

АНГЛИЙСКИЙ в фокусе



АНГЛИЙСКИЙ ЯЗЫК

Книга для учителя

10 класс

Учебное пособие
для общеобразовательных организаций

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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
- audioscripts 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 emails, 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.

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; DVDs with the students’ favourite story, filmed performances of songs, school plays, Evaluation Sheets and reports from teachers, various realia or pictures and so on. In short, it is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language.

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

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

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 CD player.
- *Tactile/Kinaesthetic Learners* learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and hand-eye co-ordination. By interacting with the space around them, they are able to remember and process information. Involve them in role play, pairwork and other classroom activities.

ABBREVIATIONS

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

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

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 way the meaning of a word is explained 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

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 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.

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

1a

Reading Skills

Suggested Answer Key

- A: *Do you like doing extreme sports?*
 B: *I'm crazy about extreme sports. What sort of things do you like doing?*
 A: *I love playing computer games. 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.

Suggested Answer Key

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

Words of Wisdom

- Draw Ss' attention to the quotation.
- Elicit ideas on 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

I think that Raymond Duncan is saying that at the age of 16, people don't have much experience of life. Life is best when we do have experience, but the next best thing is to be young, curious and full of energy – which is what it is like to be 16. This is why being 16 is the best substitute, or alternative, to having experience.

7 Focus ► Revising new vocabulary

Ss close their books and discuss with a partner new words and phrases they have learnt 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: *Hmm! I also think a friend should be supportive when you have doubts or problems.*
 B: *Sure! A friend shouldn't be mean. etc*

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 (but maybe not anymore).*
 2 *Because Julie cancelled her plans again.*
 3 *Kim is telling Laura why she is angry with her friend, and Laura is trying to cheer Kim up.*

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.

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 read out a sentence.

Suggested Answer Key

Kim feels Julie is selfish.
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.

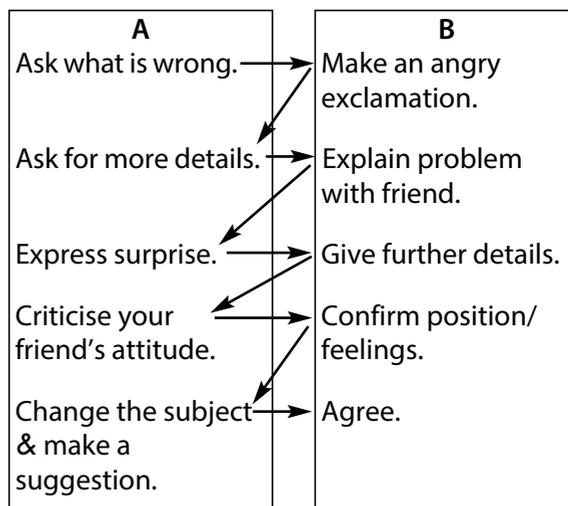
Answer Key

"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.



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

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. She asked me to lend her something and I haven't heard from her since then.*

1b

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 statements 1, 3 and 6. 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

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

AUDIOSCRIPT

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

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

Speaker D: 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 E: 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.

Speaker F: I have a couple of very good friends, but they don't expect me to tell them every single thing I think or feel! I think it's a bit weird; it's like you don't have any part of yourself that is just for you.

Say it right

7 Focus ► Matching statements & responses

- 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 exclamations 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 machine, 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.

Speaking11 **FOCUS ► Describing a photo**

- Explain the task and ask questions about where and when these photos were taken. Elicit how the people in the photos are probably feeling. Write these suggestions on the board. Invent names for the people in the photos. Elicit explanations for why Ss might like to be in these situations.
- Select individual Ss to present their talks to the class.

Suggested Answer Key

I've chosen photo number two. I took this photo last summer. It shows a group of my friends at my house, during the holidays. I live on a farm so we have plenty of space. As you can see, we were sitting round a campfire in the evening, in one of the fields. The boy with the guitar is Connor; he plays really well. The two girls on the right are Zara and Daisy. On the left of the picture are Gabriel and Megan. Everyone's listening to the music. It was a little chilly but we had the fire to warm us. I took the photo because it was a very special moment with my best friends, and I was very happy that it happened at my house. I decided to show this photo to you because it shows that teenagers don't need to go to shopping centres or clubs to have a good time!

1

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

- 1 A: *Are you doing*
B: *don't think, am staying, Are you going*
- 2 A: *has he known*
- 3 A: *has forgotten*
- 4 A: *Have you read*
B: *am reading*
- 5 B: *starts*
- 6 A: *are you doing*
B: *are thinking*
- 7 A: *has been getting*
B: *know, is getting*
- 8 A: *Do you like*
B: *have been*
- 9 A: *are you doing*
B: *am tasting*
- 10 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 – (6B) means *having the intention to do sth*
tasting – (9B) *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*

4 *looks down on*

2 *looks after*

5 *look it up*

3 *look out for*

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 listen to and read the extract. Allow some time for Ss to answer the questions. Check Ss' answers.

Suggested Answer Key

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

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) showing 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 people or things

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 – a small number of high-quality paintings

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

1d

Literature

*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; 3 questions about her camping trip

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.



Writing Skills

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? That 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. That 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: *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

B 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

C key words: *letter, English pen-friend, Michelle, write a letter, give advice, how to overcome her problem, ask 3 questions about visit to the city.*

- *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: advice about boring town
Para 3: ask about visit to the city

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 *Dear Ann,*
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

B 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. 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

C 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.
At least you've got your visit to the city to look forward to! How will you get there? Will you spend the whole day there? What will you do there?
I hope my advice helps. Write back and let me know.

Love,
Joanne

Culture Corner

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 ▶ Lexico-grammatical matching**

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

Answer Key
 1 wearing/ 3 to stick 6 find/have found
 to wear 4 them 7 are influenced
 2 most 5 second

1

Culture Corner

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
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 positively 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

5 Focus ► Writing a short paragraph on teenage fashion

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

Across the Curriculum – Citizenship

1

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

1

Across the Curriculum – Citizenship

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, thus practising their computer skills as well.

Useful link – www.yourrights.org.uk
www.nistudents.org

Suggested Answer Key

Illegal 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 in yourself by not having preconceived ideas of certain groups of people based on their skin colour or their nationality. you can also stand up for people's rights by reporting cases of discrimination to the authorities, your parents, your teachers etc. The most important thing is to never give up and keep on fighting!

1

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

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.

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.

2 Focus ► Lexico-grammatical matching

- 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.

Answer Key

- | | |
|------------------|-----------------|
| 1 representation | 5 conservation |
| 2 sorting | 6 driving |
| 3 consumer | 7 manufacturers |
| 4 recycled | |

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
manufactured: made
display: show
resources: material we can use for our benefit
eliminate: to put an end to/to get rid of
waste: materials that has been used and is no longer wanted
landfills: large holes in the ground in which we throw rubbish and then bury it once it is full

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 a) 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)

b) FOCUS ► Collecting information and preparing a presentation on recycling

- Explain the task to Ss.
- Ss work in pairs to complete the task.
- Alternatively, assign the task as HW.

Suggested Answer Key

What can be recycled – and how

Second-hand paper is shredded and mixed with water and fresh wood pulp to make recycled paper. Glass and metal are crushed or cut up, melted down, and put into new moulds.

In the developing world, old car tyres are often cut up and used to make strong sandals and flipflops!

A company in Germany makes trendy bags from recycled plastic covers from cargo trucks.

1

Going Green

A lot of recycled steel is made into rebar, the long metal rods that help concrete buildings to stand up.

If you have a garden, a good way to recycle food and organic waste is with a 'compost heap'.

Potato peelings, grass cuttings and spoilt food is put in a pile or heap outside. Over the months, with the help of worms and bacteria, it rots down to form good soil, or 'compost'. This can be put on the garden and used to grow vegetables.

<http://www.recyclenow.com/what-to-do-with>

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

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

AUDIOSCRIPT

Speaker A: One way to keep friendships fresh is to keep having unusual experiences. My friends and I have a sort of competition: who can come up with the craziest idea for something to do together? Then we do it! We've got some great memories, and we always have something to talk about.

Speaker B: Friends are great for giving you advice, on relationships, on schoolwork – and on fashion! We go to the shopping centre together and decide what to buy. Not only is it a good way to make sure your new purchases suit you, it means we don't accidentally buy the same thing!

Speaker C: Because I'm studying in the US, I can't be with my friends from my town. Luckily, thanks to social media and especially instant-messaging, we're always in touch. Still, I'm looking forward to finishing here and seeing them in person!

Speaker D: Some people go out on the town at weekends, but my friends and I have a different arrangement. One of us organises an event at their house. It's usually watching a new DVD or playing a computer game. It's cheap and great fun.

Speaker E: There's something about being physically active with people your own age. That's why my best friends are the other people on my water-polo team. After practice and matches, we go out for a meal together. Some of my colleagues at work play indoor football, and sometimes I join them. It's definitely good for building relationships.

Speaker F: I suppose it always happens, when you leave school or university; you move away, get settled in a job and in the evenings, you just want to sit on the sofa in front of the TV. That's why I'm delighted to get invitations to birthdays, weddings or New Year parties; it's a great chance to catch up.

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

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

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

Speaking**Focus ► Reading a text aloud**

- Ask Ss to read the text "Peter the Great" quietly.
- Then ask some Ss to read the text aloud to the class.
- Check Ss' intonation and pronunciation.

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 Eve,

It was nice to hear from you and I'm glad you told me about your brothers.

There are four of us in my family. Most of the time we get on well, but sometimes 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, Alexa. 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



Progress Check

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

Answer Key

- | | | | |
|-----------------------------|------------------------|----------------------|----------------------|
| 1 1 <i>trusting</i> | 6 <i>patient</i> | 4 1 <i>beautiful</i> | 4 <i>talented</i> |
| 2 <i>selfish</i> | 7 <i>caring</i> | 2 <i>careless</i> | 5 <i>resourceful</i> |
| 3 <i>loyal</i> | 8 <i>mean</i> | 3 <i>selfish</i> | |
| 4 <i>moody</i> | 9 <i>dishonest</i> | 5 1 <i>after</i> | 4 <i>forward to</i> |
| 5 <i>aggressive</i> | 10 <i>jealous</i> | 2 <i>up</i> | 5 <i>down on</i> |
| | | 3 <i>out for</i> | |
| 2 1 <i>shopping</i> | 6 <i>grab</i> | | |
| 2 <i>all-time</i> | 7 <i>hit</i> | | |
| 3 <i>brand</i> | 8 <i>top</i> | 6 1 <i>at</i> | 4 <i>with</i> |
| 4 <i>window</i> | 9 <i>mobile</i> | 2 <i>with</i> | 5 <i>on</i> |
| 5 <i>extreme</i> | 10 <i>the great</i> | 3 <i>about</i> | |
| | | | |
| 3 1 <i>have been saving</i> | 4 <i>Are you going</i> | | |
| 2 <i>Have you seen</i> | 5 <i>have known</i> | 7 1 <i>a</i> | 2 <i>b</i> |
| 3 <i>starts</i> | 6 <i>gets</i> | 3 <i>a</i> | 4 <i>b</i> |

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 snowboarder.

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 they are holding?

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, emails, 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, magazines/books/comics, etc.

2 Focus ► Gap-filling

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

Answer Key

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

3 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)

4 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 yourself 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.

- 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

7 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

Vocabulary

5 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)

6 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	

Writing

8 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 in total 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 learnt 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 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

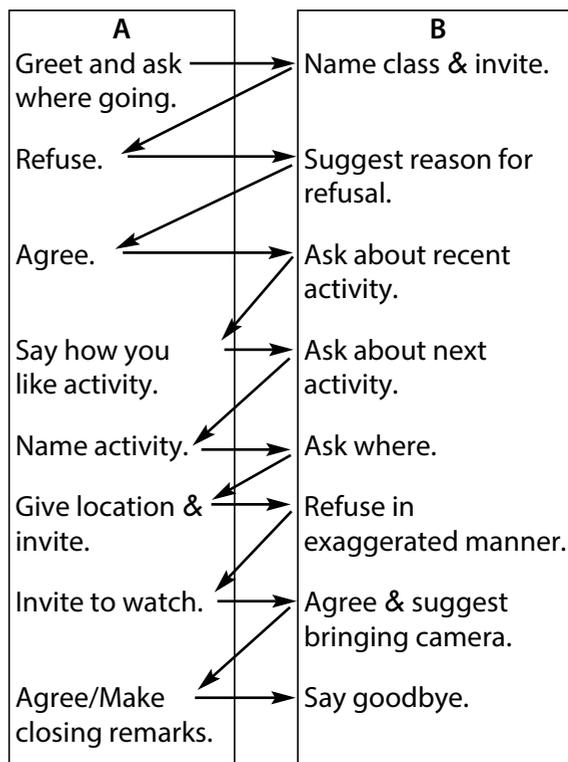
action shots: photos of something in motion

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 an 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 float 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.

2b

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 Focus ► True of false statements

- Elicit/Explain the meaning of the word *enrolment* (the act of signing up for a course or class). Ask Ss to complete the task.
- Check Ss' answers.

Answer Key
A F C F E NS G F
B F D 7 F T

AUDIOSCRIPT

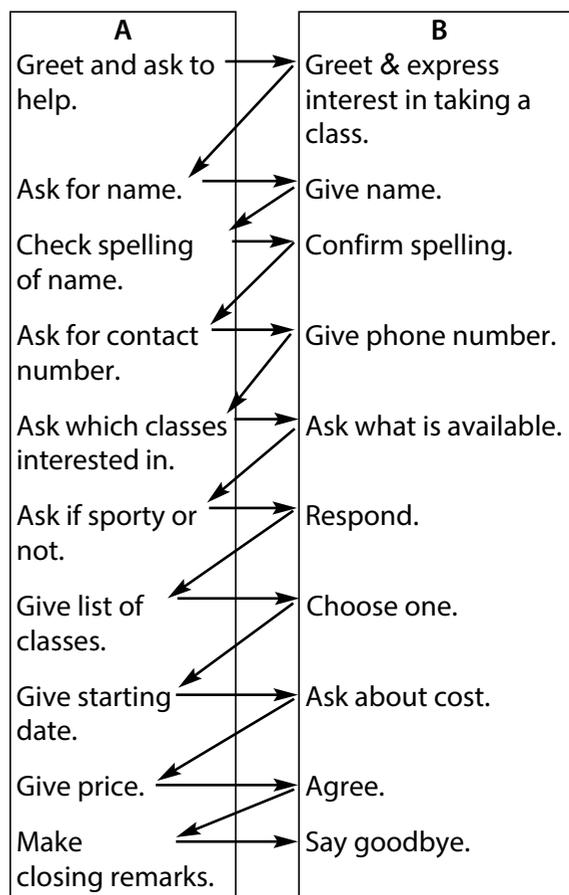
A: Good morning. How can I help you?
B: Hi. I'm interested in taking some classes at the community centre, please.
A: Ok, that's great. Have you been to the centre before?
B: No, actually it's my first time.
A: Right. Well, I'll just take down some details from you then. Could you give me your name, 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: 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 3rd September and another one on 28th.
B: The 3rd 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 3rd 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 3rd!
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.*

- 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 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)

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*

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

- | | |
|----------------------------|-----------------|
| 2 <i>reading, watching</i> | 7 <i>go</i> |
| 3 <i>finish</i> | 8 <i>cry</i> |
| 4 <i>saying</i> | 9 <i>to see</i> |
| 5 <i>to do</i> | 10 <i>to go</i> |
| 6 <i>playing</i> | |

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 *owe* 2 *change* 3 *broke* 4 *salaries*

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.*

2c

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!

2d

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 a) 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.

b) Focus ▶ Reading fluently

- Direct Ss' attention to the biography and explain the task.
- Allow Ss to read the text to themselves.
- Ask some Ss to read the text aloud.
- Check Ss' intonation and pronunciation.

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

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 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.



Literature

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.

2

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 short form
3 present participle	6 omission pers.
4 imperative, informal linker	pronoun

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.

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.

2

Culture Corner

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.

- 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

An unusual but particularly Russian yearly sporting event is the Bandy World Championship. 'Bandy' is a winter sport that is very popular in Russia, Sweden, Finland and other cold countries. The sport is like ice hockey, but the rink is bigger, the teams are larger, and they use a ball, not a puck. The World Championship is often held in Russia; in 2015, it was in Khabarovsk. National teams of 11 members compete for the cup. 10,000 spectators stand in the freezing cold to watch (including the Prime Minister!), though many more watch it on television. The prize is the cup. Many other countries, including Poland and the US, may soon compete in the Bandy World Championship.

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.

2

Across the Curriculum – PSHE

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 a promotion.

Going Green

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.

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 instead 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.

Spotlight on Exams



Reading

Focus ► Reading for specific information

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

Answer Key

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

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 4 shiny
2 expensive 5 excitement
3 really 6 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	A	B	C	D	E	F
Comment	4	5	3	6	7	1

AUDIOSCRIPT

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

Speaker A: 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 B: 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 C: 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 D: 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 E: It depends. I love basketball and I never miss a game of the team I support, but I haven't watched a football match for years.

Speaker F: 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 ► Asking questions and getting information

- Explain the task.
- Allow Ss time to complete the task.
- Ask some Ss to act out their dialogue.

2

Spotlight on Exams

Suggested Answer Key

- 1 Hello, I'm calling about the weekend getaway in Rome. I was wondering if you could tell me what the departure dates are? Does the holiday package happen once a year, or more often? Does it fit with any public holidays?
- 2 What airline company will we fly with? Will there be meals and a film in-flight? Do you know what sort of aeroplane it is? Does this airline have a good reputation?
- 3 The advertisement says accommodation is included. What standard is the hotel? Is it near the city centre of the outskirts? Is there a nice view from the room? Is it a modern or traditional building?

- 4 The advertisement says some meals are included. Which ones? Will they have high-quality Italian food? Are there vegetarian alternatives? If my parents don't want the included meals, or want to eat somewhere else, can they get a discount?
- 5 I'd like to know more about the planned activities, the tours and the shows. Will there be tours to the Vatican, the Coliseum, and the Pantheon? What are the shows, exactly? Will they include an opera or classical music?

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 departure | 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 (Suggested Answer Key) | | |
| 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. | | |

Schooldays & Work

Module 3

Before you start ...

- Revise one or two points based on yourself 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 among the Ss, direct their attention to the picture on p. 45. Ask them to identify on which page 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 age are they?
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? How old do you think these people are? Where could these people be from?

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 draw cartoons? What are they based on?

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

Suggested Answer Key

Most schools in Russia are state schools, and are co-educational. However, I go to a single-sex boarding school etc.

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 4 *Schools of Every Shape and Size*
(The different types of schools)
- B 1 *To and From School*
(The distance some kids travel to school)
- C 5 *Studying Hours*
(Different school hours)
- D 2 *School Rules*
(Different school rules)
- E 3 *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 B 3 C 5 B 7 C
2 D 4 A 6 A

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: tough, not relaxed
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 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 firefighter, a nurse
- 7 a vet, a surgeon
- 8 a bank clerk, a secretary

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 chair person, a manager
- 4 a typist, a receptionist
- 5 an accountant, a surveyor
- 6 a film director, a TV presenter
- 7 an ambulance driver, a soldier
- 8 a shopkeeper, a photographer
- 9 a midwife, an optician

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 lawyer

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.

Suggested Answer Key

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

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 is also very friendly and likes being with people 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.

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 audioscript**

- 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 training.

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 |

3b

Listening & Speaking Skills

AUDIOSCRIPT

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'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 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.

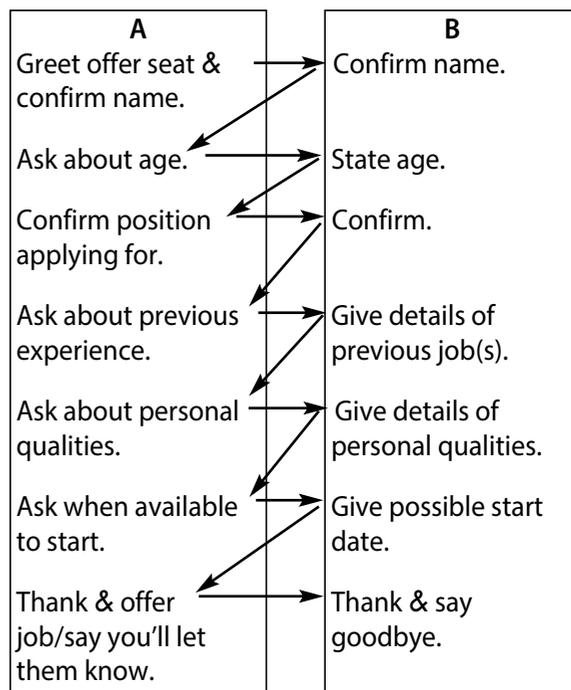
Interviewer: 1st April would be fine. Well, thank you for coming, Miss Hodgkins. You'll receive a letter in about a week to let you know if you have been successful.

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

C

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 *it'll – prediction based on what we think*
- 6 *he'll be starting – action in progress at a stated future time*
- 7 *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.

Suggested Answer Key

3 b (future simple) 6 f (future simple)
4 c (be going to) 7 h (future continuous)
5 d (be going to) 8 g (future perfect)

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.

3c

Grammar in Use

- Use each of the four examples several times until you have asked each S at least once for a response.

Suggested Answer Key

- she finishes college.
- I get home.
- he gets back.
- 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 and adjectives 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 <i>pick up</i> | 3 <i>pick on</i> | 5 <i>up</i> |
| 2 <i>pick at</i> | 4 <i>pick out</i> | |

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*

Writing13 **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.

3

Literature

Objectives

Vocabulary: emotions & feelings

Reading: extract from *The Darling* (gapped text)

Skill – reading for detailed comprehension

Writing: a short dialogue

1 a) 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.

b) Focus ► Reading a text aloud

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

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.

Answer Key

Olenka is Sasha's aunt.

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

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

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?” (l. 46)*

affection: *Oh, how she loved him! (l. 33), “overflowing with love” (l. 39)*

happiness/joy: *so cheerfully, tears of joy (l. 37), smiled and beamed (l. 40)*

sorrow: *both crying at how difficult it was (l. 51)*

responsibility: *You must try hard and learn (l. 22)*

dedication: *Never before had she given herself up so completely (l. 34), given her life (l. 37)*

peacefulness: *content, peaceful (l. 39)*

Sasha

irritation/annoyance: *he was a little cross (l. 20), Oh, leave me alone please (l. 24)*

embarrassment: *ashamed of being followed by a tall, stout woman (l. 30)*

sorrow: *both crying at how difficult it was (l. 51)*

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.*

3 e

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 16 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, 2000

Nationality: British

Education

Qualifications: 7 GCSEs
Languages: French, German

Work Experience

2014–2015: 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

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.

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)

We start school a year after Americans, but some Russians stay on longer.

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 | 4 locker |
| 2 discussion | 5 performance |
| 3 educational | 6 sporty |

3

Culture Corner

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; make you want to do sth

independently: on your own; without outside help or influence

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: one of a kind

chat: talk

report card: the piece of paper upon which a student's school grades are written

depend on: be 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.

Across the Curriculum – Citizenship

3

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 information with somebody, you tell them about it*

conditions: *the state sth is in*

expected: *anticipated, thought would be the case*

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 Saõ Sebastião de Jaçara in Brazil. My job is very difficult and I have many responsibilities. I wish I were better equipped to help my students but there is not enough money or support. My hope 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

AUDIOSCRIPT

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: *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 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 still in the wild. Polar bears are endangered because their habitat is being lost. In addition, they are under threat from illegal hunters who kill them for their valuable fur.

Canada, the USA, Denmark, Norway and Russia have signed an agreement to protect the bears 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	2	3	3	5	3	7	1
2	1	4	1	6	3		

AUDIOSCRIPT

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

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

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 coldest	4 is referred	7 colder
2 lasts	5 falling	
3 has offered	6 its	

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

Suggested Answer Key

In Picture 1, we see a young woman sitting in a garden. It looks like a bright spring day, and it's obviously warm because she is wearing a t-shirt. She has some flowers in a pot and a gardening tool in her hand. She's smiling and happy. Picture 2 shows a young woman at her desk in an office. She's dressed formally, in a black jacket and white top. She's speaking on the phone, and her laptop computer is open beside her.

She looks confident and relaxed. Both the pictures show young women enjoying their jobs. However, the woman in picture 1 is outdoors and working with her hands, whereas the woman in picture 2 has a job in an office. Personally, I'd prefer the job in picture 1. I'd like to work in the fresh air with beautiful, living things like plants. I think the office job could be stressful and unhealthy.

3

Progress Check

Progress Check 3 and Look at Module 4 should be done in one lesson.

Answer Key

- | | |
|-------------|-----------------|
| 1 1 armed | 6 ashamed |
| 2 attends | 7 freelancer |
| 3 well-paid | 8 report |
| 4 architect | 9 carpenter |
| 5 runs | 10 participated |
-
- | | | |
|-------------|-------------|-------------|
| 2 1 medical | 5 business | 9 sponsored |
| 2 human | 6 boarding | 10 driving |
| 3 public | 7 naval | |
| 4 bank | 8 emergency | |
-
- | | |
|-----------------|---------------|
| 3 1 is going to | 6 am going to |
| 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 |

- | | | | | |
|-----------|-------|----------|--------|--------|
| 4 a) 1 up | 2 at | 3 up | 4 on | 5 out |
| b) 1 in | 2 for | 3 for/in | 4 with | 5 from |
-
- | | | |
|-----------|------------|-----------|
| 5 1 actor | 3 artist | 5 teacher |
| 2 manager | 4 director | |
-
- | | |
|--------------------|-----------------|
| 6 1 Thank you. | 4 Good for you! |
| 2 Monday, 10:00 am | 5 Not really. |
| 3 Oh dear! | |

Earth Alert!

Module 4

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. 75).

T: What page is picture 1 from?

S1: It's from page 75.

T: What can you see in picture 1?

S2: It looks like an underwater scene. There is coral and there are colourful fish.

T: What part of the world do you think this is?

S3: It's a tropical sea.

T: What do you think it has to do with the title of the module?

S4: It might be because this place of natural beauty is threatened.

Pic 2 (p. 63)

What does the picture show? Why do you think the Earth is being crushed?

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 advert (p. 67)

Where can one find this kind of advert? 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.

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

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.

Suggested Answer Key

Three Rs Quiz

- It's a bit chilly in your living room. Do you ...*
 - put on a sweater?*
 - turn up the heating?*
- You are watching TV when your friend arrives. You and your friend decide to play a board game. Do you ...*
 - leave the TV on while you play?*
 - switch off the TV?*
- You have just finished writing an important composition for school. Do you ...*
 - proofread it on your computer screen?*
 - print it out to proofread it?*
- You have finished a drink from a glass bottle. Do you ...*
 - rinse the bottle and keep it to reuse later?*
 - throw it away? etc*

7 **Focus** ▶ Revising what you have learnt

- Direct Ss' attention to the Study Skills box.
- Ss think what they have learnt in this section.
- Ss close their books and tell their partners.
- Select individual pairs to give their answers to the class.

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.

4 b

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

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 quote is related 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 the environment, 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

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 CO₂ emissions which cause global warming and climate change. etc

Everyday English

2 Focus ► Learning to express concern and hope

- Direct Ss' attention to the language box and explain/elicite 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 about 60 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 Focus ► Predicting the content of a listening exercise

- Direct Ss' attention to the advertisement.
- Ss try to guess what it is for and what they expect to hear.
- Allow Ss time to read the advertisement.
- Ask Ss to try and predict what the missing words might be.

Suggested Answer Key

The advertisement seems to be for encouraging people to adopt a tree.

(Ss' own answers)

Answer Key

- | | |
|------------|---------------|
| 1 planet | 4 membership |
| 2 forests | 5 budget |
| 3 adoption | 6 information |

AUDIOSCRIPT

Do you want to help save the planet from the comfort of your home? Adopt a tree and help us save different forests around the world. With every adoption, you receive an information package and a free membership to our organisation.

Whatever your budget, we've got the perfect package for you! For more information, send us an email at TreeLoversFoundation@gmail.org. Apply today!

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 a 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.

4b

Listening & Speaking Skills

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 rain 3 wind
2 breeze 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 they have learnt.
- Allow Ss time to make sentences with them.
- Ss then tell their partners.
- Go around the class monitoring the task.

(Ss' own answers)

4

C

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/necessity – *must, shouldn't, have to*
absence of necessity – *don't have to*
permission/prohibition – *can('t), mustn't*
advice – *should/ought to/ had better*

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 <i>should</i>	4 <i>must</i>	7 <i>have to</i>
2 <i>can</i>	5 <i>can</i>	8 <i>should</i>
3 <i>should</i>	6 <i>must</i>	9 <i>had better</i>

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 <i>could</i>	3 <i>could</i>	5 <i>was able to</i>
2 <i>had to</i>	4 <i>had to</i>	

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 <i>illegal</i>	4 <i>unlikely</i>
2 <i>undisturbed</i>	5 <i>irresponsible</i>
3 <i>inaccurate</i>	

4c

Grammar in Use

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 run 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/needn't use
- 3 should avoid eating
- 4 must not/can't drive if you
- 5 is/would be a good idea

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

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

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 cover 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.
 They were amazed when the **great** bird flew over their heads.
 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
types: birds, elephants, lizards, kangaroos, crocodiles, iguanas, human, dinosaurs
parts of body: (three-toed) feet, (five-fingered) forepaws, tails, feet, skins, muscles, brain, heads, hand, cheeks, face

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.

Answer Key

*the baby dinosaurs → playful (lines 37-38), huge (lines 19-20), unusual (line 16)
 the adult dinosaurs → unintelligent (line 45), huge (lines 19-20), unusual (line 16), strong (line 40)
 the two professors → excited (lines 55-56), overjoyed (lines 5, 55), amazed (lines 12-13)
 the narrator → amazed (lines 12-13),*

7 Focus ► Explaining in your own words

- Complete the first item with the class to demonstrate the task.
- 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 for the dinosaurs to know they were there
 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

4



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.

- 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 cars 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 cars from city centres for the school magazine.*

2 *Formal style.*

2 a) **Focus ►** Understanding rubrics

- Read out the rubric and explain the task.
- Ss work in pairs.

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 first point, pros and cons
- 3 second point, pros and cons
- 4 third point, pros and cons
- 5 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

first of all, we will look at convenience
secondly, there is the question of safety
finally, pollution needs to be discussed

Supporting sentences

Cars are usually considered the most convenient form of transport in the city.
Many people are hurt by cars every year, whether drivers, passengers or pedestrians.
On the one hand, banning cars would certainly reduce the air and noise pollution in the city centre.

Alternatives

In some cases, the metro is the quickest and easiest way to move around.
The chemicals produced by cars can damage people's lungs.
Cars produce more pollution than any other kind of transport.

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

first of all – to list, however – to contrast, for example – to introduce results/examples, secondly – to list, finally – to list, On the other hand – to contrast, all in all – to conclude

Suggested Answer Key

Nevertheless, Firstly, Also, However, To begin with, In addition, All in all, Consequently to begin with, nevertheless, for one thing, also, in addition, while, on the whole

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

There is no denying that creating cycle lanes is a growing trend at the moment, and the creation of cycle lanes offers both advantages and disadvantages to a community. To decide if cycle lanes would be the right choice for our city, we must examine the pros and cons of three areas: safety, convenience, and cost.

First of all, cycle lanes will generally make our city safer. Cyclists will be better protected from cars, so there will be fewer injuries. Also, if more people are encouraged to cycle, then there will be less pollution in the air, and everyone will be healthier. On the other hand, some people say that cycle lanes can make cyclists more careless; they expect everyone to watch out for them and so they don't pay attention, and so might get hurt.

Also, in terms of convenience, cycle lanes have pros and cons. They will encourage more people to cycle, so there will be less traffic on the roads. But on the other hand, the roads will be narrower, so there could be more risk of traffic jams.

Finally, there are pros and con involving cost. Of course, cycle lanes will cost money to create. It could also cost money to enforce the rules surrounding their use, for example, to stop people from parking in them. However, when we think of how they could make our city more pleasant, we have to ask how can we put a price on quality of life?

In conclusion, although cycle lanes are not without some disadvantages, I think that the safety benefits they will offer to cyclists, and to all of us in terms of environmental quality, make them worth adding to our city streets.

2 Most people would agree that zoos are important for the preservation of endangered animals. However, other people believe that animals in zoos are like prisoners and they would be happier in their natural habitats. Let's explore the pros and cons.

First of all, the conditions animals are kept in can be a problem. Clearly it is wrong to keep animals confined in small, bare cages. However, many zoos nowadays keep the animals in large, realistic enclosures that resemble their natural habitat.

Also, there is the question of whether animals are happy in captivity. Many people say that animals belong in their natural habitat. But what if their natural habitat is being destroyed? What if it no longer exists? Furthermore, some animals in captivity can become depressed. However, if care is taken to give them the appropriate company, and enough space, there is less chance of this happening.

Lastly, we must consider the conservation work of zoos. Though it is true that animals are seldom re-introduced into the wild successfully, it can happen. For some species, this is their only chance for survival.

All things considered, I believe the advantages of keeping animals in zoos outweigh the disadvantages. We should keep trying to help endangered species survive by giving them homes in zoos.

3 These days we are all aware of the importance of recycling. But should our school start a paper recycling program, too? Let's look at the pros and cons.

First of all, let's consider the issue of time. Teachers are busy at school, and the last thing they want is one more task. On the other hand, a recycling program could be tied into a science class, so while it might take some time, it could be used to teach something important.

Secondly, we must consider the effect on the environment. A paper recycling program would be great for the environment; no one can argue with that. Our school could cut back on the rubbish we send to the landfill and set a good example in the community. On the other hand, some would say that one school won't make a difference; it is the big factories that must start recycling. Well, we have to start somewhere!

Finally, what about the cost? We will have to transport the paper to the recycling center, which will use up fuel. This will cost money. However if we got volunteers to take turns, it will not cost the school money we need for other things. Also, we could save money by reusing some of the paper for scratch paper.

Although there are both pros and cons to starting a paper recycling program at our school, I believe that the benefit to the environment and the lessons students would learn would more than make up for what we have to spend in terms of time and money. I think it's a great idea.

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 **humpback whales**. The Great Barrier Reef is Australia's **natural treasure**.*

2 a) **Focus ►** Word transformation and fill the gaps

- Explain the task.
- 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 <i>largest</i> | 5 <i>living</i> |
| 2 <i>be seen</i> | 6 <i>their</i> |
| 3 <i>have fallen</i> | 7 <i>someone</i> |
| 4 <i>anyone</i> | |

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.
B: Yes, and they are also asked not to fish, and not to remove shellfish or other creatures from their natural habitat. etc

4

Culture Corner

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 Peter the Great Bay in the Sea of Japan 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 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 questions and answers.

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

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

equation: a mathematical statement to explain a process

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

convert: change sth into sth else

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.

Answer Key

The circle of life

food chain, plants get food from the sun, animals eat plants, other animals eat animals, photosynthesis is the foundation of food chain

A long history

bacteria carried out photosynthesis 3 billion years ago

Now for the technical bit

energy from the sun, plus carbon dioxide and water = carbohydrates and oxygen gas

The raw materials

carbon dioxide absorbed through plants' leaves, water absorbed by the roots, chlorophyll takes energy from the sun, this is everything the plant needs

Changing the form of energy

first, the light reaction changes the sun's energy into chemical energy stored in a chemical called ATP

In the dark

next, the dark reaction uses the ATP to change carbon dioxide into water and carbohydrates

Making life possible

Photosynthesis is important for the food chain and for producing oxygen, without it there would be no life.

4

Going Green

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 development.*
- *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 *Medicines, wood etc*

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 layer: a layer of the tallest trees of the forest

stick out: protrude, extend

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 central America.

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.

Spotlight on Exams

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

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

Listening

FOCUS ► Listening for specific information

- Ss listen to the recording and fill in the gaps.
- Elicit answers from around the class.

Answer Key

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

4

Spotlight on Exams

AUDIOSCRIPT

- 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:** OK ... 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

Imagine a land covered by forests, with no towns, factories, roads, or fields of grazing animals. Thousands of years ago, much of the Earth looked like this. To build the modern world, humans had to clear trees. But the cost has been high, especially in the areas of climate change, biodiversity, and local peoples.

Firstly, we will look at the environmental health of the planet. Forests and jungles take greenhouse gases out of the atmosphere, acting like the lungs of the Earth. However, some people say that well-managed commercial forests can perform this ecological role, while supplying us with wood for our own use.

Secondly, biodiversity needs to be discussed. When we cut down woodlands, we destroy ecosystems, threatening many animal and plant species. On the other hand, we can create protected areas and only cut down trees outside them.

Thirdly, there is the question of the local tribal people who live in the forests. When the trees are cut down, their traditional way of life is affected. However, these people may come to enjoy some of the benefits of the modern world.

All in all, cutting down trees can be harmful as well as beneficial. I believe we need strong laws and good consumer awareness to reduce deforestation to a minimum, and preserve as much of our natural heritage as possible.

Speaking

Focus ► Reading out a text

- Direct Ss' attention to the prompt.
- Ss take 1.5 minutes to read the material silently.
- Ss take turns reading the material out loud to partners and then to the class.

Progress Check



Answer Key

- 1 1 *encourage*
2 *glass*
3 *replace*
4 *wrap*
5 *campaign*

- 2 1 *endangered*
2 *modern*
3 *vegetable*
4 *adoption*
5 *compost*

- 3 1 *must/ought to*
2 *had to*
3 *shouldn't*

- 6 *emissions*
7 *congest*
8 *sight*
9 *reduce*
10 *switch*

- 6 *climate*
7 *energy*
8 *power*
9 *natural*
10 *global*

- 4 *don't have to*
5 *could*
6 *ought to/must*

- 4 1 *impossible*
2 *irresponsible*
3 *illegal*

- 4 *unacceptable*
5 *disappear*

- 5 a) 1 *over* 3 *on* 5 *away from*
2 *out of* 4 *into*

- b) 1 *about* 3 *from* 5 *of*
2 *in* 4 *to*

- 6 1 *is not lost*
2 *thinking about*

- 3 *in the rain*
4 *freezing*

Before you start ...

- Encourage a class discussion based on Ss' thoughts and concerns regarding the environment. Find out what problems they see in the environment and whether they feel they can influence any positive change.
- Direct Ss' attention to the title of the module, *Holidays*. Explain that the idea of the module is to introduce concepts relating to holidays and how our lives and environment 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 should 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 from the Monkey Temple was great.*
4 *They were poor but really friendly.*
5 *Bhaktapur is an ancient town.*
7 *The festival lasts for two 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

5a

Reading Skills

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 but not destroyed
pavement: paved area for pedestrians
escaped: got free
peaks: tops of mountains
in the distance: far away
brehtaking: 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 that you hit with sticks or your hands, made from skin stretched over a round frame
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 wait for a delayed flight.*
- 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.*

- 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

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.

Words of Wisdom

- Draw Ss' attention to the proverb.
- Elicit ideas on 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.

5 b

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

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.

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. One of them, perhaps a tour guide, is trying to make them feel better by telling them the rain is warm!

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:** didn'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 practise 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!

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

5b

Listening & Speaking Skills

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

AUDIOSCRIPT

Fern: Hey, Liam. Did you have a good time on holiday? Didn't you go to that ski resort that all the travel magazines are talking about? They say it's just waiting to be discovered ...

Liam: Hi, Fern. I'm sorry to say that it's not undiscovered – or only by this country! It's very popular with people from other countries. Rather too popular, as it turned out.

Fern: Oh well - I suppose that means there are good hotels, then ...

Liam: Yes, our room was comfortable and clean. But it was right next to the lift. The noise of it going up and down kept us awake at night.

Fern: Why didn't you change rooms?

Liam: The hotel had none that were vacant, and everywhere else in town was booked-up!

Fern: Is it true that the town is quite pretty, with nice old buildings?

Liam: Not really. There were a few, but most of it is modern and rather trashy.

Fern: At least the skiing must have been good!

Liam: It was, and to be fair, also quite cheap. But the restaurants and cafés certainly weren't! My sister had a lesson from an instructor, which she said wasn't very helpful. But really, it was the people there who spoiled it.

Fern: Do you mean the locals?

Liam: No, no, I meant the other tourists! They were quite rude and we even saw them dropping litter on the snow.

Fern: Were they mostly young people?

Liam: Actually, mostly families! Well, we learnt our lesson. We won't be going back, or falling for what journalists say in glossy magazines.

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)

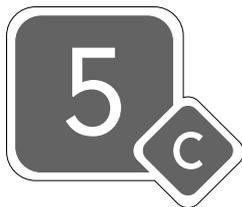
Writing

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: articles; past tenses

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

<i>a</i> Past Simple	<i>e</i> Past Perfect
<i>b</i> Past Continuous	<i>f</i> Past Continuous
<i>c</i> Past Simple	<i>g</i> Past Perfect
<i>d</i> Past Continuous	Continuous

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

- Past Continuous, Past Simple
- Past Simple
- Past Continuous
- Past Perfect, Past Simple
- Past Continuous
- Past Perfect Continuous, Past Simple
- Past Simple

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

- A: *Did you see*
B: *had started, finished*
- A: *happened*
B: *fell, broke, was riding*
- A: *was Ann crying*
B: *had been training, found out*
- A: *did you meet*
B: *finished*
- A: *didn't he come*
B: *had just arrived, realised, had left*
- 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

- by the time*
- until*
- after*
- as soon as*
- while*

Suggested Answer Key

- Our dinner was cold **by the time** we sat down at the table.*
- I took piano lessons **until** I was 14 years old.*
- I watched some television **after** I had finished my dinner.*
- Sarah rushed home **as soon as** school finished.*
- The children were building sandcastles **while** their parents were sunbathing.*

Game

Focus ▶ Continuing a chain story

- Tell Ss you are going to create a chain story where Ss must add on.

5c

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

- blackboard
- widespread
- gentleman
- full stop
- highland
- highchair

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 to book her flights.
- 2 They didn't **transfer** my luggage to the next flight.
- 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

5

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 up	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: expected

5 **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 shake | 3 nod | 5 shake |
| 2 nod | 4 shake | 6 shake |

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)

AUDIOSCRIPT

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)

3 *The weather was hot and sunny and then there was a sudden thunderstorm.*

4 *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, Sarah! Without it you wouldn't have spotted my special umbrella", 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. 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 ►** **Practising 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

<i>1 patiently</i>	<i>3 hungrily</i>	<i>5 loudly</i>
<i>2 slowly</i>	<i>4 anxiously</i>	<i>6 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 | frightened | 4 | calm | 7 | glad |
| 2 | tired | 5 | bored | | |
| 3 | worried | 6 | certain | | |

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 | whispered | 4 | cried | 6 | wondered |
| 3 | exclaimed | 5 | screamed | | |

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

It was still early **when** we reached ... around the stalls **and** admired ... funky Carribean music **while** others were taking etc

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 worry **until** it began 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 darkened 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 with fear, we were sure 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. Our parents drove us there.*
 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 arrived in the car > 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 had been waiting for months for this day to come, and finally here we were. 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 mountain. "Oh no," my mother cried, "it's a landslide!"

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. We had to drive slowly to steer 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 a 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. I felt so disappointed and angry. If only we hadn't gone to the carnival!

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 photos 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 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 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 make a list of what they'd 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. Now it's 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, rebuilt in 1997. There, you can learn all about life in Shakespeare's time 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 visit during your time here:

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. Today, 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 metres 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.

5

Across the Curriculum – Geography

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 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 4 first 7 dancing
2 spending 5 went
3 really 6 guided

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** ▶ Describing a photo

- Ask Ss to focus on the photo.
- Decide on answers to the questions – 'who, why, what' etc
- Ask Ss to read their answer.

Suggested Answer Key

I've chosen photo number 1. I took this photo when I was in a museum in London last month, because I was impressed with the exhibit. It is a dinosaur skeleton; I think it's a Tyrannosaurus rex. It's on display in a big hall. You can see some other dinosaur skeletons in the background, and a crowd of other people around it. The museum was very full and it's easy to see why it's popular. Elsewhere, there were even bigger fossils and skeletons! It's good to have some people in the photo because they give an idea of the size of the skeleton. I chose to show this photo because I know you like dinosaurs.

I've chosen photo number 2. I took this on a bus tour of London in October of last year. I took it because I was enjoying the tour very much. As you can see, this bus doesn't have a roof! Without a roof, it gives passengers a better view of the buildings. The picture shows the top of a building, as well as the seats on the bus, and the people travelling on it. The building is the Houses of Parliament in Westminster.

You can see the Union Jack there as well, flying from the top of the tower. I took the photo because I wanted to show you the bus. It was a great way to see London, but we got a bit cold – I'm glad we took coats and scarves! I chose it to show you because I know you like architecture.

I've chosen photo number 3. Actually, my dad took this photo. It's from two years ago. My family was on holiday in Austria with our cousins. We had decided to have a winter-sports holiday. We went skiing and ice-skating, and one day we tried sliding down the hill on this inflatable mattress. It was the most fun thing we did! On the mat is my sister, my cousins and me. You can see it was cold and snowing. I chose it to show you because you asked what my cousins look like!

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 here with my family. We're having a great time here even though the weather here has been pretty bad. I've been doing lots of reading and we'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. Then, ask Ss questions 1-4.
- Call on individual Ss to share their answers with the class.

Suggested Answer Key

- 1 *I'm sitting on a beach in a warm, tropical country with my friend.*
- 2 *I'm enjoying the sunshine and sunbathing.*
- 3 *It is hot and sunny.*
- 4 *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.*
- **drink cans** – *People drink soft drinks from cans. 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.*

5

Going Green

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 causing them to 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

wrapper: paper or plastic that covers something
bucket: a container that can hold water or sand, for example
drain: (noun) hole down which wastewater goes
seal: type of mammal that lives in the sea
sea lion: type of sea mammal
curious: inquisitive
injury: type of damage to the body
stop: to prevent
turtle: type of reptile that lives in the sea; has a large shell on its back
jellyfish: type of marine creature which has no bones
fills up: makes it full
threatened: facing danger
endangered species: types of creatures which are in danger of becoming extinct
propeller: 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, drink 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 causing them to 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	2	3	3	5	4	7	3
2	2	4	4	6	4		

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	enjoyable	4	most	7	following
2	have included	5	best		
3	amazing	6	your		

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

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

AUDIOSCRIPT

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

Speaker A: 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 B: 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 C: 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 D: 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 E: 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!

Speaker F: Beach holidays are boring, and I'm not interested in fancy rooms and restaurants. When I go somewhere, I want to find something out about the place and its history. So I often end up going to countries that other people would hate!

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 ► Describing a photo

- 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

Suggested Answer Key

I've chosen photo number 1. I took this when I was in Russia last year. In the photo you can see my brother, Benjamin, and his Russian pen-friend, Vladimir. It was in summer but one day poured with rain! That's why they are wearing light clothing. We were out sightseeing and didn't have a coat or umbrella. We still had a good time. I chose it to show you because I thought you'd like to see a photo from Russia!

I've chosen photo number 2. I took this picture last winter, in Norway. The two girls are my sisters, Hannah and Minnie. Hannah is in the grey jacket and Minnie is in the pink. It was a beautiful place, with the path leading down a hill through the woods.

The Norwegians know how to enjoy winter; each morning, you see lots of them cross-country skiing. I like this photo, as there are walls of white with colour in the middle. In fact, I think it's one of the best photos I've taken, and that's why I'm showing it to you!

I've chosen photo number 3. This photo was one I took last month, in November. It's in Vermont, USA. I had gone there to visit my uncle. The two boys are his sons, Jake and Elliot. They're playing with the dead leaves. At this time of the year, Vermont is very beautiful. It's a lot of work sweeping up the leaves. It wasn't too cold, though the last I heard, they had just had snow. I like the way Jake and Elliot are having a great time, and that's what I wanted to show you this picture!

5

Progress Check

Progress Check 5 and Look at Module 6 should be done in one lesson.

Answer Key

- | | | | | | | | |
|---|----------------------------|---|----------------------------|----------|--------------|----|-----------|
| 1 | 1 accommodation, appalling | 4 | 1 home | 5 | famous | 9 | local |
| | 2 cottage | | 2 beach | 6 | breathtaking | 10 | candlelit |
| | 3 luggage | | 3 trekking | 7 | freezing | | |
| | 4 backpacking | | 4 first-class | 8 | guided | | |
| | 5 flight ... delayed | | | | | | |
| | 6 chilly | | 5 a) 1 on | 3 off | 5 by | | |
| | 7 Craftsmen, handicrafts | | 2 in | 4 around | | | |
| 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 | | | | |
| | | 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 smiling and eating salad.

T: Why do you think she is eating salad?

S3: Maybe she likes to eat healthily.

T: Do you eat healthily? etc

Pic 2 (p. 117)

Explain the picture. Where is this place? What is happening? Describe what you see.

Pic 3 (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 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.

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 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 you 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.

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, green, red), apple (red, green), orange (orange), tomato (red), cherry (red), raisin (blue, black), lemon (yellow), grapefruit (yellow), strawberry (red), blueberry (blue), pineapple (yellow), apricot (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), squash (yellow)

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, grapefruit, strawberry, blueberry, aubergine, pea, pineapple, apricot, pear, raspberry, plum, watermelon, banana, pumpkin, fig, lime, cabbage, squash
uncountable: broccoli, corn, celery

plural forms: grapes, apples, carrots, lettuces, oranges, tomatoes, cherries, lemons, raisins, grapefruits, strawberries, blueberries, aubergines, peas, pineapples, apricots, pears, raspberries, plums, watermelons, bananas, pumpkins, figs, limes, cabbages, squashes, 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.

Suggested Answer Key

I ate a grapefruit for breakfast, which was yellow. Later, I had a brown chocolate bar as a snack. For lunch, I had a sandwich with tuna and salad. There was lettuce in it, which was green. I also had a red apple and some orange juice. In the evening, I had some fried chicken, potatoes which were yellow, broccoli which was green, and carrots which were orange.

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.

Answer Key

A 4 B 3 C 7 D 1 E F

5 a) **Focus ▶ Identifying vocabulary related to the body**

- Explain the task.
- Allow Ss time to complete the exercise then compare answers with a partner. Check Ss' answers.

Answer Key

- 1 *influence – affects / make us feel*
- 2 *raise – increase*
- 3 *ready to be eaten – ripe*
- 4 *realise – notice*
- 5 *growing old – ageing*

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

interesting: *catching the attention, making sb want to study or observe more closely and for longer.*

different: *not the same as sth else. Word family: differ (v), difference (n), differently (adv), differential (n), indifferent (adj)*

genetic: *affected or connected with the molecular code in all living things. Word family: gene (n), genome (n), genetically (adv), genetically-modified (adj)*

attract: *to make sb or sth want to come closer or into contact. Word family: attraction (n), attractive / unattractive (adj), attractively (adv)*

consistently: *sth that happens regularly or behaves in the same way. Word family: consistency (n), consistent (adj), inconsistent (adj), consist (v)*

poisonous: *of a substance that can cause harm or death. Word family: poison (n), poison (v), non-poisonous (adj)*

reaction: *behaviour or thoughts that are caused by sth else. Word family: react (v) reactive / unreactive (adj), reactor (n), over-react (v)*

amazingly: *of an action or phenomenon that is difficult to believe. Word family: amazement (n), amaze (v), amazed, unamazed (adj)*

age: *to become (and appear and feel) older. Word family: age (n), aged / unaged (adj), ageism (n), underage (adj)*

easily: *to do sth without working hard or trouble. Word family: ease (n), easy (adj), ease (v), feel uneasy (v), disease (n), ease up (phr verb)*

Speaking

6 **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

The yellow grapefruit was a healthy start to the day, giving me Vitamin A, minerals and fibre. The chocolate wasn't so good, as it contains sugar and fat. The tuna in the sandwich gave me protein, the lettuce was a good green vegetable with iron and Vitamin K, and the apple and orange juice were good for me, too. The bread was healthy carbohydrate. At supper, my fried chicken was full of protein, but might have been a bit fatty. But the potatoes gave me carbohydrates and the broccoli and carrots were full of Vitamin A, minerals and fibre.

7 **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.

Why we should have healthy eating habits

It's very important that we learn to eat healthily. We should develop good eating habits so we can be happier and more effective in our day-to-day lives. We are more likely to succeed in whatever we are trying to do – in our jobs, in sport, and in our personal relationships. We will not get sick as often, we will age more slowly, and can also offer our friends and family tasty meals!

Ways a rainbow diet can help

A 'rainbow diet' can help us by getting us to eat a good variety of food. Unhealthy fast food is often the same colour, usually grey or brown. However, it may also be artificially brightly-coloured. By making sure we choose only naturally colourful food, we automatically improve our diet. For instance, fruits are often red, orange or yellow. They give us vitamins, antioxidants and fibre. Green vegetables give us iron and Vitamin K. Also, because colour affects our perception of flavour, a rainbow diet tastes better, too!

Recommendation

All in all, I would recommend a rainbow diet to anyone. Next time you sit down to eat, look down at your plate. If the colours aren't jumping out at you, you probably need to add some to your menu!

Writing

8 **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's Menu**

Breakfast: Grapefruit, orange juice and strawberries can be paired with yoghurt and cereal to create a fresh and healthy meal. The red, yellow and orange fruit gives me vitamins A and C. The cereal will give me carbohydrates and the yoghurt is full of protein. An egg is an excellent source of protein, too.

Mid-morning snack: A handful of nuts or an apple. (Avoid chocolate or sweets)

Lunch: A salad and a sandwich. The green vegetables will give me Vitamin K and iron, and chicken or fish in the sandwich is full of protein. (Try to avoid too much butter or oil on the bread, though.)

Dinner: A chance to eat more vegetables, such as rice and potatoes, green broccoli and peas and orange carrots. I will squeeze a yellow lemon over them to make them taste great! These are full of vitamins, fibre and minerals, and carbohydrates in the case of the rice and potatoes.

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.

6 b

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

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.

- 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 good 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.*

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.



Listening & Speaking Skills

b) Focus ► Completing a dialogue

- Draw Ss' attention 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

AUDIOSCRIPT

Susan: Sorry I'm late, Emma. I've just been to the dentist's.

Emma: Oh, poor 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

AUDIOSCRIPT

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 ...

Idioms8 **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 in

6

C

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.

6c

Grammar in Use

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

- | | |
|-------------------------|-----------------------------|
| 1 <i>would not have</i> | 3 <i>had been</i> |
| 2 <i>had set out</i> | 4 <i>would not have had</i> |

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 would have gone 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 *The hot oil left a **burn** on my hand.*
 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

- 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 at random**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*

- 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 4 glare 6 stare/gaze

2 glance 5 catch sight of/ 7 gaze

3 glance glance

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**The boys **stare** because they want something; the master **gazes** because he is very surprised.*b) **Focus ►** Using new vocabulary

- Explain the task.

Idioms6 **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

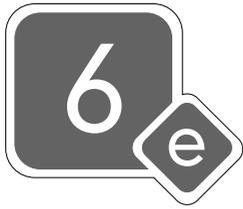
1 water 3 cake 5 tea

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: a report making assessments (matching)
Skill – reading for gist
Grammar: clauses of concession; linkers
Writing: a report making assessments

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 food court.*
 2 *The editor of "Taste It" magazine.*
 3 *c, d, 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

<i>Positive</i>	<i>Negative</i>
<i>tasty dishes, reasonable prices, beautiful presentation, friendly staff, self-service feature adds to the experience, informal & relaxed atmosphere, popular place</i>	<i>some dishes rather expensive, queuing necessary for some stalls, waiting involved for particular dishes, busy at times</i>

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)
reasonable prices (positive)

Used in report: *tasty dishes, reasonable prices, beautiful presentation, friendly staff, informal, relaxed atmosphere, popular place, expensive dishes*

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 (both)
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

Writing Skills

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, yet/but, while/whereas</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.

<i>in spite of/despite + the fact that even though/although whereas/while yet/but</i>	+ clause (subject + verb)
<i>in spite of/despite</i>	+ verb/ + -ing form
<i>in spite of/despite</i>	+ noun

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, editor, report, Supermac, fast food restaurant, assessing quality whether you would recommend it to readers

Plan

To: Editor
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 is also a wide range of salads and sandwiches which are also 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 comes 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.



Writing Skills

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.

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. 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 high. However, as the quality is so good, 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 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 a) **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)

b) **Focus ► To form cognates of words to complete a text**

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

Answer Key

- | | |
|---------------|---------------|
| 1 celebration | 4 attraction |
| 2 enjoyable | 5 reader |
| 3 reading | 6 traditional |

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 they 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.

Culture Corner

6

Culture Corner

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. 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 name of the festival is the 'Saviour of the Apple Feast Day'. It happens on 19th August every year. It celebrates the apple harvest and also the religious Feast of the Transfiguration. People in many Slavic countries celebrate it, including Ukraine and Belarus. There are street fairs and dancing. On this day, people eat food and drinks made from apples, from juice to cakes! People also visit the graves of their relatives and leave apples by them.

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: any of the 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).

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.

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Across the Curriculum – Science

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 enamel & jaw bone
 B **crown & root**
 C crown & pulp
- 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

- 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)

- 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 is 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.

- a) **Focus ► Reading for lexico-grammatical 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	3	3	2	5	3	7	1
2	1	4	3	6	4		

- Focus ► Reading for specific information**
 - Explain the task.
 - Allow Ss time to answer the questions.
 - Check answers with the class.

Suggested Answer Key

- 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 and fertilisers.
- 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: chemicals to kill weeds and insects

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: changing crops each year 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 practise.
- Allow time to create the dialogue and practise the role-play.
- Ask each pair to act out their dialogue for the class.

(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.

(Ss' own answers)

Reading

Focus ► Reading to match specific information

- Explain the task.
- Encourage Ss to read the headings prior to reading the texts and highlight any key words.
- Remind Ss that one heading will not be matched to a text.
- Ss complete the task individually.

Answer Key

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

Spotlight on Exams

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 choose the correct answer (1, 2 or 3).
- Replay the recording while Ss check their answers.

Answer Key

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

AUDIOSCRIPT

Presenter: Good morning! Today on Healthwatch we're going to talk about a controversial new measure to fight

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Spotlight on Exams

obesity and diabetes that's being considered by a number of governments around the world – the soda tax. Here to talk with us is Dr. Jessica Smith. Welcome.

Speaker: Thank you, I'm happy to be here.

Presenter: Dr. Smith, first of all, of all the things that are unhealthy, why is everybody focused on sodas? Are they really so bad?

Speaker: Oh yes, sodas are very bad for our health, and most people don't realise this. First of all, did you know that a soda can have the equivalent of nine teaspoons of sugar in it? That's a huge quantity of sugar. Of course, the sugar means calories, which add up to higher likelihood of obesity.

Presenter: But, a calorie is a calorie, isn't it? I mean, why single out sodas? People need to eat fewer calories in general: less chocolate, less ice cream, less soda. Isn't it all the same?

Speaker: First of all, the calories that come from sodas are empty calories. This means that they have no vitamins, minerals or other important nutrients like protein. On top of this, soda is a drink that isn't as filling as solid food, so they don't make people feel full. In fact research found that people ate more calories on days when they drank sodas; in other words, the soda actually made them feel hungrier.

Presenter: Ok, you've convinced me. Sodas are clearly unhealthy. But would a soda tax do any good?

Speaker: Well, people don't really agree about this. Those who are in favour of this tax, myself included, believe that it will help. Generally, when the price of something rises, people buy less of it, and choose other alternatives more often.

Presenter: ... But what will they choose instead? Orange juice is full of sugar, too.

Speaker: Even if people choose other sweet drinks, such as orange juice or chocolate milk, this will still be an improvement because these drinks at least contain some nutrients like calcium or vitamin C. Sodas are completely empty calories, remember. They're nothing but sugar.

Presenter: How do people feel about soda laws? Does the general population support the idea?

Speaker: This has actually been a problem. While health experts and policy makers think the tax makes a lot of sense, citizens don't really like the idea. They feel the government shouldn't try to tell them what they can or cannot drink. People also feel uncomfortable because this tax seems to target poor people; they're the ones who drink the most soda, so they're the ones who would have to pay the most taxes.

Presenter: That's terrible.

Speaker: Yes, but look at it another way. The poor are the ones who suffer the highest rates of obesity and diabetes, also, and so they're the ones who would have the most health benefits. Besides, sodas are heavily advertised. We could say it's wrong to advertise and promote something that harms people.

Presenter: Yes, you've got a point there. Is there any proof

that a soda tax can work?

Speaker: Yes, there is. In Mexico, in 2014, they began collecting a soda tax, and there is proof that fewer people bought and drank sodas. It was a low tax, too, about a 10 percent rise in price. That's half the size of the tax that we recommend; so imagine what a 20 percent rise in price could achieve.

Presenter: Very interesting; thank you, Dr. Smith ...

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

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.

Suggested Answer Key

In Picture 1, we can see a young couple sitting by a table in what looks like their living room. They are eating sushi, a Japanese dish, using chopsticks. I think it is sushi, as I can see small shapes of rice with red fish, and bowls of sauces. They are drinking glasses of orange juice. In Picture 2, there are three teens sitting on a sofa in a living room. There are two boys and one girl. They are eating pizza, and might be watching TV. In both pictures, young people are sitting on or by the sofa at home. They are both eating food that has probably come from a takeaway outlet. However, the couple in Picture 1 have a nice bamboo tray and plates to eat off, while the people in Picture 2 are eating the pizza out of the box. I would like would prefer to eat the sushi in Picture 1, rather than the pizza. The sushi looks tastier and more exotic, and the meal looks more memorable and healthier than the pizza. I would like to try eating with chopsticks, too, so I don't get greasy hands!

Writing

FOCUS ► Sharing opinions for/against an issue

- Review the writing plan provided, checking Ss' understanding.
- 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 organise 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. I do not think this is the right idea.

There are a number of reasons against banning adverts for fast food chains. If these adverts were

banned, their business would decline, as would their profits.

They would have to lay off some of their employees and unemployment would rise. Also, it could be said that fast food has some value; it is tasty, fast and convenient and as long as people don't eat it too often, there is no problem. Finally, everyone has the right to eat what they want, and it is up to parents to teach their children self-discipline so that they do not overeat or make unhealthy choices.

On the other hand there are also some good reasons for banning ads for junk food on TV. To start with, adverts on TV are highly influential. If young people see adverts for junk food, they will eat more of it. In addition, this food contains high levels of fat, salt and sugar, and researchers say it could be addictive; there are already limits on adverts for other addictive products such as cigarettes. However, it is hard to see how the government would enforce such a ban; I think it would be easier to educate young people so that they can make their own decisions and not be influenced by adverts.

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 teach their children about the dangers of eating this type of food, then there is no reason why such advertisements should be banned from TV.

Progress Check

Progress Check 6 and Look at Module 7 should be done in one lesson.

Answer Key

- | | | | | | | |
|---|-----------------------|---------------------|----------|-------------------------------|---------|--------|
| 1 | 1 ripe | 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 toasted | | 2 up | 4 back | |
| 2 | 1 artificial | 5 fizzy | 9 blood | | | |
| | 2 lamb | 6 tooth | 10 still | b) 1 against | 3 with | 5 from |
| | 3 dry | 7 stomach | | 2 from | 4 in | |
| | 4 fast | 8 main | | | | |
| 3 | 1 had | 4 had studied | 6 | 1 Then you should | | |
| | 2 won't/will not lose | 5 had followed | | 2 I've tried that | | |
| | 3 would stop | 6 would have tasted | | 3 a bit under the weather | | |
| | | | | 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 girl with a bow and arrows, flames and wings.

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

S3: The photo looks like a poster for a film.

T: What else can you see on p. 131?

S4: A gorilla. etc

Pic 2 (p. 131)

What is this picture? Who is the girl? Are teenage books popular? What is your favourite book?

Pic 3 (p. 126)

What does the picture show? What is this building? How is it related to the topic?

Pic 4 (p. 122)

What is the boy in the picture doing? Do you use the computer often?

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 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.

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 look at screens. 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 (couldn't stop, even if they wanted to)

incredible: unbelievable

shopping centre: a large building with lots of shops

Suggested Answer Key

- They think you're **anti-social** if you don't go to the party with them.
- My Dad is such a **couch potato**; he's always watching football.
- David thinks it's **unfair** that students get homework at 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 because the music's **blaring**.
- It's a nice song with a **catchy** tune.
- On school trips, we always **sing along** to songs on the radio.
- You'll love go-karting; **it's such a good laugh**.

7a

Reading Skills

- *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 **shopping centres**.*

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)

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.

Suggested Answer Key

I think the quotation means that most people use electronic entertainment (and TV in particular) to avoid real interaction. Perhaps Ann Landers believes conversation and understanding are too challenging for most people in modern society. Her use of the word 'anything' shows she believes the quality of most television programmes is extremely low.



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

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.

Answer Key

2 curtain	6 aisle
3 stalls	7 balcony
4 usher	8 orchestra
5 opera glasses	

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.
- Check Ss' answers.
- Elicit what the items are in their language.

Reading

3 a) **Focus ▶ Predicting the context of a dialogue**

- Select individual Ss to read out the sentences.

7b

Listening & Speaking Skills

- 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

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

AUDIOSCRIPT

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

Speaker A: 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 B: 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 C: 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 D: 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 E: I go to the theatre at least twice a month, more if there are lots of things I really want to see!

Speaker F: It's really difficult and expensive to get tickets for the best shows. However, our local cinema has started showing live broadcasts from London theatres, so we get to see great performances at a low price!

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 4 as the theatre isn't 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:

7c

Grammar in Use

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: *the thief was arrested (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 – *The box office did the selling, not the buying, 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 – *The audience did not perform, so they actively applaud.*
- 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 lots of people every year. – We need the agent.*
- 5 *The singers are being taught how to dance (by the choreographer). – We don't 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 *d far-fetched* 4 *a time-consuming*
 2 *f red-blooded* 5 *c self-centred*
 3 *e record-breaking* 6 *b old-fashioned*

Definitions

far-fetched = not believable

red-blooded = enjoying the outdoors, physical activity and danger

record-breaking = better than any before

time-consuming = needing a lot of time spent on sth

self-centred = only interested in yourself; selfish

old-fashioned = sticking to the styles and beliefs of years past

b) Focus ► Forming sentences with compound adjectives

- Read out the example.
- Invite Ss to read out their sentences.

Suggested Answer Key

- 2 *A fashion show is not the place to find a red-blooded man.*
 3 *He has achieved many record-breaking performances.*
 4 *Homework can be so time-consuming.*
 5 *I don't like people who are self-centred.*
 6 *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 *turned over* 5 *turn on*
 2 *turn down* 6 *turn down*
 3 *turn up* 7 *turn ... up*
 4 *turn down* 8 *turn ... over*

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 *for* 2 *with* 3 *for* 4 *with* 5 *for*

Suggested Answer Key

- 1 *Charlie Chaplin is famous for his films.*
 2 *I was impressed with the film.*
 3 *I often mistake Al Pacino for Robert de Niro.*
 4 *Avril Lavigne is popular with teenage girls.*
 5 *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 *audience* 3 *act*
 2 *spectators* 4 *setting*

Suggested Answer Key

- 1 *My sister has a large group of friends.*
 2 *Millions of viewers watched the last World Cup final on TV.*
 3 *My younger brother plays football every weekend.*
 4 *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

- 1 *will be released in the*
 2 *they are accompanied by*
 3 *did not turn up*
 4 *have to see*
 5 *are said to be*

7

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

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 should be
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. Also, he is wearing a mask over half of his face.

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.

7 e

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, Metal Gear Solid 5
- 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 and 6 are written in a semi-formal style, and reviews 1 and 4 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 possible future actions of the listener.

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 science-fiction superhero. It is an action adventure film set in Metropolis five years after "Superman II".*
The plot is very gripping. Superman returns to Earth after 5 years away to find that Lex Luther is plotting to destroy him, and that Lois Lane is engaged to another man.
The acting is superb and Brandon Routh plays the role particularly well. The special effects are stunning, too.
This film is sure to be a huge success. I enjoyed it very much. Don't miss it!

7e

Writing Skills

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!

7

Culture Corner

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 famous | 4 courageous |
| 2 working | 5 interactive |
| 3 attraction | 6 selection |

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

explore: travel around a place and find out things about it

state-of-the-art: the very latest

(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 Chamber of Horrors and interactive exhibitions which change from month to month.

It all started when Madame Tussaud learned wax modelling 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. However, London isn't the only place with a Madame Tussauds. There are branches in cities all over the world.

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. You can listen to lectures, attend workshops, and buy books of modern art. It is a must-see for all lovers of modern art!

Across the Curriculum – Music

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 traditional 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 True

2 Doesn't say

5 True

3 True

6 False

Suggested Answer Key

complicated: difficult to understand; needing a lot of training or thought

stream: to send or receive film or audio over the internet in real-time (not downloading)

recording studio: a special room or building where music is recorded

software: computer programs

app: an application; a computer program, usu for a mobile phone or a tablet, that does a simple job in an easy-to-control way

tool: an object or method that helps you perform a task

synthesised: created artificially or electronically

rhythm: the way music repeats itself and is regular; whether it seems fast or slow

pitch: the way that music sounds high or low

experienced: having real-life knowledge, training and lots of practice in an activity

amateur: a person who does an activity just for pleasure or interest, not because they are paid

professional: a person who does an activity for payment

loop: (in music-making) to take a short piece of music and play over and over again, usu making the basis of a new song

process: (in music-making) to take a piece of music and add effects, change the pitch etc.

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 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 try out new ideas

4 one step further

2 play around with

5 on the go

3 only gives an idea

5 Focus ► Forming collocations

- Explain the task.
- Ss complete the task.

- Invite Ss to read out their sentences.

Answer Key

- 1 c digital radio 4 b basic beat
 2 d recording studio 5 a sound effects
 3 e useful tool

Suggested Answer Key

- 1 **Digital radio** allows more channels to fit on the radio frequencies.
 2 There's something special about the atmosphere in a **recording studio**.
 3 Apps are also **useful tools** for filmmakers.
 4 Most dance music has the same **basic beat**.
 5 Tchaikovsky used cannons as **sound effects** in his 1812 Overture.

- 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 concertos, the most famous of which are the First and Second Piano Concertos, 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.

6 **Focus ► Writing a short article about a favourite composer**

- Explain the task.
- Elicit ideas from Ss about which composers they can write about.

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 a) **Focus ► Scanning for gist**

- Explain the task.
- Ss look at the titles.
- Invite individual Ss to share their answer with the class.

Going Green

Suggested Answer Key

The text is about paper; how it is made, used and recycled.

b) **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 us 4 harder 7 nearest
 2 are made 5 most/many
 3 to produce 6 them

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.

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
matte: 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
 A 2 C 1 E 2 G 3
 B 3 D 1 F 1

AUDIOSCRIPT

Lucas: Hi Eva. Didn't you go out last night?
Eva: Yes, I went to see "The Chronicles of Narnia". It was well-made, I suppose, and the actors and special effects were very impressive. But still, I came out of the cinema feeling rather disappointed.
Lucas: Really? Why was that?
Eva: Well, I loved the books by C.S. Lewis, with their gripping plots and memorable descriptions. After

reading them, I had a clear idea in my head of what the characters looked like, the settings, and all the rest. But of course, in the film, they were all different. Now I'm confused!

Lucas: For me, it was the other way round. I've just read a book after seeing the film. And I'm glad I did it in that order!

Eva: What was it?

Lucas: "Moby Dick". The other night, I switched over channels and the film was on – the classic, made in 1956. I was hooked. The story is set on a ship, in the mid 19th century. Captain Ahab chases a white whale across the oceans of the world. I liked it so much, I bought the book the next day!

Eva: They say it's a masterpiece.

Lucas: It is – but it's not very easy to read! However, because I'd seen the film, I knew more or less what was going on. Otherwise, I think I'd have given up quite soon. It's interesting, because when it was published, the book wasn't a best seller at all. It was only 60 years later that it was recognised as one of the greatest in the English language.

Eva: Maybe that's the best way to do it – film first, book second.

Lucas: I think it depends on the book. Can you think of any other book that was turned into a better form of entertainment?

Eva: I like the musical "Cats" by Andrew Lloyd Webber. He wrote the music, based on a book of poems by TS Eliot. The poems were fun, but the show was absolutely thrilling, with wonderful costumes and sets – and of course, catchy tunes.

Lucas: Now, that is a mystery to me. I saw "Cats" and couldn't stand it. I thought it was awful. And, I should add, it's not the subject matter – we have three at home!

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

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

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 singer | 4 favourite |
| 2 education | 5 immediately |
| 3 winner | 6 performance |

Writing

Focus ► Writing an opinion essay

- Explain the task.
- Elicit ideas from Ss about entertainment and reality (is it a good thing to escape etc)
- Discuss examples of 'real' and 'unreal' entertainment.
- Ss write opinion essay. Alternatively, assign task for HW.

Suggested Answer Key

It's true that most forms of entertainment try to take us away from reality and, for a short while, make us believe in something else. Some people think this is the purpose of entertainment, but others disagree.

Perhaps the Greek philosopher Aristotle put it best when he said: "art expresses what is universal, whereas reality is always changing". True entertainment makes us see things that we can't usually perceive, such as honour, bravery, and even evil. Entertainment may use fantastic plots or even special effects to do this. Watching it, we might seem to be escaping from reality, but maybe we become better people because we believe in these things.

However, some entertainers like to remind the audience that their entertainment is not real. These artists think that people who escape reality are not contributing to society, or may be persuaded into believing nonsense. For instance, in some plays and films, the characters speak directly to the audience, and stop them from escaping reality.

In my opinion, this is not true entertainment. All of us get plenty of reality every day – perhaps too much! We do not see what is universal and true of all times and places. The best entertainment can help us to do this.

In conclusion, true entertainment is an escape from daily reality, but this might be very beneficial to us, and even essential.

7

Spotlight on Exams

Speaking

Focus ▶ Asking questions about a play

- Allow time for Ss to study the advert.
- Ss work individually.
- Select Ss to ask their questions.

Suggested Answer Key

- 1 *Hello, is that the Crampton Theatre? I'm interested in your new play, "The Sun Rises in the West". I wonder if you could tell me what sort of play it is? Is it a comedy or a drama? Where and when is it set?*
- 2 *Could you tell me what time it starts? I see that the times are different on Saturday and Sunday. Also, I would like to know how much the tickets are, and if I can choose between the stalls and the balcony.*

- 3 *Could you tell me a little more about the Shazam Theatre Group? Are they professional or amateurs? Is this their first performance of the play? Who wrote the play itself? Who directs it?*
- 4 *How much is the reduction for students? How big does a group have to be to get a discount? Are there discounts for children or the elderly?*
- 5 *Where is the theatre? How should I get there? Is there parking nearby? Is it possible to get there by public transportation?*

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 1 are watched | | 4 will be |
| | 4 released | 9 reserved | 2 are reserved | | 5 has been staged |
| | 5 audience | 10 boring | 3 enjoy | | |
| 2 | 1 soap | 6 special | 5 1 Well, let's see | | |
| | 2 theme | 7 fully | 2 Oh dear, let's hurry | | |
| | 3 couch | 8 ballet | 3 Yes, I'd love to | | |
| | 4 recording | 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. Maybe it is a 3D screen, as the football is coming out of it.

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. 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 3 (p. 150)

What do you see in the picture? What is she using? Do you have one?

Pic 4 (p. 147)

Where did you see the picture? Do you know what it is? Do you think it exists in the real world?

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.

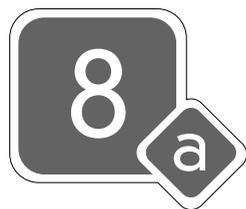
The **Culture Corner** (p.151) displays a timeline that represents British inventions. It contains short texts on great British inventors and their accomplishments.

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 uses of high tech gadgets with Ss.
- Focus Ss' attention on the items presented on pp. 140-141.
- Read the prompts and give Ss time to match the items with their uses.

Answer Key

A digital video camera records moving images.

A laptop can run programs, store large amounts of information and access the internet.

An MP3 player stores and plays audio and video files

A smartphone can be used to make calls, access the internet and take photographs.

A tablet can be used for internet access, note taking and watching movies among other things.

An ebook reader can be used to read digital books

A 3D smart TV can be used to view 3D programs and connect the TV with the internet.

A games console lets people play video games on their computer.

Suggested Answer Key

- 1 Smartphone, digital video camera, iPod
- 2 Smartphone
- 3 Smartphone (laptop, tablet)
- 4 digital video camera (smartphone)
- 5 MP3 player, smartphone (laptop, tablet)
- 6 laptop, tablet, smartphone
- 7 tablet, laptop
- 8 3D smart TV, laptop, tablet, MP3 player (smartphone)
- 9 laptop, tablet, smartphone
- 10 laptop
- 11 laptop, tablet, smartphone
- 12 laptop, tablet, smartphone, digital camera, 3D smart TV

13 ebook reader (laptop, tablet)

14 laptop, tablet, 3D smart TV, smartphone

15 games console (tablet, smartphone, laptop)

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:

... use **it** to access – his mobile phone

... ashamed to admit **it** – the fact that he is hooked on his PlayStation 4®

... very keen on **it** – his PlayStation 4®

Tina:

... feel quite lost without **it** – her tablet

It keeps my whole life together – her tablet

... **it** is almost more – her laptop

... edit **them** using software – short films

... **It's** a great pastime – making short films

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

tech freak: someone who is extremely interested in technology

broadband: a way to access the Internet

lecture notes: texts that support university lectures

ashamed: embarrassed

it goes without saying: it is obvious, clear

clients: customers, people you are working on behalf of

in the course of: during, throughout the whole thing

backed up: to have an extra file saved

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.

8a

Reading Skills

- Set up groups of four Ss and assist them in assigning roles within the group.
- 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 4®. I'm totally hooked on it.

Interviewer: So do 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, but I couldn't live without my tablet. 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 smartphone | 5 laptop |
| 3 digital video camera/
digital camera | 6 digital video camera/
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 video camera 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.*
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: *Let me see if we have one in stock.*
- A: *What's the problem?*
B: *The headphones are missing from this MP3 player. Could I exchange it, please?*
A: *Yes, of course.*

8b

Listening & Speaking Skills

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 play-back.
- Ask individual Ss to provide answers to check with the class.

Answer Key

1 C 2 C 3 A 4 B

AUDIOSCRIPT

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 works

7 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

8

C

Grammar in Use

Objectives

Reading: news report; memo (gap-fill)

Skill – reading for lexico-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	5 couldn't
2 were planning	6 hadn't received
3 had not kept	7 to wait
4 had received	8 not to worry

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
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).

8c

Grammar in Use

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. – D

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 program from him.
- 2 The bad weather was the main **reason** for our terrible holiday.
- 3 I had a **problem** with my camera.
- 4 Alexander Fleming **discovered** antibiotics.

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

d

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 lets people travel 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.
- 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.
- Play the recording. Ss listen and check their answers.

Answer Key

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

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

- merged: Last year, our town's two football teams merged to become one team.*
- dashed: I didn't want to miss that film so I dashed home as fast as I could.*
- dim: It was late and I couldn't read the house numbers as it was too dim.*
- hazy: We couldn't see the mountains at all. It was too hazy.*
- convey: The scientist tried to convey the importance of his new invention.*
- drew: I waited and drew a deep breath.*
- sound: My grandmother's car is over forty years old but is still sound.*
- anticipation: Tom has no anticipation of winning the running competition.*
- murmur: The teacher was very annoyed with the murmur coming from the back of the classroom.*
- 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: hard white 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 horizontal bar used to close something or as support
tap: to hit gently
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 used in watches and clocks
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, quickly
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 (no taste, no smell)



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 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 schoolwork 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 3 E 4

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 thinks that mobile phones should not be brought into school, but handed in at the school gates. The writer states this in the second paragraph and the last one (the conclusion). The writer also thinks that mobile phones are distracting in class, and possibly a cause of crime. The writer states this in the second paragraph (a subject paragraph) and again in the last one (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:

Firstly, mobile phones can be a serious distraction in classrooms.

- *It is impossible for teachers and students to focus on classwork.*
- *Some students secretly play games or check social media.*

Para 3:

Mobile phones are an essential part of a modern person's life.

- *It's unfair to take them away.*
- *Parents need to get in touch in an emergency.*

Para 4:

The school environment is not meant to be the same as the rest of a person's life.

- *A place of concentration and safety.*
- *Parents can contact school in 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.

Suggested Answer Key	
To list points:	<i>firstly, to begin with</i>
To add more points:	<i>in addition, also, secondly, what is more, furthermore, moreover</i>
To introduce opposing viewpoints:	<i>although, in contrast, apart from, while, however, nonetheless, on the other hand, yet</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

*Firstly – To start with
 Furthermore – Secondly
 For example – In particular
 On the other hand – However
 Moreover – Also
 However – Nonetheless
 In addition – What is more
 All in all – To sum up
 Nonetheless – Yet*

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 have 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 electronically. 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: see 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 thumb drives. 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 not all books are 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.

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.

Culture Corner

- 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.

8

Culture Corner

Suggested Answer Key

- | | |
|-------------------|---------------|
| 1 would not have | 5 his |
| 2 encouraged | 6 to transmit |
| 3 (is) considered | 7 later |
| 4 had invented | |

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

railways: routes between places along which trains travel on rails

Industrial Revolution: a period of time when the development of machines caused great changes in society

established: set up, started

computing: using a computer

detailed: containing a lot of facts and information

performed: carried out, did

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 basis 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 table 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. – not answered)

How do thermometers work? (Yes. – answered)

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

a F they measure temperature

b F it becomes smaller

c F after

d T

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 table 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 a) **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



Across the Curriculum – Science

b) Focus ► Practising reading out loud

- Ss work in pairs.
- Allow Ss 1.5 minutes to read the text silently, and then allow them time for each partner to read the text aloud.
- Ask some Ss to read the text in front of the class.

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.*



Going Green

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

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%).

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.
- Elicit what Ss learnt from the text by asking various Ss around the class.

Suggested Answer Key

How does solar power work? (Yes, I can answer it.)
Where does hydroelectric power come from? (Yes, I can answer it.)
I also learnt about wind power from the text.

b) **Focus ▶ Reading for lexicogrammatical 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	

- 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 practise 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

8

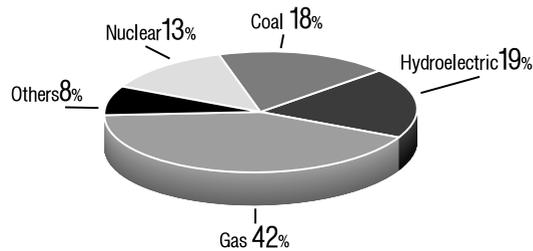
Going Green

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%, gas 42%, and 8% others.



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.

8

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

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

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.

AUDIOSCRIPT

- 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

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

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 <i>probably</i>	4 <i>inventor</i>
2 <i>exactly</i>	5 <i>different</i>
3 <i>painting</i>	6 <i>existing</i>

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

Laptops in Schools

Learning computer skills should be a part of every child's education. In some schools, students are allowed to use laptops in lessons, take notes and do research. Some schools even provide them to students. However, others feel that this is a step too far and laptops in class can become a serious obstacle to education.

Personally, I think that having laptops in the classroom is a bad idea. A lesson needs a personal, face-to-face connection between teacher and pupils. Laptops get in the way of this.

For example, a teacher wants to see the facial expressions of his or her students, not the back of their laptop screens! Secondly, the classroom should be a refuge from our over-connected society. It is a place for real thought and interaction, not passive viewing or button-pushing.

In contrast, some people believe that pupils get more from the lessons, as they can type up notes as the teacher speaks. Others say that students can do research during the lesson and contribute interesting facts. In this way, they feel they are participating in the lesson.

Although pupils may save some time by typing notes, they will benefit far more by paying full attention to what their teacher is saying. Furthermore, lesson time should be used for instruction and discussion, not research. This is best done as homework.

All in all, I strongly believe the classroom is not the place for laptops. They interfere with the process of teacher-pupil interaction. We hear a lot about the revolutionary effect of computers in the class, but this may be a revolution that sends us backwards.

Speaking

Focus ► Talking about a picture

- Explain the task to the Ss'.
- Allow them some time to do the task in pairs.
- Ask some Ss to do the task in front of the class.

Suggested Answer Key

I've chosen photo number 1. I took the photo last December, during my winter holiday. My cousin Paul and some other children are trying out the latest gadgets at an exhibition. I took the photo of him because he loved this tablet and wanted to show it to his dad once he got home. I decided to show you this photo because I love gadgets and because it's one of my favourite activities I did last year.



Progress Check

Answer Key

- 1 1 *hooked* 5 *cracked* 9 *digital* 4 1 *tighten* 3 *computerise* 5 *ensure*
2 *portable* 6 *guarantee* 10 *renewable* 2 *widen* 4 *enable*
- 3 *stores* 7 *charge*
4 *social* 8 *invented*
- 2 1 *wind* 5 *solar* 9 *alternative*
2 *social* 6 *tech* 10 *power*
3 *text* 7 *Industrial*
4 *take* 8 *future*
- 3 1 *She said that the plane left at 4 pm.*
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 the 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.*
- 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*

Word Perfect Key

Module 1 – People & Character

- 1 a) aggressive active
dreamy creative
selfish trusting
funny annoying
passionate fearful
- b) 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 public transportation
2 global warming
3 conservation program
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 modern 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 8 agent/
2 repellent 5 flight sickness
3 sickness/ 6 handicraft
agent 7 peaks

- 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

- 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
4 fully booked scenery
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 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/d 6 h 8 e

- b) 1 regular exercise 6 grilled fish
2 grated cheese 7 crash diet
3 recipe book 8 well-balanced
4 artificial additives meals
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
Shellfish: 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, sculpture, printmaking	ballet, cinema, concert, dance, opera, theatre, 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

Module 8 – Technology

- 1 a) 1 tech 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 tech freak

- 2 1 apart from 4 hooked on
2 on the move 5 to the extent
3 it goes without saying

3	Home	MP3 player, TV, digital camera, digital video camera, smartphone
	Work	laptop, tablet

- 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

Grammar Check Key

Module 1

- 1 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
- 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
- 2 1 has been waiting
2 have sold
3 have booked
- 4 has been planting
5 has not come
6 has failed
- 3 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
- 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: does the film end
B: saves
18 A: is rising
B: is getting
19 A: is always complaining
B: is
20 A: haven't seen
B: is working
- 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
- 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
- 2 2 b 4 b 6 b 8 b 10 a
3 a 5 a 7 b 9 a
- 3 1 to come 5 bring 9 pick
2 to invite 6 finding 10 to say
3 making 7 to stay
4 to come 8 to spend
- 4 1 calling 6 to drive 11 hope
2 trying 7 to hear 12 to buy
3 going 8 complaining 13 doing
4 talking 9 eat 14 asking
5 listening 10 pay 15 listening
- 5 1 A: visiting 7 A: to tell
B: to send B: asking
2 A: to ask 8 A: to call
B: washing B: working
3 A: washing 9 A: taking
B: to take B: to get
4 A: to call 10 A: to eat
B: answering B: eating
5 A: to eat 11 A: to announce
B: eating B: not going
6 A: talking 12 A: to post
B: to invite B: asking

- 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./The volcano erupted when they were hiking up the hill.
 4 While Roland was swimming, he found an injured turtle./Roland found an injured turtle while he was swimming.
 5 Clara was speaking on the telephone when the doorbell rang./The doorbell rang when Clara was speaking on the telephone.
 6 Tom was reading a magazine while he was having a coffee./While he was having a coffee, Tom was reading a magazine.
- 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 my grandparents.
 3 Two years ago, while I was at school, I met my best friend.
 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 the
 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/will read |
| | 6 would call | 12 Will you help |
-
- | | | |
|---|---------------|-----------------------|
| 2 | 1 will go | 5 will you help |
| | 2 will make | 6 would you have done |
| | 3 were/was | 7 will call |
| | 4 hadn't come | 8 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 would 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 could 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 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 4 in spite of
 2 As much as 5 despite
 3 although 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 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* film 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 the 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 Gorefest 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. Gorefest Movies say that the film 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 20GB 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 NO
 3 which/that ND YES
 4 who D NO
 5 where D NO
 6 who ND NO
 7 which D YES
 8 who ND NO
 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

- 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 50GB 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

Song Sheets Key

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.)

(Ss' own answers)

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.)

(Ss' own answers)

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)

Proverbs4 **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. (Organisation 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. (People are different and must live their lives in different ways.)

(Ss' own answers)

Module 41 **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*

(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

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.)

(Ss' own answers)

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.

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.*

B: *Yes, that would be perfect. etc*

(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

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 healthy, good 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.)

(Ss' own answers)

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.)

(Ss' own answers)

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. To be a star, you need to 'get the breaks', 'have what it takes', and so on.

- 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. 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.)

(Ss' own answers)

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 a tablet because they are so much lighter than a laptop and easier to carry around.*

B: *I would really like a digital camera because you can take better quality pictures and many more pictures than on a smartphone, 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.)

(Ss' own answers)

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 Answer)

- 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, plump, long, baby, tanned, pale, spotty, youthful, expressive, thin
Hair: thick, smooth, white, long, grey, curly, bald, spiky, fair, brown, thin, dark
Eyes: brown, blue, expressive, bright, grey, 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 straight hair and a plump build. She has a pretty face with a tanned complexion and expressive eyes.
2 Bob is in his teens. He has a round face. His dark hair is thick and short. 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 wavy and long and she has a rosy complexion. Laura has big lips and bright eyes.
4 Steve is in his teens. He has curly fair hair and a pale complexion. He is tall and thin.

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

Spotlight on Exams

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

- b 1 inexperience 4 perfection
 2 refurnished 5 intention
 3 darkened

- 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 informal closing remarks
 6 omitted verb and pronoun
 7 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 A 3 B 6 C 4 D 1 E 5

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	Hospital	nurse, surgeon, doctor, secretary
	Office	managing director, lawyer, secretary, translator, businessman, architect
	Bank	cashier
	Outdoors	fisherman, gardener, artist
	From home	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 wage 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 E 5 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

- 7 A 7 C 3 E 1 G 2
 B 5 D 8 F 6
- 2 1 students 4 different 7 definitely
 2 famous 5 cultural
 3 eastern/east 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 programs
 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 photos.
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 bark 3 leaves 5 roots
2 branches 4 trunk
- 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 trip 3 exhibition 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

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

- b It's raining cats and dogs.

Spotlight on Exams

- 1 A 4 B 6 C 2 D 1 E 3
 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 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 have gone 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 7 NS
 2 NS 4 T 6 F
- 2 A 6 C 7 E 1
 B 4 D 3 F 5

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 scene 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 artists' 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, neck, 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

Good	brilliant, excellent, superb
Funny	hilarious
Exciting	thrilling, gripping
Sad	depressing, moving, tragic
Boring	dull, predictable
Bad	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 both in real life and a make-believe land full of brilliantly developed characters, this story takes us from our world to a land of spectacular scenery and surprise. Never a dull moment! You will enjoy the superb writing throughout this novel.

- 3 1 extremely 3 incredibly 5 incredibly
 2 really 4 completely 6 totally

Unit 7 – Vocabulary Practice

- 1 1 d 3 g 5 b 7 e
 2 a 4 f 6 c

- 1 air pollutant 6 Cardboard boxes/
 Egg cartons
 2 wax models
 3 tourist attraction 7 egg cartons/
 cardboard boxes
 4 paper products
 5 music technology

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

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

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 tech 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 battery
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 is a huge company
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

Workbook Key

- 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:** smartphones are distracting
Reasons/examples: students tempted to sneak a look
Viewpoint 2: smartphones are expensive
Reasons/examples: theft may take place
Viewpoint 3: smartphones may be used in lessons
Reasons/examples: record lesson for later rewatching
Viewpoint 4: smartphones have educational apps
Reasons/examples: improves students performance
Viewpoint 5: students have different financial backgrounds
Reasons/examples: some will not be able to afford gadgets/at a disadvantage
- b 1 Firstly, secondly
 2 Furthermore
 3 On the other hand, however
 4 For example, in particular
 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 1 3 2 5 3
 2 3 4 1 6 2
- 2 A 7 C 2 E 1
 B 3 D 5 F 4

Workbook Audioscripts

Module 1

Unit 1 – Spotlight on Exams

Listening Ex. 2 (p. 11)

Speaker A: Kathy is probably my best friend at school and we spend a lot of time together. Sometimes I worry about our relationship, though. That fact is, she is pretty and dresses well, and so gets a lot of attention. She can make me feel a bit boring and even ugly. Sometimes I think that when people see us together, they laugh at me. I wonder if I'd be happier with another friend.

Speaker B: Andrew is very funny and good at making jokes. Everybody listens when he starts talking. The trouble is that he often goes too far. He was making fun of one of the boys in our class and everyone was laughing. Then Andrew teased the boy for being upset! To be honest, at that moment, I was ashamed to be a friend of Andrew's.

Speaker C: Henry doesn't look happy when he comes into school these days. He used to be top of the class in English and a good football player, but he has changed in the last few months. I think his mum and dad are arguing a lot. I feel really bad and I think the teachers do too, but it's difficult to know how to help.

Speaker D: Bethany is amazing at every subject. You might think this would make her big-headed, but not at all. She helps others whenever she can. I know smart kids often get bullied at school, but that isn't a problem here. But she says it's her sisters who are the clever ones in the family!

Speaker E: My friend Isaac lives near me but goes to a different school. I asked him about his friends there, but he didn't answer me. At last, he told me that he didn't have any. For some reason, they don't like him and are really nasty to him. I was shocked to hear it. He's intelligent, funny and kind. I can't imagine why anyone wouldn't want to be his friend.

Module 2

Unit 2 – Vocabulary Practice

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 A: 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 B: I always keep the plastic bottles I use and put them in the recycling bin. Every little bit helps.

Speaker C: I don't think anyone is really interested in the environment. We all cause pollution and that's just the way it is.

Speaker D: 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 E: 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.

Module 3

Unit 3d – Literature

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 out some of your listeners.

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 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.

Module 4

Unit 4 – Vocabulary Practice

Listening Ex. 4 (p. 34)

Middle-aged man: 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.

Module 5

Unit 5 – Spotlight on Exams

Listening Ex. 1 (p. 43)

Speaker A: 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 B: 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 C: 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 D: 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 E: 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.

Module 6

Unit 6 – Spotlight on Exams

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 don'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 choices, 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.

Module 7

Unit 7 – Spotlight on Exams

Listening Ex. 1 (p. 59)

Speaker A: 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.

Speaker B: 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 roles ... pretending to be other people. Yeah. That's what my job is about.

Speaker C: 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.

Speaker D: 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.

Speaker E: 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.

Speaker F: 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 organised for all of those people.

Module 8

Unit 8 – Spotlight on Exams

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: I take it you have a computer, and you will be using downloaded music files?

Teenage boy: How else would I listen to music?

Sales assistant: Ah yes, you're probably too young to remember tapes and CDs!

Teenage boy: My dad has CDs, but I don't want to be carrying them around with me.

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.

