread the cold winters.  
 John Logie Baird invented the first television.  
 Training is important at a circus school.  
 The skills students acquire at school can help in later life.  
 I find schools only for boys or girls unusual.  
 Buses are the cheapest form of public transport.  
 I attend school five days a week.  
 My teachers are quite strict.  
 People at weddings usually wear smart clothes.  
 My grandfather is very old-fashioned and still wears a hat.  
 I have to wear a uniform at school.  
 It is important for people to participate in sports.*

4 **FOCUS ►** Recalling information from text

- With a partner Ss close their books and recall facts from the text.
- Explain to Ss they should each take a turn telling one fact about a school around the world from the text.
- Monitor progress around the class and offer any assistance where necessary.

**Suggested Answer Key**

*At Eton College in England, students wear uniforms. It takes a long time for Japanese children to get to school on public transport. etc*

**Speaking**

5 **FOCUS ►** Acting out an interview/Questions and Responses

- Explain the task.
- Allow Ss time to prepare their interview questions.

- Place Ss in pairs and monitor their progress around the room.
- Offer assistance when necessary.

**Suggested Answer Key**

*A: Hello, we're making a TV programme about schools in Russia. Could you tell me about your school?  
 B: Yes, of course. What would you like to know?  
 A: When does school start?  
 B: School starts at 8 am.  
 A: And how do you get to school?  
 B: I go on public transport. It takes 20 minutes.  
 A: Do students wear a uniform?  
 B: No, we can wear what we like.  
 A: Are there rules in your school?  
 B: Yes, of course, but they are not that strict.  
 etc*

**Writing**

6 **FOCUS ►** Writing an article

- Explain the task. Review the prompts with the class and suggest they make notes on each point before beginning to write the article. Brainstorm for suggestions on how to begin their article.
- Allow Ss time to complete their writing and swap with a partner for peer correction.
- Alternatively, you can assign the task as HW.

**Suggested Answer Key**

*My school is a co-educational state school. We study all the usual subjects such as Maths, Science, History, Geography, Russian and English. Most of the students live nearby and come to school on public transport. The school day usually starts at 8:30 am and finishes at 2:30 pm and we eat our lunch at school. There are rules, but they aren't that strict. Students must respect each other and school property for example, and we don't have to wear a uniform.*

**Words of Wisdom**

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

# 3 b

## Listening & Speaking Skills

### Objectives

**Vocabulary:** jobs

**Reading:** a dialogue (comprehension questions; ordering; matching)

**Skills – predicting**

– reading for gist & specific information

**Listening:** an interview (gap-fill)

**Skill – listening for specific information**

**Speaking:** asking about and expressing wants and intentions; acting out an interview; giving and reacting to news

- 3 a doctor, a lawyer
- 4 a gardener, a carpenter
- 5 a pilot, a nurse
- 6 a fire fighter, a nurse
- 7 a vet, a surgeon
- 8 a bank clerk, a secretary

### b) **FOCUS ►** Matching descriptors to jobs

- Explain the task and draw Ss' attention to the fact they are looking for jobs that match the descriptors this time.
- Ss work with a partner and compare their answers with another pair.
- Monitor Ss' progress and provide assistance.

### Vocabulary

#### 1 **FOCUS ►** Expanding vocabulary

- Draw Ss' attention to the job categories (1-9) and review the types of jobs already listed.
- Explain the task to Ss and allow Ss time to complete the task and review their answers together.

#### **Suggested Answer Key**

- 1 a cartoonist, a website designer
- 2 an electrician, a builder
- 3 a CEO, a chairman
- 4 a typist, a receptionist
- 5 an accountant, a surveyor
- 6 a director, a TV presenter
- 7 an ambulance driver, a soldier
- 8 a shopkeeper, a photographer
- 9 a midwife, an optician

#### **Suggested Answer Key**

- 1 naval officer
- 2 translator
- 3 secretary
- 4 doctor
- 5 carpenter
- 6 fire fighter
- 7 fisherman
- 8 pilot
- 9 nurse
- 10 surgeon
- 11 architect
- 12 dancer
- 13 managing director

#### 2 a) **FOCUS ►** Using definitions to eliminate possibilities

- Ask Ss to review the list of jobs in Ex. 1. Ss work in pairs.
- Explain the task and be very clear they are looking for jobs that cannot be done by the person described.
- When Ss have completed the task, ask them to compare their answers with another pair.
- Monitor progress around the class and offer any necessary assistance.

#### **Suggested Answer Key**

- 1 a naval officer, a fisherman
- 2 a secretary, a managing director

### Everyday English

#### 3 **FOCUS ►** Using prompts to ask and answer

- Draw Ss' attention to the language box and review the language given.
- Explain the task and read out the example exchange.
- Encourage Ss to form their questions using the prompts and to ask specifically about future events.
- Allow Ss time to ask each other questions using all of the prompts.
- Ask individual Ss to respond to similar questions from you, in order to monitor progress.

(Ss' own answers)

### Idioms

#### 4 **FOCUS ►** Completing idioms

- Review what idioms are and how they are used.
- Draw Ss' attention to the idioms provided.
- Discuss each one and offer any necessary explanations.

- Explain the task and allow Ss time to complete it. Review answers with the class.

**Answer Key**

- 1 follow in her footsteps
- 2 jack-of-all-trades
- 3 in the same boat
- 4 bring home the bacon

## Reading

5 **FOCUS ►** Predicting the content of a dialogue

- Ask Ss to look at the dialogue box and read only the first and last two exchanges.
- Read the exchanges again to Ss and ask them what they think the conversation is about and what the relationship between the speakers is.
- Discuss any possible answers and ask Ss how they came to their conclusions.
- Play the recording for Ss to check their answers.

**Suggested Answer Key**

interviewer/interviewee

Mr Smith is interviewing Ann for a job.

6 **FOCUS ►** Using adjectives to describe someone

- Invite an open pair of Ss to read the dialogue aloud.
- Assign each of the roles to Ss in pairs and ask them to read again.
- Ask Ss what kind of job Ann is applying for.
- Review the adjectives offered as prompts and clarify definitions of each.
- Ask Ss to identify which of these adjectives they would use to describe Ann and offer explanations for their choices.

**Suggested Answer Key**

Ann is applying for a job as secretary. I think the adjectives hardworking and outgoing best describe Ann. She worked during her summer holidays from college, and doesn't mind working long hours or weekends. She also likes going out with friends, which makes her an outgoing person.

7 a) **FOCUS ►** Selecting a heading

- Ask Ss to read the three options offered and select the most appropriate.
- Ss should be able to defend their choice.

**Suggested Answer Key**

A Job Interview

b) **FOCUS ►** Giving a dialogue an alternative ending

- As a group, brainstorm for some ideas of how this dialogue could end differently.
- Write the ideas on the board for everyone to see.
- In pairs, Ss read the dialogue and offer their suggestion to each other for a new ending.
- Monitor progress around the class and offer assistance when necessary.

**Suggested Answer Key**

A: Do you mean I've got the job?

B: I can't say right away. I have other people to interview.

A: I see. When will I know?

B: We'll let you know in a week or so.

8 a) **FOCUS ►** Predicting the content of a tapescript

- Draw Ss' attention to the box provided.
- Explain this is an interview situation and that information is missing.
- Tell Ss they are required to figure out what questions the interviewer would be asking.
- Read the information aloud.
- Ask individual Ss to identify what the missing information is.
- Play the recording and see if the class was correct in their predictions.

**Suggested Answer Key**

I think he asks her about her name, age, experience, qualities and when she will be available to start.

b) **FOCUS ►** Gap-filling

Play the recording again and allow Ss time to fill in the gaps with the correct answers.

**Answer Key**

- |                   |                  |
|-------------------|------------------|
| 1 Hodgkins        | 4 receptionist   |
| 2 22              | 5 organised      |
| 3 training course | 6 from 1st April |

**TAPESCRIPT**

**Interviewer:** Good morning, please take a seat. It's Sarah Hodgkins, isn't it?

**Sarah:** Yes, that's right.

**Interviewer:** Is that H-O-D-G-K-I-N-S?

**Sarah:** Yes, it is.

**Interviewer:** ... and how old are you, Miss Hodgkins?

**Sarah:** I'm 21, but I'll be 22 in two weeks' time.

**Interviewer:** Nearly 22. Ok, that's fine. Now, you're applying for the flight attendant training course, is that right?

**Sarah:** The training course. Yes, that's right.

**Interviewer:** OK. And what relevant experience do you have?

**Sarah:** Well, I haven't worked in the tourist industry before, but I've got a lot of experience of working with people. I've been working as a hotel receptionist for the last two years.

**Interviewer:** Oh right! Well, I'm sure the skills you've acquired as a receptionist would be very useful for this job. So what other qualities do you have that would make you a good flight attendant?

**Sarah:** Well, I think I have very good common sense and communication skills. People say that I'm reliable too and I'm also a really good organiser. Yes, I'm really organised.

**Interviewer:** Well, it's definitely important for a flight attendant to be organised. There can be a lot to do in a very short time on a flight! Now, if you are selected, you will have to complete a two-month training course. When would you be available to start?

**Sarah:** Well, I have to give my current employer one month's notice, so I would be available from about 1st April.

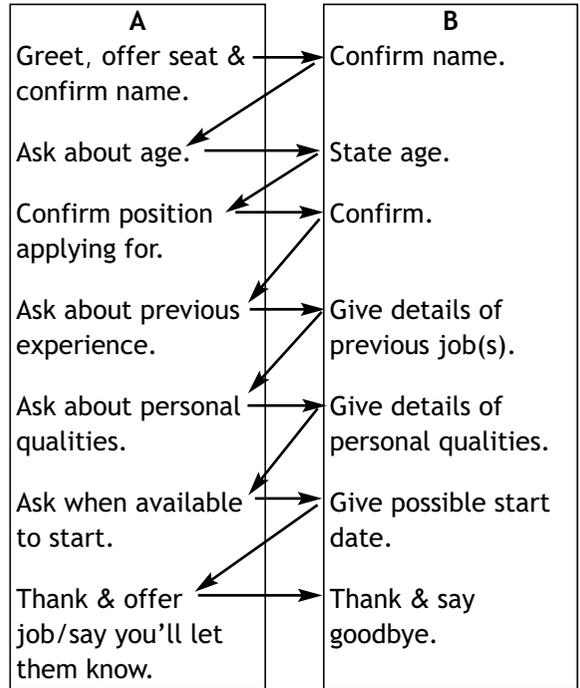
**Interviewer:** 1st April would be fine. Well, thank you for coming, Miss Hodgkins. You'll receive a letter in about a week to let you know if you have been successful.

**Sarah:** Thank you very much. Goodbye.

**Speaking**

9 **FOCUS ▶** Role playing

- Review the task with Ss.
- Encourage them to use the notes from Ex. 8a to begin their interview.
- Suggest Ss add questions of their own to create interest and variation.
- Write this dialogue plan on the board and tell Ss to use it to act out their interviews.



- In pairs, allow Ss time to ask each other all of the questions and if possible, record each interview.
- Monitor Ss' progress around the classroom.

**Suggested Answer Key**

**Int:** Hello. Have a seat. It's Mary Smith, isn't it?

**App:** Yes, that's right.

**Int:** What is your age, Mary?

**App:** I am 21.

**Int:** And you are applying for which position?

**App:** Sales clerk.

**Int:** Excellent. Do you have any experience?

**App:** No. I have never worked before.

**Int:** OK. What qualities do you have that would be useful in this job?

**App:** Well, I am highly organised, practical and hardworking.

**Int:** Great. When could you start?

**App:** As soon as possible.

**Int:** OK. Well thank you for coming we'll let you know in a couple of weeks.

**App:** OK. Thanks.

**Say it right**

10 **FOCUS ▶** Giving and reacting to news

- Initiate a discussion based on how people react to different situations and how their emotions change for each situation.

- Discuss how you would comment on a positive situation as compared to a negative situation. Ask Ss for examples.
- Draw their attention to the task and ask them to choose the correct response for each item.
- Read each prompt and tell Ss to circle the correct answer.

- Ask individual Ss to share their responses to check with the class.

**Answer Key**

1 a      2 b      3 a

## 3



## Grammar in Use

**Objectives**

**Vocabulary:** phrasal verbs with *pick*; words often confused; dependent prepositions; forming personal nouns

**Reading:** an article (identifying comparative forms)

**Skill – skimming**

**Grammar:** future tenses; comparatives/superlatives

**Writing:** a paragraph about your holiday plans for the summer

**Suggested Answer Key**

- 1 *I'll – on-the-spot decision*
- 2 *I'm meeting – fixed arrangement*
- 3 *I'm going to – plan/intention*
- 4 *He's going to – prediction based on what we see/know*
- 5 *I'll – on-the-spot decision*
- 6 *it's going to – prediction based on what we think*
- 7 *he'll be starting – action in progress at a stated future time*
- 8 *I will have been – action finished before a certain action in the future*

1 **FOCUS ►** Identifying future tenses/matching descriptions

- Explain the task.
- Do the first two questions together to clarify for Ss. Refer Ss to the Grammar Reference section for more details.
- Ss complete the exercise.
- Ask individual Ss to provide answers to correct with the class.

2 **FOCUS ►** Selecting the correct tense

- Read the first question to Ss using both possible answers.
- Ask Ss to identify the correct response.
- Check the answer together. Encourage Ss to try both answers before selecting the one they believe to be correct.
- Ask individual Ss to provide answers to check with the class.

3 **FOCUS ►** Practising using future tenses

- In pairs, Ss ask questions and respond using the appropriate tense.
- Ask one S to model this with you.
- Direct S to ask you the question and you provide the answer.
- Allow Ss time to work through the exercise together.
- Monitor progress around the class and offer any assistance necessary.

(Ss' own answers)

4 **FOCUS ►** Practising using tense in sentences.

- Draw Ss' attention to the Note.
- Read together and clarify any questions Ss may have.
- Explain the task and call on individual Ss to complete the sentences aloud.

- Use each of the four examples several times until you have asked each S at least once for a response.

**Objectives****Suggested Answer Key**

- 1 she finishes college.
- 2 I get home.
- 3 he gets back.
- 4 they finish eating.

5 **FOCUS ►** Revising comparatives/superlatives

- Review comparative and superlative forms.
- Ask Ss to provide examples of each.
- Draw Ss' attention to the text in Ex. 5 and explain the task.
- Read the article to the Ss and ask them to look for examples.
- Allow Ss time to read the article again on their own, identifying the forms throughout the article.
- Review the answers as a class, asking individual Ss to provide answers.
- Refer Ss to the Grammar Reference section for more details.

**Answer Key**

happier – comparative  
 the happiest – superlative  
 unhappier – comparative  
 the unhappiest – superlative  
 much better – comparative  
 more relaxing – comparative  
 less tiring – comparative  
 far safer – comparative  
 worse – comparative  
 much harder – comparative  
 the least popular – superlative

**Suggested Answer Key**

We form the comparative of short adjectives by adding **-er** and the superlative by adding **(the) -est**.  
 We form the comparative of longer adjectives by adding **more** and the superlative by adding **(the) most**.

**Answer Key**

Much, better, worse, the least are irregular forms.

6 **FOCUS ►** Practising using comparative/superlative forms

- Ss work individually to complete the task.
- Check answers together.

**Suggested Answer Key**

- |                  |                   |
|------------------|-------------------|
| 1 more rewarding | 4 better          |
| 2 busier         | 5 the most tiring |
| 3 safer          |                   |

**Game**7 **FOCUS ►** Using comparatives/superlatives

- Divide the class in half; Team A and Team B.
- Explain the game to Ss. One by one Ss will make a comparative statement and the opposing team will use a superlative in response.
- Alternate from team to team, so both sides practise each form. Continue until all Ss have had a turn. You may want to create an initial list of jobs on the board before beginning the game, in order to assist the Ss throughout the challenge.

**Suggested Answer Key**

Team A S2: A train driver's job is more exciting than a dentist's.  
 Team B S2: A pilot's job is the most exciting job of all. etc

8 **FOCUS ►** Gap-filling

- Draw Ss' attention to the theory box and review.
- Explain the task and allow Ss time to complete the exercise.
- Review answers together.

**Suggested Answer Key**

- |        |         |         |
|--------|---------|---------|
| 1 -er  | 5 -ian- | 9 -ian- |
| 2 -er  | 6 -or-  | 10 -er- |
| 3 -or  | 7 -er-  | 11 -er- |
| 4 -ist | 8 -ist- |         |

9 **FOCUS ►** Choosing the correct word

- Read the first question to Ss using each possible answer.
- Ask Ss to identify which response is the most appropriate and circle the correct answer.
- Allow time to complete the task and review the answers together.

**Suggested Answer Key**

- 1 *job* Work means doing something in general. A job is more specific.  
 2 *employee* Staff is the collective noun for employees.  
 3 *grades* Marks are usually given for correct answers.  
 4 *salaries* Wages are paid from week to week and depend on your hours.

10 **FOCUS ►** Presenting phrasal verbs with *pick*

- Review phrasal verbs and how they are used.
- Draw Ss' attention to the diagram and read the information with Ss clarifying anything necessary.
- Allow Ss time to complete the exercise and ask individual Ss to provide answers to check with the class.
- Elicit more sentences from various Ss around the class.

**Answer Key**

- 1 *pick up*                      3 *pick on*  
 2 *pick at*                        4 *pick out*

**Suggested Answer Key**

- 1 *Can you pick up that book I dropped, please? My arms are full.*  
 2 *My dad lets me pick out his tie when he goes somewhere special.*  
 3 *The stock market has started to pick up lately after last months' slump.*  
 4 *Don't pick at your dinner – eat properly!*

11 **FOCUS ►** Using prepositions

- Refer Ss to Appendix 1 and explain the task.
- Allow Ss time to complete the exercise and share their answers with a partner.

**Answer Key**

- 2 *for*    3 *in*    4 *with*    5 *for*

**Suggested Answer Key**

- 2 *Mr Smith works for Thomson & Thomson.*  
 3 *My uncle is in charge of ten people.*  
 4 *Nurses have to deal with a lot of people.*  
 5 *A pilot is responsible for his passengers.*

12 **FOCUS ►** Practising key word transformations

- Explain the task.
- Complete the first item together to clarify the exercise.
- Ss complete the task individually and review the answers together as a group.
- Remind Ss to use the word in bold and no more than five words.

**Suggested Answer Key**

- 1 *had been on time*  
 2 *were given an interesting talk*  
 3 *made me stay*  
 4 *was the first time*  
 5 *(that are) as difficult as*

**Writing**13 **FOCUS ►** Writing about holiday plans

- Ss work in pairs and discuss their holiday plans.
- Ss make notes and then use their notes to write their paragraphs.
- Encourage Ss to use the future tenses from Ex. 1.
- Ask various Ss to read out their finished paragraphs for the class.

**Suggested Answer Key**

*This summer I am going to Zelenogradsk with my family. We will be staying in a cottage by the sea. I'm going to swim in the sea and sunbathe every day. I think we'll have a good time.*



# Literature

## Objectives

**Vocabulary:** emotions & feelings

**Reading:** extract from *The Darling* (gapped text)

**Skill –** reading for detailed comprehension

**Writing:** a short dialogue

### 1 **Focus** ► Creating interest

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

#### **Suggested Answer Key**

*I would like to ask what books Chekhov wrote, where he travelled, what cities are connected with his name, what famous plays he wrote, etc.*

### 2 **Focus** ► Predicting information

- Draw Ss' attention to the drawing for *The Darling*.
- Ask for suggestions for how the woman and the boy are related.
- Ss read the story and discuss whether their predictions were correct.

### 3 a) **Focus** ► Gap-filling

- Draw Ss' attention to the Study Skills box and read through it. Ask Ss to look at the seven sentences provided (A-G).
- Read them and explain these sentences have been left out of the text and must be put back into their appropriate position.
- Ss read the entire text again and begin to replace the missing sentences. Ask Ss to read the text one more time to ensure the sentences have been replaced in the correct positions.
- Check Ss' answers, asking which words helped them decide.

#### **Answer Key**

1 C *abandoned* (line 11)

2 G *sound asleep* (line 16)

3 F *breakfast* (line 21)

4 A *went ... to the school* (line 28)

5 E *ashamed of being followed*

6 D *fable to learn, Latin translation, a problem* (lines 51, 2)

7 B *dreamed of the far-away, misty future*

### b) **Focus** ► Confirming answers

Play the recording. Ss listen and check their answers.

### 4 a) **Focus** ► Matching definitions

- Focus Ss' attention on the definitions and ask them to identify the highlighted words throughout the text.
- Explain the task and allow Ss time to match the words and the definitions.
- Ask individual Ss to share their answers to correct with the class.

#### **Answer Key**

*abandoned* – left alone for a long time

*fixed up* – set up, organised

*sound* – deeply (asleep)

*shoved* – pushed quickly and carelessly

*stout* – rather fat

*aroused* – awakened

*difficult* – hard

### b) **Focus** ► Using a dictionary

- Direct Ss to use a dictionary to explain the exact meaning of each of the words in bold.
- Ss then use each of the words in a sentence. Ask various Ss to share these with the class.

### 5 **Focus** ► Identifying emotions in text

- Review the words in the list and clarify the meanings.
- Explain the task and allow Ss time to complete the exercise.
- Draw the spidergram on the board and ask Ss to provide the answers when they have completed the task.

**Suggested Answer Key**

Olenka

**sympathy:** *it seemed to Olenka that Sasha was completely abandoned (l. 10-11), "How is a little fellow to do all that?" (C)*

**affection:** *Oh, how she loved him! (l. 37), "overflowing with love" (l. 44)*

**happiness/joy:** *so cheerfully, tears of joy (l. 41), smiled and beamed (l. 45-46)*

**sorrow:** *both crying at how difficult it was (l. 56)*

**responsibility:** *You must try hard and learn (l. 25-26)*

**dedication** *Never before had she given herself up so completely (l. 38-39), given her life (l. 41)*

**peacefulness:** *content, peaceful (l. 44)*

Sasha

**irritation:** *he was a little cross (l. 22), Oh, leave me alone, please (l. 27)*

**embarrassment:** *ashamed of being followed by a tall, stout woman (l. 34)*

**sorrow:** *both crying at how difficult it was (l. 56)*

6 **FOCUS ►** Linking a picture to a written text

- Refer Ss to the picture on p. 52 again and ask them to identify the part of the text that best describes what is happening. Ss must defend their choice of text and share their answer with a partner.
- Monitor progress around the class and offer assistance where necessary.

**Suggested Answer Key**

*She stopped and stared at him until he had disappeared through the school entrance.*

*The picture shows Olenka looking at Sasha as he enters school.*

7 **FOCUS ►** Writing a dialogue

- Explain the task and remind Ss to stay true to the characters, using similar emotions and reactions.
- Remind Ss to use proper punctuation while writing dialogues.
- Allow Ss time to complete the task and share them all with the group.
- In pairs Ss develop a dialogue related to *The Darling*.
- Ss can vote for the dialogues they enjoy the most.

**Suggested Answer Key**

A: Aunt Olenka, there's something I'd like to tell you.

B: Yes Sasha, darling. What is it?

A: Aunt, I want to go and live with my mother. I miss her very much!

B: What!

A: Please, Aunt Olenka. I miss my mother and I want to be with her.

B: But your mother abandoned you.

A: I don't care. I hate it here. School is so difficult.

B: But I love you, Sasha darling.

A: I know, but I have to go.



# Writing Skills

## Objectives

**Reading:** formal letters; CV (matching; text completion)

*Skills – reading for structure, gist and specific information*

**Writing:** a CV; a letter of application

### 1 **FOCUS ►** Understanding the features of formal letters

- Explain the task and allow Ss time to complete the exercise.
- Review together and ask Ss to justify their selections.
- Read the theory box out and check Ss' answers. Go over the list again, making sure everyone has the correct items selected for a formal letter format.
- Ask Ss to add two more features to their lists.

#### **Suggested Answer Key**

- 2 *very specific greetings/endings*
- 4 *advanced language/vocabulary*
- 5 *set phrases*
- 7 *use of the passive*
- 9 *formal linkers/phrases*
- 10 *full forms*

### 2 a) **FOCUS ►** Reading for specific information

- Read the four questions with Ss and tell them to be prepared to answer them after reading the letter.
- Ss read the application. Allow them time to answer the questions.
- Ask individual Ss to share the answers to check with the class.

#### **Suggested Answer Key**

- 1 *Eleanor Jones*
- 2 *Because she is applying for a job*
- 3 *Mr Harris*
- 4 *It begins with 'Dear Mr Harris' and ends with 'Yours sincerely'*

### b) **FOCUS ►** Matching headings

- Draw Ss' attention to the four headings and read them aloud.

- Explain the task and allow time to complete the exercise.
- Check answers with the class.

#### **Answer Key**

- 1 *opening remarks/reason for writing*
- 2 *age/reason she wants the job*
- 3 *qualifications/experience/qualities*
- 4 *when available for interview/closing remarks*

### 3 **FOCUS ►** Revising features of formal letters

- Review the features again and allow Ss time to complete the task in pairs.
- Ss read the text again and identify one example of each feature identified in Ex. 1.
- When finished, Ss may compare answers with another pair.

#### **Answer Key**

- *formal greetings and endings*  
*Dear Mr Harris ... Yours sincerely*
- *advanced/formal vocabulary/set phrases*  
*I am writing to apply for the position of ..., I would like to gain some valuable experience working ..., I would be available for interview at any time. I enclose a copy of my CV. I look forward to hearing from you.*
- *formal linkers/phrases*  
*For this reason, also*
- *the passive*  
*I am described by my teachers as*
- *full forms*  
*I am, I would, I have*

### 4 **FOCUS ►** Comparing formal/informal style

- Explain the task.
- Allow Ss time to complete the task and provide any necessary assistance. Check Ss' answers.

#### **Suggested Answer Key**

- 1 *I am writing to apply for*
- 2 *I am considering a career in/I would like to gain some valuable experience working*
- 3 *I also have two years' experience working as*
- 4 *which I enjoyed very much*
- 5 *I ... have a good knowledge of my local area*
- 6 *I would be available for interview*
- 7 *I have enclosed a copy of my CV.*
- 8 *I look forward to hearing from you.*

5 **Focus** ▶ Completing a CV and providing headings

- Draw Ss' attention to the headings provided and encourage them to match them to the appropriate section of the CV.
- Check Ss' answers.
- Refer back to the letter on p. 54 and explain to Ss they will have to skim for information in order to fill in the gaps 1-5.
- Allow Ss time to complete the exercise and check answers as a class.
- Ask individual Ss to explain any further information contained within the CV.

**Suggested Answer Key**

- A PERSONAL DETAILS
- B EDUCATION
- C WORK EXPERIENCE
- D PERSONAL QUALITIES

- 1 Eleanor Jones
- 2 9 GCSEs including Maths and English
- 3 French, German
- 4 Saturday sales assistant
- 5 Enthusiastic, confident

The CV also contains Eleanor's address, telephone number, date of birth, and nationality.

6 a) **Focus** ▶ Identifying key words in a rubric

- Explain the task.
- Ask Ss to write down the key words and answer the questions.

**Suggested Answer Key**

**key words:** advert, Weekly Herald, write letter of application, why ... like job, why ... you would be good at it, Part-time/weekend Sales Assistant, gift shop, trustworthy, friendly, sociable, suit student, apply Simon Willis

b) **Focus** ▶ Selecting appropriate information

- Review the statements with Ss.
- Explain the task and allow Ss to complete it individually.

**Answer Key**

- previous work experience
- how many GCSEs/other qualifications you have

- where you saw the advert
- why you are interested in the job
- your positive qualities
- when you are available for an interview
- when you could start work
- what languages you speak
- your age
- what you do/what you are studying

They are the most relevant to an employer and they are included in the model on p. 54.

c) **Focus** ▶ Comparing answers

Ss compare answers with a partner giving reasons for their choices.

7 a) **Focus** ▶ Analysing a model

- Explain the task and allow Ss time to complete the exercise.
- Check Ss' answers and ask for any necessary justification or explanation.

**Suggested Answer Key**

This job application is inappropriate for the following reasons:

- It does not use formal linkers/phrases.
- It includes irrelevant information, i.e. about her pets, her family, her appearance, her summer plans.
- It includes negative things about her personality
- It doesn't include information about: her qualifications, her positive qualities, the languages she speaks, or what she is studying.
- It doesn't mention when the applicant is available for interview.
- It doesn't mention a CV.

b) **Focus** ▶ Rewriting a model using formal writing

- Read the letter to the class and encourage Ss to highlight the inappropriate portions of the letter.
- Individually, Ss re-write the letter changing the areas they identified as being wrong. Ss compare their letters with a partner. Encourage Ss to refer back to the model on p. 54 to help them.

**Suggested Answer Key**

Dear Mr Willis,

I am writing to apply for the position of Part-Time Sales Assistant which I saw in the **Weekly Herald** newspaper ~~I bought while I was walking my dog Pedro~~ yesterday.

I am 16 years old **and am in my final year at school.** ~~I am tall and I have got long, brown curly hair. I have got one sister, who I get on with very well.~~ I have **9 GCSEs including English and Maths.**

Although I don't have any experience of working in a shop, I have had a regular baby-sitting job for a year now. **I am described by my teachers as** ~~I am trustworthy and reliable but I can sometimes be a little impatient and moody.~~

I would be available for an interview after ~~to start work from July.~~ I finish my exams at the end of May. ~~but I'm planning to go on holiday in June.~~ I have enclosed a copy of my CV. I look forward to hearing from you.

Yours sincerely,

*A. Leary*  
Andrea Leary

8 a) **FOCUS ►** Understanding a rubric – identifying appropriate information

- Explain the task.
- Read the rubric and ask Ss to identify the key words.
- Write the key words on the board.
- Ask Ss to answer the questions and discuss as a class.

**Suggested Answer Key**

**Key words:** summer job, advert, newspaper, write CV, letter of application, energetic & confident, waiters/waitresses, languages, experience, Mr Hargreaves

- 1 I'm going to write a letter of application and a CV because I want to apply for the job.
- 2 I will write to Mr Hargreaves.
- 3 I will include: the job I'm applying for, where I saw the advert (paragraph 1); my age and why I want the job (paragraph 2); my education, experience and qualities (paragraph 3); and when I will be available for an interview (paragraph 4).
- 4 I will include: my personal details as well as my educational and work experience details, and personal qualities.

b) **FOCUS ►** Writing a letter of application

- Review the Study Skills box with Ss. Remind Ss to refer back to the example CV and letter presented in the module (pp. 54-55).
- Allow Ss time to complete the task and encourage them to edit their work before completing a final draft.
- Display the final copies of Ss' work for all classmates to view each other's work.

**Suggested Answer Key**

18 Victoria Avenue,  
Dover DO8 7WR

19th May

Dear Mr Hargreaves,

I am writing to apply for the position of waitress which was advertised in this week's edition of the Dover Independent.

I am 15 years old and in my final year at school. I am considering a career in the catering industry. For this reason, I would like to gain some valuable experience working in a restaurant.

I have just completed 7 GCSEs, including Home Economics and French. I also have one year's experience working as a waitress in a small café on Saturdays. I speak French and German and have a good knowledge of food and cooking. I am described by my teachers as a hardworking, confident, reliable and energetic person.

I would be available for interview at any time. I enclose a copy of my CV. I look forward to hearing from you.

Yours sincerely,

*N. Arnold*

Natasha Arnold

**Suggested Answer Key****Curriculum Vitae****Personal Details**

Name: Natasha Arnold

Address: 18 Victoria Avenue, Dover DO8 7WR

Tel.: 0196 5634344

Date of Birth: 27th May, 1992

Nationality: British

**Education**

Qualifications: 7 GCSEs

Languages: French, German

**Work Experience**

2005-2006: waitress in a small café on Saturdays

**Personal Qualities**

Good knowledge of food and cooking, hardworking, confident and reliable

**Objectives**

**Vocabulary:** types of American schools

**Reading:** a text/diagram about school life and the American school system (text completion; comprehension questions)

**Skills – reading for specific information**  
– reading for detailed comprehension

**Speaking:** sharing thoughts/opinions

**Writing:** a leaflet inviting foreign students to your school

# Culture Corner

**Suggested Answer Key**

**Russian School System**

Elementary School: Grades 1-4 (ages 6/7-10/11)

Middle School: Grades 5-9 (ages 11-15)

Senior Secondary School or Vocational School  
Grades 9-11 (ages 15-17) 4 Years (ages 15-19)

1 a) **FOCUS ► Reading for specific information**

- Draw Ss' attention to the diagram on p. 57.
- Read the information and ask the corresponding questions.
- Be sure to identify where the information is located for each question and refer all Ss to the answers.

**Suggested Answer Key**

- They start school when they are five.
- They go to junior high school when they are 12.
- They go to high school when they are 14.
- They leave school when they are 17.

b) **FOCUS ► Making comparisons and using diagrams to represent information**

- Direct Ss to make notes on the differences between the information offered and the way the system of their country is either similar or different.
- Allow Ss time to draw their own diagram representing their system.
- Post these diagrams in the classroom for all of the Ss to view each other's work.

2 **FOCUS ► Predicting information**

- Read the title and direct Ss' attention to the pictures and headings and ask Ss' opinions about life in an American high school.
- Ss read the text to check.

**Suggested Answer Key**

The leaflet is for people who don't live in the USA but who would like to study there for a year. The picture and headings tell us that teaching styles are informal, class discussions take place, and that there are sports and other activities available in US schools.

3 a) **FOCUS ► Gap-filling – using word formation**

- Explain the task to Ss.
- Allow Ss time to complete the exercise and compare their answers with their partners.
- Play the recording. Ss listen and check their answers.

**Answer Key**

- |             |              |
|-------------|--------------|
| 1 relaxed   | 5 twice      |
| 2 education | 6 sporty     |
| 3 driving   | 7 organising |
| 4 locker    | 8 extremely  |

b) **FOCUS ►** Defining words in bold/dictionary use

- Ss use their dictionaries to define the underlined words by giving a synonym or an example.
- Check answers with a partner.
- Ask Ss to suggest any words that are similar in their own language.

**Suggested Answer Key**

**encourage:** inspire with confidence

**independently:** on your own; without outside help

**journalism:** the profession/study of writing or reporting news stories for the media

**business studies:** a school subject that deals with all aspects of business

**experience:** happen to you; go through

**unique:** special

**chat:** talk

**report card:** the piece of paper upon which a student's school grades are written

**depend on:** determined by

**expect:** to believe something will happen

**cheerleading:** dance and gymnastics performed to encourage crowds to cheer on sports teams

**debating:** a formal discussion on a particular topic

**committee:** an organisation of people set up to promote sth

(Ss' own answers)

4 **FOCUS ►** Discussing thoughts/opinions

- In pairs, Ss complete the task.
- Monitor progress around the class and offer assistance when necessary.

**Suggested Answer Key**

A: *Would you like to spend a year at an American high school?*

B: *I don't know. I think the sports and extra-curricular activities are a good idea, but I would miss my friends and family in Russia if I went.*

A: *Well, I would like to go as I'd really like to study American history and get the chance to take driving lessons.*

B: *You should go!*

5 **FOCUS ►** Designing a leaflet

- In groups of 3 or 4, Ss use the example on p. 57 to design their own leaflet.
- Encourage Ss to gather information based on the guidelines provided in the rubric and form an outline of the information they will include.
- Remind Ss the information must be factual; their school must provide all of the activities that are included in their leaflet.
- Allow Ss time to complete the task and post the final projects for all the class to view.

**Suggested Answer Key**

**Are you aged between 15 to 17?**

**Why not spend a year in Russia and experience life in a Russian secondary school?**

**Subjects**

*In our school, the following subjects are taught: Russian language and Literature, Maths, Chemistry, Physics, Foreign languages (English, French and German), Biology, History, Art and Drama.*

**A typical day at school**

*You'll travel to school by bus or metro, or on foot if you live nearby. School starts at 8 am and ends at 2 pm. There are about 6-7 lessons a day, each lasting 45 minutes each.*

**Sports & extra-curricular activities**

*A number of activities are on offer in the school, including skiing in the winter and swimming and soccer in the summer. There are a number of after-school clubs, such as music, chess, local folklore and ecology clubs.*

## Objectives

**Speaking:** giving your opinion on a topic; role play – talking about your school

**Listening:** a discussion (comprehension questions)

*Skill – listening for specific information*

**Reading:** a letter (general comprehension)

*Skill – reading for specific information*

**Writing:** a short paragraph expressing your opinion

### 1 **FOCUS** ▶ Sharing opinions

- Read the statements to the class and ask Ss to identify by show of hands, which of the statements they agree with.
- Call on individual Ss to explain why they agree.

#### **Suggested Answer Key**

*Yes, I agree with all the statements. All children in the world should be able to go to school, as without an education they will find it difficult to make a living. School classes should be small, as it is impossible to learn in a large class. Teachers do work hard and deserve a good salary. I also agree that children with difficulties in school should be helped.*

### 2 a) **FOCUS** ▶ Finding information

- Refer Ss to the letter.
- Ask Ss to quickly identify and answer the information requested.
- Explain where to look for general information in letters (*who is it to? who is the writer?*).

#### **Suggested Answer Key**

*It is to the pupils and teachers at Mill House Secondary School. It is from Anne Myles. She is in São Sebastião de Jaçara in Brazil.*

### b) **FOCUS** ▶ Predicting content

- Explain the task. Allow Ss time to read the first paragraph. Elicit suggestions as to the content of the letter.
- Play the recording. Ss listen and follow the text in their books and check their guesses.

#### **Suggested Answer Key**

*The letter is about her experiences in Brazil. I expect to read about what it is like for the children going to school in Brazil.*

### 3 a) **FOCUS** ▶ Reading for specific information

- Explain the task. Ss read the letter again and complete the task.
- Check Ss' answers and discuss any differences of opinion.

#### **Suggested Answer Key**

*No, I don't think the children are receiving a good education. There is only one teacher and they only go to school for four hours a day. The teacher works hard, but there are far too many children in the class.*

### b) **FOCUS** ▶ Defining words in bold

- Ss explain the words in bold by giving an example, explanation or synonym. Encourage Ss to guess the meanings of the words from the context before using their dictionaries.
- Check Ss' answers.

#### **Suggested Answer Key**

**share with:** *if you share sth with somebody, you both have it, use it, or occupy it*  
**conditions:** *the state sth is in*  
**expected:** *anticipated*  
**well-paid:** *receiving a lot of money for the job performed*  
**rent:** *money paid to stay in a house/flat per week/month*  
**tough:** *difficult*  
**sponsored events:** *planned or organised occasions held to raise money for sth, especially a charity*  
**raise money:** *to collect cash for a specific purpose*  
**put them into action:** *make sth happen; set in motion*

### 4 **FOCUS** ▶ Role play/Discussing hopes and dreams

- Explain the task and allow Ss time to develop their thoughts on their character.
- Suggest Ss write down their ideas and use this as a guideline in their role-play of that person. In pairs Ss complete the task.
- Monitor Ss' progress and provide any necessary assistance.

**Suggested Answer Key**

*My name is Mrs Da Silva and I am a teacher in São Sebastião de Jaçara in Brazil. My job is very difficult and I have many responsibilities. I wish I was better equipped to help my students but there is not enough money or support. My hopes for the future would be to hire at least one other teacher here and create a school that goes beyond year four. I do not like the fact that our children must leave their homes at age 11 to continue their education.*

*My name is Eliane. My school is small with only one teacher, Mrs Da Silva. She tries hard but it is difficult to teach children of different ages and abilities at the same time. I hope in the future we will have a bigger school with more teachers and facilities. I want to finish school but I don't want to have to leave home to do it.*

5 **FOCUS ►** Learning about a child's right to an education

- Explain the task. Play the recording as many times as necessary. Ss make notes under the relevant headings.
- Divide Ss into groups and elicit ideas from Ss about rights and responsibilities of education.
- Refer them to the prompts provided and guide them towards a discussion of their own in groups of 3 or 4.
- Allow enough time for each group to cover all of the required areas and monitor progress around the class providing assistance and guidance.

**Suggested Answer Key**

**benefits of going to school:** learn to read and write, have employment opportunities, make friends

**problems some children have:** no school, one school and one teacher for all ages, large class sizes, no friends

**who can help:** governments, the media, us

**TAPESCRIPT**

- A:** What's up with you?  
**B:** I don't feel like going to school today.  
**A:** You don't know how lucky you are. Some kids want to go to school and can't. Many kids don't get much of an education at all and some don't even have the chance to learn to read or write!  
**B:** You're exaggerating!

**A:** No. Really! A lot of countries don't have enough schools or teachers. In fact, over 15 million teachers are needed all over the world.

**B:** Wow! That's terrible.

**A:** I know! In many under-developed countries all the children in a village go to the same school and share one teacher. There can be anything from 30 to 60 students in one class and different age groups, too! That means a 6-year-old could be sharing the same classroom and teacher with a 12-year-old.

**B:** How do they do that? It sounds practically impossible to me.

**A:** Well, some people have no choice. At least they learn something and make some friends and have access to a teacher who can teach them how to learn and help them as much as they can in the circumstances. It's better than nothing! Only larger towns and cities have better schools and not many families can afford to send their children there. There are many children around the world that don't go to school at all.

**B:** So what do they do when it comes to getting a job?

**A:** They end up working in a family business or doing a manual job or working in the fields.

**B:** That's terrible! These children aren't given any opportunities. And how do they make friends? My friends are all from my school.

**A:** They have their siblings and other family members, I suppose. And maybe they know children in their neighbourhood.

**B:** Isn't anyone going to try and change all this?

**A:** Only the government can really make a difference. Each country's Ministry of Education needs to take responsibility and try and change this situation by creating more state schools with enough teachers and supplies to cater for all the children in every area.

**B:** But we need to raise awareness too, because a lot of people don't know that many children are deprived of an education just because of where they live. I didn't.

**A:** That's right. If the media got involved then more people would take interest and maybe start to raise money to help or set up a charity or something. Why don't we start by writing a letter to our Minister of Education explaining our concerns? Hopefully, they'll be able to do something to help children who are less fortunate than us.

**B:** That's a great idea! I'll get a pen and paper.

6 **FOCUS ►** Writing a short article

- Explain the task.
- Tell Ss to use their notes from Ex. 5a and any other relevant points raised in their discussion to help them complete the task.

- Check Ss' answers in class or assign as HW.

### Suggested Answer Key

#### Free Education For All

*In my opinion, all children should have the right to a free education. They should have access to a school in their local area that is equipped with enough teachers so that the class sizes are less than 30 students to a class. The schools should also have enough books, supplies and facilities for every child. The classes should be for children of a similar age and education level so that students can get an education that is appropriate for them. I also believe that schools should teach practical subjects as well that will help children in deprived areas to find a decent job.*

## Going Green

### Objectives

**Vocabulary:** animals

**Reading:** an article (comprehension questions)

*Skill – reading for specific information*

**Writing:** a short article about an endangered species in your country

#### 1 **FOCUS ►** Introducing the topic/Predicting text content

- Draw Ss' attention to the list of animals.
- Ss discuss in pairs what the animals have in common/what is causing them to disappear.
- Play the recording. Ss listen and read the text to check.

#### Suggested Answer Key

*The animals are all endangered. In most cases, I think humans are causing them to disappear by hunting them or by destroying their habitats, such as cutting down the forests where they live.*

#### 2 a) **FOCUS ►** Answering comprehension questions based on a text

- Explain the task.
- Allow Ss time to discuss the questions with a partner. Ss read the text and complete the task.
- Check answers with class.

#### Suggested Answer Key

- 1 *Beaches are important for the loggerhead turtles to lay their eggs.*
- 2 *They find the beaches are crowded with tourists.*

3 *They can become volunteers with the Sea Turtle Protection Society or can check out the society's website for more information.*

#### b) **FOCUS ►** Defining words in bold using a dictionary/recalling information

- Explain the task. Ss explain the words in bold by giving an explanation, example or synonym.
- Encourage Ss to try to guess the meaning of the words from the context before checking in their dictionaries. Then ask individual Ss to share information they recall from the text.

#### Suggested Answer Key

**extinct:** no longer existing, died out

**under threat:** in danger

**human activity:** what humans do

**lay:** produce (eggs)

**hatch:** to come out of an egg

**territory:** an area controlled by an animal or group

**nests:** structures that birds make to lay eggs or keep their young

**newly-born:** just born/hatched

**artificial:** man-made, not natural

**protection:** keeping somebody or sth safe

**rare:** unusual, not common

**volunteers:** people who do sth without being paid to help

*The text talks about the loggerhead turtle, which usually lays its eggs on beaches. The young turtles are under threat from tourists. An organisation in Greece is helping protect the turtles there.*

# 3

## Going Green

### 3 **Focus ▶** Collecting information/researching/ writing an article

- Explain the task.
- Provide a list of local endangered animals.
- Explain that Ss can collect information from a variety of sources such as reference books, leaflets, the Internet, etc.
- Draw Ss' attention to the prompts provided and tell them to make notes under these headings.
- Allow Ss time to complete the task or assign as HW.
- Ask various Ss to present their articles to the class. Post the best articles in the classroom for everyone to view.

#### Suggested Answer Key

##### *Polar Bears*

*The polar bear is an endangered species in Russia. It is a member of the bear family. It lives in the Arctic region around the North Pole, which covers five countries: Russia, the United States (Alaska), Canada, Greenland, and Norway.*

*It lives and hunts on the ice surrounding the North Pole. In Russia, polar bears can be found in Siberia. There are about 20,000 in the world still in the wild. Polar bears are endangered because their habitat is melting. In addition, they are under threat from illegal hunters who kill them for their valuable furs.*

*Canada, the USA, Denmark, Norway and Russia have signed an agreement to protect them and their habitat.*

### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

# 3

## Spotlight on Exams

### Listening

#### **Focus ▶** Listening for specific information

- Remind Ss how to listen for key words and develop effective listening skills.
- Draw Ss' attention to the rubric and read the phrases and possible answers before listening to the actual interview. Ss will listen to the recording and identify key words.
- Play the recording again while Ss choose their answers.

#### Answer Key

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

#### TAPESCRIPT

**Interviewer:** Today in the studio we have Tom Greenwell, who is fifteen years old and who chose to change schools six months ago. Tom, why did you choose to do this?

**Tom:** Well, to be honest, my old school was very old-

*fashioned and just wasn't much fun. The teachers were really strict and traditional and I just didn't feel like I was learning much. I wasn't very happy there at all. Anyway, I knew quite a lot about Winterville School because a good friend of mine went there. He was always telling me about all the interesting things they did there. He wanted me to leave my old school and go to Winterville too. In the end, I asked my parents and they agreed. I couldn't believe it!*

**Interviewer:** So how is life different at Winterville?

**Tom:** Oh, things are totally different there! First of all, I don't have to wear a uniform anymore – I love that! The best thing of all, though, is that we can choose what we want to study. If I don't like History, I don't have to do it! We can also organise our own timetable each day. So, we can choose to start the day with Maths if we like or Art or Music or Drama or whatever we like! It's really cool! Also, the atmosphere is much more relaxed. We often have fun with the teachers while they help us with our work, for example ... and before we do a written piece of work, we discuss things in pairs or groups.

Basically, I find that the teachers at the school always try to make the lessons more interesting. Last week in my Geography lesson, for example, we used an Internet site to learn about rivers. After that, the teacher took us to see a real river to see what happens as it runs down from the hills. These kinds of things make lessons come alive and really help me to learn. Finally, the teachers really listen to the pupils. We have a school meeting twice a week where we talk about things, for example if pupils are leaving rubbish in the classrooms! We also decide on school rules together so it's not just the teachers always telling us what to do. Our opinion is important too!

**Interviewer:** Wow! Is there anything you don't like about your new school, Tom?

**Tom:** Errm ... well, the only bad thing is my journey to school each day. It takes me an hour and a quarter. The school is in such a nice place though. There are trees all around it and a huge garden. Sometimes we even have lessons outside when the weather is good. My friends at my old school say it's not worth travelling so far just to go to school, but I disagree. I'm so much happier than I was before and I'm getting much better grades!

**Interviewer:** Well, I can see why you're happy there, Tom. Thank you very much for coming to talk to us and good luck for the future.

**Tom:** Thanks!

## Reading

### FOCUS ► Matching profiles with text

- Focus Ss' attention on the profiles and read them aloud.
- Clarify any necessary information.
- Encourage Ss to highlight any key words that may help them make their matches.
- Read the texts to Ss and again ask them to highlight any useful key words or phrases.
- Remind Ss there is one text that will not be used.
- Allow Ss time to complete the task. You may choose to allow Ss to work with a partner and compare answers for this activity.

#### Answer Key

1 F    2 B    3 A    4 C    5 E

## Use of English

### FOCUS ► Word formation

- Explain the task. Tell Ss to read the whole text through before beginning the task.
- Ss complete the task and compare their answers.
- Check Ss' answers on the board. Focus on spelling.

### Answer Key

- |                  |            |
|------------------|------------|
| 1 Russian        | 4 various  |
| 2 transportation | 5 European |
| 3 protection     | 6 rarely   |

## Writing

### FOCUS ► Writing an informal email

- Ss read the rubric. Check comprehension of the task by asking Ss: *What are you writing? Who to? What about?* Write the email outline on the board for Ss to refer to.

Dear + your pen-friend's name,

Para 1: reason for writing

Para 2: new school, how is it, new friends

Para 3: ask three questions about her Saturday job

Para 4: closing remarks

Your friend,  
(Your name)

- Allow Ss time to brainstorm for ideas, organise sentences and write their email.
- Select certain Ss to read their email aloud.
- Check Ss' answers.

### Suggested Answer Key

Dear Lucy,

Thanks for your email. I hope you're feeling better.

As for me, I'm quickly getting used to my new school. It's really nice and much better than my old school. I'm taking lots of interesting subjects, and there are plenty of extra-curricular activities. I'm now on the football team. The school has rules of course, but it's not that strict. I've made plenty of new friends and I don't feel lonely at all. I do miss my old school a little bit though.

I'm glad to hear that you found a job. What kind of job is it? Are the wages good? What hours do you work? I hope everything goes well on your first day.

Write back soon,  
Alexei

# 3

## Spotlight on Exams

### Speaking

**Focus ▶** Acting out a telephone conversation about a job

- Draw Ss' attention to the rubric and explain the task.
- Review proper telephone etiquette and decide what appropriate phrases and terms would be used in a formal conversation.
- Write these on the board for future reference.
- Ss work in pairs. Give them time to prepare their ideas.
- Monitor progress around the classroom and provide assistance.
- Each pair will present their conversation to the class.

#### Suggested Answer Key

A: Riverside Café. Good afternoon, how can I help you?

B: Hello. My name is Alyson Ratcliffe and I'm ringing about the job advertised in today's newspaper. I'd like to speak to the owner.

A: Very good. I'm John Davis, the owner.  
 B: Excellent. Well, Mr Davis, I'd like to know what my responsibilities will be.  
 A: Well, Alyson. We're looking for a waitress to work on Saturdays. You'll be responsible for taking orders and serving.  
 B: Does the job require any experience?  
 A: Yes. Do you have any?  
 B: Yes, I do. I worked in a restaurant last summer.  
 A: Excellent.  
 B: And what months can I work?  
 A: The job is for June, July and August.  
 B: Oh great, during my school holidays! And how much is the pay?  
 A: We pay 200 rubles an hour.  
 B: That sounds great. I'd like to apply for the job. Could you send me an application form?  
 A: Of course. What's your address? ...

# 3

## Progress Check

Progress Check 3 and Look at Module 4 should be done in one lesson.

### Answer Key

- |   |               |                  |             |         |                   |                 |           |       |
|---|---------------|------------------|-------------|---------|-------------------|-----------------|-----------|-------|
| 1 | 1 armed       | 6 resign         | 4           | a) 1 up | 2 at              | 3 up            | 4 on      | 5 out |
|   | 2 shifts      | 7 freelancer     |             | b) 1 in | 2 for             | 3 for           | 4 with    | 5     |
|   | 3 experience  | 8 report         |             | from    |                   |                 |           |       |
|   | 4 applied     | 9 responsibility |             |         |                   |                 |           |       |
|   | 5 runs        | 10 participated  |             |         |                   |                 |           |       |
| 2 | 1 medical     | 5 business       | 9 sponsored | 5       | 1 actor           | 3 artist        | 5 teacher |       |
|   | 2 pay         | 6 boarding       | 10 flight   |         | 2 manager         | 4 director      |           |       |
|   | 3 public      | 7 managing       |             | 6       | 1 Thank you.      | 4 Good for you! |           |       |
|   | 4 bank        | 8 host           |             |         | 2 Monday 10:00 am | 5 Not really.   |           |       |
| 3 | 1 is going to | 6 am going to    |             |         | 3 Oh dear!        |                 |           |       |
|   | 2 won't       | 7 am going to    |             |         |                   |                 |           |       |
|   | 3 'll/will    | 8 'll/will       |             |         |                   |                 |           |       |
|   | 4 'll/will    | 9 'll/will       |             |         |                   |                 |           |       |
|   | 5 is going to | 10 'll/will      |             |         |                   |                 |           |       |

### Before you start ...

- Revise one or two points from the previous module (e.g. school life, jobs, etc).
- Direct Ss' attention to the title of the module, *Earth Alert!* Elicit that it refers to environmental issues, environmental protection, the Earth, etc.

### Look at Module 4

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

#### **Suggested Answer Key**

Focus Ss' attention on *pic 1* (p. 63).

T: *What page is picture 1 from?*

S1: *It's from page 66.*

T: *What can you see in picture 1?*

S2: *A man, a flight or stairs, the Earth.*

T: *What is the man doing?*

S3: *He is going up the stairs while the Earth is being crushed underneath.*

T: *What might that have to do with the title of the module?*

S4: *It might be related to man causing harm to the Earth and the environment with his actions.*

*Pic 2* (p. 75)

*What does the picture show? How is it related to the topic of that unit?*

*Pic 3* (p. 65)

*What does the sign stand for? What is recycling? Do you recycle? Are there any recycling centres, bins, etc where you live, go to school, etc?*

*Pic 4* (p. 77)

*What can you see in the picture? What happened to the trees? Why are forests in danger?*

### Find the page number(s) for...

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

#### **Suggested Answer Key**

**a mind map** (p. 64)

*(a diagram representing the three Rs – reduce, reuse, recycle) What is a mind map? What are the three Rs?*

#### **an adoption certificate** (p. 67)

*(a certificate for adopting a tree) What is an adoption certificate? Where can one find them? Why adopt a tree?*

#### **newspaper headlines** (p. 69)

*(important headings in a newspaper) What is a newspaper headline? What do they refer to? How can you tell newspaper headlines from other news?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

#### **Suggested Answer Key**

*The Literature section is about an author and a literature extract. This one (pp. 70-71) is about Sir Arthur Conan Doyle and an extract from his novel The Lost World. Several activities are included to stimulate interest and explore this piece of literature.*

*The Culture Corner* (p. 75) contains an article on Australia's Great Barrier Reef.

*The Across the Curriculum* section (p. 76) looks at photosynthesis, a topic in Science.

*The Going Green* section (p. 77) looks at environmental issues. This one looks at tropical rainforests and ways to save them.

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

As described in the relevant section in Module 1.

# 4 a

## Reading Skills

### Objectives

**Vocabulary:** environmental protection

**Reading:** an article on recycling and eliminating waste (multiple choice cloze)

**Skills –** reading for lexico-grammatical structure  
– reading for detailed comprehension

**Speaking:** talking about recycling

**Writing:** a quiz

### Vocabulary

#### 1 **FOCUS ►** Presenting vocabulary related to environmental protection

- Read through the diagram/mind map and elicit/explain any new vocabulary.
- Allow Ss time to make sentences with the ideas listed.
- Select individual Ss to read out their sentences.

#### **Suggested Answer Key**

*We should reduce energy consumption. We should reuse old containers, such as old tins, shoe boxes, jars and bottles. We should recycle glass, aluminium, paper and plastic. etc*

### Reading

#### 2 a) **FOCUS ►** Predicting the content of a text

- Direct Ss' attention to the title and heading of the text on p. 65.
- Elicit what they think the writer's purpose was (*to give information and promote recycling*).
- Select individual Ss to say what they expect to learn from the text.
- Allow Ss time to read through the text and check their answers.

#### **Suggested Answer Key**

*I think the writer's purpose in writing the text was to encourage people to reduce waste and be more environmentally aware. I expect to learn more about how to reduce waste and how to be more environmentally friendly.*

#### b) **FOCUS ►** Reading for detailed understanding

- Allow Ss time to complete the task. Ss work in pairs and compare their answers.

- Play the recording. Ss check their answers.

#### **Answer Key**

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

#### 3 **FOCUS ►** Practising new vocabulary

- Elicit/Explain the meaning of the words in bold in the text by giving an example, explanation or synonym. Ss may check in their dictionaries where necessary.
- Allow Ss time to fill in the gaps.
- Select individual Ss to read out each sentence.

#### **Answer Key**

1 <i>rinse</i>	6 <i>campaign</i>
2 <i>encourage</i>	7 <i>swap</i>
3 <i>create</i>	8 <i>decompose</i>
4 <i>wrapped</i>	9 <i>replace</i>
5 <i>energy</i>	10 <i>released</i>

#### 4 **FOCUS ►** Understanding phrasal verbs

- Direct Ss' attention to the highlighted phrasal verbs in the text. Write them on the board.
- Ss work in pairs and match them to the definitions.
- Check Ss' answers, then Ss make sentences with the phrasal verbs.

#### **Answer Key**

*come up with – think of*  
*throw (...) away – put in the bin*  
*switch off – stop sth working*  
*turn down – lower*  
*put on – wear*  
*cut down on – reduce*

#### **Suggested Answer Key**

*Harry came up with a good idea on how to save energy.*  
*You shouldn't throw used batteries away.*  
*You should switch off the TV when you're not watching it.*  
*Can you turn down the music? I can't concentrate.*  
*You should put on a scarf if you're going out.*  
*We need to cut down the amount of paper we use.*

## Speaking

5 **FOCUS ►** Practising using new vocabulary

- Allow Ss time to reread the text.
- Ss make notes under the 3 Rs.
- Ss work in groups discussing which of these things they do in their daily lives.
- Go around the class monitoring the exchanges.

**Suggested Answer Key**

**reduce:** switch off lights, cooker, etc, take shorter showers, turn down the heating, use energy saving light bulbs

**reuse:** shopping bags, use a reusable lunchbox, make a compost heap, rinse out empty jars, etc and use them to store things

**recycle:** swap magazines, books and clothes, if you replace sth, give the old one to someone who can use it

A: I always turn off the TV when I'm finished watching it.

B: So do I and I don't waste electricity on heating because I prefer to wear extra clothes rather than turning the heating up.

A: Really? What else do you do?

B: Well, I keep any plastic and glass bottles I use and I take them to the recycling bin. etc

**Suggested Answer Key****Three Rs Quiz**

- 1 *It's a bit chilly in your living room. Do you ...*
  - a put on a sweater?
  - b turn up the heating?
- 2 *You are watching TV when your friend arrives. You and your friend decide to play a board game. Do you ...*
  - a leave the TV on while you play?
  - b switch off the TV?
- 3 *You have just finished writing an important composition for school. Do you ...*
  - a proofread it on your computer screen?
  - b print it out to proofread it?
- 4 *You have finished a drink from a glass bottle. Do you ...*
  - a rinse the bottle and keep it to reuse later?
  - b throw it away? etc

7 **FOCUS ►** Revising what you have learned

- Direct Ss' attention to the Study Skills box.
- Ss think what they have learned in this section.
- Ss close their books and tell their partners.
- Select individual pairs to give their answers to the class.

## Writing

6 **FOCUS ►** Writing a quiz

- Elicit/Explain what a quiz is.
- Go through the example.
- Allow Ss time to create a simple quiz using ideas from the text and their own ideas.
- Ss work in pairs. Ss swap quizzes, fill them in and report findings to class.
- Alternatively, you can assign task as HW.

## Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.



# Listening & Speaking Skills

## Objectives

**Vocabulary:** environmental issues; idioms related to the weather

**Speaking:** expressing concern/hope; talking about adopting a tree (role play); discussing the weather

**Reading:** a dialogue (comprehension questions)

**Skill – reading for specific information**

**Listening:** a dialogue (gap-filling)

**Skill – listening for specific information**

### Suggested Answer Key

A: Power stations are very important because they provide electricity for our modern lifestyles.

B: Yes, that's true but they also increase CO<sub>2</sub> emissions which cause global warming and climate change. etc

## Vocabulary

### 1 a) FOCUS ► Understanding the theme

- Direct Ss' attention to the picture and ask individual Ss to describe what they can see.
- Elicit what message it gives (*Man advancing at the expense of the Earth*).
- Read aloud the quotation and elicit how it relates to the message in the picture.

### Suggested Answer Key

*I think the picture is meant to get across the message that man is destroying the Earth because a man is climbing up the stairs on top of the Earth which seems to be getting crushed. The proverb is related to it because it refers to the fact that we only realise how much something is worth until it's gone. So as man hasn't realised the damage he is causing he will probably only realise it when it's too late.*

### b) FOCUS ► Practising language on environmental issues

- Allow Ss time to read items 1-4 and a-d.
- Explain/Elicit the meaning of any unknown vocabulary.
- Ss then match the actions to their consequences. Act out the example exchange with a S.
- Ss then discuss in groups, as in the example.

### Answer Key

1 b    2 c    3 a    4 d

## Everyday English

### 2 FOCUS ► Learning to express concern and hope

- Direct Ss' attention to the language box and explain/ elicit the meaning of any new vocabulary.
- Explain the task and read aloud the fact file.
- Read out the example modelling intonation and pronunciation.
- Ss work in pairs and make up exchanges.
- Monitor the activity around the class, then ask some pairs to act out their exchanges.

### Suggested Answer Key

A: I read somewhere recently that more than 150 acres of rainforest are lost every minute.

B: That's really shocking!

A: Well, maybe we can do something before it's too late. etc

## Reading

### 3 a) FOCUS ► Predicting the content of a dialogue

- Direct Ss' attention to the words/phrases in the list. Elicit/Explain their meaning.
- Ss guess what the dialogue might be about.
- Play the recording while Ss listen and read the text to check.

### Suggested Answer Key

*I think the dialogue is about adopting an animal.*

### b) FOCUS ► Reading for specific information

- Ask Ss to read the questions.
- Allow Ss time to read the dialogue and answer the questions.
- Select individual Ss to read out their answers.

- Ss explain the words in bold. Ask Ss to infer meaning from the context first and then check in their dictionaries.

### Answer Key

- 1 When you adopt an animal you donate money to the zoo every month.
- 2 Your support helps the zoo pay for the things the animal needs like food and the cleaning of its enclosure and helps the zoo continue their conservation programmes.
- 3 When you adopt an animal you get an adoption certificate, and a ticket which allows you to visit the zoo whenever you like.

### Suggested Answer Key

**adopted:** a child or an animal taken into your care  
**enclosure:** an area of land surrounded by a wall or a fence  
**conservation programmes:** a series of planned actions to protect sth  
**endangered species:** types of animals that are at risk of disappearing  
**modern lifestyles:** our way of life these days  
**natural habitats:** the environment in which animals live in nature  
**in return for:** in exchange for  
**adoption certificate:** a piece of paper proving that you have adopted

### c) **FOCUS** ▶ Acting out a dialogue

- Ss work in pairs, take roles and read out the dialogue.
- Go around the class monitoring the activity.
- Ask some pairs to act out their dialogues for the class.

## Listening

### 4 a) **FOCUS** ▶ Predicting the content of a listening exercise

- Direct Ss' attention to the form.
- Ss try to guess what it is for and what they expect to hear.
- Allow Ss time to read the certificate.
- Ask Ss to try and predict what kind of information is missing (e.g. name, numbers, etc).

### Suggested Answer Key

The form is an adoption certificate which states that Harry has adopted a tree.

- 1 surname
- 2 type/species of tree
- 3 noun
- 4 number
- 5 greeting
- 6 length of time

### b) **FOCUS** ▶ Listening for specific information

- Play the recording.
- Ss complete the gaps individually and then compare answers with a partner.
- Play the recording again if necessary.
- Check Ss' answers.

### Answer Key

- |            |                  |
|------------|------------------|
| 1 Barker   | 4 400            |
| 2 oak      | 5 Happy Birthday |
| 3 wildlife | 6 lifetime       |

### TAPESCRIPT

**Woman:** Hi, you've reached the 'Adopt a Tree Foundation'. How may I help you?

**Man:** Oh, hello, I've just been reading about your organisation on the Internet and I'd like to adopt a tree as a gift for a friend, please.

**Woman:** Certainly, sir. Could I take your name, please?

**Man:** Yes, it's Mike Hammond.

**Woman:** OK, Mr Hammond, we issue an adoption certificate for each new adoption. What name would you like to appear on it?

**Man:** My friend's name is Harry Barker.

**Woman:** Is that H-A-R-R-Y and then B-A-R-K-E-R?

**Man:** Yes, that's right.

**Woman:** ... and what kind of tree would you like to adopt for Mr Barker?

**Man:** Oh ... what is there to choose from?

**Woman:** You can adopt an oak tree, a pine tree or a silver birch.

**Man:** Errr ... well, silver birch trees are really beautiful but oak trees live longer, don't they?

**Woman:** Yes, the description here says that they support a rich variety of wildlife and can live for over 400 years.

**Man:** Wow! OK, an oak tree it is, then!

**Woman:** Good choice, sir. Now, there's a space on the certificate for you to include a short message. What would you like your message to say?

# 4b

## Listening & Speaking Skills

**Man:** Err ... well, it's for his birthday, so I guess something like: "Happy Birthday, Harry! Hope you like the gift."

**Woman:** OK, that's fine. Do you have any questions about the adoption?

**Man:** Err ... yes, I do actually ... what will my friend actually receive other than the adoption certificate?

**Woman:** He'll receive information about his tree and a photograph of course, but the adoption also includes lifetime membership of the 'Adopt a Tree Foundation' so your friend will receive regular updates on all of our conservation projects.

**Man:** That's great. Thanks a lot.

**Woman:** You're welcome. Now, I just need to take your friend's address and ... (fade out)

### Speaking

#### 5 FOCUS ► Practising new vocabulary

- Explain the task.
- Ss work in pairs.
- Direct Ss' attention to the dialogue in Ex. 3.
- Ss use the prompts to act out a dialogue.
- Go around the class monitoring the task.

#### Suggested Answer Key

**Harry:** Guess what? Mike just adopted an oak tree for a birthday gift for me.

**Friend:** Adopted it! What do you mean?

**Harry:** Well, I donate £2 a month to Adopt-A-Tree Foundation and they use the money to protect the tree.

**Friend:** That's a great idea! What type of tree is it?

**Harry:** It's an oak tree. Also, they sent me a photograph of the tree, an adoption certificate, lifetime membership to the foundation and regular updates about their conservation projects.

**Friend:** That sounds cool!

**Harry:** It is. I think It's great to help the environment before it's too late.

### Say it right

#### 6 FOCUS ► Discussing the weather

- Explain the task.
- Play the recording. Ss listen and complete the task. Then Ss act out the exchanges in pairs.
- Monitor the pairs as they act out their exchanges, providing assistance where necessary.
- When they complete the activity, invite a few pairs to act out their exchanges for the class to check answers.

#### Answer Key

1 a                      2 a                      3 b

#### 7 FOCUS ► Working with idioms

- Explain that the task is to complete the sentences with the right word so that it forms an idiom.
- Ss complete the task individually using their dictionaries if they wish.
- Check Ss' answers and ask if there are similar idioms in their language.
- As an extension ask Ss to choose an idiom and draw a picture to illustrate its meaning. Ss, in groups, swap papers and guess which idiom the drawing illustrates.

#### Answer Key

1 cloud                      3 day  
2 weather                      4 storm

#### 8 FOCUS ► Revising

- Ss close books. Allow Ss two or three minutes to revise the lesson.
- Ss think of ten new words/phrases.
- Allow Ss time to make sentences with them.
- Ss then tell their partners.
- Go around the class monitoring the task.

(Ss' own answers)



# Grammar in Use

## Objectives

**Vocabulary:** phrasal verbs with *run*; words often confused; dependent prepositions; forming negative adjectives

**Grammar:** modal verbs

**Reading:** a dialogue (two-option cloze test)

**Skill – reading for grammatical appropriateness**

### 1 a) **FOCUS ►** Understanding modal verbs

- Explain the task.
- Do item 1 together then allow Ss time to complete the task.
- Ss compare answers, checking in a dictionary if necessary.
- Ss can refer to the Grammar Reference section for more details.
- Check Ss' answers and offer explanations where necessary.

#### Answer Key

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

### b) **FOCUS ►** Matching modal verbs to their meanings

- Ss close their books.
- Write on the board the sentences below. Elicit the situation these sentences apply to (e.g. when having a picnic in the park).  
*You mustn't litter.*  
*You ought to/should check the weather forecast before you set off.*  
*You must keep your dog on a lead.*
- Write on the board: *prohibition, advice/suggestion, obligation/duty/necessity.*
- Ask Ss to match the sentences to the headings.

#### Answer Key

**obligation/strong recommendation – must, shouldn't, have to**  
**lack of obligation/necessity – don't have to**  
**permission/possibility – can('t)**  
**recommendation/advice – should/ought to/had better**  
**prohibition – mustn't**

### 2 **FOCUS ►** Choosing appropriate modals

- Ss read the text.
- Explain any new vocabulary.
- Remind Ss they should first decide whether the sentences express *prohibition, advice/suggestion or obligation/duty/necessity.*
- Allow Ss time to fill in the gaps and compare answers with a partner.
- Select a pair of Ss to read out the dialogue.
- Play the recording. Ss listen and check their answers.

#### Answer Key

1 should	4 must	7 have to
2 can	5 can	8 should
3 should	6 must	9 had better

### 3 **FOCUS ►** Practising modal verbs (*must/have to/ mustn't/should*)

- Read out the signs.
- Elicit/Explain the meanings of any new vocabulary.
- Choose a S to read out the example.
- Explain the task.
- Ss complete the task individually and then compare answers with a partner.
- Check Ss' answers around the class.
- As an extension ask Ss to notice signs they see in their area and explain their meaning.

#### Answer Key

2 *You can go into the recycling centre here.*  
 3 *You mustn't swim here.*  
 4 *You mustn't smoke here.*  
 5 *You can recycle phone books here. You mustn't recycle magazines or catalogues here.*

### 4 **FOCUS ►** Practise using modal verbs

- Choose a S to read out the example and elicit why that particular modal is used.
- Allow Ss time to make sentences.
- Elicit answers around the class.
- Correct Ss' answers.

**Suggested Answer Key***In my country:**car drivers must/have to wear seat belts.**you have to pay for local phone calls.**citizens must carry identity cards.**smokers mustn't smoke in public places.**passengers mustn't eat on public transport.**teenagers can leave school at 16.*5 **FOCUS ► Consolidating modals**

- Direct Ss' attention to the table.
- Read out the table explaining the modals.
- Ss complete the exercise.
- Select individual Ss to read out the sentences.

**Suggested Answer Key**

1 could      3 could      5 was able to  
2 had to      4 had to

**Game****FOCUS ► Practising modal verbs**

- Divide the class into teams.
- Explain the game.
- Encourage Ss to be imaginative and creative.
- Ss can use their notes from Exs. 1, 2, 3, 4 to help them.
- The team that guesses the most correct answers wins the game.

**Suggested Answer Key***A: Can I go out tonight?**B: You are asking your mum. etc*6 **FOCUS ► Forming negative adjectives**

- Explain that the prefixes and suffixes in the box can be added to form negative adjectives.
- Explain that each gap in the headlines can be completed by adding one of them to the words in brackets.
- Do item 1 with Ss, then Ss complete the task.
- Check Ss' answers.

**Answer Key**

1 illegal                      4 unlikely  
2 undisturbed              5 irresponsible  
3 inaccurate

7 **FOCUS ► Practising dependent prepositions**

- Explain the task. Tell Ss to try each preposition in the gap until they find the one that makes most sense and then check in Appendix 1.
- Allow Ss time to complete the task.
- Select individual Ss to read out the sentences.

**Answer Key**

1 to      3 from      5 about      7 in  
2 under      4 of      6 in

**Suggested Answer Key**

1 *Pollution is harmful to us all.*  
2 *Pandas are under threat of extinction.*  
3 *What can we do to protect forests from being cut down?*  
4 *I am a supporter of WWF.*  
5 *I feel strongly about protecting the environment.*  
6 *Many animals are in danger of extinction.*  
7 *Some animals can be bred in captivity.*

8 **FOCUS ► Practising phrasal verbs**

- Explain that each sentence can be completed with a phrasal verb from the diagram.
- Ss complete the task individually.
- Check Ss' answers, eliciting the meaning of each phrasal verb.
- As an extension ask Ss to draw a picture for one of the phrasal verbs.
- Ss hold up their pictures and the class tries to identify the phrasal verb.

**Answer Key**

1 ran over                      4 run on  
2 run out of                  5 ran away from  
3 ran into

9 **FOCUS ► Understanding frequently confused words**

- Ss complete the task individually, using their dictionaries if necessary.
- Check answers with the class.
- Ss write sentences to illustrate the meanings of the alternative words.

**Answer Key**

- 1 *lose*  
*Loose* means baggy, not tight. Her clothes were loose because she had lost a lot of weight.
- 2 *weather*  
*Whether* means if. I'll just check and see whether it's raining.
- 3 *effects*  
*Affects* means influences (verb). Drought affects many people in Africa.
- 4 *deserts*  
*Desserts* are sweets, cakes, puddings, etc. The restaurant had some delicious desserts to choose from.

10 **FOCUS ►** Transforming sentences

- Explain the task, reminding Ss that they can use up to five words to complete each sentence.
- Ss complete the task individually and then compare their answers with a partner.
- Check answers with the class.

**Answer Key**

- 1 *are not allowed to enter*  
2 *don't need to use*  
3 *should avoid eating*  
4 *must not drive if you*  
5 *is a good idea*

## 4

## Literature

**Objectives**

**Vocabulary:** synonyms for 'big'; similes; lexis related to animals; adjectives

**Reading:** an extract from *The Lost World* (missing sentences)

**Skills – reading for general & detailed comprehension**

**Writing:** a letter about an expedition

1 **FOCUS ►** Predicting the content of a text

- Ask Ss to look at the title of the text and the picture.
- Ss try to guess what the text is about.
- Allow Ss time to read the biography and check.

**Suggested Answer Key**

*I think the extract is about a place where prehistoric animals still exist.*

2 a) **FOCUS ►** Predicting the next event in a story

- Explain the task.
- Select individual Ss to read out the lines.
- Ss answer the questions. Play the recording.
- Ss listen and follow the text to find out.

**Suggested Answer Key**

*I think the professor has seen some dinosaurs. I think they will hide in the bushes and watch them.*

b) **FOCUS ►** Matching sentences to a gapped text

- Allow Ss time to read the extract.
- Do the first item with Ss.
- Ss complete the exercise.
- Select individual Ss to read out paragraphs of the text including the completed gaps.

**Answer Key**

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

3 a) **FOCUS ►** Matching words to their meanings

- Explain the task. Draw Ss' attention to the highlighted words in the text.
- Ss complete the exercise.
- Ss match the words to their meanings.
- Allow Ss time to create their own sentences with these words.

- Select individual Ss to read out their sentences.

**Answer Key**

1 endure	6 monstrous
2 motionless	7 gleam
3 yelped	8 ecstasy
4 concealed	9 for
5 glittered	

**Suggested Answer Key**

I couldn't **endure** the suspense any longer.  
 The dog was **motionless** as it slept.  
 The dog **yelped** when he trod on its tail.  
 The door was **concealed** in the wall.  
 The disco ball **glittered** under the lights.  
 The house was **monstrous** and had 20 bedrooms.  
 Stars **gleam** at night.  
 Eating chocolate cake is **ecstasy** for John.  
 He left a message **for** there was no one at home.

b) **FOCUS ►** Learning new vocabulary

- Tell Ss to try and guess the meaning of the words from the context before using their dictionaries. Ss then give an explanation, example or synonym for each of the words in bold in the text.
- Ss compare answers with a partner.
- Select individual Ss to explain the words and elicit L1 equivalents.

**Suggested Answer Key**

**triumphantly**: with a sense of victory  
**upright**: vertical  
**track**: a narrow path through a field or forest  
**swamp**: an area of very wet land  
**clearing**: an area in a forest where there is no tall vegetation  
**slate-coloured**: a dark greyish colour  
**scales**: small flat pieces of hard skin that covers certain animals' bodies  
**broad**: wide  
**sight**: something you see  
**clumsy**: awkward or careless  
**hopping**: jumping up and down on one foot  
**thuds**: dull sounds  
**bunch**: a group of (flowers/grapes)  
**shimmering**: to shine with a faint light  
**trunks**: main stems of trees  
**comrades**: friends

**fake**: a fake is sb or sth that is not what they pretend to be; an imitation  
**specimens**: examples of sth or small quantities of sth to be used for study  
**praise**: to express approval

(Ss' own answers)

4 **FOCUS ►** Finding synonyms

- Explain the task.
- Allow Ss time to find synonyms.
- Ss make sentences using the words.
- Brainstorm with Ss for more synonyms of the word.

**Answer Key**

huge, enormous, monstrous, great, large

**Suggested Answer Key**

She had a small face with **huge** brown eyes.  
 The swimming pool in the hotel is **enormous**.  
 They've put a **monstrous** statue in the town square.  
 A **great** many people came to see it.  
 Tom has rather **large** feet.

5 **FOCUS ►** Learning words related to animals

- Explain the example to Ss. Write the headings on the board in a table. Give another example (e.g. types: bird).
- Allow Ss time to find the rest of the words.
- Ss compare answers with a partner.

**Answer Key**

**classes**: human, dinosaurs  
**parts of body**: three-toed feet, five-fingered forepaws, tails, feet, skins, muscles, brain, heads, hand, cheeks, face  
**types**: birds, elephants, lizards, kangaroos, crocodiles, iguanas

6 a) **FOCUS ►** Understanding comparisons

- Explain the task.
- Allow Ss time to read through the text again.
- Ss complete the task and then compare with a partner.

**Answer Key**

*little children – the two professors  
 elephants – the baby dinosaurs  
 a human hand – footprint of the dinosaur  
 a lizard, great beasts, crocodiles, kangaroos –  
 the dinosaurs (iguanadons)*

b) **Focus ▶** Using adjectives

- Explain/Elicit the meaning of the adjectives.
- Allow Ss time to complete the exercise.
- Ss identify the parts of the text that helped them choose.

7 **Focus ▶** Understanding reference words

- Complete the first item with the class to demonstrate the task.
- Explain that a good way to check what the words refer to is to replace the reference word with the word or words Ss think it refers to. If the sentence makes sense then it is probably correct.
- Ss complete the task individually and then compare answers with their partners.

**Suggested Answer Key**

*so there was no chance of discovery: it would be very difficult to be discovered  
 cheeks displayed a broad smile: had a very big smile on his face  
 ironic face softened in amazement: at first Summerlee was being ironic but now that he saw the creatures his face showed amazement  
 there we may have them: we may prove them wrong*

**Writing**8 **Focus ▶** Writing a letter describing an expedition

- Explain the task.
- Elicit/Explain the meaning of the word “expedition” (*an organised journey that is made for a particular purpose such as discovering a new place, etc.*).
- Ss make notes from the text and write a letter.
- Select individual Ss to read their letter to the class.

**Suggested Answer Key**

*Dear Ann,*

*I hope you are well. The expedition is amazing. You won't believe what I saw today.*

*We were walking through the jungle this morning when Professor Summerlee pointed to a large mark on the ground. It was a giant footprint. Then we heard loud noises coming from the bushes and went to investigate. I couldn't believe my eyes. There was a group of huge reptile type animals; two adults and three young. They were enormous and looked like something I have never seen in my life. They were as tall as trees and seemed to have the strength of several elephants. We watched them for a few minutes and then they left.*

*I know you will find it difficult to believe but I think they are prehistoric. I'll tell you more when I get back.*

*Yours,  
 Paul*



# Writing Skills

## Objectives

**Reading:** an essay (matching headings)

**Skills – scanning**

*reading for specific information*

**Grammar:** linkers

**Writing:** a for-and-against essay

### 1 **FOCUS** ▶ Introducing for-and-against essays

- Elicit/Explain the meaning of for-and-against essays.
- Read through the theory box and explain points by writing the essay plan on the board.
- Ss try to guess/explain where a for-and-against essay can be found.

#### **Suggested Answer Key**

*For-and-against essays are found in articles in newspapers and magazines as well as in school assignments.*

### 2 a) **FOCUS** ▶ Understanding rubrics

- Read out the rubric and explain the task.
- Ss work in pairs.
- Elicit answers to questions 1 and 2. Ask: *Why are you writing the essay? (to present the advantages and disadvantages of banning traffic in city centres) What style will you write it in? (formal style)*
- Read out the points in question 3.
- Ss choose which of the points can be included in the essay.
- Ss work in pairs writing which are pros and cons.
- Ask Ss to add more ideas.

#### **Suggested Answer Key**

**key words:** *banning traffic from city centres, teacher, write essay, school magazine, arguments for and against*

1 *I am writing the essay to examine arguments for and against banning traffic from city centres for the school magazine.*

2 *Formal style.*

3 *Points to include: reduce traffic jams (pro), reduce accidents (pro), reduce air and noise pollution (pro), cars faster and more comfortable (con), crowded public transport (con), public transport follows fixed routes (con).*

*– safer for pedestrians*

*– quieter for people who live there*

### b) **FOCUS** ▶ Matching headings to paragraphs

- Allow Ss time to read the essay.
- Elicit/Explain any new vocabulary.
- Ss match the paragraphs with the headings.
- Ask Ss to give reasons for their choices.
- As an extension, ask Ss to compare the pros and cons in Ex. 2a with the pros and cons given in the essay.
- Check Ss' answers.

#### **Answer Key**

1 *presenting the topic*

2 *arguments for & justifications*

3 *arguments against & justifications*

4 *writer's opinion*

### 3 **FOCUS** ▶ Identifying topic sentences

- Go through the Study Skills box with Ss and give an example from the text to illustrate the point.
- Explain the task and allow Ss time to find the topic sentences in the text.
- Ss then find the supporting sentences and suggest alternatives.

#### **Answer Key**

##### **Topic sentences**

*There are many positive aspects to banning cars from city centres.*

*On the other hand, banning cars totally from city centres would have its disadvantages.*

**Supporting sentences**

To begin with, it would help to drastically reduce air and noise pollution.

Firstly, it would be very inconvenient for millions of people.

**Alternatives**

To start with, it would reduce traffic jams.

To begin with, it would make shopping awkward.

4 **FOCUS ►** Matching topic to supporting sentences

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

**Answer Key**

1 C    2 A    3 B

5 **FOCUS ►** Writing supporting sentences

- Read out the topic sentences.
- Explain the task.
- Ss write supporting sentences in pairs.
- Ss exchange sentences with another pair and check for mistakes.

**Suggested Answer Key**

- 1 Most importantly, recycling helps reduce waste.
- 2 Firstly, natural habitats are being destroyed.

6 a) **FOCUS ►** Using linking words

- Elicit/Explain the meaning/use of linkers.
- Read through the list of linkers in the table.
- Allow Ss time to complete the task.
- Elicit the purpose of each linker in the essay on p. 72.
- Select individual Ss to suggest suitable alternatives.

**Answer Key**

however – to contrast, To begin with – to list, In addition – to add a point, On the other hand – to contrast, Firstly – to list, Also – to add a point, All things considered – to conclude, For this reason – to introduce results/examples

**Suggested Answer Key**

Nevertheless, Firstly, Also, However, To begin with, In addition, All in all, Consequently

b) **FOCUS ►** Practising using linking words

- Explain the task.
- Allow Ss time to choose the correct linkers individually and then check answers with the class.

**Answer Key**

- 1 However, also
- 2 Not only, but
- 3 All in all
- 4 On the one hand, On the other hand

7 **FOCUS ►** Expressing agreement/disagreement

- a)
- Ss close their books.
  - Elicit phrases used to express agreement/disagreement.
  - Ss open their books.
  - Read out the list of phrases.
  - Ss complete the task.
  - Select individual Ss to read out each sentence.

**Answer Key**

**agreement:** I (strongly, etc) agree with/ believe that, I am (strongly, etc) in favour of  
**disagreement:** I would disagree that, I (strongly, etc) disagree with, I am (totally, etc) opposed to/against  
**both:** I think/I believe that, In my opinion/view, I would argue that, It seems/appears to me that

- b)
- Allow Ss time to use the phrases to make sentences.
  - Ss read out their sentences.

**Suggested Answer Key**

I agree that buying second-hand clothes can save money.  
 I strongly disagree with keeping an exotic pet.  
 I believe that it is a good idea to reuse household items.

8 **FOCUS ►** Understanding beginnings & endings

- Go through the theory box and explain how we use these techniques in beginnings & endings.
- Select individual Ss to read out the extracts (1-3).
- Elicit which are beginnings/endings.
- Ss then identify the use of the techniques in the extracts.

**Answer Key**

- 1 ending technique: use of popular saying
- 2 beginning techniques: addressing reader directly + rhetorical question
- 3 ending technique: rhetorical question

9 **FOCUS ► Writing a for-and-against essay**

- Read through the steps (1-7) with Ss.
- Read the rubrics aloud and explain/ elicit the key words.
- Ss choose a topic to write about. Elicit some topic sentences from various Ss around the class.
- Allow Ss time to complete the task.
- Alternatively you can assign the task as HW.

**Suggested Answer Key****1 The Pros and Cons of Cycle Lanes**

*Don't you think it is unfortunate that people cannot cycle to school or to the city centre safely? One way to make it safer for people to cycle in the city is to create cycle lanes.*

*Cycle lanes would make the city centre a better place for a lot of people. Firstly, they would make it safer for cyclists and reduce accidents. They would not have to watch out for cars all the time. Furthermore, cycle lanes may encourage people to cycle and leave their cars at home. This would reduce pollution and have a positive effect on many people's health.*

*On the other hand, cycle lanes have certain disadvantages. To begin with, they take up road space and this may lead to narrower lanes for cars and traffic jams. Cycle lanes are also expensive to create.*

*All things considered, although there are some disadvantages to cycle lanes I believe that the advantages outweigh the disadvantages. So perhaps it's time for us all to get on our bikes?*

**2 The Advantages and Disadvantages of Keeping Animals in Zoos**

*Most people would agree that zoos are important for the preservation of animals. However many others believe that animals are like prisoners in zoos and that they would be happier in their natural habitats.*

*There are a number of disadvantages to keeping animals in zoos. To start with, animals do not thrive in confined spaces. For example, animals can become depressed or go mad. Also, animals that have lived in a zoo rarely return to their natural habitat. It would be impossible for them to survive.*

*On the other hand, zoos have some advantages, too. Firstly, breeding programmes and a lot of important research is conducted in zoos. Also, animals now have large enclosures. Furthermore, zoos help educate people about wildlife protection and animal conservation.*

*All things considered, the advantages of keeping animals in zoos outweigh the disadvantages. For these reasons, I strongly agree that zoos are important for the protection of animals.*

**3 Recycling Paper in School**

*These days we have all been made aware of the importance of recycling. Schools and businesses use a lot of paper and so doesn't it make sense that they should start recycling some of it?*

*In my opinion there are many advantages to recycling paper in schools. To begin with, pupils become more environmentally aware. A study has shown that pupils who recycle at school are 75% more likely to recycle at home. Another important advantage is that children learn from a young age to care for the environment. Furthermore the process of recycling requires organisation, so pupils learn to work together towards a common goal. Of course, recycling itself saves valuable resources and helps to conserve our trees and forests.*

*All in all, I believe that there are only advantages in recycling in school and it should be encouraged and promoted throughout the country.*

**Objectives**

**Reading:** an article on Australia's Great Barrier Reef (gap-filling)

*Skill – reading for detailed comprehension*

**Speaking:** giving advice to tourists

**Writing:** a short article on a protected area

1 a) **FOCUS ►** Predicting the content of a text

- Allow Ss time to study the pictures and read the headings.
- Elicit the meaning of any new vocabulary (*coral, wildlife, etc.*).
- Ss try and guess what the Great Barrier Reef is. Read the first paragraph aloud for Ss to check their guesses.

**Suggested Answer Key**

*I think the Great Barrier Reef is a natural coral reef in Australia.*

b) **FOCUS ►** Relating vocabulary to topic

- Ss read out the words/phrases.
- Elicit/Explain the meaning of the new vocabulary.
- Allow Ss time to read through the text.
- Ss explain how the phrases are related to coral reefs.
- Check answers with Ss.

**Suggested Answer Key**

*Waste water can be harmful to coral reefs.  
Coral reefs like crystal clear water.  
A coral reef is a living organism.  
Coral reefs are a breeding ground for fish and other sea creatures.  
A coral reef is a breeding ground for humpback whales.  
The Great Barrier Reef is Australia's natural treasure.*

2 a) **FOCUS ►** Reading for detailed comprehension

- Explain the task.
- Read out/Explain first example.
- Allow Ss time to complete the exercise individually and compare their answers with a partner.

- Ss listen to the recording and check their answers.

**Answer Key**

- |               |                |
|---------------|----------------|
| 1 drastically | 8 including    |
| 2 anyone      | 9 survival     |
| 3 everyone    | 10 anything    |
| 4 living      | 11 extinction  |
| 5 action      | 12 beautiful   |
| 6 careful     | 13 someone     |
| 7 immediately | 14 generations |

b) **FOCUS ►** Explaining new words

- Ss explain the words in bold by giving a definition, synonym, miming, drawing, etc.
- Encourage Ss to try and guess the meaning of the word from the context before using their dictionaries to check their guesses.
- Elicit/Explain the meaning of any other words in the text that Ss still do not understand.

**Suggested Answer Key**

**harmed:** *damaged*  
**reverse:** *to make something go in the opposite direction/way it is going*  
**float:** *to remain on the surface of water*  
**bleach:** *a liquid chemical used to make cloth white or kill germs*  
**fatal:** *causing death*  
**authorities:** *the people officially in charge of sth and who have the power to make decisions*  
**endangered:** *at risk of dying*  
**conserve:** *to protect from harm or change*

3 **FOCUS ►** Consolidating information from the text

- Explain the task.
- Ss work in pairs.
- Ss skim the text to find the advice given to tourists.
- Ss discuss the advice in pairs.
- Go around the class monitoring the task.
- Select individual Ss to report back to the class.

**Suggested Answer Key**

*A: Tourists are advised not to throw rubbish or waste water into the sea because it may contain chemicals that will pollute the water.*

# 4

## Culture Corner

*B: Yes, and they are also asked not to fish and not to remove shellfish or other creatures from their natural habitat. etc*

### 4 **FOCUS ►** Writing a short article on a protected area in your country

- Direct Ss' attention to the Study Skills box. Read it out and explain any points Ss are unclear on.
- Explain the task.
- Elicit ideas about/Brainstorm for protected areas in your country.
- Write examples on the board.
- Ss work in groups.
- Encourage Ss to get information and pictures from the Internet, magazines, newspapers, etc.
- Remind Ss that they can take ideas from the text.
- Advise Ss to answer all questions in the prompts in their articles.
- Ss write a short article and present their work to the class. Alternatively, assign the task as HW.

### **Suggested Answer Key**

*FAR EAST NATIONAL MARINE SANCTUARY (FENMS) is located in the Peter the Great Bay and the region of the Japanese Sea and was organised in 1978 by the government of the former USSR. The objective of the park is to protect the area's water and habitats.*

*Over 200 species of fish, 300 species of molluscs and 100 different species of crustaceans live in the marine sanctuary. There are also sharks and sea snakes as well as other forms of marine life. Several of these species, notably the sea sturgeon are considered protected species.*

*Some of these species are in danger due to illegal fishing and it is not always easy to protect them. Another problem is man-made pollution along and around the coastal area. That is why it is important for tourists not to fish in the area and not to throw any rubbish in the sea. They should take their rubbish home with them.*

*With everyone's help we can protect this beautiful region.*

# 4

## Across the Curriculum – Science

### Objectives

**Reading:** an article about photosynthesis (matching)

*Skills – reading for gist*

*– reading for specific information*

**Project:** explaining photosynthesis

### 1 **FOCUS ►** Introducing the topic

- Read out the definition of photosynthesis.
- Ss answer the question.

### **Suggested Answer Key**

*Green plants need sunlight to make food.*

### 2 **FOCUS ►** Reading for specific information

- Allow Ss time to think of two questions they have about photosynthesis.
- Ss read the text.

- Ask Ss to read out their answers and questions.

### **Suggested Answer Key**

*Why is photosynthesis needed? (It provides the plants with food.)*

*How many stages are there in photosynthesis? (Two.)*

### 3 a) **FOCUS ►** Reading for gist

- Allow Ss time to reread the text.
- Ss match the paragraphs to the headings.
- Select individual Ss to read each paragraph out.

### **Answer Key**

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

### b) **FOCUS ►** Explaining new vocabulary

- Ask Ss to explain the words in bold by giving a synonym or example.
- Encourage Ss to guess the meanings of the words from the context before checking in their dictionaries.
- Elicit answers from various Ss around the class.

**Suggested Answer Key**

**process:** a series of actions performed to achieve an objective

**absorbs:** soaks up

**sucks up:** draws a liquid upwards using force

**roots:** part of a plant that grows into the ground

**substance:** a solid, liquid or gas

**reaction:** a chemical process in which two substances combine to form another substance

**converts:** changes sth into sth else

**equation:** a mathematical statement to explain a process

4 **FOCUS ►** Explaining new vocabulary

- Allow Ss time to read the gapped text and the words and phrases in the box.
- Encourage Ss to guess if they are unsure.
- Elicit answers around the class.

**Answer Key**

1 carbon dioxide/water

2 water/carbon dioxide

3 light energy

4 chlorophyll

5 **FOCUS ►** Understanding and explaining photosynthesis

- Ss work in pairs or small groups.
- Explain the task.
- Write the headings on the board. Elicit notes for each heading from various Ss around the class. Ss copy the notes into their notebooks and use them to explain photosynthesis in their groups.
- Monitor the activity and clarify any points Ss may still have difficulty with.
- Invite some Ss to speak in front of the class.

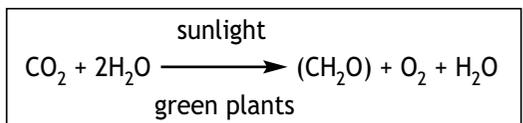
**Suggested Answer Key**

**FOOD FROM THE SUN:** animals eat plants to get energy, other animals eat these animals, plants produce their own food from the sun

**WHAT IS PHOTOSYNTHESIS?:** plants absorb carbon dioxide through their leaves, water through their roots. Chlorophyll in leaves absorbs energy from the sun.

**THE LIGHT AND DARK REACTIONS:** first stage is called light reaction where light is converted to chemical energy. Second stage is dark reaction where the plant converts carbon dioxide and water to carbohydrates.

**NOW FOR THE SCIENCE BIT:**



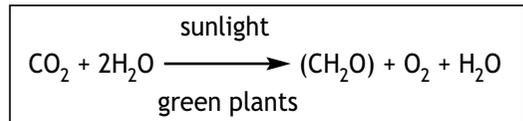
**A LIFE-GIVING PROCESS:** the plant produces food and also provides oxygen for life.

Plants produce their own food from the sun through a process called photosynthesis.

Photosynthesis uses carbon dioxide, water, chlorophyll and sunlight to produce carbohydrates which the plant uses as food.

There are two stages in photosynthesis. The first stage is called the light reaction and involves converting light energy to chemical energy and the second stage is called the dark reaction and consists in converting the carbon dioxide and water to carbohydrates.

The equation for the process is:



Photosynthesis not only produces food for the plant but it also produces oxygen which is essential for all life on this planet.

## Objectives

**Reading:** a text about tropical rainforests (comprehension questions)

**Skill – reading for detailed understanding**

**Speaking:** giving a presentation about rainforests

**Project:** a poster or a poem about rainforests

1 **FOCUS ►** Introducing the topic

- Draw Ss' attention to the title of the text. Elicit what images come to mind (*lots of trees, exotic animals, etc*).
- Play the recording and Ss listen to the sounds.
- Ask them to picture a scene and pay attention to any sensory information.
- Select individual Ss to describe the scene.
- Ask Ss what they can see, hear, feel or taste.

(Ss' own answers)

2 **FOCUS ►** Understanding the topic

- Ask individual Ss to read out the questions in bold in the text.
- Ss try to answer them.
- Ss listen to the recording and check.

**Suggested Answer Key**

- *Rainforests are large forests near the Equator full of tropical plants and trees.*
- *They are important because lots of wildlife lives there.*
- *Lots of rare and unusual trees and plants grow there.*
- *They are in danger because man is destroying the rainforests for fuel and to make way for houses.*
- *We can save them by stopping people from cutting down the trees.*

3 a) **FOCUS ►** Reading for specific information

- Read out the questions.
- Allow Ss time to read the text.
- Select individual Ss to answer the questions.

**Suggested Answer Key**

- 1 *They grow in hot, wet, humid places near the Equator.*
- 2 *By absorbing the carbon dioxide in the air and producing oxygen.*

3 *Because they provide a home to thousands of animal species.*

4 *Aspirin and quinine.*

5 1) *Write a letter to politicians in countries that have rainforests to ask them to stop allowing them to be cut down and 2) refuse to buy furniture made with wood from rainforests.*

b) **FOCUS ►** Explaining new vocabulary

- Allow Ss time to explain the words in bold by giving a synonym, example or explanation.
- Encourage Ss to guess the meanings from the context before checking in their dictionaries.
- Elicit answers around the class.

**Suggested Answer Key**

**humid:** hot and damp

**divided:** separated

**layers:** levels

**understorey:** part of a forest between the forest floor and the canopy where small plants such as herbs, shrubs and fungi grow.

**canopy:** The dense ceiling of closely spaced trees and their branches.

**emergent:** a layer of the tallest trees of the forest

**stick out:** protrude, extend

**tree bark:** the thick skin or surface layer of a tree trunk

**cough mixture:** a medicinal drink used to ease a cough

**resin:** a sticky substance produced by trees

**allowing:** giving permission

**acting:** doing something/taking action

4 **FOCUS ►** Making a presentation

- Explain the task and refer Ss to the Internet, reference books, etc to gather information on rainforests and make notes.
- Remind Ss that they can use the text as a model for their presentation.
- Advise Ss to organise their notes under headings. This will help them present their speech.
- Advise Ss to look at the audience and use gestures and pictures while talking, as this will attract the audience's attention.
- Ss can refer to their notes while speaking.
- Select individual Ss to give a presentation.

- Ss watch the various presentations and comment on them.

### Suggested Answer Key

Rainforests are very dense, warm, wet forests. They can be found in hot and humid regions near the Equator. The most famous rainforest is the Amazon but there are also rainforests in Australia, Indonesia, Africa and some parts of the USA.

Millions of plants and animals live in rainforests. In fact, scientists believe that many have not yet been discovered and named.

Rainforests are essential to the health and survival of the Earth because they produce most of the Earth's oxygen. There are four layers in rainforest. The first layer is the forest floor and next layer is called the understorey ... etc.

### Suggested Answer Key

#### Poem

Sometimes I think of all the things  
That live within the rainforest  
The lovely bird that all day sings  
The parrot with its colourful crest

With all the things the forest brings  
We need to take good care  
Because all these special things  
Can't be found just anywhere

So let's look after the rainforest  
And give it our protection  
Then it'll be there for all the rest  
Of our future generations

## Project

### 5 **FOCUS** ▶ Preparing a poster/poem

- Ss work in small groups.
- Allow Ss time to complete the task or assign as HW.
- Remind Ss to use the words (rainforest, things, sings, rest) if they are writing a poem or to include pictures/artwork if they are making a poster.
- Select individual Ss to present their poster or poem to the class. Display them around the classroom.

## Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

## Reading

### **FOCUS** ▶ Reading for specific information

- Allow Ss time to read the text.
- Ss answer the questions.
- Select individual Ss to read out the sentences.

#### Answer Key

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

## Spotlight on Exams

## Use of English

### **FOCUS** ▶ Reading for detailed understanding

- Allow Ss time to read the text carefully.
- Encourage Ss to read around the gaps.
- Elicit answers from around the class.

#### Answer Key

1 B	3 A	5 B	7 D
2 B	4 A	6 D	

# 4

## Spotlight on Exams

### Listening

#### FOCUS ► Listening for specific information

- Ss listen to the recording and fill in the gaps.
- Elicit answers from around the class.

#### Answer Key

1 Kelly	4 fishing
2 16	5 nature lessons
3 6th July	6 7397087

#### TAPESCRIPT

- A:** Good afternoon, Greenleaf Conservation, how may I help you?
- B:** Hello, I've just read an advert about your conservation camps for teenagers and I would like to come this summer, please.
- A:** That's great! Could I just have your name, please?
- B:** Yes, my name is Andrew Kelly. That's K-E-L-L-Y.
- A:** Okay... and how old are you, Andrew?
- B:** I'm sixteen.
- A:** Right, that's fine... and have you decided which camp programme you would like to take part in?
- B:** Err... yes, it's the one that starts on 6th July and finishes on 3rd August.
- A:** Right, just a moment because I think that one is quite popular this year... no, it's OK, we still have a few places left!
- B:** Oh, that's great!
- A:** Now, you probably read in the advert that you can choose a special activity. Which would you like to do?
- B:** Err ... what choices are there?
- A:** At the moment there's archery, fishing, building a bird nesting box or nature lessons.
- B:** Oh, well... err... fishing I think.
- A:** Ok, so I'll put fishing down as your first choice. Can you give me a second choice too just in case?
- B:** Ok... nature lessons then please.
- A:** Right, I think that's all the information we need for now. Can you give me a contact telephone number, please? As soon as we have more information we'll give you a call.
- B:** Yes, sure. It's 7397087.
- A:** That's great. Thanks for calling.
- B:** OK, goodbye.

### Writing

#### FOCUS ► Writing a for-and-against essay

- Direct Ss' attention to the paragraph plan.
- Advise Ss to consult the relevant section in the previous chapter.
- Encourage Ss to consult encyclopaedias, books, the Internet, etc for ideas.

#### Suggested Answer Key

*Do you know that thousands of square kilometers of forest are being cut down every year? While cutting down trees can benefit man greatly, it must be said that it also has its fair share of disadvantages.*

*Trees can provide us with many useful products. Firstly, wood is an essential building material for housing and it is a source of heating fuel. Certain trees also provide us with medicine. For example, the bark of the cinchona tree contains quinine, which is used to treat malaria. We also get paper, cork and rubber from trees.*

*However, cutting down trees has several disadvantages. We are destroying natural habitats and so putting animals in danger of extinction. Furthermore, deforestation is contributing to global warming because there are fewer trees to absorb the carbon dioxide in the air.*

*To sum up, although there are advantages to cutting down trees I believe that it is important to reduce the number of trees that we cut down so we can guarantee the survival of animal species and also slow down global warming.*

### Speaking

#### FOCUS ► Giving a talk about endangered species

- Direct Ss' attention to the prompts.
- Ss write a draft on endangered species based on the prompts.
- Ss give their talk and then their partners ask questions and make comments.

**Suggested Answer Key**

The humpback whale lives in all of the world's oceans. It has a bulky head and 2 blowholes. Humpback whales grow to be about 16 m long, and can weigh up to 27-45 tonnes. They are seasonal feeders and carnivores. They eat small fish (herring and mackerel), tiny crustaceans and plankton. They are like acrobats of the ocean and can swim on their backs. The humpback whale can live up to almost a hundred years.

Humpback whales are an endangered species because of illegal whaling, getting caught in fishing nets and pollution. It is estimated that there are only between 10,000-15,000 humpback whales worldwide. It is very important that we protect this amazing creature by joining an environmental group such as WWF or Greenpeace and by writing letters to the governments of countries to ask them to bring harsher penalties for whalers.

# Progress Check

**Answer Key**

- |   |              |                 |   |                  |                |             |
|---|--------------|-----------------|---|------------------|----------------|-------------|
| 1 | 1 rubbish    | 6 emissions     | 4 | 1 impossible     | 4 unacceptable |             |
|   | 2 glass      | 7 congests      |   | 2 irresponsible  | 5 disappear    |             |
|   | 3 repair     | 8 extinction    |   | 3 illegal        |                |             |
|   | 4 packed     | 9 banned        |   |                  |                |             |
|   | 5 campaign   | 10 switch       | 5 | a) 1 over        | 3 on           | 5 away from |
|   |              |                 |   | 2 out of         | 4 into         |             |
| 2 | 1 endangered | 6 climate       |   | b) 1 about       | 3 from         | 5 of        |
|   | 2 modern     | 7 environmental |   | 2 in             | 4 to           |             |
|   | 3 vegetable  | 8 power         |   |                  |                |             |
|   | 4 adoption   | 9 natural       |   |                  |                |             |
|   | 5 compost    | 10 global       | 6 | 1 is not lost    | 3 in the rain  |             |
| 3 | 1 must       | 4 don't have to |   | 2 thinking about | 4 freezing     |             |
|   | 2 had to     | 5 could         |   |                  |                |             |
|   | 3 shouldn't  | 6 ought to      |   |                  |                |             |

**Before you start ...**

- Encourage a class discussion based on Ss' thoughts and concerns regarding the environment. Enquire what problems they see in the environment and whether they can influence a change upon their environment.
- Direct Ss' attention to the title of the module, *Holidays*. Explain the idea of the module is to introduce concepts relating to holidays and how our lives and environments are affected.

**Look at Module 5**

To begin, ask Ss to focus their attention on the pictures found on p. 81. Ss will be required to identify which page from within the module each picture can be found and discuss what they believe each picture represents.

**Suggested Answer Key**

Focus Ss' attention on *pic 1* (p. 81).

T: *What page is picture 1 from?*

S1: *It's from page 84.*

T: *What do you see?*

S2: *People on a beach in a storm.*

T: *How do you think they feel?*

S3: *Cold and unhappy.*

T: *Has this ever happened to you? etc*

*Pic 2* (p. 97)

*What is it? Have you ever seen one? Where would you find it? What can you do with it?*

*Pic 3* (p. 88)

*What do you see? What time period could this be?*

*What are they getting into?*

*What do you think they are doing?*

*Pic 4* (p. 90)

*Who could these people be? What are they doing?*

*Why do you think they are dressed like this?*

**Find the page number(s) for...**

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

**Suggested Answer Key**

**a travel diary** (p. 82)

*(a written account of someone's holiday adventure(s)) Why would you write a travel diary?*

*When? Who would read it?*

**a fact file about a region** (p. 86)

*(an article based on quick facts about a specific area) What facts could be included? Who would use a fact file?*

**a postcard** (p. 96)

*(a picturesque scene of a special place on which you write a short letter to someone) Who makes postcards? How many people have written one? Received one?*

**London landmarks** (p. 95)

*(a prominent identifying feature of a landscape) What do you see? Where is this place? What can you do there? Have you been to a similar place?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

**Suggested Answer Key**

*The Literature section is about an author and a literature extract. This one (pp. 88-89) is about Jules Verne and an extract from his novel Around the World in 80 Days. Several activities are included to stimulate interest and explore this piece of literature.*

*The Culture Corner* (p. 95) contains a leaflet about *The River Thames in London and its tourist attractions.*

*The Across the Curriculum section* (p. 96) looks at the weather, a topic in Geography.

*The Going Green section looks at different green issues. This particular one* (p. 97) *focuses on marine litter.*

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

As described in the relevant section in Module 1.



# Reading Skills

## Objectives

**Reading:** a travel diary (T/F); comprehension questions

**Skills – reading for specific information and detailed understanding**

**Vocabulary:** travel; adjectives

**Writing:** a postcard

**Speaking:** describing someone's holiday

## Reading

### 1 **FOCUS ►** Predicting the content of a text

- Draw Ss' attention to the travel diary and focus on the paragraph headings.
- Explain the task to Ss and allow time to complete the task.
- Play the recording. Ss listen and follow the text in their books.
- Check answers with the class.

#### **Suggested Answer Key**

*The travellers were in Nepal. I think they climbed mountains, met local people and saw some beautiful scenery.*

### 2 **FOCUS ►** Reading for detailed comprehension

- Ask Ss to read the diary again.
- Explain the task and allow Ss time to complete the exercise.
- Call on individual Ss to share their answers.
- Check answers with class.
- Ss correct any of the false statements.
- Check Ss' answers.

#### **Answer Key**

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

2 *Kathmandu is dusty, noisy and polluted.*

3 *The view of the Himalayas was great.*

4 *They were poor but really friendly.*

5 *Bhaktapur is an ancient town.*

7 *The festival lasts for days.*

10 *The author does not say that she didn't sleep at all but is looking forward to a good night's sleep at home.*

### 3 **FOCUS ►** Reading for specific information

- Ss read the text again and complete the task.
- Check answers with the class.

#### **Suggested Answer Key**

1 *The weather was very foggy in Kathmandu. In the Himalayas, it was hot in the bright mountain sun but quite cold in the shade. It got very cold at night.*

2 *In Nepal, they travelled on local buses, in a small plane, on foot and in a taxi.*

3 *They stayed in cheap campsites and hotels.*

4 *They visited the Monkey Temple near Kathmandu, they went on an excursion to the Himalayas, where they camped near a village called Phakding and tried some local food, and they visited Bhaktapur, where they saw the events of the annual Bisket Jatra festival and took a guided tour of the magnificent temples.*

### 4 a) **FOCUS ►** Identifying adjectives in text

- Review the adjectives with Ss.
- Explain the task drawing Ss' attention to the example provided.
- Working with a partner, Ss complete the task, then share their answers with another pair.
- Check answers with the class.

#### **Suggested Answer Key**

*brehtaking view ≠ boring/uninspiring*

*spectacular scenery ≠ plain*

*amazing sunrise ≠ usual*

*friendly, young boys ≠ unfriendly, old*

*poor, happy villagers ≠ rich, unhappy*

*noisy contest ≠ quiet*

*wild parade ≠ boring*

*magnificent Bhaktapur temples ≠ modest/plain*

*beautiful pottery ≠ ugly*

*cheap campsites and hotels ≠ expensive*

*amazing experiences ≠ ordinary*

b) **FOCUS ►** Explaining and using new vocabulary

- Focus Ss' attention on the words in bold in the text.
- Encourage Ss to guess the meaning first through the context before using their dictionaries. Ss explain the words by giving a synonym, example or explanation.
- Monitor Ss' progress and review answers for the sentences with the class.

**Answer Key**

1	<i>delayed</i>	3	<i>ancient</i>	5	<i>hired</i>
2	<i>local</i>	4	<i>annual</i>	6	<i>pavement</i>

**Suggested Answer Key**

**delayed:** late, held up  
**beggars:** poor people who ask strangers for money  
**barber:** male hairdresser  
**cracked:** damaged with lines on it's surface  
**pavement:** paved area for pedestrians  
**escaped:** got free  
**peaks:** tops of mountains  
**in the distance:** far away  
**breathtaking:** amazing; spectacular  
**trekking:** hiking, walking in difficult terrain  
**trail:** path through forest or mountains  
**shade:** an area out of the sun  
**scenery:** land, water, flora you can see in a place  
**put up:** erected  
**local:** belonging to a specific area  
**ancient:** very old  
**annual:** yearly  
**hired:** rented  
**tug-of-war contest:** competition where two teams pull each end of a rope to defeat the other  
**kick off:** start  
**based on:** developed from  
**candlelit:** lit by candles  
**procession:** people walking/driving in a line as part of a public event  
**craftsmen:** people who make things with their hands  
**handicrafts:** pottery, embroidery, etc made by hand  
**drums:** musical instrument made from a skin stretched over a round frame that you hit with sticks or your hands  
**backpacks:** rucksacks  
**nasty:** mean; unpleasant

**viruses:** germs that cause diseases  
**countless:** too many to count  
**backpacking:** travelling with a backpack  
**home comforts:** things that make life easier such as electrical appliances

**Speaking**5 **FOCUS ►** Using notes to recall information from a text

- Ss work in pairs and make notes in answer to the questions in the rubric.
- Call on individual Ss to use their notes and tell the class.

**Suggested Answer Key**

The author visited four countries in Asia including Nepal. In Nepal she went to Kathmandu where she visited the Monkey Temple. She also went on a trekking excursion in the Himalayas. Then she went to Bhaktapur and saw the events of the Bisket Jatra festival and went on a tour of the temples and finally she bought some souvenirs. She enjoyed her journey but found it uncomfortable and tiring at times.

**Vocabulary**6 **FOCUS ►** Building vocabulary

- Explain the task.
- Work through the first example with the class and write the second sentence on the board.
- Encourage Ss to guess first and then check their guesses in their dictionaries in order to complete the task.
- Ask individual Ss to share their answers with the class.

**Answer Key**

1	<i>excursion</i>	5	<i>view</i>	9	<i>shade</i>
2	<i>brochures</i>	6	<i>book</i>	10	<i>take</i>
3	<i>beaches</i>	7	<i>passengers</i>	11	<i>rented</i>
4	<i>package</i>	8	<i>extend</i>	12	<i>scenery</i>

**Suggested Answer Key**

- 1 There was a fantastic **exhibition** in the Louvre.
- 2 I'm going to hand out **leaflets** on saving energy this weekend.

- 3 *Malta is well-known for its rocky coasts.*
- 4 *Some children bring a **packed** lunch to school.*
- 5 *There was some wonderful **scenery** around the resort we were staying in.*
- 6 *My brother is good with his hands and can **fix** anything.*
- 7 *Some air **travellers** may suffer from swollen ankles on long flights.*
- 8 *Bad weather can **prolong** your stay in a place during a backpacker holiday.*
- 9 *She was frightened when she saw a **shadow** behind her.*
- 10 *After the bank robbery, the police did their best to **catch** the thieves.*
- 11 *We **hired** a car at the airport.*
- 12 *The hotel was located in a fantastic **setting** by the sea.*

7 **FOCUS ►** Gap-filling/vocabulary building

- Read the possible answers and clarify the meaning of these words.
- Discuss how they are similar, but stress that they are used in different contexts and are often confused.

**Answer Key**

- |               |                    |                  |
|---------------|--------------------|------------------|
| 1 <i>tour</i> | 3 <i>excursion</i> | 5 <i>journey</i> |
| 2 <i>trip</i> | 4 <i>voyage</i>    |                  |

**Writing**

8 **FOCUS ►** Writing a postcard

- Explain the task.
- Encourage Ss to review the travel diary on p. 82 and gather information about Bhaktapur.
- Remind Ss they will be writing in an informal style and they can write their postcard to a friend or family member.

- Review the prompts provided and remind Ss to cover all of them.
- Cards can be displayed around the class for everyone to view.

**Suggested Answer Key**

Dear Natalya,

Greetings from ancient Bhaktapur, Nepal. We are here to see the annual festival of Bisket Jatra. We are watching a tug-of-war contest, and later we can see a parade and a candlelit procession. There are also some magnificent temples to visit. I like it here very much. I've bought some beautiful souvenirs, including some pottery. See you soon!

Sasha



Natalya  
Antonova  
Koneva St. 15-36  
678876 Irkutsk  
Russia

**Words of Wisdom**

- Draw Ss' attention to the proverb.
- Elicit ideas for how to paraphrase the proverb and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the proverb and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other proverbs on the topic from their L1.



# Listening & Speaking Skills

## Objectives

**Vocabulary:** holidays – problems and complaints

**Reading:** a dialogue (gap-fill)

**Skill –** reading for specific information

**Speaking:** describing bad experiences; sympathising; talking about holidays

**Listening:** short exchanges (multiple choice)

**Skills –** listening for specific information

**Writing:** a short account of a personal experience

### Suggested Answer Key

*The problem is that the people did not expect bad weather at the beach; they expected sunny weather. I think the people feel disappointed and annoyed.*

## Vocabulary

### 1 a) **FOCUS ►** Generating vocabulary related to the topic

- Draw Ss' attention to the rubric.
- Read the information and explain the task.
- Allow Ss two minutes to list as many words as possible.

#### Suggested Answer Key

Types of holiday	half-board, cruise, beach, backpacking, skiing, etc
Places to stay	hotel, apartment, campsite, etc
Activities	swimming, hiking, souvenir shopping, sightseeing, etc
Weather	sunny, freezing cold, windy, calm, etc

### b) **FOCUS ►** Practising vocabulary through discussion

- Create a list of Ss' answers on the board from Ex. 1a.
- Explain the task.
- Review the example with Ss. Allow Ss time to work through the task with a partner.
- Monitor progress around the room.

(Ss' own answers)

### 2 a) **FOCUS ►** Eliciting information from a cartoon

- Ask Ss to focus on the cartoon on p. 84.
- Allow time for Ss to study the cartoon and draw conclusions as to what they believe is happening.
- Ask individual Ss to share their responses. Ss should be able to justify their answers.

### b) **FOCUS ►** Matching descriptors to events

- In pairs Ss complete the task.
- Do item 1 together to help Ss understand the expectations.
- Check answers with the class.
- Go through the footnote and review countable/ uncountable nouns related to the topic.

### Answer Key

1 weather	8 health
2 travel/transport	9 crime
3 food	10 the town/resort
4 belongings	11 crime
5 the town/resort	12 service
6 belongings	13 health
7 accommodation	14 weather

## Reading

### 3 a) **FOCUS ►** Predicting the content of a dialogue

- Draw Ss' attention to the dialogue box on p. 84.
- Read the first exchange and ask Ss to consider what may have happened to John.
- Discuss as a group.
- Play the recording. Ss listen, read and compare their answers.

### Suggested Answer Key

*John had a terrible holiday. I think he lost his luggage and the weather was terrible.*

### b) **FOCUS ►** Reading for specific information

- Explain the task and provide Ss with time and assistance to complete it.
- Check answers with class. Ss then explain the words/phrases in bold by guessing from the context and checking in their dictionaries.

**Answer Key**

- 1 his passport, missed their flight
- 2 was delayed, was lost
- 3 terrible
- 4 to go abroad

**Suggested Answer Key**

- went wrong:** doesn't go as planned  
**for a start:** to begin with  
**fetch:** bring  
**to make matters worse:** to worsen things  
**absolute nightmare:** extremely unpleasant situation  
**look on the bright side:** try to be optimistic

## Everyday English

4 **FOCUS ►** Describing personal experiences

- Read the rubric aloud.
- Review Ex. 2b and the example provided in Ex. 4.
- Encourage Ss to use the prompts provided and recall personal events. In the case where Ss have no personal experience he/she may use a situation from TV, a movie or a book.
- Ss complete the exercise with a partner.
- Monitor progress around the room and listen for a response from each student.

(Ss' own answers)

5 **FOCUS ►** Creating a dialogue/question and response – role play

- Explain the task.
- Encourage Ss to use information from Ex. 4 to assist them in developing a conversation for this task.
- Ss should use each prompt and play both roles of the conversation to practice both sides of the plan.
- Monitor progress around the class and offer any necessary assistance.

**Suggested Answer Key**

- A: How was your holiday?  
 B: It was the worst I've ever had.  
 A: What went wrong?  
 B: For a start, our flight was delayed by ten hours!

A: How terrible!

B: To make matters worse, I lost my passport.

A: What an absolute nightmare!

B: I tell you what ... I'm staying at home next year!

B: To make matters worse, I lost my passport.

A: What an absolute nightmare!

B: I tell you what ... I'm staying at home next year!

6 **FOCUS ►** Choosing the correct response/talking about holidays

- Draw Ss' attention to the rubric and read the questions and possible answers before giving Ss time to complete the task.
- Ss listen to the recording and check their answers.
- Ss act out the exchanges in pairs.

**Answer Key**

- 1 c      2 e      3 a      4 b

## Listening

7 a) **FOCUS ►** Predicting the content of a listening task

- Read the Study Skills box to Ss.
- Allow time to practise the method of preparing for multiple-choice questions.
- Elicit Ss' predictions.

**Suggested Answer Key**

I expect to hear about people's holiday problems and complaints.

b) **FOCUS ►** Listening for specific information – answering multiple-choice questions

- Play the recording.
- Tell Ss to select the correct answer and circle their response.
- Play the recording again so Ss can check their responses.
- Ask individual Ss to share their answers with the class. Elicit which words helped Ss complete the task.

**Answer Key**

- 1 B      2 C      3 A      4 C

**Suggested Answer Key**

- 1 *annoyed*
- 2 *teaching; working*
- 3 *Oh no; Oh dear!*
- 4 *didn't go to the beach very much, wasn't as good as, cool breeze, quite a few showers*

**TAPESCRIPT**

- 1 **You will hear a woman talking about her holiday. How does she feel?**

*"I can't tell you how annoyed I am! We were very dissatisfied with the food, the staff weren't helpful at all and the facilities on board the ship were very disappointing. I'm definitely going to write a letter of complaint! We paid a lot of money for that cruise!"*

- 2 **You will hear an advert for a holiday. What kind of holiday is it?**

*"Tired of backpacking, package holidays and noisy beach resorts? Well, how about spending your holiday teaching English as a foreign language, helping out at a turtle rescue centre or working with street children in Brazil? Take a break and make a difference too! Call us on 020-7865987 for more information."*

- 3 **You will hear a man talking about something he has just heard on the radio. What is his reaction?**

*"Oh no, did you hear that? A massive hurricane is heading for the Florida coastline. We'd better call the airline and see if we can get an early flight home. I wouldn't want to get caught in something like that! Oh dear, what if all the flights are booked up?"*

- 4 **You will hear a woman talking about the weather on her holiday. What was it like?**

*"To tell you the truth, we didn't go to the beach very much because the weather wasn't as good as I was expecting it to be. The travel agent told us it was usually sunny and hot at that time of year, but there was often a cool breeze and there were quite a few showers in the afternoons."*

**Say it right**

- 8 **FOCUS ► Forming and using idioms**

- Review the use of idioms.
- Draw Ss' attention to the rubric and read the questions and possible answers before giving Ss time to complete the task.
- Correct answers together and elicit similar idioms in Ss' L1.

*(Ss' own answers)*

**Writing**

- 9 **FOCUS ► Writing from personal experience**

- Go through the rubric with Ss.
- Make sure to point out the details that must be included in their writing.
- Ask Ss to identify the points related to when, where, who and what.
- For Ss that do not have any personal experience, allow them to use a storyline from TV, a movie or a book.
- Ss complete the task and share their accounts with classmates. Alternatively, assign the task as HW.

**Suggested Answer Key**

*Last year, I went on holiday to London with my class. We had a terrible experience. For a start, our flight was delayed for six hours. To make matters worse, the food in our hotel was appalling. It also rained every single day! It was an absolute nightmare!*



# Grammar in Use

## Objectives

**Grammar:** past tenses; articles

**Reading:** a fact file about a region (gap-filling)

**Skill – reading for grammatical correctness**

**Listening:** intonation in compound nouns

**Vocabulary:** dependent prepositions; phrasal verbs with *get*; words often confused; forming compound nouns

### 1 **FOCUS** ▶ Using articles *a, an* or *the*

- Review with Ss when it is appropriate to use *a, an* or *the*.
- Offer examples if necessary.
- Ss complete the task. Remind Ss to read it over to check for accuracy.
- Play the recording. Ss listen and check their answers.

#### Answer Key

1	<i>a</i>	7	–	13	<i>the</i>	19	<i>the</i>
2	<i>the</i>	8	<i>the</i>	14	–	20	<i>a</i>
3	–	9	<i>the</i>	15	–	21	–
4	–	10	<i>the</i>	16	<i>the</i>	22	<i>the</i>
5	–	11	<i>the</i>	17	<i>a</i>	23	–
6	<i>the</i>	12	<i>the</i>	18	–	24	<i>the</i>

### 2 **FOCUS** ▶ Reviewing past tenses

- Discuss situations that happened in the past.
- Ask Ss how to recognise past tense language. *What are some of the key words that identify the past tense? (was, saw, had, had been, words that end in -ed, etc).*
- Draw Ss' attention to Ex.1 and read the seven sentences.
- Ask Ss to identify the words that indicate the past tense and use those words to match to the definitions (a-g).
- Allow Ss time to complete the task and correct together.

#### Answer Key

- 1 *past continuous, past simple*
- 2 *past simple*
- 3 *past continuous*
- 4 *past perfect, past simple*
- 5 *past continuous*
- 6 *past perfect continuous, past simple*
- 7 *past simple*

1	<i>d</i>	3	<i>f</i>	5	<i>b</i>	7	<i>e</i>
2	<i>c</i>	4	<i>a</i>	6	<i>g</i>		

### 3 **FOCUS** ▶ Practising past tenses

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

#### Answer Key

- 1 A: *Did you see*  
B: *had started, finished*
- 2 A: *happened*  
B: *fell, broke, was riding*
- 3 A: *was Ann crying*  
B: *had been training, found out*
- 4 A: *did you meet*  
B: *finished*
- 5 A: *didn't he come*  
B: *had just arrived, realised, had left*
- 6 A: *were you doing*  
B: *was tidying, was planting*

### 4 **FOCUS** ▶ Using time linkers with past tenses

- Explain the task.
- Ss complete the task individually and compare answers with a partner.

#### Answer Key

- |   |                    |   |                   |   |              |
|---|--------------------|---|-------------------|---|--------------|
| 1 | <i>by the time</i> | 3 | <i>after</i>      | 5 | <i>while</i> |
| 2 | <i>until</i>       | 4 | <i>as soon as</i> |   |              |

#### Suggested Answer Key

- 1 *Our dinner was cold **by the time** we sat down at the table.*
- 2 *I played the piano **until** I was 14 years old.*
- 3 *I watched some television **after** I had finished my dinner.*
- 4 *Sarah rushed home **as soon as** school finished.*
- 5 *The children were building sandcastles **while** their parents were eating.*

## Game

### **FOCUS** ▶ Continuing a chain story

- Tell Ss you are going to create a chain story where Ss must add on.

## Grammar in Use

- Explain that an opening sentence will be provided and that one-by-one they will add on a sentence.
- Write them on the board as you go along so there is a final product at the end.
- Read the story as a whole after all Ss have contributed.

(Ss' own answers)

5 a) **FOCUS ►** Forming compound nouns

- Focus on the theory box on p. 87.
- Read the information to Ss and clarify any questions.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

**Answer Key**

1 dry	5 repellent	9 card
2 agent's	6 screen	10 sun
3 cheques	7 hair	
4 sickness	8 book	

b) **FOCUS ►** Practising intonation in compound nouns

- Read the theory box on intonation and clarify any details.
- Be sure to stress the difference of compound nouns vs. adjective and noun.
- Tell Ss to listen closely and complete the task.
- **Optional Extension:** use the different forms (compound/adjective and noun) in sentences in order to prove how they work.

**Answer Key**

- |                     |                     |
|---------------------|---------------------|
| • <u>blackboard</u> | • <u>widespread</u> |
| • <u>gentleman</u>  | • <u>full stop</u>  |
| • <u>highland</u>   | • <u>highchair</u>  |

6 **FOCUS ►** Practising prepositional phrases

- Refer Ss to Appendix 1 to review the details.
- Explain the task and allow time to complete the task.
- Ask individual Ss to share their answers.

**Suggested Answer Key**

1 on, by	2 in	3 on	4 on
----------	------	------	------

(Ss' own answers)

7 **FOCUS ►** Using phrasal verbs

- Review the concept of phrasal verbs.
- Allow Ss time to study the diagram and complete the sentences.
- Check Ss' answers.

**Answer Key**

1 getting by	3 get on	5 get in
2 get off	4 get around	

8 **FOCUS ►** Understanding frequently confused words

- Ss complete the task individually, using dictionaries if necessary.
- Check answers with the class then elicit sentences for the alternative words from Ss around the class.

**Answer Key**

1 transport	3 fetch
2 crossing	4 miss

**Suggested Answer Key**

- 1 Jane rang the **travel agent's** to book her flights.
- 2 A taxi will **transfer** your luggage to the airport.
- 3 I left my phone at home so I asked Tom to **bring** it to me.
- 4 Tourists need to go to the police immediately if they **lose** their passports.

9 **FOCUS ►** Transforming sentences

- Explain the task, reminding Ss to use two to five words to complete each sentence.
- Ss complete the task individually and then compare answers with a partner.
- Check the answers with the class.

**Suggested Answer Key**

- 1 got on well with
- 2 after he had packed
- 3 until after the sun had
- 4 sightseeing more than
- 5 had already packed his case



# Literature

## Objectives

**Reading:** an extract from *Around the World in 80 Days* (gapped text)

**Skill** – reading for text structure, cohesion and coherence

**Vocabulary:** adjective – noun collocations; synonyms for ‘said’; gestures

**Writing:** an alternative ending

### 1 **FOCUS** ► Predicting the content of a text from the title and picture

- Ask Ss to look at the picture and title of the text and share their thoughts and ideas on what the text will be about.
- Ask the leading questions provided and elicit information from Ss.
- Ss read the biography and then compare answers.

#### **Suggested Answer Key**

*They are Phileas Fogg and Passepartout. They are about to get into a carriage.*

### 2 a) **FOCUS** ► Speculating

- Discuss with the class the time period the story took place and how their possessions would have been quite different from today.
- Refer again to the picture and ask Ss to respond to the task.
- Check Ss’ answers.

#### **Suggested Answer Key**

*I think they took clothing, maps, and money.*

### b) **FOCUS** ► Reading for specific information

- Tell Ss to review the statements prior to reading the text again.
- Allow Ss time to complete the task and check answers.

#### **Answer Key**

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

### 3 **FOCUS** ► Using adjectives/extending vocabulary

- Tell Ss to focus their attention on the Study Skills box.
- Read the comments, clarify any information and explain the task.
- Ss complete the task and compare answers with a partner.

#### **Answer Key**

1 shoes	3 soil	5 feet
2 life	4 note	6 tickets

#### **Suggested Answer Key**

- 1 A pair of **stout shoes** is necessary for hiking.
- 2 Jack wanted a **quiet life** so he went to live on a small island.
- 3 My uncle went to live in Australia years ago and he never set foot on his **native soil** again.
- 4 Have you seen our new **bank notes**?
- 5 I like to walk on the sand with my **bare feet**.
- 6 Kathy didn’t have enough money to buy **first-class tickets** so she bought **second-class ones** instead.

### 4 a) **FOCUS** ► Reinforcing understanding of vocabulary

- Explain the task and go through the sentences with the class to check understanding, explaining any new vocabulary.
- Ss complete the task individually, then compare answers with a partner.
- Check answers with the class.

#### **Answer Key**

1 welled	3 weighed	5 slipped
2 handed	4 pleaded	6 collapsed

### b) **FOCUS** ► Understanding reporting verbs

- Review the task with Ss.
- In pairs, Ss complete the task and check answers with another pair.
- Check answers with class.

**Suggested Answer Key**

- 1 **enquired**: (l. 5) means to ask for more information on a matter.
- 2 **returned**: (l. 6) here it means to reply.
- 3 **answered**: (l. 12) here it means to reply.
- 4 **asked**: (l. 14) this means asking a question.
- 5 **pleaded for**: (l. 59) this means to ask for sth in an intense, emotional way.
- 6 **checked**: (l. 77) in this case, the speaker is reminding Fogg of sth.

c) **FOCUS ►** Defining new vocabulary

- Explain the task.
- Ss explain the words in bold by giving a synonym, example or explanation. Encourage Ss to try to guess the meanings of the words from the context before checking in their dictionaries.
- Review answers with class.

**Suggested Answer Key****grin**: a broad smile**eyebrows**: strip of hair which grows above your eyes**in astonishment**: with great surprise**in despair**: showing little sign of hope**shaking**: trembling uncontrollably**travelling cloak**: a warm coat worn while on a journey**set foot**: enter or reach a place**soil**: ground**troubled**: bothered, concerned**steamers**: ships or boats powered by steam**descended**: got/went down**bare**: without any covering**mud**: wet soil or earth**purchased**: bought**have in mind**: remember**due**: expected5 **FOCUS ►** Distinguishing between *shake/nod*

- Make sure Ss are aware of the meaning of *shake* and *nod*. Do item 1 as an example and demonstrate the gesture.
- Explain the task and allow Ss time to complete the task.
- Check answers with the class.

**Answer Key**

- |   |              |   |              |   |              |
|---|--------------|---|--------------|---|--------------|
| 1 | <i>shake</i> | 3 | <i>nod</i>   | 5 | <i>shake</i> |
| 2 | <i>nod</i>   | 4 | <i>shake</i> | 6 | <i>shake</i> |

6 a) **FOCUS ►** Writing a final paragraph

- Explain the task.
- Remind Ss it will be necessary to use similar language as is used throughout the story.
- Allow Ss time to complete their writing and share it with a partner.

**Suggested Answer Key**

*After 80 days travelling, the pair were exhausted. They had sailed over seas, travelled by coach through some of the most beautiful countries on Earth, and had some narrow escapes from terrible danger. Now they at the doors of the club. "Well, gentlemen", Fogg said as he entered, "here I am."*

b) **FOCUS ►** Comparing endings

- Play the recording.
- Ss compare the actual ending to their own.
- Take a class poll to see how many Ss wrote similar endings and how many were different.
- Ask individual Ss to share their writing with the class.

**Suggested Answer Key**

*No, it was nothing like my ending, although the two characters did return to London on time.*

(Ss' own answers)

**TAPESCRIPT**

*The next day, as soon as it was light, Passepartout rapped vigorously at his master's door. Mr Fogg opened it, and asked, "What's the matter, Passepartout?"*

*"What is it, sir? Why, I've just this instant found out ..." "What?"*

*"That we might have made the tour of the world in only seventy-eight days."*

*"No doubt," returned Mr Fogg, "by not crossing India. But if I had not crossed India, I should not have saved Aouda; she would not have been my wife, and ..."*

*Mr Fogg quietly shut the door.*

*Phileas Fogg had won his bet, and had made his journey around the world in eighty days. To do this he had employed every means of transport – steamers, railways,*

carriages, yachts, trading-vessels, sledges, elephants. The eccentric gentleman had throughout displayed all his marvellous qualities of coolness and exactitude.

But what then? What had he really gained by all this trouble? What had he brought back from this long and weary journey? Nothing, say you? Perhaps so; nothing but a charming woman, who, strange as it may appear, made him the happiest of men! Truly, would you not for less than that make the tour around the world?



## Writing Skills

### Objectives

**Reading:** a story (ordering)

**Skills – reading for gist and specific information**

**Grammar:** using adjectives/adverbs; linkers; reporting verbs

**Writing:** a story

#### 1 FOCUS ► Discussing story writing/use of tenses

- Ask Ss if they have read any good stories lately, or if they can recall a favourite story from a previous time. What do they remember about it? Do they know what tense it was written in?
- Read the theory box with Ss and discuss any questions that may arise.

##### **Suggested Answer Key**

*A story can be about something that happened to us. We normally use past tenses when telling stories.*

#### 2 FOCUS ► Reading for specific information

- Allow Ss some time to read the text.
- Read the questions aloud and elicit answers from various Ss around the class.

##### **Suggested Answer Key**

- The story took place at the Notting Hill Carnival.*
- The main characters were two friends, Rachel and Sarah.*

#### 7 FOCUS ► Revising the lesson

- Direct Ss to close their books and try to recall ten words or phrases they learnt in the lesson.
- Ss use them in sentences and then Ss share their sentences with a partner.

(Ss' own answers)

- The weather was hot and sunny and then there was a sudden thunderstorm.*
- They found each other and had coffee in a café.*

#### 3 FOCUS ► Deconstructing a story

- Focus Ss' attention on the paragraph plan in the theory box and review the information.
- Explain the task and ask individual Ss to identify the appropriate paragraphs.
- Ss should justify their answers.

##### **Answer Key**

- *Paragraphs 2 and 3 develop the story.*
- *Paragraph 1 sets the scene.*
- *Paragraph 4 ends the story.*

*The writer has used a variety of past tenses (past simple + continuous + past perfect).*

#### 4 FOCUS ► Sequencing the events in a story

- Read the rubric and explain the task.
- Be sure Ss are clear about what they are looking for.
- Remind Ss to look for key words and phrases as they read the prompts and the text.
- Allow Ss time to complete the task and check answers with the class.

##### **Answer Key**

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

**Suggested Answer Key**

*Sarah and I looked out of the window as the train started moving slowly away from the platform. It was a cloudless summer day. "Not what you would expect after last night's storm", Sarah said, adding that she didn't think I'd need my umbrella. "It's a beautiful day – perfect for the Notting Hill Carnival", she exclaimed.*

*It was early when we reached our destination. We spent some time walking around the stalls and looking at the floats. Loads of people had gathered along the route before the parade started. People in all kinds of colourful outfits were dancing to the music while others were taking photographs. "Look at that costume", I could hear Sarah shouting but I couldn't see her anywhere. I was lost!*

*Next thing I heard a clap of thunder and within minutes it was pouring rain. I quickly opened my umbrella and was delighted that I had it with me. Next thing, I felt Sarah pulling my jacket. "I'm so delighted to see you", she said. Soaking wet but happy that we found each other, we found a nice café and went in for a coffee. "Who would have thought," Sarah said, "that a sudden downpour would be good luck!". I agreed, grinning. "Yes, without it you wouldn't have spotted my special umbrella, Sarah!" I added.*

5 a) **FOCUS ►** Setting the scene

- Read the rubric aloud.
- Read the theory box and summarise the points on the board.
- Refer Ss back to the story to decide whether the scene has been properly set in this case.
- Ss should justify their answers.

**Suggested Answer Key**

*Yes, it does as it tells us who the main characters were (Rachel and the narrator), where they were (on the train), what time of the year it was (summer), what the weather was like (a cloudless summer day), and why they were there (they were travelling to the Notting Hill Carnival).*

b) **FOCUS ►** Practicing setting a scene

- Focus Ss' attention on the picture provided on p. 91.
- Read the rubric and explain the task.
- In pairs Ss discuss their answers.
- Ask individual Ss to share their answers with the class.

**Suggested Answer Key**

*John, Jane, Sue and Barry decided to go sailing last weekend. It was a sunny day with a blue sky and they had hired a big boat.*

6 a) **FOCUS ►** Introducing theory

- Ss read the theory box.
- Discuss exactly what adjectives and adverbs are and how they are used.

b) **FOCUS ►** Using adjectives

- Explain the task.
- Read the adjectives and make sure Ss understand their meanings.
- Allow Ss time to complete the task with a partner.
- Check answers with another pair.

**Answer Key**

<i>nice – comfortable</i>	<i>OK – relieved</i>
<i>glad – pleased</i>	<i>bad – terrifying</i>
<i>big – deafening</i>	

7 a) **FOCUS ►** Using adverbs

- Explain the task and review the adverbs, making sure the meanings are understood.
- Ss complete the task.
- Check answers with the class.

**Answer Key**

1 <i>patiently</i>	3 <i>hungrily</i>	5 <i>loudly</i>
2 <i>slowly</i>	4 <i>anxiously</i>	6 <i>happily</i>

b) **FOCUS ►** Using verb/adverb phrases when writing sentences

- Explain the task.
- Allow Ss time to complete the task and check their answers with the class.

**Suggested Answer Key**

- 1 Tom **waited patiently** for his return.
- 2 The old man **moved slowly** down the corridor.
- 3 Jack **ate** his dinner **hungrily**.
- 4 "I hope he's OK," Jane **thought anxiously**.
- 5 The people on the rollercoaster **screamed loudly**.
- 6 The mother **smiled happily** at her baby.

8 a) **FOCUS ►** Expressing feelings with synonyms and antonyms

- Review what synonyms and antonyms are and how they are used.
- Review the task and allow Ss time to complete it.
- Check Ss' answers.

**Answer Key**

- |                     |                  |               |
|---------------------|------------------|---------------|
| 1 <i>frightened</i> | 4 <i>calm</i>    | 7 <i>glad</i> |
| 2 <i>tired</i>      | 5 <i>bored</i>   |               |
| 3 <i>worried</i>    | 6 <i>certain</i> |               |

b) **FOCUS ►** Matching information

- Explain the task and review the example provided.
- Ss complete the task.
- Check answers with class.

**Answer Key**

- 2 E    3 F    4 B    5 A    6 C

**Suggested Answer Key**

- A She was disappointed because everything went wrong.  
 B He could hardly keep his eyes open because he was exhausted.  
 C She felt like crying because she was upset.  
 E She was confused because she just didn't understand it.  
 F He was amused because it was quite a funny situation.

9 a) **FOCUS ►** Identifying specific verbs in text

- Explain the task.
- Read the theory box together and ask Ss for examples.
- Ss complete the task.
- Check Ss' answers.

**Answer Key**

told, shouted, thought, replied

b) **FOCUS ►** Using a variety of verbs/replacing 'said'

- Go through the theory box and draw Ss' attention to the verbs that can be used instead of 'said'.
- Elicit more suggestions from Ss and write them on the board.
- Explain the task and allow Ss time to complete it.
- Check Ss' answers.

**Suggested Answer Key**

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| 2 <i>whispered</i> | 4 <i>cried</i>    | 6 <i>thought</i> |
| 3 <i>exclaimed</i> | 5 <i>screamed</i> |                  |

10 a) **FOCUS ►** Linkers (theory)

- Draw Ss' attention to the theory box and review together.
- Refer back to the story on p. 90 for examples.
- Ask Ss to highlight examples in the story.

**Answer Key**

when, and, while, but, as, by the time, just

b) **FOCUS ►** Using appropriate linkers

- Explain the task and go through the example. Allow Ss time to complete the task.
- Check Ss' answers.

**Suggested Answer Key**

- 2 She was trying to unlock the door **but** she was using the wrong key.
- 3 It wasn't very busy around the pool **so** we found two sunloungers near the bar.
- 4 We thought we would never find help **until/ and then** we saw a little house in the distance.
- 5 We didn't start to worry **until** it started to get dark and Holly still hadn't returned.
- 6 I turned off my bedside lamp **and then** there was a knock at the door.
- 7 I tried to pull my leg out from under the rock **but** it was stuck fast.
- 8 Andy went to look for Sam **while** I tried calling him on his mobile phone again.

11 a) **FOCUS ►** Beginning and ending a story

- Focus Ss' attention on the theory box on techniques to begin/end a story.
- Review each point making sure everyone understands all of the points.
- Clarify any difficult vocabulary and offer any necessary examples.
- Refer Ss back to the story on p. 90 and ask them to identify which techniques were used in the beginning and ending.
- Ss must justify their answers.

**Answer Key**

To start the story, the author

- described the weather and people using the senses.
- used direct speech.

To end the story, the author

- uses direct speech.
- describes feelings.

b) **FOCUS ►** Matching beginnings to endings

- Explain the task.
- Allow Ss time to read the beginnings and endings and complete the task.
- Check answers with the class.

**Answer Key**

1 B    2 A    3 C

**Suggested Answer Key**

In beginning 1, the author describes the weather and surroundings and uses direct speech.

In beginning 2, the author asks a rhetorical question, addresses the reader directly, and creates suspense.

In beginning 3, the author describes the weather and surroundings using the senses, and creates suspense.

In ending A, the author describes his feelings.

In ending B, the author describes the feelings of the characters and uses direct speech.

In ending C, the author describes his character's feelings, asks a rhetorical question, and creates mystery.

**Suggested Answer Key**

I find beginning 3 the most interesting because it creates suspense and this made me very interested in the story.

I find ending B the most interesting because the direct speech it uses is very funny.

12 **FOCUS ►** Writing a beginning and ending

- Explain the task.
- Remind Ss to use the information provided and refer them back to the appropriate theory boxes.
- Allow Ss time to complete the task and share their writing with a partner.

**Suggested Answer Key****Nightmare at the Festival**

One evening while on holiday with my friend Eva, we decided to go to a local festival. As we left our hotel, the sky went dark and the wind grew stronger. "I've got a feeling that something terrible is about to happen," I said to Eva.

Safely sipping coffee back at our hotel, we felt quite calm. We were relieved to be safe but would we ever find out who that dark stranger who saved us was?

I made my beginning and ending interesting by describing the weather, using direct speech, creating suspense, and asking a rhetorical question.

13 a) **FOCUS ►** Understanding the use of past and present participles

- Read the theory box.
- Clarify any problems or concerns.
- Instruct Ss to highlight any examples they find in the story on p. 90.
- Check answers with the class.

**Answer Key**

I told Rachel, **looking** at her huge green and pink spotted umbrella.

I thought anxiously, **trying** to find a place to take cover from the rain.

**Dripping wet** but **relieved**, we entered the first café we found.

b) **Focus** ▶ Linking sentences with participles

- Explain the task and read the examples with Ss.
- Allow Ss time to complete the task and check answers with a partner.
- Check Ss' answers.

**Suggested Answer Key**

- 3 *Shaking with fear, he hid in the bushes.*  
 4 *Standing at the edge of the rock, he admired the magnificent view.*  
 5 *Annoyed, she called her travel agent to complain.*  
 6 *Thrilled, they couldn't believe they were really in Hawaii.*  
 7 *Shaking, we feared the plane was going to crash.*

14 a) **Focus** ▶ Identifying key words in rubrics

- Explain the task. Review the rubrics with the class and read the questions that have been provided. Ss underline the key words and then begin a discussion.
- Monitor Ss' progress around the class and offer assistance when necessary.
- Ask individual Ss to offer answers for each rubric.

**Suggested Answer Key**

- A **Key words:** *teenage magazine short story, beginning with "It was a perfect, sunny day at the festival, nothing could go wrong."*  
 B **Key words:** *school magazine short stories, title A Disastrous Holiday*  
 C **Key words:** *short story, competition, end with "If only we hadn't gone to the carnival!"*

**Suggested Answer Key**

(Rubric A)

- 1 A: *Who were the characters?*  
 B: *My friends and I.*  
 2 A: *What were they like?*  
 B: *They're young, like me.*  
 3 A: *When did the story take place?*  
 B: *It took place during the summer and in the afternoon.*  
 4 A: *What was the weather like?*  
 B: *It was very warm and sunny at first, but then it started to rain.*

- 5 A: *Where did the story take place?*  
 B: *It took place at a music festival in another town. We travelled to it by train.*  
 6 A: *Why were the characters there?*  
 B: *They were there for a music festival.*  
 7 A: *What were they doing?*  
 B: *They were going to see their favourite band.*  
 8 A: *What events happened?*  
 B: *we left on the train > I laughed at my friends for bringing jackets > we arrived at the festival > I got lost > it started raining > I found my friends*  
 9 A: *What happened in the end?*  
 B: *We went for something to eat and I remarked that I would always bring a jacket to concerts in future.*  
 10 A: *How did the characters feel in the end?*  
 B: *Cold and wet, but relieved to be going home.*

b) **Focus** ▶ Writing a story

- Focus on the checklist provided and encourage Ss to use it as a final checking process before handing in their story.
- Remind Ss to use all of the suggestions and recommendations given to them throughout the module.
- Allow Ss time to complete the task and offer any necessary assistance.
- Ss hand stories in to be corrected individually.
- Some Ss may require a story starter to assist them in formulating an idea to get started. Provide examples for Ss where necessary.

**Suggested Answer Key**

- A **A Perfect Day For A Festival**  
*'It was a perfect, sunny day at the festival and it felt like nothing could go wrong.'* My friends and I waved goodbye to our parents as the train left the station. It was a perfect, sunny day, not what you would expect after last week's rain. Tom and Fiona had their bright red waterproof jackets with them. "I don't think you'll be needing those!" I said. "It's such a great summer day nothing can go wrong."

The concert had just started when we arrived at the music festival. There were thousands of people there. "I can't wait for my favourite band to play," I said to my friends, but when I turned around, I couldn't see them.

Next thing, dark clouds gathered and it started to rain heavily. Confused, I didn't know what to do. It was just then that I saw Tom and Fiona's red jackets and I ran towards them.

Disappointed, we managed to dash into a small restaurant, where we sat down for something to eat. "I'm really looking forward to going home and getting warm and dry," I exclaimed. "And next time I come to a festival, I'll bring a jacket just in case."

#### B A Disastrous Holiday

One evening while I was on holiday with my parents, we went for a long drive in the mountains above the city.

I was just enjoying the spectacular views of the countryside below, when suddenly we heard a deafening noise. "I have a feeling that something terrible is about to happen," my Dad said anxiously.

Next thing there were rocks and stones rolling down the mountains. "Oh no," my mother cried, "it's an earthquake."

It was all over in a few seconds and luckily our car wasn't hit by anything. The road was covered in rocks but we decided to return to our accommodation immediately. It took us some time to navigate around the rocks.

We finally arrived back at our hotel, exhausted and anxious. We were so relieved to be back. Mum looked at me and said, laughing: "I thought we were coming on holiday, not to disaster zone!"

#### C An Unfortunate Event

You know when you get that feeling that something terrible is about to happen? Well, on my way to the carnival last week, I felt extremely nervous and worried for absolutely no reason at all. "Oh, you've nothing to worry about," my friend Anne said.

It was getting dark when we reached the carnival. We wandered around the stalls, admiring the beautiful and colourful floats. There were hundreds of people around. "I'm thirsty," I said, "let's get some cola." It was only then that I realised my purse had been stolen. All my money was gone. I wanted to cry because I was so upset. Then, I began to shake uncontrollably as I remembered how uneasy I had felt before going to the carnival that day! "Let's go home," Anne said.

When we got home, I checked my bag again. I still couldn't find my purse. 'If only we hadn't gone to the carnival!' Next time I have a strange feeling I will stay home.

### Objectives

**Reading:** a leaflet (text completion; word formation)

**Skill –** reading for lexico-grammatical accuracy

**Writing:** creating a tourist leaflet

#### 1 Focus ► Predicting the content of a text

- Draw Ss' attention to the leaflet on The River Thames.
- Allow Ss time to study the pictures and discuss what they think would be available as activities there.
- Ss read the leaflet and compare their answers to the actual information.

- Clarify any questions and explain any unknown vocabulary.

**Suggested Answer Key**

*I think you can have a ride on the London Eye. I think you can learn about history at the Tower of London and the London Dungeon and I think you can see a play at Shakespeare's Globe Theatre.*

2 **FOCUS ►** Reading for lexico-grammatical structure – gap-filling

- Explain the task. Ss complete the task.
- Play the recording. Ss listen and check their answers. Then allow Ss time to explain the meanings of the words/phrases in bold by giving an explanation, example or synonym using a dictionary if necessary.

**Answer Key**

- |             |               |
|-------------|---------------|
| 1 thrilling | 5 thoroughly  |
| 2 amazing   | 6 performance |
| 3 famous    | 7 educational |
| 4 unusual   | 8 exhibition  |

**Suggested Answer Key**

**hop on and off:** get on and off easily, usually without having to buy a new ticket  
**great value for money:** worth more than the money it costs  
**bird's eye view:** the view of something when you are looking down on it from a height  
**the experience of a lifetime:** something you do that is unforgettable  
**millennium:** a period of a thousand years, e.g. 1000-1999; the celebration at the end of a thousand year period  
**served many purposes:** has been used for many different things  
**medieval:** the historical period which lasted from the end of the Roman Empire to the Renaissance  
**fortress:** a building like a castle  
**scared out of your wits:** to be extremely frightened or terrified  
**faint-hearted:** if someone is faint-hearted, they are not very confident and are afraid to do things that might be dangerous

3 **FOCUS ►** Role play – giving a guided tour

- Ask Ss if they have ever had a guided tour of a place.
- Discuss what kind of information was shared and how the presenter spoke to the group.
- Ask Ss to formulate a list of what they would want to know about a place if they were going to visit it.
- Write the list on the board for reference.
- Using personal experience and referring to the text, Ss complete the task.
- Ss may use the prompt offered in the rubric to begin. Ss record themselves.
- Listen to recordings or have Ss act out their guided tours for the class.

**Suggested Answer Key**

*Welcome, ladies and gentlemen, to the River Thames boat trip, which I hope you'll enjoy. On the left you can see The London Eye, the big wheel built in 2000 for the millennium. Now, ladies and gentlemen, we're just passing The Tower of London, which has been a prison, a medieval fortress and an arsenal and now where the Crown Jewels are kept. We're coming up on the London Dungeon which is not for the faint-hearted. You can learn all about things such as the Great Fire of London and the Great Plague here. On the right, you can now see Shakespeare's Globe Theatre, completed in 1997. You can learn all about life in Shakespeare's time there through a permanent exhibition. Also, don't miss the London Aquarium and St Paul's Cathedral.*

4 **FOCUS ►** Writing a tourist leaflet

- Ss work in groups of 3 or 4 to complete the task.
- Encourage Ss to use pictures and to use the River Thames example (p. 95) as a guideline.
- Monitor progress around the class and offer assistance when necessary.
- Groups present their leaflets to the class when completed.

**Suggested Answer Key****Enjoy Saint Petersburg**

There are so many things to see and do in Saint Petersburg, Russia's second largest city. It's a beautiful city and great value for money. Here are four places you can stay during your visit:

**The Winter Palace**

The Winter Palace was built between 1754 and 1762 as the winter home of the Russian tsars. It has 1,786 doors and 1,945 windows. In 1917 it was attacked during the October Revolution. It is home to the Hermitage Museum which holds one of the world's greatest collections of art.

**State Russian Museum**

The State Russian Museum in the Mikhailovsky Palace is the largest art gallery containing Russian art in the city. It was opened in 1895.

**Saint Isaac's Cathedral**

Saint Isaac's Cathedral is the largest cathedral in the city and was the largest church in Russia when it was built. It is 101.5 meters high. It took 40 years to build and opened in 1858. It is very richly decorated inside.

**Peter and Paul Fortress**

The Peter and Paul Fortress is an old fortress and prison, which was built in 1703. It contains some churches where many of Russia's tsars are buried. It is now a museum.

**Objectives**

**Reading:** a postcard; an email (text completion/ word formation)

**Skill –** reading for lexico-grammatical accuracy

**Writing:** an email from your holiday

**1 FOCUS ► Using your senses**

- Read the rhyme aloud, then play the recording.
- Ask individual Ss to share their thoughts and feelings.
- Discuss how one sense can stimulate the others.

**Suggested Answer Key**

*I am in a forest and it's raining slightly. I'm walking and listening to the wind blowing through the trees and watching the autumn leaves falling to the ground. I'm on my own. I feel a little sad as the warm summer has gone and the cold winter is about to start.*

**2 FOCUS ► Matching proverbs to their definitions**

- Read the proverbs/sayings to the class and explain any unknown vocabulary.
- Explain the task and allow Ss time to complete it.

- Check answers with the class.
- Ask for examples of similar sayings in Ss' own language.

**Answer Key**

1 B    2 D    3 E    4 C    5 A

**3 FOCUS ► Reading for correct lexico-grammatical structure – gap-filling**

- Explain the task.
- Allow Ss time to complete it.
- Check Ss' answers by asking various Ss to read out the completed texts.

**Answer Key**

1 amazing    5 reading    9 guided  
2 spending    6 beautiful    10 dancing  
3 really    7 fantastic  
4 first    8 went

**4 FOCUS ► Recalling specific information**

- Ss complete the task in pairs.
- Create a list on the board of rainy day activities.
- Talk about how the weather influences our mood and the activities we are able to enjoy.

**Answer Key**

**Postcard**

- *play all kinds of video games: rainy day activity*
- *sitting and reading: rainy day activity*
- *sightseeing*

**Email**

- *doing lots of sunbathing and surfing*
- *went to a museum: rainy day activity*
- *going on a guided tour*
- *going dancing*

**Suggested Answer Key**

*Other activities suitable for days when the weather is bad:*

- *painting*
- *watching a film/going to the cinema*
- *playing board games*
- *listening to/playing music*

**5 FOCUS ► Expressing personal opinions and preferences**

- Ask Ss to focus on the photo.
- Discuss the activities and how the people are likely to feel.

- As a class, discuss the situation and ask Ss to express their opinions.

**Suggested Answer Key**

*I am in the mountains with some friends. We are playing in the snow and having a snowball fight. It is great fun.*

**6 FOCUS ► Writing an email**

- Review how to write an email and discuss the information that should be included.
- Allow Ss time to complete the task. Alternatively, assign as HW.

**Suggested Answer Key**

*To: Jake*

*From: David*

*Hey Jake!*

*Greetings from Ireland. I'm having a great time here even though the weather here has been pretty bad. I've been doing lots of reading and I've been to a few museums. Tomorrow we are going sightseeing even if it's raining cats and dogs.*

*See you soon,*

*David*

**Objectives**

**Reading:** an article (comprehension questions)

*Skill – reading for specific information*

**Writing:** a leaflet

**1 FOCUS ► Using sounds to imagine a setting**

- Play the recording for Ss.
- Ask Ss questions 1-4.
- Call on individual Ss to share their answers with the class.

**Suggested Answer Key**

- I'm sitting on a beach in a warm, tropical country with my friend.*
- I'm enjoying the sunshine and sunbathing.*
- It is hot and sunny.*
- I love it. I feel relaxed and close to nature.*

**2 FOCUS ► Relating information to a text**

- Discuss the task as a class.
- Clarify any questions Ss may have and explain/ elicit the meaning of any unknown vocabulary.
- Elicit how the prompts may be related to the text, then play the recording for Ss to check their answers.

**Suggested Answer Key**

- **broken glass** – *There might be broken glass in the sand, although I can't see it. It would be very dangerous for the people on the beach.*
- **fishing net** – *Sometimes you can find pieces of fishing nets on the beach. It makes the beach look very dirty. They can injure animals, too.*
- **drinks cans** – *People drink soft drinks from cans and not everyone throws them in the bin when they are finished.*

- **plastic bags** – People bring food in plastic bags. If they leave them behind they are dangerous to animals.
- **plastic buckets & spades** – People use them to build sandcastles but they can be left behind very easily. Sometimes you can find them lying on the beach, making it very untidy.
- **beach balls** – Another fun toy you can find on any beach. When they burst, nobody wants them and they are left behind on the beach.
- **food wrappers** – People often leave them behind causing litter.

### 3 FOCUS ► Reading for specific information

- Explain the task.
- Ss complete the task in pairs.
- Monitor progress around the class and offer any necessary assistance.
- Ss then explain the words in bold by giving an explanation, example or synonym using their dictionaries if necessary.
- Elicit what Ss can recall from the text.

#### Suggested Answer Key

- 1 Marine litter is litter such as food wrappers, cigarette ends, drinks cans and toys that are left behind by the many thousands of people that visit beaches every year. It can also come from ships, fishermen, drains and factories.
- 2 Marine mammals can get mixed up in marine litter, which can cause injury and stop them from escaping from their enemies. Also, some birds, fish and mammals eat marine litter. This fills their digestive system, making them feel full and they starve.
- 3 Marine litter can harm people as they can cut themselves on glass or metal.
- 4 We can:
  - a) take our litter home with us.
  - b) take other people's litter home.
  - c) organise a Beach Clean-up Day.

#### Suggested Answer Key

**wrappers:** paper or plastic that covers something  
**buckets:** a container that can hold water or sand, for example  
**drains:** (noun) hole down which waste water goes  
**seals:** type of mammal that live in the sea  
**sea lions:** type of sea mammal  
**curious:** inquisitive  
**injury:** type of damage to the body  
**stops:** prevents

**turtles:** type of reptile that live in the sea; has a large shell on its back  
**jellyfish:** type of marine creature which have no bones  
**fills up:** makes it full  
**threatened:** facing danger  
**endangered species:** types of creatures which are in danger of becoming extinct  
**propellers:** device with blades which enables a boat or ship to move

### 4 FOCUS ► Making a leaflet

- Explain the task. Encourage Ss to collect more information and pictures from various sources e.g. reference books, the Internet, etc. Remind Ss to use the information in the text also.
- Display the best leaflets around the class.

### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

#### Suggested Answer Key

##### MARINE LITTER HARMS PEOPLE & WILDLIFE

Marine litter is litter such as food wrappers, cigarette ends, drinks cans and toys that are left behind by the many thousands of people that visit beaches every year. It can also come from ships, fishermen, drains and factories. Marine mammals can get mixed up in marine litter, which can cause injury and stop them from escaping from their enemies. Also, some birds, fish and mammals eat marine litter. This fills their digestive system, making them feel full and they starve.

Marine litter can harm people as they can cut themselves on glass or metal.

We can:

- a) take our litter home with us.
- b) take other people's litter home.
- c) organise a Beach Clean-up Day.

##### LET'S ALL HELP

Take all your litter home with you as well as any other litter you see. Better still – why not organise a Beach Clean-up Day?

## Reading

### FOCUS ► Reading for specific information

- Remind Ss how to complete multiple-choice tasks, by looking for key words, trying each possible answer and choosing the best answer.
- Encourage Ss to double-check their answers by reading them over after making their selection.

#### Answer Key

1 C	3 C	5 D	7 C
2 B	4 D	6 D	

## Use of English

### FOCUS ► Practising word formations

- Explain the task.
- Tell Ss to read the entire text through before they do the task.
- Ss complete the task and check their answers.

#### Answer Key

1 spectacular	5 Impressionists
2 amazing	6 historical
3 paintings	7 following
4 collection	

## Listening

### FOCUS ► Matching speakers to dialogue

- Explain the task.
- Tell Ss to read the prompts, identify key words and listen to the recording.
- Remind Ss you will play the recording twice.

#### Answer Key

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

### TAPESCRIPT

**Interviewer:** I spoke to some young people to find out about their views on holidays. Here's what they had to say:

**Speaker 1:** I usually go on holiday at least three times a year. I know it sounds like a lot but my job is quite stressful so I often need to get away from it all. Also, I just love travelling and seeing the world!

**Speaker 2:** I'm not very keen on flying. It makes me feel very uneasy, although I've never had any bad experiences. I try to travel with friends. That helps me to feel less nervous.

**Speaker 3:** I only go on holiday once a year, so I don't mind paying for a little bit of luxury! I always travel first class and stay in the best hotels.

**Speaker 4:** I can't stand going on holiday in the summer – it's just too hot. Going on holiday in the winter is much nicer, even if it's really cold! You can do more fun things, too, like skiing and snowboarding.

**Speaker 5:** When I go on holiday, I like to do absolutely nothing! Forget sports, sightseeing tours, shopping, and all of that. I just want to lie on the beach, swim and read a good book!

## Writing

### FOCUS ► Writing a letter to a pen-friend

- Review the rubric with Ss.
- Remind Ss of the proper writing format they will be using.
- Identify the information that must be included and allow Ss time to complete the assignment. Letters will be handed in upon completion.

#### Suggested Answer Key

16 Kuybysheva St  
Yekaterinburg  
Russia  
August 27th

Dear Ben,

Many thanks for your letter. I can't wait until you come to visit me.

My holiday to Finland was the worst I've ever had. It was a nightmare! For a start, my luggage got lost so I had to buy new clothes for the week. To make matters worse, I got bitten by mosquitoes every night. No one told me that there were so many of them there!

Anyway, you mentioned going to a music festival. What kind of music festival are you going to? Is it modern or traditional music? Are you going on your own or with friends? Tell me more.

Best wishes,  
Sascha

## Speaking

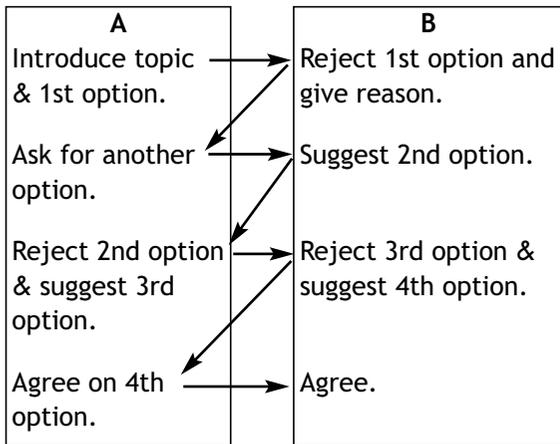
### FOCUS ► Reaching a decision through negotiation

- Explain the task and review the rubric together.
- Encourage Ss to follow the guidelines provided and include all of the information suggested.

# 5

## Spotlight on Exams

- Go through the conversation plan with Ss explaining the process.



- Remind Ss they must give reasons for their ideas and always justify their choices.
- Monitor Ss' progress and offer assistance when necessary.

### Suggested Answer Key

A: Hi, Sascha! Have you thought about where we'll go on holiday this summer?

B: Would you like to go camping in Russia?

A: No, that would be far too expensive and I don't like ships. We need to find something that we can both afford and can enjoy.

B: I saw an advertisement yesterday in the newspaper for a package holiday in Italy. It's not that expensive and travel, accommodation and meals are included in the price.

A: I've been to Italy already so I'd like something different. Can't you think of anything else?

B: Well, how about a backpacking holiday around Europe then. That way we'll see plenty of countries. We can travel from place to place by train. It would be great fun!

A: Yes, that sounds like a great idea. It's the cheapest option, we'll see plenty of places and countries, and we'll meet lots of backpackers from all over the world. Let's go backpacking then.

# 5

## Progress Check

Progress Check 5 and Look at Module 6 should be done in one lesson.

### Answer Key

- 1 1 accommodation, appalling  
2 cottage  
3 luggage  
4 backpacking  
5 flight ... delayed  
6 chilly  
7 Craftsmen, handicrafts

- 2 1 screen 3 sickness 5 card  
2 repellent 4 agent's

- 3 1 Did you see 4 was raining  
2 arrived 5 had been driving  
3 had never flown 6 finished

- 4 1 cruise 5 famous 8 guided  
2 beach 6 breathtaking 9 local  
3 trekking 7 freezing 10 candlelit  
4 first-class

- 5 a) 1 on 3 off 5 by  
2 in 4 around

- b) 1 on 3 in 5 by  
2 on 4 on

- 6 1 How awful!  
2 Have a nice time!  
3 Thanks!  
4 Not that great actually.

## Before you start ...

- Revise one or two points based on holidays. Discuss where Ss like to go and the activities they enjoy doing.
- Discuss Ss' last holiday. Talk about the different aspects of the holiday and share ideas and thoughts.
- Direct Ss' attention to the title of the module *Food & Health*. Explain that throughout the module they will learn how these topics relate to different places and situations.

## Look at Module 6

- In order to stimulate Ss' interest, direct Ss to study the pictures on p. 101.
- Ask Ss to identify the page numbers from within the module, where these pictures can be found.
- Discuss what each picture represents.

### Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 101).

T: *What page is picture 1 from?*

S1: *It's from page 104.*

T: *What do you see in this picture?*

S2: *A young woman sitting on a bench eating an apple.*

T: *What do you think she is doing?*

S3: *She lives on a farm and was out picking apples.*

T: *Would you want to live on a farm? etc*

*Pic 2* (p. 108)

*What do you see in the picture? What are they doing? What is in the bowl? Why are they all boys? Where could they be?*

*Pic 3* (p. 117)

*Explain the picture. Where is this place? What is happening? Describe the other characters.*

*Pic 4* (p. 102)

*What is shown in the picture? What are these things? Do you eat all of these things? Select your favourites and explain why.*

### Suggested Answer Key

**a rainbow** (p. 102)

*(a brightly coloured display in the shape of an arch) What is represented? Why use a rainbow to display these items? What is missing?*

**a celebration** (p. 115)

*(observing an occasion that pays tribute to sth or someone) What kinds of celebrations do we have? What activities do you enjoy? What foods are associated with celebrations?*

**a report** (p. 111)

*(a written document stating facts and/or opinions based on research) Who writes reports? Who reads reports? What information can be expressed in a report?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

### Suggested Answer Key

*The Literature section is about Charles Dickens and an extract from Oliver Twist (pp. 108-109). Several activities are included to stimulate interest and explore this piece of literature.*

*The Culture Corner* (p. 115) contains an article on Burns Night.

*The Across the Curriculum section* (p. 116) looks at teeth, a topic in Science.

*The Going Green section* (p. 117) looks at organic farming.

## Find the page number(s) for...

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

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

As described in the relevant section in Module 1.

# 6 a

## Reading Skills

### Objectives

**Vocabulary:** fruits & vegetables; cooking methods

**Reading:** article on foods and colours (matching)

**Skill – reading for specific information**

**Speaking:** discussing healthy eating habits; a two-minute talk on improving eating habits with a rainbow diet

**Grammar:** countable/uncountable nouns

**Writing:** a healthy menu

### Vocabulary

#### 1 a) **FOCUS ►** Categorising food items into groups

- Make two columns on the board; one fruits the other vegetables.
- Ask Ss to identify whether each item is a fruit or a vegetable and write the name in the appropriate column on the board.
- Tell Ss to study the pictures and identify each item.
- Review answers with the class.

#### Answer Key

##### Fruit

grape (purple), apple (red, green), orange (orange), tomato (red), cherry (red), raisin (blue), lemon (yellow), melon (yellow, orange, green), strawberry (red), blueberry (blue), pineapple (yellow), peach (orange), pear (yellow, green), raspberry (red), plum (purple), watermelon (red, green), banana (yellow), fig (purple), lime (green)

##### Vegetables

broccoli (green), carrot (orange), corn (yellow), lettuce (green), celery (green), aubergine (purple), pea (green), pumpkin (orange), cabbage (green)

#### b) **FOCUS ►** Identifying countable/uncountable nouns

- Explain the task.
- Allow Ss time to review all items and identify the correct answers.
- Review answers with the class.

#### Answer Key

**countable:** grape, apple, carrot, lettuce, orange, tomato, cherry, raisin, lemon, melon, strawberry, blueberry, aubergine, pea, pineapple, peach, pear, raspberry, plum, watermelon, banana, pumpkin, fig, lime, cabbage  
**uncountable:** broccoli, corn, celery

**plural forms:** grapes, apples, carrots, lettuces, oranges, tomatoes, cherries, lemons, raisins, melons, strawberries, blueberries, aubergines, peas, pineapples, peaches, pears, raspberries, plums, watermelons, bananas, pumpkins, figs, limes, cabbages, some broccoli, some corn, some celery

#### 2 **FOCUS ►** Presenting & practising vocabulary for cooking methods

- Discuss different cooking methods with the class.
- Ask Ss what their favourite foods are and discuss the different ways they can be prepared.
- Draw Ss' attention to the prompts and make sure everyone understands the vocabulary and what the task is. Read out the example.
- Allow Ss time to complete the task and compare answers with a partner.
- Ask individual Ss to share their answers with the class.

(Ss' own answers)

#### 3 **FOCUS ►** Selecting the correct word

- Explain the task.
- Encourage Ss to use their dictionaries to check their answers.
- Check answers with the class

#### Answer Key

1 still      3 spices      5 artificial  
2 bitter    4 starving      6 main

### Reading

#### 4 a) **FOCUS ►** Relating ideas

- Explain the task. Allow Ss time to write their list and discuss answers with the class.

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

(Ss' own answers)

b) **FOCUS ►** Reading for specific information

- Explain the task.
- Encourage Ss to review the prompts before reading the text again.
- Ss should identify any key words that may help them match ideas.
- Review the answers with the class.

**Suggested Answer Key**

1 orange      3 purple      5 red  
2 green      4 yellow

5 **FOCUS ►** Identifying vocabulary related to the body

- Explain the task.
- Allow Ss time to study the text and complete the exercise, then compare answers with a partner. Elicit more examples.

**Answer Key**

brain, mind, physical, eyesight, a smile, grinning, ear, teeth, bones, tummy

**Suggested Answer Key**

head, heart, hearing, etc

6 a) **FOCUS ►** Defining verbs/phrases

- Draw Ss' attention to the definitions and read them together.
- Allow Ss time to complete the task.
- Ask individual Ss to share answers and check with the class.

**Answer Key**

1 treat yourself      4 grinning from ear  
2 fight off      to ear  
3 down in the dumps      5 in search of

b) **FOCUS ►** Defining words and identifying their roots

- Explain the task, drawing Ss' attention to the example provided.
- Review the idea of word families and provide an example (*cooking* – *cook*, *cooked*, *cooker*, *cooks*).

- Encourage Ss to use their dictionaries.
- Check answers with the class.

**Suggested Answer Key**

**Word families:**

*boost* – *booster, boosting, boosted*  
*brain* – *brainy*  
*concentrate* – *concentration, concentrated*  
*infect* – *infection, infectious, infected*  
*sight* – *eyesight* – *sighted, sighting*  
*optimism* – *optimistic, optimistically*  
*emotion* – *emotionally, emotional, emotive*  
*complain* – *complaint, complainer*  
*rumble* – *rumbling, rumbled*  
*soothe* – *soothing, soothed*  
*physical* – *physically*  
*hand* – *handful, handed, handing*  
*create* – *creation, creative, creativity, creatively*

**Suggested Answer Key**

**boost:** lift, extra energy  
**brain:** the organ you think with  
**concentration:** giving your full attention to sth  
**infections:** diseases caused by germs  
**eyesight:** the ability to see  
**optimistic:** look for the positive side to every situation  
**emotions:** your feelings of happiness, sadness, etc  
**complain:** say you are not satisfied with a situation  
**tummy:** stomach  
**rumbling:** make a noise because of hunger  
**soothing:** calming  
**physically:** related to the body  
**handful:** as much/many of sth that you can hold in your hand  
**creative:** to have the ability to invent and develop original ideas

## Speaking

7 **FOCUS ►** Making decisions based on previous knowledge

- Explain the task.
- Tell Ss to refer back to the list they created in Ex. 4a and to use the table on p. 103 to help them.
- Explain/Elicit the meaning of any unknown words in the table.
- In pairs, Ss discuss eating habits with their partners and make informed statements about how healthy each other's diet is.

- Monitor Ss' progress around the class and provide any necessary assistance.

**Suggested Answer Key**

*A: Well, my list had very few fruits and vegetables and a lot of sweets and biscuits. I suppose that's not very healthy because they contain a lot of sugar and fat. What about you?*

*B: Well, I've got quite a lot of fruit and vegetables on my list and they are rich in vitamins, minerals and fibre so I suppose that's quite healthy. etc*

8 **FOCUS ►** Giving a talk on improving eating habits

- Explain the task and allow Ss time to make notes under the headings using the text on p. 103 and the information in the table to help them.
- Encourage Ss to follow the outline provided and write their speech.
- Record speeches if possible or present in class.

**Suggested Answer Key**

*We should have healthy eating habits to prevent us from getting ill by making sure we get all the vitamins and minerals that are essential for good health.*

*A fun way to do this is to follow a rainbow diet, that is, to eat lots of fruit and vegetables in all the colours of the rainbow.*

*If you do this, you will find that red foods such as strawberries, raspberries, apples, tomatoes and so on will give you an energy boost and protect you from many serious illnesses. Orange foods such as oranges, pumpkins, peaches and mangoes can improve your powers of concentration, help your eyesight and help fight off infections because they contain Vitamin C. Yellow foods such as bananas, lemons and pineapples help us to stay happy and green foods like broccoli and lettuce can help us to relax and stay calm. Blue foods like blueberries can soothe our emotions as well as our bodies. Finally, purple foods such as figs and plums are said to make people more creative as well as help to keep them looking young! For all these reasons, I think eating a rainbow diet is a good idea and we should all start today – after all – what have we got to lose?*

## Writing

9 **FOCUS ►** Writing a healthy menu

- Review all of the aspects of a healthy diet and write the suggestions on the board.
- In pairs, Ss complete the task.
- Ask each pair to present their menu to the class.

**Suggested Answer Key****Monday**

**Breakfast:** cereal with fruit e.g. strawberries, melon, apple and banana

**Mid-morning snack:** a handful of nuts and an orange

**Lunch:** salad with lettuce, tomatoes, cucumber, grated carrot and chicken or fish

**Dinner:** Starter: corn on the cob, main course: broccoli, peas and fish or chicken with a baked potato, dessert: blueberries and figs

## Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.



# Listening & Speaking Skills

## Objectives

**Vocabulary:** diet & health; idioms related to health

**Reading:** dialogue (gap-filling)

**Skills** – reading for text structure, cohesion and coherence

– reading for specific information

**Listening:** an interview (multiple choice)

**Skill** – listening for specific information

**Speaking:** advising/agreeing – disagreeing; interjections; talking about health

- Ask some pairs to act out exchanges in front of the class.

### Suggested Answer Key

A: I'm underweight!

B: Don't you think you ought to eat at least three well-balanced meals a day?

A: It's a nice idea, but I'm not sure if it'll work.

A: I suffer from a lack of concentration!

B: You might feel better if you eat more iron-rich foods.

A: Maybe you're right, but I don't really like vegetables!

A: I'm always so tired!

B: You might feel better if you follow a low-carbohydrate diet.

A: That's not a bad idea.

A: I've got toothache.

B: If I were you, I'd cut out sugary drinks and snacks and visit the dentist.

A: Maybe you're right.

A: I seem to get ill very often!

B: You might feel better if you eat foods that are rich in vitamin C such as oranges or peaches.

A: Thanks. I'll try it.

A: I get such bad indigestion at times!

B: You should avoid eating late at night you know.

A: Thanks. I hadn't thought of that.

A: My skin is so dry these days!

B: It might be a good idea to drink more water.

A: That's not a bad idea.

## Vocabulary

### 1 a) Focus ► Building vocabulary

- Draw Ss' attention to the diagram on *Teen Diet & Health*. Read together.
- Explain/Elicit the meaning of any unknown vocabulary.
- Clarify any necessary information and discuss.
- Focus on the prompts in the exercise and explain the task.
- Allow Ss time to study the information and match the problems to the people.
- Ask individual Ss to share their answers to check with the class.

#### Answer Key

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

### b) Focus ► Practising vocabulary relating to health

Choose individual Ss to answer the questions in the rubric orally in class.

(Ss' own answers)

## Everyday English

### 2 Focus ► Advising/Agreeing – Disagreeing

- Explain the task.
- Review the information provided and read the example.
- Advise Ss to use the prompts provided in the language box on p. 104.
- In pairs, Ss complete the task.
- Monitor progress around the class and provide any necessary assistance.

## Reading

### 3 a) Focus ► Reading for specific information

Read the sentences together, ask the questions and elicit answers from various Ss around the class.

#### Answer Key

They are in a café.

Susan has a problem with her teeth.

b) **FOCUS ▶** Completing a dialogue

- Draw Ss' attention to the incomplete dialogue and ask them to read it silently.
- Ss read the sentences A-F again and match them to the appropriate gap.
- Ss read the entire text again to check for correctness.
- Play the recording. Check answers with the class, then Ss act out the dialogue in pairs.

**Answer Key**

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

**TAPESCRIPT**

**Susan:** Sorry I'm late, Emma. I've just been to the dentist's.

**Emma:** Oh, lucky you! Everything OK?

**Susan:** Well ... I had to have a filling ... yet again! My mouth's still feeling a bit sore.

**Emma:** Oh dear! I'll call the waiter over. You should order a nice soothing cup of lemon tea.

**Susan:** Yuck! I hate tea. I'll have a cola.

**Emma:** Susan! No wonder you've got bad teeth!

**Susan:** What do you mean?

**Emma:** Well, there are about ten teaspoons of sugar in each can!

**Susan:** Wow! Really?

**Emma:** Yes, really! Terrible for your teeth and even worse for your waistline!

**Susan:** So ... it might be a good idea to cut down, then?

**Emma:** Now you've got the idea! So, what are you going to order?

**Susan:** Er ... OK, you win. Two teas, milk and no sugar!

4 **FOCUS ▶** Using interjections

- Review the Study Skills box.
- Explain the task.
- Allow Ss time to read the dialogue again and complete the task.
- Check answers with the class.

**Answer Key**

**surprise:** Oh!, Wow!, Really?

**disgust:** Yuck!

**sympathy:** Oh dear!

**hesitation:** So ..., Well ..., Er ...

**Speaking**5 **FOCUS ▶** Role-playing/Creating a dialogue using interjections

- Review the task. Refer Ss to Exs. 1 and 2 for useful language and allow time to complete the task.
- Monitor the task and offer help as necessary.
- Record each pair of Ss as they perform their dialogue for the class.

**Suggested Answer Key**

A: Ooh! My stomach hurts.

B: Oh dear! What's the matter?

A: I've got awful indigestion.

B: You should have a glass of soda water.

A: Yuck! I hate soda water.

B: Well, what have you eaten?

A: I had a curry chicken earlier.

B: What! You shouldn't eat spicy foods. That will make your indigestion worse.

A: Really?

B: Yes, and you shouldn't eat too quickly either.

A: Ooh. It's getting worse. I think I will have a soda water after all.

**Say it right**6 **FOCUS ▶** Selecting the correct statement

- Explain the task.
- Draw Ss' attention to the statements and possible responses.
- Read each prompt (1-5) and elicit the appropriate response from Ss.
- Play the recording for Ss to listen and check their answers.

**Answer Key**

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

**Listening**7 **FOCUS ▶** Listening for specific information

- Explain the task.
- Remind Ss to try each possible answer before selecting the most appropriate one.
- Play the recording. Ss listen and complete the task. Play the recording again for Ss to check their answers.
- Ask individual Ss to share their answers with the class.

**Answer Key**

1 A 2 C 3 A 4 C

**TAPESCRIPT**

**Interviewer:** An expert on teenage health and fitness, Claire Martin has helped a number of youngsters through this often difficult period of their lives. Claire, from your experience, what would you say is the one thing that teenagers seem to worry about the most?

**Claire Martin:** Well, I think I would have to say that they worry about their looks and especially their weight more than anything. They see beautiful, slim models and actors and actresses in magazines and on their TV screens every day and feel that they want to be like that too. Of course, whilst some lose weight sensibly, others, unfortunately, think that they can do it by missing meals or drastically reducing their calorie intake. As teenagers are still growing, this is very dangerous. Any kind of crash diet isn't good for them as they can miss out on important vitamins and nutrients at this key time in their lives. People who go on crash diets usually put all the weight back on very quickly in any case. It's certainly small changes, therefore, and not a more drastic crash diet that are more likely to bring results.

**Interviewer:** So what would you suggest?

**Claire Martin:** Well, first of all you can reduce the amount of food that you put on your plate. It's also a good idea to watch what you drink. Drink water or sugar-free drinks and skimmed or semi-skimmed milk instead of full fat, for example. Another suggestion is to simply stop eating when full! Eating slowly can also help because it takes about 20 minutes for the brain to recognise how much food is already in the stomach.

Breakfast is also very important for teens as it gives them the energy and calcium and iron they need to start their day well. But they should choose what they eat carefully! Cereal with low-fat milk and a piece of fruit, for example, is a lot healthier than a doughnut and coffee. Healthy snacking on carrot sticks, fruit or cereal bars instead of junk food such as crisps or chocolate can also help teenagers to keep up their energy levels whilst cutting down on calories.

**Interviewer:** Thanks, Claire. Any final words of advice?

**Claire Martin:** Yes! It's important to remember that losing weight can be very challenging, so you'll have bad days and make mistakes. When this happens, forgive yourself and move on! Above all, remember that both exercise and diet play an important role in keeping a healthy weight. And remember....you don't have to do a team sport or an aerobics class to stay in shape! Again, small, simple changes, such as walking or cycling to school instead of taking the bus, can make all the difference!

**Interviewer:** Great advice, Claire! And on that note, let me ... (fade out)

**Idioms****8 FOCUS ► Understanding/Using idioms**

- Explain the task.
- Encourage Ss to guess the answers before checking in the Word List.
- Check Ss' answers and elicit similar idioms in Ss' L1.

**Answer Key**

1 off 2 back 3 for 4 into

**Grammar in Use****Objectives**

**Vocabulary:** words often confused; forming words using prefixes; phrasal verbs with give; prepositions

**Grammar:** conditionals 1, 2 & 3; wishes

**1 FOCUS ► Conditionals type 1, 2 and 3**

- Review conditionals with the class.
- Look at the prompts and explain the task.
- Tell Ss they must justify their selection. Refer Ss to the Grammar Reference section for more details.
- Check answers with the class.

**Answer Key**

1 c    2 d    3 b    4 a

**Form****0 Conditional:** *If + present simple + present simple***1st Conditional:** *If + present simple + will + bare infinitive***2nd Conditional:** *If + past simple + would/could/might + bare infinitive***3rd Conditional:** *If + past perfect + would/could/might have + past participle*2 a) **FOCUS ►** Understanding the use of *if*, *unless*, *when* in conditionals

- Explain the task.
- Draw Ss' attention to the sentences.
- Allow Ss time to discuss the similarities/differences in meaning in pairs.
- Check answers with the class.

b) **FOCUS ►** Practising using the first conditional

- Explain the task.
- Draw Ss' attention to the example provided and discuss.
- Allow Ss time to complete the task individually.
- Check answers with the class.

**Suggested Answer Key**

- If you don't have breakfast, you won't be able to concentrate.*
- Unless she sees a doctor, she won't get better.*
- Unless I finish my homework, I won't go to the party.*
- You will feel cold if you don't put on a jumper.*
- When you get off the bus, you'll see a large white building.*

3 a) **FOCUS ►** Practising using the second conditional

- Explain the task.
- Review the example and clarify any problems Ss may have.
- Ask individual Ss to answer each prompt. Work around the class until everyone has had an opportunity to answer at least one time.

**Suggested Answer Key**

- If I saw my favourite actor in the street, I'd ask him for his autograph.*
- If I lost my purse, I'd go to the police station.*
- If I had a lot of money, I'd buy a beautiful cottage in the country.*
- If I had a headache, I'd take an aspirin.*
- If I were tired, I'd have a quick nap.*

b) **FOCUS ►** Practising giving advice using the second conditional

- Explain the task.
- In pairs, Ss complete the task.
- Tell Ss to use the prompts provided, each taking a turn at offering advice.
- Monitor progress around the class offering assistance if necessary.

**Suggested Answer Key**

- If I were you, I'd eat more oily fish and drink more water.*
- If I were you, I'd cut down. Too much coffee is not good for you.*
- If I were you, I'd eat less and exercise more regularly.*

4 **FOCUS ►** Practice using the third conditional

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

**Answer Key**

- would not have*      3 *had been*
- had set out*      4 *would not have had*

**Game****FOCUS ►** Practising using conditionals

- Divide the class into teams and explain the concept of the game. Read out the examples.
- Do not begin a new round using a new prompt until one side can no longer continue with the existing theme.
- Do a practice round so everyone understands the format of the game. Each correct sentence gets a point. The team with the most points wins.

**Suggested Answer Key**

... he would buy a car. If he bought a car he could drive to work. If he drove to work, he wouldn't have to take the bus. etc

... I wouldn't be so tired now. If I wasn't so tired now, I would be able to concentrate. etc

5 **FOCUS ►** Expressing wishes

- Explain the task. Do item 1 as an example.
- Refer Ss to the Grammar Reference section.
- Allow time to complete the task.
- Check Ss' answers.

**Answer Key**

1 d    2 a    3 c    4 b

6 **FOCUS ►** Writing sentences using *I wish/If only*

- Explain the task.
- Review the example with Ss.
- Elicit answers from various Ss to check answers.

**Suggested Answer Key**

2 *If only I hadn't forgotten to renew my passport.*  
 3 *If only it wasn't raining.*  
 4 *I wish it would stop snowing.*  
 5 *I wish I could speak Chinese.*

7 **FOCUS ►** Forming sentences with conditionals

- Explain the task and read out the example.
- Complete the task as a class.
- Clarify any questions or concerns Ss may have.

**Suggested Answer Key**

2 *I wish I weren't tired. If I weren't tired I could concentrate better.*  
 3 *I wish I hadn't missed the bus. If I hadn't missed the bus, I wouldn't have been late for work.*  
 4 *I wish I hadn't lost my wallet. If I hadn't lost my wallet, I could go shopping.*

8 **FOCUS ►** Forming words using prefixes

- Draw Ss' attention to the theory. Read together.

- Clarify any questions or concerns that may arise. Provide further examples if necessary.
- Ss complete the task as outlined.
- Check Ss' answers around the class.

**Answer Key**

1 *overweight*                      4 *semi-skimmed*  
 2 *overdo*                            5 *overcook*  
 3 *multigrain*

9 **FOCUS ►** Learning words often confused

- Explain the task.
- Allow Ss time to complete the task checking in their dictionaries as necessary.
- Ask individual Ss to share their answers and sentences with the class.

**Answer Key**

1 *ache*                                3 *rotten*                      5 *cure*  
 2 *prescription*                    4 *treated*

**Suggested Answer Key**

1 *I've got a pain in my neck.*  
 2 *Can I borrow your recipe for apple pie?*  
 3 *This milk has gone sour.*  
 4 *He went to a herbalist and was cured of his headaches.*  
 5 *The wound took two weeks to heal.*

10 **FOCUS ►** Learning prepositional phrases

- Explain the task.
- Encourage Ss to try each preposition until they find the best fit.
- Allow Ss time to complete the exercise.
- Check Ss' answers.

**Answer Key**

1 *in*                                    3 *from*                      5 *against*  
 2 *from*                                4 *with*

1 *The heavy rain resulted in floods.*  
 2 *My father sometimes suffers from a bad back.*  
 3 *It takes a long time to recover from the flu.*  
 4 *It must be difficult to cope with two small children and a job.*  
 5 *My friend advised me against taking up smoking.*

11 **Focus** ▶ Using phrasal verbs with *give*

- Review the phrasal verbs with the class, inviting Ss to give sentences to illustrate the meaning of any they are already familiar with.
- Ss complete the sentences individually.
- Check answers with the class.

**Answer Key**

- |                  |             |
|------------------|-------------|
| 1 gave away      | 3 give up   |
| 2 are giving off | 4 give back |

- Ss complete the task individually and then compare answers with a partner.
- Check answers with the class.

**Answer Key**

- 1 unless we book
- 2 I were you I would
- 3 would have tasted better
- 4 hadn't been so crowded

12 **Focus** ▶ Practising key word transformations

- Explain the task, reminding Ss to use two to five words only to complete the sentences.



## Literature

**Objectives**

**Reading:** extract from *Oliver Twist* (multiple choice)

**Skill** – reading for specific information

**Vocabulary:** idioms related to food; synonyms for *look*

**Writing:** a paragraph continuing a story

1 **Focus** ▶ Discovering literature/Predicting content

- Introduce the story of *Oliver Twist* and ask Ss what they know about this piece of literature.
- Ss then read the biography of Charles Dickens.

2 **Focus** ▶ Reading for specific information

- Explain the task.
- Allow Ss time to read the text and the questions.
- Remind Ss to read all of the possible answers before selecting the most correct answer.
- Encourage Ss to reread the question with the answer they have chosen to check for correctness.
- Check answers with the class.

**Answer Key**

- 1 C    2 C    3 D    4 C    5 A

3 a) **Focus** ▶ Matching synonyms

- Explain the task.
- Allow Ss time to complete the task.
- Check answers with the class.

**Answer Key**

- companions* – friends  
*entirely* – completely  
*task* – job  
*paralysed* – unable to move  
*wonder* – amazement  
*shrieked* – cried, shouted

b) **Focus** ▶ Explaining the meaning of new vocabulary

- In pairs, Ss explain the underlined words/phrases giving a synonym, example or explanation.
- Encourage Ss to find the answers using the context before checking in their dictionaries.
- Ss select some of the words and mime or draw them with their partner.
- Monitor progress around the class.

**Suggested Answer Key***polished: cleaned**licked: wash with tongue**stray: separate from the rest**appetites: feelings of hunger**lots were drawn: names were chosen**apron: a piece of clothing worn to protect clothes while someone cooks**whispered: spoke very quietly**winked: to close one eye so as to give a message to someone**nudged: push someone with your elbow**faint: weak, hard to hear*4 **FOCUS ►** Linking a picture to written text

- Refer Ss to the picture on p. 108 and ask them to identify the part of the text that best describes what is happening.
- Ss must defend their choice of text and share their answer with a partner.
- Monitor progress around the class and offer any assistance.

**Suggested Answer Key**

*After the gruel disappeared, the boys whispered and winked at Oliver, while his neighbours nudged him (lines 32-34).*

5 a) **FOCUS ►** Finding synonyms in a text

- Explain the task.
- Draw Ss' attention to the definition box on p. 109. Review together.
- Ss complete the task.
- Check answers by asking individual Ss to share their responses with the class.

**Answer Key***gaze, stare*b) **FOCUS ►** Using new vocabulary

- Explain the task.
- Offer an example for Ss to follow.
- Ask individual Ss to provide an answer for each situation.

- **Extension:** Ss can create their own situations to continue with a similar exercise in small groups of three or four Ss.

**Suggested Answer Key**

1 peep	3 glance	5 catch sight of
2 gaze	4 glare	6 stare

**Idioms**6 **FOCUS ►** Working with idioms

- Explain the task.
- Allow Ss time to complete the task. Refer Ss to the Word List.
- Check answers with the class and elicit any L1 equivalents.

**Answer Key**

1 water	3 cake	5 tea
2 cucumber	4 milk	

7 **FOCUS ►** Writing a paragraph predicting an outcome

- Explain the task.
- Review details with Ss and allow time to organise their thoughts and write their paragraphs.
- Ss exchange their writing with a partner to check.
- As an optional extension, provide/ask Ss to find a copy of the relevant part of the original text and tell the class what happens next in the book.

**Suggested Answer Key**

*The policeman arrived and demanded to know why he had been called out at this hour. When he heard that the 'crime' was that a boy had asked for more food, he felt sorry for the boy. However, the master insisted that the policeman made an example of him so that the other boys would be afraid to ask for more themselves. So the policeman took Oliver away and he spent the night on the floor of a police cell until it was decided what would be done about him.*



# Writing Skills

## Objectives

**Vocabulary:** positive/negative adjectives  
**Reading:** an assessment report (matching)  
**Skill – reading for gist**  
**Grammar:** clauses of concession; linkers  
**Writing:** an assessment report

1 a) **FOCUS ► Making assessments – positive and negative**

- Discuss with Ss how we communicate opinions to others. What language and tone is used to express positive and negative comments?
- Write a few examples on the board, under the columns positive/negative
- Draw Ss' attention to the comments on p. 110 and read each one.
- Ask Ss to identify whether each comment is positive or negative and add it to the corresponding list on the board.

**Answer Key**

**positive:** A, B, C      **negative:** D, E

b) **FOCUS ► Identifying appropriate statements for a written report**

- Explain the task.
- Allow Ss time to read the theory box, review the statements and make their selection justifying their choices.
- Check answers with the class.

**Suggested Answer Key**

A, B, D – formal impersonal style

2 a) **FOCUS ► Understanding a rubric**

- Read the rubric aloud.
- Explain the task and go through the questions one by one, eliciting answers from various Ss around the class.

**Suggested Answer Key**

- 1 The aim of the report is to evaluate a new indoor eating area.
- 2 The editor of Taste It magazine.
- 3 c, e, f
- 4 A formal style.

b) **FOCUS ► Detailing specific information**

- Explain the task and review the report with Ss.
- Discuss with the class whether the questions have been answered – if so, where and how.

c) **FOCUS ► Matching headings to a report**

- Draw Ss' attention to the headings provided.
- Explain the task.
- Check answers with the class.

**Answer Key**

- |                 |              |
|-----------------|--------------|
| 1 Introduction  | 4 Atmosphere |
| 2 Food & Prices | 5 Conclusion |
| 3 Service       |              |

3 **FOCUS ► Listing positive/negative points from a text**

- Copy the table on the board.
- Ask Ss to identify as many positive and negative points as they can from the text.
- List the answers on the board.

**Answer Key**

Positive	Negative
tasty dishes, reasonable prices, beautiful presentation, friendly staff, self-service feature adds to the experience, informal & relaxed atmosphere, popular place	some dishes rather expensive, queuing necessary for some stalls, waiting involved for particular dishes, busy at times

4 **FOCUS ► Creating collocations using adjectives and nouns**

- Explain the task.
- Ss complete the task in pairs.
- Check answers with the class.

**Suggested Answer Key**

cosy atmosphere (positive)  
 relaxed atmosphere (positive)  
 tasty food, dishes (positive)

*helpful staff (positive)*  
*warm atmosphere (positive)*  
*varied menu (positive)*  
*high prices (negative)*  
*inexperienced staff (negative)*  
*informal atmosphere (positive)*  
*beautiful presentation (positive)*  
*slow service (negative)*  
*popular dishes (positive)*  
*efficient service (positive)*  
*friendly staff, atmosphere, service (positive)*  
*expensive prices, food, dishes (negative)*  
*tasteless food, dishes (negative)*  
*international staff, food, dishes, menu (positive)*  
*unusual food, dishes (positive)*  
*unusual presentation (negative)*  
*reasonable prices (positive)*

**Used in report:** *tasty dishes, reasonable prices, beautiful presentation, friendly staff, informal, relaxed atmosphere, popular place*

5 **FOCUS ►** Analysing conclusions

- Explain the task.
- Elicit answers from individual Ss around the class.

**Answer Key**  
*a school canteen – 1 (judgement)*  
*a sports centre café – 3 (recommendation)*  
*a roadside café – 2 (both)*

6 a) **FOCUS ►** Making recommendations

- Ask Ss to recall the information from the report on p. 111 and discuss how the recommendation was made.
- Refer Ss to the list of possible recommendations and review.
- Explain the task and allow Ss time to read through all of the possible answers.
- Check answer with the class.

**Answer Key**  
*‘Therefore I would certainly recommend it to anyone who enjoys Asian food.’*

**Suggested Answer Key**  
*a, c, d, e, g*

b) **FOCUS ►** Sharing personal experiences and opinions

- Explain the task.
- In pairs, Ss share their opinions with each other.
- Monitor progress and provide any necessary assistance.

(Ss’ own answers)

7 **FOCUS ►** Changing informal writing to formal

- Explain the task. Allow Ss time to read the extracts.
- Encourage Ss to use their dictionaries if necessary and reread all of the extracts after they have replaced the words/phrases.
- Ss can compare answers with a partner.
- Check answers with the class.

**Answer Key**

A 1 *The purpose of this report is*  
 2 *assess*

B 1 *For example*                      4 *fashionable*  
 2 *modern, lively*                      5 *attract*  
 3 *In addition,*                          6 *Finally,*

C 1 *All in all*  
 2 *disadvantages*  
 3 *offering*  
 4 *reasonable*  
 5 *highly recommend*

8 a) **FOCUS ►** Comparing writing styles of two reports

- Explain the task.
- Read the two reports with the Ss and discuss the comparison points.
- Clarify any questions or concerns Ss may have in regards to the points.
- Allow Ss time to review all of the information and formulate answers.
- Check answers with the class.

**Answer Key**

*A is appropriate as it has a formal and impersonal style.*

1 B	4 A	7 A	10 A
2 A	5 A	8 A	11 A
3 B	6 B	9 B	

b) **FOCUS ►** Identifying formal language within a text

- Explain the task.
- Ask individual Ss to verbally identify the examples, while others highlight them in the text.

**Suggested Answer Key**

*The purpose of, to assess standards, a wide range of, beautifully presented, efficient professional staff, this can be a problem, on average, far superior merits, a few minor faults, provides excellent value, I would highly recommend*

c) **FOCUS ►** Comparing formal/informal language

- Explain the task.
- Discuss how to identify key words that indicate formal vs. informal language.
- Allow Ss time to complete the task.
- Check answers with the class.

**Answer Key**

A: *The purpose of this report is to assess standards at Amirit restaurant.*

B: *This report is to let you know how good Amirit restaurant is.*

A: *Amirit offers a wide range of Indian cuisine, ...*

B: *There's so much food to choose from at Amirit!*

A: *The staff at Amirit are efficient, professional and polite.*

B: *The waiters at Amirit are really cool.*

A: *While prices at Amirit are on average higher than at other Indian restaurants, the quality of the dishes is far superior.*

B: *Amirit will cost you a fortune, so it's much cheaper to go to another Indian restaurant down the road!*

A: *... excellent value for the standard of food which is served.*

B: *... the food is well worth the money.*

9 **FOCUS ►** Understanding clauses of concession

- Explain the task.
- Refer Ss to the Grammar Reference section. Direct Ss to read the sentences.

- In pairs, Ss complete the table and compare answers with another pair.
- Check answers with the class.

**Answer Key**

<i>Even though</i>	+ clause
<i>In spite of, despite</i>	+ noun/verb/ + -ing
<i>due to, Because of</i>	+ noun

10 a) **FOCUS ►** Using linkers to join sentences

- Explain the task and review the example provided.
- Ss complete the task individually.
- Remind Ss there may be more than one way to answer each question correctly.
- Ss will share their answers with a partner to check.
- Call on individual Ss to share answers with the class to review as a group.

**Suggested Answer Key**

2 *Despite the fact that the choice on the menu was limited, the prices were extremely reasonable.*

*In spite of the choice on the menu being limited, the prices were extremely reasonable.*

*Although/Even though the choice on the menu was limited, the prices were extremely reasonable.*

3 *Despite the fact that we had phoned earlier to confirm our booking, there wasn't a table available for us when we arrived.*

*Although/Even though we had phoned earlier to confirm our booking, there wasn't a table available for us when we arrived.*

*In spite of phoning earlier to confirm our booking, there wasn't a table available for us when we arrived.*

4 *Because of its relaxed atmosphere and excellent food, Chung's is one of the most popular restaurants in town.*

*Due to its relaxed atmosphere and excellent food, Chung's is one of the most popular restaurants in town.*

b) **FOCUS ►** Using linkers to complete sentences

- Explain the task and review the example provided.

- Ss complete the task individually.
- Remind Ss there may be more than one way to answer each question correctly.
- Ss compare their answers with a partner to check.
- Call on individual Ss to share answers with the class to review as a group.

**Suggested Answer Key**

- 2 *Despite its high prices, the restaurant is very popular with young people.  
The restaurant is very popular with young people, **even though** its prices are high.*
- 3 *In spite of advertising a varied menu, the vegetarian choices were limited.  
**Although/Even though** they advertise a varied menu, the vegetarian choices were limited.*
- 4 *Despite ringing the restaurant weeks before, it was quite difficult to get a good table at the weekend.  
It was quite difficult to get a good table at the weekend, **even though** we rang the restaurant weeks before.*
- 5 *In spite of its popularity, it's easy to find parking in the streets around the restaurant.  
It's easy to find parking in the streets around the restaurant, **even though** it is very popular.*

11 **FOCUS ►** Comparing a report with a formal letter

- Explain the task.
- Ss discuss the questions in pairs and decide on the answers.
- Elicit answers from Ss around the class.

**Answer Key**

*a formal letter and a report have: your full name, paragraphs, a date, the full name of the recipient*

*a report has: a title, subheadings*

12 **FOCUS ►** Writing a report

- Draw Ss' attention to the rubrics provided.
- Read each rubric and elicit the key words.
- Review the plan and elicit answers to the questions.
- Allow Ss time to complete the task or assign as HW.

A

**Suggested Answer Key**

*key words: you work as journalist, Nice 'n' Tasty magazine, editor, report, Supermac, fast food restaurant, assessing quality whether you would recommend it to readers*

**Plan**

To: Editor, Nice 'n' Tasty magazine  
From: my full name, journalist  
Subject: Supermac, fast food restaurant  
Date: 13th October

**Introduction**

*to assess the general quality and to say whether I would recommend it to readers*

**Main Body**

- two paragraphs
- food & prices, service & atmosphere
- tasty food, cheap prices, fast service, poor atmosphere
- due to, however, etc

**Conclusion**

- overall not bad, food good, prices cheap
- recommend takeaway

**Suggested Answer Key**

To: The Editor, Nice 'n' Tasty magazine  
From: Jane Smith, journalist  
Subject: Supermac, fast food restaurant  
Date: 13th October

**Introduction**

*The purpose of this report is to assess the general quality of Supermac fast food restaurant and to make recommendations.*

**Food & Prices**

*The food on offer is what you would expect from a fast food restaurant such as burgers and chips, however it is surprisingly tasty. There are also a wide range of salads and sandwiches which are also rather delicious. What is more, the prices are cheap and offer great value for money.*

**Service & Atmosphere**

*The service is fast and friendly. I did not have to wait more than ten minutes. The staff are well-organised and service is given with a smile. However, the atmosphere is that of a busy kitchen due to the fact that there was a lot of noise from the kitchen and there was no music being played and the lighting was very bright. For this reason, many people ate quickly and left or took their food away with them. Very few people sat down and took their time over their meal.*

**Conclusion**

All in all, the food, service and prices at Supermac are excellent. The only thing the restaurant lacks is atmosphere. If lively background music was played and the lighting was softened I think Supermac would be improved. However, in spite of this, I recommend Supermac for people who want quick, tasty food at low prices.

B

**Suggested Answer Key**

**key words:** you work Healthy Eating Society, report health food takeaway, good and bad points, whether suitable for members

**Plan**

To: Healthy Eating Society members  
 From: my full name, member  
 Subject: New health food takeaway  
 Date: 13th October

**Introduction**

good and bad points & suitability for members

**Main Body**

- two paragraphs
- food, prices
- healthy ingredients, wide range, fresh fruit, etc
- rather expensive
- due to, however, despite, etc

**Conclusion**

- great food, high prices
- go there occasionally

**Suggested Answer Key****Plan**

To: Healthy Eating Society members  
 From: Kim Brown, member  
 Subject: New health food takeaway in town  
 Date: 13th October

**Introduction**

The aim of this report is to comment on the good and bad points of the new health food takeaway on Bridge Street in Upton and assess its suitability for members of the Healthy Eating Society.

**Suggested Answer Key****Plan**

To: Healthy Eating Society members  
 From: Kim Brown, member  
 Subject: New health food takeaway in town  
 Date: 13th October

**Introduction**

The aim of this report is to comment on the good and bad points of the new health food takeaway on Bridge Street in Upton and assess its suitability for members of the Healthy Eating Society.

**Food**

The health food takeaway offers a wide range of healthy dishes all made from fresh ingredients on the premises. The salads and sandwiches only contain fresh organic fruits and vegetables that have been grown locally and you will not find white bread or fizzy drinks on the menu. The food is delicious and tasty. What is more, all the dishes are nutritionally balanced providing a wide range of vitamins and minerals and have a low fat content. The range of food and drinks on offer was excellent and the menu clearly states the contents of every dish.

**Prices**

Due to the fact that every ingredient is fresh, it is not surprising that the prices are rather expensive. However, as the quality is so high, the customer does get value for money.

**Conclusion**

Despite the fact that it is expensive, I think the new health food takeaway is highly suitable for members of our society as it offers a wide range of delicious, healthy dishes. I highly recommend it to members. However, I advise members to eat there only occasionally due to the high prices.

C

**Suggested Answer Key**

**key words:** you class representative, headmaster, report, quality of school canteen, assessing whether meeting students' needs, making recommendations

**Plan**

To: Headmaster  
 From: my full name, class representative  
 Subject: School canteen

**Introduction**

*to assess quality and whether it is meeting students' needs and make recommendations*

**Main Body**

- three paragraphs
- food, prices, service
- good quality food, wide range of dishes, few vegetarian options
- prices – reasonable, some students can't afford it every day, good service but slow at times
- however, due to, although, etc

**Conclusion**

- excellent value, good food
- recommend more vegetarian options

**Suggested Answer Key**

To: Mr Mason, Headmaster  
 From: Helen Welsh, class representative  
 Subject: School canteen  
 Date: 13th October

**Introduction**

*The purpose of this report is to assess whether the school canteen facilities are meeting students' needs and to make recommendations.*

**Food**

*The canteen offers a wide range of good quality dishes to cater for different international tastes and the majority of students seem satisfied with the choice. There are some, however, who are vegetarians and who feel that there are not enough fruit and vegetable dishes on the menu.*

**Prices**

*Although the meals in the students' canteen are very reasonable, a small number of students have said that they cannot afford to eat there on a daily basis.*

**Service**

*Students seem to agree that the staff are generally efficient and polite. The service, however, can be a little slow at times if any members of staff are absent for any period of time.*

**Recommendation**

*All in all, despite a few minor problems, the canteen certainly provides excellent value for the standard of food that is served. I would, however, recommend that we add more vegetarian choices to the menu.*

13 **FOCUS ►** Exchanging writing and proofreading

- Ss exchange their work with a partner and proofread.
- Encourage Ss to look for style, format and spelling correctness.
- Tell Ss to follow the checklist provided on p. 114 and report information back to their partner.
- Partners return reports and all Ss make corrections.
- Check Ss' work.

## Objectives

**Reading:** an article on a festival (true/false statements)

*Skill – reading for specific information*

**Writing:** a paragraph about a festival in your country

1 **FOCUS ►** Listening and predicting information

- Tell Ss you will play a recording and they are to listen and imagine what is happening.
- Discuss Ss' answers and ask Ss to justify their responses.
- Play the recording of the text. Ss listen and read and compare answers.

(Ss' own answers)

2 a) **FOCUS ►** Reading for specific information

- Explain the task.
- Tell Ss to read the sentences 1-5 prior to rereading the text and to look for any key words that may help identify the information Ss will be looking for.
- Allow Ss time to complete the task.
- Check answers with the class.

**Answer Key**

1 F    2 F    3 F    4 F    5 T

b) **FOCUS ►** Explaining new vocabulary

Encourage Ss to guess the meaning of the words/phrases from the context before checking in their dictionaries. Ask Ss to give an explanation, example or synonym.

**Suggested Answer Key**

*in for a treat:* you'll get a surprise  
*heart, liver, lungs:* internal organs of the sheep (offal)  
*recites:* reads out  
*toasts:* drinks to the health of ...  
*raising their glasses:* lifting up their glasses  
*turnip:* a hard root vegetable  
*accompanied by:* goes with

3 **FOCUS ►** Rewording/Recounting a text from notes

- Explain the task.
- Reinforce with Ss they are to follow the headings provided and use all of the information provided in the text to make their notes.
- Ss then use their notes to explain Burns Nights to a partner.
- Monitor the activity and offer help where necessary.

**Suggested Answer Key**Welcome

*The host says a few words*

*Says the Selkirk Grace*

*Guests stand up as haggis comes in*

Food

*Haggis (sheep's stomach stuffed with sheep's heart, liver, lungs)*

*Cock-a-leekie soup (chicken & leek soup)*

*Dessert – oatcakes or sherry trifle*

Music

*bagpipe music*

Ending

*Everyone sings Auld Lang Syne – for times gone by Burns Night is a celebration that takes place in Scotland on the 25th of January in honour of the poet Robert Burns. It is fantastic. First of all, the host welcomes everyone and reads the Selkirk Grace to say thanks for the food, then we all stand up when the haggis comes in to the sound of bagpipes playing. The haggis is the food. It is a sheep's stomach stuffed with the heart, lungs and liver. We also eat Cock-a-leekie soup which is chicken and leek soup and we have sherry trifle and Scottish oatcakes for dessert, too. At the end we all hold hands and sing Auld Lang Syne which is a song about times gone by.*

4 **FOCUS ►** Writing a paragraph about special festival

- Ss review the rubric.

- Check comprehension of the task by asking Ss: *What are you going to write? (a short paragraph) What will it be about? (a special festival in my country) What information do you need to include? (the name, when it takes places and why; what people do/eat; any special tradition involved)*
- Allow Ss time to complete the assignment or assign as HW.
- Select Ss to read out their writing.

**Suggested Answer Key**

*The Grushinsky festival is an annual Russian bard songs festival. It takes place in Samara in the Mastryk Lakes. It was started in 1968 by the Grushin bard songs club and now attracts over 80,000 people from all over the country who camp in tents on the site. Famous singers and new artists sing side by side and it is very informal and friendly.*

Across the Curriculum – Science

**Objectives**

**Reading:** short texts on teeth (gap-filling; matching)

**Skills – reading for specific information**  
*reading for gist*

**Vocabulary:** types of teeth; parts of a tooth

**Writing:** a quiz

1 **FOCUS ► Building vocabulary**

- Ask Ss to identify the words provided. Explain/Elicit the meaning of any unknown words.
- Discuss what is already known about these words.
- Read the *Did you know ...?* section and compare to what was previously known.

*(Ss' own answers)*

2 a) **FOCUS ► Translating into your own language**

- Draw Ss' attention to the diagram in text A and discuss.
- Ask Ss to label the diagram using their own language.
- Check Ss' answers.

*(Ss' own answers)*

b) **FOCUS ► Gap-filling/Building vocabulary**

- Focus on the diagram and read each word clearly. Clarify meanings.
- Ss read the text through and identify what word fills each gap.
- Instruct Ss to reread the text with the gaps filled in to check the text makes sense.
- Play the recording. Ss listen and check their answers.

**Answer Key**

1 crown	4 jaw bone	7 pulp
2 root	5 enamel	8 cementum
3 gum	6 dentin	

c) **FOCUS ► Explaining new vocabulary**

- Explain the task.
- Encourage Ss to identify the meanings based on context before checking in a dictionary.
- Allow Ss time to complete the task.
- Ss compare answers with a partner.

**Suggested Answer Key**

*fastens: keeps something in place*  
*outer: the outside of*  
*substance: material*  
*layer: level, part*  
*blood vessels: the narrow tubes that blood flows through*  
*nerve: long thin fibres that send messages to the brain/body*  
*securely: tightly, safely*

3 a) **FOCUS ► Reading for specific information**

- Explain the task.
- Elicit answers from individual Ss and check with the class.

**Answer Key**

*Three (canines, molars and incisors).*

# 6

## Across the Curriculum – Science

### b) **FOCUS** ▶ Matching headings and descriptors

- Explain the task. Allow Ss time to study the information and make their selections.
- Check answers with the class.

#### Answer Key

a incisors      b canines      c molars

### c) **FOCUS** ▶ Explaining new vocabulary

- Explain the task.
- Encourage Ss to identify meaning based on context before using a dictionary.
- Allow Ss time to complete the task.
- Ss compare answers with a partner.

#### Suggested Answer Key

**bite:** use teeth to cut into sth

**grasp:** hold firmly

**tear:** pull into pieces

**chew:** use teeth to break up food in your mouth

**grind:** crush

### 4 **FOCUS** ▶ Writing a quiz

- Explain the task.
- Encourage Ss to review the information thoroughly before they write their questions.

- Ss should then read their own work to check for understanding before exchanging with a partner.
- Ss exchange quizzes and answer them.
- Review outcomes upon completion.

#### Suggested Answer Key

#### QUIZ

Choose one of the answers A, B or C to complete this quiz on teeth.

- Our teeth are made of .....  
A acid      B fluoride      C enamel
- Human beings have ..... permanent teeth.  
A 20      B 32      C 44
- We need ..... for good teeth.  
A bacteria      B calcium      C decay
- We have three types of teeth - incisors, canines and .....  
A crowns      B molars      C roots
- A tooth is made up of two parts - the .....  
A top & bottom  
B seen & unseen  
C inner & outer
- It is the ..... that contains the nerve of each tooth.  
A pulp      B layer      C bone etc

# 6

## Going Green

### Objectives

**Reading:** short text (open cloze; comprehension questions)

**Skills –** reading for lexico-grammatical structure  
– reading for specific information

**Speaking:** role-playing; convincing someone to adopt a farming method

### 1 **FOCUS** ▶ Using/Building new vocabulary

- Draw Ss' attention to the dictionary entry.
- Allow Ss time to work through the questions and share their answers with the class.
- Ss should justify their responses.

(Ss' own answers)

### 2 **FOCUS** ▶ Eliciting information from pictures

- Explain the task.
- Allow Ss time to study the pictures and form an opinion.
- Ss should justify their selections.
- Read the labels and compare Ss' answers.

#### Answer Key

A is an organic farm and B a conventional farm. They are very different methods because the organic farmer uses natural ways to take care of the land whereas the other uses chemicals which are not good for our health.

### 3 a) **FOCUS ►** Reading for lexicogrammatical accuracy

- Explain the task. Remind Ss to read the text as is, then go back and work through filling in the gaps.
- Reread the text with the gaps completed and check for correctness.
- Compare answers with a partner.

#### **Suggested Answer Key**

1 is	4 of	7 and
2 as	5 the	8 each/every
3 which	6 of	

### b) **FOCUS ►** Reading for specific information

- Explain the task.
- Allow Ss time to complete the questions.
- Check answers with the class.

#### **Suggested Answer Key**

- 1 Conventional farming can be harmful to the environment because it uses a lot of energy through the amount of machinery used. Also it causes harm through the amount of chemicals used in pesticides, fertilisers and insecticides.
- 2 Organic farming is better for the environment because it uses less chemicals by using natural fertilisers and flame weeders. It also uses less energy because it uses simple tools instead of lots of machinery.

### **FOCUS ►** Explaining new vocabulary

- Encourage Ss to identify the meanings based on context, then use a dictionary if necessary.
- Allow time to complete the definitions.
- Ss compare answers with a partner.

#### **Suggested Answer Key**

**tractors:** vehicles farmers use for the difficult jobs around a farm  
**flame weeders:** gadgets that burn the weeds/plants that farmers don't want/need and which can damage other plants  
**crops:** what a farmer grows e.g. potatoes  
**maintain:** to keep in the same condition/state  
**richness:** the good quality of something  
**beneficial insects:** those insects/bugs that help farmers to get rid of harmful insects/bugs

**fertilisers:** mixture put on plants to help them grow more successfully

**compost:** natural fertiliser

**peelings:** the skins of the vegetables that we usually throw away

**pesticides/insecticides:** chemicals to kill insects/bugs

**spray:** to send out a liquid from a container in small drops

**intensive farming:** a system whereby farmers try to produce as many plants/animals as possible from their land

**ecosystems:** systems within nature

**machinery:** different machines

**reduced:** made less

**protect:** take care of

**manure:** animal droppings that help plants to grow in a natural way

**pest control:** the control of different unwanted insects/bugs

**combat:** fight against

**rotating crops:** moving crops to different fields so as not to use up all the goodness from the land

**nutrients:** natural substances that help animals/plants to grow

### 4 **FOCUS ►** Role-playing

- Explain the task. Ss work with a partner to develop a dialogue based on the facts presented throughout this section.
- Ss create a dialogue in favour of organic farming and use words and phrases to convince someone to adopt a new practice.
- Allow time to create the dialogue and practice the role-play.
- Ask each pair to act out their dialogue for the class.

### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

## Listening

**FOCUS ►** Listening for specific information

- Ss read the statements prior to playing the recording.
- Tell Ss they will hear a recording and they are to identify whether the statements provided are true or false.
- Replay the recording while Ss check their answers.

**Answer Key**

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

**TAPESCRIPT**

- A: Good morning, Tree Tops Restaurant.  
 B: Oh, good morning. I'd like to book a table, please.  
 A: Certainly. When would you like the table for?  
 B: Next Saturday, please.  
 A: Saturday 8th June?  
 B: Yes, that's right.  
 A: Just a moment please....ah, I'm afraid we're fully-booked for that evening. We have tables available for the evening before though.  
 B: No, unfortunately we can't make it on Friday. Ah ... are you open at lunchtime on Saturday?  
 A: Yes, we are actually. We open at 12 and serve lunch until 3pm.  
 B: Well, that might be okay. We could go shopping first. Have you got a table for 1pm?  
 A: Yes, we have. That would be fine. How many is the booking for?  
 B: Err ... at the moment three, but there's a possibility that there'll be one more.  
 A: That's absolutely fine. I'll book you a table for four.  
 B: Oh, thank you, that's great. I'll have to check with my friends though if Saturday lunchtime is OK.  
 A: No problem. I'll make the booking for you and you can call us and change it later if you need to.  
 B: Thanks. Is the lunchtime menu similar to the evening menu?  
 A: It's similar, but we also have a selection of salads and lighter dishes on our lunchtime menu.  
 B: Oh, that's good. One of my friends is always on a diet!  
 A: Don't worry, she'll have plenty to choose from! Can I take a name for the booking, please?  
 B: Yes, certainly. It's Brooks. That's B-R-O-O-K-S.  
 A: Thank you. I look forward to seeing you on Saturday.

## Reading

**FOCUS ►** Reading to match specific information

- Explain the task.

- Encourage Ss to read the questions prior to reading the texts and highlight any key words.
- Remind Ss that one text will not be matched to a question.
- Ss complete the task individually.

**Answer Key**

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

## Use of English

**FOCUS ►** Reading for lexico-grammatical accuracy

- Explain the task.
- Remind Ss to try each answer provided and select the best option to complete the gaps.
- Tell Ss to read the entire text upon completion in order to check for correctness.

**Answer Key**

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

## Speaking

**FOCUS ►** Giving a two-minute talk on food and drink

- Explain the task.
- Encourage Ss to follow the guidelines provided and make notes to help them to remember what to say.
- Explain to Ss that they will be required to answer questions from their classmates following their talk. Ss should be prepared to justify and substantiate any information they give.
- Allow time to develop their information.
- Ss present their work individually.

**Suggested Answer Key**

*My favourite foods are fresh fish, soups and salads. I like to drink tea and coffee as well as lots of water. What I eat depends on the weather. When it's hot I enjoy eating ice cream and I like to drink fizzy drinks like diet coke. When it's cold, I enjoy a cup of hot chocolate and hot puddings. On a typical day I eat cereal for breakfast, a sandwich for lunch and a main meal in the early evening, usually some kind of meat with pasta or rice. I think my diet is quite healthy. I try to eat a wide range of foods and I do not snack very often.*

## Writing

### FOCUS ► Sharing opinions for/against an issue

- Review the writing process provided with the Ss.
- Read over the rubric and discuss points that arise both for and against the topic.
- Write a chart on the board with two columns: one for, one against; and list the comments Ss make.
- Clarify any questions or concerns Ss may have in regards to the task.
- Allow Ss time to organize their thoughts and opinions and encourage them to refer to the list you formulated on the board.
- When Ss have completed their writing, they may exchange papers with a partner to proofread and check. Make any necessary corrections and hand-in.
- Monitor progress around the class throughout the writing process and provide any necessary assistance.

### Suggested Answer Key

*These days, young people are influenced very much by TV advertisements, a large number of which are for fast food. As a result, some people believe that eating habits among the young are becoming so bad that it is time for such advertising to be banned completely.*

*There are a number of arguments in favour of banning ads for junk food on TV. To start with, if youngsters do not watch them, then they will not be influenced by them and buy the products. In addition, these adverts do not inform young people of the fact that this kind of food is unhealthy. As it contains high levels of fat, salt and sugar, researchers say it could be addictive.*

*On the other hand, there are also arguments in favour of keeping the ads. For example, many people believe that fast food plays an important role in society because it is convenient, inexpensive and tastes good. Moreover, the rise in obesity and health problems among the young probably has more to do with their lack of discipline in what they eat and how much they eat rather than with TV advertisements for fast food.*

*In conclusion, I believe youngsters need to learn to take responsibility for their own choices and the results of those choices regardless of advertising campaigns. As long as parents inform children of the dangers of eating this type of food, then there is no reason why such advertisements should be banned from TV.*

## Progress Check

# 6

Progress Check 6 and Look at Module 7 should be done in one lesson.

### Answer Key

- |   |                       |                 |           |          |                               |        |        |
|---|-----------------------|-----------------|-----------|----------|-------------------------------|--------|--------|
| 1 | 1 carbohydrates       | 6 watermelon    | 4         | 1 multi  | 3 under                       | 5 over |        |
|   | 2 rumbling            | 7 Raw           |           | 2 semi   | 4 co                          |        |        |
|   | 3 eyesight            | 8 Grilled       |           |          |                               |        |        |
|   | 4 indigestion         | 9 concentration | 5         | a) 1 off | 3 up                          | 5 away |        |
|   | 5 recipe              | 10 sprinkle     |           | 2 up     | 4 back                        |        |        |
| 2 | 1 artificial          | 5 fizzy         | 9 blood   | b)       | 1 against                     | 3 with | 5 from |
|   | 2 lamb                | 6 tooth         | 10 grated |          | 2 from                        | 4 in   |        |
|   | 3 dry                 | 7 stomach       |           |          |                               |        |        |
|   | 4 fast                | 8 main          |           | 6        | 1 Then you should             |        |        |
| 3 | 1 had                 | 4 had studied   |           |          | 2 I've tried that             |        |        |
|   | 2 won't/will not lose | 5 had followed  |           |          | 3 a bit under the weather     |        |        |
|   | 3 would stop          | 6 would taste   |           |          | 4 I hope you feel better soon |        |        |

**Before you start ...**

- Revise one or two points from the previous module. Discuss healthy eating and ask Ss questions about how healthy they think their diet is. Talk about eating out and ask about Ss' favourite restaurants/ dishes, etc.
- Direct Ss' attention to the title of the module *Let's have fun*. Explain that in this module they will learn about entertainment, performances and electronic music, etc.

**Look at Module 7**

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

**Suggested Answer Key**

Focus Ss' attention on pic 1 (p. 121).

T: *What page is picture 1 from?*

S1: *It's from page 130.*

T: *What can you see in pic 1?*

S2: *A lion.*

T: *What might that have to do with the title of the module?*

S3: *The text might be about a film. The photo looks like a poster.*

T: *What else can you see on p. 130?*

S4: *A gorilla. etc*

Pic 2 (p. 126)

*What does the picture show? What is this building? How is it related to the topic?*

Pic 3 (p. 131)

*What is this picture? Who is the girl? Are teenage books popular? What is your favourite book?*

Pic 4 (p. 122)

*What is the man in the picture doing? Do you use the computer often?*

**Suggested Answer Key**

**a literature extract (pp. 128-129)**

*(short piece from a novel, play, etc) Have you read the book? What do you think it is about?*

**a theatre poster (p. 125)**

*(a poster with date information, names of shows, box office number) Where could you see this poster? What does it advertise? Which one would you choose to go to?*

**a film review (p. 130)**

*(a synopsis and critique of a film) What is the review about? Have you seen the film? Do you read reviews before you see a film?*

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

**Suggested Answer Key**

**The Literature section (pp. 128-129)** is an extract from *The Phantom of the Opera* and a biography of *Gaston Leroux*. Several activities are included to stimulate interest and explore this piece of literature.

**The Culture Corner (p. 133)** contains an article on the famous London landmark, *Madame Tussauds*.

**Across the Curriculum (p. 134)** concerns the subject of *Music* and looks at *electronic music*.

**The Going Green section (p. 135)** contains an article on *saving and recycling paper*.

**Find the page number(s) for...**

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

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

As described in the relevant section in Module 1.

# 7 a

## Reading Skills

### Objectives

**Reading:** an article on teenagers and entertainment (matching)

**Skills** – reading for detailed understanding  
– reading for specific information

**Vocabulary:** entertainment

**Speaking:** paraphrasing a text

**Writing:** a survey

### Reading

#### 1 a) **Focus** ► Predicting the content of the text

- Ss read the title, look at the picture and try to guess what the title refers to.
- Instigate a discussion by asking Ss if they think this article describes today's teens.
- Allow Ss time to read and check.

#### **Suggested Answer Key**

*I think the term 'square-eyed generation' means teenagers who do nothing else but watch television. Yes, I think it describes today's teens, as they watch a lot of television and spend a lot of time using computers.*

#### b) **Focus** ► Understanding topic sentences

- Select individual Ss to read out the first sentence in each paragraph.
- Allow Ss time to guess what the text is about.
- Play the recording. Ss listen, read and check.

#### **Suggested Answer Key**

*I think the text is about teenage free-time activities around the world.*

#### 2 **Focus** ► Reading for detailed understanding

- Allow Ss time to read the text and answer the questions.
- Invite individual Ss to read out their answers to the class.

#### **Answer Key**

1 Sanjit	3 Yoko	5 Anya
2 Suzy	4 Maria	

#### 3 a) **Focus** ► Explaining new vocabulary

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

#### **Suggested Answer Key**

**anti-social:** not social or friendly; unwilling to meet people

**couch potatoes:** people who spend a lot of time sitting on the couch and watching TV

**unfair:** not right or just

**unwind:** relax

**can't beat:** there's nothing better

**blaring:** making a loud noise

**catchy:** easy to remember

**sing along:** join in and sing at the same time as sth/sb else

**It's such a good laugh:** an enjoyable time; great fun

**I can take it or leave it:** It doesn't matter to me if I do it or not

**predictable:** obvious what is going to happen

**I have to admit:** I must confess

**addict:** sb who likes a certain activity very much and spends a lot of time doing it

**incredible:** amazing

**malls:** large shopping centres

#### **Suggested Answer Key**

• *I think that writing on school desks is **anti-social**.*

• *My Dad is such a **couch potato**; he's always watching football.*

• *David thinks it's **unfair** that students get homework at the weekends.*

• *I listen to music to **unwind**.*

• *You just **can't beat** the feeling of lying on a beach under the sun.*

• *My grandfather doesn't like the party as the music's **blaring**.*

• *I like the **catchy** T-shirt you're wearing.*

• *On school trips, we always **sing along** to songs on the radio.*

• *You'll love the new comedy; it's **such a good laugh**.*

- *Fish is OK as a food, but I can take it or leave it.*
- *I didn't like that book as it is too predictable.*
- *I have to admit that I enjoy going to the theatre.*
- *My older/elder brother is a music addict and he's got loads of albums.*
- *I think the new Harry Potter film is incredible.*
- *In America lots of kids hang out at the malls.*

b) **FOCUS ►** Thinking of alternative titles

- Ss brainstorm for alternative titles.
- Ss give their titles, giving reasons for their choice.

**Suggested Answer Key**

*"Teenage Couch Potatoes – The Sitting Generation?"*  
*I chose this title as it asks whether today's teenagers do anything else apart from sitting on the couch and watching TV.*

## Speaking

4 **FOCUS ►** Speaking about teenage forms of entertainment

- Allow Ss time to read the text and make notes.
- Ss read their notes to the class.
- Ss may record themselves.

**Suggested Answer Key**

*A lot of teenagers in the UK enjoy watching DVDs. Others like dancing to music in clubs. In Mexico, lots of teenagers enjoy watching telenovelas which are like teenage soap operas. Lots of teenagers in Japan enjoy karaoke while in India they like Bollywood movies. Teenagers in Russia enjoy playing video games and going to malls with their friends if they live in big cities.*

## Vocabulary

5 **FOCUS ►** Introducing theme tunes

- Ss listen to the piece of music.
- Invite Ss to answer the questions.

**Suggested Answer Key**

*Yes, it is catchy. I can't sing along with it, as I don't know the words. I think you could hear it on the TV.*

6 a) **FOCUS ►** Talking about forms of entertainment

- Elicit/Explain types of forms of entertainment.
- Ss brainstorm for forms of entertainment in their country.

**Suggested Answer Key**

*In my country, young people like watching television, going to the cinema, and playing video games.*

b) **FOCUS ►** Personalising a topic using adjectives

- Have individual Ss read out the prompts.
- Explain/Elicit the meaning of any new vocabulary. Read out the example exchange.
- In pairs, Ss discuss the prompts.
- Go around the class monitoring the task.
- Ask selective Ss to act out their exchanges.

*(Ss' own answers)*

7 **FOCUS ►** Learning words related to entertainment

- Ss work in pairs.
- Explain the task.
- Allow Ss time to read through items 1-10 underlining the words that they think are correct.
- Ss now use their dictionaries to see if the answers are correct.
- Check Ss' answers and elicit/explain the meanings of the distractors.

**Suggested Answer Key**

- 1 *cast – theatre*
- 2 *book – theatre*
- 3 *stage – theatre*
- 4 *reviews – cinema*
- 5 *subtitles – cinema/TV programmes*
- 6 *storyline – cinema/books*
- 7 *directed – cinema*
- 8 *tune – TV programmes*
- 9 *seller – books*
- 10 *office – cinema*

Writing

8 **FOCUS** Writing a survey

- Read out the example and explain the task.
- Ss work in groups and prepare their questions, then conduct a class survey using them.
- Ss then analyse the results and write a paragraph about them.
- Invite groups to read out the paragraph to the class.
- Ss compare findings.

**Suggested Answer Key**

Questions

*Do you have a PC at home?  
 How many hours do you spend on it?  
 Do you play a lot of video games?  
 Do you watch a lot of DVDs?  
 How often do you go to the cinema each week?  
 Do you go clubbing often?  
 How many evenings a week do you stay at home? etc*

(Ss' own answers)

9 **FOCUS** Consolidating vocabulary

- Explain the task.
- Ss close their books and think of ten new words from the lesson and make their sentences and share them with their partners.
- Invite individual pairs to read out their sentences.

Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

7b

Listening & Speaking Skills

**Objectives**

**Vocabulary:** types of performances; idioms  
**Reading:** a dialogue (text completion)  
*Skills – reading for text structure, cohesion and coherence*  
 – reading for detailed comprehension  
**Speaking:** making/accepting/declining invitations; expressing opinions; role play  
**Listening:** short monologues (matching)  
*Skill – listening for detailed understanding*

- Check Ss' answers.
- Elicit what the items are in their language.

**Answer Key**

1 a musical	3 an opera
2 a music concert	4 a ballet

2 **FOCUS** Matching words to their descriptions

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

Vocabulary

1 **FOCUS** Introducing the topic

- Read out each type of performance, explaining/eliciting the differences between them.
- Play the recording, pausing after each extract.

**Answer Key**

2 curtain	6 aisle
3 stalls	7 balcony
4 usher	8 orchestra
5 opera glasses	

**Reading**3 a) **FOCUS ►** Predicting the context of a dialogue

- Select individual Ss to read out the sentences.
- Ss try and guess where the speakers are and what they are talking about.

**Suggested Answer Key**

*The speakers are at the theatre. They are talking about where they should sit.*

b) **FOCUS ►** Listening for specific information

- Allow Ss time to read the dialogue and familiarise themselves with the content of the dialogue.
- Direct Ss' attention to sentences A-F in part a.
- Ss fill in the gaps.
- Play the recording.
- Ss check their answers and compare with a partner.
- Play the recording again if necessary.
- Check answers.

**Answer Key**

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

- Ss then explain the words in bold by giving an explanation, example or synonym. Encourage Ss to try to guess the meanings from the context before checking in their dictionaries.

**Suggested Answer Key**

**surroundings:** a place or an environment  
**fully booked:** when all the tickets were sold for something or all the rooms are taken in a hotel  
**further down:** some distance down/along  
**is about:** is just going to, almost at this minute

**Speaking**4 **FOCUS ►** Acting out a dialogue at the theatre

- Explain the task and tell Ss to use the dialogue on p. 124 as a model.
- Invite individual pairs to act out their dialogue.
- Invite the class to vote for the best one.

(Ss' own answers)

**Everyday English**5 **FOCUS ►** Making/Accepting/Declining invitations

- Explain the task and read out the example exchange.
- Direct Ss' attention to the language in the table and explain the meaning of any new words.
- Direct Ss' attention to the poster and then Ss make up exchanges in pairs.
- Monitor the activity.
- Ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

A: *I'm going to see A Midsummer Night's Dream on Friday night. It's a play by William Shakespeare. Would you like to join me?*

B: *I'd love to.*

A: *If you're free Saturday night, would you like to see Dancing in the Streets with me. It's a musical.*

B: *That sounds nice, but I'm busy on Saturday, sorry.*

A: *We're going to see Puccini's famous opera, Madame Butterfly on Thursday night. Do you fancy coming along?*

B: *Actually, operas aren't really my kind of thing.*

6 **FOCUS ►** Learning idioms

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

**Answer Key**

1 hard of hearing	3 hot cakes
2 daylight robbery	4 one hit wonder

Listening

7 a) **Focus** ▶ Listening for specific information

- Ask Ss to read out the sentences and then check their understanding of the task.
- Play the recording.
- Check answers with the class.

**Answer Key**

1 D    2 A    3 C    4 F    5 E

**TAPESCRIPT**

**Interviewer:** I asked some people about what kinds of performances they enjoy. Here's what they had to say:

**Speaker 1:** My boyfriend really likes going to see plays. I'm not that fond of the theatre, but I just go to keep him company.

**Speaker 2:** The theatre totally fascinates me! I love music concerts, ballets, musicals, plays, whatever! The only thing I'm not that keen on is opera really.

**Speaker 3:** I always try to get the best seats I can when I go to the theatre. The tickets can be quite expensive but they're usually worth every penny!

**Speaker 4:** I absolutely love ballets, but you can only go to them in a big town or city. There's only one theatre in my town and it only puts on plays.

**Speaker 5:** I go to the theatre at least twice a month, more if there are lots of things I really want to see!

b) **Focus** ▶ Expressing personal preferences

Allow Ss time to read the comments again, then elicit which ones they agree with.

**Suggested Answer Key**

I agree with D as the theatre isn't really my cup of tea.

Say it right

8 a) **Focus** ▶ Expressing opinions

- Explain the task. Allow time for Ss to read items 1-3.
- Play the recording.
- Check answers with the class.
- As an extension, ask various pairs of Ss to act out the exchanges.

**Answer Key**

1 a    2 a    3 a

b) **Focus** ▶ Practising expressing opinions

- Ss work in pairs.
- Explain the task.
- Invite the pairs to act out their exchanges.

**Suggested Answer Key**

A: What did you think of the opera?

B: It was brilliant!

A: How was the ballet last night?

B: I didn't like it at all.

A: Did you enjoy the musical?

B: It wasn't bad.



# Grammar in Use

**Objectives**

**Reading:** a short article on London's IMAX cinema

**Grammar:** passive voice

**Vocabulary:** phrasal verbs with *turn*; forming compound adjectives; dependent prepositions; words often confused

1 **Focus** ▶ Reviewing the passive voice

- Write on the board:

S	V	O
Tom	cooked	pasta

- Elicit the word order in the sentence (*Tom: subject, cooked: verb, pasta: object*). Now write on the board:

S	V	agent
Pasta	was cooked	by Tom

- Elicit the word order in the sentence. Ask Ss to compare the two sentences and elicit which emphasises what happened to the subject, rather than what a subject did. Explain/Elicit that the second sentence is in the passive form and elicit from:

s + to be + past participle of main verb + agent (by)

- Write on the board: *The police arrested the thief. (active)* Ask Ss to write this sentence in the passive. Elicit the answer and write on the board: *The thief was arrested by the police. (passive)* Ask Ss to look at the two examples in the passive on the board and say where we can omit the agent (*2nd example*). Elicit reason (*the agent is obvious – whereas if we omit by Tom in 1st sentence then we don't know who did the action as it is not easily understood or obvious from the context*). Read out the example sentences and elicit which one emphasises what happened to a subject (*passive sentence – 2000 films are made by Hollywood per year*) and which one emphasises what a subject did (*active sentence – Hollywood makes 2000 films per year*). Remind Ss that only transitive verbs (*verbs which take a direct object*) can be used in the passive.
- Ss fill in the gaps in the box.
- Refer Ss to the Grammar Reference section for more details.

**Answer Key**

1 person      2 to be      3 past participle

2 **FOCUS ►** Practising passive forms

- Explain the task.
- Allow Ss time to read the text.
- Select individual Ss to identify the passive tenses.

**Answer Key**

1 past                      3 present continuous  
2 present                4 present perfect

3 **FOCUS ►** Practising passive tenses

- Explain the task.
- Invite Ss to read out each sentence.
- Ask individual Ss to justify their choices.

**Suggested Answer Key**

1 sold – We are interested in what the box office did, so the sentence is active.

- 2 fall – We are interested in what the teenagers did, so the sentence is active.  
3 have been sold – Who or what did the action is unimportant, so the sentence is passive.  
4 is set – Who or what did the action is unimportant, so the sentence is passive.  
5 applauded – We are interested in what the audience did, so the sentence is active.  
6 be made – We do not know who made the films, so the sentence is passive.

4 a) **FOCUS ►** Using *by/with* in the passive

- Read out the examples.
- Explain/Elicit when we use **by** (*for a person*) and **with** (*for an object*) to introduce the agent and when we can omit the agent (*when it is unknown, unimportant or obvious from the context*).
- Refer Ss to the Grammar Reference section for more details.

b) **FOCUS ►** Practising using *by/with* and the passive

- Explain the task.
- Do the first item with Ss as an example.
- Ss complete the task. Check Ss' answers.

**Answer Key**

1 with      2 by      3 by      4 with

5 **FOCUS ►** Rewriting sentences – practising the passive

- Read out the example.
- Allow Ss time to complete the task.
- Invite Ss to read out their sentences.

**Suggested Answer Key**

- 1 The cast were interviewed (by the newspaper journalist) after the opening night of the play. – We don't need the agent.  
2 Joy was asked (by the director) to say her lines with more feeling. – We don't need the agent.  
3 The new theatre will be opened by the mayor. – We need the agent.  
4 Universal Studios are visited by thousands of people every year. – We need the agent.  
5 The singers are being taught how to dance by the choreographer. – We need the agent.

6 *The new James Bond film has just finished being filmed (by them). – We don't need the agent.*

6 a) **FOCUS ►** Forming compound adjectives

- Read out the theory box and explain.
- Complete the first adjective as an example.
- Allow Ss time to complete the task using their dictionaries to help them.
- Invite Ss to read out the adjectives.

**Suggested Answer Key**

- |                          |                         |
|--------------------------|-------------------------|
| 1 <i>far-fetched</i>     | 4 <i>time-consuming</i> |
| 2 <i>red-blooded</i>     | 5 <i>self-centred</i>   |
| 3 <i>record-breaking</i> | 6 <i>old-fashioned</i>  |

b) **FOCUS ►** Forming sentences with compound adjectives

- Read out the example.
- Invite Ss to read out their sentences.

**Suggested Answer Key**

- A tea party is not the place to find a red-blooded man.*
- He has made many record-breaking performances.*
- Homework can be so time-consuming.*
- I don't like people who are self-centred.*
- My grandfather is very old-fashioned.*

7 **FOCUS ►** Working with phrasal verbs

- Elicit/Explain the meaning of each phrasal verb with *turn*.
- Ss complete the task.
- Check Ss' answers.
- Ask Ss to make their own sentences using these phrasal verbs.

**Answer Key**

- |                      |                        |
|----------------------|------------------------|
| 1 <i>turn up</i>     | 5 <i>turn down</i>     |
| 2 <i>turn on</i>     | 6 <i>turn down</i>     |
| 3 <i>turn down</i>   | 7 <i>turn ... over</i> |
| 4 <i>turn ... up</i> | 8 <i>turned over</i>   |

8 **FOCUS ►** Practising dependent prepositions

- Refer Ss to Appendix 1. Elicit/Explain the meaning of the dependent prepositions.

- Ss complete the task.
- Invite Ss to read out their sentences.

**Answer Key**

- |               |               |              |
|---------------|---------------|--------------|
| 1 <i>for</i>  | 3 <i>for</i>  | 5 <i>for</i> |
| 2 <i>with</i> | 4 <i>with</i> |              |

**Suggested Answer Key**

- Charlie Chaplin is famous for his films.*
- I was impressed with the film.*
- I often mistake Al Pacino for Robert de Niro.*
- Avril Lavigne is popular with teenage girls.*
- He's got a reputation for being difficult to work with.*

9 **FOCUS ►** Understanding frequently confused words

- Ss complete the task individually, using their dictionaries.
- Check answers with the class.
- Ss make sentences using the distractors.
- Invite Ss to read out their sentences.

**Answer Key**

- |                     |                  |
|---------------------|------------------|
| 1 <i>audience</i>   | 3 <i>act</i>     |
| 2 <i>spectators</i> | 4 <i>setting</i> |

**Suggested Answer Key**

- My sister has a large group of friends.*
- Millions of viewers watched the last World Cup final on TV.*
- My younger brother plays football every weekend.*
- The set for the school play was fantastic and very colourful.*

10 **FOCUS ►** Practising key word transformations

- Explain the task.
- Ss complete the task individually and then compare answers with a partner.
- Check Ss' answers.

**Suggested Answer Key**

- will be released in the*
- they are accompanied by*
- did not turn up*
- have to see*
- are said to be*



# Literature

## Objectives

**Reading:** an extract from *The Phantom of the Opera* (multiple choice)

**Skills** – reading for specific information; skimming  
– reading for detailed understanding

**Vocabulary:** similes

### 1 **FOCUS** ▶ Introducing the topic

- Play the recording. Elicit what images come to mind.
- Direct Ss' attention to the picture and the title of the book on p. 128. Elicit ideas as to the topic.
- Ss read the biography to check.

#### **Suggested Answer Key**

*I see ghosts, shadows and a dark theatre. The music might be taken from the musical version of The Phantom of the Opera. I think the book is about a ghost who lives in a theatre.*

### 2 **FOCUS** ▶ Identifying names of characters

- Read out the names.
- Ss skim the text to find how they are related to the ghost.
- Play the recording. Ss listen and read to find out if their guesses were right.

#### **Answer Key**

*Sorelli is the name of one of the principal dancers.*

*Jammes is one of the ballet dancers.*

*Giry is another one of the ballet dancers.*

### 3 **FOCUS** ▶ Reading for detailed comprehension

- Allow Ss 5-7 minutes to read the extract.
- Ss complete the task.
- Invite Ss to read out their answers.

#### **Answer Key**

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

### 4 a) **FOCUS** ▶ Matching words to their meanings

- Direct Ss' attention to the highlighted words in the text.

- Allow Ss time to match the words with their meanings.

#### **Answer Key**

1 at ease	5 fled
2 quarrelling	6 plainly
3 vanished	7 stalked
4 practical joke	

### b) **FOCUS** ▶ Explaining new vocabulary

- Direct Ss' attention to the words in bold.
- Ss use their dictionaries to explain the words.

#### **Suggested Answer Key**

**retirement:** the point in life where one has given up full-time work

**invaded:** (of many people) entered a place at once in a way that was difficult to cope with

**rushed:** ran quickly

**resigning:** just about to retire or leave a job

**upturned:** pointing upwards

**trembling:** shaking

**engraving:** a picture or design that has been cut into a surface

**brats:** very troublesome children

**superstitious:** believing in something whose existence cannot be proved by science eg. magic, bad luck

**shook:** made small involuntary movements due to fear or cold

**complexion:** the skin on a person's face

**rubbish:** silly talk or waste

**dared:** was courageous enough to try or do something

**spectre:** a ghost-like figure

**undertaker:** person who organises funerals and buries people

**legend:** a story about mythical or supernatural beings or events

**peculiar:** strange

**extraordinarily:** extremely well

**pupils:** the dark part of the eyes

**locks:** bunches of hairs that grow together

### c) **FOCUS** ▶ Explaining new vocabulary

- Direct Ss' attention to the underlined phrases.

- Complete the first item with the class to demonstrate the task.
- Invite Ss to explain the underlined sentences.

**Suggested Answer Key**

*known the glories: she lived in a time when the opera was much more spectacular*  
*it seemed a palace: it was much nicer and better than what they had*  
*dropped with a moan: fell down tired*  
*a poor little skin stretched over poor little bones: she was poor, and hungry and very thin*  
*grew to enormous proportions: became much larger than it actually was*  
*those who laughed the loudest were not the most at ease: the people who laughed the most were the most afraid*  
*he betrayed his presence: he revealed himself or made himself seen*  
*so little: so small*

5 **FOCUS ► Understanding comparisons**

- Elicit/Explain meaning of the words.
- Ss complete the task.
- Ss justify their choices.

**Answer Key**

*flowers* – Jammes as the author uses “the forget-me-not eyes, the rose-red cheeks and the lily-white neck” to describe her.  
*plums* – Giry, as the author talks about her “eyes as black as plums”.  
*ink* – Giry, as the author talks about her hair being “black as ink”.  
*a shadow* – the ghost who walked “like a shadow” around the building.  
*a drum* – the ghost’s face. The author describes his skin as being “stretched across his bones like a drum”.

6 **FOCUS ► Understanding descriptions**

- Direct Ss’ attention to the picture.
- Ss compare the picture to the phantom’s description.

**Suggested Answer Key**

*The phantom is described as being very thin, with deep eyes, with an unhealthy looking skin. The phantom in the picture looks completely different and he doesn’t look as unhealthy as the spectre described in the text.*

7 **FOCUS ► Writing an account**

- Explain the task.
- Remind Ss that they can use the extract for ideas.
- Ss compare account with a partner.
- Select individual Ss to read accounts in class.

**Suggested Answer Key**

*I am the phantom of the opera. I live a lonely life in the largest theatre in Paris. I can’t remember how long I’ve been here, nor do I know how I got here. I’ve never been outside, and all I know are the dark, dusty corridors of this building. I don’t like meeting people and spend my time stalking about the theatre, frightening the ballet girls and the actors. I wear dark clothes. I sleep during the day and wake up when I hear the actors and actresses, dancers and audiences coming in for the shows. I move around quietly and quickly, playing practical jokes on people. I like scaring them.*



# Writing Skills

## Objectives

**Vocabulary:** adjectives; recommending  
**Reading:** a film review; short reviews (matching)  
**Skills – reading for detailed understanding**  
– reading for gist  
**Grammar:** adverbs with gradable/ungradable adjectives  
**Writing:** a review

### 1 **FOCUS ►** Reading for detailed understanding

- Go through the list of descriptions with Ss, eliciting/explaining any new vocabulary.
- Allow Ss time to read the texts.
- Remind Ss to underline the key words that will help them decide.
- Ask various Ss to give their answers.

#### Answer Key

- 1 F From, To, Subject, music, dancing, musical
- 2 C film, acting, watching
- 3 A writing, first chapter, reading, couldn't put it down
- 4 B graphics, Battlefield 2: Modern Combat
- 5 G pick of the day, 9:30, Channel 4, episode, series
- 6 D pop music, dancing, lyrics, tracks

### 2 **FOCUS ►** Reading for specific information

- Refer Ss to the information in the theory box.
- Read out the information and explain where necessary.
- Allow Ss time to answer the questions.
- Select individual Ss to give their answers.

#### Suggested Answer Key

- 1 1 on the Internet/your PC
  - 2 a magazine/newspaper
  - 3 a magazine/newspaper
  - 4 an Internet message board
  - 5 a newspaper/magazine/TV guide
  - 6 a magazine/newspaper
- 2 Young people will read them as all of the things they review are aimed at young people.
- 3 Reviews 2, 3, 5 are written in a semi-formal style, and reviews 1, 4 and 6 in an informal style.

4 Mostly, the present tense is used to talk about the book, film, etc, being reviewed. Sometimes the past tense is used to talk about the actions of the reviewer. The future tense is used to talk about the future actions of the reader.

### 3 **FOCUS ►** Reading for gist

- Allow Ss 4-5 minutes to read the review.
- Read out the questions.
- Select individual Ss to give their answers.

#### Answer Key

**Para 1** – the name/type of film, the director, what the film's about, the setting  
**Para 2** – the plot  
**Para 3** – the cast, the special effects  
**Para 4** – the writer's recommendation, the writer's overall opinion

### 4 **FOCUS ►** Describing with adjectives

- Ss reread the review on p. 130.
- Direct Ss' attention to the table. Go through the adjectives explaining any new vocabulary.
- Ss replace the adjectives in bold in the text with adjectives from the table.
- Select individual Ss to read out their answers.
- Ss justify their answers and offer alternative choices, if any.

#### Suggested Answer Key

- gripping – thrilling (plot)
- terrifying – horrifying (plot)
- brilliant – excellent (acting)
- spectacular – powerful (performance)
- fantastic – incredible (special effects)

### 5 **FOCUS ►** Understanding adverbs

- Elicit/Explain how we use adverbs.
- Read out the theory box and explain.
- Direct Ss' attention to the adjectives in Ex. 4.
- Allow Ss time to complete the task.
- Ss read out their sentences.

**Suggested Answer Key**

*I love the Lemony Snickett books because they are **incredibly enjoyable and absolutely original**.  
I think Dame Judy Dench's performance in *The Importance of Being Earnest* by Oscar Wilde was **totally brilliant**.  
I like Keane's new album because the songs are **really catchy** and the lyrics are **very moving**.*

6 a) **FOCUS ► Making recommendations**

- Direct Ss' attention to the recommendations in the box.
- Explain/Elicit the meaning of any new vocabulary.
- Select individual Ss to answer the questions.

**Suggested Answer Key**

**Positive**

- *Don't miss it! (film, performance)*
- *It's a masterpiece. (book, film, CD)*
- *It is well worth seeing/reading. (book, film, performance)*
- *It's a must! (all four)*
- *It's sure to be a box office hit/a huge success. (film/all four)*
- *It's a highly entertaining read. (book)*

**Negative**

- *Wait until it comes out on DVD. (film)*
- *This is one to avoid. (all four)*
- *Don't bother with this one. (all four)*
- *I wasn't at all impressed (with ...). (all four)*
- *It's bound to be a huge flop! (all four)*

b) **FOCUS ► Practising recommendations**

- Ss work in pairs.
- Explain the task.
- Monitor pairs as they act out their recommendations, providing assistance where necessary.
- When they complete the activity, invite a few pairs to act out their recommendation for the class.

**Suggested Answer Key**

*The last book I read was *Harry Potter and the Half-Blood Prince* by J. K. Rowling. It is a fantastic book, and the plot is incredibly thrilling. It's really well worth reading, and I thoroughly recommend it.*

7 **FOCUS ► Practising using negative adjectives/ adverbs**

- Allow Ss time to read the review.
- Remind Ss that they can use the adjectives/ adverbs from Exs. 4 and 5.
- Ss complete the task and compare with a partner.
- Invite Ss to read out their negative review for the class.

**Suggested Answer Key**

*brilliant – awful*

*best – worst*

*more impressive – less impressive*

*extremely catchy and original – incredibly irritating and dull*

*exciting – boring*

*Don't miss this fantastic album! – Don't bother with this one.*

*It's sure to be a huge success. – It's bound to be a huge flop.*

8 **FOCUS ► Writing reviews**

- Explain the task.
- Ask questions to check Ss' understanding of the writing task (*What are you going to write about? Who are you writing to?*).
- Refer Ss to the review on p. 130.
- Ss write their reviews.
- Alternatively, assign the task as HW.

**Suggested Answer Key**

*1 Superman Returns is Bryan Singer's exciting new film about our favourite extremely powerful science-fiction superhero. It is an action adventure film set in Metropolis five years after Superman II.*

*The plot is very interesting. Superman returns to Earth after 5 years away to find that Lois Lane is engaged to another man and Lex Luther is plotting to destroy him.*

*The acting is superb and Brandon Routh plays a particularly excellent role. The special effects are stunning, too.*

*This film is sure to be a huge success. I enjoyed it very much. Don't miss it*

2 Hi Matt,

*I've just read The Highest Tide by Jim Lynch. It's an interesting novel about a young boy called Miles who lives by the sea.*

*The plot is quite simple but it is a pleasant story that will keep you entertained on holiday. It tells the story of one summer when he finds a giant squid on the beach and what happens because of it. Miles is an interesting character and his friend Phelps is funny.*

*I liked it a lot and I think you will too. Also it's not very long so it's ideal to read on holiday.*

*Hope this helps. Have a good holiday.*

*Regards,  
Jim*

3 Re: James Morrison

*I've just bought 'Undiscovered' by James Morrison and it's fantastic.*

*For those of you who haven't heard of him, he's a British singer/songwriter whose music is guitar blues and soul.*

*My favourite tracks are 'Wonderful World' and 'You give me Something'. The lyrics are very touching and he sings with true feeling.*

*With three singles released from the album so far it is already a big success. I recommend it to everyone who likes good music. It's brilliant!*

### Objectives

**Reading:** an article on Madame Tussauds (gap-fill; word formation)

**Skill – reading for lexico-grammatical accuracy**

**Speaking:** giving a summary of a text

**Writing:** an article about an attraction in your country

1 **FOCUS ►** Predicting the content of a text

- Focus Ss' attention on the pictures and the title.
- Elicit what Madame Tussauds is, where it is, etc.
- Invite Ss to describe the picture and relate it to the title.
- Allow time for Ss to read the text to check.

#### Suggested Answer Key

*Madame Tussauds is a London landmark and visitors can see wax figures of famous people there.*

2 a) **FOCUS ►** Reading for lexico-grammatical accuracy

- Explain the task.
- Allow Ss time to complete the exercise individually and then compare answers with a partner.

#### Answer Key

- |           |                |
|-----------|----------------|
| 1 pulling | 6 attraction   |
| 2 famous  | 7 added        |
| 3 has     | 8 interactive  |
| 4 working | 9 visitors     |
| 5 unable  | 10 adventurous |

b) **FOCUS ►** Listening for confirmation

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

3 **FOCUS ►** Explaining new vocabulary

- Ss explain the words in bold by giving a synonym or example sentence.
- Ss try to explain the meaning of the words in bold from the context before checking in their dictionaries.
- Ss then choose three words to mime or draw the meanings.

#### Suggested Answer Key

**bump into:** meet unexpectedly  
**gaze into:** look steadily into sth  
**life-sized:** the same size as in reality  
**seek:** look for  
**included:** part of a certain group

**settled:** started to live somewhere  
**voyage:** journey (usually by sea)  
**state-of-the-art:** the very latest  
**courage:** bravery  
**explore:** travel around a place and find out things about it

(Ss' own answers)

#### 4 **FOCUS ►** Testing comprehension

- Ss ask and answer the questions in pairs.
- Ss check their answers with another pair.
- Allow time for Ss to prepare a short summary of the text.
- Invite Ss to give their summaries orally in front of the class.

#### **Suggested Answer Key**

*Madame Tussauds is in London. You can see life-sized wax models of famous people (e.g. Princess Diana, David Beckham), the planetarium, interactive exhibitions, the Chamber of Horrors and the Pirates of the Caribbean. It all started when Madame Tussaud learned wax modeling in 1777 from Dr Phillippe Curtius in Paris. Her early models including Benjamin Franklin were a success. She moved to England in 1802 and opened the museum in 1835. In 1958 the planetarium was added. Some of the exhibits in the museum are interactive and there is Chamber of Horrors as well as a Pirates of the Caribbean exhibit.*

#### 5 **FOCUS ►** Understanding the meaning of *famous/popular*

- Elicit/Explain the meanings of the two adjectives.

- Ss fill in the gaps.
- Select individual Ss to read out the sentences.

#### **Answer Key**

1 popular                      3 famous  
 2 famous                      4 popular

#### 6 **FOCUS ►** Writing a short article

- Explain the task and elicit ideas from Ss about places in their country which are tourist attractions.
- Write examples on the board.
- Tell Ss to get information and pictures from the Internet, magazines, newspapers, etc.
- Remind Ss that they can use some of the language from the text to help them.

#### **Suggested Answer Key**

#### **Moscow Museum of Modern Art**

*The Moscow Museum of Modern Art is a modern art museum at Petrovka in Moscow, Russia that opened in December 1999.*

*Today the museum boasts over 1,500 works of 20th century European art and features works by many of this century's major Russian and European artists, including Natalia Goncharova, Kazimir Malevich, Pablo Picasso, Joan Miró, Robert Falk and David Burlyuk amongst others. There is also a special collection of Russian avant-garde art. The museum is also famous for its School of Modern Art that works alongside the museum. It is a must-see for all lovers of modern art!*

## Objectives

**Vocabulary:** collocations related to music, word families, suffixes

**Listening:** monologue (true/false questions)

**Skill** – listening for specific information

**Speaking:** talking from notes

**Reading:** an article on electronic music

**Writing:** a short article on a classical composer

1 **FOCUS ►** Introducing the topic

- Play the recording.
- Ss listen to the sounds and guess which sound is electronic and which is actual.
- Elicit answers as to how Ss feel.
- Follow up with a short discussion on the differences between electronic and actual music.

**Answer Key**

A – produced by musical instruments

B – produced electronically

(Ss' own answers)

2 **FOCUS ►** Listening for specific information/  
explaining words

- Explain the task. Ss read the sentences 1-5.
- Ss cover the text. Play the recording. Ss listen and choose the correct answer for each sentence. Play the recording again.
- Check Ss' answers.
- Ss then uncover the text and explain the words in bold by giving an explanation, example or synonym using their dictionaries as necessary.

**Answer Key**

1 Doesn't say                      4 Doesn't say  
2 Doesn't say                      5 False  
3 True

**Suggested Answer Key**

**chances:** likelihood of sth happening

**effect:** influence on sth

**series:** a number of similar or related things one after the other

**artificially generated:** not naturally produced

**revolution:** a relatively sudden and absolutely drastic change

**band:** a group of musicians

**based:** depended on specific facts or ideas

**powerful:** having a lot of strength power, etc  
**empowering:** making one more confident and stronger

**compose:** to create music

**distribute:** to supply sth to people

**armed:** provided himself with a weapon

**creativity:** the ability to produce original or unusual ideas

3 **FOCUS ►** Talking about music technology

- Ss work in pairs.
- Ss discuss how music technology has changed music and make notes, then tell their partner.
- Go around the class monitoring the task, correcting when necessary.
- Invite individual Ss to share their answers with the class.

**Suggested Answer Key**

Technology has changed music in many ways. It allows us to make music without real or electronic instruments. With the help of computer software programmes, we can make music in our own homes, on our computers. Technology allows people who aren't musicians to compose and distribute music themselves.

4 **FOCUS ►** Paraphrasing

- Explain the task.
- Complete the first example with the Ss.
- Allow time for Ss to complete the task.
- Check answers with the class.

**Suggested Answer Key**

1 Chances are that it was one of the big hits.  
2 ... compose and distribute their own music.  
3 ... are taking advantage of this cheap, powerful technology.  
4 ... is empowering people who aren't musicians.

5 **FOCUS ►** Forming collocations

- Explain the task.
- Ss complete the task.
- Invite Ss to read out their sentences.

**Answer Key**

1 b    2 c    3 d    4 a

**Suggested Answer Key**

- 1 I usually **hum a tune** when I'm moving.
- 2 Jack **makes music** on his computer.
- 3 If you hit this key you can **produce a sound**.
- 4 This programme helps you to **mix a song**.

6 a) **FOCUS ► Distinguishing nouns from adjectives**

- Write the three words on the board.
- Ss answer the questions.

**Answer Key**

- music – N – no suffix
- musical – ADJ – -al
- musician – N – -ian

b) **FOCUS ► Practising nouns and adjectives**

- Ss work in pairs.
- Explain the task.
- Select individual pairs to read out their word families.

**Suggested Answer Key**

- electric, electrical, electrician
- impression, impressive, impressionist
- creator, creative, creativity

7 **FOCUS ► Writing a short article**

- Explain the task.
- Elicit ideas from Ss about which classical composers they can write about.
- Write examples on the board.
- Tell Ss to get information from encyclopaedias or the Internet.

**Suggested Answer Key**

**Johannes Brahms**

*Johannes Brahms was one of the greatest German composers of the romantic period. Brahms was born on 7th May, 1833 in Vienna, Austria where he lived for most of his life. Brahms wrote a number of symphonies and piano concerts, the most famous of which are the First and Second Piano Concerto and the Tragic Overture. Brahms never wrote any operas because he preferred to compose pure music. He greatly admired Beethoven but he also loved Mozart and Haydn. Brahms died in Vienna on 3rd April, 1897.*

**Objectives**

**Reading:** an article about paper (comprehension questions)

**Skill – reading for detailed understanding**

**Speaking:** giving a presentation in a paper factory

1 **FOCUS ► Introducing the topic**

- Direct Ss' attention to the three pictures.
- Invite Ss to answer the questions.

**Suggested Answer Key**

A magazine    B newspaper    C books

*The newspaper, the magazine and the books are made of paper. Paper comes from trees.*

2 **FOCUS ► Predicting the content of the text**

- Ss read the title of the text and the headings.
- Elicit what Ss think the text will be about.
- Ss listen, read and check.

**Suggested Answer Key**

*The text is about paper, how it is made, recycling it and how we can save paper.*

3 a) **FOCUS ► Reading for detailed understanding; explaining words in bold**

- Allow time for Ss to read the text.
- Ss, in pairs, think of comprehension questions.
- Ss ask and answer questions in pairs.

## Going Green

# 7

## Going Green

### Suggested Answer Key

A: Where are trees taken after they have been harvested?

B: They are taken to a paper factory.

A: What is recycled paper made from?

B: It is made from waste paper mixed with fresh wood pulp. etc

- Direct Ss' attention to the words in bold.
- Ss explain the words in bold by giving a synonym or example sentence.
- Ss try to explain the meaning of the words in bold from context.
- Ss can use their dictionaries.

### Suggested Answer Key

**illustrate**: make clear by providing examples, usually pictures or photographs

**glossy**: having a smooth, gleaming surface

**matt**: a surface with little or no shine

**thick**: to have a large distance between the two opposite sides

**harvested**: the process of gathering crops

**chopped**: past tense of chop, cut into pieces

**paperboard**: a cardboard suitable for making posters

**eventually**: finally, after a long period of time

**blank**: having nothing on it

**scribble**: write down quickly without much attention to detail

**tear out**: remove using force

**line**: put a layer of paper inside

**shoe cabinet**: a piece of furniture used to store shoes

**confetti**: small pieces of coloured paper thrown at weddings, parties, etc

**hole punch**: a tool for making holes in paper

**wrap**: to fold paper or cloth around an object tightly, covering it completely

**conserves**: saves, uses carefully to make something last longer

### b) FOCUS ► Understanding paper recycling

Invite Ss to give reasons for recycling paper.

### Suggested Answer Key

We need to recycle paper as it helps conserve water and electricity. We need to recycle paper to reduce pollution.

### 4 FOCUS ► Giving a presentation

- Explain the task.
- Instruct Ss to use ideas from the text.
- Ss complete the task and record their presentations.
- Ss give a presentation for the class.

### Suggested Answer Key

Paper is made from trees. First, the bark and roots are taken off. Then, the trees are washed and chopped into small pieces for pulping. Pulping is the chemical process that separates the wood fibres from lignin and other wood parts. We also make recycled paper. This is made from waste paper mixed with fresh wood pulp. You can save paper by using both sides of it, by sharing magazines with friends and of course by taking all your old newspapers and magazines to a recycling centre.

# 7

## Spotlight on Exams

### Listening

#### FOCUS ► Listening for specific information

- Explain the task and play the recording.
- Allow time for Ss to complete the task.

### Answer Key

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

### TAPESCRIPT

1 Listen to a man talking about a movie. How does he feel?

A Annoyed    B Satisfied    C Disappointed  
"I didn't really enjoy the movie as much as I was expecting to. The plot was really far-fetched and the acting could have been better too. It's a shame. I was really looking forward to it."

- 2 Listen to a man talking about his life as a musician in a band. What does he find difficult?
- A Being on tour
  - B The tiring lifestyle
  - C Being away from family and friends

*“Music and the band are a very important part of my life and I wouldn’t change being a musician for anything. I sometimes get tired, though, of being away from home. I enjoy being on tour, but I sometimes don’t see my family and friends for weeks. That’s really hard.”*

- 3 Listen to the announcement. Where would you expect to hear it?
- A A football stadium
  - B A theatre
  - C A cinema

*“Ladies and gentlemen, if you’d like to take your seats, tonight’s performance is about to begin. Please respect the actors by not using flash photography. Also, may we remind you that no smoking is allowed. Thank you and enjoy the play.”*

- 4 Listen to a woman talking about a new cinema. What didn’t she like?
- A The prices
  - B The location
  - C The car park

*“I can see why everyone likes the new cinema. I mean it’s got 10 screens, there’s a huge car park, so there’s no problem finding parking AND it’s out of the busy city centre. But personally I found it really expensive when I went. I mean, £8 for just the cinema ticket and then another £3 for popcorn! It’s far too much if you ask me.”*

- 5 Listen to a woman talking about an opera. Why didn’t she get tickets for it?
- A She didn’t book in time.
  - B She had an argument with her sister.
  - C She chose a music concert instead.

*“Don Giovanni is my favourite opera and I really, really wanted to go last week because it was only in town for three days. I told my sister not to worry and that I would get the tickets. Of course, I left things until the last minute as always and found, in the end, that there were no tickets left! All gone! Helen was really angry! Anyway, in the end we got tickets for a music concert instead and, you know, we really enjoyed it!”*

- 6 Listen to a woman talking about a soap opera. How does she feel about it?
- A It’s too depressing.
  - B It’s too realistic.
  - C It’s different to other soaps.

*“I’ve been following this soap opera since it first started, about 4 years ago. I’m not normally a fan of soaps - you know, the ones about silly arguments and relationship problems - but this one is a bit unusual! It’s not always very realistic - the plot lines are often really dramatic, involving things like crime, serious family problems and even murder! Some people find it too depressing, but I’m totally hooked!”*

- 7 Listen to a woman talking about a book she’s reading. What does she say about it?
- A The storyline is difficult to follow.
  - B It’s really gripping.
  - C It’s the best book she’s ever read.

*“I’ve just started reading a new book. It’s a real page-turner - I just can’t put it down! I’m already totally lost in the characters and the storyline. This is the third book I’ve read by this author. I’ve enjoyed them all but this is the best by far. I can’t wait to find out what happens next!”*

## Reading

### FOCUS ► Reading for specific information

- Explain the task.
- Ss read through the texts and match them to the headings. Remind Ss there is one text they will not use.

#### Answer Key

1 C 2 D 3 B 4 A 5 F

## Use of English

### FOCUS ► Using the correct derivative

- Explain the task.
- Ss fill in the gaps with the correct derivative of the words in bold.

#### Answer Key

1 famous	6 competition
2 singer	7 favourite
3 training	8 immediately
4 education	9 performance
5 winner	

# 7

## Spotlight on Exams

### Writing

#### FOCUS ► Writing a letter

- Ss read Lucy's letter.
- Go through the prompts with Ss to check understanding.
- Ss complete the task.

#### Suggested Answer Key

16 Kuybysheva St  
Yekaterinburg  
Russia

August 27th

Dear Lucy,

Hi. I hope you are well.

In your last letter, you asked what forms of entertainment I like. Well, I enjoy going out with my friends to the cinema. My favourite thing to do though, is play computer games. I find the best way to unwind after school is to play on my computer. I've got some really exciting games.

Congratulations on getting a part in the school play. What type of play is it? What is your role? When will the performance be? Let me know how it goes.

Write soon,

Alexei

### Speaking

#### FOCUS ► Buying a ticket for a film

- Allow time for Ss to read the prompts.
- Ss work in pairs.
- Select individual pairs to act out their dialogue.

#### Suggested Answer Key

A: Hello, is that the Savoy Cinema?

B: Yes, it is. How can I help you?

A: I'd like to know which films are showing today?

B: We've Superman Returns, The Da Vinci Code, and The Omen.

A: Hmm. What kind of films are they?

B: Superman Returns is an action movie, The Da Vinci Code is a thriller, and The Omen is a horror movie.

A: OK, I'd like to see The Da Vinci Code. When does it start?

B: It starts at 6.30 and then at 8.30 pm.

A: And how much are the tickets?

B: They're 200 rubles each.

A: OK, I'd like to reserve two tickets, please.

B: Certainly, sir. And your name is?

A: Yevgeny Petrov.

B: That's fine, Mr Petrov.

# 7

## Progress Check

Progress Check 7 and Look at Module 8 should be done in one lesson.

#### Answer Key

- |   |                 |             |           |                                      |                   |
|---|-----------------|-------------|-----------|--------------------------------------|-------------------|
| 1 | 1 miss          | 6 daylight  | b) 1 with | 3 for                                | 5 for             |
|   | 2 spectacular   | 7 unwind    |           | 2 for                                | 4 with            |
|   | 3 superstitious | 8 legend    |           |                                      |                   |
|   | 4 released      | 9 reserved  | 4         | 1 are watched                        | 4 will be         |
|   | 5 audience      | 10 boring   |           | 2 are reserved                       | 5 has been staged |
|   |                 |             |           | 3 enjoy                              |                   |
| 2 | 1 soap          | 6 special   | 5         | 1 Well, let's see                    |                   |
|   | 2 theme         | 7 fully     |           | 2 Oh dear, what now                  |                   |
|   | 3 couch         | 8 ballet    |           | 3 Yes, I'd love to                   |                   |
|   | 4 cinema        | 9 practical |           | 4 It was fantastic                   |                   |
|   | 5 far           | 10 best     |           | 5 Operas aren't really my cup of tea |                   |
| 3 | a) 1 up         | 3 down      | 5 over    |                                      |                   |
|   | 2 down          | 4 off       |           |                                      |                   |

## Before you start ...

- Revise one or two points based on entertainment. Discuss what types of films Ss are interested in. Talk about their favourite form of entertainment and elicit reasons.
- Create a list on the board of the favourite films that Ss have seen. Take a poll on how many Ss have seen/own each. Discuss.
- Direct Ss' attention to the title of the module *Technology*. Explain that in this module they will learn how technology is used and how it influences our lives.

## Look at Module 8

In order to stimulate discussion and interest, ask Ss to look at the pictures provided on p. 139 and find each one in the module and identify their page number. Then elicit other information (e.g. what the picture shows, what else Ss can see on that page, etc.).

### Suggested Answer Key

Focus Ss' attention on *pic 1* (p. 139).

T: What page is picture 1 from?

S1: It's from page 141.

T: What is it?

S2: It is a flat-screen TV.

T: Is it like your TV or is yours different? Explain.

S3: Mine is different. It is older and has a big box around it and a part that sticks out at the back. etc

*Pic 2* (p. 150)

What do you see in the picture? Where is this picture taken? What do you see happening in the picture? Have you ever done this?

*Pic 3* (p. 153)

Do you know what this is? Have you ever seen one? Where? What is it used for? Why? Do you know how it works?

*Pic 4* (p. 147)

Where did you see the picture? Do you know what it is? Where is it from? What would you use this for?

## Find the page number(s) for...

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

### Suggested Answer Key

**an extract from a novel (p. 146-147)**

(a short example of writing from a novel that introduces you to the writer and allows you to experience the tone and mood of the story) Who is the author of this piece? Do you know who he was? What do you think the story is about?

**a timeline (p. 151)**

(a representation of a sequence of events in chronological order) What does this timeline represent? What do they have in common? Who would you want to be?

**a pie chart (p. 153)**

(a circular graph that represents the percentage of things being measured) What is being shown? Is it easy to understand? What other information can be displayed this way?

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

Explain that the module has:

- a Literature section
- a Culture Corner
- an Across the Curriculum section
- a Going Green section

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

### Suggested Answer Key

The **Literature** section (pp. 146-147) is about H.G. Wells and includes an extract from his novel *The Time Machine*. Several activities are included to stimulate interest and explore this piece of literature.

The **Culture Corner** (p.151) displays a timeline that represents British inventions. It contains short texts on great British inventors and their accomplishments.

The **Across the Curriculum** section (p. 152) looks at the difference between heat and temperature, a topic in Science, and focuses on the Fahrenheit and Celsius scales of measurement.

The **Going Green** section (p. 153) looks at alternative energy sources.

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

As described in the relevant section in Module 1.



# Reading Skills

## Objectives

**Vocabulary:** high tech gadgets and their uses

**Reading:** profiles of people (matching)

**Skill** – reading for specific information

**Speaking:** conducting interviews

**Writing:** an article about your favourite gadgets

## Vocabulary

### 1 a) **FOCUS ►** Developing vocabulary

- Discuss the idea of high tech gadgets with Ss.
- Focus Ss' attention on the items presented on pp. 140-141.
- Read the prompts and match each item to its use, orally with the Ss.

#### Answer Key

*A camcorder digitally records pictures and sound.  
A laptop stores and deals with large amounts of information.*

*An MP3 player records and plays music downloaded from the Internet.*

*A video mobile phone makes and receives video phone calls.*

*A PDA organises and stores information such as telephone numbers, addresses, etc.*

*A digital camera takes and stores digital photographs.*

*A radio cassette player plays music from the radio or cassettes.*

*A Walkman® plays music through headphones, especially for use when travelling.*

*A dictaphone plays and records sounds, especially voices.*

*A TV broadcasts TV programmes with pictures and sounds.*

#### Suggested Answer Key

- 1 dictaphone
- 2 video mobile phone, PDA
- 3 video mobile phone
- 4 camcorder
- 5 laptop, MP3 player, radio cassette player, Walkman®
- 6 laptop, PDA
- 7 laptop, PDA
- 8 laptop
- 9 PDA
- 10 laptop
- 11 laptop

- 12 laptop, digital camera, video mobile phone
- 13 laptop
- 14 video mobile phone, Walkman®, radio cassette player, TV
- 15 laptop, PDA

### b) **FOCUS ►** Relating personal experiences

- Initiate a discussion on which high tech gadgets Ss have themselves.
- Ask Ss to identify their favourites and discuss why they have them and what purpose they serve.
- Review the example and encourage Ss to carry on the task with a partner using this format.
- Monitor Ss' progress around the class.

(Ss' own answers)

## Reading

### 2 **FOCUS ►** Predicting information/matching

- Explain the task.
- Allow Ss time to review the three profiles (introductions only) and answer the questions.
- Then, play the recording. Ss listen and follow the text in their books. Elicit answers from various Ss.
- Discuss as a class.

#### Suggested Answer Key

*Sarah Tyson likes shopping and friends. I think she couldn't live without her mobile phone.*

*Andy Cooper likes music and video games. I think he couldn't live without his MP3 player and his computer.*

*Tina Appleby likes cinema and photography. I think she couldn't live without her digital camera.*

### 3 a) **FOCUS ►** Reading for specific information

- Ss read the text again and answer the questions.
- Tell Ss to read the questions before rereading the profiles and identify any key words/phrases that will help them match their answers.
- Remind Ss to highlight any key words as they review the profiles.

- Complete the task and review answers with the class.

**Answer Key**

1 Tina      3 Sarah      5 Tina      7 Sarah  
2 Andy      4 Andy      6 Andy

b) **FOCUS ►** Identifying pronouns within a text

- Explain the task.
- Allow time to complete it.
- Check answers with the class.

**Answer Key**

**Sarah:**

... *couldn't organise my life without it* – her mobile phone

... *if I keep calling them* – her parents

**Andy:**

... *good voice recorder on it* – his mobile phone

... *listen to them* – university lectures

... *ashamed to admit it* – the fact that he is hooked on his PlayStation 2®

... *very keen on it* – his PlayStation 2®

**Tina:**

... *change documents on it* – her PDA

*It keeps my whole life together* – her PDA

... *lost without it* – her PDA

... *when I visited them* – her clients

... *edit them* using software – home movies

... *It's a great pastime* – making home movies

4 a) **FOCUS ►** Defining new vocabulary

- Ask Ss to identify the highlighted words throughout the text.
- Review the words/phrases offered in the question and clarify any definitions – remind Ss to use a dictionary if necessary.
- Explain the task clearly and allow time to complete.
- Check answers with the class.

**Answer Key**

- *considering* – thinking about
- *handy* – convenient
- *hooked on* – addicted to
- *keen on* – interested in
- *on the move* – travelling
- *to the extent* – to the point
- *apart from* – other than
- *edit* – alter

**Suggested Answer Key**

*I'm considering going on holiday to Paris this year.*

*Sarah lives near our school so it's handy for her in the mornings.*

*Helen is really hooked on tennis.*

*I'm not very keen on computers and I prefer reading.*

*The traffic is always terrible in August with all the tourists on the move.*

*I was very hungry yesterday, to the extent that I made a huge sandwich for myself when I got home.*

*Apart from playing computer games, I love soccer.*

*I always edit the photographs I take with my digital camera before I show them to people.*

b) **FOCUS ►** Defining words in bold

- Explain the task.
- Allow Ss time to complete it.
- Encourage Ss to discover the meaning from the context before using a dictionary if necessary.
- Check answers with Ss.

**Answer Key**

**admit:** confess; say something is true

**device:** a piece of equipment that has been invented for a particular purpose, e.g. to record or measure sth

**social life:** the time you spend with your friends enjoying yourself

**techno freak:** someone who is extremely interested in technology

**voice recorder:** a device that can record speech

**university lectures:** classes at university given by professors

**ashamed:** embarrassed

**it goes without saying:** it is obvious, clear

**store:** to save, keep

**clients:** customers, people you are working on behalf of

## Speaking

5 **FOCUS ►** Acting out a dialogue as a group

- Explain the task.
- Discuss possible questions the interviewer might ask. Write these on the board.
- Set up groups of four Ss and assist them in assigning roles within the group.

# 8a

## Reading Skills

- Allow Ss time to work through the task.
- Monitor progress around the class and provide any necessary assistance.
- Ask each group to act out their interviews for the class.

### Suggested Answer Key

**Interviewer:** What's your favourite gadget, Sarah?

**Sarah:** My favourite gadget is my iPod® and I love listening to it on the way to and from school.

**Interviewer:** What about you, Andy?

**Andy:** It's hard to say because I have so many. I suppose my favourite is my PlayStation 2®. I'm totally hooked on it.

**Interviewer:** So you like playing computer games?

**Andy:** Yes. I can play them for hours.

**Interviewer:** And you, Tina? What is your favourite gadget?

**Tina:** I love my laptop and I couldn't live without my PDA. My whole life is in it and I use it every day. etc

- Encourage Ss to use the three profiles provided as examples.
- Review the requirements and allow Ss time to complete the task or assign as HW.
- Ss can compare their writing with a partner.

### Suggested Answer Key

#### My Favourite Gadgets

*I can't imagine life without my mobile phone. I am always sending text and picture messages to my friends. Without it I'd feel so alone. I'd also feel lost without my digital camera because I'm very keen on photography. It takes great photographs. I also couldn't live without my MP3 player. I have stored all my music on it and I download new songs all the time. Without it I wouldn't be able to listen to my favourite songs whenever I like.*

### Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.

### Writing

#### 6 Focus ► Writing an article

- Explain the task.

# 8b

## Listening & Speaking Skills

### Objectives

**Vocabulary:** electronic equipment & problems; idioms

**Reading:** dialogue (matching)

**Skills – reading for structure, cohesion and coherence**

**Speaking:** reporting problems/responding appropriately; polite requests

**Listening:** short monologues (multiple choice)

**Skill – listening for specific information**

**Writing:** email telling a friend about a problem you had with a new electronic gadget

### Vocabulary

#### 1 a) Focus ► Understanding common problems with electrical equipment

- Draw Ss' attention to the objects in the pictures on p. 142, identify each item and discuss how it is used.
- Read the problem statements (1-6) and clarify any questions or concerns Ss may have.
- Explain the task and allow Ss time to complete it.
- Ask individual Ss to provide answers to correct with the class.

### Answer Key

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 printer                      | 4 MP3 player                   |
| 2 mobile phone                 | 5 laptop                       |
| 3 camcorder/<br>digital camera | 6 camcorder/<br>digital camera |

b) **FOCUS** ▶ Relating vocabulary to personal experience

- Explain the task.
- Review the example and encourage Ss to follow the format presented.
- Ss complete the task in pairs.
- Monitor progress and provide any necessary assistance.
- Check answers with the class.

(Ss' own answers)

## Reading

2 a) **FOCUS** ▶ Predicting the content of a dialogue

- Explain the task.
- Read sentences A-F aloud.
- Ask individual Ss to answer the questions and justify their answers.
- Check Ss' answers.

### Suggested Answer Key

*I think the dialogue takes place in a shop that sells electronic equipment.  
It's about a problem someone has with a digital camcorder they bought.*

b) **FOCUS** ▶ Reading for structure, cohesion and coherence

- Tell Ss to read the dialogue through, as it is.
- Then Ss read it again and complete the gaps with the sentences provided.
- Play the recording. Ss listen and check their answers.

### Answer Key

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

- Ss should be able to explain the words in bold based on the context of the text.
- Check Ss' answers with the class.

### Suggested Answer Key

**fully charged:** being full of energy and ready for use

**guarantee certificate:** a piece of paper that verifies that the company will replace or repair a faulty product within a certain length of time after it was bought

**product:** something that is made and sold, usually in large quantities

**under guarantee:** still within the time limit as stated on the guarantee.

**provided:** as long as; the first thing will happen only if the second does

c) **FOCUS** ▶ Acting out a dialogue

Ask one pair of Ss to read the completed dialogue aloud to model it for the others who then follow on their own. Check for correctness and make any necessary changes.

## Everyday English

3 **FOCUS** ▶ Reporting technical problems and responding

- Ask Ss to focus on the language box on p. 143.
- Read through together and explain any new vocabulary.
- Review the example and explain the task.
- In pairs, Ss complete the task.
- Encourage Ss to use each prompt and allow each other to play both roles.
- Monitor progress around the class, providing any necessary assistance.
- Allow each pair to perform one exchange each for the class.

### Suggested Answer Key

- A: *I've got a problem with this printer. The paper jams every time I try to use it. Could I get it repaired, please?*  
B: *Let me have a look at it. I'm afraid we'll have to send it away to be repaired.*
- A: *I think there's something wrong with the lens on my camera. It is scratched. Could I get a replacement, please?*  
B: *I'm afraid we'll have to send it away to be repaired.*
- A: *What's the problem?*  
B: *The headphones are missing from this MP3 player. Could I exchange it, please?*  
A: *Yes, of course.*

## Listening

4 **FOCUS ►** Listening for specific information

- Review the prompts with Ss prior to listening to the recording.
- Encourage Ss to identify key words and tell them to be sure to listen actively for those words.
- Tell Ss you will play the recording twice. They should make their selection the first time and review their answers during the second playback.
- Ask individual Ss to provide answers to check with the class.

**Answer Key**

1 B      2 C      3 A      4 B

## TAPESCRIPT

- 1 You will hear a boy talking about which mobile phone to buy. What does he want it to be like?  
*It's got to look good, and I really like the ones that play music. I also want one that has a camera so if I can find one that has a radio and camera then that would be best, but I don't know if I have enough money for that ...*
- 2 You will hear a woman talking to her friend. What is she talking about?  
*Normally it works fine. It's only in here that I have problems with the reception. Hold on, if I step outside you should hear me more clearly. What do you think? Is that better? Hello?*
- 3 You will hear a recorded message. What is the caller being asked to do?  
*Welcome to Mobilite Customer Services. Due to the high volume of enquiries we are experiencing at present, we are unable to answer your call right now. A customer services representative will be with you as soon as possible. We apologise for any inconvenience.*
- 4 You will hear a teenager talking to his friend. What annoyed him about the shop?  
*... you know I told you I needed a new charger for my camera? Well, I went to that new electrical shop in town and I just couldn't believe it! I waited absolutely ages before I even got served, then they gave me the wrong lead ... twice! I got what I wanted in the end but boy, it was hard work!*

## Say it right

5 a) **FOCUS ►** Presenting the language of polite requests

- Explain the task.

- Ss complete the task.
- Check answers with the class.

**Answer Key**

1 a      2 b      3 a

b) **FOCUS ►** Practising polite requests

- In pairs, Ss complete the task.
- Encourage Ss to follow the format in the example in pairs.
- Monitor Ss' progress around the class.
- Make a polite request and ask individual Ss to respond to check Ss' competency.

**Suggested Answer Key**A: *Do you think I could have a bigger bag?*B: *That's no problem at all.*A: *Would it be possible for you to mend this for me?*B: *Yes, just a moment, please.*A: *Would you mind helping me fix my car?*B: *That's no problem at all.*A: *Would you mind giving me a hand for a minute?*B: *Yes, just a moment, please.*6 **FOCUS ►** Completing idioms

- Review idioms, how and why they are used.
- Explain the task.
- Allow Ss time to complete the idioms and check in the Word List.
- Check answers with the class.

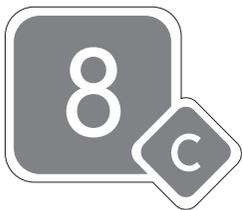
**Answer Key**1 microscope      4 right  
2 drawing board      5 rocket  
3 works7 **FOCUS ►** Writing an email

- Review the task with Ss.
- Remind Ss to use the appropriate writing style and format for writing an email to a friend.
- Encourage Ss to follow the guidelines set out in the rubric.
- Allow Ss time to complete the task or assign as HW.
- Ss exchange their email with a partner to correct and proofread.

**Answer Key**

To: John  
 From: Ivan  
 Subject: new camera

Hi John,  
 Sorry for not emailing you in so long, but I've been very busy. Last week I bought a new digital camera. It looked really good in the shop but I've had some problems with it. When I got home, I saw that the lens was scratched. I took it back to the shop and asked for a replacement. They didn't have one in stock so I had to wait for a new one. It should arrive soon. Hopefully this one will be OK.  
 Talk to you later,  
 Ivan



# Grammar in Use

**Objectives**

**Reading:** news report; memo (gap-fill)  
**Skill** – reading for lexis-grammatical accuracy  
**Grammar:** reported speech; reported questions; relative clauses  
**Vocabulary:** phrasal verbs with *bring*; words often confused; dependent prepositions; forming verbs

1 a) **FOCUS** ► **Recognising the genre and style of a text**

- Discuss the difference between formal/informal speech.
- Explain the task.
- Allow Ss time to study the text and discuss the questions as a group.

**Suggested Answer Key**

You might see it in a newspaper. The language is formal.

b) **FOCUS** ► **Understanding reported speech**

- Discuss the difference between direct and reported speech. *Who is speaking? When is it happening?* Direct Ss to the Grammar Reference section.
- Review the prompts provided and complete the first item together. Direct Ss to the relevant sentence in the text in Ex. 1a.
- Draw Ss' attention to the **Note** at the bottom of the box.

- Allow Ss time to complete the task.
- Remind Ss that they can find the correct verb forms in the text.
- Ask individual Ss to provide answers and check with the class.

**Answer Key**

- |                 |                   |
|-----------------|-------------------|
| 1 were          | 6 couldn't        |
| 2 were planning | 7 hadn't received |
| 3 had not kept  | 8 to wait         |
| 4 would         | 9 not to worry    |
| 5 had received  |                   |

**Suggested Answer Key**

In reported speech the tenses change as follows:

direct speech	→	reported speech
present simple	→	past simple
present continuous	→	past continuous
present perfect	→	past perfect
past simple	→	past simple or past perfect
past continuous	→	past continuous or past perfect continuous
future (will)	→	conditional (would)

Pronouns also change: I-he/she, you-me, your (plural)-our, we-they, etc.

The following reporting verbs are used: said (that), told (me/him/her, etc) (that).

2 **FOCUS ►** Understanding reported questions

- Explain the task.
- Elicit answers from various Ss around the class.

**Suggested Answer Key**

We use *ask* + the same question word when reporting *wh-* questions.

We use *ask* + *if/whether* when reporting direct questions.

The tenses change in the same way as for reported statements. Verbs are used in the affirmative not interrogative form.

3 **FOCUS ►** Practising reporting statements and questions

- Review the task and the example provided.
- In pairs, Ss complete the exercise.
- Review the answers with the class.

**Suggested Answer Key**

2 *He said that he would buy me an MP3 player for my birthday.*

3 *My parents told me not to buy useless gadgets.*

4 *She told me that she was so depressed because she had failed the exam.*

5 *She asked me where I bought my laptop.*

6 *The teacher said that we must/had to hand in our essays by Friday.*

7 *He said that someone had broken into his car and (had) stolen his stereo.*

8 *She said that the children were making too much noise.*

9 *Tom told me to remember to call him later.*

10 *Sally asked if I could help her with that exercise.*

11 *Jim asked how much Mark had paid for his new TV.*

12 *My dad told me to take the faulty radio back to the shop.*

**Game**

- Explain the game.
- Divide the class into teams and play a practice round so everyone understands the game.
- Be sure to alternate roles so each team practices forming the reported speech style.

- Keep score on the board. Each correct sentence gets a point. The team with the most points wins. (Ss' own answers)

4 a) **FOCUS ►** Introducing relative clauses

- Draw Ss' attention to the theory box.
- Read the information and clarify any questions or concerns Ss may have.
- It may be necessary to offer more examples than the one provided. Refer Ss to the Grammar Reference section.

**Answer Key**

We can omit non-defining relative clauses without changing the meaning of the main sentence.

b) **FOCUS ►** Practising relative clauses

- Explain the task. Do item 1 as an example.
- Allow Ss time to complete the task.
- Monitor the class and provide necessary assistance to any Ss that require extra help.
- Check answers with the class.

**Suggested Answer Key**

1 *Brian, who lives next door, is a graphic designer. – ND*

2 *The shop, where I bought my DVD player, sells really up-to-date products. – ND*

3 *I've just bought a book which is about inventions. – D*

4 *Ben, whose father is a software designer, is studying electronics. – ND*

5 *Rachel, who originally trained as a teacher, won the Businesswoman of the Year Award. – ND*

6 *I live in the centre of the city which is very noisy. – D*

5 **FOCUS ►** Introducing phrasal verbs with *bring*

- Explain the task.
- Allow time to complete it.
- Review answers with the class.

**Answer Key**

1 *brought back*                      3 *brought up*

2 *brought about*                    4 *brought ... on*

6 **FOCUS ►** Understanding words often confused

- Encourage Ss to complete the sentences using both possible answers, and then select the most appropriate.
- If they are unsure, they should use a dictionary for clarification.
- Ss complete the task individually and compare answers with a partner.

**Answer Key**

1 *taught*      3 *trouble*  
2 *cause*      4 *invented*

**Suggested Answer Key**

- 1 *I learned how to use that programme from him.*
- 2 *The bad weather was the main reason for our terrible holiday.*
- 3 *I had a **problem** with my camera.*
- 4 *Christopher Columbus **discovered** America.*

7 **FOCUS ►** Learning prepositional phrases

- Explain the task.
- Allow time to complete the task.
- Refer Ss to Appendix 1 and review.
- Check answers with the class.

**Answer Key**

1 *At, in*    2 *under*    3 *out of*    4 *on*

8 **FOCUS ►** Forming verbs using *en-/ise/-en*

- Draw Ss' attention to the theory box and review.
- Explain the task.
- Allow Ss time to fill in the gaps using the new form of the word provided in bold.
- Encourage Ss to reread the text after filling in all of the gaps to check for accuracy.
- Check answers with the class.

**Answer Key**

1 *tighten*      3 *widen*      5 *enable*  
2 *ensure*      4 *computerise*

9 **FOCUS ►** Practising sentence transformations

- Review the rubric, stressing the point that the second sentence must have the same meaning as the first when complete.
- Remind Ss they can use two to five words to complete the gaps.
- Complete the first example with Ss if necessary.
- Ss complete the task individually.
- Check answers with the class.

**Suggested Answer Key**

- 1 *told me not to drive*
- 2 *me where I was going*
- 3 *who is twenty-one, is*
- 4 *which opened last week*
- 5 *which has a population of*

## 8

## Literature

**Objectives**

**Reading:** biography; extract from *The Time Machine* (text completion)

**Skills** – *reading for structure, cohesion and coherence*

– *reading for specific information*

**Vocabulary:** metaphors/similes

**Writing:** a short description of a journey back in time

1 **FOCUS ►** Predicting the content of a text from the title

- Ask Ss to study the picture and title provided and predict what they think the text will be about and whether it is fiction or fact.
- Ss must be able to justify their opinions.
- Ss read the biography and check how it compares to their predictions.

**Suggested Answer Key**

*The book might be about a machine that can take people through time. It is fictional.*

2 a) **FOCUS ►** Predicting the content of a text

- Explain the task.
- Remind Ss to read only the first sentence of each paragraph.
- Ask individual Ss to offer their thoughts as you work through the extract together.
- Discuss any questions that may arise.
- Play the recording. Ss listen and check their predictions.

**Suggested Answer Key**

*It is about someone presenting the time machine to some people, describing how it works, and what it's like to travel in. The inventor is the person speaking.*

b) **FOCUS ►** Reading for specific information

- Explain the task.
- Read the opening paragraph to the class.
- Ask individual Ss to answer the questions.

**Answer Key**

*One of the ivory bars was cracked and a brass rail was bent. He didn't fix these. One of the nickel bars was too short and he had it remade.*

3 **FOCUS ►** Completing a text with missing phrases

- Explain the task. Ask Ss to read phrases A-E.
- Ss read the text and complete the task.
- Ss then check answers with a partner.
- Check answers with the class.

**Answer Key**

1 D    2 C    3 E    4 B    5 A

4 **FOCUS ►** Matching words and meanings

- Draw Ss' attention to the highlighted words throughout the text.
- Read the definitions provided and clarify any questions in regards to them.
- Explain the task, offering an example if necessary.
- Allow Ss time to complete the task.
- Check answers with the class.

**Suggested Answer Key**

- 1 merged: Last year, our town's two football teams merged to become one team.
- 2 dashed: I didn't want to miss that film so I dashed home as fast as I could.
- 3 dim: It was late and I couldn't read the house numbers as it was too dim.
- 4 hazy: We couldn't see the mountains at all. It was too hazy.
- 5 convey: The scientist tried to convey the importance of his new invention.
- 6 drew: I waited and drew a deep breath.
- 7 sound: My grandmother's car is over forty years old but is still sound.
- 8 anticipation: Tom has no anticipation of winning the running competition.
- 9 murmur: The teacher was very annoyed with the murmur coming from the back of the classroom.
- 10 imminent: Scientists say a major disaster is imminent.

5 a) **FOCUS ►** Explaining new vocabulary

- Explain the task.
- Encourage Ss to guess the meaning from the context before using a dictionary if necessary.
- Ss complete the task by giving an example, explanation or a synonym. Then Ss choose three and mime/draw them for a partner to guess.
- Check answers with the class.

**Suggested Answer Key**

**principles:** scientific laws to explain how sth works

**travel-worn:** slightly damaged from travel

**ivory:** material elephant tusks are made of

**bars:** long straight pieces of metal or other material

**brass:** a type of metal, yellow in colour;

**rail:** a thin piece of metal

**tap:** to hit slightly

**screws:** pieces of metal which are used to fasten pieces of material (e.g. wood) together

**drop:** a small amount of liquid

**quartz:** a hard, shiny mineral like rock

**rod:** a thin piece of metal, usually in the shape of a cylinder

**saddle:** a seat made out of leather, usually put on a horse's back or the seat of a bicycle/motorcycle

**starting lever:** a handle used to start sth

**thud:** a dull sound  
**whirling:** moving or turning around quickly  
**headlong:** moving along head first  
**hopping:** jumping a short distance  
**swiftly:** quickly  
**leaping:** jumping a long distance  
**scaffolding:** the metal structure that surrounds a building while it is being constructed  
**conscious:** being aware of  
**spinning:** like whirling, moving around very quickly  
**faint:** weak (not bright)  
**glimpse:** a quick sight of something  
**luminous:** glowing or shining in the dark  
**twilight:** the time of day between evening and night  
**streak:** a long line of something  
**arch:** a curved line, usually in buildings  
**changing:** differing in appearance  
**flickering:** shining irregularly

b) **FOCUS ►** Paraphrasing literary expressions

- Ask individual Ss to rephrase each underlined phrase into everyday language.
- Give help as necessary.

**Suggested Answer Key**

- ***I suspected that my intellect had tricked me:*** I thought that I had been imagining things, thought that something happened when it didn't.
- ***The night came like the turning out of a lamp, and in another moment came tomorrow:*** The day ended and everything went dark all of a sudden. Then, almost immediately, night ended and a new day began.
- ***a strange confusedness descended on my mind:*** I felt confused.
- ***The twinkling succession of darkness and light:*** The speed at which days followed nights.
- ***The appearance of night and day merged into one continuous greyness:*** It was no longer possible to tell the difference between night and day as everything was moving so fast.

6 **FOCUS ►** Understanding similes and metaphors

- Draw Ss' attention to the Study Skills box – review together and answer any questions Ss may have.
- Be sure to focus on the examples and provide others as necessary.
- In pairs, Ss complete the task.
- Encourage Ss to follow the example provided.
- Ss check answers with another pair.
- Check answers with the class.

**Suggested Answer Key**

- ... and I saw the sun **hopping swiftly** across the sky. (B)
- ... the night came **like the turning out of a lamp** (l. 30-31)
- There is a feeling exactly **like that one has upon a switchback** (l. 39-40)
- As I increased speed, night followed day **like the flapping of a black wing**. (l. 42-43)

7 **FOCUS ►** Identifying examples of descriptive writing using the senses

- Discuss how our senses are activated during reading – *sight, sound, taste, smell* – we are often reminded of people, places and things when we read.
- Explain the task and ask Ss to find examples in the text.

**Suggested Answer Key**

- **see:** looking round, I saw, she seemed to shoot across the room, hazy and dark, faint and hazy, like the flapping of a black wing, I saw the sun hopping swiftly, dim impression, twinkling succession of darkness and light, I saw the moon spinning, the appearance of night and day merged, wonderful deepness of blue, splendid luminous colour, streak of fire
- **hear:** gave it a tap with a thud, whirling murmur
- **feel:** sensation of falling, set my teeth, gripped the starting lever, confusedness, headlong motion, painful



# Literature

## 8 **FOCUS** ▶ Ordering events in a text

- Explain the task.
- Ss read the text again and make a plotline.
- Then in pairs summarise the text.

### **Suggested Answer Key**

*He told his friends about the time machine and showed it to them on Thursday.*

*He saw a nickel bar was too short. He had it remade. This morning it was ready. He travelled through time from 10 am to 3.10 pm. He saw the clock. He travelled forward in time again. He saw days fly by and then time went so fast the days went past like minutes. He found himself in the open air. Time was going so fast he could not tell night from day.*

*He showed the time machine to his friends on Thursday and then on Friday he noticed a nickel bar was too short so he had it made. The machine was ready in the morning and then he went on a very short trip into the future – from 10 am in the morning to 3.10 pm in the afternoon. He wasn't sure if it had really happened until he saw the clock. Then he went on a longer journey. He pulled the lever and watched as the time flew by. Days quickly passed like minutes. The lab disappeared and he found himself in the open air. Time was going so fast he couldn't tell day from night or night from day.*

## 9 **FOCUS** ▶ Writing a short description of a journey through time

- Present the situation to the Ss.
- Allow Ss time to complete their writing and exchange with a partner to proofread.
- Display the writing for all classmates to view each other's work.

### **Suggested Answer Key**

*I took a deep breath, set my teeth, gripped the lever with both hands, and went off with a thud. As I increased speed, night and day seemed to be all the same. I felt strange and confused. Then I felt quite ill as if I had travel sickness from driving down a road with lots of twists and turns. I felt anxious too as if I was going to crash into something. I started to travel faster and faster and the sun hopped quickly across the sky. Night followed day so quickly that soon I couldn't tell which was which and it was one continuous greyness.*



# Writing Skills

## **Objectives**

**Reading:** an opinion essay  
**Vocabulary:** linking words/phrases  
**Writing:** an opinion essay

## 1 **FOCUS** ▶ Matching opinions to reasons

- Discuss the tone and language that is used to express viewpoints. How can you tell the difference between negative/positive reactions?
- Focus Ss' attention on the rubric.

- Read the statements and the reasons and tell Ss to match one with the other.
- Check answers with the class.

### **Answer Key**

A 3      B 2      C 1

- Discover which Ss agree/disagree with which statements through a show of hands and then elicit further reasons and opposing viewpoints from various Ss round the class.

**Suggested Answer Key**

*I agree with statement A. Mobile phones are also dangerous for your health. However, some people argue that it's important for students to have mobile phones in case they are in danger.*

*I disagree with statement B as technology can create new types of jobs and opportunities. However, technology has replaced man power in the manufacturing industry.*

*I agree with statement C. Computers can help with school work e.g. for research on the Internet. However, more computers in schools cannot teach students how to spell and how to do Maths.*

2 a) **FOCUS ► Understanding opinion essays**

- Allow Ss time to read the theory box.
- Tell Ss to take notes (in point form), writing down key words to explain the information within the box.
- Discuss any questions Ss may have.

b) **FOCUS ► Analysing a rubric**

- Allow Ss time to study the rubric and answer the questions.
- Discuss Ss' answers with the class. Ss then read the article.

**Suggested Answer Key**

*I would write an article giving my opinion. People who read the school newspaper would read it.*

*I would write it in a formal style.*

*I would use present tenses and the passive.*

*I would make the following points: a mobile phone disrupts the class, students can't concentrate on the lesson if they are using their mobile phones, mobile phone theft may occur.*

3 a) **FOCUS ► Matching paragraphs to descriptors**

- Explain the task.
- Allow Ss time to complete it.
- Check answers with the class.

**Answer Key**

A 5    B 1    C 2    D 4    E 3

b) **FOCUS ► Identifying opinion statements**

- Ask the question and accept various answers from Ss around the class.
- Ss should be able to justify their answers.

**Answer Key**

*The writer believes that mobile phones should be left at home. He states this in the introduction. He also believes that they are an unnecessary distraction in class and states this in the conclusion.*

4 **FOCUS ► Identifying topic sentences**

- Discuss the concept of topic sentences.
- Explain the task and allow Ss a few minutes to review the text and identify the sentences.
- Check answers with the class.

**Answer Key**

*Para 2:*

*First of all they can be a serious distraction in classrooms.*

- *They make it impossible for teachers and students to focus on classwork.*
- *Students cannot listen to the teacher or do their work if they are sending text messages or playing games on their phones.*

*Para 3:*

*Secondly, there are possible risks to the safety and general welfare of students if they are allowed to bring their mobiles to school.*

- *Students have been attacked and robbed of their phones.*
- *The classroom should not be used as a place to show off possessions.*

*Para 4:*

*There are times when it can be useful for students to have mobiles at school.*

- *Parents and children can contact each other in case of an emergency.*

5 a) **FOCUS ► Understanding the uses of different linking words**

- Copy the table on the board and refer Ss to the table in their books.
- Read through all of the examples and clarify as necessary.
- Explain the task and allow time to complete it.
- Complete the table on the board, eliciting answers from Ss to check their answers.

<b>Suggested Answer Key</b>	
To list points:	<i>firstly, to begin with</i>
To add more points:	<i>in addition, also, secondly, what is more</i>
To introduce opposing viewpoints:	<i>although, in contrast, apart from, while, however</i>
To introduce examples/reasons:	<i>as a result, for instance, such as, in particular, for example, because, for one thing, since, therefore</i>
To conclude:	<i>to sum up, all things considered, lastly, all in all</i>

b) **FOCUS ► Identifying and using linking words/phrases**

- Explain the task.
- Refer Ss back to the text on p. 148 and encourage them to highlight any linking words/phrases.
- Tell Ss to use any of the linking words/phrases from the board to replace those within the text.
- Check answers with the class.

**Suggested Answer Key**

*While – although*  
*First of all – To start with*  
*Moreover – Also*  
*Secondly – What is more*  
*for instance – for example*  
*In addition – Moreover*  
*On the other hand – In contrast*  
*however – though*  
*For example – For instance*  
*All in all – All things considered*

6 **FOCUS ► Analysing beginnings & endings**

- Explain the task.
- Allow Ss time to study the extracts and make their selections.
- Ask individual Ss to provide answers to check with the class.

**Answer Key**

- 1 *Ending – uses technique B*
- 2 *Beginning – uses techniques A and B*

- 3 *Ending – uses technique C*
- 4 *Beginning – uses technique C*

7 **FOCUS ► Expressing opinions**

- Focus Ss' attention on the theory box. Review together and answer any questions Ss may have.
- Read the rubric aloud.
- Explain the task and allow Ss sufficient time to review each of the extracts.
- Tell Ss to choose alternatives from the language box.
- Ask individual Ss to provide answers to check with the class.

**Suggested Answer Key**

- 1 *The writer's opinion is that there is too much focus on technological development in schools. He doesn't think that the more traditional subjects should be removed from the curriculum. Phrase used: it seems to me that. Alternative: I believe*
- 2 *The writer's opinion is that mobile phones disturb people on public transport and that they should be banned. Phrases used: To my mind. Alternative: The way I see it*
- 3 *The writer's opinion is that technology will never replace people completely because machines can only do ordinary work. Phrases used: in my opinion. Alternative: My opinion is that*
- 4 *The author's opinion is that it is important for people to know about technology for work. Phrases used: It seems to me. Alternative: To my mind*

8 **FOCUS ► Expressing a personal opinion**

- Ss read the statement and form a personal opinion based on their own experience.
- Remind Ss to include a technique from Ex. 6, as well as appropriate linkers.
- Allow Ss time to complete the task.
- Ss exchange their work with a partner for peer correction.

**Suggested Answer Key**

*Computers have definitely made our lives easier and so improved our quality of life.*

**Beginning**

Isaac Asimov once said, "I do not fear computers. I fear the lack of them." As far as I am concerned, this supports the argument that computers have greatly improved our quality of life. I certainly would not like to be without mine.

**Ending**

To sum up, while I agree that computers also have their share of problems, as far as I am concerned they offer a great many benefits for a great many people.

To start with, there is more to life than technology. Art and music in particular encourage creativity and imagination. What is more, subjects such as Art and Music help to develop balanced individuals.

9 a) **FOCUS ►** Matching viewpoints to reasons

- Explain the task.
- Allow time to complete the task.
- Ask individual Ss to provide answers to correct with the class.

**Answer Key**

A 5 & 3      B 4 & 2      C 1 & 6

1 disagrees	4 agrees
2 agrees	5 agrees
3 agrees	6 disagrees

b) **FOCUS ►** Writing a paragraph

- Explain the task.
- Remind Ss to include appropriate linking words and phrases.
- Allow Ss time to select a topic sentence and write their paragraphs.
- Ss exchange with a partner and compare.
- Ask various Ss to read their paragraphs aloud.

**Suggested Answer Key**

First of all, ICT is more useful in life than Art and Music. For example, a knowledge of ICT is essential for many everyday tasks such as using the Internet to compare prices or shop online. Furthermore, while it is true that they are creative subjects, Art and Music have little or no practical use.

To begin with, ICT skills are essential for students' future careers. This is because technology will continue to advance and we will become increasingly dependent on computers. Moreover, ICT skills are one of the basic requirements for employment in any company these days.

10 a) **FOCUS ►** Analysing rubrics

- Explain the task and allow Ss time to identify the key words and find all of the information.
- Elicit answers from Ss around the class.

**Suggested Answer Key**

1 **Key words:** Your school, using laptops, classwork, for past year. Another school, thinking of introducing computers too. Write an article, school newspaper, giving your opinion and reasons/examples.

- I will write about computers in the classroom and whether I think they are a good idea.
- My readers will be the students and teachers of another school.
- I will use a formal style.
- I will argue in favour of computers in the classroom and will talk about the advantages for students and for teachers.

2 **Key words:** local newspaper, asked for opinions, no longer need libraries, download books from Internet, write essay, stating opinion, reasons, examples

- I will write about libraries and give my opinion on whether we need them these days.
- The readers will be the readers of the local newspaper.
- I will use a formal style.
- I will argue that not everyone has the Internet (e.g. old people and young children) and that libraries offer much more than access to books (e.g. journals, clubs, place to read, etc).

b) **FOCUS ►** Writing an opinion essay

- Ss now generate ideas and use their answers in Ex. 10a to write their own opinion essay for one of the topics.
- Go through the steps outlined and encourage Ss to refer back to any useful information within the module.

## Writing Skills

- Explain the task clearly and allow Ss time to complete their essays.
- Monitor progress around the class and provide any necessary assistance.
- Alternatively, assign the task as HW.

### Suggested Answer Key

#### 1 Step 1: Ideas

students learn how to use computers – fewer books and notebooks to carry around

#### Step 2: Organisation

Viewpoint 1: Students should use computers for their classwork.

Examples: Students learn how to use computers and this will improve their ICT skills constantly, help them find jobs in the future.

#### Viewpoint 2:

Less books and copybooks to carry around. All our work can be saved on diskettes. This makes classwork more efficient.

Opposing viewpoint: expensive, possibility of theft

#### Step 3: Title & topic sentences

Title: Computers in the classroom

Topic sentences: First of all, using computers in the classroom helps students learn important ICT skills.

Secondly, using computers for classwork means students have fewer books and notebooks to carry around.

On the other hand, using laptops for classwork has some problems.

#### Step 4: Suggested Answer

### Computers in the Classroom

For the past year, our school has been using laptops for classwork. While there were some problems at the start, the use of computers in our school has been a great success and is very popular with students and teachers.

First of all, using laptops in the classroom has helped students learn important ICT skills. ICT skills are one of the basic requirements for employment these days and are essential for students' future lives and careers.

Secondly, using computers for classwork means students have fewer books and notebooks to carry around. Heavy schoolbags are no longer a problem when all students have to carry are diskettes. What is more, this saves a huge amount of paper.

On the other hand, using laptops for classwork has some problems. For example, it is expensive to buy all the equipment. Furthermore, there is the possibility of theft or vandalism.

All in all, despite the initial expense, I believe that the benefits of using laptops or computers for classwork outweigh any drawbacks. They improve the teaching and learning experience and I believe they are essential in the modern classroom.

### Suggested Answer Key

#### 2 Step 1: Ideas

Not everyone has access to the Internet. The Internet does not have every book. Libraries offer more than just books.

#### Step 2: Organisation

Viewpoint 1: We need libraries because they offer more than just books, e.g. journals, book clubs, meeting places, etc

Viewpoint 2: Not everyone has access to the Internet, e.g. old people and small children, also the Internet does not have all books available online.

Opposing viewpoint: The Internet does offer a wide range of resources for research as well as free downloadable ebooks.

#### Step 3: Title & Topic sentences

Title: Libraries Versus the Internet

Topic sentences: To start with, libraries offer more than just books. In addition, not everyone has access to the Internet. On the other hand, it is true that the Internet has a lot to offer.

#### Step 4: Suggested Answer

### Libraries Versus the Internet

It has been suggested by some people lately that we no longer need libraries as we can just download books from the Internet. While the Internet has many advantages, I believe that libraries are still necessary and useful for a number of reasons.

To start with, libraries offer more than just books. For example, they offer access to maps, journals, artwork, microfiche, CDs, audio and video cassettes, CD-ROMs as well as the Internet itself. Therefore, libraries are places where all manner of information is available in many different forms – not just electronic information.

In addition, not everyone has access to the Internet. However, almost every town and city has a library and there are even mobile libraries that travel to remote villages. In particular, old people and small children generally do not have access to the Internet or the skills to use it. Libraries are extremely useful to these people and offer special services such as literacy schemes, reading groups and homework clubs.

On the other hand, it is true that the Internet has a lot to offer. Many books, magazines and newspapers are available online and you can read them from the comfort of your own home. There is no need to go out or to remember to return a book. All things considered, I believe that libraries are needed as much if not more now than ever before. Although the Internet offers access to a wide range of information, it does not offer the amount of information, resources and services that libraries do and in my opinion it never will.

Culture Corner

Objectives

**Reading:** an advertisement (comprehension questions); a timeline of British inventors (gap-filling – word formation)

**Skills – reading for lexico-grammatical accuracy**  
 – reading for specific information  
 – skimming

**Writing:** a short text on an inventor from your country

1 a) **FOCUS ► Reading for specific information**

- Focus Ss' attention on the advert presented on p. 151. Read the rubric aloud.
- Ss read the advert and answer the questions.
- Elicit answers from various Ss around the class.

**Answer Key**

*It is advertising an invention called the Baird 'Televisor'. The advert claims that a person sitting in front of the Baird transmitter can be seen thousands of miles away.*

b) **FOCUS ► Making predictions based on a text – skimming**

- Elicit guesses as to who invented the machine from Ex. 1a.
- Tell Ss to skim the timeline on the right and look for key words to help them identify the inventor.
- Check the answers with the class.

**Suggested Answer Key**

*I think it was invented in 1925 by John Logie Baird.*

2 **FOCUS ► Reading for lexico-grammatical accuracy – gap-filling**

- Explain the task.
- Ss complete the task individually.
- Play the recording. Ss listen and check their answers.

**Suggested Answer Key**

1 inventor	7 computerised
2 technological	8 drawings
3 designed	9 calculations
4 growth	10 scientists
5 Industrial	11 took
6 basic	12 slowly

3 **FOCUS ► Explaining new vocabulary**

- Explain the task.
- Encourage Ss to guess the meaning of as many words as possible from the context before checking in their dictionaries. Ss then explain the words by giving an example, synonym or antonym.
- Check answers with the class.
- Ask various Ss to present the inventors in the timeline to the class.

**Suggested Answer Key**

**appliances:** devices or machines that you use to do a job, such as cooking or cleaning

**take for granted:** to assume, to take to be the case or to be true

**steam train:** a train that operates by steam, which is produced by burning coal

**encouraged:** promoted, contributed to the progress or growth of

**railways:** routes between places along which trains travel on rails

**Revolution:** a relatively sudden and absolutely drastic change

**established:** set up, started

**computing:** using a computer

**detailed:** containing a lot of facts and information

**transmit:** send from one person or place to another

**decades:** periods of 10 years

**Suggested Answer Key**

*In 1821, Michael Faraday invented the electric motor, without which we would not have many of the appliances we have today.*

*In 1829, George Stephenson designed the 'Rocket', a steam train locomotive. It encouraged the growth of railways which played a big role in the Industrial Revolution.*

*In 1837, Charles Babbage invented the 'analytical engine' which established the base of computing. Although he never made any of his machines, one was built and tested in 1991 and worked very well.*

*In 1925, John Logie Baird produced the first TV set. It could be made out of everyday objects. He helped television develop as we know it today.*

4 **FOCUS ► Writing a short text on a local inventor**

- Ss work with a partner.
- Provide Ss with a list of local inventors or elicit whether they know of someone already, then tell Ss to research in textbooks or on the Internet for information about him/her.
- Go through the rubric and make sure Ss understand the task.
- Ss write their text.
- Ask various Ss to read their completed text to the class.

**Suggested Answer Key**

*Vladimir Zworykin 1889-1982*

*Vladimir Zworykin was a physicist and an electrical engineer. He invented the cathode-ray tube or the kinescope in 1929. The kinescope tube was an essential part for the transmission of television. Zworykin also invented the iconoscope in 1923. This was another type of tube for television transmission that was used in early television cameras.*

**Objectives**

**Reading:** short texts (T/F questions)  
**Skill** – reading for specific information  
**Writing:** short paragraphs about types of thermometers

1 **FOCUS ►** Understanding the difference between heat and temperature

- Write a chart on the board with two columns; one titled heat, the other temperature.
- In pairs, Ss discuss what they believe is the difference between heat and temperature.
- Ask individual Ss to answer the question.
- Write the suggestions on the board.
- Check Ss' answers by reading the text with the class.

**Suggested Answer Key**

*Heat is a form of energy that flows from something that's hot to something that's cold. Temperature is a measurement of how hot or cold something is.*

2 a) **FOCUS ►** Formulating questions on a given topic

- Explain the task.
- Allow Ss time to think of their questions.
- Play the recording. Ss listen and see if their questions are answered.
- Elicit answers from individual Ss.

**Suggested Answer Key**

*Who invented the thermometer? No.  
 How do thermometers work? Yes.*

b) **FOCUS ►** Reading for specific information

- Focus Ss' attention on the sentences a-d.
- Review the sentences and explain the task.
- Allow Ss time to read text B and make their true or false selections.
- Ss compare answers with a partner.
- Check answers with the class.
- Ss then explain the words in bold, either from the context of the text or using a dictionary if necessary.
- Ask Ss to give an explanation, example or synonym.
- Check Ss' answers around the class.

**Suggested Answer Key**

*expands: gets larger/bigger; increases in size  
 contracts: gets smaller; reduces in size  
 determining: deciding*

3 **FOCUS ►** Making factual statements

- Explain the task and read out the example.
- In pairs, Ss use the chart to make statements about the two scales.
- Monitor Ss' progress around the class then elicit statements from various Ss.

**Suggested Answer Key**

- 1 A: Room temperature is 72°F.  
 B: Room temperature is 23°C.
- 2 A: Water freezes at 32°F.  
 B: Water freezes at 0°C.
- 3 A: Absolute zero is -459°F.  
 B: Absolute zero is -273°C.

4 **FOCUS ►** Asking and answering questions based on a text

- Allow Ss time to review the texts and formulate questions.
- In pairs, ask and answer each other's questions.
- Monitor the activity and provide any necessary assistance.

**Suggested Answer Key**

A: *What is heat?*  
 B: *Heat is the flow of energy from something hot to something cold.*  
 A: *What is temperature?*  
 B: *It is a measurement of how hot or cold something is.*  
 A: *How are heat and temperature measured?*  
 B: *Heat is measured in joules and temperature is measured in degrees. etc*

5 **FOCUS ►** Gathering information and writing about thermometers

- Ss work in small groups of three or four.
- Explain the task and tell Ss to collect information from textbooks, encyclopaedias or the Internet in class or at home.
- Remind Ss to be factual in their writing.
- Ask various groups to present their projects to the class.

**Suggested Answer Key****Different Types of Thermometers**

A **mercury thermometer** consists of mercury in a glass tube. The tube is marked so that the temperature can be read by how far the mercury reaches along the tube. The mercury expands due to the heat and rises up the tube and contracts in the cold and goes back down the tube. They are sometimes used in meteorology. They used to be used in medicine to measure body temperature but have now been replaced by electronic thermometers or ones that contain alcohol that has been dyed red.

An **infrared thermometer**, also called a laser thermometer, measures temperature by measuring an object's infrared energy radiation. They can measure temperature from a distance. They are used in medical equipment and in electronics production and testing.

A **maximum minimum thermometer**, also called a Six's thermometer, measures the maximum and minimum temperature during a given time. It was devised by James Six in 1782. It is used in horticulture and meteorology to measure the extremes of temperature at a location.

**Objectives**

**Reading:** a pie chart; an article (gap-filling – word formation)

**Skills – reading for specific information**

– reading for lexico-grammatical accuracy

**Speaking:** asking/answering questions based on facts; presenting a two-minute talk, presenting findings of research on local energy sources

- Elicit what Ss learnt from the text by asking various Ss around the class.

**Suggested Answer Key**

How does solar power work? Yes.

Where does hydroelectric power come from? Yes.

I also learnt about wind power from the text.

1 **FOCUS ►** Reading a pie chart

- Explain the concept of a pie chart. Ask Ss questions regarding the chart to indicate their level of understanding, *i.e.* *What is being represented? Which is the highest percentage?*
- Elicit an answer to the question in the rubric.

**Suggested Answer Key**

According to the pie chart, the world uses fossil fuels the most to produce electricity. (64%) Of these, coal is used the most (39%).

b) **FOCUS ►** Reading for lexico-grammatical accuracy

- Explain the task.
- Ss read the text again and complete the task.
- Play the recording. Ss listen and check their answers.

**Answer Key**

1 burning	5 hits	9 windy
2 renewable	6 directly	10 cheaply
3 them	7 generator	
4 pollution	8 building	

2 a) **FOCUS ►** Formulating questions on a given topic

- Focus Ss' attention on the pictures, title and subtitles of the text.
- Allow time for Ss to think of the questions.
- Ss then read the text and decide if the questions were answered.

- Ask Ss to explain the words in bold by guessing from the context before using a dictionary to check. Ss may give an explanation, example or a synonym as a definition.

### Suggested Answer Key

**pollute:** make impure, dirty

**power:** provide the energy for something to operate

**solar cells:** devices that convert sunlight directly to electricity

**convert:** change the nature, purpose, or function of something

**dam:** a barrier constructed to contain the flow of water or to keep out the sea

**trap:** hold or prevent from moving

**flows:** moves continuously at a steady rate

### 3 FOCUS ► Making notes & giving a two-minute talk

- Explain the task.
- Tell Ss to note down the key words/phrases from each paragraph and to be sure to include the main points.
- Ss can write out the speech in its entirety and practice reading it a few times to familiarise themselves with the information if they choose.
- Choose some Ss to give their talk to the class.

### Suggested Answer Key

*Notes: 64% of electricity comes from fuels that are not renewable – we must find alternative sources of energy – alternative energy does not pollute – solar cells can produce solar power – wind can be converted into power using wind turbines – water is a cheap alternative energy source*

*It is important for us to find alternative sources of energy. At the moment, the world gets 64% of its electricity from fuels that are not renewable. This cannot continue as these fuels will not last forever. Alternative energy sources are the way forward as they do not create waste or pollution.*

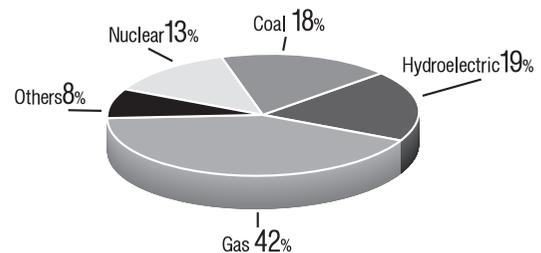
*Solar power is one source of alternative energy. It is produced by converting sun rays into energy using solar panels. Another clean source of energy is the wind. Large turbines with propellers can create large amounts of electricity easily. A cheap source of energy is hydroelectric power which is produced using water.*

### 4 FOCUS ► Researching energy sources used in your country/area

- Ss work in groups of three or four.
- Explain the task and provide Ss with the appropriate research material to complete the task from reference books, the Internet, etc.
- Encourage Ss to include all sources and the relevant percentages. Ss may present their findings in the form of a pie chart by following the example provided or a PowerPoint presentation if desired.
- Choose some groups to make their presentations to the class.

### Suggested Answer Key

*The main sources of energy used to produce electricity in Russia are: coal 18%, nuclear power 13%, hydroelectric power 19%, and gas 42%.*



### Green Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas for how to paraphrase the quotation and build up a paraphrase on the board. Ss discuss the meaning in pairs or small groups.
- Elicit whether Ss agree or disagree with the quotation and ask Ss to justify their opinions. Ask various pairs or groups to report back to the class.
- As an extension, Ss could suggest similar or other quotations on the topic from their L1.



# Spotlight on Exams

## Reading

### FOCUS ► Reading for detailed understanding

- Explain the task.
- Encourage Ss to read the descriptors prior to reading the texts and identify any key words that will help them to discover the correct matches.
- Allow Ss time to complete the task individually.
- Check Ss' answers.

#### Answer Key

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

## Listening

### FOCUS ► Listening for specific information

- Explain the task.
- Remind Ss you will play the recording twice and they will need to listen for key words/phrases to help them select the correct answer.
- Play the recording while Ss make their selection.
- Play the recording again while Ss check their answers.
- Check answers with the class.

### TAPESCRIPT

A: Hi, do you need any help?  
 B: Oh, yes please. I'm interested in buying an iPod®.  
 A: Right, OK. Any one you are particularly interested in? There are different types now.  
 B: I just want to listen to music really. I don't need to download photos onto it or anything like that.  
 A: Well, we have the 20 gigabyte iPod®, the 40 gigabyte and the iPod mini®. It depends on how big your music collection is really.  
 B: Well, how many songs can the iPod mini® store?  
 A: About a thousand.  
 B: Oh, I think that's plenty. And how much does it cost?  
 A: Well, there's a special offer on it at the moment, so it's only £129.  
 B: Oh, that's quite a good price. Is this pink one here the iPod mini®?  
 A: Yes. It's smaller than the regular iPod® and very fashionable at the moment. It comes in other colours, too.  
 B: Oh, great. Well, I think I'll take one. Have you got blue?  
 A: Unfortunately, we've just sold the last blue one but I can order one for you.  
 B: Yes, OK. That would be great. How long will it take?  
 A: Probably a couple of days. If you leave us your name and telephone number, we can let you know when it arrives.

B: That's fine. It's Matthew Hunter and my phone number's 54323456.

A: OK, got it.

B: Thanks a lot. Bye.

#### Answer Key

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

## Use of English

### FOCUS ► Using the correct form of words

- Explain the task.
- Allow Ss time to read the text as it is.
- Be sure that all Ss understand the meanings of the words to be used in bold – Ss may use dictionaries if necessary.
- Ss complete the task and check their own answers by rereading the completed text.

#### Answer Key

1 probably	5 inventor
2 exactly	6 different
3 famous	7 existing
4 painting	

## Writing

### FOCUS ► Writing a for-and-against essay

- Explain the task.
- Review the points of the plan with Ss.
- Remind Ss to write 200-250 words.
- Ss complete the task and exchange their piece of writing with a partner to proofread.
- Ss hand in the final copy.

#### Suggested Answer Key

##### Computers in Schools

Most people would agree that computers have made our lives much easier, especially in schools. However, some people feel that they can be a distraction in schools. Certainly, there are arguments for both sides.

There are many points in favour of computers in schools. Firstly, they improve students' ICT skills. In fact, they are essential for this subject. Secondly, they can be used in music and language classes to great effect. For example, to mix music or to play a foreign language CD-ROM. Furthermore, the Internet is a very useful research tool for all subjects.

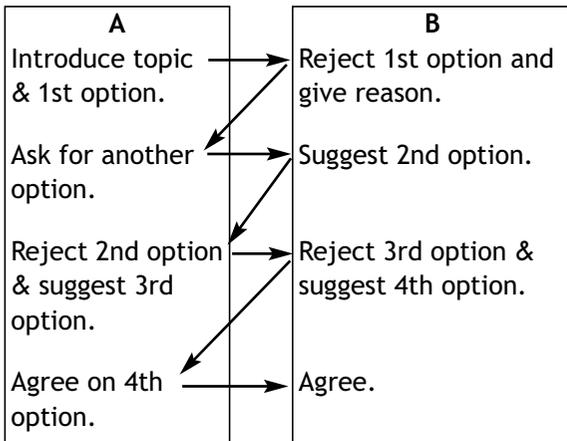
*On the other hand, there are some arguments against computers in schools. To start with, some students may use the Internet for purposes other than research. For example, to go to chatrooms or send personal emails. Secondly, students may use the computers to play video games or to download inappropriate material.*

*All in all, although there are some negative aspects to having computers in schools, overall they are extremely useful and beneficial. With the right safeguards in place and with adult supervision I believe computers are an essential educational tool.*

## Speaking

**FOCUS ►** Discussing opinions and making a decision through negotiation

- Explain the task.
- Remind Ss to use the skills they have developed and present their opinions based on facts and good judgment. All ideas should be justifiable.
- Review the guidelines that have been provided and tell Ss they must follow this format.
- In pairs, Ss complete the task.
- Go through the conversation plan with Ss explaining the process.



- Monitor Ss' progress around the class, offering assistance or suggestions where necessary.
- Select some pairs to act out their conversation in front of the class.

### Suggested Answer Key

A: Hi, Sasha! Where should we put the new television?

B: I think the basement is the best.

A: The basement? I think it's far too cold down there. How about in the kitchen? It would be great to be able to watch television while I'm cooking.

B: No, that's not a great idea. Remember it's my television too and I'd like to put the TV somewhere that suits us both.

A: OK. Would you like to have it in the living room then?

B: Not really. You know we have lots of visitors to our flat and it's not very nice to have the television on while they're around.

A: Oh, I don't think so. Most of our friends like television and we've always watched TV when they have been here. But if you don't want it there, we could put it in the spare room.

B: Yes, that's a great idea. We don't use it for anything else. We could put the TV there and call it the "TV room".

A: Why not? OK, come on, let's carry it up!



## Progress Check

### Answer Key

- 1** 1 hooked      5 cracked      9 digital  
2 portable    6 guarantee    10 renewable  
3 stores       7 charge  
4 social       8 invented
- 2** 1 store        5 solar        9 alternative  
2 social       6 techno      10 power  
3 picture     7 Industrial  
4 take        8 electric
- 3** 1 She said that the plane left at 4pm.  
2 The teacher told us to hand in our essays on Friday.  
3 They said that someone had broken in last night and (had) stolen their stereo.  
4 My parents told me not to waste my money on useless gadgets.  
5 The students said that they couldn't understand where the money had gone.  
6 They told me to wait until the summer before I decided.
- 4** 1 tighten      3 computerise    5 ensure  
2 widen       4 enable
- 5** a) 1 about      3 back            5 back  
2 on            4 up
- b) 1 at            3 out of          5 in  
2 under        4 on
- 6** 1 no/not a problem (at all)  
2 of course  
3 What's the problem  
4 a moment, please

## Module 1 - People & Character

- 1 aggressive active  
dreamy creative  
selfish trusting  
funny annoying  
passionate fearful
- 1 creative 5 annoying 9 dreamy  
2 selfish 6 passionate 10 trusting  
3 caring 7 beautiful 11 funny  
4 aggressive 8 fearful 12 active
- 2 1 hanging out 5 go 9 catch  
2 chat 6 surf 10 check out  
3 send 7 run 11 grab a bite  
4 watch 8 do
- 3 1 dishonest 3 patient 5 moody  
2 loyal 4 jealous
- 4 1 try 3 matches 5 suits  
2 fit 4 go with

## Module 2 - Shopping

- 1 1 i 3 e 5 a 7 j 9 c  
2 g 4 b 6 h 8 d 10 f
- 2 1 cost 3 save 5 spent  
2 earned 4 lend 6 waste
- 3 1 afford 4 borrow 7 pay  
2 cost 5 credit 8 waste  
3 cash 6 student
- 4 1 pocket money  
2 catching up quickly  
3 digging deeper into their pockets  
4 handing out  
5 make ends meet  
6 household chores  
7 shopping spree  
8 can't afford to splash out

## Module 3 - Education & Careers

- 1 1 uniform 5 public 9 activities  
2 rules 6 attend 10 training  
3 strict 7 private  
4 motivated 8 sit
- 2 1 applied 3 resign 5 experience  
2 shifts 4 freelance 6 responsibility
- 3 a) 1 d 3 e 5 g 7 h  
2 f 4 b 6 a 8 c

- b) 1 emergency services  
2 managing director  
3 flight attendant  
4 start date  
5 bank clerk  
6 communication skills  
7 naval officer  
8 previous employer
- 4 1 profession 5 attended 9 training  
2 apply 6 experience 10 responsibility  
3 interview 7 companies  
4 skills 8 participate

## Module 4 - Environment

- 1 a) 1 f 3 h 5 a 7 j 9 b  
2 c 4 i 6 e 8 g 10 d
- b) 1 modern transportation  
2 global warming  
3 conservation programme  
4 vegetable peelings  
5 negative effects  
6 power station  
7 wildlife habitats  
8 compost heap  
9 energy consumption  
10 excessive packaging
- 2 1 adoption 4 rubbish  
2 repair 5 decompose, compost  
3 packed
- 3 1 passed 3 dumping 5 sponsor  
2 raised 4 take 6 come
- 4 1 switch off 4 cut down on  
2 put on 5 turn down  
3 throw away 6 come up with
- 5 1 emissions 4 congestion 7 energy  
2 campaign 5 encourage 8 replacing  
3 ban 6 switching

## Module 5 - Holidays

- 1 1 exotic 4 packed 7 exotic  
2 package 5 nasty 8 hired  
3 shaded 6 homely
- 2 a) 1 e 3 h 5 a 7 d 9 b  
2 c 4 f 6 i 8 j 10 g
- b) 1 travel brochure 6 delayed flight  
2 hired a guide 7 spectacular scenery  
3 annual festival 8 ancient town  
4 cracked mirror 9 trekking excursion  
5 local dishes 10 candlelit procession

## Word Perfect Key

- 3 a) 1 chilly 4 viruses 7 peaks  
2 repellent 5 flight 8 agent  
3 sickness 6 handicraft
- b) 1 snowy peaks 5 chilly weather  
2 nasty viruses 6 travel sickness  
3 flight delays 7 travel agent  
4 insect repellent 8 handicraft tools
- 4 a) 1 rent 3 hire 5 hire 7 hire  
2 hire 4 rent 6 rent 8 rent
- b) 1 miss 3 miss 5 lose 7 miss  
2 lose 4 lose 6 miss

### Module 6 - Food

- 1 1 optimistic 4 soothing 7 handful  
2 complain 5 physically 8 eyesight  
3 infections 6 emotions
- 2 a) 1 c 3 a 5 d 7 b  
2 f 4 g 6 h 8 e
- b) 1 regular exercise 6 grilled fish  
2 grated cheese 7 crash diet  
3 recipe book 8 well-balanced meals  
4 artificial additives  
5 sugary drinks
- 3 a) 1 raw 3 artificial 5 instant  
2 fresh 4 bitter 6 fake
- b) 1 water 3 soup 5 apples  
2 flour 4 sugar
- 4 **Fish:** sardines, trout, salmon  
**Seafood:** prawns, mussels, oysters, lobster
- 5 1 carbohydrates 3 tooth 5 eyesight  
2 sprinkle 4 fizzy

### Module 7 - Films/media/performances

- 1
- | Fine Arts                              | Performance Arts                                                                   |
|----------------------------------------|------------------------------------------------------------------------------------|
| painting,<br>sculpture,<br>printmaking | ballet, cinema, concert,<br>dance, opera, theatre,<br>storytelling, poetry reading |
- 2 1 I have to admit  
2 can't beat  
3 it's such a good laugh  
4 anti-social  
5 couch potato  
6 I can take it or leave it

- 3 a) 1 fully 4 release 7 catchy  
2 audience 5 ballet 8 predictable  
3 spectacular 6 blaring
- b) 1 ballet dancer 6 new release  
2 blaring music 7 cheering audience  
3 predictable storyline 8 spectacular scenery  
4 fully booked  
5 catchy tune
- 4 1 frequent 3 unwind 5 suspense  
2 practical 4 unoriginal 6 repetitive
- 5 1 catchy 4 realistic 6 tragic  
2 blaring 5 moving 7 confusing  
3 pointless

### Module 8 - Technology

- 1 a) 1 techno 4 power 7 digital  
2 guarantee 5 charged 8 social  
3 software 6 recorder
- b) 1 fully charged 5 guarantee certificate  
2 social life 6 computer software  
3 voice recorder 7 solar power  
4 digital pictures 8 techno freak
- 2 1 apart from 4 hooked on  
2 on the move 5 to the extent  
3 it goes without saying
- 3
- |             |                                                                                  |
|-------------|----------------------------------------------------------------------------------|
| <b>Home</b> | MP3 player, TV, digital camera,<br>radio cassette player, camcorder,<br>Walkman® |
| <b>Work</b> | video mobile phone, dictaphone,<br>PDA, laptop                                   |
- 4 1 charge 4 invented 7 digital  
2 solar 5 portable 8 renewable  
3 alternative 6 player
- 5 1 discovered 3 experiment  
2 research 4 invented

## Module 1

- 1 1 A: are you doing  
B: am playing
- 2 A: does it take  
B: is giving
- 3 A: cooks  
B: is making
- 4 A: have you been doing  
B: have been working
- 5 A: Do you want  
B: haven't finished
- 6 A: Are you coming  
B: don't have
- 7 A: does the train leave  
B: is
- 8 A: am seeing  
B: haven't seen
- 9 A: Have you been playing  
B: have tidied, have walked
- 10 A: Do you like  
B: play
- 2 1 has been waiting  
2 have sold  
3 have booked
- 3 1 A: is seeing  
B: see  
2 A: are thinking  
B: think  
3 A: am having  
B: don't you have  
4 A: are you tasting  
B: tastes
- 4 1 haven't heard  
2 guess  
3 have been studying  
4 have sat  
5 am sitting  
6 think
- 11 A: are you doing  
B: am listening, is surfing
- 12 A: Are you working  
B: is
- 13 A: isn't raining  
B: has been raining
- 14 A: am thinking, Do you want  
B: do you think
- 15 A: haven't eaten  
B: am making
- 16 A: are having  
B: haven't told
- 17 A: did the film end  
B: saved
- 18 A: is rising  
B: is getting
- 19 A: is always complaining  
B: is
- 20 A: haven't seen  
B: is working
- 4 has been planting  
5 has not come  
6 has failed
- 5 A: does the box weigh  
B: are weighing
- 6 A: is looking  
B: looks
- 7 A: is he being  
B: is
- 8 A: is not appearing  
B: appears
- 7 have done  
8 are throwing  
9 have already hired  
10 Have you made  
11 starts  
12 are staying

- 5 1 haven't visited Spain for  
2 person I have ever  
3 are you doing  
4 have never sent a text  
5 am seeing my doctor  
6 likes listening to music  
7 Are you busy  
8 has gone  
9 you been to the new  
10 has been learning English for

## Module 2

- 1 1 A: to give  
B: walk  
2 A: to cook  
B: making  
3 A: watching  
B: make  
4 A: locking  
B: worrying  
5 A: to call  
B: reminding
- 2 2 b  
3 a
- 3 1 to come  
2 to invite  
3 making  
4 to come
- 4 1 calling  
2 trying  
3 going  
4 talking  
5 listening
- 5 1 A: visiting  
B: to send  
2 A: to ask  
B: washing  
3 A: washing  
B: to take  
4 A: to call  
B: answering  
5 A: to eat  
B: eating  
6 A: talking  
B: to invite
- 6 A: trying  
B: to drive  
7 A: to hear  
B: to pass  
8 A: go  
B: stay  
9 A: go  
B: study  
10 A: to play  
B: to learn
- 6 b  
7 b
- 8 b  
9 a
- 5 bring  
6 finding  
7 to stay  
8 to spend
- 6 to drive  
7 to hear  
8 complaining  
9 eat  
10 pay
- 11 hope  
12 to buy  
13 doing  
14 asking  
15 listening
- 7 A: to tell  
B: asking  
8 A: to call  
B: working  
9 A: taking  
B: to get  
10 A: to eat  
B: eating  
11 A: to announce  
B: not going  
12 A: to post  
B: asking

**6 Suggested Answer Key**

- 1 I'm used to working late on Wednesdays.
- 2 I used to ride my bike to school.
- 3 I'm keen on watching horror films on television.
- 4 I hate being late for appointments.
- 5 I'd love to have dinner in that nice new restaurant.
- 6 I'd prefer to eat fish rather than meat.
- 7 My parents let me stay out late on Saturdays.
- 8 I can't stop telling lies. It's terrible!
- 9 I regret to inform you that the flight has been delayed.
- 10 I don't mind working in the weather.

**Module 3**

- 1 1 will                      5 will                      9 are going to  
2 am going to      6 will                      10 is going to  
3 am going to      7 will  
4 is going to      8 is going to
- 2 1 will be sitting                      4 will be seeing  
2 they will have finished      5 will have finished  
3 will have done
- 3 2 will help you.  
3 will get it for you.  
4 will lend you some money.  
5 will help you plant the trees.
- 4 1 A      3 C      5 A      7 C  
2 B      4 C      6 B      8 A
- 5 1 is going to sell  
2 will have lived here  
3 won't/will not have finished  
4 is going to go  
5 as soon as I get  
6 am seeing a/the doctor  
7 will have built the house  
8 will still be cooking  
9 you to arrive before  
10 will have been here for
- 6 1 the smartest                      6 the most sociable  
2 more comfortable than      7 the best  
3 the noisiest                      8 the worst  
4 cosier than                      9 the nicest  
5 the least                      10 better than

- 7 1 the cheapest hotel we could  
2 less prestigious than  
3 is the fastest  
4 more I practise the better  
5 as friendly as  
6 less hard working than  
7 is not as tall as  
8 is the most patient teacher

**Module 4**

- 1 1 Could                      5 May                      9 have to  
2 must                      6 can't                      10 ought to  
3 ought to                      7 might  
4 needn't                      8 must
- 2 2 obligation  
3 negative logical assumption  
4 advice  
5 absence of necessity  
6 obligation  
7 necessity  
8 request  
9 possibility  
10 asking for permission
- 3 1 have to                      5 can't                      8 have to  
2 mustn't                      6 must                      9 needn't  
3 must                      7 can                      10 mustn't  
4 must
- 4 1 You mustn't swim here.  
2 You mustn't walk here.  
3 You must only recycle phone books here.  
4 You must not disturb the turtles.  
5 You must not drink this water.
- 5 1 A      2 B      3 A      4 B      5 A      6 B
- 6 2 He can't be at home.  
3 We ought to use natural fertilizers.  
4 You can take photographs here.  
5 They might turn up later.  
6 Could you help me clean up, please?  
7 You should turn your TV off when you are not watching.  
8 You don't have to water a cactus very often.  
9 You mustn't enter this area.  
10 It may snow tomorrow.

- 7 2 "I have to do my homework."  
 3 "You mustn't swim here. It is not allowed."  
 4 "We should take this dog to the vet."  
 5 "May I close the window, please?"  
 6 "Pat can't have failed the exam."  
 7 "I might come to the party."  
 8 "You shouldn't throw rubbish on the beach."
- 8 1 should put recycling bins  
 2 may/might/be Paul's  
 3 don't have to take  
 4 coral reefs may survive  
 5 should not drink that water  
 6 must not fish here  
 7 need to do something to  
 8 can't take your dog  
 9 may/might/could be  
 10 should not leave the tap

### Module 5

- 1 1 A: were you                      7 A: happened  
     B: was relaxing                B: were driving,  
 2 B: went                              jumped  
 3 A: didn't you                      8 A: were you doing  
     come                              B: was watching,  
     B: was studying                was cooking  
 4 A: was                              9 A: Was Jack  
     B: rained                        practising  
 5 A: were walking                B: Did you try  
 6 A: did they spend                10 A: Did you arrive  
     B: wanted,                      B: missed  
     decided
- 2 2 Maria met Jimmy as she was leaving work./As Maria was leaving work, she met Jimmy.  
 3 They were hiking up the hill when the volcano erupted.  
 4 While Roland was swimming, he found an injured turtle.  
 5 Clara was speaking on the telephone when the doorbell rang.  
 6 Tom was reading a magazine while he was having a coffee.
- 3 1 had been travelling              6 had organised  
 2 had booked                        7 had been looking  
 3 had been waiting                forward  
 4 had already been                8 had been snowing  
 5 had you been looking

- 4 1 I asked for an alarm call before I went to bed./ Before I went to bed, I asked for an alarm call.  
 2 We rented a car when we arrived at the airport./ When we arrived at the airport, we rented a car.  
 3 As soon as I got the message I called her back./ I called her back as soon as I got the message.  
 4 The museum had closed by the time they got there./By the time they got there, the museum had closed.  
 5 After she had unpacked, she called room service./ She called room service after she had unpacked.

### 5 Suggested Answer Key

- 1 During my last holiday, I got a great suntan.  
 2 This time last Sunday, I was having lunch with friends.  
 3 Two years ago, while I was at university, I met my future husband.  
 4 When I was seven years old, I had a fish called Goldie.  
 5 On my last birthday, I got lots of presents.
- 6 2 We missed our flight, **so** we had to wait for the next one.  
 3 We got to the cinema **just** as the film was starting.  
 4 I had been studying **for** hours and my eyes hurt.  
 5 By the time I got there they had **already** finished the meal.  
 6 I couldn't come last night **because** I had to help my parents with something.  
 7 Ken had been walking **since** 8 in the morning and had sore feet.  
 8 I was watching TV **while** Mary was reading a magazine.
- 7 1 even though it was  
 2 had never been to Asia  
 3 until everyone had  
 4 soon as they arrived  
 5 had eaten all the  
 6 after he had finished  
 7 when he was playing  
 8 had arrived before she started  
 9 the time he arrived
- 8 1 the                      6 a                      11 the                      16 -  
 2 a                        7 the                      12 the                      17 the  
 3 an                      8 -                        13 -                        18 -  
 4 -                        9 -                        14 the                      19 the  
 5 A                        10 a                      15 -                        20 -

**Module 6**

- |   |               |    |               |
|---|---------------|----|---------------|
| 1 | 1 would eat   | 7  | had left      |
|   | 2 will not go | 8  | is working    |
|   | 3 exercises   | 9  | were          |
|   | 4 arrives     | 10 | doesn't get   |
|   | 5 had         | 11 | reads         |
|   | 6 would call  | 12 | Will you help |

- |   |               |   |               |
|---|---------------|---|---------------|
| 2 | 1 will go     | 5 | will you help |
|   | 2 will make   | 6 | would you do  |
|   | 3 were/was    | 7 | will call     |
|   | 4 hadn't come | 8 | don't need    |

**3 Suggested Answer Key**

- 2 we would have had to stay overnight in a hotel.
- 3 I would make an appointment
- 4 we wouldn't have realised how he felt
- 5 we wouldn't have missed the start of the play
- 6 you will get fit

- |   |                 |   |                  |
|---|-----------------|---|------------------|
| 4 | 1 hadn't broken | 5 | had remembered   |
|   | 2 were          | 6 | would stop       |
|   | 3 hadn't eaten  | 7 | hadn't forgotten |
|   | 4 had written   | 8 | had thought      |

- 5 2 I wish Bobby didn't spend all his time on the Internet. (*desire for behaviour to change*)
- 3 I wish James hadn't forgotten to tell me about the exam. (*regret about a past event*)
- 4 I wish my brother didn't annoy me all the time. (*desire for behaviour to change*)
- 5 I wish I could swim. (*unreal situation in the present*)
- 6 I wish I hadn't lost my wallet yesterday. (*regret about a past event*)
- 7 I wish I was going on holiday this year. (*desire for a situation to change*)
- 8 I wish I hadn't overslept this morning. (*regret about a past event*)

- 6 2 I wish I hadn't overcooked the chicken. If I hadn't overcooked the chicken, I would have surprised my family with dinner.
- 3 I wish I had signed up for the dance class on time. If I had signed up for the dance class on time, I would have been able to take dance lessons.
- 4 I wish I had saved enough money. If I had saved enough money, I would have been able to go on holiday.
- 5 I wish I weren't afraid of heights. If I weren't afraid of heights, I would go up the Eiffel Tower.
- 6 I wish I had somebody to go with. If I had somebody to go with, I would go to see a movie.

- 7 1 were you I would not
- 2 wishes he had some time
- 3 you hadn't broken
- 4 the flight would have
- 5 wish I hadn't missed

- |   |     |     |     |     |      |      |
|---|-----|-----|-----|-----|------|------|
| 8 | 1 U | 3 U | 5 U | 7 C | 9 U  | 11 C |
|   | 2 C | 4 U | 6 C | 8 C | 10 U | 12 C |

- |   |           |             |
|---|-----------|-------------|
| 9 | 1 A: any  | 4 A: much   |
|   | B: little | B: a little |
|   | 2 A: much | 5 A: many   |
|   | B: much   | B: few      |
|   | 3 A: any  |             |
|   | B: some   |             |

- |    |               |               |           |
|----|---------------|---------------|-----------|
| 10 | 1 Even though | 3 although    | 5 despite |
|    | 2 As much as  | 4 in spite of | 6 whereas |

**Module 7**

- 1 1 was written
- 2 is being repaired
- 3 was directed
- 4 Has their new album been released
- 5 will be shown
- 6 has just been injured
- 7 was shot
- 8 is being repainted
- 9 was invited
- 10 will be delivered
- 11 still hasn't been fixed
- 12 was awarded

- |   |                      |                    |
|---|----------------------|--------------------|
| 2 | 1 is dedicated       | 5 are performed    |
|   | 2 was completed      | 6 was created      |
|   | 3 is being developed | 7 has been visited |
|   | 4 is made up         | 8 is needed        |

- 3 2 Jim Jarmer has been awarded an Oscar for his new film.
- 3 A Hollywood legend is being treated for his/her injuries after a car crash.
- 4 The *Star Wars* album is going to be released soon.
- 5 The actor, Jules Venny was arrested for speeding yesterday.

- |   |                       |                    |
|---|-----------------------|--------------------|
| 4 | 1 was held            | 5 are taking place |
|   | 2 was announced       | 6 is not known     |
|   | 3 were not given      | 7 will be held     |
|   | 4 has not been chosen | 8 will be given    |

- 5 2 Yes, the role has been accepted by Jake Hans.  
 3 Sure! All the seats will be filled on opening night.  
 4 No, the location hasn't been chosen yet.  
 5 No, they are being made at the moment.  
 6 Well, all the invitations were sent last Friday.

- 6 1 a by            3 a with        5 a by  
       b with            b by            b with  
 2 a with            4 a by  
       b by                b with

- 7 1 Who directed *Jurassic Park*?  
 2 Why haven't they finished the set yet?  
 3 Who will they choose for the main role?  
 4 When will they perform the play?  
 5 Where will they shoot the film?  
 6 Who will replace the star?  
 7 Why did they close down the cinema?  
 8 Who composed the soundtrack?  
 9 How much did they pay the actor?  
 10 When will they release the film?

- 8 A sequel to *Zombies* is being shot by Warner Movies in the Nordfold Woods area. The main role is being played by Jason Delore, but many minor roles in the film are being played by locals. Hundreds of short-term jobs have been created by the film and services for the cast and crew are being provided by local companies. Warner Movies says that the movie will be released soon.

- 9 1 is being built  
 2 was chosen as the  
 3 will be sent  
 4 leg was broken during  
 5 will be performed  
 6 was being composed by  
 7 was given  
 8 was made by my  
 9 was completely destroyed by  
 10 are being sold for

### Module 8

- 1 1 said        3 told        5 tell        7 said  
 2 told        4 said        6 said        8 told

- 2 1 She said that he didn't know the latest news.  
 2 Troy said that he could store 2GB of music on that.  
 3 Nick said that they had been using that software for a year.  
 4 Jane said that she had always loved photography.  
 5 Orla told May that he would copy the CD for her.

- 6 Ken told his dad that he was considering a career in show business.  
 7 Owen said that he had downloaded the program for me.  
 8 Fran said that she couldn't get that device to work.  
 9 Bob said that I mustn't press that button.  
 10 Steven said that he had been playing video games all night.

- 3 1 David told Jude not to forget to recharge the battery.  
 2 Elizabeth told me to remember to bring her MP3 player back.  
 3 She told him to be quiet.  
 4 The teacher told her to turn her computer on.  
 5 Kate told Nora not to tell anyone what she had said.

- 4 2 e suggested playing a video game.  
 3 c offered to order a takeaway.  
 4 f asked my friend where he had bought his.  
 5 d asked him to speak up.  
 6 b asked my friend to help me.

- 5 1 who            4 which/that        6 where  
 2 which            5 who/that            7 when  
 3 that/which

- 6 2 whose            ND    YES  
 3 which/that        D    NO  
 4 who                D    NO  
 5 where             D    NO  
 6 who                ND    YES  
 7 which             D    NO  
 8 who                ND    YES  
 9 where             D    NO  
 10 which/that        D    NO

- 7 1 which            (YES)  
 2 whose            (NO)  
 3 where            (NO)  
 4 when             (NO)  
 5 why               (NO)  
 6 who/that, whose (YES) (NO)  
 7 who, who        (NO) (NO)

- 8 2 Greg's new digital camera, which/that cost him a fortune, doesn't work.  
 3 Here's an ad for the laptop which/that I think I'll buy.  
 4 This is the laptop which/that I bought from a friend.

## Grammar Check Key

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- 5 I'm reading *The Time Machine* which/that was written by H. G. Wells.
  - 6 My friend bought a new MP3 player which/that stores up to 5GB of music.
  - 7 This is Mr Key, who is my Physics teacher.
  - 8 The CD-ROM, which/that I ordered weeks ago, was delivered today.
- 9 1 were sold by Mr Jackson
  - 2 was the text message sent
  - 3 who is my friend, lives
  - 4 were delivered
  - 5 where we ate
  - 6 was repaired by
  - 7 was designed by a
  - 8 which he just bought
  - 9 will be announced
  - 10 who have a password

## Module 1

### 1 **FOCUS ►** Predicting the content based on the title and picture

- Ask Ss to read the title of the song and look at the picture. Elicit suggestions as to what the song may be about.

#### **Suggested Answer Key**

*I think the title of the song refers to a relationship between two people probably two friends because the picture shows two young women smiling at each other.*

- Play the recording. Ss listen and follow the song in their books and check.

### 2 **FOCUS ►** Reading for specific information

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

#### **Answer Key**

*According to the singer, a good friend is kind and is always there when you need them. He/She is also helpful, loyal and strong and always knows what to do.*

### 3 a) **FOCUS ►** Personalising the topic/Talking about the importance of friendship

In pairs Ss discuss how important friendship is to them. Ask some pairs to report back to the class.

*(Ss' own answers)*

### b) **FOCUS ►** Giving opinions on having many/few friends

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

#### **Suggested Answer Key**

*A: I think it's good to have a lot of casual friends because then you will always have someone to go out with and spend time with.*

*B: I disagree. I think it's much better to have a few close friends who you can trust and rely on. Casual friends are not as loyal as close friends and they may let you down or not be there for you when you need them.*

*A: Yes, but I have my family to rely on. I prefer to keep my friendships casual because close friends can make a lot of demands on you emotionally ... etc*

## Proverbs

### 4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

#### **Suggested Answer Key**

*Friends are flowers in the garden of life. (Friends make life more beautiful just by being there.)*

*A friend in need is a friend indeed. (A friend who helps you when you really need help is a true friend.)*

*The best mirror is an old friend. (A person who has known you well for a long time can see things in you that you may not be able to see yourself.)*

*Once, I was in trouble and I needed help. My friend helped me when no one else would and showed that she was a really good friend.*

## Module 2

1 **FOCUS ►** Predicting the content based on the title

- Explain the task and ask Ss to look at the title and the words and phrases in the list. Elicit answers from various Ss around the class.

**Suggested Answer Key**

*I think the song is about valuing the things in life that don't cost any money such as your health and your friends and family and not worrying about money and shopping.*

- Play the recording. Ss listen and follow the song in their books and check.

2 **FOCUS ►** Reading for specific information

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*According to the singer, we can't buy love, happiness or health.*

3 **FOCUS ►** Personalising the topic/Discussing the relationship between wealth and happiness

Ss discuss the questions in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

*A: I would be very happy if I became rich. It would be fantastic! I would buy a big house for my family and a fantastic car and lots of things that I'd always wanted. How about you?*

*B: I don't think I would be happier because my life would change in ways that I wouldn't want it to. I would have to change my lifestyle because people would expect me to live and behave differently if I was a millionaire and I am quite happy the way I am ... etc*

## Proverbs

4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*A fool and his money are easily parted. (If you are not wise you will waste your money on foolish things.)*

*A full cup must be carried steadily. (You should be careful to look after what you have so as not to waste or lose any of it.)*

*A great fortune in the hands of a fool is a great misfortune. (A foolish person will not use it wisely or put it to good use and it will be wasted.)*

## Module 3

1 **FOCUS ►** Predicting the content based on the title and pictures

- Ask Ss to read the title of the song and look at the picture. Elicit suggestions as to what the song may be about.

**Suggested Answer Key**

*I think the song is about your ambitions and plans for the future because the title seems to refer to finding your place in the world and the pictures show three different jobs (a florist, an artist and a carpenter).*

- Play the recording. Ss listen and follow the song in their books and check.

2 a) **FOCUS ►** Reading for specific information

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer's advice is to find your place in the world and make the most of your life.*

b) **FOCUS ►** Agreeing/Disagreeing with advice

Ss discuss the questions in the rubric in pairs giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

*A: I agree with the singer because I think if you don't know what you want to do with your life then you may miss opportunities or waste a lot of time doing worthless jobs until you figure out what you want to be.*

*B: Well, I think you should definitely make the most of your life but I don't think you should have to fit yourself into a certain place or category because you should always be open to change ... etc*

3 **FOCUS ►** Personalising the topic/Talking about future ambitions

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

*(Ss' own answers)*

**Proverbs**4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*A place for everything, and everything in its place. (Order is a good thing.)*

*A good plan today is better than a perfect plan tomorrow. (A plan that you can put into action straight away, even if it is not perfect, is better than no plan at all.)*

*Different strokes for different folks. (All people cannot live their lives the same way.)*

**Module 4**1 **FOCUS ►** Predicting the context of words/phrases taken from the song

- Explain the task and ask Ss to look at the title and the words and phrases in the list. Elicit answers from various Ss around the class.

**Suggested Answer Key**

*I think the title of the song refers to environmental awareness and I expect to hear the phrases within this context.*

- Play the recording. Ss listen and follow the song in their books and check.

2 a) **FOCUS ►** Understanding the writer's attitude

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks we are killing the world by not recycling and buying things we don't need.*

b) **FOCUS ►** Understanding the writer's opinion

Elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks we can save our planet by recycling our rubbish, by not buying things we don't need and by doing everything we can to think green.*

3 **FOCUS ►** Giving a personal opinion on the future of the planet

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

A: *I think people are finally starting to realise that they must change the way they live to help the planet.*

B: *I think you're right. After all, we can already see the effects of global warming.*

A: *I think many people have already started to do what they can to help such as recycling and saving energy.*

B: *In the future, I think we will all live in an environmentally friendly way and much of the damage we have done will be repaired.*

A: *I hope you're right ... etc*

**Suggested Answer Key**

*I think the song is about free-time activities because the title refers to relaxation and the picture shows people white-water rafting and canoeing.*

- Play the recording. Ss listen and follow the song in their books and check.

2 **FOCUS ►** Understanding the writer's attitude

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks holidays are necessary because we need a break from our daily routine and time to relax and have some fun.*

3 a) **FOCUS ►** Personalising the topic/Talking about your holiday activities

Ss discuss their holiday activities in pairs. Monitor the activity around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

A: *I like to go on adventure holidays and do lots of different activities. What about you?*

B: *I prefer to relax on a beach and do very little on my holidays. etc*

b) **FOCUS ►** Talking about the perfect holiday

Ss discuss the question in the rubric in pairs and come to an agreement about what sort of holiday would be perfect for both of them. Monitor the activity around the class and then ask some pairs to report back to the class.

**Suggested Answer Key**

A: *I definitely like to do lots of activities when I'm on holiday so wherever we went there would have to be sports available.*

B: *Well, I like to lie on the beach and relax so it would have to be somewhere by the sea.*

A: *We could go to a seaside resort that had lovely sandy beaches as well as a wide range of water sports available as well.*

B: *Yes, that would be perfect. etc*

**Proverbs**

4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*Things done cannot be undone. (You cannot change things that have already happened.)*

*If you're not part of the solution, then you're part of the problem. (By not helping to make things better, you are making things worse.)*

*Actions speak louder than words. (Doing something to help a situation is much better than talking about it.)*

*All the flowers of tomorrow are in the seeds of today. (You must start something today if you want to see the benefits in the future.)*

**Module 5**

1 **FOCUS ►** Predicting the content based on the title and pictures

- Ask Ss to read the title of the song and look at the picture. Elicit suggestions as to what the song may be about.

## Proverbs

4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*All work and no play makes Jack a dull boy. (A person who works all the time and doesn't take time to relax and have fun is a very boring person.)*

*He lives long who lives well. (If you live a well-balanced life, then you will live a long time.)*

*Live for today for tomorrow never comes. (You should take the time to do the things you want to today otherwise you will never find the time to do them.)*

## Module 6

1 **FOCUS ►** Predicting the content based on the title and pictures

- Ask Ss to read the title of the song and look at the picture. Elicit suggestions as to what the song may be about.

**Suggested Answer Key**

*I think the song is about taking care of yourself in terms of diet and exercise because the title refers to taking care and the picture shows a woman ready to exercise with a bottle of water in her hand.*

- Play the recording. Ss listen and follow the song in their books and check.

2 **FOCUS ►** Understanding the writer's attitude

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks exercise is the key to a healthy life.*

3 a) **FOCUS ►** Personalising the topic/Talking about exercise habits

Ss discuss their own exercise habits in pairs, giving reasons for their answers. Monitor the activity around the class then ask individual Ss to report back to the class on their partner's exercise habits.

(Ss' own answers)

b) **FOCUS ►** Discussing types of exercise

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

*A: I think exercise that works the heart and lungs is the most effective because then the whole body gets a workout. For example, like with running or aerobics.*

*B: Yes, I see your point. I also think swimming is a very good form of exercise because it exercises the whole body. etc*

## Proverbs

4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*Healthy body, healthy mind. (If your body is fit and healthy then so is your mind.)*

*Health is better than wealth. (It is much better to be healthy than to be rich.)*

*No pain, no gain. (You have to suffer a little through a lot of hard work and effort to get the benefits of exercise.)*

## Module 7

- 1 **FOCUS ►** Relating the title to words/phrases taken from the song

Explain the task and ask Ss to look at the title and the words and phrases in the list. Elicit answers from various Ss around the class.

**Suggested Answer Key**

*I think the title of the song refers to stardom and fame and it is related to the phrases in the same context.*

- 2 **FOCUS ►** Understanding the writer's attitude

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks fame is not so important because the only thing that matters is who you really are and if you are happy with yourself then you are already a superstar.*

- 3 **FOCUS ►** Personalising the topic/Discussing fame

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

*(Ss' own answers)*

### Proverbs

- 4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*The sun shines upon all alike. (Everyone is equal on a basic level.)*

*Life is made up of little things. (It is the little things in life that make it worth living.)*

*He is rich who is satisfied. (Being content with your life is a very valuable quality.)*

## Module 8

- 1 **FOCUS ►** Relating the title to words/phrases taken from the song

Explain the task and ask Ss to look at the title and the words and phrases in the list. Elicit answers from various Ss around the class.

**Suggested Answer Key**

*I think the title of the song refers to technology and the future and it is related to the phrases in the same context.*

- 2 **FOCUS ►** Understanding the writer's attitude

Allow Ss some time to read the song again and elicit answers from various Ss around the class.

**Answer Key**

*The singer thinks computers and technology are useful because they can make our lives easier.*

- 3 a) **FOCUS ►** Personalising the topic/Talking about gadgets

Ss discuss their favourite gadget or electronics device in pairs, giving reasons for their answers. Monitor the activity around the class, then ask individual Ss to report back to the class on their partner's favourite gadget/device.

*(Ss' own answers)*

- b) **FOCUS ►** Discussing desirable gadgets/  
electronic devices

Ss discuss the question in the rubric in pairs, giving reasons. Monitor the discussion around the class, then ask some pairs to report back to the class.

**Suggested Answer Key**

*A: I would really like an MP3 player because they are so much smaller than portable CD players and you can store many more songs on them. What about you?*

*B: I would really like a digital camera because you can take better quality pictures and many more pictures than on an ordinary pocket camera. etc*

## Quotations

- 4 **FOCUS ►** Understanding English sayings

Read out the sayings and ask Ss if they can guess what they mean. Elicit explanations from various Ss around the class. Then ask Ss to suggest similar sayings they know from their L1. Allow Ss some time to come up with an example from their personal experience that illustrates the meaning of one of the sayings and elicit a variety of examples from Ss around the class.

**Suggested Answer Key**

*“When all else is lost, the future still remains.” (No matter what happens, there is always another day.)*

*“You can never plan the future by the past.” (The future is unknown so you cannot assume that things will happen as they have happened before.)*

*“I do not fear computers. I fear the lack of them.” (Computers are so useful and beneficial to society that without them we would not be so advanced.)*

# Merchant of Venice Key

## Before you start

### The Author

- 1 Stratford-upon-Avon
- 2 He was a tradesman.
- 3 The King Edward VI Grammar School
- 4 Latin grammar and literature
- 5 18
- 6 Anne Hathaway
- 7 3
- 8 In London
- 9 *Macbeth, Romeo and Juliet, A Midsummer Night's Dream, Hamlet, etc*
- 10 On 23 April 1616

### Background

- |     |      |     |     |
|-----|------|-----|-----|
| 1 F | 3 DK | 5 T | 7 T |
| 2 F | 4 DK | 6 F |     |

### The Plot

- |     |     |     |
|-----|-----|-----|
| 1 B | 2 C | 3 A |
|-----|-----|-----|

### The Characters

- 1 Shylock (people treat him badly)
- 2 Gratiano (admires Bassanio and likes to do everything Bassanio does)
- 3 Portia (a beautiful woman)
- 4 a) Bassanio (a loyal friend)  
b) Gratiano (completely loyal to Bassanio)
- 5 Jessica (unhappy because she hates living with her father)
- 6 Bassanio (likes to spend a lot of money)
- 7 Shylock (angry because people treat him badly)
- 8 a) Nerissa (listens to Portia's problems)  
b) Salarino and Salanio (try to cheer Antonio up)
- 9 The Duke of Venice (very wise ... must decide what to do)
- 10 Nerissa (always gives Portia sensible advice)

## Episode 1

### Before Reading

#### 1 (Suggested Answers)

Shylock, Antonio, Bassanio and Portia / In a street in Venice / In the first picture, Shylock and Antonio seem to be having an unpleasant conversation; in the second picture, Bassanio is telling Antonio of his love for Portia.

**angry:** Shylock, picture 1

**fed up:** Antonio, picture 1

**in love:** Bassanio and Portia, picture 2

**worried:** Antonio, picture 2

### While Reading

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

### After Reading

#### 3 (Suggested Answers)

- because he wants to marry Portia and he needs money for the wedding.
- I don't think you should make a habit of it, but I can't see any harm if a genuine need arises. / Not really, if you are not sure that you can pay it back. Also you sometimes have to pay interest, which is expensive.
- I usually ask my parents / a friend / my relatives to lend me some.
- Bassanio is going to borrow money from Shylock.

## Episode 2

### Before Reading

#### 1 (Suggested Answers)

At Shylock's house. / Yes, because we can see Antonio signing an agreement in the second picture. / No, because he looks very worried about Antonio's ships and whether he will be able to pay him back in the first picture.

- 2 In the first picture Shylock looks worried and unsure; in the second picture he looks pleased and almost smiling. This is because he thinks at first that Antonio's ships may be lost and he will not get his money back. Then he realises that he has a chance of taking revenge on Antonio by taking a pound of his flesh if he fails to repay him.

**While Reading**

- 3 1 He thinks he will not get paid back because Antonio may lose all his ships.
- 2 He doesn't like him because Antonio thought it was wrong to lend people money and charge them interest.
- 3 Shylock will lend Antonio three thousand ducats, to be paid back in a period of months. If Antonio does not do this, he must let Shylock take a pound of his flesh.
- 4 Bassanio thinks that Antonio is risking his personal safety by making this agreement with Shylock.
- 5 Antonio believes that his ships will return safely and he will then have plenty of money.

**After Reading**

- 4 (Suggested Answers)
  - He thinks Antonio's ships won't return and he will be able to carry out his plan and take revenge.
  - Yes, he did, because although he was taking a personal risk, he was helping his friend, Bassanio, which shows how loyal he was. / No, he didn't, because he put himself at great risk and maybe even Bassanio could have got into trouble.
  - Bassanio is going to get the money he needs and he will go to Belmont to propose to Portia.

**Episode 3**

**Before Reading**

- 1 (Suggested Answers)
 

Launcelot. / A piece of paper; it could be a note.
- 2 She seems to be escaping from a window and maybe she doesn't want anyone to recognise her, so she has dressed up as a boy.

**While Reading**

- 3 1 Jessica writes a letter to Lorenzo.
- 2 Jessica tells Launcelot her plan.
- 3 Launcelot finds Lorenzo and his friends.
- 4 Launcelot gives the letter to Lorenzo.
- 5 Lorenzo tells his friends about Jessica's plan.
- 6 Lorenzo and his friends go to Shylock's house.

- 7 Jessica hands down a box of gold and jewels from the window.
- 8 Jessica climbs down a tree.

**After Reading**

- 4 (Suggested Answers)
  - happy and excited, because she has made a plan to escape and marry the man she loves.
  - maybe lonely, as she is living alone in the house with her father whom she doesn't like, and she says that nothing much happens at home.

**Episode 4**

**Before Reading**

- 1 (Suggested Answers)
 

Maybe it has something to do with Portia, as we can see her in the second picture, where she seems to be waiting a little impatiently for some kind of answer or result.
- 2 1 He's opening the gold box.
- 2 He seems disappointed with what he has found inside.
- 3 He's opening the silver box.
- 4 He's probably thinking that he has been made a fool of.

**While Reading**

- |          |        |                    |
|----------|--------|--------------------|
| 3 1 test | 3 wise | 5 a piece of paper |
| 2 sad    | 4 gold | 6 deserved         |

**After Reading**

- 4 (Suggested Answers)
  - because Portia was beautiful and rich and her father wanted to be sure that she married the best husband for her.
  - a silly one, because choosing the right box is just a matter of chance and guesswork. / a clever one, because the inscriptions written outside test the character of the man.
  - the gold box, because it says many people would want what is inside it. / the silver box, because it says I will get what I deserve, so that would be fair.
  - Someone is going to open the lead box and will pass the test, since the other two have failed.

## Episode 5

### Before Reading

#### 1 (Suggested Answers)

Bassanio is opening the lead box.

- 2 Bassanio has passed the test of the perfect husband and is proposing to Portia. Something similar seems to be happening with Nerissa and Gratiano. Both couples are exchanging rings.

### While Reading

- |   |        |           |        |
|---|--------|-----------|--------|
| 3 | 1 test | 3 picture | 5 wife |
|   | 2 lead | 4 ring    | 6 day  |

### After Reading

#### 4 (Suggested Answers)

- 1 because she was afraid he would fail it and then they couldn't get married.
- 2 because he would give and risk everything for Portia, as the inscription asked.
- 3 Yes, I do, because Portia doesn't want him to go and Bassanio is sure he is the right man for her. / No, I don't, because they don't know each other very well and Bassanio may only want her because she is rich and beautiful.
- 4 Maybe the two couples will get married, or maybe we will find out more about Jessica and Lorenzo.

## Episode 6

### Before Reading

#### 1 (Suggested Answers)

Shylock looks angry in both pictures and is probably discussing Jessica's escape with Salarino and Salanio. He might be angry with Antonio because he thinks Antonio had a hand in it. Maybe Antonio's trouble also includes the fact that he has bad news about his ships, which means Shylock will want his pound of flesh.

- 2 The box is probably open because Jessica has disappeared with Shylock's gold and jewels, as we learned she had planned to do in Episode 3. / Shylock must be furious and is probably threatening to punish Jessica severely when he finds her. I suppose he is also saying how sad he is about the missing wealth.

### While Reading

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

### After Reading

#### 4 (Suggested Answers)

- Yes, because she is his own flesh and blood. / No, because he treats her badly and is very strict.
- because
  - a) Antonio makes fun of him but borrows his money,
  - b) he has been involved in Jessica's escape,
  - c) he accuses Shylock of charging interest on his loans.
- Yes, because one bad turn deserves another and the first person learns a valuable lesson. / No, because two wrongs don't make a right and the person taking revenge only becomes more bitter. It is better to forgive your enemies.
- We are going to learn more about Antonio and his problem with the ships he has lost.

## Episode 7

### Before Reading

#### 1 (Suggested Answers)

He has news from Antonio that his ships are lost and he realises that Antonio will not be able to pay Shylock back the money he borrowed, meaning that Shylock can now take his pound of flesh.

- 2 She's speaking to her maid Nerissa and holding a paper, maybe a letter. She must have some kind of plan to help Antonio out of his difficult situation.

### While Reading

- 3
  - 1 His ships are lost at sea and he cannot afford to pay Shylock back his money.
  - 2 She tells him to go to Antonio at once.
  - 3 She writes a letter to her cousin, Doctor Bellario, a doctor of law.
  - 4 One of Portia's servants.
  - 5 Books, papers and clothes.
  - 6 They are going to go to Venice and disguise themselves as young lawyers to help Antonio.

## After Reading

## 4 (Suggested Answers)

- 1 Bassanio feels very worried. / He is afraid that Shylock will take his pound of flesh from Antonio.
- 2 Bellario is a doctor of law and can give her advice about how she can help Antonio in court.
- 3 Yes, I think her plan will work, because her cousin Bellario will give her good advice about how to win in court. / No, I don't think her plan will work, because people will recognise Portia and Nerissa in their disguise.

## Episode 8

## Before Reading

## 1 (Suggested Answers)

Shylock and Antonio are in court. The judge is hearing the case for Shylock's pound of flesh. Portia is defending Antonio.

- 2 They are Portia and Nerissa in their lawyers' disguise.
- 3 In the first picture, Shylock is very angry with Antonio and sure of his case. He is going to demand his pound of flesh. In the second picture, it seems that Portia is winning the case for Antonio. Shylock appears to be taken aback by something unpleasant and unexpected and the case is not going as he had hoped.

## While Reading

- |                        |           |
|------------------------|-----------|
| 4 1 The Duke of Venice | 4 Shylock |
| 2 Shylock              | 5 Shylock |
| 3 Portia               | 6 Antonio |

## After Reading

## 5 (Suggested Answers)

- because he wants his pound of flesh in order to get revenge.
- She finds fault with Shylock's plan. According to the law, he must take only the flesh without the blood, but that is not possible. Also, this act would make Shylock a murderer.
- extremely relieved and grateful to Portia.
- very angry that his plan hasn't worked.
- Antonio and Bassanio are going to thank the two young lawyers for helping them, but I don't think they will find out yet who they really are.

## Episode 9

## Before Reading

## 1 (Suggested Answers)

- 1 Bassanio is happy because Portia has saved his friend, Antonio.
- 2 Gratiano is giving her the ring in payment for her services in court and as a token of thanks.
- 3 Shylock has gone home in disgust.

## While Reading

- 2 1 D    2 C    3 A    4 E    5 B

## After Reading

## 3 (Suggested Answers)

- 1 They want to play a trick on them; they want to have some fun with them.
- 2 I think they were right, because the young lawyers had saved their friend's life and giving the rings away showed how grateful Bassanio and Gratiano were. / I think they were wrong, because although the young lawyers did a very great thing, the men should not have broken their promises to their wives.
- 3 Yes, I do. My parents taught me that keeping a promise is very important, and you can't trust someone who doesn't keep their promise. / No, not every single time. We're all human, and sometimes we forget or circumstances change and it isn't possible to keep the promise we have made.
- 4 Obviously, at the end of the play Bassanio and Gratiano have to find out who the young lawyers really are. I don't think the ladies will be angry with them about the rings, because Portia said it was all about having some fun with them.

## Episode 10

## Before Reading

## 1 (Suggested Answers)

Everybody seems to be feeling very happy because of the successful trial, and we can see them celebrating by raising their glasses.

**While Reading**

- |   |   |         |   |           |
|---|---|---------|---|-----------|
| 2 | 1 | arrived | 5 | ring      |
|   | 2 | wearing | 6 | surprised |
|   | 3 | lawyer  | 7 | silly     |
|   | 4 | angry   | 8 | wives     |

**After Reading**

**3 (Suggested Answers)**

- Yes, because they confused their husbands but they didn't really do any harm. / No, because the husbands felt foolish and embarrassed, and the trick with the rings put them in a very difficult position.
- The story ends happily for almost everyone, but Shylock is not happy that his plan for revenge has failed.
- It teaches us a number of lessons.

Appearance and reality can be two different things: The three boxes show that things are not always as they appear on the outside. Money is less important than friendship and love: Shylock, whose god is money, is the most unhappy character in the play.

Friendship and love are worth sacrificing oneself for:

Bassanio shows that he is willing to give and risk all for Portia when he opens the lead box.

The qualities of mercy and justice receive their just rewards:

Shylock is not prepared to show any mercy to Antonio, but his plan for revenge misfires.

**Final Comprehension Quiz**

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

**(Suggested Answers)**

- My favourite character is Antonio, because he is willing to take a big risk to help his friend Bassanio.
- I dislike Shylock, since all he cares about is money. He is also a cruel man who is not prepared to show any mercy.

- Yes, I think it would be an easy way to make money. / No, because I feel that it is unfair to take advantage of people who are desperate for money by charging them interest.
- Yes, because lawyers can really help people get out of difficult situations. / No, because lawyers are only interested in their clients and not necessarily in seeing justice done.
- Clear, methodical thinking; a quick mind; good at public speaking and persuading others.
- Yes, because it's difficult to convince people. Defending someone who is in the wrong may make you feel dishonest. / No, since lawyers are well prepared by their study and training. They don't have to make final decisions; the judge and jury do this.
- When they return home to Belmont after the trial, Bassanio and Gratiano confess to giving the rings to the two young men in court. Portia and Nerissa are very angry with their husbands for breaking their promise to wear the rings always. They decide not to tell their husbands the true identity of the young lawyers. Instead, they pretend to believe that Bassanio and Gratiano have given the rings to other women. Therefore, feeling their husbands are not to be trusted to keep their promise, they end up leaving them.
- The Pound of Flesh

**Project**

**(Suggested Answer)**

Shylock was a rich and highly successful moneylender. Nobody liked him very much, as he charged much higher rates of interest than other moneylenders, but he was successful because you could always borrow as much as you wanted immediately.

He lived all alone in the heart of London's banking area. Every morning, dressed in expensive suits and silk ties, he walked to his office round the corner from his flat. Only very desperate people came to Fairway Financial Services, and the more desperate they were, the more interest Shylock charged them.

One day a thin man dressed in shabby jeans came into his office.

“My name is Tony Burns,” he said. “I need to borrow thirty thousand pounds for my daughter to have an operation. I have to send her for surgery in New York next week. If I delay, she might die. The bank can’t loan me the money that quickly. Can you help?”

“Thirty thousand pounds is a lot of money, Mr Burns,” replied Shylock. “What can you give me if you fail to pay back the loan?”

“You can take my flat,” said Tony. “It’s worth five times the amount.”

“All right,” agreed Shylock, “but I’ll have to charge you an extra ten thousand pounds interest. You can have a year to repay the money.”

Tony’s face fell. He was only a London taxi driver, and he knew he could never repay forty thousand pounds so quickly. So they agreed on another plan. Tony would work for Shylock part-time in the evenings as a debt collector. This would be unpaid work over a period of five years, so that Tony could pay back his loan.

It seemed very hard and unfair to Tony, but there was nothing else he could do, as he loved his little daughter dearly.

The child was operated on in New York and within a month she was home again. The doctors were very pleased with her progress. Tony was overjoyed to learn that her chances of a full recovery were almost certain.

In the meantime, he had started working for Shylock. It was very tiring for him spending all day driving his passengers around London, and then having to deal with Shylock’s difficult customers, who made all kinds of excuses why they couldn’t repay their loans.

The other moneylenders in the area soon realised what was happening and took legal action. Shylock was breaking the rules of the Moneylenders’ Association. The rules said interest was to be no more than fifteen per cent, and Shylock was charging more than thirty per cent. The court ordered him to cancel Tony’s debt and he himself was no longer allowed to practise as a moneylender. Instead, Shylock became very poor and had to earn his living as an insurance salesman.

# Workbook Key

## Unit 1a – Reading Skills

- 1 1 f            3 d            5 a  
2 e            4 c            6 b
- 1 designer labels            4 window shopping  
2 great outdoors            5 Horse riding  
3 dance music            6 computer game
- 2 1 a            3 b            5 b            7 b            9 b  
2 b            4 a            6 a            8 b
- 3 1 film            3 look            5 friend  
2 bite            4 bargain
- 4 1 a            2 a            3 a            4 b

## Unit 1b – Listening & Speaking Skills

- 1 **Positive** – loyal, respected, creative, supportive, patient, trusting, dedicated, caring  
**Negative** – dishonest, mean, selfish, jealous, aggressive, moody
- 2 1 H            4 K            7 F            10 L            13 A  
2 D            5 G            8 B            11 I  
3 C            6 M            9 E            12 J
- 3 1 eye            3 nerves            5 head  
2 neck            4 shoulder            6 back
- 4 1 supporting            3 well-meaning  
2 careful            4 respectful
- 5 1 b            2 b            3 a            4 b            5 a

## Unit 1c – Grammar in Use

- 1 1 a – PC            5 c – PC            9 b – PS  
2 j – PPS            6 d – PPC            10 h – PC  
3 g – PS            7 f – PPS  
4 i – PS            8 e – PC
- 2 1 have            6 has been helping  
2 have known            7 are going  
3 send            8 is celebrating  
4 try            9 have been looking  
5 have started            10 am taking
- 3 1 am seeing; see  
2 enjoys; is he enjoying  
3 are thinking; don't think  
4 has; is having  
5 is looking; looks  
6 is appearing; appears  
7 are you smelling; smell  
8 Does, weigh; I am weighing  
9 is he being; are  
10 are you tasting; tastes

- 4 1 have you been doing; have been swimming; cycling  
2 has Patrick worked; has been  
3 Does he know; he is learning  
4 Has she been studying; is sitting  
5 Have you played; have been playing
- 5 1 have, been in            6 has been to  
2 has gone to            7 has gone to  
3 have been to            8 has been to  
4 has gone to            9 have, been to  
5 has been to            10 Have, been to
- 6 2 A: She looks annoyed.  
B: She is. She's been trying to send an email for an hour.
- 3 A: They look happy.  
B: They are. They have been waiting for their exam results for a month.
- 7 1 down on            3 out for            5 up  
2 forward to            4 after
- 8 1 on            2 at            3 with            4 about            5 at

## Unit 1d – Literature

- 1 a) **Face:** pretty, sweet, round, peaceful, plump, long, baby, tanned, pale, spotty, youthful, slim, expressive, thin  
**Hair:** thick, smooth, white, long, grey, curly, bald, spiky, fair, brown, thin, dark  
**Eyes:** brown, blue, expressive, bright, grey, bright, wide, pretty, round, dark, big  
**Nose:** wide, upturned, pointed, pretty, big  
**Lips:** big, thin, thick  
**Chin:** pointed, big  
**Height:** tall  
**Age:** baby, in his/her teens, youthful  
**Build:** plump, slim, overweight, skinny, thin  
**Complexion:** white, fair, rosy, youthful, tanned, pale, spotty, dark, smooth, brown
- b) 1 Sue is in her teens. She has long, dark curly hair and a slim build. She has a pretty face with a rosy complexion and expressive eyes.  
2 Bob is in his teens. He has a round face and a tanned complexion. His dark hair is thick and spiky. Bob has dark eyes, a wide nose and a pointed chin.  
3 Laura is in her teens. She is tall and thin. Her hair is smooth and long and she has a pale complexion. Laura has big lips and bright eyes.  
4 Steve is in his teens. He has curly fair hair and a pale complexion and he is skinny.

- 2 1 comical 9 bundled  
 2 thoughtful 10 tranquillity  
 3 fierce 11 knitting  
 4 plain 12 twilight  
 5 faded 13 crackled  
 6 vain 14 bloomed  
 7 sharp 15 provided  
 8 slender

- 3 2 sharp-tongued 6 baby-faced  
 3 broad-shouldered 7 wide-eyed  
 4 green-eyed 8 long-legged  
 5 warm-hearted 9 cold-hearted

### Unit 1e – Writing Skills

1 **Key words:** came back from a holiday, enjoyed a lot, letter, English pen-friend, what you did, who you met, what they were like

- 1 my pen-friend  
 2 in England  
 3 at home  
 4 to tell my friend all about my holiday  
 5 what I did; who I met; what they were like  
 6 Dear .....; Love,

- 2 a) 1 F 3 E 5 D 7 C  
 2 B 4 G 6 A  
 b) i 6 iii 7 v 4 vii 2  
 ii 3 iv 5 vi 1

- 3 1 C 2 A 3 B  
 4 1 B 2 C 3 A

### Unit 1 – Vocabulary Practice

- 1 1 conserve 4 teasing  
 2 take 5 tend  
 3 manufactured
- 2 1 b 3 e 5 a  
 2 d 4 f 6 c  
 1 baggy jeans 4 street markets  
 2 guest speaker 5 top designers  
 3 brand names 6 counselling service
- 3 1 of 3 about 5 up  
 2 for 4 out 6 up
- 4 1 individuality 4 inspiration  
 2 affordable 5 eliminate  
 3 designer
- 5 1 A 3 C 5 C 7 D  
 2 B 4 A 6 C 8 C

### Spotlight on Exams

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

### Unit 2a – Reading Skills

- 1 1 c 2 d 3 e 4 b 5 a  
 1 student loan 4 household bills  
 2 Bus fares 5 pocket money  
 3 shopping spree
- 2 1 afford 4 catch 7 wastes  
 2 resist 5 handing  
 3 survive 6 saving
- 3 1 borrow 3 earn 5 pay; cost  
 2 waste 4 lend
- 4 1 make ends meet 3 splash out  
 2 dig deep in my pockets 4 can't afford to

### Unit 2b – Listening & Speaking Skills

- 1 1 skydiving 4 archery  
 2 snowboarding 5 white-water rafting  
 3 martial arts 6 aerobics

#### (Suggested Answers)

- 1 snowboarding, martial arts  
 2 aerobics  
 3 martial arts  
 4 archery, white-water rafting  
 5 skydiving, snowboarding
- 2 a) 1 ambitious 5 Adventurous  
 2 Sensitive 6 reserved  
 3 Imaginative 7 Daring  
 4 outgoing 8 Cautious
- b) (*Ss' own answers*)
- 3 1 straight 2 joke 3 cool
- 4 1 b 2 b 3 a 4 b 5 a

### Unit 2c – Grammar in Use

- 1 1 to go, bowling 4 playing, waiting  
 2 to get, opening 5 laughing, teasing  
 3 to walk, doing
- 2 1 b 3 a 5 b 7 b 9 a  
 2 b 4 a 6 a 8 b 10 b

- 3 1 borrow, to wear 4 sit, standing  
 2 to get, meeting 5 going, watching  
 3 going, doing

4 (Suggested Answers)

- 1 swimming. 6 not to go out.  
 2 to go! 7 travelling.  
 3 reading. 8 stop talking.  
 4 waiting. 9 snowboarding.  
 5 to watch TV. 10 come to the cinema.

- 5 1 being 5 cry 9 to tell  
 2 to feed 6 to do 10 use  
 3 tidy 7 blushing  
 4 going 8 study

- 6 1 remind me to set  
 2 had to borrow money from  
 3 is keen on going  
 4 (really) taken after  
 5 can't wait to go  
 6 took up karate  
 7 prefer to watch  
 8 can't stand listening  
 9 I can afford  
 10 don't mind helping him

- 7 1 up 3 after 5 in  
 2 off 4 over 6 out

- 8 1 at 3 on 5 about  
 2 of 4 in

- 9 1 earn 2 borrow 3 win 4 waste

Unit 2d – Literature

- 1 1 suburban 3 cross 5 unjust  
 2 dull 4 dreadful 6 merry

- 2 1 c 2 a 3 d 4 e 5 b  
 1 French windows 4 doll's house  
 2 coloured glass 5 estate agent  
 3 good intentions

- 3 1 turned 3 grows 5 going  
 2 getting 4 make

- 4 a) 1 darken 3 intention 5 perfection  
 2 refurbish 4 inexperience

- b) 1 inexperience 3 darkened 5 intention  
 2 refurbished 4 perfection

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

Unit 2e – Writing Skills

- 1 1 informal opening  
 2 abbreviation  
 3 omitted preposition  
 4 omitted verb and pronoun  
 5 omitted article  
 6 informal closing remarks  
 7 omitted verb and pronoun  
 8 short form

2 (Suggested Answers)

A Hi Ivan,  
 Hope you're well. Having great time in Dublin.  
 Charming city and a lot to do. Went to National  
 Art Gallery Tuesday, saw Book Of Kells in Trinity  
 College yesterday. Bought you a lovely present.  
 See you soon,  
 Maria

B Hi Sally,  
 Thanks for email. Glad you're happy in new  
 town. I'm fine. Went to cool party Saturday  
 night, had great time. Found part-time job  
 too. Will phone soon and tell you about it.  
 Talk soon,  
 Angela

C Sorry can't come tonight – have important  
 meeting. Will call you tomorrow to explain.  
 Take care

- 3 No, it doesn't. It doesn't include the second bullet  
 point:  
 • you haven't seen Dad

Unit 2 – Vocabulary Practice

- 1 1 players 3 consumers 5 presenters  
 2 spectators 4 competitors 6 sports

- 2 1 with 3 in 5 for  
 2 to 4 out of 6 on

- 3 1 noticed 3 watch 5 view  
 2 observe 4 looking 6 see

- 4 **match:** tennis, badminton, rugby, hockey, boxing,  
 cricket, wrestling  
**race:** dogsled, swimming, horse, go-kart, boat, car,  
 cross-country

- 5 1 c 2 d 3 a 4 e 5 b  
 1 cleaning products 4 air-conditioning filters  
 2 insect sprays 5 breathing problems  
 3 Dust mites

6 1 C 2 F 3 D 4 A 5 E

### Spotlight on Exams

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

### Unit 3a – Reading Skills

1 **Type of school:** boarding, single-sex, co-educational, specialist, private, state  
**School subjects:** maths, art, science  
**People in school:** teachers, students  
**School facilities:** library, science labs  
**Extra curricular activities:** drama, sports, photography

2 (*Ss' own answers*)

3 1 student 3 degree  
2 uniform 4 class

4 1 d 3 e 5 a  
2 c 4 b

#### (Suggested Answers)

1 attend classes 4 wear a uniform  
2 sit exams 5 makes the rules  
3 do homework

5 1 get 3 graduate 5 enrol  
2 studying 4 fail

### Unit 3b – Listening & Speaking Skills

1	<b>Hospital</b>	nurse, surgeon, doctor, secretary
	<b>Office</b>	managing director, lawyer, secretary, translator, businessman, architect
	<b>Bank</b>	cashier
	<b>Outdoors</b>	fisherman, gardener, artist
	<b>From home</b>	artist, author, translator

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

1 emergency services  
2 medical profession  
3 armed forces  
4 common sense  
5 shift work  
6 skilled job  
7 highly-qualified personnel

3 1 self-employed 3 9-5 5 overtime  
2 part-time 4 skills

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

5 1 home 3 boat  
2 footsteps 4 jack

6 1 a 2 b 3 a 4 b 5 a

### Unit 3c – Grammar in Use

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

2 1 am going to 6 are going to  
2 will 7 will  
3 are going to 8 am going to  
4 will 9 will  
5 will 10 will

3 1 will be taking 4 am going to meet  
2 will have finished 5 will have cooked  
3 Will you be seeing

4 1 as soon as 3 until 5 before  
2 after 4 while

5 1 the hardest 7 more interesting  
2 more stressful 8 the best  
3 the most hardworking 9 younger  
4 more difficult 10 colder, colder  
5 more 11 the worst  
6 the most exciting

6 1 not as easy as English 4 more difficult than  
2 before we start 5 as soon as  
3 was not as far as

7 1 artists 3 singer 5 collector  
2 driver 4 actors

8 1 on 2 up 3 at 4 out 5 up

9 1 for 3 with 5 of 7 with  
2 from 4 for 6 for

10 1 work 2 wages 3 staff 4 points

### Unit 3d – Literature

1 1 stared 3 purr 5 aroused  
2 muttering 4 overflowing 6 beamed

2 1 commercial 3 misty 5 peaceful  
2 ashamed 4 abandoned 6 sorrowfully

3 1 c 2 d 3 b 4 a  
1 maternal instinct 3 sound asleep  
2 school entrance 4 deep ... ties

- 4 1 learn 2 die 3 open 4 mind  
 5 1 A 3 A 5 A 7 B  
 2 B 4 C 6 C

**Unit 3e – Writing Skills**

- 1 1 formal greeting  
 2 advanced vocabulary/set phrase  
 3 formal linker  
 4 full form  
 5 passive voice  
 6 formal ending

**2 (Suggested Answers)**

- 1 I am writing to apply for  
 2 For this reason  
 3 I have always been interested in  
 4 I have enclosed a copy of my CV  
 5 I can be contacted  
 6 Yours sincerely, Peter Bennet

- 3 1 C 2 D 3 B 4 A

**Unit 3 – Vocabulary Practice**

- 1 1 hatch 4 share 7 encourage  
 2 expect 5 afford  
 3 experience 6 state
- 2 1 e 3 f 5 d 7 c  
 2 h 4 a 6 g 8 b
- 1 report card 5 organising committee  
 2 class discussion 6 poorly paid  
 3 driving lesson 7 Business Studies  
 4 newly-born 8 sponsored event
- 3 1 under 2 with 3 with 4 on
- 4 1 independently 3 barely  
 2 designer 4 protection
- 5 1 fault 3 extinct 5 rare  
 2 artificial 4 beach 6 raise

**Spotlight on Exams**

- 1 1 B 2 C 3 F 4 A 5 E
- 2 1 students 4 different 7 definitely  
 2 famous 5 cultural  
 3 eastern 6 quickly

**Unit 4a – Reading Skills**

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

- 1 writing paper 4 vegetable peelings  
 2 energy consumption 5 compost heap  
 3 packed lunch 6 excessive packaging

- 2 1 waste 5 harms 9 encourage  
 2 replace 6 released 10 swap  
 3 wrap 7 decomposes 11 save  
 4 reused 8 store

- 3 1 away 2 off 3 down, on 4 down on

4

	juice	coal	water	shampoo	cereal
bag		✓			
carton	✓				
box					✓
bottle			✓	✓	

- 5 1 C 3 B 5 C 7 D  
 2 B 4 D 6 B

**Unit 4b – Listening & Speaking Skills**

- 1 a) 1 b 2 c 3 a 4 d
- b) 1 increases 4 provides  
 2 improve 5 destroyed  
 3 cutting down 6 decreased
- 2 1 e 2 c 3 b 4 a 5 d
- 1 natural habitats 4 Conservation programmes  
 2 power stations 5 global warming  
 3 modern lifestyle
- 3 1 electricity 3 adoption 5 enclosure  
 2 congestion 4 personalised 6 certificate
- 4 1 cloud 3 rainy  
 2 weather 4 storm
- 5 1 b 2 a 3 b 4 b

**Unit 4c – Grammar in Use**

- 1 1 f 3 c 5 a 7 j 9 b  
 2 h 4 i 6 g 8 d 10 e
- 2 1 should 5 must 9 must  
 2 must 6 May 10 can't  
 3 mustn't 7 Can  
 4 Would 8 couldn't
- 3 1 Shall we take the empty bottles to the recycling centre?  
 2 Could you please turn off the cooker?  
 3 May I use my phone here?  
 4 Will you please turn off the lights?

- 5 You mustn't drop litter.  
 6 People ought to do more for the environment.  
 7 You should not throw away empty bottles and jars.  
 8 Can you make a compost heap?  
 9 You ought to buy things with simple packaging.  
 10 The centre must be just around the corner.

- 4 1 would                      3 May  
 2 shouldn't                4 Would, don't have to
- 5 2 May/Can I leave the classroom for five minutes?  
 3 You can't/mustn't take pictures.  
 4 You needn't prepare anything.  
 5 You had better not/shouldn't ride your bicycle to work today.  
 6 I may/might be late tonight.  
 7 You must do your share to protect the environment.

- 6 1 Swimmers must be careful.  
 2 You mustn't leave rubbish behind (on the beach).  
 3 You mustn't play loud music (at the beach).  
 4 You mustn't light fires (on the beach).  
 5 You mustn't swim (immediately) after eating.

- 7 1 from      3 to      5 under, from      7 of  
 2 in          4 in      6 about

- 8 1 into                      3 out of              5 on  
 2 away from              4 over

- 9 1 irresponsible                      3 unusual  
 2 uninformed/misinformed      4 inadvisable

### Unit 4d – Literature

- 1 **Insect:** fly, bee  
**Reptile:** lizard, crocodile, snake  
**Mammal:** elephant, horse, dog, whale, monkey, cat  
**Fish:** salmon  
**Bird:** eagle, robin, crow

- 2 1 tail                      4 beak                      7 paw  
 2 trunk                    5 feather                  8 scales  
 3 mane                    6 wing                      9 claw

- 3 1 cried                      5 praised  
 2 glitters                    6 softened  
 3 yelped                    7 whispered  
 4 endure

- 4 1 motionless                  4 amazement  
 2 monstrous                5 confident  
 3 wonderful                 6 triumphantly

- 5 1 at                          3 in                          5 in  
 2 on                         4 at                         6 on

- 6 1 swamps                  3 clearing                  5 marvellous  
 2 track                      4 thuds                      6 trunks

### Unit 4e – Writing Skills

- 1 1 C                      2 A                      3 B

#### 2 (Suggested Answers)

- 1 There are many reasons why we need to reduce the amount of paper we use.  
 2 It is important to stop polluting our oceans.  
 3 It is important to reduce the use of cars on our roads.

- 3 1 In addition                      4 Nevertheless  
 2 Not only; but                    5 In addition  
 3 To sum up

- 4 a) 1 B                      2 A                      3 C

#### b) (Suggested Answers)

Firstly, people are afraid of them as they don't know what effect these crops will have on them in the future. Secondly, they damage the environment because they have a negative effect on other plants. Finally, genetically modified crops are expensive since farmers have to buy the seeds from big companies.

- 5 a) A beginning                      C beginning  
 B ending                              D ending

- b) A address the reader directly, use a rhetorical question  
 B use a quotation  
 C use a rhetorical question  
 D (no special technique has been used)

### Unit 4 – Vocabulary Practice

- 1 a) 1 trunk                      3 leaves                      5 roots  
 2 branches                    4 bark

- b) 1 convert                    3 grow                      5 store  
 2 obtain                      4 absorb

- 2 1 f                          3 g                          5 d                          7 c  
 2 a                          4 e                          6 b

- 1 tropical rainforests                  5 crystal clear  
 2 tree bark                              6 cough mixture  
 3 coral reef                              7 forest floor  
 4 breeding grounds

- 3 1 join                          3 protected                  5 acting  
 2 conserve                    4 reverse                    6 make

- 4 1 August                      3 Stevens                  5 Empty  
 2 8                              4 Jill                         6 Islands

**Spotlight on Exams**

- 1 1 D      3 C      5 C      7 A  
 2 A      4 D      6 B

**Unit 5a – Reading Skills**

- 1 1 g      3 d      5 c      7 b  
 2 f      4 e      6 a
- 1 breathtaking view      5 delayed flight  
 2 guided tour      6 local dishes  
 3 street vendors      7 annual festivals  
 4 home comforts
- 2 1 temples      3 viruses      5 selling  
 2 beach      4 trails

3

	book	hire		prolong	extend
a ticket	✓		a stay	✓	✓
a car		✓	a speech	✓	
a holiday	✓		work permit		✓
a tour guide		✓	a visit	✓	✓
a hotel room	✓		a contract		✓
a flight	✓				

- 4 1 cheap      3 ancient      5 breathtaking  
 2 rocky      4 nasty      6 spectacular
- 5 1 exhibition      3 trip      5 trek  
 2 coast      4 voyage
- 6 1 left      3 cash      5 hire  
 2 catch      4 tried      6 included

**Unit 5b – Listening & Speaking Skills**

- 1 **Types of holiday** – working, self-catering, adventure, backpacking, cruise, skiing, camping  
**Places to stay** – B&B, chalet, hostel, hotel, caravan, guest house  
**Weather** – overcast, freezing, rainy, scorching, stormy, boiling hot
- 2 1 single      3 absolute      5 crowded  
 2 rude      4 disgusting      6 terrible
- 3 1 stolen      3 mugged  
 2 pickpockets      4 robbed
- 4 1 port      2 road      3 heart      4 track
- 5 1 How awful!      3 Not that great actually.  
 2 I can't wait.      4 How disappointing!

**Unit 5c – Grammar in Use**

- 1 1 Did you see; was sleeping  
 2 didn't you answer; was taking  
 3 did you stay; rented  
 4 Were you feeling; was  
 5 was Jill saying, was talking  
 6 were you doing; Were you trying/Did you try?
- 2 1 had been teaching      5 had been waiting  
 2 had been cleaning      6 had cooked  
 3 had been trying      7 had been coming  
 4 had been      8 had written
- 3 1 B      4 A      7 C      10 D  
 2 D      5 C      8 A  
 3 A      6 B      9 C
- 4 1 haven't written      12 moved  
 2 have been      13 had been studying  
 3 found      14 got  
 4 rented      15 joined  
 5 hired      16 had been working  
 6 decided      17 invited  
 7 were walking      18 met  
 8 turned      19 were examining  
 9 was      20 were taking  
 10 had not seen      21 spent  
 11 finished      22 took
- 5 1 to get by  
 2 had already checked in before  
 3 didn't have enough money  
 4 as soon as they arrived  
 5 gets on well with  
 6 prolong their stay for  
 7 had arrived home before she  
 8 by the time I arrived  
 9 had never had such  
 10 had not seen her since

- 6 1 on with      2 around      3 by      4 in
- 7 1 by      2 on      3 in      4 on      5 by

**Unit 5d – Literature**

- 1 1 tear      3 trust      5 heart  
 2 foot      4 eyebrows      6 do
- 2 1 in      3 for      5 in  
 2 with      4 into      6 in, for
- 3 1 Fear      3 quiet      5 copy  
 2 lose      4 troubled      6 notes
- 4 1 d      2 e      3 b      4 a      5 c

(Ss' own answers)

- 5 1 impressive 4 Architecture 7 selection  
 2 trekking 5 interesting  
 3 attractive 6 fitness

b) It's raining cats and dogs.

### Unit 5e – Writing Skills

- 1 1 were jumping 6 got  
 2 had been waiting 7 changed  
 3 opened 8 had found  
 4 took 9 laughed  
 5 was sitting 10 saw
- 1 B 2 C 3 A
- 2 1 calm 4 soaked 7 comfortable  
 2 gentle 5 gigantic  
 3 deafening 6 desperate
- 3 1 Sheila was ready to give up when a rescue team appeared on top of the cliff.  
 2 He did his best to hold on but he just didn't have the strength.  
 3 Jack was trying to fix the radio while Linda was searching for food.  
 4 They watched the horror film after the children had gone to bed.  
 5 He put on his coat and (he) left.  
 6 She took her umbrella because it was raining heavily.
- 4 2 Holding on to the branch, he pulled himself out of the water.  
 3 Being bored, I decided to make a few phone calls.  
 4 Exhausted, Kate went to bed.  
 5 Opening the door, he saw his long-lost brother standing there.  
 6 Smiling, she refused his invitation and said goodbye.

### Unit 5 – Vocabulary Practice

- 1 1 experience 3 value  
 2 wits 4 part
- 2 1 rain 3 showers 5 lining  
 2 drizzle 4 pours
- 3 1 injuries 3 harm 5 wound  
 2 threatened 4 starve
- 4 1 d 3 f 5 b  
 2 e 4 a 6 c
- 1 bird's eye view 4 food wrappers  
 2 digestive system 5 endangered species  
 3 fishing nets 6 serve a purpose
- 5 a) 1 cats and dogs 3 rains but it pours  
 2 has a silver lining 4 a little rain must fall

### Spotlight on Exams

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

### Unit 6a – Reading Skills

1	Fruit	grapes, raspberries, cherries, pineapple, mangoes
	Vegetables	broccoli, potatoes, aubergine, cucumber, pepper, carrots
	Meat & poultry	chicken, lamb
	Dairy products	milk, cheese, yoghurt
	Seafood, fish	prawn, lobster, tuna, sardine
	Fats & Sweets	biscuit, cake, chocolate, oil, crisps
	Drinks	orange juice, cola, tea

- 2 1 protein 4 vitamins 7 minerals  
 2 fat 5 fibre  
 3 sugar 6 carbohydrates
- 3 1 water 3 steak 5 wine  
 2 coffee 4 courses
- 4 1 grilled 3 roasted 5 scrambled  
 2 toasted 4 toasted
- 5 1 sour 3 bitter  
 2 sweet 4 spicy
- 6 1 bowl 3 slice  
 2 handful 4 piece
- 7 1 starters 3 desserts 5 additives  
 2 main courses 4 dishes 6 fizzy drink

### Unit 6b – Listening & Speaking Skills

- 1 1 e 3 f 5 b  
 2 d 4 a 6 c
- 1 tooth decay  
 2 low carbohydrate diet  
 3 dry skin  
 4 health tips  
 5 spicy food  
 6 regular exercise
- 2 1 cut out 3 wander 5 catch  
 2 feel 4 have

- 3 1 headache 3 toothache 5 cold  
2 indigestion 4 rash 6 stomach ache

- 4 1 colour 2 feet 3 shape 4 worse

- 5 1 a 3 a 5 b  
2 b 4 b 6 a

- 6 2 I'd like a black coffee with two sugars.  
3 I'd like a well done steak with roast potatoes.  
4 I'd like three slices of toast with butter and jam.  
5 I'd like a bottle of water, sparkling, not still.

**Unit 6c – Grammar in Use**

- 1 1 eat; will get  
2 don't study; will fail  
3 doesn't arrive; will leave  
4 will go  
5 won; would buy  
6 will know; start  
7 had walked; would have been  
8 hadn't stayed; would not be  
9 were; would wear  
10 had; would move

- 2 1 freezes; turns 4 would call  
2 were; would follow 5 had bought  
3 wouldn't have taken 6 studies; will fail

- 3 1 If 3 If 5 If  
2 unless 4 Unless 6 unless

- 4 1 hadn't eaten 6 had  
2 had woken 7 had bought  
3 would go 8 had worn  
4 would not play 9 had seen  
5 would call 10 had not said

- 5 3 I wish I hadn't had homework to do last night. If I hadn't had homework to do last night, I would have gone out.  
4 I wish I hadn't lost my map. If I hadn't lost my map, I would go hiking.  
5 I wish I hadn't had to work late last night. If I hadn't had to work late last night, I would have been able to spend time with my friends.  
6 I wish I had some vegetables left. If I had some vegetables left, I would cook a Sunday roast.  
7 I wish I didn't have chores to do. If I didn't have chores to do, I would see my friends.  
8 I wish I liked flying. If I liked flying, I would go on holiday.

- 6 1 up 2 off 3 away 4 up 5 back

- 7 1 redecorate 4 overcook  
2 preheat 5 superhero  
3 semi-skimmed 6 cooperate

- 8 1 in 3 with 5 about  
2 about 4 from

**Unit 6d – Literature**

- 1 a) 1 glanced 3 peeped 5 glared  
2 stare 4 gazed 6 peered

b) peeped

- 2 1 whisper 3 shrieked 5 paralysed  
2 lick 4 nudged 6 winked

- 3 1 rise 2 raise 3 rise 4 raise

- 4 1 on 3 in 5 with 7 in  
2 from 4 for 6 in

- 5 1 water 3 tea 5 milk  
2 cake 4 cucumber

- 6 1 tightly 4 daily 7 fear  
2 stray 5 totally 8 wonder  
3 task 6 faint

**Unit 6e – Writing Skills**

- 1 1 Introduction 4 Atmosphere  
2 Menu/Prices 5 Conclusion  
3 Service

	POSITIVE POINTS	NEGATIVE POINTS
FOOD	tasty, variety	nothing for children
SERVICE	friendly	slow when busy
PRICES	affordable	
ATMOSPHERE	relaxed and peaceful	busy and loud at night

- 3 1 in spite of 3 In spite of 5 although  
2 although 4 because of 6 However

- 4 A 1 Firstly 4 many  
2 therefore 5 Finally  
3 What is more 6 excellent

- B 1 To sum up 3 a special discount  
2 attract 4 senior citizens

**Unit 6 – Vocabulary Practice**

- 1 1 chew 3 tear  
2 bite 4 grind

- 2 1 fluoride 3 vessels 5 farmer  
2 calcium 4 haggis

- 3 1 e      3 a      5 b      7 f  
 2 g      4 h      6 c      8 d
- 1 milk teeth      5 Organic farming  
 2 pest control      6 raise ... glasses  
 3 mashed potatoes      7 join hands  
 4 star attraction      8 Blood vessels

- 4 1 recite      4 toast      7 maintain  
 2 spray      5 rotate  
 3 combat      6 fasten

- 5 1 traditional      3 natural      5 famous  
 2 securely      4 entertaining      6 healthy

- 6 a) 1 to      2 from      3 for      4 to  
 b) 1 on      3 in      5 at

### Spotlight on Exams

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

### Unit 7a – Reading Skills

- 1 1 g      3 a      5 c      7 e  
 2 d      4 f      6 h      8 b
- 1 couch potato      5 soap operas  
 2 catchy tunes      6 predictable storyline  
 3 box office      7 video games  
 4 square-eyed generation      8 film industry
- 2 1 beats      3 directed      5 sing  
 2 booked      4 unwind
- 3 1 entertaining      4 a good laugh      7 exciting  
 2 gripping      5 powerful  
 3 interesting      6 catchy
- 4 1 cast      4 tune      7 rehearsal  
 2 storyline      5 performance      8 stage  
 3 script      6 director      9 screen

### Unit 7b – Listening & Speaking Skills

- 1 1 curtain      3 orchestra      5 aisle  
 2 stage      4 stalls      6 balcony
- 2 A ballet      C opera  
 B music concert      D musical
- 3 1 row      3 surroundings      5 thing  
 2 fully      4 further      6 stage

- 4 1 hearing      3 hit  
 2 robbery      4 cakes

- 5 1 b      2 a      3 a      4 b

### Unit 7c – Grammar in Use

- 1 1 has been cancelled      6 will be presented  
 2 was directed      7 is being prepared  
 3 was *A Christmas Carol* written      8 was delivered  
 4 are being made      9 was given  
 5 was bitten      10 was not invited

- 2 1 When was the parcel brought?  
 2 Has the pizza been delivered?  
 3 The film was directed by Spielberg.  
 4 Does the contract have to be signed today?  
 5 Who was *Wuthering Heights* written by?  
 6 Who were the dishes in the kitchen cleaned by?  
 7 Have the reports been typed?  
 8 Who will the car be fixed by?  
 9 Have the invitations been sent?  
 10 Who will the dog be fed by next week?

- 3 1 by      3 with      5 by  
 2 with      4 by      6 with

- 4 The Smiths' house was broken into last night. The house is being dusted now for fingerprints but no evidence has been found yet. The neighbours have already been questioned but no suspects have been arrested yet. Two artist's impressions have been released by the police and hopefully the thieves will be found soon. When they are found, they will be interrogated and maybe the stolen goods will be recovered.

- 5 1 has been attacked by  
 2 was given a silver pen  
 3 will be stolen  
 4 is believed that eating  
 5 will have been appointed  
 6 is going to be covered

- 6 1 on      4 off      7 up  
 2 down      5 down      8 over  
 3 over      6 up

- 7 1 for      3 for      5 with  
 2 with      4 for

- 8 1 f      3 e      5 b  
 2 d      4 a      6 c

- 1 good-looking      4 old-fashioned  
 2 two-faced      5 grey-haired  
 3 well-behaved      6 mouth-watering

- 9 1 talented 4 skaters 7 probably  
 2 actor 5 appearance  
 3 promising 6 romantic

**Unit 7d – Literature**

- 1 1 invade 4 vanished 7 shake  
 2 smacked 5 dares 8 rushed  
 3 have quarrelled 6 flee 9 stalk

- 2 1 retirement 4 clearly  
 2 performance 5 extraordinarily  
 3 superstitious

- 3 1 d 2 e 3 a 4 c 5 b  
 1 gala performance 4 practical jokes  
 2 stage bell 5 upturned nose  
 3 dark complexion

- 4 nose, eye, cheek, forehead, ear, pupil, chin

- 5 1 of 3 at 5 on  
 2 in 4 in 6 in

- 6 1 through 4 over 7 out of  
 2 across 5 along  
 3 into 6 onto

**Unit 7e – Writing Skills**

- 1 1 role 6 directed  
 2 audience 7 theme  
 3 cast 8 special effects  
 4 subtitles 9 based on  
 5 episode 10 storyline

2 a)

<b>Good</b>	brilliant, excellent, superb
<b>Funny</b>	hilarious
<b>Exciting</b>	thrilling, gripping
<b>Sad</b>	depressing, moving, tragic
<b>Boring</b>	dull, predictable
<b>Bad</b>	awful, dreadful

- b) good – brilliant/superb  
 bad – awful/dreadful  
 nice – superb/brilliant/excellent  
 good – superb/brilliant  
 bad – dreadful/awful  
 boring – dull/predictable  
 good – brilliant/superb  
 funny – hilarious

**c) (Suggested Answer)**

*Mission Impossible III* – An excellent movie with a gripping opening scene. Brilliant performances by Tom Cruise and Philip Seymour Hoffman. The movie is full of thrills and surprises. Though somewhat predictable, it is a superb film overall.

*The Lion, The Witch and The Wardrobe* – An excellent children’s book set in real life and a make-believe land full of brilliantly developed characters, this book takes us from our world to a land of spectacular scenery and surprise. Never a dull moment! You will enjoy the brilliant writing throughout this novel.

- 3 1 extremely 3 incredibly 5 incredibly  
 2 really 4 completely 6 totally

**Unit 7 – Vocabulary Practice**

- 1 1 e 3 h 5 b 7 f  
 2 a 4 g 6 c 8 d  
 1 air pollutant 5 music technology  
 2 wax models 6 software program  
 3 tourist attraction 7 Cardboard boxes  
 4 paper products 8 egg cartons

- 2 1 harvest 4 illustrate 7 tear  
 2 explore 5 wrap  
 3 line 6 conserve

- 3 1 into 4 into 7 on  
 2 to 5 on 8 with  
 3 in 6 with 9 to

- 4 A 1 revolution 3 celebrity  
 2 state-of-the-art 4 humming

- B 1 notes 2 paper

- 5 1 play 3 take 5 produce  
 2 distribute 4 make

**Spotlight on Exams**

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

**Unit 8a – Reading Skills**

- 1 1 store 3 send 5 have 7 play  
 2 carry 4 take 6 stored  
 Ann – C Eva – A Duncan – B

- 2 1 f 3 b 5 g 7 c  
 2 d 4 a 6 e

- 1 social life                      5 digital camera  
 2 university lecture          6 techno freak  
 3 voice recorder                7 home movies  
 4 music collection

- 3 1 considering      4 edit              7 Choosing  
 2 keep                5 admitted  
 3 burnt                6 store

- 4 1 on                  3 to                5 on                7 on  
 2 on                  4 on                6 in

- 5 1 passion                      3 handy  
 2 portable                      4 gadgets

### Unit 8b – Listening & Speaking Skills

- 1 1 scratched            3 torn              5 cracked  
 2 jammed                4 crashed

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

- 1 guarantee certificate      5 flat batteries  
 2 digital camcorder        6 good quality  
 3 recorded message        7 memory card  
 4 hard drive                 8 high prices

- 3 1 under                3 in                      5 for  
 2 of                      4 with

- 4 1 science              3 under                5 works  
 2 right                 4 drawing

- 5 1 b      2 a      3 a      4 a      5 b

### Unit 8c – Grammar in Use

- 1 1 He said (that) he had bought a new camcorder the day before.  
 2 She said (that) her headphones were missing.  
 3 He said (that) the strap was broken.  
 4 She said (that) the signal was very poor that day.  
 5 He said (that) he thought the batteries were flat.  
 6 He said (that) it was not under guarantee.  
 7 John said not to touch the wire.
- 2 1 In 1983, *Technology Today* reported (that) the Compaq Portable Computer was a 'laptop' which meant you could carry it around with you.  
 2 In 1984, *The LA Times* reported (that) the main advantage of the Macintosh 128K was that it was very easy to learn and use.  
 3 In 1995, *IT Pro* reported (that) Windows 95 would appeal to the experienced user and complete beginner.

- 4 In 2006, *Laptop Weekly* reported (that) users who frequently played music or watched movies on their laptops would find Toshiba's A105-S4014 the best for entertainment.

- 3 2 Phil asked him what he thought of it.  
 3 Phil asked him why he was so keen on technology.  
 4 Phil asked him if/whether he had a laptop.  
 5 Phil asked him what his favourite gadget was.  
 6 Phil asked him what kind of technology we would have in the future.  
 7 Phil asked him if/whether that was a new PC.  
 8 Phil asked him what gadget he would buy next.

- 4 1 Bob told me not to buy that computer.  
 2 He told me to show him my MP3 player.  
 3 The teacher told us to switch off our mobile phones.  
 4 Dad told me to press the 'on' button.  
 5 He told me to send him a text message.  
 6 Alan told her to get a replacement.  
 7 Anne told him to send it back to the manufacturer.  
 8 He told me to help him repair the printer.

- 5 1 which                      5 who                      9 when  
 2 that/when                6 which/that              10 who  
 3 where                      7 whose  
 4 which                      8 that/which

- 6 1 This is the video camera that/which I bought yesterday.  
 2 They love their house, which they bought last year.  
 3 The man who lives next door is a photographer.  
 4 I know a woman whose sister is an actress.  
 5 This is the camera that/which belongs to my mother.  
 6 She wrote a book that/which was a best-seller.

- 7 1 enable                      3 tightens                5 broadens  
 2 digitise                      4 ensures

- 8 1 up                      2 about                  3 on                      4 back

- 9 1 told the class to be  
 2 which makes \$68 billion  
 3 if I was buying  
 4 told me (that) he couldn't  
 5 which happened last night  
 6 who is hooked on gadgets

### Unit 8d – Literature

- 1 1 lever                      2 saddle                  3 screws
- 2 1 draw                      4 grew  
 2 filled                      5 gained  
 3 flickering

- 3 1 flickering 3 flapping 5 crawled  
2 spins 4 whirled 6 dashing

- 4 1 luminous 3 hazy 5 dim  
2 faint 4 imminent

5

	invent	discover
a story	✓	
a place		✓
an actor		✓
an excuse	✓	
a machine	✓	

- 6 1 founder 5 development  
2 weekly 6 information  
3 achievements 7 twice  
4 collection

### Unit 8e – Writing Skills

- 1 a) **Viewpoint 1/for:** the classroom is for learning  
**Reasons/examples:** students should pay attention – they can't if listening to music, classroom isn't a place to show off gadgets

**Viewpoint 2/for:** use MP3 players to record lessons  
**Reasons/examples:** listen to classes at home, don't listen in class

**Viewpoint 3/against:** use MP3 players in a positive way in the classroom

**Reasons/examples:** give students recordings of poetry/literature, help students improve foreign language listening skills

- b) 1 Firstly  
2 Furthermore/Moreover/Similarly  
3 On the other hand  
4 For example  
5 In conclusion

- 2 1 Moreover 3 because  
2 Secondly 4 Nevertheless

- 3 2 I strongly believe that stopping art and music classes in schools would make our world a very boring place indeed.

- 3 I believe if more people read the news on the Internet rather than buying newspapers, we would use significantly less paper.

- 4 I believe everyone and especially children should watch less television and read more books.

- 5 I believe that if everyone owned a personal organiser, the world would be a better organised place.

### Unit 8 – Vocabulary Practice

- 1 1 expanding 6 established  
2 encouraged 7 determine  
3 renew 8 burning  
4 flow 9 convert  
5 contract 10 blowing

- 2 1 d 3 g 5 e 7 f  
2 a 4 b 6 c

- 1 wind farms 5 Industrial Revolution  
2 alternative energy 6 power station  
3 boiling point 7 high-tech gadgets  
4 transmit images

- 3 1 water 3 molecule  
2 heat 4 electricity

- 4 1 B 2 D 3 A 4 C

- 5 1 generator 4 exchange  
2 renewable 5 certificate  
3 measurement 6 recorder

### Spotlight on Exams

- 1 1 A 3 B 5 A  
2 B 4 A 6 B

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

# Workbook Tapescripts

## Unit 1

## Unit 2

### Listening Ex. 2 (p. 11)

- 1 Teenage boy:** It's difficult for me to say what my favourite pastime is. I enjoy hanging out with my friends and playing computer games. I'm also the sporty type and I love playing football. But above all, I suppose going clubbing is what I most like doing in my free time.
- 2 Teenage girl:** My best friend's name is Alex. We've been friends for years. She's very kind and she's never mean to anybody. I enjoy spending time with her. She's a little moody at times but I don't mind that at all. What drives me crazy, though, is when she gets jealous of me.
- 3 Teenage girl:** I love *Batman*. It's brilliant. I really like his mysterious character. I'm crazy about *Meet the Parents* as well; I laugh a lot every time I watch it. I also found *Harry Potter* an enjoyable film. The main character Harry is a clever teenage wizard who is respected by his friends.
- 4 Woman:** I'm not sure where I'll go on holiday this summer. Italy has always been my favourite holiday destination, but I'd like a change this year. I've always wanted to visit Ireland and I had been thinking of going there, but I heard it's very expensive. I was reading about Greece in a newspaper yesterday and liked what I read, so I think I'll go there this year.
- 5 Teenage boy:** I think you should find ways to spend your free time. Try joining a sports club. That's a great way to make new friends, especially when you move to a new town. When I come to visit next week we can check out some places together if you want.
- 6 Teenage girl:** I really like shopping for clothes. I go for the sporty look. I never buy new clothes. I go to second-hand shops where the best bargains are. Also, window shopping around the expensive shops costs nothing!
- 7 Man:** I think it's very important for everybody to do something for the environment. The easiest way to do this is by recycling household waste. I try to recycle as much as I can. I mostly recycle paper, but also take glass and old clothes to the local recycling centre.

### Listening Ex. 6 (p. 18)

**Interviewer:** Welcome back. If you've just joined us, I've been asking callers about what they do to help keep the environment clean and it's quite a topic. Have a listen and if you feel like calling, go right ahead.

**Speaker 1:** If no one makes an effort to walk or cycle to school I don't think there's any point in me doing it.

**Speaker 2:** I always keep the plastic bottles I use and put them in the recycling bin. Every little bit helps.

**Speaker 3:** I don't think anyone is really interested in the environment. We all cause pollution and that's just the way it is.

**Speaker 4:** Well, I do everything I can to help. I try to save on heating at home and I recycle as much as I can.

**Speaker 5:** I want to recycle but it's not easy. I mean there are no recycling bins in my neighbourhood. Where can I take my used batteries, for example? The local authorities should take care of that.

## Unit 3

### Listening Ex. 5 (p. 24)

**Presenter:** Good morning and welcome to this week's edition of Fashion on Friday. Now, we've had lots of queries about the type of thing to wear if you want to impress a future employer. To help us out with her valuable advice, we have invited Annie Winter from Catwalk magazine onto the programme. Hello Annie. Great to have you with us.

**Annie:** Great to be here. Hope I can help some of your listeners out.

**Presenter:** So, Annie, I bet you've never been in a situation where you were completely inappropriately dressed for an interview.

**Annie:** Well, believe it or not, Shauna, I wasn't always as interested in fashion as I am now. When I was starting off, I went for an interview for a fashion designer wearing the dullest clothes possible. I looked so awful that they didn't even interview me! They just sent me home!

**Presenter:** Oh dear. But you've certainly changed. You dress very fashionably now. So what would you say to young people facing their first interview?

**Annie:** Well, first of all, there is so much competition for jobs these days that you have to stand out a little if you want to make an impression.

**Presenter:** You mean, wear something really outlandish?

**Annie:** No, I don't mean that at all. Just like experts tell us to brighten up our CVs and tailor them to the job in question, I would say to do the same with our appearance.

**Presenter:** How?

**Annie:** Well, if the interview is for a creative job, let's say the position of art director, you're not going to show up in a long, black suit and white shirt. But then again that's exactly appropriate if you're interviewing for a marketing manager's position. You know what I mean?

**Presenter:** I see. And what about the guys out there? Any ideas?

**Annie:** I'm afraid women have a lot more opportunities to be creative in their dress than men but the lads can do something too. They can show their individuality in their choice of tie, or wear an unusual tiepin. The most important thing to bear in mind is that you should be presentable. No visible tattoos or body piercings.

**Presenter:** I see.

**Annie:** And I can't stress this enough. The more research you do about a company, the better. This can benefit you in many ways. You will handle the interview better and you will get a clearer idea of what the dress code might be like.

**Presenter:** Dress code?

**Annie:** Yes. It's like the rules of what you should and should not wear. Some companies are very conservative while others allow a bit of individuality.

**Presenter:** And how can our listeners find out this information?

**Annie:** Try to get in touch with people who already work for that company and ask questions about the dress code. Another alternative is to take the bull by the horns and just call the Human Resources office and ask.

**Presenter:** Great. Any general tips that you consider a must for any potential interviewee?

**Annie:** Well, first and foremost, never wear jeans. They are far too casual for any interview. Women should avoid short miniskirts and loud noisy jewellery. Men should not wear casual jumpers or leather jackets. Better stick to a suit, either blue or grey in colour.

**Presenter:** Well, that's all been so helpful. Thank you so much for being with us today.

**Annie:** You're very welcome. Glad to be of help.

## Unit 4

### Listening Ex. 4 (p.34)

**Middle-aged hippy:** Well, I think that's all we've got time for this week. I want to thank both our guests for their talks and thank all of you for coming. Before you go, let me just take a moment to remind you about our next meeting on Thursday the twelfth of August. As always we'll start at eight pm. I think you're really going to like this meeting. The world famous marine biologist Douglas Stevens is going to give a speech and so is Jill Adams. I'm sure you're all familiar with Jill's wonderful books about the coral reefs of Australia. Douglas is going to give a speech entitled Empty Arctic, which sounds very interesting, and Jill is going to give us a speech called Sinking Islands. I do hope you can all come.

## Unit 5

### Listening Ex. 1 (p.43)

**Speaker 1:** Well, I can't really say anything about my summer holidays this year for the simple reason that I haven't been away yet! I'm taking two weeks off in September and I can tell you that it isn't too soon either.

**Speaker 2:** I went to Ibiza. It was amazing. It's the best place in the world. I'll never forget it for as long as I live ...

**Speaker 3:** Terrible and a waste of money. Everything went wrong. Our flights were delayed. Then the airline lost our luggage. The hotel was beside an oil refinery. And then to top it all, my wallet was stolen and I didn't have any money for three days ...

**Speaker 4:** Well, every year I go with my friends but I wanted a holiday alone with my girlfriend this year so I booked a week in Bulgaria. When we turned up at the hotel who did we see there but all my friends sitting around the swimming pool? I couldn't believe my eyes. They had booked the same holiday without knowing it. We had a good laugh about that.

**Speaker 5:** It was okay but I wasn't exactly thrilled. Let's say I've had a lot better. I think I'll have to choose more carefully where I go next time.

## Unit 6

### Listening Ex. 1 (p. 51)

**A:** BoHo Hotel. How may I help you?

**B:** Good afternoon. I would like to book a room for a Christmas party on the 23rd of December.

**A:** Certainly sir. We have a couple still available. How many people will be attending?

**B:** Around a hundred or so.

**A:** That's no problem at all. Our bar area will easily accommodate your guests.

**B:** Fantastic. How much is it to hire out?

**A:** It is 600 pounds, but you have to spend a minimum of 2000 pounds all together.

**B:** That's not a problem. Now, what about food? We didn't want a sit down meal. They can get a little boring. We would prefer a buffet. Is that possible?

**A:** Of course! We have a party food menu especially for occasions like this.

**B:** What kind of dishes are there to choose from?

**A:** Well, there are lots of dishes, for example ... chilli with nachos, smoked salmon, potato skins, vegetarian spring rolls, fish and chips ... that kind of thing.

**B:** Umm stop! You are making me hungry. How about desserts?

**A:** Well there's Christmas Pudding of course, Crème Brûlée, a selection of cheeses.

**B:** Sounds just the job. Now what else ...

**A:** (interrupting) Would you like us to arrange a DJ?

- B:** Oh yes, it wouldn't be a party without some happy Christmas music to get things swinging.  
**A:** OK. That is easily arranged.  
**B:** Marvellous, will you do me a favour and put all this down on paper and send it to me as soon as possible? I need to show my boss.  
**A:** Yes. I will draw up a plan and email it over to you tomorrow.  
**B:** Great. Thank you very much for your help.  
**A:** My pleasure.

## Unit 7

### Listening Ex. 1 (p. 59)

- 1 I've never seen such a cool band. I mean a lot of the other bands do really nice songs and I love their videos and all that, but these guys can dance. They really know how to move on stage.
- 2 No, I'm quite shy so I'm always a bit nervous meeting fans or signing autographs. I mean I do enjoy it a bit, but it's just that I feel uncomfortable about it. I think I like a lot of things about my job but I think that being on the set is what gives me most satisfaction. I just love playing role ... pretending to be other people. Yeah. That's what my job is about.
- 3 I've never seen anything like it! Terrible! Well, all I can say is that I'm glad I saw it before my children did. They certainly won't be seeing it. No way! I can't believe that people make films with no story or meaning to it, just guns and fights. And they call that a thriller.
- 4 It's not easy to say because I like all of them. They're all great actors and quite handsome too. I think Danny Brown is probably one of the most talented actors of our time but I must say John Moore is probably my favourite; even though I'd never miss a Sammy White film either.
- 5 What I'm saying is that I'd like some more quality programmes. It's unbelievable! Every time I turn on the TV, I see the same old thing. Doesn't anybody watch documentaries anymore? I mean, apart from the news, all we seem to get on TV these days are those shows about the boring everyday lives of a bunch of friends or neighbours. I've had it!

- 6 Now the next book, which was written by someone you all know and who'll be joining us shortly, is not difficult to follow. It's a romantic story about two friends who meet at college. But, I must say it's not your typical romance that makes you cry. No, in fact it's also a story full of mystery and suspense that makes you want to read on. I couldn't put the book down, and I read it in six or seven hours.
- 7 I can't believe it! It was so loud and everyone was screaming and jumping and pushing. I almost lost my camera in the crowd. It was the worst concert I've ever been to. They should have been more organized for all of those people.

## Unit 8

### Listening Ex. 1 (p. 67)

- Teenage boy:** Hi, I'm looking for something to listen to music on while I'm travelling to and from school.  
**Sales assistant:** Would you be interested in a Walkman?  
**Teenage boy:** No, not really, as I don't have any tapes.  
**Sales assistant:** What about a Discman, then?  
**Teenage boy:** No. I want something that I can listen to digital music on.  
**Sales assistant:** OK. Well then you need an iPod or another MP3 player.  
**Teenage boy:** Hmm. What do you suggest?  
**Sales assistant:** Well, the iPod is a great product and most popular, but is a little bit expensive. This MP3 player, for example, does much the same thing and is much cheaper.  
**Teenage boy:** I see. I'm also interested in getting a new mobile phone.  
**Sales assistant:** Well then you should think about this model. It's a mobile phone, camera and MP3 player all in one!  
**Teenage boy:** Fantastic. I think I'll go for one. How much does it cost?  
**Sales assistant:** Well, this one here costs €199 while this one costs €150.  
**Teenage boy:** Well, I've been saving for weeks, so I'll take the more expensive one, please.  
**Sales assistant:** Certainly. You can pay over there.

## Module 1

- a)* to hang out with friends, to run errands, to surf the net, to go clubbing, to hit the shops, an all time favourite (film), to keep up with time, to grab a bite, to go for a sporty look, to look forward to the school holidays; *b)* to look out for the rain, to look after the children, to look forward to the summer, to look down on the others, to look the word up in the dictionary; *c)* respected person, respectful silence, trusting child, trustworthy facts, careful movement, caring mother, mean words, well-meaning deeds
- a)* 1. When I have free time, I like to chat with my friends on the Internet. 2. You shouldn't text on the mobile in class. 3. At the weekend they decided to catch a film, and after the show to check out the shops for new clothes. 4. I think that window shopping is a waste of time. I prefer to go on a trip to the country or meet my friends. 5. There was a sale in our local shop and we decided to pick up some bargains. We hoped to find some designer labels there. 6. My friend has become (became) a total football fan (fan of football). In my opinion football in our country is a really national pastime. *b)* I often think what I am like (kind a person I am). Some of my friends think that I am quite reliable (a reliable person), that I am trustworthy (I can be trusted) and I can be helpful and supportive at hard times (in a difficult situation). Others say that I can be cross and arrogant. That makes me sad (unhappy). I want everybody to consider me friendly and fun. I don't like aggressive people myself.
- Tom:* Hi, Angela. How are you? You look wonderful.  
*Angela:* Thanks. You look fine, too. I like your new sporty look. Do you do a lot of sports?  
*Tom:* I do. I go to the gym every day. I am crazy about basketball. It's (really) a cool game.  
*Angela:* Basketball? I don't like (fancy) team games very much. I'm really into horse riding. It keeps me fit and gives me a chance to take a look at the great outdoors.  
*Tom:* That sounds cool (great). Will you take me with you some day? I also would like to try it.

## Module 2

- a)* to pay by credit card, to make ends meet, to borrow money, household chores, shopping spree, student loan, to have a great time, to play it cool, to play it straight, to work overtime; *b)* to take after one's parents, to take up painting, to take over, to take in one's favourite skirt, to take off one's coat; *c)* to win money in a lottery, to earn money during (the) summer holidays, to lend your friend 50 roubles, to borrow 100 roubles from one's neighbour, to spend money on books, to save money to buy a bike (for a bike), a manager's salary, (the) workers' wages for a day
- a)* 1. They say we live (are living) in a consumer society. Every day producers offer us new goods and we have to dig deeper into our pockets. 2. Modern teenagers expect their parents to give them pocket money. Some parents hand out big sums of money to their kids, but some parents can't afford it. 3. My younger brother can't resist buying ice-cream(s), that's why he often catches colds. 4. That day we had some spare money and we decided to splash out on CDs and videos. 5. Which of you will volun-

teer to raise money for charity? It's not as easy as it seems. 6. TV presenters love to comment on the details of stars' personal lives. *b)* If you ask me what I spend my money on, I'll tell you that I try to spend as little as I can on such trifles as chewing gum or chips. I prefer to save up to afford to buy fashionable clothes or my favourite disks. But my friend is a sports fan, that's why he seldom spends his pocket money on anything except tennis balls and rackets or tickets for tennis championships which are very expensive.

- Alice:* Look here, Mike, I need your help.

*Mike:* What can I do for you?

*Alice:* I have to do a lot of shopping. I don't think I can ('ll be able to) cope alone. Will you help (me)?

*Mike:* Certainly, I will. What else are friends for? Though I can't say I am keen on taking part in your shopping sprees. I'd much rather help you about the house. You know I love cooking.

*Alice:* Thanks. But today my (house) chore is to go to the shops. And I hate it.

*Mike:* You know Alice, if I were you, I'd try and order food with the help of your computer.

*Alice:* It's a great idea. I think I should try it.

## Module 3

- a)* a co-educational school, to get to school on public transport, a single-sex school, specialist school, to dread one's future, an old-fashioned uniform, to participate in extra-curricular activities, to work as a freelancer, to run one's own business, to work in the medical profession; *b)* to pick at one's food, to pick up one's relative from the hospital, to pick on younger children, to pick out a gift for one's mother, to pick up a magazine from the floor; *c)* a well-paid job, the work to do (to be done), to sack (dismiss) an employee, junior staff, an excellent mark in the register, to increase a salary, a/the plumber's wages
- a)* 1. I would like to run my own business in the future, though I dread possible problems. It's so easy to get broke in your business. 2. I don't mind working long hours if I like the job. 3. Every day new and more complicated computer games are invented and you should be really smart to play them. 4. I spend about 40 minutes to get to school because I go to school on public transport. 5. If you want to become a fashion designer and create fashionable clothes, develop your drawing skills. 6. The school building and school yard require regular cleaning. All schoolchildren should participate in it. *b)* If you ask me what job I would like to choose, I will say that I dream of becoming a photographer. First of all, it is a creative job, then you may work from home as a freelancer which gives you a certain freedom. I definitely hope to work for some popular magazine, meet interesting people and make photos of famous celebrities.
- Mother:* Susan, dear, I have long waited to talk to you about your plans for the future. What are you going to do when you leave school?  
*Susan:* Will I disappoint you if I say that I don't want to go to university? I hope to become a skilled hairdresser.  
*Mother:* Really? I thought you would become a professional person with a university degree. You are so good at languages.

*Susan:* I don't think so, mum. Besides, it takes so much time to graduate from a university and I don't want to wait so long. I would like to begin working as soon as I can, to gain experience. In the future I hope to win at international hairdressers competitions and become famous.

#### Module 4

- a)* a compost heap, to release into the environment, to swap magazines, to wrap in paper, not to create paper waste, to turn down the heating, energy consumption, to encourage one's friends to save energy, to throw away empty jars, a reusable box; *b)* to run away from the bridegroom, to run out of vegetables, to run into one's favourite actress, a car that runs on gas, to almost run over a stray dog; *c)* to have ice-cream for dessert, to turn into a desert, whether he is ill, rainy weather, effects of global warming, to affect the wildlife, to lose natural habitats, loose clothes
- a)* 1. Each person can cut down or reduce energy consumption in their house. For example one can switch off the light in empty rooms or watch less television. 2. Some day scientists will be able to come up with an effective way (method) of energy conservation. It would be very useful because the modern lifestyle(s) require(s) a lot of energy. 3. On the one hand, modern transport saves us time, on the other hand it congests our cities and pollutes air. 4. Try not to harm the environment by following these three rules: reduce, recycle and reuse. 5. Modern factories and plants often poison wildlife and change ecosystems. 6. If you break some thing (object), try and repair it but don't hurry to replace it. *b)* My friend Michael is really green. Recently he started a "Help Wild Animals" campaign at our school. He encouraged all our class to adopt a tiger-cub at the zoo. We got an adoption certificate that allows us to see our cub at the zoo any time we like. As you know, tigers are endangered species so we're helping nature.
- George:* I heard recently that floods threaten Europe again. Last year the situation was just shocking.  
*Mary:* I read somewhere recently that climate changes do not depend on Man.  
*George:* I don't believe this theory. In my opinion the reason for climate change is human activity. The more energy we use – and we need more and more with each year – the more the climate changes.  
*Mary:* Maybe not everything is lost and there is still hope that people will think of something to stop this process.  
*George:* Yes, but then we must act fast before it is too late.

#### Module 5

- a)* a delayed flight, street sellers, a breathtaking view, spectacular scenery, an annual festival, countless temples, trekking excursions, a mountain trail, to put up a tent, to put on backpacks; *b)* to get by, to get on the train, to get off the tram, to get in a taxi, to get out of the car, to get around the city; *c)* to miss the plane, to lose (the) money, ferry crossing, money transfer, a mode of transport, a long travel around Europe, to bring (the) pencils, to go to the kitchen and fetch the pencils (to fetch the pencils from the kitchen)
- a)* 1. Under the trees, where there was some shade, street sellers sat, offering (the) tourists their exotic sou-

venirs. There (In the same place) among the beggars, I saw a little shoeshine boy. 2. The hero (main character) of this fairy tale is a craftsman. He sells his handicrafts and once meets a beautiful princess. 3. For the first time I went backpacking (backpacked) when I was sixteen. I still keep the pictures (photos) with breathtaking views which I made then. 4. When the soldiers approached the walls of that ancient town, they heard the sound(s) of countless drums in the distance. 5. The best way to get acquainted with a museum is to hire a guide, who will tell you of all the exhibits and their history. 6. The trail led us to the top of the hill, from which we got a bird's eye view of that medieval town. *b)* I remember very well how once my friends and I decided to escape the dust, noise and pollution of the city and go backpacking. On that day we had walked about ten kilometers with heavy backpacks and were quite tired. We put up the tent in the shade of some trees and began cooking dinner. When you're backpacking, you can't expect to have any home comforts. But I'm afraid we were not ready for the fact that the dirty (polluted) water in the river would threaten us with nasty viruses and the weather would change for the worse so quickly. Very soon it started pouring. Even the spectacular scenery couldn't cheer us up.

- Stephen:* Hi, Jane! I hope you enjoyed your weekend.  
*Jane:* I wish! My trip to the sea(side) turned out to be an absolute nightmare.  
*Stephen:* Oh, dear! What a shame! What went wrong?  
*Jane:* Practically everything. For a start, the coach (bus) was delayed and I had to wait at the station. Besides, the hotel, where I stayed, happened to be just terrible.  
*Stephen:* How disappointing!  
*Jane:* To make matters worse my favourite beach was closed and the other (the rest of the) beaches were overcrowded. I feel really angry: my weekend was ruined.  
*Stephen:* Oh, I'm really sorry to hear that. I hope you'll have better luck next time.

#### Module 6

- a)* tasty aubergines, to give extra boost, soothing food, to keep emotions under control, to fight off infections, to make one's eyesight better, to do the gardening, a handful of raisins, to start rumbling, to complain about food; *b)* to give away clothes to the poor, to give up smoking, to give off smell, to give the book back to your classmate, to give off smoke; *c)* to feel the familiar ache in the back, to feel a sharp pain in the leg, to write out a prescription for the patient's headache, a recipe for the cake, to throw away a rotten egg, a sour lemon, to treat the boy for earache, to cure the child of the disease, to heal the wound
- a)* 1. Everybody knows that vegetables and fruit are rich in vitamins and minerals. Vitamins help your body fight off infections and minerals make your teeth and bones strong(er). 2. Physically strong and healthy people, as a rule, are more optimistic and can keep their emotions under control. 3. I hate diets. I can't understand how one can live on a handful of raisins or half an orange. Where in this case can one get the necessary boost? 4. In class one needs concentration. And what concentration can you talk about if your tummy (stomach) is rumbling? 5. When Alice invited me for dinner, I knew I was in for a treat. Alice is a wonderful cook, besides I was starving. 6. Those who read

a lot or work a lot on the computer often complain of headaches. I can recommend them from time to time to sit in silence with their eyes shut or listen to soothing music.  
**b)** To make a tasty dish is not easy but food presentation is as important as its taste. You should be a creative person to make your dishes look appetizing. Decorate grilled fish with slices of lemon and leaves of celery, put it on a big dish together with vegetables of different colours – carrots, peas, broccoli, corn – and you'll see how beautiful it will look. Experiment, use your brains and you'll be a success.

3. *Lucy*: What's the matter? Why aren't you eating anything?  
*Nina*: I've recently put on some weight and am trying to lose it.

*Lucy*: If you are trying to lose weight, it doesn't mean that you must starve. Don't you think that you should just choose the right food?

*Nina*: I'm not sure that it will work.

*Lucy*: Why don't you try? For example, I find a diet of vegetables and low-fat meat helpful.

*Nina*: Maybe you're right. It's a good idea, but I need to lose weight fast. I want to look good at the New-Year party.

*Lucy*: You know, Nina, if I were you I wouldn't do it. I'm sure it's bad for your health. You'd better give up fat and sweet food and lose weight slowly.

*Nina*: Thank you. I'll think about it.

#### Module 7

1. **a)** a coach potato, to unwind, catchy melodies, totally unfair labels, to sing along, to sing to the music, you can't beat a good song, a predictable result, to have to admit, a video game addict; **b)** to turn down the music, to turn up at a party, to turn over TV channels, to turn on the air-conditioning, to turn the gentleman down; **c)** a group of students, an incredible audience, a crowd of spectators, a TV viewer, to play video games, to act brilliantly on the stage, a perfect setting for the film, a wonderful set of tools

2. **a)** 1. I like meeting my friends to unwind and have a good laugh together. 2. The success of the film was quite predictable: the most popular film stars (megastars) took part (appeared) in it. 3. The music in the youth club was blaring, that's why we couldn't go on arguing and just joined the dancing people. 4. I must admit that I'm not a lover (fan) of classical music, I can take it or leave it, but the music I heard that night was really catchy. 5. That night the theatre was fully booked, the viewers (audience) were (was) looking forward to the moment when the curtain will rise and they will hear their favourite opera. 6. I thoroughly recommend teenagers to read this new exciting book. Believe me, it is well worth it. Don't miss it! **b)** Tastes differ. It's unfair to believe that all teenagers like the same things: computer games, dancing to blaring music and action films. This is not true. Some of my friends prefer serious films and classical music. I myself think that nothing can beat an interesting book. To be honest, only few of my friends consider reading to be exciting, but I often tell them about the books I'm reading. I hope they will understand how entertaining reading may be.

3. *Alex*: If you're free on Saturday night, do you fancy going (would you like to go) to the cinema? (catch/catching a film)?

*Mary*: That would be lovely, but I don't think there's anything interesting on at the moment.

*Alex*: You are making a mistake here. We're going to watch the new thriller "Rage". Would you like to join us?

*Mary*: You know, thrillers aren't really my kind of thing (my cup of tea). If you want to go and watch a comedy, I'll join you for sure.

*Alex*: OK. Good idea. I'll choose some nice comedy for you.

*Mary*: Thank you. That sounds nice (attractive).

#### Module 8

1. **a)** a tiny device, to have to admit, it goes without saying, to survive without a mobile, a techno freak, a good voice recorder (dictaphone), to be ashamed to say, to store information for (the) clients, a convenient gadget, to be under guarantee; **b)** to bring back the tools, to bring up children, to bring trouble on oneself, to bring the professor's anger on somebody, to bring about great changes; **c)** subjects taught at school (school subjects), to learn English, the cause of death, the reason that he didn't come, to see no problems in the future, with a new gadget, to have a lot of trouble with (the) children, to discover America, to invent a new medicine

2. **a)** 1. Something has gone wrong with my printer. It won't print. I think some paper is jammed in it. 2. It goes without saying, I couldn't (wouldn't be able to) live without my laptop. It helps me to store all the necessary information. 3. John is a real techno freak. He has got a lot of gadgets: a digital camera, a camcorder and a personal digital assistant (PDA). 4. I'm ashamed to mention that, but I'm not interested in computers. More than that, I think they do a lot of harm, though I admit that they are convenient. 5. Harry, my digital camera won't work. Have a look, please, what the problem is. May the battery be flat? 6. We'll have to send our tape recorder to be repaired. When I press the button – there is no sound. But I think it will be repaired free of charge as we've got our guarantee certificate. **b)** My friend Andy is a techno freak. He has always been interested in gadgets. At home he has got a digital camera, an MP3 player, a PDA and certainly a TV set and a CD player. Lately he has had a new passion – (for) a camcorder. He travels a lot and makes amateur videofilms. And then he edits them using the software of his laptop.

3. *Rachel*: You know, Tony, I've got a problem with my computer (laptop).

*Tony*: Oh, that's too bad. What seems to be the problem?

*Rachel*: The signal is very poor. I can hardly read the text on the screen and besides I think there's a virus on my hard drive.

*Tony*: How long has it not been working properly (has it been working like this)?

*Rachel*: Let me think. I believe it began eight or ten days ago.

*Tony*: Probably, the battery is getting flat?

*Rachel*: But the situation is the same if I plug it in.

*Tony*: I see. You know, Rachel, I'm not very good at repairing computers. I think you'd better send it away to be repaired.

*Rachel*: OK. I will. I wish it would not take them a lot of time.